COURSE PURPOSE AND GOALS

Every day, different voices compete for our attention in the marketplace of ideas. How do you know what to believe, or who to trust? Are competitive ideas, the ones that gain the most attention, therefore the most credible? In this course, we will explore the complicated question of credibility, or what makes information trustworthy, by examining some of the primary indicators of believability: strong reasoning, reliable evidence, valid persuasive appeals and attention to the concerns of the reader. While these criteria apply to a wide range of material, we will focus primarily on the debates about a topic that most of you have personal experience with and may already have some opinions on: the commercialization of education.

In the process of working on two major papers with several smaller components, we will consider such questions as: Should we allow schools to raise their own funds through partnerships with businesses and corporations? Should we encourage competition among schools in order to improve efficiency and productivity? Should we measure a school's success by how well its students score on standardized testing? And so on. You will develop skills such as reading more critically, evaluating the logical strength of an argument, recognizing unethical persuasive strategies and appealing to a resistant reader.

MUTUAL EXPECTATIONS

What you can expect from me:

• to act in the role of coach, mentor or guide, rather than provider of knowledge, by creating an environment that encourages active participation in learning rather than passive reception of information
• to use my training and expertise in critical thinking and argumentative writing to guide you towards making stronger, more well reasoned arguments and using language ethically and responsibly, regardless of your perspective
• to acknowledge my own biases as they are relevant, but to remain committed to the principles of academic inquiry, which require that I keep an open mind to all ideas and give them a fair hearing, rather than dismissing those ideas that simply don't conform to my politics
• to challenge you to test your assumptions, probe your ideas more fully, defend your assertions, question your evidence and consider the implications of your line of reasoning, often in the role of "devil's advocate"
• to evaluate your work according to standards that are politically neutral, but that reflect a strong commitment to high quality thinking and writing

What I expect from you:

• to be an active participant in your own learning and to take the initiative to find out what you need to know; to be an independent thinker and researcher as befits your level of education
• to abide by the principles of academic inquiry, and to approach new ideas with an open mind and an honest desire to find the best answer, rather than simply lining up behind a particular ideology
• to practice the principles of ethical and social responsibility in your thinking and writing by acknowledging when your ideas are motivated by a political agenda or belief system and by not consciously using language or evidence to manipulate readers
• to accept criticism of your thinking and writing as being motivated by a sincere desire to help you improve your skills, regardless of your perspective, and to not assume that
criticism reflects disagreement with your beliefs or dislike of you personally
• to discuss your questions and concerns about the course with me in person or by email,
in the spirit of open communication

REQUIRED TEXTS
The following texts and materials can be found at the University Bookstore on campus, or
at lower prices online.

John D. Ramage, John C. Bean and June Johnson. Writing Arguments, Concise Edition. 3rd

0312397674

Internet Access: You will be required at various times over the semester to access web
sites, and you will be expected to check and use your email account on a regular basis. I
will use your campus based account unless you notify me otherwise by sending me an
email. I have not yet developed a web site specifically for this course, but you are
welcome to visit my main CU web site, which contains information about the other courses I
Teach. The URL is: http://spot.colorado.edu/~agoodloe

COURSE OUTLINE
Unit 1: Understanding Education Policy: Recommendation Report (40%)
Unit 2: Evaluating Education Policy: Critique (40%)
Homework/In-Class Assignments/Workshops (20%)

COURSE POLICIES
Catalog Info: Prerequisite: junior standing. Restricted to arts and sciences juniors and
seniors. Same as NRLN/UWRP 3020. Approved for arts and sciences core curriculum: written
communication. Enrollment strictly limited to 18 students per section.

Attendance: Attendance is mandatory. This course requires that you arrive to class on
time, turn in assignments on time, and are prepared to participate in the day’s activities.
You are granted three "sick leave/vacation" days over the course of the semester, so use
them wisely. Missing more than three classes may impact your final course grade, and
missing more than six certainly will impact it. If you must miss more than three but fewer
than six classes due to documented medical or family emergencies, please let me know
and provide necessary documentation. Missing more than six classes is grounds for course
failure, regardless of the reasons for the absences (see "Minimum Requirements" below).
Note: it is your responsibility to keep track of the number of your absences.

If you miss class, please contact a classmate to find out if you missed any important
details, and also check the course calendar for assignments (if applicable). Please do not
ask me for a review of the class session, as it is extraordinarily difficult to summarize what
happens during a draft workshop or discussion. If you know in advance that you will be
absent on certain dates, you may let me know by email, in order to make workshop
scheduling for those days easier. However, your absences will still count.

