

CO150: COLLEGE COMPOSITION—FALL 2021

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Section: 81

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Office Hours: Wednesdays 1-2:30 pm and Thursdays- 2:00-3:30 pm
and available by appointment

Office Hours Location: Hartshorn 20 (Basement floor)

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.

This semester's CO150 course theme is *Healthy State*. Being in a healthy state is essential for sustaining human life on the planet. Being in a healthy state includes how we feed ourselves and others, the water we have for drinking and cleaning, our physical and mental health, and what renewable or finite energies are available to us. The sustainability of food, water, health, and energy, and by association the sustainability of the human species, depends upon how wisely they are protected and consumed. Thus, the overarching concept of sustainability addresses the interconnections and systematic relationships between people, resources (the natural ecosystems) and social well-being. As an "aggie," land grant university, Colorado State University is committed to educating, teaching, training, supporting, and sharing knowledge about food, energy, physical and mental health, and water growth and sustainability. We believe that discussing, reading, and researching about healthy state innovations, challenges, and concerns will prepare you to fully contribute to the CSU community and beyond.

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. For more information on the GT Pathways program, go to <http://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html>.

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 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:

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.

Materials

- **Reader:** *Healthy State*, CSU Custom Reader, Fountainhead Press.
- **Handbook:** *In Conversation with Exercises*, CSU Custom Handbook, Bedford/St. Martin.
- Access to CO150 class page at [Canvas](https://canvas.colostate.edu) (canvas.colostate.edu).
- A notebook for in-class work, homework, and handouts.

In addition to the 150 minutes we spend together in class each week, you will be expected to spend a minimum of six hours outside of class time per week on this course. Please plan your schedule accordingly, so you can get the most from the course.

Course Assignments in MLA Format	Percentage
A1: Healthy State Essay	15%
A2: Academic Argument Essay (15% essay; 10% annotations)	25%
A3: Advocacy Writing: Stakeholder Proposal or Infographic	15%
A4: Portfolio of Reflection and Revision Plan (due during finals week)	15%
Process Work	20%
Workshops and Peer Review	10%

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 major advisor early on in the semester, so that you know what your major requires of you.

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

Important Information for Students on COVID-19

Important information for students: 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/>). 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**: <https://covid.colostate.edu/>.

Attendance and Absences

Consistent attendance and regular participation are essential components in composition courses since the writing process is just as important as final polished written products. Therefore, when you are not present in class, you cannot participate in required class discussion, workshops, group work, and in-class assignments. According to the CSU General Catalog, "Students should attend all classes for which they are registered to obtain maximum educational benefits. Absence or lateness does not excuse students from required course work." Missing class more than one week of class will affect your learning and ultimately your grades. I want you to be successful in our class and learn as much as possible, so I encourage you to be present and ready to participate each day. Requests for extensions on homework and major writing assignments will be handled on a case-by-case basis. If you are feeling unwell, please do not come to class. If you know you will be absent, make arrangements with me to submit your work in advance on Canvas.

Absences will be excused for university-sanctioned events and religious holidays or observances only. If you are participating in university-sanctioned events and religious holidays or observances, you must provide appropriate university documentation in advance. If you anticipate missing class due to a religious holiday or religious observance, you are responsible for completing the university's [Religious Accommodation Request Form](#) at the beginning of each semester. The Composition Program highly recommends that you read the [university's processes and policies for university-sanctioned absences](#) if you are participating in university-sanctioned activities and religious holidays or observances.

Coming to Class Prepared (whether face to face, hybrid, or remote)

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 for the day, you bring rough drafts when required, you bring completed worksheets or homework when required, and you're ready to talk. If you are not prepared to work, you cannot participate to the fullest, learn to the fullest, or contribute to the fullest.

Our 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 small group discussion or in shared Google document. Whether your class meets virtually or in person, you will have opportunities to participate synchronously and at your own pace through discussion, collaborative writing, and small group work. We are in this learning together, and your presence matters.

Canvas and Class Communication

You will find our course materials on Canvas. This includes the syllabus, calendar, 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-5:30 PM. Questions that require discussion or a lengthy response should be asked in class or during office hours. Please allow 24 hours for an email response. Your email should include a specific subject line, an opening salutation (“Dear Ms. Smith”), context for your email, a closing with your name (“Thank You, James”), and practice using standard English conventions, as email correspondence is a rhetorical situation.

Expectations for Your 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 every day practice—CO150 is designed to value this practice and process. 20% of your course grade is determined by process work, which includes homework, small group work, in-class work, outlines, drafts, etc. To do well in this course, it is vital that you engage thoroughly and thoughtfully with writing as a process. I reserve the right not to accept major writing assignments if I have not seen process work on those assignments.

Expectations for Workshop and Peer Review

In the spirit of valuing writing as a process, CO150 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 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. Therefore, 10% of your course grade is determined by workshop and peer review, which includes conferences with your instructor. Your grade will be determined by whether or

not you've come prepared for that day and participated to the fullest extent. See the calendar for requirements regarding draft length, homework, or preparation requirements.

Writing Resource: The Writing Center

The Writing Center is a fantastic resource for all CSU students, especially those in Composition courses. It is a free, confidential service providing feedback for all writers at all stages of the writing process through virtual consultations. Visit [the Writing Center](#) website to schedule an in-person or consultation.

Late Work

All professionals must contend with deadlines. Therefore, I do not accept late work unless we make an arrangement beforehand. If you have an extenuating circumstance, you must contact me 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.

Classroom Expectations

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.

The content of this course involves the exchange of ideas around food, energy, and water—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. 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, 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 explanation about the university's expectations for behavior.

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.

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.

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 top of each major writing assignment.

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.

Learning Support and Accommodations

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.

Classroom Technology Policy

We will determine the policy collectively as a class.

Free Printing On Campus

Free printing is available in the 3rd floor 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.