



UNIVERSITY OF NORTHERN COLORADO

Extended Campus

College of Humanities & Social Sciences
Department of English

UNC Dual Enrollment at Frontier Academy

English 122-683 College Composition
Fall 2019

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Office Hours 3:45-4:15 M-TR and by appointment
3 Credits / M & W / 7:30-9:11 /Room 217

UNC Course Catalog Description:

Extensive practice in writing clear and effective academic prose with special attention to purpose, audience, organization, and style. Instruction in critical analysis and revision.

Prerequisite: None

If a student presents an ACT score of 30.0 or higher in English, or an SAT Critical Reading score of 630 or higher prior to March 2016, or an SAT Critical Reading score of 34 or higher after March 2016, he or she is exempt from ENG 122.

Guaranteed Transfer Pathways (gtP):

The Colorado Commission on Higher Education has approved English 122 for inclusion in the Guaranteed Transfer (GT) Pathways program in the gt-CO1 category. For transferring students, successful completion with a minimum C- grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to <http://higher.ed.colorado.gov/academics/transfers/gtpathways/curriculum.html>.

Liberal Arts Core & Gt Pathways Student Learning Outcomes for Area 1:

The Liberal Arts Core Area 1 requirement in Written Communication is designed to help students develop the ability to use the English language effectively, read and listen critically, and write with thoughtfulness, clarity, coherence, and persuasiveness. In order to fulfill Area 1 students are required to take 6 credit hours in written communication coursework, 3 credit hours in area 1a (ENG 122) and 3 credit hours in area 1b (e.g. ENG 123 or ENG 225). Each course in the Written Communication sequence assumes that writing is a recursive process.

UNC's LAC outcomes are aligned with the State of Colorado's Gt Pathways student learning outcomes, competencies, and content criteria for written communication.

Core Competency:

The Colorado Commission on Higher Education defines competency in written communication as a student's ability to write and express ideas across a variety of genres and styles. Written communication abilities develop over time through layered, interactive, and continual processes and experiences across the curriculum. (All outcomes listed below are for GT-CO1 and GT-CO-2.)

Student Learning Outcomes:

Students Should Be Able To:

1. Employ Rhetorical Knowledge

- a. Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation
2. Develop Content
 - a. Create and develop ideas within the context of the situation and the assigned task(s).
3. Apply Genre and Disciplinary Conventions
 - a. Apply formal and informal conventions of writing, including organization, content, presentation, formatting, and stylistics choices, in particular forms and/or fields.
4. Use Sources and Evidence
 - a. Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim.
 - b. Follow an appropriate documentation system
5. Control Syntax and Mechanics
 - a. Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task.

Course Content Criteria:

The Colorado Commission on Higher Education requires that any course which receives approval as GT-CO1 must adhere to the list of course content criteria articulated below.

This course shall be designed to:

1. Develop Rhetorical Knowledge
 - a. Focus on rhetorical situation, audience, and purpose.
 - b. Read, annotate, and analyze texts in at least one genre of academic discourse.
 - c. Use voice, tone, format, and structure appropriately.
 - d. Write and read texts written in at least one genre for an academic discourse community.
 - e. Learn reflective strategies.
2. Develop Experience in Writing
 - a. Learn recursive strategies for generating ideas, revising, editing, and proofreading.
 - b. Learn to critique one's own work and the work of others.
3. Develop Critical and Creative Thinking
 - a. Identify context.
 - b. Present a position.
 - c. Establish a conclusion indicated by the context that expresses a personal interpretation.
4. Uses Sources and Evidence
 - a. Select appropriate evidence.
 - b. Consider the relevance of evidence.
5. Develop Application of Composing Conventions
 - a. Apply genre conventions, including structure, paragraphing, tone, mechanics, syntax, and style.
 - b. Use appropriate vocabulary, format, and documentation.

Text and Materials:

Writing about Writing: A College Reader, 3rd edition. Wardle, Elizabeth, and Doug Downs. Macmillan, 2017.

Open-access Materials:

[Writing Commons](#): a free, comprehensive, peer-reviewed, award-winning Open Text for students and faculty in college-level courses that require writing and research.

[Purdue OWL](#): The Online Writing Lab (OWL) at Purdue University houses writing resources and instructional material.

Course Policies and Procedures

Attendance Policy

Tardy:

If any student is in class after the bell, they are considered tardy. Students who choose to come to class more than ten minutes from the class start bell will be counted as an unexcused absence and noted of their presence for the school. The only exception to being tardy is if you receive a pass from another teacher or the office regarding the delay. Only if a

student has a pass will a tardy be excused.

