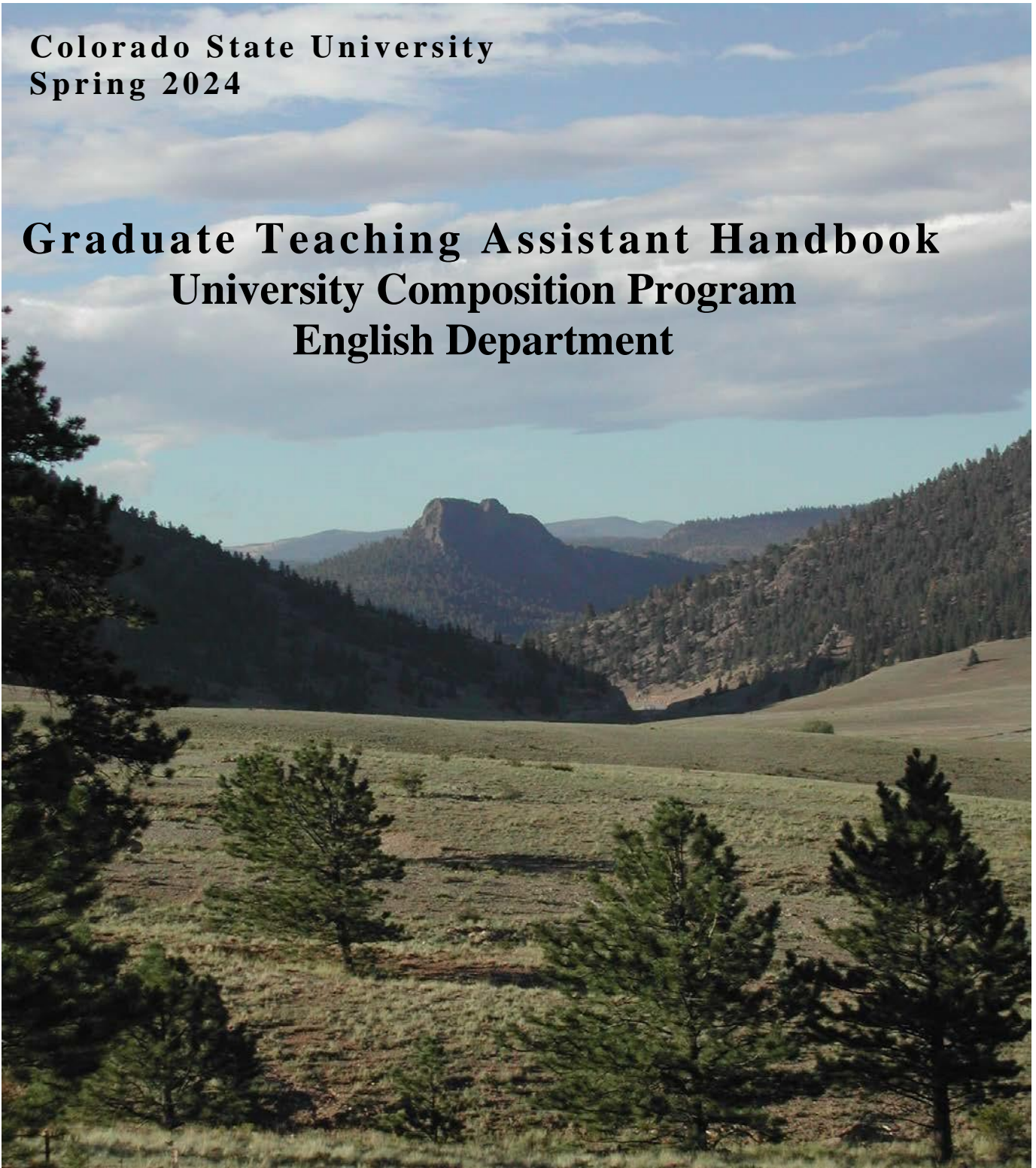Colorado State University
Spring 2024

Graduate Teaching Assistant Handbook
University Composition Program
English Department

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Photos by Mike Palmquist.

I. Policies on Holding a Teaching Assistantship

Welcome!

Congratulations on your recent appointment as a Graduate Teaching Assistant (GTA) in the University Composition Program at Colorado State University (CSU). You are now among the vibrant, talented, and diverse community of composition specialists, rhetoricians, and writers and are joining a nationally recognized University Composition Program. Without question, the quality of our GTAs contributes significantly to our reputation for excellence, and our ongoing GTA professional development is designed to support you throughout your time as a GTA at CSU.

You will be teaching Composition 150: College Composition, which is a General Education course that 6,000 first-year students take in their first year. Writing program research shows that when students take a first-year composition course like CO150 in their first-year, students are more likely to remain in college and graduate within 4-6 years. Later, most students will take a 300-level advanced composition course. Students' work in CO150 directly prepares them for more advanced writing.

The University Composition Program is housed in the English Department, which is one of the largest departments at CSU and is certainly the largest in the College of Liberal Arts. We have approximately 33 tenured and tenure-track faculty, 34 graduate teaching assistants, and 60 contract, continuing, and adjunct faculty (CCAF).

We welcome you to the department and the program as new community members. We are excited to have you join us and know your talent and creativity will be integral to our program's ongoing success.

The Professional Internship in English (PIE)

All Composition Program GTAs participate in the Professional Internship in English (PIE), which includes the writing theory and practice course (E607A), ongoing professional development, small group discussions and mentorship, course observations, and colloquia designed to help you learn about the field of composition and rhetoric, including research on teaching writing at the collegiate level, rhetorical theory and application, and pedagogical approaches for writing instruction. Our goal is that PIE not only prepares you to teach CO150 with confidence and expertise, but that it contributes to a sense of community and professional relationships that foster ongoing reflection and learning about our students and ourselves as teachers. Because we are a community where learning happens best when everyone brings their best selves, GTAs are expected to participate in PIE like any other graduate course: with curiosity, questions, and ideas.

