**CO300: Writing Arguments (Spring ’18)**

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# Course Description

In CO300 Writing Arguments, students explore the rhetorical contexts of academic and public argument by both analyzing and writing a variety of argumentative texts. Sophisticated understanding of rhetoric and argument is grounded through critical reading of articles about key issues in rhetoric including articles on revision, stages for argument, Toulmin analysis, Rogerian and mediated argument, and visual and new media argumentation.

CO300 emphasizes (1) critical reading of texts about the rhetoric of argument as well as sample arguments by professional writers, (2) understanding and practicing a variety of genres for argument for a variety of contexts and audiences, (3) writing processes with a special emphasis on accessing and evaluating sources from databases, peer critiquing, reflection on writing processes, and revising and editing.

Students in CO300 practice researching, writing, and revising their own arguments on a number of issues and for a variety of contexts. They write approximately 25-30 pages in response to assignments that provide a variety of writing experiences that they can apply to their roles as scholars, citizens, consumers and aspiring professionals.

**CO300is a gtPathways course.** The Colorado Commission on Higher Education has approved CO300 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-CO3 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>. **CO300 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.

**Advanced Writing Course (GT-CO3) Content Criteria**

**1. Extend Rhetorical Knowledge**

a. Use texts from rhetoric, discourse studies, communication, or related disciplines to extend understanding of rhetorical concepts to the discipline that is the focus of the course.

b. Develop sophisticated strategies for critical analysis of disciplinary or specialized discourse.

c. Learn more sophisticated ways to communicate knowledge to appropriate audiences.

d. Apply reflective strategies to the synthesis, communication, and creation of knowledge.

**2. Extend Experience in Writing**

a. Hone recursive strategies for generating ideas, revising, editing, and proofreading for disciplinary or specialized discourse.

b. Critique one’s own and other’s work, including the work of professional writers and/or scholars.

**3. Extend Critical and Creative Thinking**

a. Reflect on the implications and consequences of context.

b. Incorporate alternate, divergent or contradictory perspectives or ideas within one’s own position.

c. Extend and complicate the consequences of the stated conclusion.

**4. Use Sources and Evidence**

a. Select, evaluate, and synthesize appropriate sources and evidence.

b. Use discipline-appropriate criteria to evaluate sources and evidence.

**5. Extend Application of Composing Conventions**

a. Select and adapt genre conventions including structure, paragraphing, tone, mechanics, syntax, and style for disciplinary or specialized discourse.

b. Use specialized vocabulary, format, and documentation appropriately in more extensive or in-depth writing objects.

# Required Materials

* **Textbooks**:(Available in the CSU Bookstore)
  + *Rhetorical Readings for Advanced Writers*, 2nd Edition. Fountainhead. 978-1598719031
  + *Perspectives on Argument,* 8th Edition. Pearson.978-0321964267
* Access to the CO300 course page on [Canvas](http://canvas.colostate.edu/) (<http://canvas.colostate.edu)>
* Access to a laptop/tablet (own or borrowed from Morgan Library) for typing papers, workshops
* Access to a reliable printer (own or at a computer lab) for printing readings, research, and drafts
* Microsoft Word (available FREE to all CSU students—see link in Canvas) for typing papers
* Gmail account for Google Docs (recommended) for workshop
* USB for saving materials; or a reliable Cloud system
* Binder with paper and/or notebook & folder
* Writing utensils, such as pens or pencils; a highlighter is recommended, but not required

# Coursework

This course consists of five major projects. It is expected that all assignments will be carefully prepared and proofread. Follow MLA 8 Format for all assignments: drafts should be typed in 12-point, Times (or equivalent) font, double-spaced, with 1” margins, numbered pages, and be stapled. Papers should include a header with your name, instructor name, class, and due date in the upper left-hand corner.

| **Assignment** | **Due Date (\*see note below)** | **Worth (based on semester grade)** |
| --- | --- | --- |
| **Unit 1: Analysis** |  |  |
| Project 1-Kairos Argument | Week 4 (2/9) | 15% |
| Project 2-Visual Argument | Week 6 (2/23) | 15% |
| **Unit 2: Inquiry** |  |  |
| Project 3-Annotated Bibliography | Week 10 (3/30) | 15% |
| **Unit 3: Advocacy Campaign** |  |  |
| Project 4-Targeted Convincing Argument | Week 14 (4/27) | 20% |
| Project 5-Multimodal Presentation | Finals Week (5/?) | 15% |
| **Process/Participation** | Cumulative | 10% |
| **Workshops/Conferences** | Cumulative | 10% |

\*Any changes to the value or due date of assignments will be announced in class. Instructor reserves the right to make changes to assignments based on the needs of the class.

