

CO150: COLLEGE COMPOSITION—Fall 2023

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Office Hours: Wednesday from 2:00 PM to 3:30 PM and Fridays from 11:00 AM to 12:30 PM and available by appointment

Office Hours Location: Hartshorn Hall room 9

Course Description

CO150 focuses on introducing you to writing, reading, research, and communicating practices that will prepare you for success as a university student, professional, and citizen. In this course, you will learn to critically read and respond to a variety of texts, to write for a variety of rhetorical situations and audiences, to dialogue about different experiences and perspectives, and to develop and apply effective writing practices.

This semester's CO150 course theme is *Writing our Worlds: College Composition and Rhetoric in Context*. In the course, we will explore how writing is shaped by our experience and the experiences of others. Because writing is relational—meaning that when we write, we are in communication with ourselves and with others—it is important to explore writing from a personal, public, and participatory perspective. In this course, we will read writing by academics and students, public figures, and popular writers. As a class, we will discuss, analyze, and evaluate the writing choices writers make, so we can better understand the agency we have as writers to make decisions about topics, idea development and organization, examples and research, writing style, and rhetorical techniques, among other writing-focused topics. We will talk about writing and rhetoric topics, such as the rhetorical situation (audience awareness, context, authorial purpose, and genre), the writing process, library and popular research, information literacy, collaboration through peer review, a writer's agency, and developing a writerly community, among other topics.

Every class period is an opportunity for you to grow as a writer and to support your classmates' growth as writers. And in every class period, you will learn skills and strategies that will be valuable beyond the CO150 classroom and CSU. I look forward to getting to know you and supporting your growth as a writer.

The Colorado Commission on Higher Education has approved CO150 for inclusion in the Guaranteed Transfer (GT) Pathways program in the [GT-2] category. For transferring students, successful completion with a minimum C– grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to <http://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html>.

CO150 addresses the Following Competency and Content Criteria, as approved by the State of Colorado.

WRITTEN COMMUNICATION COMPETENCY—CRITERIA FOR WRITTEN COMMUNICATION:

Competency in written communication is a student's ability to write and express ideas across a variety of genres and styles. Written communication abilities develop over time through layered, interactive, and continual processes and experiences across the curriculum.

STUDENT LEARNING OUTCOMES (SLOs):

Students should be able to:

1. Employ Rhetorical Knowledge

a. Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation.

2. Develop Content

a. Create and develop ideas within the context of the situation and the assigned task(s).

3. Apply Genre and Disciplinary Conventions

a. Apply formal and informal conventions of writing, including organization, content, presentation, formatting, and stylistic choices, in particular forms and/or fields.

4. Use Sources and Evidence

a. Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
b. Follow an appropriate documentation system.

5. Control Syntax and Mechanics

a. Demonstrate proficiency with conventions, including spelling, grammar, mechanics, and word choice appropriate to the writing task.

CO2 CONTENT CRITERIA:

Deepen Rhetorical Knowledge

a. Focus on rhetorical situation, audience, and purpose.
b. Use voice, tone, format, and structure appropriately, deepening understanding of relationships between form and content in writing.
c. Write and read texts written in several genres, for specified discourse communities. These communities may include professional or disciplinary discourse communities.

Deepen Experience in Writing

a. Develop recursive strategies for generating ideas, revising, editing, and proofreading for extensive, in-depth, and/or collaborative projects.
b. Critique one's own and other's work.
c. Practice reflective strategies.

Deepen Critical and Creative Thinking

- a. Evaluate the relevance of context.
- b. Synthesize other points of view within one's own position.
- c. Reflect on the implications and consequences of the stated conclusion.

Use Sources and Evidence

- a. Select and evaluate appropriate sources and evidence.
- b. Evaluate the relevance of sources to the research question.

Deepen Application of Composing Conventions

- a. Apply genre conventions including structure, paragraphing, tone, mechanics, syntax, and style to more extensive or in-depth writing projects.
- b. Use specialized vocabulary, format, and documentation appropriately.