PIE is sequenced to build upon your knowledge and experience, and each semester of the program entails different requirements:

During the fall semester of the first year, GTAs will:
- Attend CO150 orientation training for five days in late August to learn the curriculum and to prepare to teach CO150.
- Be the instructor-of-record of one section of CO150 (19 students), which includes holding conferences with students and grading student work.

- Attend and participate in the twice monthly Mentor Group, a small group of first-year GTAs facilitated by an assigned First-Year Composition Program Specialist, to discuss teaching effectiveness, grading challenges, grading conferences, classroom management, etc. Mentor Groups meet Wednesdays from 12:00-12:50pm.
- Attend and observe your First-Year Composition Program Specialist's section of CO150 through week ten of the semester.
- Take E607A (Teaching Writing: Composition and Rhetoric), a 3-credit graduate course.
- Attend two Composition Colloquia which will include a catered lunch and a guest speaker or presentation. Colloquia happens on Wednesdays from 12:00-12:50pm.
- Be observed by composition program faculty (usually two or three times in the semester). Your observer will contact you in advance and prepare you for their visit as well as explain what materials they expect in advance. **Note**: Additional visits and reviews of graded assignments are sometimes required for GTAs who need or request further assistance.
- Observe one second-year GTAs' CO150 course, fill out an observation form, and have a post-observation conversation with the GTA. This observation will be in lieu of one audit class.

During the spring semester of the first year, GTAs will:
- Be the instructor-of-record of two sections of CO150 (19 students in each section), which includes holding conferences with students.
- Register for 3 credits of E684A, which is your Professional Internship in English (PIE) credit. E684A credits count towards your 9-credit hour minimum per semester. Successfully completing your E684A credit and remaining in good standing as a GTA includes:
  - Attending and participating in twice a month PIE Workshop (consisting of your GTA cohort and facilitated by the Composition Program team; PIE is Wednesdays from 12:00-12:50pm) to discuss teaching effectiveness, grading challenges, pedagogy, theory, classroom management, etc. You may be asked to do reading in preparation for each PIE's topic, complete a Canvas discussion thread post, keep a teaching log or a reflection journal, or come to PIE with notes.
  - Attending two Composition Colloquia during the semester, which includes a catered lunch and a guest speaker.
- Participate in at least one grading conference with a First-Year Composition Program Specialist.
- Be observed by composition program faculty and/or peer GTAs (usually two or three times in the semester). Your observer will contact you in advance and prepare you for their visit as well as explain what materials they expect in advance.

After you have successfully taught the common curriculum in your first semester, you may work with the Director of Composition and Associate Director of Composition to seek approval for teaching an alternative major assignment you created at least a month before the start of the following semester. To receive approval, please submit an assignment prompt, rubric, student-facing calendar, and a brief overview of the lesson plans by day. Assignments past GTAs have received permission to teach include a rhetorical analysis of a text, a fake news analysis, a short video or podcast episode, and a social media campaign. Major assignments should align with course outcomes.

Second-year GTAs will:
- Be the instructor-of-record of two sections of CO150 (19 students in each section) in the fall and one section of CO150 (19 students) in the spring. You will hold conferences with students in the fall and spring and grade student writing.
- Register for 3 credits of E684A in the fall and spring, which is your Professional Internship in English (PIE) credit. E684A credits count towards your 9-credit hour minimum per semester. Successfully completing your E684A credit and remaining in good standing as a GTA includes:
  - Attending and participating in twice a month PIE Workshops in the fall semester. You may be asked to do reading in preparation for each PIE's topic, complete a Canvas discussion thread post, keep a teaching log or a reflection journal, or come to PIE with notes.
  - Attending two Composition Colloquia each semester, which includes a catered lunch and a guest speaker or presentation.
- Be observed by composition program faculty and/or peer GTAs (usually two or three times in the semester). Your observer will contact you in advance and prepare you for their visit as well as explain what materials they expect in advance. **Note for Letters of Recommendation:** It is important for you to ask your thesis/project adviser to observe your teaching in your second year; most letters of recommendation from faculty should address your teaching experience explicitly.

When GTAs successfully complete the two-year training program, they receive a PIE certificate. We encourage you to add your PIE training to your CVs and job letters, as the robust professional development and training you have received is quite unique at the MA/MFA-level.

Third-year MFA GTAs will:
- Be the instructor of record of two sections of CO150 in the fall (24 students in each section) and one section in the spring (24 students). You will hold conferences with students in the fall and spring and grade student writing. **Note for Letters of Recommendation:** It is important for you to ask your thesis/project adviser to observe your teaching in your second and third year; most letters of recommendation from faculty should address your teaching experience explicitly. If you plan to apply for a composition teaching position, you should request a letter of recommendation from a Composition Program faculty member.
- Be invited (but not required) to attend the Composition Colloquia twice a semester, which includes a catered lunch and a guest speaker or presentation.
- Not register for E684A, since they received their PIE certificate at the end of their fourth semester.

To provide MFA students the opportunity to teach creative writing, MFA students who complete an internship in creative writing (E607B) may be given a creative writing class to teach, typically E210, in their third year. A GTA assigned to teach a section of E210 will also teach two sections of CO150 (e.g., one section of E210 in the fall semester and two sections of CO150 in the spring semester). Questions about teaching E210 and how it might affect the GTAs' CO150 course load should be directed to the Creative Writing program director.

Policy Statement on Teaching Assistantship Assignments

An assistantship at CSU is defined as a half-time position requiring a commitment of 20 hours per week. We encourage you to continue refining how you balance your GTA work with your graduate studies by getting advice from your Composition Program mentors and your GTA peers.

The Department administration has set the basic assignment for meeting the 20-hour requirement as teaching three sections of CO150 (one section in the fall and two sections in the spring) and participating in a significant training commitment in the first year of the GTA; teaching three sections of CO150 in the second year (two sections in the fall and one section in the spring); and teaching three sections of CO150 for third year MFAs (two sections in the fall and one section in the spring).

