

Syllabus: CO150.077, CRN 70481, Fall 2025

Class Logistics

When: Tuesdays and Thursdays from 8:00 a.m. to 9:15 a.m.

Where: Eddy 104

Who: 23 Peers and Assistant Teaching Professor Erica Waters

Professor Contact: Erica.Waters@colostate.edu or Canvas message

Office Hours: Tuesdays 3:20 p.m. – 4:50 p.m.

and Thursdays 9:20 a.m. – 10:50 a.m.

Office hours are open to simply stop by, also available by appointment.

Office Location: Eddy 329, also available via Zoom or Teams.

Course Description

CO150 focuses on introducing you to writing, reading, research, and communicating practices that will prepare you for success as a university student, professional, and citizen. In this course, you will learn to critically read and respond to a variety of texts, to write for a variety of rhetorical situations and audiences, to dialogue about different experiences and perspectives, and to develop and apply effective writing practices.

We will explore how writing is shaped by our experience and the experiences of others. Because writing is relational—meaning that when we write, we are in communication with ourselves and with others—it is important to explore writing from a personal, public, and participatory perspective. In this course, we will read writing by academics and students, public figures and popular writers. As a class, we will discuss, analyze, and evaluate the writing choices writers make, so we can better understand the agency we have as writers to make decisions about topics, idea development and organization, examples and research, writing style, and rhetorical techniques, among other writing-focused topics. We will talk about writing and rhetoric topics, such as the rhetorical situation (audience awareness, context, authorial purpose, and genre), the writing process, library and popular research, information literacy, collaboration through peer review, a writer's agency, and developing a writerly community, among other topics.

Every class period is an opportunity for you to grow as a writer and to support our class growth. And in every class period, you will learn skills and strategies that will be valuable beyond the CO150 classroom and CSU. I look forward to supporting your growth as a writer.

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.

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 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:

Deepen Rhetorical Knowledge

- a. Focus on rhetorical situation, audience, and purpose.
- b. Use voice, tone, format, and structure appropriately, deepening understanding of relationships between form and content in writing.
- c. 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

a. Develop recursive strategies for generating ideas, revising, editing, and proofreading for extensive, in-depth, and/or collaborative projects.

b. Critique one's own and other's work.

c. Practice reflective strategies.

Deepen Critical and Creative Thinking

a. Evaluate the relevance of context.

b. Synthesize other points of view within one's own position.

c. Reflect on the implications and consequences of the stated conclusion.

Use Sources and Evidence

a. Select and evaluate appropriate sources and evidence.

b. Evaluate the relevance of sources to the research question.

Deepen Application of Composing Conventions

a. Apply genre conventions including structure, paragraphing, tone, mechanics, syntax, and style to more extensive or in-depth writing projects.

b. Use specialized vocabulary, format, and documentation appropriately.

Required Course Materials:

- Access to our CO150 class page at Canvas (canvas.colostate.edu).
 - Daily lesson plans and other supportive materials are on Canvas.
 - Portals to submit assignments are on Canvas.
 - I will communicate with class through Canvas "Announcements."
- Access to Norton's *Rams Write* textbooks (online or physical).
- Access to library databases through the CSU Library (lib.colostate.edu)
- A notebook or laptop for in-class work, homework, and handouts.

Writing Center and Learning Resources:

CSU Writing Center: The Writing Center in Eddy 23 and online provides free one-on-one instruction to all Colorado State University students who wish to receive help with any writing project at any stage during the writing process – from brainstorming to proofreading. Because there are many of you and only one of me and because our CSU Writing Center is wonderful, you're highly encouraged to take advantage of the Writing Center for assistance on major assignments and more. Walk-in appointments are often possible, but you can also schedule an in-person conference by visiting their website at: [CSU Writing Center Website](#) where you can also make use of online video conferences or online draft review among other options and resources to help you succeed in this course from reading to revision.

The Online Writing Lab (OWL) at Purdue University is a great resource for writers. The OWL has information about MLA citation, grammar, genres of writing, research and much more! I encourage you to check it out [Purdue University's Tools](#).

The Institute for Teaching and Learning (TILT) also has some great resources for academic success from tutors to workshops on organization, studying, stress relief, and more! [Connect to TILT's Learning Programs Here](#).



Grade Policy:

In addition to the 150 minutes we spend together in class each week, you will be expected to typically spend roughly six hours outside of class time per week on this course, some weeks more and some weeks less. Please plan your schedule accordingly, so you can get the most from the course. Grades will be assigned at the end of the semester, according to the following grading scale:

Grading Scale Table

A Range	B+ and B Range	B- and C+ Range	C and D Range	F Range
93-100 = A	87-89 = B+	80-82 = B-	70-76 = C	0-59 = F
90-92 = A-	83-86 = B	77-79 = C+	60-69 = D	

You will need a D to pass the course, unless your major requires a grade higher than a D. Check with your major advisor early on in the semester, so that you know what your major requires. See “Participation and Attendance Policy” for how absences may directly impact your grade. There are no C-, D+, or D- in final grades and incompletes will not be given.

