

WRTG 1150-049 - First Year Writing - Fall 2018

Time: Mondays, Wednesdays, and Fridays, 2:00-2:50pm

Location: CLRE 208

Instructor: Deven Parker (she, her, hers)

Office: ENVD 1B50B

E-Mail: deven.parker@colorado.edu

Office Hours: Mondays and Wednesdays, 12:15-1:45pm

Web Materials: Canvas <<https://cuboulder.instructure.com/>>

I. Course Overview (short version)

This course involves daily writing exercises, some reading, and the production of four major writing assignments. This is a **process-oriented writing course**, meaning that your **participation** in your own writing process, including drafting, peer reviewing, activities, journaling, and revision, is just as important, if not more important, than the pieces of writing you actually produce.

II. Syllabus Shortcut FAQ

Q: Does attendance count for my grade?	A: Yes.
Q: How many unexcused absences can I have?	A: 3.
Q: Do I have to bring my books to class?	A: Yes, whenever readings are due.
Q: Does it matter what editions of the books I buy?	A: Yes – you need the 2018-19 edition of <i>Knowing Words</i> and the 7th edition of <i>Everything's an Argument</i> (green cover, with readings).
Q: Do I have to print things out for this class?	A: Sometimes. Pay attention to instructions.
Q: Can I bring my materials on my phone?	A: No.
Q: When is there homework for this class?	A: Almost all the time.
Q: Do I need / Can I have a laptop for this class?	A: Bring it, but sometimes I will ask you to put screens down.
Q: How many essays do we have to write?	A: 4 major ones with 2 drafts each.

III. Course Overview (long version)

This WRTG 1150 course meets two sets of requirements on the CU-Boulder campus.

The first involves those established by the Colorado Commission on Higher Education (CCHE) for all second-level “Communication General Education ‘Guaranteed Transfer’” (CO-2) courses in the state. These CO-2 courses are designed to ensure that students “learn how to summarize, analyze, and synthesize the ideas of others” (par. 3) by emphasizing “rhetorical knowledge,” “writing processes,” “writing conventions,” and “comprehension of content knowledge at the intermediate level” (par. 6).

The second involves those established by the Program for Writing and Rhetoric (PWR), the home program for this course. The PWR requires that you

- **develop rhetorical knowledge**, analyzing and making informed choices about purposes, audiences, and context as you read and compose texts.
- **analyze texts in a variety of genres**, understanding how content, style, structure and format vary across a range of reading and writing situations.
- **refine and reflect on your writing process**, using multiple strategies to generate ideas, draft, revise, and edit your writing across a variety of genres.
- **develop information literacy**, making critical choices as you identify a specific research need, locate and evaluate information and sources, and draw connections among your own and others' ideas in your writing.
- **construct effective and ethical arguments**, using appropriate reasons and evidence to support your positions while responding to multiple points of view.
- **understand and apply language conventions rhetorically**, including grammar, spelling, punctuation and format. (PWR First Year Committee)

In light of these requirements, our WRTG 1150 course this semester will ask you to

- 1) develop rhetorical knowledge by reading and writing a range of academic arguments. These arguments will attend to a variety of rhetorical considerations (e.g., issues of context, audience, and purpose; appeals to ethos, pathos, and logos; attending to various genre conventions and considerations; etc.) while using effective evidence and providing appropriate analysis;
- 2) develop an intimate understanding of writing processes and information literacy by drafting, revising, editing, and proofreading your own work; by reading and commenting upon the work of others; and by engaging in a number of lengthy research projects using primary and secondary source materials;
- 3) understand and employ the conventions of “standard academic English” and clear prose style in your writing while exploring the potential social benefits and social costs of doing so; and
- 4) ask questions and make arguments about educational goals and values, both yours and others’.

In order to accomplish these goals, you will spend a great deal of time this semester working alone and in groups. You will also be encouraged to meet with me for one-on-one conferences to discuss your formal essay assignments.

IV. Required Texts and Materials

- 1) Lunsford, Andrea, John Ruszkiewicz, and Keith Walters, *Everything's an Argument*, 7th ed. with Readings, 2016 MLA Update. Bedford / St. Martin's, 2016.

This text presents rhetorical strategies and conventions that you will use for each major assignment along with key course readings. You are free to use either the print or forthcoming e-

*copy of this text, but make sure that you purchase or rent the **SEVENTH edition WITH READINGS**, and make sure that you have the 2016 MLA UPDATE edition!*

(CCHE Guidelines: “Writing Processes”; “Content Knowledge”; “Rhetorical Knowledge”)

- 2) University of Colorado Boulder Program for Writing and Rhetoric, *Knowing Words: A Guide to First-Year Writing and Rhetoric*, 14th ed. Fountainhead Press, 2017.