Participation: A workshop setting depends on the full participation of every class member
in order to be useful and effective. You are expected to participate in class activities by
providing written and oral feedback on peer writing, and by asking questions and
contributing ideas during class discussion. You are also expected to remain in the
classroom for the full hour and fifteen minutes that the class meets, unless an emergency
arises. Please do not schedule appointments or meetings during class time.

While in class, please show respect to your classmates and to me by using language that
would be appropriate in a professional setting, and by refraining from using insults or a
hostile tone. Students whose language or behavior is disruptive to the class may be asked to leave the room and may be reported to the Dean. See "Classroom Behavior" below.

**Minimum Requirements:** The minimum requirements for passing this course are: (1) you must turn in all papers, at least once in draft form for the workshop and in final form when due; and (2) you must not miss more than six classes for any reason. Failure to meet these criteria will result in a final grade of F. If the reasons for absence are due to family or medical emergencies, you may be eligible for a final grade of IW instead of F, as long as you are able to complete the course within a reasonable time period. Some additional work may be necessary to make up for the missing in-class work.

**Revisions:** Each of your papers will be developed and workshopped in class, and you may also submit them to me privately for comments. Therefore, the paper you turn in as a final version should represent your best work. However, if you find, later in the course, that you've developed the skills necessary to radically revise your first paper, you may do so provided you get special permission from me. Please see me in person or contact me by email to discuss this option. Note: a radical revision requires that you completely rewrite the paper, not that you simply clean up some typos and awkward sentences. Because of the time constraints at the end of the semester, the grade you receive on your last paper is final.

**Late Homework:** In some cases I will ask you to submit work by email by 10am on the day of class, and in other cases I will ask you to submit homework right before or in class. You may still receive partial credit for work submitted after these deadlines, provided the work is submitted within 24 hours of the deadline. Work submitted more than 48 hours after the deadline will not count, although you may still show it to me if you'd like (particularly if the work is part of a draft in progress). Missing more than three assignments or being chronically late with assignments will reduce your participation grade, and may also impact your final grade.

**Late Papers:** Papers turned in after the due date/time but within 48 hours of the deadline will be accepted, but the grade will be reduced by one full letter grade. Papers submitted more than 48 hours after the deadline will receive an F, but must still be submitted in order to pass the class (see "Minimum Requirements" above). If you need an extension on a paper, please request one by email ideally 24 hours in advance (and I don't need to hear your excuse). I will reply by email with your new due date.

**Writing Lab:** The PWR (Program for Writing and Rhetoric) offers a Writing Lab for students who would like one-on-one assistance in developing and organizing their ideas. Please see the Writing Lab web site for more information:
http://www.colorado.edu/pwr/writingcenter.html

**Classroom Behavior:** Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which students express opinions. See policies at:
http://www.colorado.edu/policies/classbehavior.html OR
http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

**Disability Statement:** If you qualify for accommodations because of a disability, please submit a letter to me from Disability Services in a timely manner so that your needs may be addressed. Disability Services determines accommodations based on documented disabilities. Contact: 303-492-8671, Willard 322, or http://www.Colorado.EDU/disabilityservices

**Religious Observances:** Campus policy regarding religious observances requires that
faculty make every effort to reasonably and fairly deal with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, you are allowed to miss three classes without penalty and should plan in advance for days you may need off for religious observation. See policy details at http://www.colorado.edu/policies/fac_relig.html

**Academic Honesty:** 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; 303-7252273). 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). Additional information on the Honor Code can be found at: http://www.colorado.edu/policies/honor.html OR http://www.colorado.edu/academics/honorcode/

**Sexual Harassment:** The University of Colorado Policy on Sexual Harassment applies to all students, staff and faculty. Sexual harassment is unwelcome sexual attention. It can involve intimidation, threats, coercion, or promises or create an environment that is hostile or offensive. Harassment may occur between members of the same or opposite gender and between any combination of members in the campus community: students, faculty, staff, and administrators. Harassment can occur anywhere on campus, including the classroom, the workplace, or a residence hall. Any student, staff or faculty member who believes s/he has been sexually harassed should contact the Office of Sexual Harassment (OSH) 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 can be obtained at: http://www.colorado.edu/sexualharassment/

For information on a wide range of other University of Colorado policies, please see: http://www.colorado.edu/policies