

# CO150: College Composition

CO150.095 | MWF 1:00-1:50 | ENG E 206

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TR 10:00-12:00 or by appointment

## Course Description

CO150--College Composition--is a common experience for most CSU students. CO150 focuses on initiating students into academic discourse and developing composing practices that will prepare them for success as university students and as citizens. Therefore, the course focuses on critical reading and inquiry, writing for a variety of rhetorical situations, and enabling effective writing processes.

CO150 is a gtPathways course. 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://higher.ed.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:

- Employ Rhetorical Knowledge
  - Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation.
- Develop Content
  - Create and develop ideas within the context of the situation and the assigned task(s).
- Apply Genre and Disciplinary Conventions
  - Apply formal and informal conventions of writing, including organization, content, presentation, formatting, and stylistic choices, in particular forms and/or fields.
- Use Sources and Evidence
  - Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
  - Follow an appropriate documentation system.
- Control Syntax and Mechanics
  - Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task.

### CO2 Content Criteria

- Deepen Rhetorical Knowledge
  - Focus on rhetorical situation, audience, and purpose.
  - Use voice, tone, format, and structure appropriately, deepening understanding of relationships between form and content in writing.
  - 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
  - Develop recursive strategies for generating ideas, revising, editing, and proofreading for extensive, in-depth, and/or collaborative projects.
  - Critique one's own and other's work.
  - Practice reflective strategies.
- Deepen Critical and Creative Thinking
  - Evaluate the relevance of context.
  - Synthesize other points of view within one's own position.
  - Reflect on the implications and consequences of the stated conclusion
- Use Sources and Evidence
  - Select and evaluate appropriate sources and evidence.
  - Evaluate the relevance of sources to the research question.
- Deepen Application of Composing Conventions
  - Apply genre conventions including structure, paragraphing, tone, mechanics, syntax, and style to more extensive or in-depth writing projects.
  - Use specialized vocabulary, format, and documentation appropriately.

#### Specific Objectives

- Developing critical reading practices to support research and writing
- Understanding writing as a rhetorical practice, i.e., choosing effective strategies for addressing purpose, audience and context
- Developing a repertoire of strategies for addressing a variety of specific rhetorical situations, i.e., different purposes, audiences, and contexts
- Learning important elements of academic discourse, such as forming and critically investigating questions, using sources effectively and ethically, and writing effective summaries, analyses, and arguments
- Increasing information literacy through practicing strategies for locating, selecting, and evaluating sources for inquiry
- Developing effective research and revision processes, including collaboration and response, and using feedback to guide revision.

This curriculum is also designed to help us reach three broader educational goals:

- Engage as active members of the CSU community
- Engage as active and interested learners
- Develop student understanding of your position as a world citizen responding to significant global challenges.

The course or its equivalent is required by the All-University Core Curriculum to satisfy Category 1 a., Basic Competency in Written Communication. In addition to meeting this CSU core requirement, CO150 credit will satisfy a core requirement for communication (CO 2) at any Colorado public higher education college or university. That is due to its inclusion in the state's guaranteed transfer (gtPathways) program.

#### Materials Needed

- Access to the CO 150 Canvas Course page (<http://canvas.colostate.edu>)
- Access to a reliable printer and/or a PaperCut for printing readings, research, and drafts
  - Students enrolled in composition have free printing credits in Liberal Arts buildings, including the Eddy and Clark computer labs
- 1-inch binder for handouts, readings, and assignments
- Composition notebook for in-class process work
- **Textbook:** *The Allyn & Bacon Guide to Writing, Concise Edition, 7<sup>th</sup> Edition*. ISBN: 978-0321914309

- Please note: You can also access this book as an e-book, using the ISBN: 978-0-13-410082-1

### Overview of Major Assignments

This class includes five major assignments that are strategically arranged to build on former assessments and knowledge gained, with process work and workshops being essential to succeeding in these final drafts. Each essay is assessed using a unique rubric, which will be distributed prior to collecting the assignment, and will follow the hierarchy of rhetorical concerns: purpose and audience, followed by focus, then development and organization, and finally style and conventions.

All assignments will be typed using 12-point, Times New Roman font, double-spaced, 1-inch margins, numbered pages, and nicely stapled. MLA8 format and guidelines must be used for all major assignments.

Category/Assignment	Due Date*	Worth (based on semester grade)
<b>A1: Rhetorical Summary and Analysis</b>	Monday, September 17	15%
<b>A2: Research Proposal</b>	Monday, October 1	15%
<b>A3: Annotated Bibliography</b>	Monday, October 15	20%
<b>A4: Researched Argument</b>	Friday, November 16	25%
<b>Fall Break (Thanksgiving) Nov. 17-Nov. 25</b>		
<b>A5: Resume/Cover Letter OR Reflection</b>	Friday, December 7	10%
<b>Process Work</b>	Throughout the semester, includes individual and group classwork, homework, and participation	10%
<b>Workshop</b>	Two classes prior to each major project:	5%

\*Any changes to the value or due date of assignments will be announced in class and posted to Canvas. The instructor reserves the right to make changes based on the needs of the class. Please note that poor attendance may affect the grade you receive.