(CCHE Guidelines: “Writing Processes”; “Content Knowledge”; “Rhetorical Knowledge”)

- 3) Supplemental Reading materials available on Canvas course site

V. Course Assignments and Grade Values

-Essay #1: Personal Argument re: Internet Security (750-1250 words; 3-5 pages)	10%
-Essay #2: Evaluation of Course Reading re: Food Sustainability (1000-1500 words; 4-6 pages)	15%
-Essay #3: Research Project re: Educational “Success”	
#3A Visual Analysis (1000-1500 words; 4-6 pages)	15%
#3B Annotated Bibliography (10 academic sources; 2000 words total; 8 pages)	5%
#3C Research Paper (2000-3000 words total; 8-12 pages)	25%
-Essay #4: Reflection Project (750-1250 words; 3-5 pages or equivalent)	10%
-Homework / Class Participation	10%
-Attendance	10%

VI. Assignment Overview

Essays—Essays will require that you write academic arguments featuring strong evidence and thoughtful analysis. Essay #1 will ask you to generate a brief academic argument about the ways in which one of our course readings helps you better understand your own beliefs about the importance of internet security as it manifests at CU-Boulder. Essay #2 will ask you to evaluate the persuasiveness of one of our readings concerning food sustainability for an audience of “typical” CU students. Essays #3a, #3b, #3c, will ask you to develop, research, and write a substantial academic research paper related to your major

and / or future profession in terms of your view of “success.” Finally, Essay #4 will ask you to reflect on your growth as a writer and thinker this semester through an argument made in one of several modalities.

Homework and Discussion Activities—Homework assignments will require you to understand and synthesize various course concepts and ideas.

Classroom Participation—Daily classroom activities will require you to be actively involved to the best of your ability in discussion, peer review activities, and other classroom work. You will also be expected to perform a brief presentation at the end of the semester concerning your growth in the course.

VII. General Grading Guidelines

The following represent my general grading criteria for Essays #1, #2, #3a, and #3c. (Separate rubrics for Essays #3b and #4 will be provided later in the semester):

An essay in the “A” Range will feature

- a strong thesis with a clear claim, reason, and warrant;
- numerous specific examples drawn from appropriate sources (e.g., specific information from primary and secondary source material);
- consistently clear analysis of examples;
- consistently appropriate and correct use of citation (including attributive tags);
- consistently clear and correct use of quotation, summary, and paraphrase;
- careful attention to issues of grammar and style (especially sentence boundaries, clarity, coherence, and punctuation); and
- the meeting of minimum page requirements.

An essay in the “B” Range will feature

- a generally good thesis with a clear claim, reason, and warrant;
- several specific examples drawn from appropriate sources;
- generally clear analysis of examples;
- generally appropriate and correct use of citation;
- generally clear and correct use of quotation, summary, and paraphrase;
- generally strong attention to issues of grammar and style; and,
- the meeting of minimum page requirements.

An essay in the “C” Range will feature

- a thesis lacking a clear claim, reason, and/or warrant;
- few specific examples drawn from appropriate sources;
- little specific analysis (often as a result of a poor thesis);
- minimally appropriate and correct use of appropriate citation styles;
- minimally clear and correct use of quotation, summary, and paraphrase;
- minimal attention to issues of grammar and style; and
- the meeting of minimum page requirements.

An essay in the “D” Range will feature

- no real thesis;
- few or no examples;
- little or no analysis;
- generally inappropriate or incorrect use of citation (but without lapsing into plagiarism);
- generally unclear or incorrect use of quotation, summary, and paraphrase;

- significant problems with grammar and style; and
- the meeting of minimum page requirements.

An essay in the “F” Range will feature

- no real thesis;
- few or no examples;
- little or no analysis;
- generally unclear and incorrect use of citation styles (often in ways that lapse into plagiarism);
- generally inappropriate or incorrect use of quotation, summary, and paraphrase;
- significant problems with grammar and style; and / or
- the failure to meet minimum page requirements.

Homework assignments will typically be graded on the following scale:

- √+ : excellent discussion/analysis; demonstrates the level of detail that you should strive for in your formal work
- √ : adequate discussion/analysis; demonstrates some of the detail necessary for your formal work (although there is room for improvement)
- √- : less-than-adequate discussion/analysis; demonstrates little of the detail necessary for your formal work
- No Credit** completely inadequate discussion/analysis (and a zero for the assignment)

A Note about Library and Information Literacy Work

Because one of the central goals of this course is to help you develop “information literacy”—i.e., the ability to find, understand, and evaluate a range of written materials in both paper and electronic forms—you will be working directly with the CU-Boulder library with its on-line “RIOT” tutorials and its classroom research sessions. These tutorials will count toward your final grade.

VIII. Attendance and Other Policies

Homework, Attendance, and Lateness

Homework assignments are due on the dates specified. Attendance includes showing up to class, being on time, having required materials, staying awake, and participating. Failure to do any of these things will result in an absence. **Cell phones out in class** will also result in an absence. **Three tardies** will result in an absence as well. *Documented extenuating circumstances will be considered for excusal on a case-by-case basis.* After **3 unexcused absences**, each additional absence will result in a **10% reduction** of your Attendance/Participation grade.