Grade Breakdown with Central Assignments:

A1 Rhetorical Analysis Letter (10% of grade): This assignment will provide you with the opportunity to deepen your understanding of fundamental rhetorical concepts by analyzing a text on CSU's campus. Playing with ideas and new rhetorical terminology will be the vibe of this assignment.

A2 Annotated Bibliography (10% of grade): Pick a topic and get started with research for upcoming Researched Essay.

A3 Researched Essay (20% of grade): An expansion on your topic with a thesis, reasons, and counterclaim with an audience of academic readers also interested in the subject and a compatible, secondary audience of your choice.

A4 Multimodal Remix (10% of grade): Increasingly, many of the texts we see on a daily basis are multimodal in nature. For A4, you will be creating your own multimodal transformation of the essay you worked on as A3.

A5 Final Reflection (5% of grade): As the culminating assignment, the end of semester reflection provides you with the opportunity to revise and to reflect upon your growth as a writer across the semester. Because learning to be a rhetorically-aware writer is a process that takes time, this assignment gives you the opportunity to think back on your learning and writing process this semester.

Process Work (25% of grade): You will have homework (designated HW) and in-class (designated C) process work throughout the semester. One of the most important aspects of developing as a writer is developing a robust process, which is why this is the largest part of your grade.

Workshopping / Peer Review (10% of grade): Many writers collaborate with peers to seek feedback on their work. You will collaborate in a variety of ways, including informal in-class peer review as well as conferences or online.

Class Engagement (10% of grade): This grade is based on you coming to class prepared, which means that you have completed the assigned reading for the day, you bring rough drafts when required, you bring completed worksheets or homework when required, and you're ready to listen and engage. See more in the participation and attendance policy below.

Participation and Attendance Policy: This class is what we make it together. All days, weeks, and assignments build on each other - sometimes in unexpected ways. Being in class, following along with Canvas, and respectful citizenship are crucial.

In other words, an active engagement with the material is essential, so:

First Unexcused Absence ~ No point loss

Second Unexcused Absence ~ No point loss

Third Unexcused Absence ~ No point loss

Fourth Unexcused Absence ~ 10 points lost

Fifth Unexcused Absence ~ 20 points lost

Sixth Unexcused Absence ~ 40 points lost

Seventh Unexcused Absence ~ 70 points lost

Eighth Unexcused Absence ~ 100 points lost = 0/100 points in “Class Engagement”

Please note, you need to be present for at least half of class to be counted as “present” that day. No more than 100 points will be taken from final grade based on attendance, but attendance is also the most common habit of successful students and contributors. See “Resources for Accommodations” below on documentation to excuse an absence. In remarkable cases, I reserve the right to restore some points if a student goes above-and-beyond when in class; at the instructor’s discretion, up to 30 points in this category may be returned to final grade. Please remember, as I do, that fairness to the group and our respect for class content are also factors.

Trust me, I know attendance can be a pain, but I’ve found that it really is vital, so I ask it of all of us and track it for you. One of the greatest things you can do to help me this semester is to communicate clearly and quickly about absences with proper documentation in hand. Please, if you’re not trying to excuse an absence with paperwork, do not reach out to me about absences or reasons for absences unless you need some action on my part in a bigger picture.

Most students find that three unexcused absences, which carry no point loss, enough to naturally balance sick days and other causes of absence or tardy beyond the halfway mark of class. I hope you will find this true for you; to help ensure that’s the case, please remember that the unexpected often happens – save days when possible and use them wisely. Thank you!

If you do need to excuse an absence with documentation, please review the following “Resources for Accommodations” of various kinds.

Resources for Accommodations: If an exception to course policies is in order or if you'd benefit from extra support, engage one of the following. Each will provide me with documentation if a recommendation to course policies is made:

Resources for Students around Different Abilities (970) 491-6385 or website at [Student Disability Center](#). Contact for development of appropriate accommodations. Instructors are only allowed to make accommodations after receiving appropriate documentation. If this is you, please also communicate with me directly, as needed, if a material isn't accessible.

Other reasons that may create allowances such as excused absence and/or extended opportunity to earn points:

Religious Holidays: Please just let me know if you will be taking part in an upcoming tradition of which I may not be aware.

CSU-Sanctioned Events with other members of our CSU community/representing CSU.

Doctor's Note will be considered in this category as well and may simply be a general, simple note one a paper or emailed image with medical heading with matching signature from a member of your medical team excusing the date(s) of your absence(s) but without details of your situation.

Personal upheaval or other personal concern which seeks exception:

Student Case Management & Referral Coordination provides crisis prevention and intervention services. In difficult situations such as medical, mental health, behavioral, personal or family crisis, illness or injury, a student may find it difficult to navigate the resources and services available. Student Case Managers consult with students, faculty, staff, families, and providers to offer guidance on the next best steps. [Student Case Managers Office Link](#).