Department administrators recognize that some alterations in this basic set of responsibilities may be necessary because of graduate program and department needs.

Options:
1. Some teaching assistants receive assignments that differ from the norm, e.g., Writing Center GTA. Each of these assignments is assessed individually to determine the twenty-hour equivalency.
2. MFA students who have completed an internship in creative writing pedagogy (E607B) will have additional opportunities for applying to teach E210. Questions about teaching E210 and how it would affect the CO150 course load should be directed to the Creative Writing program director.

Procedures for Addressing Unsatisfactory GTA Performance

The English Department anticipates successful GTA performance, and our training program is designed to help GTAs succeed. We recognize that GTAs bring a range of experiences and diverse pedagogical approaches to the classroom, and we welcome that range and diversity. The composition program at CSU is committed to ensuring that all composition courses meet departmental, university-wide, and state-mandated objectives. Your work in your classroom extends well beyond your direct relationship with students; it also reflects AUCC requirements, departmental and program goals, and best practices within the field of Rhetoric and Composition Studies.

We are committed to providing students in CO150 with quality instruction and to meeting departmental, state, and national requirements for our courses. Thus, you should be aware of what constitutes unsatisfactory performance as well as the policies that are in place in case of unsatisfactory work as a GTA.

A judgment of unsatisfactory performance is based on consistent and serious difficulties in the classroom, including:
- not holding full class meetings at scheduled times,
- not sufficiently preparing for classes,
- not notifying the department administrative staff (e.g., Sheila Dargon) if you will miss a class due to illness or not notifying the Director of Composition or Associate Director of

Composition if you will miss several classes due to illness or professional activities (such as conference attendance),
- failing to return papers in a timely fashion,
- offering unhelpful, insufficient, or inaccurate commentary on papers,
- creating a classroom dynamic that is not conducive to learning,
- failing to meet departmental objectives for courses,
- failing to address departmental, university and state requirements for courses.

GTAs who consistently exhibit one or more of these problems may be placed on probation. If performance continues to be unsatisfactory after the GTA is placed on probation, the assistantship may be revoked. The following administrative procedures apply to any GTA placed on probation.

1. The Director of Composition will inform, in writing, any GTA whose teaching, professional behavior, or performance in E607A or E684A is unsatisfactory. This notice will identify the cause(s) for probation. (See Probation Notice on page 11.) It will also serve as notice that the GTA has been placed on probation.
2. Within three working days after notification, the GTA must arrange a conference with the Director of Composition to discuss the problem(s) and determine actions to be taken.
3. As soon as the problem is resolved to the satisfaction of the Director of Composition, the GTA will be so informed. If a severe problem still exists at the end of the semester or no attempts have been made to seriously address the problem, the Director of Composition will forward an appropriate recommendation to the Department Chair.

If a GTA is dismissed by the Chair, they may appeal the decision in two ways:
1. As a student, he or she may appeal the grade in E607A or E684A through the standard student grade appeals procedure of the English Department (see pages 30-32 of this handbook).
2. Students terminated for not performing assigned duties and functions in a timely and competent fashion must be given due process (see #5 in the Graduate Assistantships: Terms and Conditions of Appointment page of the CSU 2019-2020 Catalog). These actions require Provost approval.

A GTA who expects dismissal and who plans to appeal is encouraged to assemble support for the appeal in advance. If you have any questions about this policy, please speak to the Director of Composition.

Probation Notice

DATE:
TO:
FROM:
RE: Probation Notice

The purpose of this memo is to inform you that you are not making satisfactory progress in the Professional Internship in English Program for one or more of the reasons checked below and that you are now on Probation.

- failure to attend all Orientation sessions
- failure to participate and complete all required work in Orientation sessions
- failure to attend and satisfactorily complete E607A and E684A
- failure to meet classes for fully-scheduled times
- failure to notify the appropriate department representative in the case of absences
- failure to follow composition program syllabi/course objectives
- failure to attend, be prepared for, and participate in PIE meetings regularly
- failure to attend observation section of CO150
- failure to cooperate with grading conference requirement(s)
- failure to cooperate with classroom observation requirement(s)
- ineffective teaching of CO150
- ineffective grading of CO150 assignments
- other (explain below)

Additional remarks:
Copies:

II. General Information for Teaching Assistants

Answers to Frequently Asked Questions

Who should I contact if I have teaching and GTA questions?
If you have classroom-based questions, start with your First-Year Composition Program Specialist. They are your first line of contact and support. If you are dealing with a situation that needs an immediate response, such as classroom disruption or a safety issue, please email your question(s) to the program specialists, Dr. Carter, and Dr. Jacobi in one email. This way we will be able to keep track of immediate needs and responses.

If you have employee questions, such as questions about stipends, health insurance, and residency, contact Em Dailey, the Department Graduate Program Assistant, at emily.dailey@colostate.edu.

If you have graduate program questions, contact your graduate program advisor.

We also encourage you to build a community of support with your fellow GTAs.

How am I paid?
You will receive your check (or direct deposit, if you have it set-up) on the last working day of each month. In August you will receive approximately one-half of a full check (your contract begins on August 16) and in May you will receive approximately one-half of a check (your contract ends May 15). Both December and January checks are full, even though you're "off duty" during the winter break. In September and February, you will be charged the taxes from the premium paid for the required GTA healthcare. All questions about the employee side of your GTA position should be directed to Em Dailey, the English Department Graduate Program Assistant.

How do I get my teaching schedule?
The English department scheduler is responsible for scheduling over 100 sections of CO150 each semester and will work with GTA preferences when possible. The scheduler will send out a scheduling survey typically once a year; although, depending on department needs, the survey may be sent out more frequently. Priority in scheduling is given to department needs and available classroom space. Most Composition Program courses are MWF; this is guided by CSU's research on undergraduate students' preferred course schedules. As a result, GTAs should expect that most CO150 courses will be scheduled on MWF. GTAs assigned a TTH schedule should know this is a rare occurrence. Teaching schedule trends, such as teaching two semesters on a TTH schedule, do not guarantee future semesters teaching the same schedule. Depending on department needs, GTAs may teach MWF in their first two semesters, teach TTH their third semester, and teach MWF their final semesters. We provide a detailed common curriculum to help GTAs adapt to teaching MWF/TTH teaching schedules.