### Grading Scale

<b>A</b> 93+	<b>B+</b> 87+	<b>B-</b> 80+	<b>C</b> 70+	<b>F</b> Below 60.
<b>A-</b> 90+	<b>B</b> 83+	<b>C+</b> 77+	<b>D</b> 60+	

Plus/minus grading will be used for this course. The College of Liberal Arts does not allow for C- or D+ grades. Grades are assigned as follows and will be rounded to the nearest whole percent:

### Additional Grading Information

- No incompletes will be given for this course.
- CO150 is a limited add/drop course: see the gold sheet.
- You may use one extension on one assignment. The assignment will be due at the beginning of the next class period. To use your extension you must email me the day before an assignment is due.
- All grades are **final**. Lobbying for grade changes will not be tolerated, and I will not respond to emails requesting revisions or changes to grades.

### **Classroom Policies: Student Responsibilities**

By remaining in the course, the student agrees to the following:

#### **Attendance**

Success in this class depends upon your regular attendance. Being on time for class demonstrates the expected level of respect for the instructor, your fellow classmates, and the educational process. Students who miss a class will be expected to get notes, assignments, and other information from fellow classmates and/or Canvas. Absence does not excuse you from turning in an assignment. Online submissions are often available, so process work and major assignments should be submitted on time, regardless of attendance. You may be asked to resubmit all process work with the hard copy of your final draft so that I may review your progress, if necessary, therefore you must keep track of all returned assignments.

Cumulative absences will negatively impact your grade in process work and will be detrimental to your final project grades since class material builds sequentially and helps construct effective final projects. Missed classwork may not be made up, and no late process work will be accepted. If you know about extenuating circumstances in advance, make arrangements to discuss potential accommodations. Please communicate any emergencies to me as early as possible; bring any University sanctioned formal excuse letters (including any religious accommodations, [form available here](#)) at the beginning of the semester.

Three consecutive absences or more than four total absences will result in an immediate conference with the instructor and may result in the loss of ten percent in the overall course, effectively dropping you an entire letter grade. It is crucial that you communicate with the instructor when absent, both as it pertains to your grade and performance in the course and as a courtesy to the instructor.

#### **Classroom Conduct**

Civility and respect are the lifeblood of this class. Please respect your peers and your professor through your civility in class. Respect the opinions of other students and the authors we read (even if you don't agree). There may be in-class discussions that broach sensitive or controversial issues, and it is absolutely necessary that civility and respect be employed at all times. I reserve the right to dismiss any students who choose to disrupt class, for which that student will be counted absent. Disruptions include, but are not limited to lacking respect and/or civility during class discussion, engaging in distracting behavior and/or conversation with neighbors, sleeping, etc.

### Assignment Submission

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Process work is due in-class or online as specified at the start of each class period, unless being used in class. Composition notebooks, which are graded as process work, will be turned in periodically throughout the semester and checked for the appropriate assignments.

Final assignments are due in hard copy form at the beginning of class AND are to be uploaded to Canvas, unless otherwise stated. Late assignments will be accepted up to 48-hours after the due date. Grades will be reduced by ten percent, or one full letter-grade, every 24-hours (e.g. a paper that earns an 87% would receive a 77% up to 24-hours after the deadline, then a 67% up to 48-hours following the deadline, then a 0% after 48-hours).

Problems with technology and/or failure to attach a document are no excuse for missing a due date; you should allow time for computer malfunctions (poor internet connection, long printer lines, etc.). Save your work in multiple places (cloud storage, USB, etc.), email it to yourself, or find an alternative way to alleviate the stress of computer failure.

Extensions may be granted on a case by case basis if a reasonable issue is communicated clearly prior to the due date of the assignment.

### Reading and Writing

This course is labor intensive. You will read every day; you will write every day, even when major projects are not due. Expect to spend two hours outside of class time for every hour spent in class. Since we are in class three hours each week, plan to spend at *minimum* six hours each week preparing, reading, or writing outside of class.

### Writing Center

The Writing Center is located in Eddy 23. It is a free service that provides feedback for all writers at all stages of the writing process. It is a chance to receive feedback from student tutors who are familiar with CO130 and have a wealth of experience and advice. I highly recommend their services for all writers.

HOURS AND LOCATIONS	Eddy Hall, Room 23:	Morgan Library:
	Mon-Thur, 10:00-4:00	Sun-Thur, 6:00-8:00

Make a face-to-face appointment at the Writing Center website below or drop in during hours at Eddy. You may also submit your assignments online for review and may take 48 hours to return.

<http://writingcenter.colostate.edu/services.html>

### Technology Policy

Cell phones and other devices will not be tolerated in class unless given permission. Laptops/tablets may be used with specific permission or as instructed. Inappropriate use of technology during class may result in a loss of process points for the day. Repeated, disruptive behavior will be handled on a case-by-case basis.

### Workshop Policy

Workshop accounts for 5% of the final grade, which equates to one percentage point of your final grade awarded for each workshop. On workshops days, you are expected to have a complete rough draft, with a start-middle-end, to receive full points. Any absence on a workshop day will therefore result in a loss of substantial points for lack of participation as the process of providing commentary is as important as receiving commentary.