Course Materials

- **Reader:** *Writing our Worlds: College Composition and Rhetoric in Context* (Top Hat)
- Access to CO150 class page at [Canvas](https://canvas.colostate.edu) (canvas.colostate.edu).
- A notebook or binder for in-class work, homework, and handouts.
- You have access to Microsoft Word for free as a CSU student!
- Access to your email. Check it regularly!

In addition to the 150 minutes we spend together in class each week, you will be expected to spend a minimum of six hours outside of class time per week on this course. Be sure to plan your schedule accordingly, so you can get the most from the course and keep from getting overwhelmed.

Course Assignments	Percentage
A1: Writing Communities and Conversations: Critical Literacy Narrative	15%
A2: Academic Inquiry and Research: Research Logs 1 and 2	10%
A3: Academic Writing: Academic Argument Essay and Research Log 3	20%
A4: Metacognition and Revision: Reflection Portfolio (due finals week)	15%
Process Work	25%
Workshops and Peer Review	15%

Grades

Grades will be assigned at the end of the semester, according to the following grading scale:
97-100 = **A+**; 93-96 = **A**; 90-92 = **A-**; 87-89 = **B+**; 83-86 = **B**; 80-82 = **B-**; 77-79 = **C+**; 70-76 = **C**;
60-69 = **D**; 0-59 = **F**

You will need a D to pass the course, unless your major requires a grade higher than a D. You can find out what your major requires by checking in with your advisor. I would do that as early as possible! **Excessive absences may override these assessment components.** There are no C-, D+, or D- in final grades and incompletes will not be given.

Composition Program Participation and Absences Policy

Since learning to write effectively in college (and the world) depends upon regular interaction with other writers, the Composition Program expects your active participation in all class sessions, small group and individual meetings, and with online work. Missing more than two weeks of our course will make successful completion difficult. Students who miss more than three weeks of class are strongly encouraged to take composition during an alternate semester. In line with University policies, [university-sanctioned events](#) and religious holidays are considered excused absences; please speak with me in advance about your participation in these events. If you need religious holiday accommodations, please read the [CSU policy](#) well in advance and complete the [Religious Accommodation Request Form](#) in at least seven days in advance of your request. If you have concerns about your ability to regularly attend class due to mental or physical well-being, please contact [Student Case Management](#). I value your contributions to our class learning environment and look forward to our time together.

Coming to Class Prepared (whether face to face, hybrid, or remote)

Our Composition classes thrive on interaction between writers; for you to thrive in this learning environment, you will need to participate to the fullest—whether that is in small group discussion or in shared Google document. Whether your class meets virtually or in person, you will have opportunities to participate synchronously and at your own pace through discussion, collaborative writing, and small group work. We are in this learning together, and your presence matters. In being prepared, you will positively impact your classroom community by being able to participate in class discussions and peer review. Being prepared means that you have completed the assigned reading for the day, you bring rough drafts when required, you bring completed worksheets or homework when required, and you're ready to participate in class discussions. If you are not prepared to work, you cannot participate to the fullest, learn to the fullest, or contribute to the fullest.

Visit the [Composition Program's policy page](#) for more information about our program FAQs, policies, and resources.

Canvas and Class Communication

You will find our course materials on Canvas. Your Canvas course includes the syllabus, calendar, assignment prompts, campus resources, and additional readings. I recommend that you check Canvas every day to ensure you are prepared for class. All assignments, including homework, will be submitted and graded electronically through Canvas.

I will be using campus email to communicate with you throughout the semester, so be sure to check your CSU email frequently. I will answer brief, clarifying questions via email on Monday-Friday from 8:30 AM-5:30 PM. Questions that require discussion or a lengthy response should be asked in class or during office hours. Please allow 24 hours for an email response. Your email should include a specific subject line, just so I know what kind of answer you need, and what material I may need to find.