Do I get health insurance?
Health insurance is a requirement as a graduate student and GTAs must OPT-IN to the healthcare contribution. You will be charged the taxes from the premium paid for healthcare that comes out of your September and February stipend paychecks. Please visit the Graduate School's Assistantship Health Insurance Contribution webpage to learn more. You are also welcome to contact Em Dailey with your health insurance questions.

Do I need to be a resident of Colorado for my GTAship?

With your GTAship you receive a waiver of tuition, and the Graduate School will provide an out-of-state tuition waiver for only the first year of your assistantship. Therefore, as soon as you arrive in Fort Collins and before the start of the fall semester, we recommend you establish Colorado residency because it requires **one full calendar year** to be eligible for an in-state tuition waiver in the second year.

If you have not established residency one full calendar year in advance, your GTAship will not cover what will become out-of-state tuition. Please plan to get a Colorado driver's license, change your voter registration, change your car registration, and, if possible, get yourself lined up with utilities for your apartment prior to Orientation. You will not have time for these tasks during Orientation week. If you must submit a petition for residency because you did not establish residency one full calendar year in advance, please note that receiving in-state tuition your first-year as a GTA is not considered a viable reason to claim residency on your petition.

Important CSU websites to be familiar with:
- Office of Financial Aid's <u>Residency Requirements for In-State Tuition website</u>
- Office of Financial Aid's Residency <u>Petition Process and Deadlines</u>
- Office of Financial Aid's <u>Residency Orientation</u>
- The Graduate School's <u>Assistantship Benefits, Resources, and Policies</u>
- The Graduate School's <u>Graduate Assistant Finances 101</u> for information about taxes and fees

If you have questions about residency, contact Em Dailey, the English Department Graduate Programs Assistant.

Where is my office?

You will receive information during GTA Orientation about your office location and your office key. Offices should be used for office hours, appointments with students, paper grading, studying, etc. All offices contain desks and chairs, and you will have access to printing in your office building. Your CSU eID will give you access to the building when the doors are locked, so you can access your office at night or on the weekends. You may put up temporary decorations and may use your office during the summer. Offices must be cleaned out completely at the end of the assistantship; all keys should be returned to Sheila Dargon in 359 Eddy. Do not leave student papers in the hallways at any time as it is a FERPA violation. Your office is a professional yet public space (sound travels), so please be mindful when talking about students with other GTAs or discussing grades with students. We recommend you do not meet with students one-on-one with your office door closed, even if you are discussing grades or personal information. GTAs and other office staff or faculty are CSU employees, so it is not a breach of confidence or FERPA if they overhear conversations with students or are present when you meet with students. Confidentiality is necessary when other students or non-CSU employees are within hearing distance of a personal conversation or conversation about grades.

Where is my mailbox?

Your mailbox is in Eddy 357. Check it frequently for messages. You may also have personal mail sent to you here. Packages are placed on the shelves underneath the mailboxes.

What do I need to include in my syllabus?
You will be provided with a syllabus template with all required program, department, and university policy statements during GTA Orientation. You will be given time in orientation to draft and finalize your syllabus policies.

How do I print or copy materials for my class?
You may use the copy machines located in Eddy 357 and Eddy 302. You will receive your copier access number from Sheila Dargon during GTA Orientation. If you need help with the copier or printer, Sheila or a work study will assist you. GTAs' copy limit is 4000 copies per year divided between the two copiers. We encourage you to save the cost of paper and ink by uploading materials on your Canvas page and/or using projectors in your classrooms to project material instead.

What technology do I need to bring to teach?
Every classroom will have a projector lectern, but you will need to bring a laptop or tablet with the appropriate HDMI or VGA hook-up to connect to the projector. Some lecterns may have computers, so you could log into your email account or use a thumb drive to access your course materials, but these computers are often unreliable and experience technical difficulties. We recommend you physically visit your classroom in advance (building entrances are usually locked on the weekends) to see the layout of the classroom and to check the available technology.

May I check out department equipment to use in my classes?
All department's equipment may be checked out at the Eddy 300 Computer Lab. There is an electronic check-out system at the front counter in the Lab. You are responsible for reserving in advance the equipment you need and returning it promptly after use to the Eddy 300 Lab. You will need your name or CSU ID to check out equipment.

Equipment available to check out:
- Laptops/Projectors
- Headphones
- SD Flash Drives
- Recorders/Microphones
- Cameras/Camcorders/extra lenses
- Tripods
- Speakers

Please contact Classroom Support Services in A69 Clark (970-491-5920) for any equipment we do not provide.

Who do I call if my classroom is locked or has equipment issues?
If you are locked out of your Eddy classroom, call Sheila Dargon at 970-491-6428. If you are locked out of your classroom in a building other than Eddy, call Facilities Management at 970-491-0077. If you have a classroom equipment problem, such as problems with the lectern control system, document cameras, microphones, and sound system, contact Classroom Technology Support at 970-491-5920 or dial 0 from the classroom phone.

We highly recommend you check your classroom and test the computer projector before the start of every semester.

What if I have problems with the GTA office computer or printer?
Please send a detailed email to helplibarts@colostate.edu. If you have problems with the department copier, let someone know at the front desk and they will help you.

What is the policy for office hours?
University policy requires GTAs and faculty to hold 3 office hours per week each semester you are scheduled to teach. These office hours may be in-person and on campus or on your university Teams account. You are also required to be available by appointment. Sheila Dargon will provide you with schedule cards (found in your mailbox at the beginning of each term) to be posted near your office door.

