

CO150 Course Basics and Policies

Section 49, MWF, 9:00-9:50 a.m., Education 1

Section 9, MWF, 10:00-10:50 a.m., Education 2

Section 16, MWF, 1:10-2:00 p.m., Eddy 2

Section 54, MWF, 2:10-3:00 p.m., Engineering B3

Instructor: Christof Demont-Heinrich

Office: Room 348, Eddy

Office Hours: Mon. & Fri., 11:10 a.m.-12:10 p.m.; Wed., 3:15-4:15 p.m.; also by appointment

Office Phone: 491-5437

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Required Books:

Prentice-Hall Guide for College Writers, Fifth Edition, Stephen Reid.

Living Languages: Contexts for Reading and Writing, Nancy Buffington, Marvin Diogenes, Clyde Moneyhun

Materials:

--Three-ring notebook (for note taking)

--Several pocket folders, *including one to be devoted exclusively to daily in-class and homework journal entries*

--Two high-density computer disks (computer classroom only)

Course Mission Statement:

The goal of CO150 is to help you develop skills, strategies and techniques that will allow you to become a better, more confident writer and critical reader. To improve your writing and critical and analytical reading skills you will be exposed to a number of basic concepts: what it means to write to, and for, a variety of audiences in a number of different contexts and genres with a special emphasis on the academic arena; how to critically read, analyze and then summarize and respond to the ideas and arguments of other authors; how to integrate *several* viewpoints, including your own, into a critical analysis essay; and, finally, how to present a persuasive argument via the written word. I will employ a variety of techniques to help you improve your writing, reading and critical/analytical thinking skills, including daily in-class writing sessions, in-class workshops, class discussions on assigned essays, group work, and a journal.

Grading Breakdown:

Observing Essay = 5%

Personal Discourse Narrative = 10%

Summary Response Essay = 15%

Evaluating Essay = 15%

Arguing Essay Brief = 5%

Annotated Bibliography = 5%

Arguing Essay = 25%

In-class/Homework Journal = 10%

Participation (attendance, workshop participation, classroom participation) = 10%

Paper Revision:

Multiple revisions are one of the best ways to improve your writing. You will have many opportunities to revise your essays several times before turning in a final draft. However, to allow you even more opportunity for revision and feedback, and as a way to help you view writing as an ongoing process, you have the option of revising up to three of the first four essays of the semester. (The Arguing Essay comes too late in the semester to allow for revision). The first mark you earn on an essay will be averaged with your second mark to form your final grade for that paper. So, for example, if you receive a 70 (I use a 100-point rubric to evaluate each paper) on the final draft of your Personal Discourse Narrative and a 90 on the revised final draft, you will earn an 80, or a B-, as your overall grade on this paper.

You are strongly encouraged to come speak to me about a revision plan before revising a paper. You will have 7 days (maximum!) from the day that you get your paper back to submit a revised final draft. You must let me know beforehand if you are going to revise your essay.

Grading:

Because I believe it is a better, more fair, and more precise way to evaluate students, **I will use the plus-minus system for both paper and semester grades**. I use the plus-minus system to reward good students, not to penalize those who would otherwise earn a straight A. That is, if you *earn* a 90 percent average for the semester, you'll almost certainly end up with a straight A. Those who end up with an A- will most likely be the *motivated, dedicated students* who worked hard and ended up with an 89 average (maybe even an 88.5). In my class, under a straight A, B, C system the latter students would not be bumped up to an A. Unfortunately, they would be stuck with a B -- which is one of the main reasons I much prefer the plus-minus grading system.

Attendance/Classroom Policies:

- Maximum of four absences. After four absences, each day missed will drop your participation grade by a FULL letter grade (this IS a significant reduction). Thus, a fifth absence will result in your participation grade being dropped from a potential A, to a B, a sixth absence will drop it to a C, etc. Upon the ninth absence, you automatically fail CO150! Athletes and other students involved in university sanctioned extracurricular activities must let me know of anticipated absences far ahead of time.
- You are expected to make every effort to get to class on time and are expected to remain for the *full* 50-minute period. Students who are excessively and consistently late (more than five minutes) and/or whose late entrances are disruptive both to the instructor and fellow students risk a significant reduction in their participation grade.
- Rude or abusive behavior such as talking excessively while the instructor or fellow students are addressing the class and/or personal verbal attacks on another student, groups of students, or the instructor will not be tolerated. Such behavior will have an extremely negative impact on your participation grade!
- No food or drink is allowed in the computer classroom.
- Students may not use class time for computer activities such as sending personal e-mail or surfing the Net.

Deadlines:

In the working world, deadlines stand. So too in my classroom. Students who turn in an assignment a day after the class in which it is due will receive no higher than a C. Papers **WILL NOT** be accepted more than 24 hours after deadline. In extenuating circumstances, the policy may be altered. However, students must contact the instructor **WELL BEFORE** the due date to discuss alternative options.

Workshops:

Multiple class periods will be devoted to peer workshopping sessions. It is important not only that everyone be present for these workshops, but that all of you show up with three typed drafts of your essay. If you fail to show up for a workshop day or show up in class without a workshop draft of a paper, not only will you lose out on a chance to receive useful feedback from your fellow classmates, you will lose three points off of your overall letter grade for that paper. No exceptions! If you simply cannot make a workshop day, have a classmate collect workshop sheets for you and have friends, relatives, etc. workshop your paper!

Plagiarism:

In an academic writing context such as CSU writers **must** give formal credit to others when pulling ideas, statistics, facts, direct quotes, etc. It's really quite simple: if you get information from another source, cite that source in your work. If you're unsure about what is, and isn't plagiarism, I'd be more than happy to explain it to you, 1-on-1 (we will discuss how to avoid plagiarizing in class as well). It is absolutely essential that you understand when to cite material in your writing. **Any kind of plagiarism in a paper will result in an automatic zero for that paper and, depending on how serious the transgression, may result in your failing the entire class!** Please don't cheat. I will catch you (I caught two students plagiarizing last semester), but I will not enjoy catching you ☹.

Additional goals:

- An interactive classroom. You will be asked to actively participate. Both the students and instructor benefit when every member contributes constructively to lively classroom discussions which generate a more dynamic and successful learning atmosphere.
- Writing is hard work. It's also rewarding. One of the goals of this course will be to convince you that writing, and the writing process, can be enjoyable.