Academic Writing

CO 130.001
CRN 66406
Time: 9-9:50 am MWF
Location: Clark C 217

Email: tiffany.daigle@colostate.edu
I strive to answer emails within 48 hours; however, if you email me on Friday, please do not expect a response till the following Monday morning.
Please communicate respectfully and kindly. Reach out as needed ~ I'm here to help!

Office Hours: MWF between 3-4 pm in Eddy 324 or via Zoom. Zoom link can be found on Canvas under "Course Information" module. Appointments can be made to meet via Zoom outside of the Office Hours' time slots.

Office Hours Basics: I would love to hear from you with questions regarding course material, suggestions on things I can do to make this course even better, concerns regarding the course or course content, or to chat about any of the course content in more detail. Please simply drop by to these pre-determined hours whenever needed, I am here to help! If you need to schedule an appointment, contact me via email early in the week (i.e., Monday or Tuesday).

Welcome to CO130!

ようこそ！欢迎！¡Bienvenido! Herzlich willkommen! Bienvenue!

In CO130, you will develop and practice how to read and write for academic audiences. In order to effectively communicate in academic contexts, you will learn how to identify the rhetorical situation, learn how to identify, and 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, I will teach you the skills of drafting, outlining, writing, revising, summarizing, analyzing, close reading, and research. These are skills that are incredibly important across the CSU campus as well as in the workplace. All of the skills you learn in CO130 can be and should be applied beyond our classroom! As the semester progresses, actively think about how you can apply the skills you're learning in class to other classes, audiences, and writing situations.

CO130 is a gtPathways Course

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.

CO1 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.

Course Materials

- **Textbook:** Bullock, Richard, et al. *The Norton Field Guide to Writing with readings and handbook.* 5th ed., W.W. Norton & Company, 2021.
- Access to CO130 class page on Canvas
    - Most of our materials will be posted on Canvas, including homework readings not included in your textbook.
- Access to a laptop and reliable internet.
    - If you don't have access to a laptop, please email me.
    - There are also multiple options for borrowing computers on campus, please review the information in the following link: https://lib.colostate.edu/services/borrow-renew/borrowing-laptops/#:~:text=All%20students%2C%20regardless%20of%20major,%40mail.colostate.edu

Course Schedule

This course is broken down into 15-weeks: starting August 21st and ending December 11th. During this time, you will be expected to spend approximately 9 hours per week on this course. This can be broken down into approximately 150 minutes in class and 6 hours on homework. Please plan your schedule accordingly, so you can get the most from the readings and assignments.

We will meet weekly on Monday, Wednesday, and Friday at the time and in the location specified at the top of the Syllabus. If you are struggling to stay on top of your work in this class, I highly recommend taking advantage of office hours. Please come to these pre-determined hours and ask me any questions you have regarding the course, or if you need additional assistance with any of the content—my door is open, and I am always willing to help!

Course Assignments and Grading

Your grade in this course comprises major writing assignments, workshops and peer review sessions, process work, and attendance. Process work consists of homework assignments, readings, and any work completed outside class to prepare for the next class session. Please review the grading scale, as well as the assignment breakdown listed in both a graph and table format across the following two pages. If you have any questions, please don't hesitate to contact me.
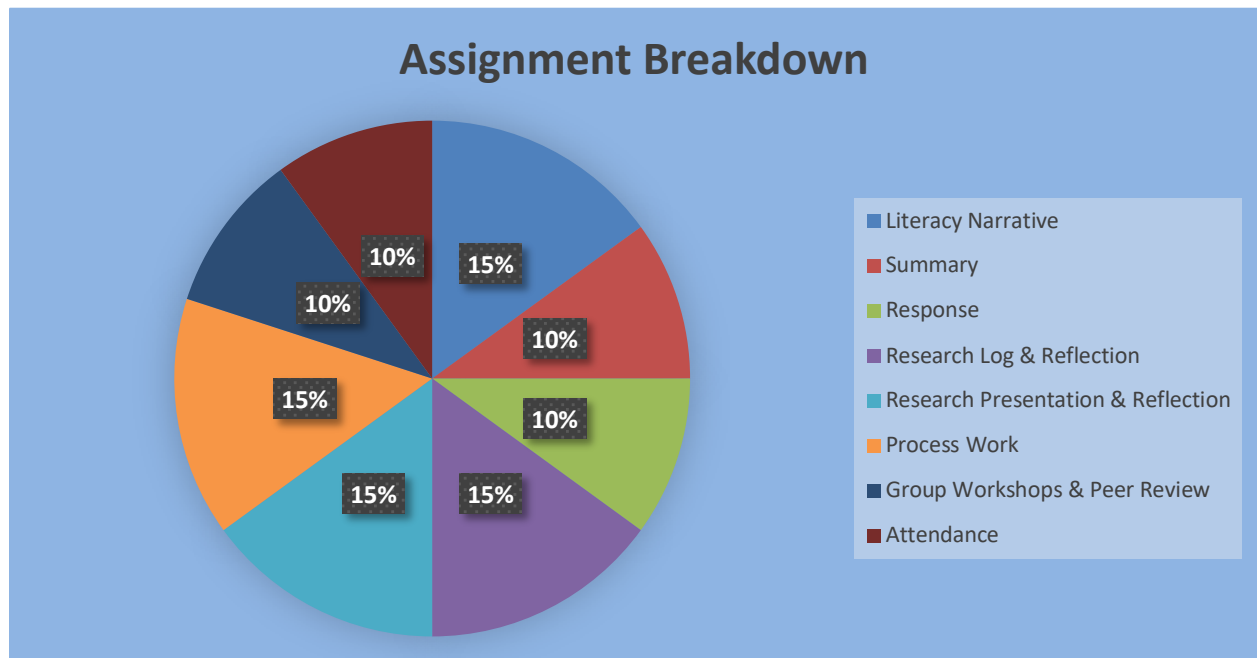
Grading Scale

