WRTG 1100: First Year Writing and Rhetoric
The College Experience in the 21st Century

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Office: ENVD 1B50F
Office Hours: MW 3-4:30

Section 9: MWF 1:00-1:50
Section 11: MWF 2:00-2:50
Classroom: UNIVERSITY CLUB 10
Mailbox: ENVD basement lobby

Course Description
Welcome to extended first-year writing and rhetoric, a course designed to introduce you to college-level academic writing. This course is designed to help you improve your writing skills in many ways and at a number of levels, and prepare you for writing and other assignments you will encounter in college courses and beyond. Expect to write a lot. We will explore many different kinds of writing and use both texts and your experiences to inform what we write, so be prepared to read a lot as well and to share what you have written and what you think about texts. This is a safe environment and all opinions are valid and valued. Please understand that your role in the class is both as student and peer – you will be asked to read and comment on your classmates’ writing frequently. This required workshopping is designed to help you be aware of your audience, to help you articulate your ideas about writing, and to gain self-awareness of yourself as a writer.

The theme for this section of WRTG 1100 is “The College Experience in the 21st Century” and is designed to help you consider and understand your role as a student at CU Boulder. Much of the assigned reading is intended to inform you about current issues and controversies in higher education, both nationwide, and at CU specifically. Many of the class assignments will ask you to engage with these issues and controversies in various forms: personal experience, reflection, research, and presentations.

What follows is a guide to this class, and is designed to help you figure out what you can expect from the class, and what is required of you. Remember that you can always email me or talk to me if you have questions.

Required Texts

*Writer's Help* - This is an electronic resource. You must either purchase an access card at the bookstore or online at: [http://writershelp.bedfordstmartins.com/ebooks/helphandbook.php](http://writershelp.bedfordstmartins.com/ebooks/helphandbook.php)


Side note: You will also be required to read articles and excerpts that will be posted on the Desire2Learn website throughout the semester.

Course Objectives
There are six main learning objectives for WRTG 1100 (See *Knowing Words* Chapter 1 for more information about the course description and goals.). The aim of the course is to help you:

1. To develop rhetorical knowledge, analyzing and making informed choices about purposes, audiences, and context as you read and compose texts.

Whether it’s an academic article, a blog, or newspaper editorial, all writing is responsive to a particular situation written from a particular perspective (the author’s), for a particular purpose (or purposes), and using particular composing strategies. As a reader and a writer, you’ll use rhetorical knowledge for interpreting other people’s writing as well as for composing your own work.
2. To analyze texts in a variety of genres, understanding how content, style, structure, and format very across a range of reading and writing situations. You’ll study the strategies through which writers explore their subjects and express meaning by responding to a variety of texts, thus interacting with the text as a reader who shares responsibility with the author for a text’s meanings and implications.

3. To refine and reflect on your writing process, using multiple strategies to generate ideas, drafts, revise, and edit your writing across a variety of genres.

You’ll write frequently, generating writing on the variety of subjects for different purposes and from different perspectives. You’ll also have frequent opportunities to workshop writing in progress with your peers and to confirm with your instructor on individual conferences. You may also be asked to write short reflective pieces about your writing and about your process and progress, breakthroughs and setbacks. The reflective pieces will help make your learning more visible to you.

4. To develop information literacy, making critical choices as you identify a specific research need, locate and evaluate information sources, and draw connections among your own and others’ ideas and your writing.

You’ll learn how to formulate and pose a question, problem, or issue for research; how to explore what is already known about your subject; how to choose an appropriate method or strategy for your own research; how to analyze data and determine the credibility and validity of your sources; and how best to convey both the information and your own discoveries through writing intended to inform and persuade other readers.

5. To construct effective and ethical arguments, using appropriate reasons and evidence to support your positions while responding to multiple points of view.

As discussed earlier in this chapter and in more detail in Chapter 5, an argument involves joining the conversation. As part of your writing class, you’ll both analyze others’ arguments and construct an argument about a topic of interest to you. You will join the conversation about your topic by gathering research to help you develop an informed opinion you can support with clear reasons and credible evidence. As part of your argument, you’ll also consider and respectfully respond to counterarguments.