Expectations for Your Process Work

The CSU Composition Program believes learning effective writing skills and strategies requires learning about writing as a **process** and not only as a final product. Research shows that the more people write, even 10 minutes a day, significantly benefits how people organize their thoughts, communicate their ideas, and revise their writing. Because writers grow by experiencing the writing process—just as musicians and athletes improve through everyday practice—CO150 is designed to value this practice and process. 25% of your course grade is determined by process work and workshopping. This includes homework, small group work, in-class participation and writing, conferences, outlines, drafts, etc. To do well in this course, it is vital that you engage thoroughly and thoughtfully with writing as a process, and I will do the same in providing feedback on your writing. In most cases, major writing assignments may not be graded without the required process work and in-class participation.

Expectations for Workshop and Peer Review

In the spirit of valuing writing as a process, CO150 is designed to teach students how to workshop, brainstorm, and peer review together. Just as musicians and athletes cannot simply practice with only themselves, so, too, do writers need to work together to improve their writing. You will have the opportunity to develop as a writer by discussing ideas, brainstorming, helping others troubleshoot their writing, and peer review classmates' drafts. Workshopping and peer reviewing work together not only gives you ideas for how to improve your own writing, but it also teaches you how to communicate clear solutions and recommendations to your peers. Therefore, 15% of your course grade is determined by workshop and peer review, which includes conferences with your instructor. Your grade will be determined by whether you've come prepared for that day and participated to the fullest extent. See the calendar for requirements regarding draft length, homework, or preparation requirements.

Writing Resource: The Writing Center

The Writing Center is a resource that you can use at any time during your studies at CSU. When you visit the Writing Center—in person or virtually—you will work with peer consultants whose goal is to help you grow as a writer. Peer consultants can work with you at all stages of your writing process, including but not limited to brainstorming, researching, working with sources, planning, drafting, and addressing the demands of writing assignments. Visit [the Writing Center website](#) to learn more and to schedule a consultation.

Late Work

All professionals must contend with deadlines. Therefore, I do not accept late work unless we make an arrangement beforehand. If you have an extenuating circumstance, you must contact me in advance to discuss, if possible, additional arrangements in alignment with university policy. In most cases, major writing assignments may not be submitted without the required process work and in-class participation. If you are participating in a university-sanctioned event or religious holiday or observance, you should complete missed work in advance or arrange an extension.

Classroom Expectations

The CSU Principles of Community are **inclusion, integrity, respect, service, and social justice**; these principles support the University's mission, and they should guide the interactions of all students, faculty, and staff—inside and outside the classroom. To that end, please:

- **Be inclusive** by welcoming all your peers of all identities, talents, and abilities as members of the CSU community.
- **Have integrity** by being accountable for your actions and acting ethically and honestly.
- **Be respectful** of all members of the CSU community by contributing to an environment where freedom of expression, critical discourse, and the advancement of knowledge are valued.
- **Engage in service** by giving your time, talents, and resources to promote one another's well-being.
- **Support social justice** by treating others with fairness and equity and challenging prejudice.

The content of this course involves the exchange of ideas around being a writer who engages in writing in the world—and some of those ideas are sensitive and hotly contested. At some point, you will disagree with your classmates or me. Should a topic of conversation arise in which you want to express your disagreement, practice using reasons, evidence, and experience to support your statement.

To meet CSU's Principles of Community, we must avoid shutting other people down, harassing language or body language, bullying or mobbing, or making disparaging remarks toward another's culture, ethnic group, race, age, disability, gender identity, religion, and/or sexual orientation. See the [Student Code of Conduct](#) for more explanation about the university's expectations for behavior.

Academic Integrity

We take academic integrity seriously. Academic integrity means that no one will use another's work as their own, including some else's ideas, someone else's words, or someone else's graphics. The course will adhere to the Academic Integrity Policy of the Colorado State University General Catalog and the Student Conduct Code. The Student Code of Conduct defines plagiarism this way:

“Plagiarism includes the copying of language, structure, images, ideas, or thoughts of another, and representing them as one’s own without proper acknowledgement; the failure to cite sources properly; sources must always be appropriately referenced, whether the source is printed, electronic, or spoken.”

If you plagiarize in your work, you could lose credit for the plagiarized work, fail the assignment, or fail the course. Plagiarism could result in expulsion from the university. Each instance of plagiarism, classroom cheating, and other types of academic dishonesty will be addressed according to the principles in the CSU General Catalog page explaining [Students’ Responsibilities](#).

