E633: Writing Across the Curriculum: Theory, Research, Practice  
Fall 2021

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Office hours: By appointment (text, email, or call to set up a time to meet face to face or online)  
Meeting Time: Tuesdays and Thursdays, 2:00 to 3:15 pm  
Classroom: Microbiology A 114

Course Website
- Canvas: https://canvas.colostate.edu

Writing Tools
- Please bring a laptop, tablet, or phone to class with you. If you don’t have access to one of these tools, or if you have a strong aversion to using these kinds of tools, please let me know after our first class.

Course Description
This seminar will explore writing across the curriculum (WAC), a critical area of study, research, and practice in rhetoric and composition. WAC is very much a movement in flux, constantly adapting to changes in national, international, and disciplinary contexts. It is also shaped, as are other areas of inquiry in the academy, by larger social contexts. This seminar will consider the most important theoretical and practical elements of WAC through a rich reading list, assignments that engage you in work with WAC initiatives at CSU and at other institutions, a substantial end-of-term project, and an opportunity to interact with key WAC scholars in the field of rhetoric and composition.

We will address three major questions in this course: Where have we been? Where are we at? Where should we go? How can we get there? The first two will overlap significantly, at least in terms of our course readings. Similarly, the third and fourth questions will be treated as closely related. These latter questions will have strong implications for your major project in this course.

Course Readings
We will draw our readings primarily from open-access publications or through the CSU Library. We will, for example, make extensive use of the WAC Clearinghouse (https://wac.colostate.edu). I will not ask you to purchase any books. Although the following works are not available in open-access formats, Morgan Library provides limited access to them in print or online (in some cases, no more than one or two people can read them at the same time). They are provided here as optional background readings.

Course Assignments

As a class, we will take on two major tasks this semester: (1) composing seminar papers in response to courses readings and subsequently leading the class in a discussion of those readings, and (2) carrying out a major project related to WAC. I anticipate that each of you will write several seminar papers. These are intended to be brief but formal responses to course readings. Each should be between 500 and 750 words in length. At least 24 hours before class, you should post your seminar paper to the class discussion forum. For class meetings in which readings have been assigned but you are not preparing a seminar presentation, you will be expected to respond substantively to the seminar paper prior to the start of class.

I anticipate some divergence among you in the form and focus on your major project. At roughly the mid-point of the semester, I’ll ask you to submit a proposal for your major project. It might involve, among other possibilities, assessing a WAC program, responding to a major strand of scholarly work in WAC, developing a proposal for a WAC program, exploring a new or modified approach to WAC, or carrying out a small study related to WAC. This project will allow you to engage more closely with scholarly work in WAC.

Course Goals and Objectives

Goal 1: Gain a thorough understanding of theory, research, and practice in writing across the curriculum (WAC).

• Objective 1: You will become familiar with the issues raised in published research in WAC.
• Objective 2: You will locate, critically read, and synthesize scholarship related to work in WAC.

Goal 2: Gain skills and knowledge that will prepare you for success in subsequent courses.

• Objective 3: You will practice writing (and revising) some of the common genres of academic writing, including seminar papers, presentations, and reports.

Discussion Forums: Throughout the semester, I will ask each of you contribute your views on the issues we raise in our class discussions. On average, you will be expected to contribute at least two substantive postings to the class forum each week.

Canvas and Class Communication

You will find all of our course materials on Canvas (https://canvas.colostate.edu). This includes the syllabus, calendar, assignment prompts, campus resources, and additional readings. Please check Canvas regularly 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.

**Treating Yourself and Others with Integrity and Kindness**

The CSU Principles of Community are **inclusion, integrity, respect, service, and social justice**; these principles undergird the university’s mission, and I believe 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.

Discussions in this course might address issues that are sensitive and hotly contested. It is quite possible that at some point you will disagree with your classmates or me. To encourage dialogue across difference, critical thinking, and intellectual growth, I adopt philosophy professor Patrick Stokes’ approach to classroom engagement:

> “I’m sure you’ve heard the expression ‘everyone is entitled to their opinion.’
> Perhaps you’ve even said it yourself, maybe to head off an argument or bring one to a close. Well, as soon as you walk into this room, it’s no longer true. You are not entitled to your opinion. You are only entitled to what you can argue for.”

Should a topic of conversation arise in which you want to express your disagreement, practice using reasons, evidence, and experience to support your statement. Avoid statements like “well, that’s just my opinion” as such statements don’t encourage dialogue and discussion, effective uses of reasons and evidence, or our own intellectual growth.

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

**Charter for Compassion**

I invite you to read and consider adopting the Charter for Compassion, which can be found in our Canvas course pages. You’ll find a link to it on our Canvas main page.

**Academic Integrity & CSU Honor Pledge**

This course will adhere to the [CSU Academic Integrity/Misconduct](#) policy as found in the General Catalog and [the Student Conduct Code](#).
Academic integrity lies at the core of our common goal: to create an intellectually honest and rigorous community. Because academic integrity, and the personal and social integrity of which academic integrity is an integral part, is so central to our mission as students, teachers, scholars, and citizens, I will ask that you affirm the CSU Honor Pledge as part of completing your work in this course.

**Important Information for Students on COVID-19**

All students are expected and required to report any COVID-19 symptoms to the university immediately, as well as exposures or positive tests from a non-CSU testing location.