6. To understand and apply language conventions rhetorically, including grammar, spelling, punctuation, and format.

Yes grammar counts… but what counts as “good” grammar changes in different rhetorical situations. Because this is an academic course, and most of your major assignments you’ll be expected to use a writing style and tone that is considered appropriate for a general academic audience. However, as part of the course you’ll also write in other genres and for other audiences, so you’ll need to think carefully about how to adapt your writing for the rhetorical situation at hand.

These six course goals express the PWR’s commitment to preparing you for the other kinds of reading and writing you will perform in your other classes. They also fulfill the course criteria given to all state institutions by the Colorado Commission on Higher Education, the governmental body that contributes to the policies for college education in Colorado.

In other words, this writing class is not just about what your writing teacher here at CU thinks is important. It’s about deepening your skills in rhetorical knowledge, writing processes, and language conventions so that you can write effectively for a variety of audiences in a variety of situations—both inside and outside the classroom.
Assignments and Grading

Minor assignments
You will have a number of minor assignments throughout the semester, including responses, quizzes, outlines, reflections, and group collaborations. Responses and reflections will range from 1-3 pages. Some responses will relate to the assigned reading, while others will encourage you to engage with the course material in a more creative way. Reflections will ask you to reflect on your work: to discuss areas where you struggled, or insights you had while writing. After each major assignment you will be asked to write a short reflection, usually in class. I will also ask you to do this at other times in the semester, either in an informal manner (handwritten) or a more formal one (typed). A small number of quizzes are already scheduled on the syllabus, but if students demonstrate a lack of familiarity with the assigned reading I will assign reading quizzes.

Responses and reflections are out of 10 points unless specified otherwise. I will let you know in advance if these minor assignments should be submitted on D2L or in class as a paper copy.

Library Tutorials (RIOT): You are required to complete the first five Research Instruction Online Tutorials and take the quizzes. These tutorials prepare you to research your topic for the Research Paper. For more information on the tutorials, see Chapter 3 in Knowing Words.

Extra credit: There will be some opportunities throughout the semester for you to earn extra credit. However- keep in mind that extra credit has a very small affect on your overall grade in the class.

Major assignments
You will write multiple drafts all major assignments. These drafts will be graded on completion, which means you will not receive a letter grade until the papers have been workshopped and revised.

Educational Narrative Essay (1,500-2,000 words)
This assignment will ask you to reflect on your experiences with school, both inside and outside of the classroom. Through an extensive revision process that will involve both feedback from your peers and myself, you will craft a cohesive narrative that tells a story about how your education influenced or shaped the person you are today.

Argument Paper (1,500-2,000 words)
For this assignment, you will select a current debate in higher education (for example, should public higher education be paid for by the government?) and write a persuasive essay. This essay will present a particular claim (for example, that higher education should be free), and then provide reasons and evidence to support it. You will need to research the debate in order to understand what others are saying, and find evidence to support your claim. Understanding how to identify and utilize rhetorical strategies will be crucial to developing a persuasive argument.

Research Project
This is the heart of the course – you will choose a topic related to current issues in higher education, and learn to do University-level research (primary and secondary) to explore many aspects of your topic. College Unbound will be an important resource for this project. You will submit a proposal for your topic, and then compile and analyze material that is relevant to your research in an annotated bibliography. Finally, you will write a comprehensive research paper (2,000-2,500 words) that presents your unique insight into the particular topic you have chosen to study. Altogether, this project counts for almost half of your course grade (45%).
Assignments/Units and Grade Percentages