Please communicate any extenuating circumstances that would result in absence from workshop. Accommodations may be provided on a case-by-case basis.

### Email Policy

You may reach the instructor via email, via messaging on Canvas, in office hours, or at another agreed upon time. I will use Canvas AND e-mail to communicate with you throughout the semester, so be sure to check Canvas and your e-mail daily.

I respond to my email twice daily during the week and once on the weekends, so please be patient in waiting for a response, as well as proactive in sending questions since you may not receive a response for 24 hours.

I will only answer brief, clarifying questions about homework via email, as all information will be posted on canvas. Please use your resources to answer questions about assignments and homework, as emails with easily answerable questions may not receive a response.

“Announcements” on Canvas will be a primary means of contacting the class, issuing reminders, schedule changes, etc. so please be sure to check Canvas frequently. You may also set up your email to receive these notifications automatically.

### Plagiarism and Academic Honesty

The course will adhere to the Academic Integrity Policy of the Colorado State University General Catalog and the Student Conduct Code. Any instance of plagiarism will result in a reduced or failing grade of the assignment, failure of the course, and/or removal of the Repeat/Delete option for the course.

Ignorance is not an excuse for “accidental” plagiarism. The following are examples of plagiarism (though this list is not exhaustive):

- Submitting someone else’s work as your own;
- Submitting a paper that was purchased or downloaded from the internet;
- Using someone else’s ideas, language, or structure and not properly attributing them;
- Submitting an assignment completed for another class
- Using a phrase (whether quotation or paraphrase) without acknowledging its source;
- Using a source without citing it correctly;
- “Padding” a bibliography by making up sources or citing a source you didn’t use in your research.

CO150 follows the Academic Integrity Policy of the General Catalog and the Student Code of Conduct. Colorado State University and other institutions of higher education take plagiarism offenses very seriously. In accordance with the Academic Integrity Policy, if you submit work that contains plagiarism, you may receive a reduced grade for the work, a failing grade in the course, and/or the Repeat/Delete option for the course may be removed. In cases of suspected academic dishonesty, all instructors at CSU are required to forward documentary evidence to the Office of Conflict Resolution and Student Conduct Services.

It is very important that you understand how to avoid plagiarism and CO150 should help you with this. In this class you will learn how to maintain academic integrity in your research and writing processes. Specifically, you will develop techniques for correctly quoting and paraphrasing, citing sources, and attributing your work, so make sure that you always attend class and pay close attention when we discuss these strategies. If you have any further concerns or questions about how to avoid plagiarism, please discuss these with me during office hours or send me an email.

To encourage academic honesty in all assignments, each assignment will require that you include an Honor Pledge stating: **I have not given, received, or used any unauthorized assistance.** Process work may also be demonstrated as evidence of your draft development over the course of the assignment. This is a great way

for you to demonstrate that your work is your own and can act as “insurance” so you are expected to keep all process work throughout the semester.

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### **Additional Information**

#### **Accommodations**

Any student eligible for academic adjustments because of a learning disability or medical condition should contact the Office of Resources for Disabled Students (RDS) at (970)491-6385 for development of appropriate accommodations. All materials meet university expectations for accessibility, however, if you find materials that do not meet your needs, please communicate directly with the instructor.

#### **TITLE IX Reporting and Student Resources**

CSU’s Student Sexual Harassment and Violence policy, following national guidance from the Office of Civil Rights, requires that faculty follow CSU policy as a “mandatory reporter” of any personal disclosure of sexual harassment, abuse, and/or violence related experiences or incidents shared with the faculty member in person, via email, and/or in classroom papers or homework exercises. These disclosures include but are not limited to reports of personal relational abuse, relational/domestic violence, and stalking. While faculty are often able to help students locate appropriate channels of assistance on campus (e.g., see the CSU Health Network link below), disclosure by the student to the faculty member requires that the faculty member inform appropriate CSU channels to help ensure that the student’s safety and welfare is being addressed, even if the student requests that the disclosure not be shared. 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, which includes a variety of counseling services that can be accessed at: [CSU Health Network](#)
- The Sexual Assault Victim Assistance Team is a confidential student resource that does not have a reporting requirement and that can be of great help to students who have experienced sexual assault. The web address is [Women and Gender Advocacy Center](#)

#### **Canvas and Class Communication**

This class relies on Canvas (<http://canvas.colostate.edu>) for course content, daily homework, discussion posts, assignment descriptions, assignment submissions, calendars, etc. Familiarize yourself with this communication tool. If you experience difficulty using the technology, please make the office hours a priority, or schedule an appointment to be sure you are able to access and use Canvas effectively.

#### **Policy and Schedule Changes**

Changes to these policies will be made if it is in the best interest of the whole class; announcements will be delivered in writing in advance of their taking effect.

By remaining in this class, you acknowledge agreement to the policies stated above and demonstrate your willingness to make a commitment to the class and your writing. As your instructor, I also make a commitment to this class and my students, and am here to help you with your writing and critical thinking.