Written Work and Due Dates

Students must word process all written assignments using 12-point font and MLA style and submit them via e-mail in either Word or .pdf format to Canvas by assigned dates and times. Late work will be penalized by a deduction of one full letter grade per day.

Course Technology

Students should check their University of Colorado e-mail accounts once per day for class announcements and information. (If someone prefers that I use another e-mail address for the course, she or he should let

me know as soon as possible.) Students should also check the Canvas website daily to confirm regular reading and homework assignments, to view essay assignments, and to view syllabus updates.

Please note, however, that I will not tolerate the in-class use of technology—laptops, smartphones, etc.—for non-course purposes. The first time I see you engaged in such an activity (e.g., texting a friend, shopping on-line, checking the news, etc.) during class time, I will issue you a warning. The second time (and all subsequent times) I see you engaged in such an activity, I will count you as “absent” for the day, deduct your daily attendance points, and inform you of my decision immediately after class.

Note, too, that you must bring either paper or electronic copies of each course reading with you to class on the day that it is due. Computer problems, broken printers, empty toner cartridges, or other technology problems will not excuse you from completing your assigned work on time or from bringing required materials with you to class.

The Writing Center

Students should consider utilizing the Writing Center—a campus service offering free one-on-one feedback about academic writing—as a supplement to their learning in this course. (See <http://www.colorado.edu/pwr/writingcenter.html> for more information about the Center or to schedule an appointment.) Be warned, however, that the Center books up quickly, often up to one week in advance during peak times. Be sure to plan accordingly.

Plagiarism and Cheating

Plagiarism is the act of using others’ words and/or ideas without proper attribution, either intentionally or unintentionally. The *MLA Style Manual* (2nd edition) states,

[s]cholarly authors generously acknowledge their debts to predecessors by carefully giving credit to each source. Whenever you draw on another’s work, you must specify what you borrowed—whether facts, opinions, or quotations—and where you borrowed it from. Using another person’s ideas without acknowledging the source constitutes plagiarism. (Gibaldi 151)

The *Manual* gives further useful insight into plagiarism:

you must document everything that you borrow: not only direct quotations and paraphrases but also information and ideas. Of course, common sense as well as ethics determines what you document. For example, you rarely need to give sources for familiar proverbs (“You can’t judge a book by its cover”), well-known quotations (“We shall overcome”), or common knowledge (“Shakespeare was born during the Elizabethan Age”). But you must indicate the source of any appropriated material that readers might otherwise mistake for yours. (Gibaldi 151)

Intentional plagiarism will result in stiff disciplinary action: a proven first offense will result in an automatic 0% for the final assignment grade, while a proven second offense will result in an automatic 0% for the course. Consult the PWR website and/or the Campus Honor Code website for more information.

<http://www.libraries.colorado.edu/ref/pwr/tutorial/cite/cite11.htm>

<http://www.colorado.edu/honorcode>

IX. Other Program-Wide and Campus-Wide Policies

Administrative Drop Policy

PWR policy states that “[a]ny student who misses two classes during [the add/drop] period may be administratively dropped in order to make room for students on the waiting list” (University of Colorado, *Knowing* 205). Because there is an extensive waiting list for this course, I will invoke this PWR policy as the need arises. Also, please note that I will not over-enroll this course for any reason. PWR has had to fight to retain a cap of 19 students for this course, and I will not undermine these efforts.

Students with Disabilities¹

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](http://www.colorado.edu/disabilityservices/students) (www.colorado.edu/disabilityservices/students). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](#) under the Students tab on the Disability Services website and discuss your needs with your professor.

Religious Holidays

Campus policy requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, students must alert me at least one week in advance of any conflict. See the [campus policy regarding religious observances](#) for full details.

Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on [classroom behavior](#) and the [Student Code of Conduct](#).

Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to [the academic integrity policy](#). Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, resubmission, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code Council as well as academic sanctions from the faculty member. Additional information regarding the academic integrity policy can be found at the [Honor Code Office website](#).

Non-Discrimination

The University of Colorado Boulder (CU Boulder) is committed to maintaining a positive learning,

¹ This policy and those that follow are taken verbatim from the CU-Boulder’s “Recommended Syllabus Statement” e-mails.

working, and living environment. CU Boulder will not tolerate acts of sexual misconduct, discrimination, harassment or related retaliation against or by any employee or student. CU's Sexual Misconduct Policy prohibits sexual assault, sexual exploitation, sexual harassment, intimate partner abuse (dating or domestic violence), stalking or related retaliation. CU Boulder's Discrimination and Harassment Policy prohibits discrimination, harassment or related retaliation based on race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been subject to misconduct under either policy should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding sexual misconduct, discrimination, harassment or related retaliation can be found at the [OIEC website](#).