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<tr>
<th>Assignment / Course Element</th>
<th>% of course grade</th>
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<tbody>
<tr>
<td>Educational Autobiography (1,500-2,000 words)</td>
<td>10%</td>
</tr>
<tr>
<td>Argument paper (1,500-2,000 words)</td>
<td>15%</td>
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<tr>
<td>Research Project</td>
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<tr>
<td>Library tutorials (RIOT) and library research seminar</td>
<td>5%</td>
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<tr>
<td>Project Proposal</td>
<td>5%</td>
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<tr>
<td>Annotated Bibliography</td>
<td>15%</td>
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<tr>
<td>Research Paper (2,000-2,500 words)</td>
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<td></td>
<td><strong>45% total</strong></td>
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<tr>
<td>Participation and classwork</td>
<td>10%</td>
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<tr>
<td>Minor assignments (responses, reflections, quizzes, etc.)</td>
<td>15%</td>
</tr>
<tr>
<td>Drafts of major assignments and peer feedback</td>
<td>5%</td>
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Failure to turn in any major assignment (Educational Narrative, Argument, or Research project) will result in an F for the class.

Grading Scale

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<tr>
<th>Letter Grade</th>
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<tr>
<td>A</td>
<td>93-100</td>
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<td>A-</td>
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<td>B+</td>
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<td>B</td>
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<td>0-59</td>
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Note on Submitting Papers:
I require both an online version and paper version of each major assignment (papers, annotated bibliography). Please submit your papers to me on the Desire2Learn website and in class.

Paper format
Learning how to format your papers and assignments and to pay attention to how they appear is an important component of improving your academic writing. Every assignment will be typed, and will follow these rules:

- Put the following information in the upper left-hand corner: your name, my name, the class number, the date, and the word count for the document.
- Double-space, unless you’re specifically instructed not to.
- Make sure there is a page number on every page in the top right corner (except the 1st page)
- You may print double-sided.
- Staple all multiple-paged assignments.

You will lose points if you do not follow this format.
Late paper policy
Because this class is structured around workshopping and revising your papers, it is extremely important that you complete assignments on time so that you can participate in, and benefit from, the workshopping process. Please contact me before the assignment is due if you need an extension so that we can agree on a new deadline together. If you do not contact me and turn in an assignment late, 5% will be deducted per day from your grade for major assignments. For minor assignments, I will take away half of your participation points for that day because if you have not done the assignment, you cannot fully participate in class.

The Additional Class Hour / Writing Groups
Because WRTG 1100 is a 4-credit class, you have one required writing group meeting every week outside of regular class time for 50 minutes. These groups will be arranged based on our schedules sometime after the first week or two of classes. You will have a designated meeting time and place (TBD). These meetings are required and missing one counts as an absence for the class.

Attendance
You have a responsibility to me, yourself and your classmates to show up for class on time, prepared, and with your course work completed. You are allowed 3 absences. Your grade will drop 3% for each additional absence. If you have 10 or more absences, you will fail the class. If you know ahead of time that you will be absent, it is a good idea to look ahead at work that you will be missing so that you don’t fall behind. It is your responsibility to find out what you missed.

Cell phones and Laptops:
If you are using your cell phone during class, or your laptop at an unsanctioned time, you will lose participation points for that day.

The Writing Center
Location: Norlin Commons, near the laptop checkout area
Phone number: 303-735-6906 (administrator: Melynda Slaughter)
Email: wrtghelp@colorado.edu
Website (you can register and make appointments online):
https://ucb.mywconline.com/register.php

If you want additional help with your writing, the Writing Center is a great place to go to talk about ideas, improve your thesis or essay organization, or just generally work on your writing skills. The Writing Center will not “edit” your work for you; it is a place for collaborative writing and learning. Sessions are 50 minutes and are by appointment only. I would advise you to think ahead and make appointments at least a week in advance.

If you live in a RAP, look for the Writers’ lounges (1 night a week)- this is an opportunity to get some help with your writing (walk-ins welcome).
University Policies & Procedures

**Academic Honesty / Plagiarism**
Plagiarism is the act, whether deliberate or unintentional, of passing off someone else’s work as your own, from one sentence to an entire paper. Any act of plagiarism will result in automatic failure of that paper, and possible failure of the course. To help me detect plagiarism, I may use resources such as turnitin.com, and I will follow the guidelines suggested by the University Honor Code.