Absences:

It is the student's responsibility to keep track of work that needs to be made up due to any absences. When a student is absent they will need to see me before or after school to receive makeup work. Students should ask peers before or after class about any missed assignments from the previous day(s), and if there is still a question they will need to see me before/ after school or set up an appointment to meet with me outside of those times.

Make-up Work:

I will follow the student handbook policy. If you have been absent, you will be given one day after returning from an excused absence to make up any work missed. Work that is turned in one day late will receive 50% credit. Any work turned in two class days or later will receive zero credit but will be marked as turned in. It is essential for the success of the student to complete all work, even if no points are to be gained.

Late Work Policy:

Any work submitted after the designated due date will be marked as turned-in but will earn fewer points than assignments submitted on time. Any assignment that is submitted one class period late will receive up to 50% credit maximum score and any assignment submitted two class periods or more late will receive 0% credit. Completing and submitting work is essential to a student's progress in the course and regardless of how late an assignment might be it is still encouraged to submit all work throughout the semester.

Grading Policies:

Completion of all assignments does not guarantee earning a passing course grade. Students should save all papers and graded assignments, and students cannot pass this class if they do not at least attempt all major essay assignments.

Weighted and averaged points for the course will be computed according to the following plus or minus grade scale:

93-100 = A	87-89 = B+	77-79 = C+	67-69 = D	0-66 = F.
90-92 = A-	83-86 = B	73-76 = C		
	80-82 = B-	70-72 = C-		

Number grades that fall between two whole numbers will be rounded up if they are 0.5 or higher. (Example: 86.5= 87; 86.3 = 86)

Technology Policy:

As we are all citizens of the ever-growing digital age of communication technology will be an integral tool for this class. Students Will be encouraged to access and use technology as a means of curating and assessing content. However, technology is only permitted in class with expressed permission. Any student using technology when not permitted by the teacher will be asked to either put the technology away or be asked to leave class. Repeated offenses will result in disciplinary action in accordance with the Frontier Academy technology policy.

Major Assignments:

All major assignment are outlined in the course schedule noted later.

Student Support & UNC Campus Resources

Disability Accommodations:

Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at Frontier Academy to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

Writing Center:

The Writing Center is located in Ross 1230, and serves all enrolled students, faculty, and staff at the University of Northern Colorado. Clients receive help with a variety of areas, such as discussion of purpose, audience, and the writer's role in the work; development of ideas, main points, and structure; utilization of primary and secondary sources; utilization of documentation systems; and instruction in grammar. Writing center tutors do not edit but instead teach clients how to proofread their own work. Tutors work with all types of writing and with writers from all levels and abilities. The Writing Center provides the following services:

- Free and confidential tutoring assistance for all writing projects
- Useful handouts covering almost every writing concern from punctuation to documentation.
- Assistance for ELL students
- Workshops on common writing issues

Writing Center Hours: 9 AM to 5 PM, Monday through Friday. Appointments required.

UNC Library:

Michener Library is a valuable resource for your work in this English course. There are millions of books and hundreds of databases available to help you research any topic imaginable! In addition to online and print resources, there are librarians available to help you with your research! You can get one-on-one help from a librarian in two ways:

Schedule an appointment online: <http://unco.libcal.com/appointment/25783>

Stop by Michener Library (first floor) and look for the offices with a sign that reads ENG 122/ENG 123 Librarian.

Student Safety & Title IX:

The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC has staff members trained to support you in navigating campus life, accessing health and counseling services, receiving academic and housing accommodations, obtaining with legal protective orders, and more.

Please be aware that all UNC faculty members are “responsible employees,” which means that if you disclose to a faculty member about a situation past, present, or future involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, they must share that information with the Title IX Coordinator, Larry Loften. “Disclosure” may include communicating in person, in class, via email/phone/text message, through in/out of class assignments, or through any other form of communication. Larry or a trained staff member in the Office of Institutional Equity and Compliance will contact you to let you know about accommodations and support services at UNC as well as your options for pursuing a process to hold accountable the person who harmed you. You are not required to speak with OIEC staff regarding the incident; your participation in OIEC processes are entirely voluntary.

If you do not want the Title IX Coordinator notified, instead of disclosing this information to your instructor, you can speak confidentially with the following people on campus and in the community, who can connect you with support services and help explore your options now, or in the future:

UNC’s Assault Survivors Advocacy Program (ASAP): 24 Hr. Hotline 970-351-4040 or <http://www.unco.edu/asap>

UNC Counseling Center: 970-351-2496 or <http://www.unco.edu/counseling>

UNC Psychological Services: 970-351-1645 or http://www.unco.edu/cebs/psych_clinic

If you are a survivor or someone concerned about a survivor, or if you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexual-misconduct or contact the Office of Institutional Equity and Compliance (970-351-4899).