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. Check with your advisor early on in the semester, so that you know what your major requires of you. However, I highly doubt anyone will get a D. You are all capable of doing well in this course, and I'm here to support you!

There are no C-, D+, or D- in final grades. Incompletes will not be given.

Assignment Breakdown

Pie chart legend:
- Literacy Narrative — 15%
- Summary — 10%
- Response — 10%
- Research Log & Reflection — 15%
- Research Presentation & Reflection — 15%
- Process Work — 15%
- Group Workshops & Peer Review — 10%
- Attendance — 10%

Course Assignments	Percentage
Literacy Narrative	15%
Summary	10%
Response	10%
Research Log & Reflection	15%
Research Presentation & Reflection	15%
Process Work	15%
Group Workshops & Peer Review	10%
Attendance	10%

Class Policies & Requirements

Preparing for Class

Being prepared not only positively affects the classroom community, but it allows you to encourage, support, and learn from each other. Being prepared means that you have completed the assigned reading(s) and homework for the day, you participate in any in-class activities both solo and in assigned groups, you bring your drafts for workshop days, and you participate in giving constructive peer feedback during peer review. Come every class period ready to interact in the community we build throughout this course!

CSU's 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 your assigned workshop groups or in peer review sessions on Canvas. You will have opportunities to participate collaboratively and individually through in-class discussions, collaborative peer workshops, and individual assignments. We are in this together, and your presence matters!

Attendance Policies

The CSU Composition Program knows that regular participation and attendance is an essential component in composition courses. We emphasize the writing process as being just as important as the final written product. Therefore, when you don't participate in the weekly coursework, you cannot participate in valuable class discussion(s), group workshops, and individual assignments. Since the majority of class sessions will involve group work and discussion, your presence matters to both actively engage in the community, as well as for you to learn and reinforce important course content. Please plan on coming to class regularly and regularly completing weekly assignments.

Please refer to the following policies regarding attendance in this class:
- I allow 5 absences per student every semester. This equates to approximately a week and a half of class.

- These absences consist of both university-sanctioned events, religious holidays, sick days, mental health days, etc.
- You do not need to email me an excuse if you use one of these 5 absences.
- If you exceed the 5 absence policy, you will lose the 10% allocated to the attendance grade at the end of the semester.
- After 5 absences, you will need to schedule an appointment with me or come to office hours to discuss how to keep you caught up in the course.
  - I will stop grading all assignments until we have met. As soon as we have met, any assignments missed in the interim of the exceeding absence(s) and our meeting will be graded.

If you are in need for accommodations for this class, please contact the [Student Disability Center.](#) Please review the information regarding the Accommodations Process.

Changes to the abovementioned attendance policies can only be modified through a formal accommodation letter sent via the Student Disability Center only.

Late Work
All professionals must contend with deadlines. Therefore, I do not accept late work unless we arrange something beforehand. If you have an extenuating circumstance, you must contact me 48 hours in advance. 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. If you encounter an emergency situation (i.e., the death of a family member, car accident, etc.), please contact me as soon as possible regarding your circumstance.