All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at [http://www.colorado.edu/policies/honor.html](http://www.colorado.edu/policies/honor.html) and at [http://honorcode.colorado.edu](http://honorcode.colorado.edu)

**Students with Disabilities**
If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu. If you have a temporary medical condition or injury, see Temporary Medical Conditions: Injuries, Surgeries, and Illnesses guidelines under Quick Links at Disability Services website and discuss your needs with your professor.

**Religious Holidays**
Campus policy regarding religious observances 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, If you know that you will miss class or not be able to meet an assignment due date because of observation of a religious holiday, please let me know within the first two weeks of class so we can make accommodations. See full details at: [http://www.colorado.edu/policies/fac_relig.html](http://www.colorado.edu/policies/fac_relig.html)

**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 differences of race, color, culture, religion, creed, politics, veteran’s status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. 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. See policies at [http://www.colorado.edu/policies/classbehavior.html](http://www.colorado.edu/policies/classbehavior.html) and at [http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code](http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code)

**Discrimination and Harassment:**
The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities.
CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or veteran status. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at http://hr.colorado.edu/dh/

Sexual Harassment
The University of Colorado Policy on Sexual Harassment applies to all students, staff, and faculty. Any student, staff or faculty member who believes s/he has been sexually harassed should contact the Office of Sexual Harassment at 303-492-2127 or the Office of Judicial Affairs at 303-492-5550. Information about the OSH and the campus resources available to assist individuals who believe they have been sexually harassed may be found at http://www.colorado.edu/sexualharassment/
Tentative Schedule (subject to change)

Please note: the homework is listed under the day it is due, meaning it needs to be completed by that class period. Detailed prompts will be provided for all assignments on D2L.

**WEEK 1**

**M 8/25:** Introduction to the class

**W 8/27:** Overview of the syllabus, introduction to Response 1 (prompt on D2L)
**READ:** Syllabus on D2L

**F 8/29:** CU resources
**DUE:** Response 1-Why CU? (Submit to D2L dropbox)

**WEEK 2**

**M 9/1:** LABOR DAY NO CLASS

**W 9/3:** Discussion of personal narratives, introduction to narrative essay
**READ:**
1. “Me Talk Pretty One Day” by David Sedaris
2. “The Sanctuary of School” by Lynda Barry (on D2L)

**F 9/5**
**READ:**
1. Student sample Educational narrative (on D2L)
2. Chapters 1, 2, and 5 (Genre) in *Knowing Words*

**WEEK 3 (WRITING GROUP MEETINGS BEGIN THIS WEEK - room TBD)**

**M 9/8:** Grammar/punctuation review
**DUE:** 1st draft of Educational Narrative essay (on D2L)

**W 9/10:**
**READ:** Introduction to *College Unbound*

****Syllabus quiz**** Make sure to review the syllabus in preparation for the quiz

**F 9/12:** Exploring issues in higher education and overview of *Writer's Help* (Make sure to bring your laptops to class!)
**READ:** Chap. 1 of *College Unbound*

**WEEK 4**

**M 9/15**
**DUE:** 2nd draft of Educational Narrative essay (paper and D2L)

**W 9/17**
**READ:** Chap. 2 of *College Unbound*

****Grammar/punctuation quiz****
F 9/19: Intro to Rhetorical Analysis
READ:
1. Chap. 3 of College Unbound
2. Chapter 4 (Rhetoric and Rhetorical Analysis) of Knowing Words

WEEK 5

M 9/22:
DUE: Final draft of Educational Narrative essay (paper and D2L)

W 9/24: Is College Worth it?
READ: “The Rising Cost of Not Going to College” by the PEW research center

F 9/26:
READ: “Who gets to Graduate?” by Paul Tough (on D2L or http://nyti.ms/1gqD4Wa)

WEEK 6

M 9/29: Intro to Argument
READ:
1. Chapter 6 (“Argument-presenting your views”) in in Knowing Words
2. “That’s so…” by Madeline Miller in Knowing Words, pgs. 175-178
3. “On Buying Local” by Katherine Spriggs on D2L

W 10/1: The Adjunct crisis
READ:
1. “Gap in University Faculty Pay Continues to Grow, Report Finds” by Tamar Lewin