Please also be aware that university faculty may also be required to disclose any incidents of other kinds of abuse they know about, past, present, or future, to the University.

Dropping or withdrawing from a course. Note: Drop and withdrawal dates for the courses at your school can be found on your [dual enrollment page for your high school](#).

Please use the [Dual Enrollment Drop & Withdrawal Form](#).

- You can drop your course up until the designated Drop Deadline. The course will be removed from your transcript and you will receive a full tuition refund.
- After the Drop Deadline and up until the Withdrawal Deadline you can withdraw from your course. The course will remain on your transcript with a grade of “W” (this does not impact your GPA), and there is no tuition refund.
- After the withdrawal deadline you are unable to be removed from the course. The course will remain on your transcript with the grade that you have earned, and there is no tuition refund.
- If you stop attending the course but fail to officially withdraw from the course(s) at UNC, you will be responsible for full tuition and fees and the course grade will remain on your transcript.

Classroom & Campus Expectations

Class Citizenship Statement:

In order to be a successful member of a community, one must demonstrate a willingness to take chances but to also convey constant respect and develop new understandings of others. This class may challenge preconceived notions of ideas and people, but the goal should always be to curate and develop a community of tolerance and respect. Any behaviors that seek to intentionally hurt or disrespect others will not be tolerated.

Student Code of Conduct and Academic Integrity:

All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: honesty, trust, respect, fairness, and responsibility. These core elements foster an atmosphere, inside and outside the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate. <https://www.unco.edu/dean-of-students/pdf/Student-Code-of-Conduct.pdf>.

Some but not all UNC instructors regard double or repeat submissions of one's own work as a form of plagiarism. If you intend to use in this course written material that you produced for another course, you must consult with your instructor before doing so for each individual assignment. Otherwise, you may be guilty of cheating.

Course Plan / Weekly Schedule

WEEK ONE: INTRODUCTION TO THE STUDY OF WRITING

Chapter 1—Threshold Concepts: Why Do Your Ideas About Writing Matter?		
Readings	In-Class Activities	Homework
-Introduction to the Conversation -Threshold Concepts of Writing -Threshold Concepts that Assist Academic Reading and Writing	-Have students record their answers to the prompts at the beginning of the chapter before reading -Have class discussion: why study writing? -Discuss Questions for: Discussion and Journaling 1, 2, 3, and 4 in Reflecting on the Ideas of Chapter 1 -Introduce Major Writing Assignment: Challenging and Exploring Your Conceptions about Writing, Reading, and Research (pg. 62)	-Assign question 1 from Applying and Exploring Ideas in Reflecting on the Ideas of Chapter 1
	KEY TERMS: threshold concept, literacy, transfer, writing studies, genre rhetoric, exigence, discourse community, audience and CARS model	

WEEK TWO: CATALOGING & COMPARING CONCEPTIONS OF WRITING

Chapter 1—Threshold Concepts: Why Do Your Ideas About Writing Matter?

Readings	In-Class Activities	Homework
-Stuart Greene, “Argument as Conversation: The Role of Inquiry in Writing a Researched Argument”	-Discuss Questions for Discussion and Journaling 5, 6, 7 in Reflecting on the Ideas of Chapter 1	-Assign question 4 from Applying and Exploring Ideas in Reflecting on the Ideas of Chapter 1.
-Using this Book	-Discuss reading and annotating scholarly articles. If time allows, begin working through a tagged reading together. -Have students record their answers to the five prompts at the beginning of the major writing assignment after reading and exchange their answers with a partner.	-Challenging and Exploring Your Conceptions about Writing Reading, and Research Due.

KEY TERMS: argument, literacy, audience, claim, joining the conversation

WEEK THREE: DEFINING LITERACY & EXPLORING HISTORIES AS READERS AND WRITERS

Chapter 2—Literacies: How Is Writing Impacted by Our Prior Experiences

Readings	In-Class Activities	Homework
-Chapter 2 Introduction	-Introduce Major Writing Assignment: Literacy Narrative (p. 262)	Assign question 1

-Deborah Brandt, “Sponsors of Literacy”	<p>-Discuss questions 1, 2, 3 in Questions for Discussion and Journaling following Brandt’s article.</p> <p>-Collaborate (first in small groups, then as a class) to develop a working definition of literacy based on Brandt’s discussion, the chapter introduction, and Chapter 1.</p>	from Applying and Exploring Idea following Brandt’s article.
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KEY TERMS: literacy, threshold concept, literacy sponsor

