

Christof Demont-Heinrich  
CO250, Section 8  
Tues., Thurs., 12:30-1:45 p.m.  
Rm. 2, Eddy Building

Office: Rm. 324, Eddy  
Hours: Mon./Tues./Wed., 2-3 p.m., and by appt.  
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## Course Guidelines

### **Required Books:**

*The Aims of Argument: A Rhetoric and Reader*, Timothy W. Crusius, Carolyn E. Channell

### **Required Materials:**

--One new high density computer disk for use *only* in the computer classroom. (Two is even better, one for use as a backup).

--One pocket folder WITH prongs and loose leaf, lined paper (no large, plastic binders please; I will collect these folders on occasion and need to be able to fit them into my backpack). This folder will comprise your journal and will include, among other things, in-class and out-of-class entries and assignments.

### **Suggested Materials:**

--Three-ring notebook (for in-class note taking and to keep important handouts in).

### **Brief Course Overview:**

CO250 builds on the writing principles and processes of introductory composition (CO150 or equivalent) but concentrates on argumentation. Among CO250's main objectives:

- \*to help you foster and hone your active reading as well as critical/analytical thinking, reading, and writing abilities particularly, though not exclusively, as they relate to writing in an academic environment;
- \*to introduce you to a variety of argumentative writing contexts, goals, and forms; to illustrate the importance of specific audience concerns when writing an argument;
- \*finally, a larger goal of this class is to challenge you to begin to look at the world from multiple alternative perspectives.

This course will offer you ample opportunity to read and analyze a variety of arguments on controversial issues. You will complete a carefully sequenced series of assignments that will include summarizing, responding to, synthesizing, evaluating, and crafting a variety of arguments tailored to a variety of specific audiences. Many of these assignments will be based on library and field research.

I will employ a variety of techniques to help you improve your argumentative writing as well as critical/analytical thinking, reading, and writing skills, including daily writing sessions, in-class workshops, class discussions on assigned essays, group work, and a personal journal.

## **Grading:**

Summary/Response Essay = 10%

Synthesis/Response Essay = 15%

Convincing and Persuading Argument Essay + Rhetorical Prospectus = 30%

Mediating and Negotiating Argument Essay + Rhetorical Prospectus = 30%

Personal Journal (this will include on-line postings) = 10%

Participation (attendance, workshop participation, classroom participation) = 5%

**\*NOTE:** Because I believe it is a better, more accurate, and, most importantly, the most fair way to evaluate students, **I will use a plus/minus system for both assignment and semester grades.**

## **Attendance/Classroom Policies:**

\* Maximum of three absences. After four absences each day missed will drop a student's OVERALL grade by a half a letter grade (B- to C+, etc.). Athletes and other students involved in university sanctioned extracurricular activities must let the instructor know of anticipated absences far ahead of time.

\* Students are expected to make every effort to get to class on time and are expected to remain for the *full* 75-minute period. Students who are excessively and consistently late (more than 5 minutes) and whose late entrances are disruptive both to the instructor and fellow students risk a reduction in their participation grade.

\* Rude or abusive behavior such as talking excessively while the instructor or fellow students are addressing the class or personal verbal attacks on another student, groups of students, or the instructor will not be tolerated.

\* **No food or drink allowed in the computer classroom.**

\* Students may not use class time for computer activities such as sending personal e-mail or surfing the Net.

\* I will use a variety of methods to stimulate learning. Therefore students should be prepared for a mix of computer and non-computer activities and be ready to switch between the two mediums quickly and readily.

## **Paper Revision:**

Multiple revisions are one of the best ways to improve your writing; with **each** revision writing improves, sometimes incrementally, sometimes dramatically. Students will have many opportunities to, and are **strongly** encouraged to, revise their essays several times **before** turning in a final draft. However, because improving a student's writing ability is paramount and because a motivated student can learn much through multiple revisions, students will be offered an opportunity to rewrite and revise **one** of their **Argument** essays. The final grade will be determined by **averaging** the scores of the original and revised papers together. Before revising **you must write up** a detailed revision plan and then discuss your plan with me.

## **Deadlines:**

In the working world deadlines stand. So too in my classroom. Students who turn essays in 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, you must contact the instructor **WELL BEFORE** the due date to discuss alternative options.

### **Writing Center/Online Writing Center**

A friendly and professional crew of tutors is available in Eddy Hall, Room 6 (basement level, north side) for students who wish additional assistance with ANY CSU writing assignment. If you decide to pursue this option, be sure to bring an assignment sheet along with specific questions or concerns you have about your paper. Please note that the Writing Center staff does NOT proofread (correct spelling, punctuation and grammatical errors). The Writing Center's chief aim is to offer global commentary on your writing and suggest possible strategies you can pursue yourself as you work to improve a particular paper or essay. Assistance and information is also available on the Internet through the Online Writing Center. The address is: <http://www.colostate.edu/Depts/WritingCenter/>