Neither can you ask students to drop your classes because they cannot meet you during your posted office hours, nor can you refuse to meet with them if they cannot attend your regular office hours. Try to work out a mutually convenient time to meet with those few students who will have a conflict with your office hours. If a student really is unable to meet at the posted times, you may need to come to campus on a weekday you don't ordinarily teach or meet with students.

What teaching attire should I wear to teach?
We recommend business casual attire for GTAs on teaching days, which includes chinos, slacks, jeans, button-down shirts, cardigans, dresses, and sandals or closed-toe shoes. Professional CSU gear, such as CSU polos, are also acceptable. Each teaching day is an opportunity to meet the Rhetorical Situation and genre conventions of teaching and learning, and we find GTAs exude confidence when they dress for the Rhetorical Situation. However you decide to dress, we encourage you to consider attire as a marker of your authority. You will avoid creating confusion about your role by using attire to differentiate yourself from your students. With this being said, we also affirm the realities of marginalized bodies including but not limited to differently-abled, disabled, trans and gender fluid folks, and recognize that "professional attire" must categorically expand to support just workplace relations.

Do I get special library privileges?
Yes, you have faculty privileges at the Morgan Library; for instance, you may check books out for an entire semester. To get your library card, stop by the Reserve Desk (a copy of your personnel action sheet will have already been sent over).

Do I get a special I.D.?
No, GTAs get regular student I.D.s. Your I.D. does allow you access into Eddy and your office building on the weekends and holidays.

Will I get a tax break as a GTA?
The 1986 Tax Reform Act makes GTA stipends taxable income. Tuition is in the form of financial aid and is not taxable income.

I notice that CO150 is an AUCC course. What does AUCC mean?
The University has adopted an All-University Core Curriculum (AUCC). CO150 is currently the only course approved to meet the lower-division writing requirement (although students may meet

this requirement with AP, IB, other exams, CSU challenge essay credit, or approved transfer credits). CO300, CO301, and CO302 meet a second writing requirement. Among our literature offerings, several courses (including 140, 232, 238, 242, 245, 270, 276, 277) meet University core requirements and must also meet the specified goals for the course.

All CSU core courses are approved as part of the state of Colorado Guaranteed Transfer Pathways program (gtPathways). The Colorado Commission on Higher Education, part of the Colorado Department of Higher Education (CDHE), ensures to the state legislature that all gtPathways courses emphasize core competencies and content criteria applicable to the subject area and are transferable from one Colorado public institution to another. The core competency specifically addressed by CO150 is "Written Communication" which includes everything from revision practices and peer review to library research and source-based writing to grammar and mechanics. The core competency is associated with specific student outcomes that we are responsible for addressing and on which eventually we will be assessed as a program.

Moreover, because our University core courses must meet gtPathways criteria, teachers, including GTAs, cannot deviate widely from the stated course goals. Starting in the Fall of 2017, to support gtPathways transfer status, we must include in our syllabi at the very beginning of the document the Written Competency, the content criteria for the level of the Composition course (CO-2 for CO150), and the CDHE's official statement. Reference the GTA Syllabus template for formatting and required statements.

Where do I access the class list and the classroom location?
You will access and print your own rosters from ARIESweb. To get to class lists if you are on-campus:
1. Login to ARIESweb
2. Login Using Your eID
3. Under **Instructor** on the left-hand side, the first bullet is Class Lists
4. Select **Class Lists** – a list of your courses will appear
5. Click on the green **Class List** to the right of the course you'd like to print

If you are off-campus, you will need to start at secure.colostate.edu and use the two factor authentication process to login.

Can I look at my CO150 classroom online?
You can look up your CO150 section number(s) in the Virtual EMS (Event Management System) site:
1. At the top left, select "My Home"
2. Sign in
3. Login
4. At top left, under "Browse" select "Locations"
5. Scroll down until you come to the building your classroom is in. Click on the room number and select "Features" for a list of the physical resources and technology available in the room. Select "Images" to see a picture of the classroom

What does it mean that my course has a waiting list?
The ARIESweb Registration Waitlist will be effective through the Registrar's add deadline. Prerequisites, other restrictions, and a full class means that students must sign up for the waitlist.

The first student on the waitlist is notified via their RAMmail account when a space becomes available. The student then has 24 hours to register for the class before being dropped from the waitlist. The student is NOT automatically registered. We ask that you do not override students into courses; instead, let the waitlist process work.

What if I have a student who wants me to enroll them in the course?
This is called an "override," and we do not allow overrides into GTA sections of CO150 for scheduling purposes and because we have a special GTA section cap of 19 students. If you have students emailing you or asking you questions about course overrides, direct them to the waitlist.

What should I do if I am unable to meet my classes on a given day?
Please call the English Department office (970-491-6428) as soon as possible if you are sick and need to cancel your class(es). You should leave a message at this number if you call before or after our office hours. We need to know the course number, section number, meeting time and location for each of your classes, and the office will post a Class Cancellation notice for you. Please also email the Director and Associate Director of Composition with a simple statement about your absence and its reason. Please plan to provide special explanation to the Director and Associate Director of Composition if you must miss more than a few days of class even if your absences are due to illness.

If you anticipate an extended absence (e.g., for conference attendance or for jury duty), please find a GTA who will substitute for you and contact the Director or Associate Director of Composition with your situation, the dates you will be gone, and the name of the substitute instructor. If you have an extended absence beyond two class periods, contact the Director or Associate Director to make arrangements.

May my students drop off papers for me in the English Office?
The Department does not collect papers from students. Do not ask your students to put papers in your mailbox, either, because they quite frequently get misplaced. Rather, the university prefers all students submit their assignments on Canvas because it creates a timestamp for when students upload their work, it prevents students and teachers from losing work, and it prevents FERPA violations. The university expects all faculty to use Canvas to grade and return student work.