**Grading**

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**

* CO150 is a **limited add/drop course** (see yellow sheet).
* **Expect to spend 2 hours on coursework outside of class time for every hour of in-class time.**
* **All grades are final and non-negotiable. Grades are rounded up at .5 in the computer. I will not “bump up” your grade or “curve” grades any further.**

# Course Requirements/Policies

## Attendance

Success in this class depends on your regular attendance and participation. Thus, attendance is required. If you miss class, **you cannot make up missed in-class work**. **The loss of participation credit can negatively impact your course grade**. In addition to the direct impact on your grade through participation points, absences have and indirect impact on your grade through the projects. If you miss class, you will miss information that is vital to completing the projects successfully. Please communicate University Sanctioned absences (athletes, academic communities, etc.) and/or religious observances to me *immediately* and *prior to* the absence. We will negotiate reasonable accommodations. Please see the university approved absence policy: <http://catalog.colostate.edu/general-catalog/academic-standards/academic-policies/>. Also, in the case of an emergency, please **communicate with me immediately** so I can better help you.

**IF YOU’RE ABSENT:** The answer to the question, “Did I miss anything in class?” will always be “yes,” so don’t ask it. You are responsible for any missed material (i.e. announcements, notes, handouts, and assignments). Absence doesn’t excuse you from turning in an assignment; so, if you are forced to miss class on a due date, have a plan B—such as turning it in ahead of time (see below). Additionally, **absence is not an excuse to come to the next class unprepared**. **You should find what you missed BEFORE THE NEXT CLASS in the following order:**

* Check that week’s page in Canvas to see what is due the next class period.
* Email a **classmate** to clarify the homework and ask nicely for materials and/or notes. (You will have access to your classmates’ email addresses through Canvas).
* Email **me** if you still have any simple questions, but come to office hours if you need more.

*Tardiness:*

Everyone is late from time to time, but arriving even one minute after the start of class can be disruptive to your classmates and may cause you to miss important information. **If you miss more than fifteen minutes of class, you will be counted as absent for the day.** If you are persistently tardy, it can affect your participation grade.

## Workshop Policy

**Peer collaboration is an important part of the writing process**, and as such I schedule time to workshop every assignment you will do this semester. You are hurting both yourself and your peers when you do not bring a complete draft on workshop days, but your hurt everyone more by not attending at all.

* Workshop is worth **5% of your final course grade.** You will receive **50 points for attending and commenting on peers’ drafts and 50 points for bringing your own draft**.
* **You CANNOT make up a missed workshop**. If you are absent, you will earn a “0.” And you must **bring a complete draft** to every workshop. If you do not, the most you can earn is half credit.
* A “complete” draft doesn’t mean a “final” or a “perfect” draft – it means a draft with a **beginning, middle**, and **end**. It may be shorter than a final and may contain placeholders.

## Assignment Due Dates and Late Work

You are responsible for knowing what assignments are due and when they are due, what assignments you may have missed, and what in-class handouts you need to obtain. Due dates for major projects are at the top of your assignment sheets, on this syllabus, and posted on Canvas. Due dates are not “optional,” nor are they “suggestions.” They are real; respect them. All assignments are due at the beginning of class unless otherwise noted.

I do not accept emailed assignments. Do NOT email me your assignment unless I have given you permission to do so. Sending me an assignment via email is not the same as turning it in and will not be accepted. When electronic submission is required, a submission portal will be available on Canvas. Electronic submissions must be uploaded to Canvas prior to the beginning of class, unless otherwise stated. Electronic submissions must be submitted to the appropriate place in Canvas to count. Problems with technology are not an excuse for missing a due date; please allow time for technological disasters and save your work in multiple places.

**I do NOT accept late work**. However, I do occasionally grant extensions, but only if you clearly communicate your trouble **BEFORE** the assignment due date.

**Reminder:** absence does not excuse you from turning in an assignment. If forced to miss a class on a due date, that assignment must be turned in ahead of time.

## Classroom Expectations

**Discussion Policies (Online and In-Class)**: Please respect your peers and your professor through your civility in class. It is quite likely that we will broach sensitive and/or controversial topics. Therefore, it is absolutely necessary that civility and respect be employed at all times. Respect the opinions of other students and the authors we read (even if you don’t agree). While you may criticize another person’s argument; you *may never criticize or attack another person or group.* I will not tolerate disrespectful behavior and reserve the right to dismiss disrespectful students. I expect that you demonstrate thoughtfulness in our discussions by:

* Asking questions that extend the thinking of the class and instructor
* Contributing relevant examples that support claims (personal experiences may or may not be relevant)
* Maintaining a respectful attitude and professional courtesy
* Honoring the diversity of student backgrounds, experiences, and ideas

