This WRTG 3020 course meets educational requirements established by the Colorado Commission on Higher Education (CCHE) for all upper-division “Communication General Education ‘Guaranteed Transfer Courses’” in the state. These upper-division courses 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 advanced level” (par. 6).

This particular WRTG 3020 course will require students

1) to review and strengthen rhetorical knowledge (e.g., Toulmin-style academic argumentation) and writing strategies and techniques (e.g., use of effective scholarly evidence; use of effective organization) previously presented in 1000-level courses;

2) to develop advanced rhetorical knowledge directly relevant to the study of higher education policy discourse by reading foundational texts in rhetorical theory, by reading texts applying rhetorical theory to higher education discourse, and by using rhetorical theory and technique to help them generate their own arguments;

3) to practice and refine academic writing processes by drafting, revising, editing, and proofreading their own work, by reading and commenting upon the work of others, and by working one-on-one with their course instructor;

4) to practice and refine their understanding of what it means to do academic research within disciplines related to higher education using scholarly books, journals, and databases provided through the CU-Boulder Library;
5) to practice employing the conventions of “standard academic English” and clear prose style (while simultaneously exploring the potential social benefits and social costs of doing so); and

6) to explore the “content” of what it means to consider, experience, and perhaps even influence various higher educational policies and practices as a contemporary college student on a campus like CU-Boulder.

**Required Texts and Materials:**

All short readings are drawn from a range of scholarly and popular articles, book chapters, and websites. They are currently available at <culearn.colorado.edu>. Students will be held accountable for downloading and / or printing the required readings for each class session.


Readings relevant to writing processes and conventions include selections from Meyer and Smith, *The Practical Tutor*; Williams, *Style: Toward Clarity and Grace*; Bazerman, *Shaping Written Knowledge*, and others.


*(CCHE Guidelines: “Rhetorical Knowledge,” “Writing Processes,” “Writing Conventions,” and “Content Knowledge”)*

**Course Assignments and Grading:**

- **Essay #1:** Self-Reflection on Higher Education “Crisis” 10%
  (1000-1500 words)

- **Essay #2:** Evaluation of a Contemporary Policy Argument (I) 15%
  (1250-1750 words)

- **Essay #3:** Evaluation of a Contemporary Policy Argument (II) 20%
  (1500-2000 words)
-Essay #4: CU Policy Project
  #4A Group Presentation / Discussion of CU Policy 5%
  (45 minutes)
  #4B Group Annotated Bibliography Relevant to CU Policy 5%
  (10-20 scholarly sources)
  #4C Individual Extension / Expansion / Complication of CU Policy 25%
  (2500-3000 words)

- Homework / Reading Quizzes / Peer Review 5%
- Grammar Mid-Term and Final Exam 15%

Assignment Overview

**Essays**
Essays will require students to analyze and evaluate issues relevant to higher education policy using a variety of rhetorical strategies and tools presented in the course. In particular,

- Essay #1 will require students to use Toulmin-style argumentation to reflect on 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 evaluate one scholarly argument about higher education policy using specific rhetorical concepts and techniques presented in class (e.g., attention to ethos, pathos, logos; attention to authorial ideology; attention to what Edwards, Nicoll, Solomon, and Usher call “metaphors of and in learning and teaching,” etc.);

- Essay #3 will require students to evaluate a longer scholarly argument about higher education policy, along with examples of public reaction to this argument, using the rhetorical concept of “stasis”; and

- Essay #4 will require students to work both individually and in groups to research, evaluate, and propose changes to some higher education policy relevant to contemporary life on the CU-Boulder campus using various rhetorical concepts and techniques covered in the course.

**Midterm and Final Exams**
One mid-term exam and one final exam will 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 will receive a reduction of at least one full letter grade on their final paper draft.

Course-Specific Policies:

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 a student’s 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. They must also submit them via e-mail in either Word or .rtf format to my e-mail account (lamos@colorado.edu) and bring one paper copy to me in class 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.) Students should note, however, that the Center books up quickly, often up to one week in advance during peak times.

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—

I may make exceptions to these policies in the case of documented emergencies.
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 a student’s final assignment grade, while a proven second offense will result in an automatic 0% for the course. Consult the Library website and/or the Campus Honor Code website for more information.

http://ucblibraries.colorado.edu/how/citationstyle.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 a waiting list for this course, I will invoke this PWR policy as the need arises.