What information am I required to maintain for my classes?
You will use Canvas for grading, as the university expects students to have access to their grades at all times. You may keep track of absences on Canvas or another method, but it should be accessible in case students want to check how many absences they have. At the end of the semester, you must submit a copy of the ARIESweb final grades, your Canvas gradebook, and your attendance records from every section of every course to Sheila Dargon. Sheila will send out an email reminder towards the end of the semester. We must have access to these records should we need to address a student concern or question over winter and summer break.

What is the grading scale?
All composition courses use a +/- grading scale. Percentages for this scale are as follows on a 4.0 scale: A+ = 4.0; A = 4.0; A- = 3.67; B+ = 3.33; B = 3.00; B- = 2.67; C+ = 2.33; C = 2.00; D = 1.00. See the GTA Syllabus template for recommended grade breakdown. Note: at CSU a "D" is a passing grade. And several years ago, students successfully lobbied to remove C-, D+, or D- grades.

In Canvas, you will need to set the grading scale in "Settings." Your Composition Program Learning Specialist will help you with this task in your first semester.

What if I have a student I am concerned about?
As soon as you have concerns about a student—perhaps due to absences, incomplete work, late work, classroom disruption, a concerning disclosure, etc.—talk to your Composition Program Learning Specialist about the next steps. Please do not wait until a situation becomes untenable and/or until the student is on the verge of failing before getting support from the Composition Program. Please also see the Composition Program Email Templates and the Student Conduct Student Process in the Composition Program Sharepoint "Common Docs" site. You should draw from these resources when emailing your students about common concerns, such as absences, turning in work but not attending class, and possible plagiarism.

What if a student fails my course?
Before a student gets to the point of failing CO150, we have several stop-gap measures in place. As soon as you have concerns about a student's ability to pass the course, due to absences, late work, incomplete work, or additional reasons, talk to your Composition Program Learning Specialist about the next steps.

Am I required to give course evaluations at the end of the semester?
CSU requires all instructors to administer course evaluations (also called student surveys) for every class they teach. The university imports a course evaluation survey into Canvas towards the end of the semester. GTAs should plan to give their students 20-30 minutes to complete course evaluations. Evaluations remain confidential until after grades have been submitted and are then available online. If you plan to apply to PhD programs or a non-tenure-track faculty job, you will want to download and save your course evaluations for your application materials.

May I give a grade of "Incomplete" in CO150?
Please do not give any student an incomplete without receiving approval from the Director of Composition and the Associate Director of Composition. It is very rare for incompletes to be approved and program policy states an incomplete will be considered if the student is only missing one major writing assignment and does not have excessive absences. In most cases, students should retake CO150 to meet the course outcomes and develop their writing skills, as an incomplete is not a substitute for the learning that happens in CO150.

If the Director of Composition and Associate Director of Composition approve your incomplete request, you will obtain the form from Sheila Dargon. You and the student will both need to sign the form. Keep one copy of the form for your records, give one copy to the student, and give one copy to Sheila Dargon. The University policy regarding Incompletes stipulates that all "I" grades automatically become "F" grades after one year. In addition, Faculty Council policy states:

> "The grade of I is a temporary grade awarded to indicate that for reasons that were beyond the student's control or that the student could not reasonably have anticipated, he or she could not complete the requirements of the course. When an instructor assigns an I, he or she shall specify **in writing** the requirements the student shall fulfill to complete the course. **The instructor shall retain a copy of this statement in his/her grade records** and provide copies to the student and the department head

or his/her designee. After successful completion of the makeup requirements, incomplete grades will be changed by the instructor of record or the department head, in the absence of the instructor of record."

How do I submit final grades? What if I need to make a grade change?
You will submit final grades through ARIESweb at the end of each semester. Under "Instructor Tools," click on "Grade Input" to access your classes. If you are submitting grades from off-campus, you will need to first go to secure.colostate.edu and use the DUO Authentication app. If you need to make a grade change, you will do so in ARIESweb.

May I reproduce student writing for educational use in other courses?
You must obtain students' permission to share their writing with other students or audiences other than appropriate CSU faculty. See the official "Release form for Student Writing" form in the handbook, which must be completed and signed by the student writer before their writing may be shared.

For how many credits should I register?
If you plan to complete your MA degree in two years and your MFA degree in three years, we recommend you register for 9 credits each semester. You need to register for 3 credits of E607A your first semester and for 3 credits of E684A (also called "PIE" for shorthand) in semesters two, three, and four. Third-Year MFAs do not register for E684A and do not have PIE obligations but are always invited to Composition Colloquia. If you have questions about registration, contact Em Dailey.

What if I or my students have an accommodation?
If you have an accommodation through CSU's Student Disability Center (SDC), your professors will receive an accommodation letter. If you have an accommodation that will impact your teaching or teaching methods, we ask you to let the Director of Composition and Associate Director of Composition know in advance, so we can adjust GTA Orientation and/or the Common Curriculum if needed. If your students have SDC-approved accommodations, you will receive a letter from the SDC. Legally, we cannot give accommodations to students without an accommodation letter from the SDC. Direct students to the SDC as soon as they ask you for accommodations.

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. FERPA dictates that University employees may not share any information about students other than directory information with anyone outside of the university system, including the student's parents or spouse, without the student's prior written consent. It would be a violation of FERPA for an instructor to discuss a student's grades and/or absences with anyone outside of CSU without written authorization from the student. Students can give permission for their course information, grades, etc., to be released to a party outside of CSU by signing the Student Permission to Release Academic Records Form. Unless a student has signed this form, you cannot share information about that student with any other third party. Do not assume the validity of any person's claim that he or she is included on a Student Permission to Release form. Instead, if a parent or third-party contacts you for information about

a student, explain that FERPA precludes sharing information about the student unless the student has signed the form. You also cannot leave students' work, whether graded or not, unattended (i.e., in a box by your office), as that is considered a violation of students' privacy.

In general, do not discuss students' situations, names, writing, accommodations, etc., in public places outside of your offices or other private spaces.