WEEK FOUR: EXPLORING THE CONNECTION BETWEEN LITERACY PRACTICES AND IDENTITY

Chapter 2—Literacies: How Is Writing Impacted by Our Prior Experiences		
Readings	In-Class Activities	Homework
-Vershawn Ashanti Young, “‘Nah, We Straight’: An Argument Against Code Switching	<p>-Discuss questions 1, 3, and 4 in Questions for Discussion and Journaling following Young’s article.</p> <p>-Work on question 4 from Applying and Exploring Ideas following Young’s article.</p> <p>-Draft stories about encounters with literacy inspired by Brandt and Young. Share and compare. What do these stories indicate about the class’s experiences with reading and writing?</p>	<p>-Assign question 3 from Applying and Exploring Ideas following Young’s article.</p> <p>-Students should begin to further develop particular stories for their literacy narratives.</p>

KEY TERMS: African-American English, code-switching, double-consciousness

WEEK FIVE: COMPARING STORIES & LOOKING AT LITERACY DEVELOPMENT ACROSS CONTEXTS

Chapter 2—Literacies: How Is Writing Impacted by Our Prior Experiences		
Readings	In-Class Activities	Homework
-Barbara Mellix, “From Outside, In”	-Discuss questions 2, 3, and 5 in Questions for Discussion and Journaling following	Assign question 1 from Applying and Exploring Ideas following Pasqualin’s article.

<p>-Sandra Cisneros, “Only Daughter”</p> <p>-Lucas Pasqualin, “Don’t Panic: A Hitchhikers Guide to My Literacy”</p>	<p>Mellix’s article; 1 and 2 following Cisneros’s; and 4 and 5 following Pasqualin’s.</p> <p>-Work on question 3 from Applying and Exploring Ideas following Pasqualin’s article.</p> <p>-Compare the three readings. What do they tell you about the forms literacy narratives might take? What ideas do they give you?</p> <p>-Compare students’ stories. What themes are beginning to emerge? Why might these narratives matter? What can be learned from them?</p>	<p>-Ask students to bring in drafts of at least three literacy-related stories.</p>
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KEY TERMS: literacy, literacy sponsor

WEEK SIX: DEVELOPING NARRATIVES & REVISING

Chapter 2—Literacies: How Is Writing Impacted by Our Prior Experiences		
Readings	In-Class Activities	Homework
<p>-Richard Straub, “Responding—Really Responding—to Other Students’ Writing (Chapter 1)</p>	<p>-Discuss what students value in feedback on writing and how they can use Straub’s ideas to enhance peer review</p> <p>-Peer review</p>	<p>-Literacy Narrative DUE.</p>

KEY TERMS: peer review, response

WEEKS SEVEN & EIGHT: THINKING ABOUT HOW GROUPS USE WRITING

Chapter 3—Individual in Community: How Does Writing Help People Get Things Done?		
Readings	In-Class Activities	Homework
<p>-Chapter 3 Introduction</p> <p>-Ann M. Johns, “Discourse Communities and Communities of Practice:</p>	<p>-Introduce Major Writing Assignment: Reflection on Gaining Authority in New Discourse Communities (p.445)</p>	<p>-Assign question 1 from Applying and Exploring Ideas following John’s article.</p>

<p>Membership, Conflict, and Diversity”</p>	<p>-Discuss questions 1, 4, and 5 in Questions for Discussion and Journaling following John’s article.</p> <p>-Work in groups to unpack and find examples of the qualities of academic writing Johns discusses.</p>	
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KEY TERMS: Discourse, discourse community, authority, activity system, genres, rhetorical situations

WEEK NINE: NAVIGATING MULTIPLE DISCOURSES

Chapter 3—Individual in Community: How Does Writing Help People Get Things Done?		
Readings	In-Class Activities	Homework
<p>-James Paul Gee, “Literacy, Discourse, and Linguistics: Introduction”</p>	<p>-Discuss questions 1, 5, 6, 7, 12, and 13 in Questions for Discussion and Journaling following Gee’s article.</p>	<p>-Assign question 3 from Applying and Exploring Ideas following Gee’s article.</p> <p>-Students should draft stories about times they had (or didn’t have authority in a discourse community.</p>

KEY TERMS: Discourse, discourse community, authority, dominant Discourse, nondominant Discourse, primary Discourse, secondary Discourse, metaknowledge, mushfake

WEEKS TEN & ELEVEN: JOINING NEW COMMUNITIES THROUGH WRITING

Chapter 3—Individual in Community: How Does Writing Help People Get Things Done?		
Readings	In-Class Activities	Homework
<p>-Elizabeth Wardle, “Identity, Authority, and Learning to Write in New Workplaces”</p> <p>-Peri Klass, “Learning the Language”</p>	<p>-Discuss questions 1, 2, 5, and 6 in Questions for Discussion and Journaling following Wardle’s article and 1 and 2 following Klass’s.</p> <p>-Collaborate in groups to synthesize what the authors from this unit have had to say about “authority” and develop your own working definition.</p>	<p>-Assign question 1 from Applying and Exploring Ideas following Wardle’s article.</p>

KEY TERMS: Discourse, discourse community, identity, authority

WEEK TWELVE: PEER REVIEW

Chapter 3—Individual in Community: How Does Writing Help People Get Things Done?

