Week 1
Toulmin Argumentation / Policy and Crisis (I)

M Aug 27
Course Overview
Brief Review of Toulmin Argumentation
Brief In-Class Writing Assignment
Introduction to Essay #1

W Aug 29
Read Lunsford, Ch. 8, 121-139
Read Boyer Commission Report, 1-13

Week 2
Policy and Crisis (II)

M Sept 3
NO CLASS (Labor Day)

W Sept 5
Read Lunsford, Ch. 8, 139-146
Read Boyer Commission Report, 14-46
Read Sperber, “How Undergraduate Education Became College Lite—and a Personal Apology”
Read Selections from blurofinsanity.com

Week 3
Writing, Reviewing, and Revising (I)

M Sept 10
Read Meyer and Smith Chapters 2 & 5
Rough Draft Essay #1 Due / Peer Review Essay #1
Introduction to Essay #2

W Sept 12
Grammar and Style: Lecture 1
-Sentence Grammar
-Clarity, Cohesion, Parallelism, and Precision

Su Sept 16
Final Draft of Essay #1 Due @ 5 pm
Week 4  
Rhetorical Theory / Policy, Access, and Accountability (I)  

_M Sept 17_  
Read Lunsford, Ch. 1, 15-26  
Read Crowley and Hawhee, Ch. 3  

_W Sept 19_  
Read Hirsch, *Cultural Literacy*, 1-33; skim 147-161  
Read Freire, *Pedagogy of the Oppressed*, 52-67  

Week 5  
Policy, Access, and Accountability (II)  

_M Sept 24_  
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”  

_W Sept 26_  
Read Golden, *The Price of Admission*, 1-48  

Week 6  
Writing, Reviewing, and Revising (II)  

_M Oct 1_  
Read Williams, *Style*, Ch 2. and Ch. 3  
Read Meyer and Smith Ch. 8 and Ch. 9  

_W Oct 3_  
Essay #2 Rough Draft Due / Peer Review Essay #2  
Introduction to Essay #3  

_Su Oct 7_  
Final Draft of Essay #2 Due at 5 pm  

Week 7  
Policy, Access, and Accountability (III)  

_M Oct 8_  
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 Oct 10_  
Read Fong, “The Economics of Higher Education”  
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 / Policy Review**

*M Oct 15*
Read Robbins, *Pledged*, 131-156
Read U.S. Department of Transportation, “The Alcohol Summit: A Roadmap for Fraternities and Sororities”

*W Oct 17*
Read Spellings Commission Report

**Week 9**

**Writing, Reviewing, and Revising (III)**

*M Oct 22*
Rough Draft Essay #3 Due / Peer Review Essay #3
Introduction to Essay #4

*W Oct 24*
Sample CU Policy Presentation

*SU Oct 28*
Final Draft Essay #3 due at 5 pm

**Week 10**

**Grammar and Style Review**

*M Oct 29*
Grammar and Style Review; Group Presentation Prep Work

*W Oct 31*
Grammar and Style Midterm Due; Group Presentation Prep Work

*F Nov 2*
ALL CU Policies and Scholarly Articles Due for Distribution

**Week 11**

**Group Presentations on CU Policy (I)**

*M Nov 5*
Read Materials for Student Presentations I & II (Essay #4A & #4B Due for Presenters)

*W Nov 7*
Read Materials for Student Presentations III & IV (Essay #4A & #4B Due for Presenters)
Week 12
Group Presentations of CU Policy (II)

M Nov 12
Read Materials for Student Presentations V & VI (Essay #4A & #4B Due for Presenters)

W Nov 14
Read Materials for Student Presentations VII & VIII (if needed)

Week 13
Fall Break

Week 14
CU Policy Project (I)

M Nov 26
Policy Project Updates / Group Work

W Nov 28
Policy Project Updates / Group Work

Week 15
CU Policy Project (II)

M Dec 3
Essay #4 Rough Draft Due / Peer Review

W Dec 5
Individual Conferences re: Essay #4

Week 16
CU Policy Project (III)

M Dec 10
Essay #4 Final Draft Due / Grammar and Style Final Review

W Dec 12
All Optional Essay Re-Writes (#1, #2, or #3) Due / Final Day Activities

Week 17
Final Exam Due

M Dec 17
Grammar and Style Final Exam Due
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 well-constructed Toulmin-style academic arguments about various higher education policy issues;
3) conduct academic research regarding the impact of specific higher education policy issues on the CU-Boulder campus;
4) work effectively to produce good thinking and writing both individually and in groups; and
5) understand and utilize basic principles of sentence grammar and effective style in their own written work.

Please note that this course is not designed as a higher education policy course per se; rather, it is designed as a writing course that uses educational policy issues as occasions for various 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.
### 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)  
  20%

- **Essay #4: Final Project – Evaluating a Current CU-Boulder Policy**
  
  - #4A Group Presentation / Discussion of CU Policy  
    (45 minutes)  
    5%
  
  - #4B Group Annotated Bibliography Relevant to CU Policy  
    (5-8 pages)  
    5%
  
  - #4C Revision / Extension / Expansion of CU Policy  
    (8-10 pages)  
    25%

- **Homework / Reading Quizzes/ Peer Review**  
  5%

- **Grammar Mid-Term and Final Exam**  
  15%

### 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.

#### Midterm and Final Exams

One take-home mid-term exam and one take-home final exam will each require students to demonstrate their understanding of the rhetorical, grammatical, and stylistic concepts discussed throughout the course.
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 Policies¹:

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 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.

¹ I may make exceptions to these policies in the case of documented emergencies.
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, 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

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 documented disabilities. Contact: 303-492-8671, Willard 322, or http://www.colorado.edu/disabilityservices.

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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/.