If you suspect you have symptoms, or if you know you have been exposed to a positive person or have tested positive for COVID, you are required to fill out the COVID Reporter ([https://covid.colostate.edu/reporter/](https://covid.colostate.edu/reporter/)). If you know or believe you have been exposed, including living with someone known to be COVID positive, or are symptomatic, it is important for the health of yourself and others that you complete the online COVID Reporter. Do not ask your instructor to report for you. If you do not have internet access to fill out the online COVID-19 Reporter, please call (970) 491-4600. You may also report concerns in your academic or living spaces regarding COVID exposures through the COVID Reporter. You will not be penalized in any way for reporting. When you complete the COVID Reporter for any reason, the CSU Public Health office is notified. Once notified, that office will contact you and, depending upon each situation, will conduct contact tracing, initiate any necessary public health requirements and notify you if you need to take any steps.

For the latest information about the University’s COVID resources and information, please visit the CSU COVID-19 site at [https://covid.colostate.edu](https://covid.colostate.edu).

**University Resources and Support Policies**

**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 a faculty member in person, via 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.

**Mental Health and Wellness.** CSU is a community that cares. CSU Health Network Counseling Services has trained professionals who can help. Your student fees provide access to a wide range of support services. Call Counseling Services at (970) 491-6053, and they will work together with you to find out which services are right for you.

Visit [https://health.colostate.edu/about-counseling-services](https://health.colostate.edu/about-counseling-services) to learn more and [https://health.colostate.edu/mental-health-resources/](https://health.colostate.edu/mental-health-resources/) for additional student mental health and well-being resources. An extensive set of mental health resources is available to CSU students: [https://health.colostate.edu/mental-health-resources/](https://health.colostate.edu/mental-health-resources/).

If you are concerned about a friend or peer, use **Tell Someone** by calling (970) 491-1350 or visiting [https://supportandsafety.colostate.edu/tell-someone/](https://supportandsafety.colostate.edu/tell-someone/) to share your concerns with a professional who can discreetly connect the distressed individual with the proper resources. Rams Take Care of Rams. Reach out and ask for help if you or someone you know is having a difficult time.

**Student Parents/Guardians/Caregivers.** I realize that student parents/guardians and caregivers face distinctive challenges in succeeding academically, and I’m committed to supporting those of you who are in one or more of these roles to achieve our course’s learning outcomes. If you encounter challenges in meeting course expectations—for example, fulfilling attendance and participation requirements or submitting assignments due to a child or person in your care’s illness, essential appointment, school closure, etc.—please contact me as soon as possible (beforehand if feasible or as soon afterward you reasonably can if not). We’ll develop a plan for you to make up any missed work. If you need to bring your child or person you care for to class, I encourage you to do so if it’s feasible for you to participate in class and support your child or person in your care.

**Religious Observances.** CSU does not discriminate on the basis of religion. Reasonable accommodation will be made to allow you to observe established religious holidays. CSU has established a calendar for your use. Please see [https://calendar.colostate.edu/observances/](https://calendar.colostate.edu/observances/).

**Undocumented Student Support.** Any CSU student who faces challenges or hardships due to their legal status in the United States and believes that it may impact their academic performance in this course is encouraged to visit Student Support Services for Undocumented, DACA & ASSET for resources and support. Additionally, only if you feel comfortable, please notify me so that I can pass along additional resources.

**Food Insecurity.** Any CSU student (along with faculty and staff) who is experiencing food insecurity can receive support from the Rams Against Hunger program. Services include a food pantry, a meal-swipe program, pocket pantries, and in-person assistance with navigating federal aid eligibility. The RAH page includes numerous resources as well as county, state and federal programs which are described and linked.


Course Resources

**The Writing Center.** I encourage all students to use the Writing Center. The consultants in the Writing Center are available to help you with your writing, to provide feedback on your work as it progresses, or simply to talk with you about ideas you have for a writing assignment. Although the Writing Center tutors do not proofread drafts, they are quite happy to work with you to improve your proofreading and editing skills. If you bring one of our assignments to a Writing Center appointment, be prepared to talk about the assignment (you'll find the assignments on Canvas and Achieve) and the thinking you've done so far about the assignment. Because of the pandemic, the Writing Center is not open this semester for face-to-face consultations. However, you can set up an online consultation by visiting [https://writingcenter.colostate.edu/](https://writingcenter.colostate.edu/).

**Morgan Library.** We will use library resources throughout the course. You can visit Morgan Library on the web at [https://lib.colostate.edu](https://lib.colostate.edu). Please note that they allow you to check out laptops. They also provide a large number of public computers.

**Learning Support and Accommodations.** Please let me know of individual needs as soon as you can. Students with learning challenges who believe they may need accommodations are encouraged to contact the Student Disability Center (970-491-6385) as soon as possible to ensure accommodations are implemented in a timely fashion.

**Writing@CSU.** Located at [https://writing.colostate.edu](https://writing.colostate.edu), Writing@CSU offers a wealth of resources that can help you improve as a writer.

**The WAC Clearinghouse.** Located at [https://wac.colostate.edu](https://wac.colostate.edu), the WAC Clearinghouse will serve as a major resource for this course. You will find books, journal articles, and resources, among other useful materials, on the site.

**Printing.** You probably won’t need to print a lot of material for this class. However, you might need it for other purposes or to keep track of your research. Free printing is available in the 3rd floor Eddy Computer Lab.

Additional Information

**Open-Door Policy.** If you have questions or concerns about this class, please contact me. I'm happy to set up meetings with you that fit your schedule.

**Laptops in Our Classroom.** We will be doing work on laptops (or, potentially, on tablets or phones) during class. If you have a strong aversion to technology, please see me.

**Backing Up Copies of Your Work.** You will be responsible for making multiple copies of all the work you do in this class. You should bring a laptop, tablet, or phone to each class session. You should regularly back up the files you save on portable media (such as a flash drive) or in a Cloud-based service such as Dropbox, iCloud, or OneDrive. Ideally, you’ll make multiple copies. Please realize that files have been known to become corrupted, lost, stolen, destroyed, deleted, hacked, flayed, and/or infected.