WRTG 3020--Section 038
“Higher Education and Public Policy”
Spring 2007
M / W 3-4:15
McKenna 204

Instructor: Steve Lamos, Ph.D.
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Office Hours: M 1-2:30; W 1-2:30; others by appointment
Course Homepage: culearn.colorado.edu (currently under construction)

Course Overview:

Welcome to “Higher Education and Public Policy,” a required upper-division writing course that asks students to

1) read, understand, and evaluate a variety of primary and secondary documents related to higher education policy in the United States;
2) write a range of Toulmin-style academic arguments related to such policy (arguments that offer specific evidence and careful analysis while demonstrating informed attention to issues of grammar and style);
3) conduct various kinds of academic research regarding the impact of higher education policy issues on the CU-Boulder campus; and
4) work effectively to produce good thinking and writing both individually and in groups.

Please note that this course is not designed as an higher education policy course per se; rather, it is designed as a writing course that uses educational policy issues as occasion for various kinds of writing activities.

Required Texts and Materials:

All readings for the course will be made available via the CULearn (culearn.colorado.edu) system. Students will be held accountable for downloading and / or printing the required readings for each class session.
WRTG 3020-038
"Higher Education and Public Policy"
Syllabus (Draft I)

Week 1
Introduction to Course

W Jan 17
Course Overview
Brief Review of Toulmin Argumentation
Brief In-Class Writing Assignment
Introduction to Essay #1

Week 2
Toulmin Argumentation / Policy and Crisis

M Jan 22
Read Lunsford, Ch. 8, 121-139
Read Boyer Commission Report, 1-13

W Jan 24
Read Lunsford, Ch. 8, 139-146
Read Sperber, "How Undergraduate Education Became College Lite—and a Personal Apology"
Read Selections from blurofinsanity.com

Week 3
Rhetorical Theory

M Jan 29
Peer Review Essay #1
Introduction to Essay #2
Read Lunsford, Ch. 2 (pay particular attention to pages 32-49)

W Jan 31
Read Lunsford, Ch. 1, 15-26
Read Crowley and Hawhee, Ch. 3

F Feb 2
Essay #1 Due @ 5 pm via e-mail
Week 4
Policy, Access, and Accountability (I)

M Feb 5
Read Boyer Commission Report, 13-46
Read Hirsch, Cultural Literacy, 1-33; skim 147-161
Read Freire, Pedagogy of the Oppressed, 52-67

W Feb 7
Read Owen, None of the Above, 1-9, 193-227
Read Zwick, “Is the SAT a ‘Wealth Test’?”
Read Hirsch, “The SAT: Blaming the Messenger”

Week 5
Policy, Access, and Accountability (II)

M Feb 12
Read Golden, The Price of Admission, 1-48

W Feb 14
Read, Spellings Commission, “A Test of Leadership,” ii-x; 1-5; 16-27
Read Hersh, “What Does College Teach?”
Read “Collegiate Learning Assessment” selections

Week 6
Policy, Access, and Accountability (III)

M Feb 19
Read Green, “Fighting the Battle for Racial Diversity”
Read Cohen, “Winks, Nods, Disguises—and Racial Preference”
Read Schmidt, “Michigan Overwhelmingly Adopts Ban on Affirmative-Action Preferences”

W Feb 21
Essay #2 Peer Review; Intro to Essay #3

SU Feb 25
Essay #2 Due

Week 7
Policy and Cost

M Feb 26
Read, College Board, “Trends in College Pricing”
Read Fong, “The Economics of Higher Education”
Read Selections from studentloanjustice.org
W Feb 28
Read Vedder, *Going Broke by Degrees*, 192-211
Read Make Textbooks Affordable Campaign, “Required Reading: A Look at the Worst
Publishing Tactics at Work”

**Week 8**
**Policy and Student Life**

M March 5
Read Scarlett, *The Great Ripoff*, 175-192
Read Office of National Drug Control Policy, “The Challenge in Higher Education:
Confronting and Reducing Substance Abuse on Campus”

W March 8
Read Robbins, *Pledged*, 131-156
Read U.S. Department of Transportation, “The Alcohol Summit: A Roadmap for
Fraternities and Sororities”

**Week 9**
**Research Overview / Grammar and Style Review**

M March 12
Peer Review Essay #3
Introduction to Essay #4
Intro to CU Policies I

W March 14
Research Overview / Grammar and Style Review I

F March 16
Essay #3 Due

**Week 10**

M Mar 19
CU Policies I / Grammar and Style Review II

W March 21
Research Day—Steve at Conference

**Week 11**
**Spring Break**

No Class
Week 12
Group Presentations of CU Policy

M April 2
Peer Review Essay #4A / Group Presentation Prep Work

W April 4
Student Presentations I & II (Essay #4B)