FAMweb

CSU has developed an online tool called the FAMweb portal. The portal allows family members and trusted individuals designated by each student online access to specific student educational records. Only students can grant FAMweb online access to trusted individuals through their RAMweb account. The university cannot provide access. Students can sign up parents or other trusted individuals for FAMweb through an option on their homepage of RAMweb through the link **Manage Access to My Records** to provide access to:
- Their student eBilling statements
- Their class schedule for the semester in session
- Their unofficial transcript to date
- Their grades from the last completed term

FAMweb provides students with a secure online system in which to share certain information with trusted individuals. Students can provide access to more than one person. The person registered for FAMweb will only have access to information through the FAMweb online portal. This is the only change in university protocol made to how student information is shared; there is no change to the process or requirements for employees sharing information about a student with someone verbally or through other means. As an employee, you must still adhere to FERPA laws and cannot share information about a student, even if the person asking you for information has FAMweb access. FAMweb does not change FERPA rules

Plagiarism: What It Is, What the Penalties Are, and How to Handle Plagiarized Content

Please report any cases of plagiarism/academic dishonesty to the Director and Associate Director of Composition and speak with your First-Year Composition Program Learning Specialist for recommendations in addressing plagiarism with a student. While you will learn more about plagiarism policies and best practices for addressing plagiarism in GTA Orientation and E607A, you should bookmark the Student Resolution Center as your resource for the university policy.

If plagiarism does happen in your class(es), please review the Composition Program Plagiarism Process in the Composition Program "Common Docs" Sharepoint site before next steps. This document is regularly updated with program and university policies and should be your first resource. If you have additional questions, please reach out to the Composition Program Learning Specialists.

The GTA Syllabus template includes the required university, department, and program policy statements about plagiarism. The longer you teach, the more you'll learn about students' high school experiences with plagiarism, especially the varying ways plagiarism is defined and how

students were kept accountable. Our program policies and approaches to how we recommend faculty, including GTAs, address plagiarism rests on the distinction between *intentional plagiarism* and *unintentional plagiarism*. We follow the Council of Writing Program Administrators' statement "Defining and Avoiding Plagiarism: The WPA Statement on Best Practices," which you will learn about as a GTA.

Academic Integrity and the Honor Pledge at CSU
Research shows honor pledges reduce plagiarism and cheating. Therefore, CSU's Honor Pledge, which is written on the first page of every major assignment, increases academic integrity. The pledge, "I have not given, received, or used any unauthorized assistance," is included in the GTA Syllabus template. GTAs and faculty cannot penalize students who have not written the pledge, as it is optional and not required. Please read the above link to learn more about the Honor Pledge.

What are the penalties for plagiarism?
The penalty depends on the context, such as if the plagiarism is intentional or unintentional, the degree of plagiarism, and how the student responds to your meeting with them. Student Conduct is asking all faculty to report all instances of plagiarism, including in homework and final drafts, due to the significant increase in plagiarism in the last few years. Plagiarism on drafted work should not be reported. Please review the Composition Program Plagiarism Process in the Composition Program "Common Docs" Sharepoint site before next steps. Consult with your Composition Program Learning Specialist before making decisions about how to address plagiarism, as we ensure that plagiarism cases are addressed according to program, department, and university expectations.

Student Grade Appeals Procedure

While it happens rarely, students do have the option of appealing grades they receive in CO150. If you have a student who would like to appeal their grade, first, we want you to meet with the Director of Composition or Associate Director of Composition, as we may be able to resolve the student's concern without the appeal procedure. If the student still wishes to make a grade appeal, you will be given instructions for the next steps.

The following procedure is taken verbatim from the Academic Faculty and Administrative Professional Manual of Colorado State University, Section I.7 (last updated August 10, 2018):

Course instructors are responsible for stating clearly the instructional objectives of the course at the beginning of each term and for evaluating student achievement in a manner consistent with these objectives. Students are responsible for meeting the standards of academic performance established for each course in which they are enrolled. Course instructors are responsible for determining and assigning final course grades. Graded examinations, papers, and other materials used as a basis for evaluating a student's achievement shall be available to the student for inspection and discussion. A student may appeal the grade assigned to him or her by a course instructor. However, the burden of proof rests with the student to demonstrate that one (1) or more of the following occurred:

a. The grading decision was made on some basis other than academic performance and other than as a penalty for academic misconduct.

b. The grading decision was based upon standards unreasonably different from those which were applied to other students in the same course and section.

c. The grading decision was based on an unreasonable departure from previously articulated standards.

Before making an appeal, the student should discuss the situation with the course instructor(s) involved in the decision.

To appeal a grading decision, the student shall submit a written request to the department head. The request must set forth the basis for the appeal, identifying one (1) or more of the three (3) criteria listed above. The request must be submitted (or postmarked, if mailed) no later than thirty (30) calendar days after the first day of classes of the following spring semester for appeal of grades recorded for the fall, and no later than thirty (30) calendar days after the first day of classes of the following fall semester for grades received in the spring or summer semester. If no appeal is filed within this time period, the grade shall be considered final.

Within thirty (30) calendar days of the receipt of an appeal, the appeal shall be forwarded to the course instructor(s) who assigned the grade and an appeal committee shall be formed, unless the request is received during or shortly before the Summer Session, when the course instructor(s) who assigned the grade or members of the appeal committee may not be available. In this case, the appeal committee shall be formed no later than thirty (30) calendar days after the beginning of the following Fall semester. The appeal committee shall be composed of two (2) faculty members and two (2) students from within the department and one (1) faculty member from outside the department who shall serve as the chair. All five (5) members of the appeal committee shall be voting members. Formation of the appeal committee shall be specified in the Department Code, and it shall be the responsibility of a departmental faculty member other than the course instructor. Additionally, the code shall specify procedures in the case that the instructor is the department chair.