2. “Death of an Adjunct” by Daniel Kovalik

3. “Death of a Professor”

F 10/3:
READ:
1. Chap. 9 “Making all public higher education free” from Why Public Higher Education Should be Free by Robert Samuels (on D2L)

WEEK 7

M 10/6:
DUE: 1st draft of Argument Paper (on D2L)

W 10/8: Understanding Satire
READ: “Thinking Outside the Quad” By Paul Youngquist
http://www.insidehighered.com/views/2008/09/18/youngquist?width=775&height=500&iframe=true
F 10/10
READ: Chapters 4 and 5 of *College Unbound*

WEEK 8

M 10/13
DUE: 2nd draft of Argument Paper (paper and D2L)

W 10/15: Controversy at CU Boulder- Philosophy Department
READ:
1. “CU-Boulder reports pervasive sexual harassment within philosophy department” by Sarah Kuta

2. “CU-Boulder philosophy faculty shocked by decision to release report” by Sarah Kuta

3. “Faculty group blasts CU-Boulder for mishandling of philosophy probe, creating ‘climate of fear’” by Sarah Kuta

4. “Faculty group: CU created ‘maximum humiliation’ for banished professor Dan Kaufman” by Sarah Kuta
http://www.dailycamera.com/cu-news/ci_25585278

5. “CU-Boulder moves to fire professor accused of retaliating against sexual assault victim” by Sarah Kuta

F 10/17: Controversy at CU Boulder-4/20 and campus closure
READ:
1. Bruce Benson’s email about amendment 64 and Jared Polis’s response (on D2L)

2. “CU-Boulder succeeds in snuffing campus 4/20 smoke-out” on Dailycamera.com

3. “CU-Boulder spent $60k on this year’s 4/20 campus closure” by Sarah Kuta
http://www.dailycamera.com/News/ci_26075981/CUBoulder-spent-60K-on-this-years-420-campus-closure

4. “CU-Boulder pot symposium a ‘new chapter’ for 4/20” by Sarah Kuta
WEEK 9 (YOU MUST COMPLETE RIOT MODULES 1-3 THIS WEEK)

M 10/20: ***SPECIAL COLLECTIONS VISIT- MEET IN NORLIN ROOM N345****
DUE: Final version of Argument Paper (paper and D2L)

W 10/22: Getting started with research

F 10/24: Evaluating sources
DUE: Project proposal

WEEK 10

M 10/27:
DUE: Draft of Annotated bibliography (4 sources)

W 10/29: LIBRARY SEMINAR ***MEET IN NORLIN ROOM E113***

F 10/31:
DUE: Final version of Annotated Bibliography

WEEK 11

M 11/3:
DUE: 1st draft of research paper (on D2L)

W 11/5:
READ: Read 2 student essays in Knowing Words: “Happily Horrified” by Kelsey McDonald and “The Use of Technology in Barack Obama’s 2008 Presidential Campaign” by Holly Williamson

F 11/7: Avoiding plagiarism

WEEK 12

DUE: 2nd DRAFT of research paper by 5pm on D2L on Sunday, 11/9
INDIVIDUAL CONFERENCES (to discuss 2nd draft of research paper)

WEEK 13

M 11/17
DUE: 3rd draft of research paper (on D2L)

W 11/19: Incorporating secondary sources and MLA citation

F 11/21: Methods for revision

WEEK 14

11/24-11/28 THANKSGIVING BREAK
WEEK 15

M 12/1: Informal workshop day

W 12/3: Methods for revision

F 12/5
DUE: Final version of Research paper (paper and D2L)

WEEK 16 (NO WRITING GROUPS THIS WEEK)

M 12/8: Wrapping up the semester
READ: “What’s the Matter with College?” by Rick Perlstein (on D2L)

W 12/10: Reflection activity

F 12/12: Reflection activity

**** Final Reflection on Class is due by midnight on Monday, 12/15 ****
YOU ARE NOT REQUIRED TO ATTEND THE FINAL EXAM FOR THIS CLASS