The CSU Counseling Services, care "for body and mind" if you're having a hard time, feeling stressed or missing home. For more information go to [Visit CSU Counselors](#).

Due Dates: You are responsible for following along with the pace of our class in person and on Canvas. Late work is accepted with Accommodations documentation (above). All professionals must contend with deadlines. Try to arrange beforehand if you have an extenuating circumstance. Whenever possible, to offer you as much flexibility as possible, there will be both in-class and online opportunities for submissions. If you are participating in a university-sanctioned event or religious holiday or observance, please complete missed work in advance or arrange an extension. Documentation must be provided within two weeks of sought exception. Once class ends at the end of term, exceptions cannot be made backward. Problems with technology are not an excuse for late work; please, allow enough wiggle room to compensate for potential problems. Save longer works in multiple places. You can turn work in early.

Classroom Expectations:

for Workshop and Peer Review: In the spirit of valuing writing as a process, CO150 is designed to teach students how to workshop/peer review together. 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 not only gives you ideas for how to improve your own writing, but it also teaches you how to communicate clear solutions and recommendations to your peers. Your grade will be determined by timely preparedness and participate to a full extent. Please, be open to feedback and focus on what's helpful. When responding, be specific, critical, kind, and relevant.

Coming to Class Prepared: Our Composition classes thrive on interaction between writers; for you to thrive in this learning environment, you will need to participate. There are opportunities to participate synchronously and at your own pace. We will practice writing, discussion, small group work, and more. We are in this learning together, and your presence matters. Being prepared allows you to encourage, support, and learn from each other. Being prepared means that you have completed the assigned reading for the day, you bring rough drafts when required, you bring completed worksheets or homework when asked, and you're ready to advance from individual effort, top of class. If you are not prepared, you cannot participate to the fullest, learn to the fullest, or contribute to the fullest. Visit the [Composition Program's policy page](#) for more information about our program FAQs, policies, and resources.

CSU Principles of Community are inclusion, integrity, respect, service, and social justice; these principles undergird the University's mission and guide the interactions of all students, faculty, and staff. To that end, please:

- **Be inclusive** by welcoming all your peers of all identities, talents, and abilities.
- **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 that values freedom of expression, critical discourse, and the advancement of knowledge.
- **Engage in service** with time, talents, and resources to promote one another's well-being.
- **Support social justice** by treating others with fairness and challenging prejudice.

The content of this course involves the exchange of ideas—and some of those ideas are sensitive and hotly contested. It is quite possible that at some point you will disagree with your classmates or me. Should a topic of conversation arise in which you want to express your disagreement, practice using reasons, evidence, and experience to support a statement.

To meet CSU's Principles of Community, we avoid shutting other people down, harassing language or body language, bullying or mobbing, or making disparaging remarks toward another's culture, ethnic group, race, age, disability, gender identity, religion, and/or sexual orientation. See the [Student Code of Conduct](#) for more.

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. 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."

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.

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.

A Note on AI as Plagiarism:

This class is specifically a space for learning and practicing invaluable writing and researching processes toward your personal growth that cannot be replicated by generative artificial intelligence (AI). While the ever-changing developments with AI will continue to find their place, in the realm of education, this kind of technology can counteract learning because the use of AI can diminish opportunities to learn from our experiences and from each other, to play with our creative freedoms, to problem-solve, and to contribute our ideas in authentic ways. Academic integrity plays a vital role in the learning that takes place in CO 150, so submitting work as your own that was generated by AI is plagiarism and a breach of CSU's academic integrity policy.

Classroom Technology Policy:

To keep our classroom as dedicated to our collective well-being as possible, please help me keep our classroom a device-aware zone. Please stow your phones on airplane mode or silence notifications. If you work from a computer in class, please position and use screen in ways that help ensure that others are not distracted. Active engagement and focus makes the course better for all of us. Distracting use of tech may affect Class Engagement points.

Honor Code Statement: Academic integrity means more than just avoiding plagiarism. It also involves doing your own reading and studying. It includes regular class attendance, careful consideration of all class materials, and engagement with the class and your fellow students.

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.

Policy and Schedule Changes: If needed, changes to this syllabus will be made in the best interest of the class as a whole. Changes will be announced during at least one class period and posted to Canvas in advance of effect.

Keep in Mind: This class guarantees to be a rewarding experience if you bring yourself to it with consistent attention, discipline, and curiosity. Your degree of growth will reflect your efforts. This class celebrates diversity of all kinds. It is important that you feel valued in our class; please, bring any concerns to my attention immediately.

Agreement: A decision to remain in this class demonstrates your agreement to all class policies. Staying represents your firm willingness to make a sincere commitment to the rigor of the course and the kind care of our community.