Week 13
Group Presentations of CU Policy

M April 9
Student Presentations III & IV (Essay #4B)

W April 11
Student Presentations V & VI (Essay #4B)

Week 14
Final Projects

M April 16
Essay #4C Peer Review / Group Work

W April 18
Grammar and Style Review III

F April 20
Essay #4C Due

Week 15

M April 23
Whole-Class Peer Review Essay #4D

W April 25
Whole-Class Peer Review Essay #4 D

Week 16

M April 30
Whole-Class Peer Review Essay #4D
W May 4
Essay #4D Due
**Course Assignments and Grading:**

- **Essay #1:** Reflection upon Higher Education “Crisis”  
  (4-6 pages)  
  10%

- **Essay #2:** Rhetorical Analysis of a Policy Text  
  (5-7 pages)  
  15%

- **Essay #3:** Research Comparison Project  
  (5-7 pages)  
  15%

- **Essay #4:** Final Project – Evaluating a Current CU-Boulder Policy  
  
  **#4A** Rhetorical Analysis of CU Policy  
  (3-5 pages)  
  15%

  **#4B** Group Presentation / Discussion of CU Policy  
  (45 minutes)  
  5%

  **#4C** Annotated Bibliography of Research Relevant to CU Policy  
  (5-8 pages)  
  5%

  **#4D** Revision / Extension / Expansion of CU Policy  
  (8-10 pages)  
  25%

- **Homework / Reading Quizzes / Peer Review**  
  10%

**Assignment Overview**

**Essays**

Essays will require students to use Toulmin-style argumentation as tool with which to analyze and evaluate issues raised in the course. In particular,

- Essay #1 will require students to reflect upon their own experiences in higher education in light of several well-known contemporary critiques of “Research I” educational practices;
- Essay #2 will require students to use basic techniques of rhetorical analysis (e.g. attention to ethos, pathos, logos; stasis theory; attention to authorial ideology; etc.) to evaluate a range of policy arguments presented in class;
- Essay #3 will require students to analyze one argument presented in class in light of another presented within a scholarly text of their choosing; and
- Essay #4 will require students to work both individually and in groups to research, analyze, and evaluate some higher education policy relevant to contemporary life on the CU-Boulder campus.
Group-Led Discussions of Readings
Group-led discussions and/or research presentations will require students to work in
groups of two or three to demonstrate understanding of course materials, to engage the
larger class in discussion and debate, and/or to showcase policy issues of interest to them.

Homework / Reading Quizzes
Homework assignments will require students to utilize and synthesize various course
concepts, ideas, and techniques. Unannounced reading quizzes will require students to
demonstrate their comprehension of course material.

Peer Review
Peer review will require students to read and constructively critique each other’s work for
the course. Please note that students who are absent from peer review or who otherwise
attend peer review sessions unprepared (i.e. without a draft meeting the minimum page
requirements for the assignment) will receive a reduction of at least one full letter grade
on their final paper draft.

Course-Specific Policies:\footnote{I may make exceptions to these policies in the case of documented emergencies.}

Attendance
Students are permitted three excused absences during the course of the semester for any
reason. Each additional absence thereafter, regardless of its cause, will result in a 5%
reduction of students’ final course grade. (Of course, students are required to meet all
reading and/or writing assignment deadlines even during excused absences.)

Written Work and Due Dates
Students must word process all written assignments using 12-point font and submit them
via e-mail in either Word or .rtf format to my e-mail account (lamos@colorado.edu) by
assigned dates and times. Late work will be penalized by a deduction of one full letter
grade per day.

E-Mail
Students should check their University of Colorado e-mail account 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.)

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 \url{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. As the MLA Style Manual 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 the boundaries of 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)

Plagiarism, even that caused by carelessness or ignorance, can result in stiff disciplinary action from the university: 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

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” (Program for Writing and Rhetoric 107). Because there is an extensive waiting list for this course, I will invoke this PWR policy as the need arises.

Students with Disabilities

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

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2 All of these policies with the exception of the PWR’s “Administrative Drop Policy” are taken directly from e-mails authored by the CU Provost’s Office.

**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 policy details at http://www.colorado.edu/policies/fac_relig.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. Professional courtesy and sensitivity are especially important with respect to differences of race, culture, religion, politics, sexual orientation, gender, and nationalities. See policies at http://www.colorado.edu/policies/classbehavior.html and http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code.

**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, academic dishonesty, fabrication, lying, bribery, and threatening behavior. I will report all incidents of academic misconduct to the Honor Code Council. Students who are found to be in violation of the academic integrity policy will be subject to both academic and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Additional information may be found at http://www.colorado.edu/policies/honor.html and http://www.colorado.edu/academics/honorcode/.

**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/.