**Cellphones, Tablets, Laptops and Other Technologies:** I expect you to respect our classroom as a place conducive to building focus, concentration, and critical thinking. As such, I expect that you use your smartphone, tablet, or laptop respectfully. Respect means listening attentively, putting away materials unrelated to class, removing earphones,*silencing and stowing your phone before class begins.*Violation of this policy is a sign of disrespect to me, your peers, and your education, and may affect participation grades. Do not text or have your phone out during class—it is distracting. If you want to bring a laptop or tablet to class, you may. However, laptops will be permitted only during specified class activities and otherwise will have to be closed. They should not be used for “Facebooking” and the like—do not type without class-related purpose; clicking around is immensely distracting. I reserve the right to dismiss any student who disrupts class. Please bring any concerns to my attention immediately.

## Plagiarism and Academic Honesty

This course will adhere to the Academic Integrity Policy of the Colorado State University [General Catalog](javascript:OpenPage('http://www.catalog.colostate.edu/FrontPDF/1.6POLICIES1112f.pdf')) and the [Student Conduct Code](javascript:OpenPage('http://www.conflictresolution.colostate.edu/conduct-code.aspx#conduct')).Please see these documents for further details. 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.

We will discuss what constitutes plagiarism before we begin using sources. To encourage academic honesty in all assignments, each major assignment will require that you sign an Honor Pledge that states: “I have not given, received, or used any unauthorized assistance” and is followed by your signature.

Plagiarism will not be tolerated, and any instance of plagiarism can 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 citing the source;
  + “Padding” a bibliography by making up sources or citing a source you didn’t use in your research.

## Resources

* **Writing Center.** The Writing Center is located in **Eddy Hall, Room 23 (in the basement)**. It is a free, confidential service that provides feedback for all writers at all stages of the writing process. Here is the link to their [website](http://writingcenter.colostate.edu/) (http://writingcenter.colostate.edu/). If you cannot go in person to the Writing Center, **online consultations** are also available.
* **Computer labs** are available on the third floor of Eddy – you have a **150-page** **print quota**! English students may also use UCA G204, Clark C145, and Clark C141.
* [Morgan Library Librarians:](http://libguides.colostate.edu/co150) for assistance with research. Visit help desk or call 970-491-1841.
* [Purdue Online Writing Lab (OWL):](https://owl.english.purdue.edu/owl/resource/747/01/) for answering your MLA citation questions.

## Accommodations

Any student eligible for academic adjustments because of a learning disability or medical condition should contact the [**Office of Resources for Disabled Students**](http://rds.colostate.edu/) **at (970) 491-6385** for development of appropriate accommodations. Instructors are only allowed to make these accommodations after receiving appropriate documentation from the Office of Resources for Disabled Students. Please let me know of any individual needs the first week of class and provide documentation as soon as possible.

## Student Safety, TITLE IX Compliance/Reporting, and Student Resources

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.

For counseling support and assistance, please see the **CSU Health Network** [**website**](http://www.health.colostate.edu/). You can also call Deputy Title IX Coordinator/Office of Support and Safety Assessment at (970) 491-1350. And, the [**Sexual Assault Victim Assistance Team**](http://www.wgac.colostate.edu/need-help-support) 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.

I care about your well-being and success here. Also consider the [**CSU Career Center**:](http://career.colostate.edu/Default.aspx) Network, explore, contextualize your education for your profession.

## Communication

I will use Canvas AND email to communicate with you often throughout the semester, so be sure to **check Canvas and your Canvas e-mail frequently as you are responsible for the information therein.** If you need to contact me outside of class, you have several options. If it is brief, most days you can stop me before/after class for a minute. You are always welcome to come to my office hours—no appointment is necessary nor do I make appointments during office hours. If you cannot make it to my regular office hours, please make an appointment. Finally, you are welcome to email me. **Please allow 24 hours for a response to your email** when it is sent Monday-Friday 8am – 5pm (I do not often check emails after 5pm), although I will often get back to you more quickly than that. If you send an email on the weekend, I cannot guarantee a prompt response. Please note: I do **NOT** send electronic feedback on drafts. If you would like me to look over a rough draft, you will need to see me in person. Also note: questions that require complicated, lengthy responses are best asked in person. For example, if you miss class, emailing me is not the most appropriate way to find out what you missed; you should come to office hours. If you email me a question that has been addressed in a class email I sent or can be found on the assignment sheet itself, my response will simply direct you back to the source.

* Your email should include a salutation, context for your email, your name, and use of standard English conventions if you expect me to respond.

## Policy and Schedule Changes

The instructor reserves the right to make changes to this syllabus if it is in the best interest of the class; any changes will be announced and/or emailed in advance of their taking effect.

## Agreement

Your decision to remain in this section demonstrates your agreement to abide by the policies and conditions of this syllabus.