In cases of suspected academic dishonesty, all instructors at CSU are required to forward documentary evidence to the Director of Composition and the Office of Conflict Resolution and Student Conduct Services. The Office of Conflict Resolution and Student Conduct Services will ensure due process and advise instructors regarding appropriate disposition of the case. The bottom line: If at any point you’re uncertain whether or not you’re incorporating the ideas and language of others correctly, ask me.

A Note on AI

This class is specifically a space for learning and practicing invaluable writing and researching processes that cannot be replicated by generative artificial intelligence (AI). While the ever-changing (and exciting!) new developments with AI will find their place in our workforces and personal lives, in the realm of education, this kind of technology can counteract learning. This is because the use of AI diminishes opportunities to learn from our experiences and from each other, to play with our creative freedoms, to problem-solve, and to contribute our ideas in authentic ways. In a nutshell, college is a place for learning, and this AI simply cannot do that learning for us. Academic integrity plays a vital role in the learning that takes place in CO 150, and submitting work as your own that was generated by AI is plagiarism. For all of these reasons, any work written, developed, created, or inspired by generative artificial intelligence does not lend itself to our learning goals and is a breach of ethical engagement and CSU’s academic integrity policy.

Honor Code Statement

Academic integrity means more than just avoiding plagiarism. It also involves doing your own reading and studying. It includes regular class attendance, careful consideration of all class materials, and engagement with the class and your fellow students.

Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Because academic integrity is so central to our mission as students, teachers, scholars, and citizens, we will ask you to write or type the CSU Honor Pledge ("I have not given, received, or used any unauthorized assistance.") at the top of each major writing assignment.

CSU's Student Sexual Harassment, Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation Policy

CSU's Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation policy designates faculty and employees of the University as "Responsible Employees." This designation is consistent with federal law and guidance, and requires faculty to report information regarding students who may have experienced any form of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation. This includes information shared with faculty in person, electronic communications or in class assignments. As "Responsible Employees," faculty may refer students to campus resources (see below), together with informing the Office of Support and Safety Assessment to help ensure student safety and welfare. Information regarding sexual harassment, sexual misconduct, relationship violence, stalking and retaliation is treated with the greatest degree of confidentiality possible while also ensuring student and campus safety.

Any student who may be the victim of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation is encouraged to report to CSU through one or more of the following resources:

- Emergency Response 911
- Deputy Title IX Coordinator/Office of Support and Safety Assessment (970) 491-1350
- Colorado State University Police Department (non-emergency) (970) 491-6425

For counseling support and assistance, please see the [CSU Health Network](#) (970-491-7121), which includes a variety of counseling, medical, and support services. The [Sexual Assault Victim Assistance \(SAVA\) Team](#) (970-472-4200) is a 24-hour confidential student resource that does not have a reporting requirement and that can be of great help to students who have experienced sexual assault.

Learning Support and Accommodations

Students who believe they may need accommodations in this class are encouraged to contact the [Student Disability Center](#) (970-491-6385) as soon as possible to ensure accommodations are implemented in a timely fashion. I can only make accommodations per the SDC accommodation letter and cannot provide accommodations in advance of the letter.

Classroom Technology Policy

We will determine the policy collectively as a class.

Free Printing On Campus

Free printing is available in the Eddy Computer Lab on the third floor. Non-Liberal Arts Majors get 125 pages of printing credits a semester, and Liberal Arts Majors get 550 pages of printing credits a semester.

Rams Against Hunger

The goal of Rams Against Hunger at Colorado State University is to serve as emergency food relief for Colorado State University undergraduate students experiencing food insecurity. Food insecurity broadly defined is “the state of being without reliable access to sufficient quantity of affordable, nutritious food.” Resources for students include meal swipes, mobile food pantry, access to SNAP resources, pocket pantries, food recovery program, and more. See [their website](#) for information on how to apply and when the mobile food pantries are available. Call (970) 689-2175 for more information.