Canvas and Class Communication
You will find our course materials on Canvas. This includes the syllabus, 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-3:30 PM. Questions that require discussion or a lengthy response should be asked during office hours or in scheduled appointments. Please allow 48 hours for an email response. Your email should include a specific subject line, an opening salutation ("Dear, Ms. Daigle"), context for your email, and a closing with your name ("Thank You, Kaede").

Classroom Expectations: Let's Promote Inclusivity!
We all occupy a role as part of Colorado State University's community as students, faculty, employees, consumers, etc. Functioning as part of this community, I believe it is important to treat one another according to CSU's Principles of Community: **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.
In our classroom:

- Let's strive to **be inclusive** by welcoming everyone even those who come from different backgrounds and hold different opinions from your own.
- Let's act with **integrity.** As conscientious adults, we are all accountable for our own actions both in behavior and the words we use to communicate with each other. If we offend someone with our choice of words, let's act with compassion and address whatever wounds we have inflicted—even if they were unintentional. For those of us who feel wounded, let us equally act with compassion by voicing how we felt respectfully and seek resolution in our classroom community.
- Let's act with **respect** towards all members of the CSU community by contributing to an environment where freedom of expression, critical discourse, and the advancement of knowledge are valued. When we seek out perspectives different to our own, we can critically engage with and consider those opinions to pursue a continued refinement in our own knowledge and understanding of our ever globalizing world.
- Let's **serve** each other by giving our time, talents, and resources to promote one another's well-being and success both inside and outside of the classroom. The climate in this classroom will function from a "give to take" perspective.
- Let's s**upport social justice** by treating others with fairness and equity and challenging prejudice. When we identify our own biases and prejudices and are aware of how these influence our opinions and perspectives, we can challenge ourselves to educate ourselves about those from different backgrounds.

Expectations for Group Workshops

In the spirit of valuing writing as a process, CO130 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 to both provide ideas for how to improve your own writing, but also to teach you how to communicate clear solutions and recommendations to your peers. Therefore, 10% of your course grade is determined by group workshops and peer review. Your grade will be determined by both posting or bringing a full draft (see the instructions for each group workshop and peer review session for what you need to complete) and the quality of your peer responses.

Expectations for Process Work

The CSU Composition Program believes learning effective writing skills and strategies requires learning about writing as a process and not as a final product. Research shows that the more people write, even 10 minutes every 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—CO130 is designed to value this practice and process. 15% of your course grade is determined by process work, which includes your homework assignments throughout the semester. These assignments and your weekly blog post focus on practicing skills or reflecting on readings to help you prepare for that unit's major assignment(s). To do well in this course, it is vital that you engage thoroughly and thoughtfully with writing as a process.

Revision

If we consider writing as a process, revision represents an important part of this process. In essence, revision allows us to refine our ideas and continue to learn and grow in our writing and thought processes. I allow for revision in this class for all major assignments. For major assignments, I provide a holistic rubric and a focused revision comment. For the latter, you can revise your major assignment according to the comment. You will have a week to revise the assignment and turn it in from the date when you receive your feedback from me on your assignment.

Major Assignments:
- For those who receive below a B on the original assignment, you can revise your assignment to receive up to a B.
- For those who receive over a B, you may revise your assignment to receive up to 5% back of the total points listed for the assignment.

Learning Support and Accommodations

Please let me know of individual needs during the first week of classes. Students with learning challenges 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.

The Writing Center

The Writing Center is a fantastic resource for all CSU students. It is a free, confidential service providing feedback for all writers at all stages of the writing process. Please visit the Writing Center website to schedule a consultation.

Classroom Technology Policy

Since this class will use online features during class sessions and most assignments will need to be written using a word processor like Microsoft Word or Google Docs, you need a functioning laptop or tablet device (e.g., iPad, etc.) with reliable internet access. If you don't have access to a reliable device or internet, please email me within the first week of class to discuss options.

So we can best take advantage of class time and class discussions, please refrain from using your cellphone during class unless an emergency arises. If an emergency occurs, then please leave the classroom to address the situation.

Free Printing On Campus

Free printing is available on the 3rd floor in the Eddy Computer Lab. Non-Liberal Arts Majors get 125 pages of printing credits a semester, and Liberal Arts Majors get 550 pages of printing credits a semester.

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. This also includes the use of AI, such as ChatGPT. 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."

In this class, the use of "another" in the description includes both human and AI created work. 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.

To check the originality of your work, in this class, we will use TurnItIn and published ChatGPT checkers.

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.

Honor Code Statement

Academic integrity means more than just avoiding plagiarism. It also involves doing your own reading and studying. It includes regular class participation, 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 bottom of your major writing assignments—see the assignment description for which assignments to include the honor pledge.

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.