

CO130: Academic Writing

CO130.003 | MWF 2:00-2:50 | Natural Resources 112

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TR 10:00-12:00 or by appointment

Course Description

In CO130, you will practice processes appropriate for college reading and writing by identifying rhetorical contexts and exploring various strategies to respond according to the situation. To effectively communicate in academic contexts, you will learn to identify the rhetorical situation, revise your purpose for writing, practice writing in a variety of genres, and read and research various topics and texts. Since the process of reading and writing is just as important as the final written product, these skills will be honed through series of in- and out-of-class activities, drafts, workshops, and other development tools. These tasks work toward the habit of writing daily and improving collaboration to emphasize the concepts of writing as a process, and of academic writing as a collaborative endeavor that requires actively engaging with the texts of others.

The Colorado Commission on Higher Education has approved **CO130** for inclusion in the Guaranteed Transfer (GT) Pathways program in the [GT-1] 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>.

CO130 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 spellings, grammar, mechanics, and word choice appropriate to the writing task.

CO2 Content Criteria:

1. Develop Rhetorical Knowledge

- a. Focus on rhetorical situation, audience, and purpose.
- b. Read, annotate, and analyze texts in at least one genre of academic discourse.
- c. Use voice, tone, format, and structure appropriately.
- d. Write and read texts written in at least one genre for an academic discourse community.
- e. Learn reflective strategies.

2. Develop Experience in Writing

- a. Learn recursive strategies for generating ideas, revising, editing, and proofreading.
- b. Learn to critique one's own work and the work of others.

3. Develop Critical and Creative Thinking

- a. Identify context.
- b. Present a position.
- c. Establish a conclusion indicated by the context that expresses a personal interpretation.

4. Use Sources and Evidence

- a. Select appropriate evidence.
- b. Consider the relevance of evidence.

5. Develop Application of Composing Conventions

- a. Apply genre conventions, including structure, paragraphing, tone, mechanics, syntax, and style.
- b. Use appropriate vocabulary, format, and documentation.

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

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

COURSE INFORMATION

To be successful in CO 130, review the general course information below and ensure that you have all the necessary materials needed to be prepared for the semester.

Materials Needed

- Access to the CO 130 Canvas Course page (<http://canvas.colostate.edu>)
- Access to a reliable printer and/or a PaperCut account 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 process work
- **Textbook:** *They Say, I Say: The Moves that Matter in Academic Writing* (with readings), Fourth Edition, by Gerald Graff, Cathy Birkenstein, Russel Durst, ISBN 978-0-39-363168-5
 - Please note: You can also access this book as an e-book, [using the publisher’s website here](#)

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 according to MLA 8 formatting and guidelines, including 12-point, Times New Roman font, double-spaced, 1-inch margins, numbered pages, and nicely stapled.

Assignment	Worth	Due Date
P1: Summary	15%	Week 4, Sept.14
P2: Reflection and Analysis	15%	Week 8, Oct. 12
P3: Research	20%	Week 11, Nov. 2
P4: Problem-Solution Essay	20%	Week 13, Nov. 16
P5: Public Service Announcement	10%	Week 15, Dec. 7
Process Work	20%	Throughout, including workshops

*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

A 93+	B+ 87+	B- 80+	C 70+	F Below 60.
A- 90+	B 83+	C+ 77+	D 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.
- CO130 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. **Requests made on the due date will not be honored.**
- 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. The time to ask clarifying questions or justify your rhetorical choices is during the writing process, while receiving commentary from your peers and instructor, not after the grading process is complete.

CLASSROOM POLICIES AND 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 total absences will result in a conference with the instructor. 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

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, for a total of six hours per week.

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 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

On workshops days, you are expected to have a complete rough draft, with a start-middle-end. Process points will be awarded based on the completed state of the draft, attention in class, and the on the comments you offer. Any absence on a workshop day will 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.

Remember that when you email me you are emailing your English instructor whose job it is to help you learn appropriate forms of professional communication. When sending an email, always employ an opening salutation (to show you are contacting the correct person) and conclude with a closing (such as "Thank you" or "Sincerely"), including your full name. It's also really helpful to identify your course section number. Remember to be polite, proofread, and write in complete sentences.

"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

This 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, including purchased material;
- 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.

CO130 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 CO130 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.

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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these strategies. If you have any further concerns, please discuss these with me during office hours, send me an email, or visit the Writing Center.

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 Canvas and course 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](#)

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.