Students with Disabilities
If students qualify for accommodations because of a disability, they should submit a letter to me from Disability Services in a timely manner so that their 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 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

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.
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/odh/.
WRTG 3020-036
“Higher Education and Public Policy”
Syllabus

Week 1
Toulmin Argumentation / Self-Reflection on Higher Education “Crisis”

M Aug 22
Course Overview
Brief Review of Toulmin Argumentation
Brief In-Class Writing Assignment
Introduction to Essay #1

W Aug 24
Read Lunsford, *Everything’s an Argument*, Ch. 8

Week 2

M Aug 29
Skim selections from Weissberg and Buker, *Writing Up Research*
Read Sperber, “How Undergraduate Education Became College Lite—and a Personal Apology”
Read Boyer Commission Report

W Aug 31
Read Spellings Commission Report
Grammar and Style Lecture #1

Week 3
Writing, Reviewing, and Revising (I)

M Sept 5
NO CLASS (Labor Day)
Volunteer Peer Review Essays Due by 5:00pm to lamos@colorado.edu

W Sept 7
Read Meyer and Smith, Ch. 2 & Ch. 5
Rough Draft Essay #1 Due / Peer Review Essay #1

Su Sept 11
Final Draft of Essay #1 Due @ 5 pm to lamos@colorado.edu

Week 4
Applying Rhetorical Theory to Higher Education Discourse

M Sept 12
Bring in paper copy of Essay #1
Read Bitzer, “The Rhetorical Situation”
Read Crowley and Hawhee, “Stasis Theory” (pay particular attention to 44-56)
Introduction to Essay #2
W Sept 14
Read Hirsch, *Cultural Literacy*, 1-33; skim 147-161
Read Freire, *Pedagogy of the Oppressed*, 52-67

Week 5

M Sept 19
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 21
Read Golden, *The Price of Admission*, 1-48
Read Meyer and Smith, *The Practical Tutor*, Ch. 8 and Ch. 9
Grammar and Style Lecture #1

Week 6
Writing, Reviewing, and Revising (II)

M Sept 26
Read Williams, *Style*, Ch 2. (“Clarity”) and Ch. 3 (“Cohesion”)
Grammar and Style Lecture #2

W Sept 28
Essay #2 Rough Draft Due / Peer Review Essay #2
Grammar and Style Lecture #3

Su Oct 2
Final Draft of Essay #2 Due at 5 pm

Week 7
Stasis Theory and Higher Education Discourse

M Oct 3
Introduce Essay #3
Read selections from Edwards, Nicoll, Solomon, and Usher

W Oct 5
Read selections from Archibald and Feldman, *Academically Adrift*
Discuss popular reviews of Archibald and Feldman

Week 8

M Oct 10
Read selections from Archibald and Feldman, *Why Does College Cost So Much?*
Discuss popular reviews of Archibald and Feldman

W Oct 12
Read selections from Aries, *Race and Class Matters at an Elite College*
Discuss popular reviews of Aries
Week 9
Writing, Reviewing, and Revising (III)

M Oct 17
Rough Draft Essay # 3 Due / Peer Review Essay #3

W Oct 19
Introduction to Essay #4
Sample CU Policy Presentation / Group Work
Grammar and Style Lecture #4

SU Oct 23
Final Draft Essay #3 due at 5 pm

Week 10
Grammar and Style Review / Midterm

M Oct 24
Grammar and Style Review

W Oct 26
Grammar and Style Midterm

Week 11
CU Policy Project

M Oct 31
Read selections from Bizzell and Herzberg, *The Rhetorical Tradition*
Group Presentation Prep Work

W Nov 2
Read Selections from Bizzell and Herzberg, *The Rhetorical Tradition*
Group Presentation Prep Work

F Nov 4
ALL CU Policies and Scholarly Articles Due for Distribution

Week 12
Group Presentations on CU Policy (I)

M Nov 7
Read Materials for Student Presentation I (Essay #4A & #4B due for presenters)

W Nov 9
Read Materials for Student Presentation II (Essay #4A & #4B due for presenters)

Week 13
Group Presentations of CU Policy (II)

M Nov 14
Read Materials for Student Presentation III (Essay #4A & #4B due for presenters)
W Nov 16
Read Materials for Student Presentations IV (Essay #4A & #4B due for presenters)

Week 14
Fall Break

Week 15
Group Presentations of CU Policy (III)

M Nov 28
Read Materials for Student Presentations IV (Essay #4A & #4B due for presenters)

W Nov 30
Grammar and Style Final Review

Week 16
CU Policy Project Completion

M Dec 5
Essay #4 Rough Draft Due / Peer Review

W Dec 7
Conferences

Week 17
Final Exam Week

M Dec 10
Essay #4 Final Draft Due

W Dec 12
Grammar and Style Final Exam Due /
All Optional Essay Re-Writes (#1, #2, or #3) Due