Readings	In-Class Activities	Homework
	Peer Review	-Reflection Gaining Authority in New Discourse Communities DUE.

KEY TERMS: peer review, revision

WEEK THIRTEEN: WRITING PROCESSES

Chapter 5—Processes: How Are Texts Composed?

Readings	In-Class Activities	Homework
-Chapter 5 Introduction -Mike Rose’s “Rigid Rules, Inflexible Plans, and the Stifling of Language: A Cognitivist Analysis of Writer’s Block”	-Introduce Major Writing Assignment: Portrait of a Writer (p. 876) -Discuss questions 1, 2, 4, and 6 in Questions for Discussion and Journaling following Rose’s article. -Work on question 1 from Applying and Exploring Ideas following Rose’s article.	-Assign question 1 from Applying and Exploring Ideas following Rose’s article.

KEY TERMS: process, mindfulness, planning, revision, invention, writer’s block

WEEK FOURTEEN: REVISION STRATEGIES & WRITING PROCESSES

Chapter 5—Processes: How Are Texts Composed?

Readings	In-Class Activities	Homework
-Nancy Sommers’s, “Revision Strategies of Student Writers and Experienced Adult Writers”	-Discuss questions 1, 3, 4, 7, 8 and 9 in Questions for Discussion and Journaling following Sommers’s article.	-Assign question 3 from Applying and Exploring Ideas following Sommers’s article

	<p>-Work on question 3 from Applying and Exploring Ideas following Sommers’s article.</p> <p>-Allow students class time to begin their “Brainstorming and Planning” from the Portrait of a Writer essay assignment</p>	
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KEY TERMS: process, revision, invention

WEEKS FIFTEEN & SIXTEEN: DRAFTING & WRITING PROCESSES

Chapter 5—Processes: How Are Texts Composed?		
Readings	In-Class Activities	Homework
-Anne Lamont “Shitty First Drafts”	<p>-Discuss questions 1, 2, 3, 4, and 5 in Questions for Discussion and Journaling following Lamont’s article.</p> <p>-Work on question 3 from Applying and Exploring Ideas following Lamont’s article.</p> <p>-Allow students class time to begin their “Drafting” from the Portrait of a Writer essay assignment</p> <p>-Provide opportunities for students to talk together in groups about their approach to this assignment and how the readings are helping them to better understand themselves as writers; provide opportunities for them to think carefully about their target audience and how that shapes their approach</p>	-Assign question 3 from Applying and Exploring Ideas following Lamont’s article

KEY TERMS: process, invention, revision, drafting

WEEK SEVENTEEN: COMPARING & RECONSIDERING WRITING “RULES”, WRITING PROCESSES

Chapter 5—Processes: How Are Texts Composed?		
Readings	In-Class Activities	Homework

-Michael Rodgers, “Expanding Constraints”	-Discuss questions 1, 2, 3, and 4 in Questions for Discussion and Journaling following Rodgers’s article. -Allow students class time to talk in groups about their work-in-progress	-Assign question 2 from Applying and Exploring Ideas following Rodgers’s article
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KEY TERMS: process, context, constraints

WEEKS EIGHTEEN & NINETEEN: IDENTIFYING TAKEAWAYS

Chapter 5—Processes: How Are Texts Composed?		
Readings	In-Class Activities	Homework
	Peer Review. Class Wrap-Up.	-Portrait of a Writer DUE.

KEY TERMS: process, peer review, response

Grading Scheme	
Major Writing Assignment #1: Challenging and Exploring your Conceptions about Writing, Reading, and Research	10%
Major Writing Assignment #2: Literacy Narrative	10%
Major Writing Assignment #3: Reflection on Gaining Authority in New Discourse Communities	10%
Major Writing Assignment #4: Autoethnography	10%
Process Work / Peer Review	30%
Homework, Participation, In-Class Activities	30%

All course grading will match Frontier Academy policy for the ELA department and these totals will differ from the grade submitted through Canvas and UNC.