The appeal committee shall review the written appeal and the written response(s) from the course instructor(s). The appeal committee may elect to interview separately both the student and the course instructor(s) before rendering a decision. The decision of the appeal committee shall be based upon whether or not one (1) of the criteria for an appeal listed above has been met. At the conclusion of the deliberations, the committee shall render one (1) of the following two (2) decisions:

a. The original grading decision is upheld.

b. The department head or his or her designee(s) shall reevaluate the student's academic performance with respect to the instructional objectives of the course and assign a grade accordingly.

A written summary of the hearing, the decision of the appeal committee and the reasons for this decision shall be prepared. The chair of the appeal committee shall send this summary to the student and the course instructor(s) within thirty (30) calendar days of the appointment of the committee and it shall be retained in the department office for the duration of the student's enrollment at the University. The appeal committee's decision is the final decision of the University.

Policy on Withdrawal from CO150

Students can freely add courses until the Sunday following the first week of class. If students reach out to you about giving them an override into your course, direct them to the waitlist process as we do not provide overrides into CO150. They may waitlist for as many CO150 courses as they would like. Direct them to their advisors if they have additional questions.

Students may freely drop the course until census, which is typically the middle of the third week. After census, but before course withdrawal period ends, the student may make Late Registration Change Requests (for a $50 Late Registration Fee). If students have questions about late withdraw after the add/drop date or any other registration-specific questions, direct them to the Office of the Registrar's Registration Changes webpage.

If a student has a serious medical or family emergency, the University will accept petitions for a "W" in CO150. This is rare and a full Registration Appeal must be completed by both student and instructor. The Registrar accepts Registrations Appeal up to 4:30pm Friday of Finals' Week.

Policy on Religious Observances

The University has an obligation to do its utmost to accommodate students of all religious faiths; the practice of a person's religious faith is constitutionally protected. We recognize that, in order to observe their faith, some students must be absent from classes or miss scheduled exams from time to time. It is important that students not be penalized for participation in religious holidays and observances. Therefore, students should be allowed, whenever practicable, to avoid missing an academic assignment or exam due to such absences, when doing so will not create an unreasonable burden on the instructor or the institution, or result in any unfairness to others. From the CSU 2019-2020 Catalog on Class Attendance Regulations:

"CSU has a legal obligation to accommodate students' absences due to religious observances. For such an accommodation, it is the student's responsibility to complete the Religious Accommodation Request Form at the beginning of each semester and submit the request via the Office of the Vice President for Student Affairs website. The Dean of Students will communicate with the instructor regarding the student's absence and the student is instructed to discuss how best to ensure an accommodation related to class conflicts. For religious observances that cannot reasonably be anticipated at the beginning of the semester, students must follow the procedure above as soon as possible after the course conflict is identified. If a student knows that a particular course or section of the course will have multiple conflicts with his or her religious obligations, the student is advised to locate another course section or defer taking the course to a different semester. In the event of a conflict in regards to this policy, individuals may appeal using

established CSU procedures. Instructors are advised to provide reasonable accommodations to ensure compliance with CSU's obligations."

Policy on Sexual Harassment, Discrimination, etc.

For the complete policy, go to <u>Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking, and Retaliation</u>. The following section is the university policy statement verbatim:

It is the policy of Colorado State University to maintain an academic and work environment free of discrimination, harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking and retaliation for students, faculty, and employees. Such conduct is contrary to the standards of the University community and common decency. It diminishes individual dignity, impedes equal employment and educational opportunities and equal access to freedom of academic inquiry, and creates barriers to fulfilling the University's scholarly, research, educational, and service missions. Such conduct will not be tolerated at the University. Discrimination, harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking and retaliation also are illegal; they are prohibited in the employment context by Title VII of the 1964 Civil Rights Act, in the education context by Title IX of the Educational Amendments of 1972, and, in both employment and education contexts, by Colorado's anti-discrimination laws, including, but not limited to, C.R.S. §24-34-401, et seq. Such conduct also can violate federal and state criminal laws.

Colorado State University does not discriminate on the basis of race, age, creed, color, religion, national origin or ancestry, sex, gender, disability, veteran status, genetic information, sexual orientation, gender identity or expression, and pregnancy. The University complies with the Civil Rights Act of 1964, as amended, related Executive Orders 11246 and 11375, Title IX of the Education Amendments Act of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, Section 402 of the Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, the Age Discrimination in Employment Act of 1967, as amended, The Pregnancy Discrimination Act of 1978, Americans with Disabilities Act of 1990, the Civil Rights Act of 1991, the ADA Amendments Act of 2008, the Genetic Information Nondiscrimination Act of 2008, and all civil rights laws of the State of Colorado. Accordingly, equal opportunity of employment and admission shall be extended to all persons. The University shall promote equal opportunity and treatment in employment through a positive and continuing affirmative action program for ethnic minorities, women, persons with disabilities, and veterans.

To comply with federal requirements regarding non-discrimination in admissions and operations, the University's approved non-discrimination statement must appear in major University publications such as the General Catalog. A brief required non-discrimination statement also must appear in written advertisements and University publications, including those used to inform prospective students of University programs. The required non-discrimination statements, as well as further information regarding these requirements, are available at the Office of Equal Opportunity.

The University prohibits any act of discrimination, harassment, sexual harassment, sexual misconduct, domestic violence, dating violence or stalking by a Covered Person, and any

retaliation related to reports of such acts. The University takes all allegations of such misconduct seriously. When allegations of such acts are reported, and a Covered Person is found to have violated this policy, consequences will result, up to and including dismissal from CSU. Any disciplinary action for a tenured faculty member must follow the procedures outlined in Section E.15; Disciplinary Action for Tenured Faculty, of the Faculty and Administrative Professional Manual. All members of the CSU community are expected to not infringe upon the rights of others. This Policy has been adopted to reaffirm this principle and to provide support and recourse to those who are impacted by discrimination, harassment, sexual harassment, sexual misconduct, domestic violence, dating violence, stalking, or retaliation perpetrated by a member of the University community. When the Responding Party is determined not to be a Covered Person at the time of the report, he or she may nevertheless be subject to this policy in the event that he or she becomes a Covered Person in the future, as well as being subject to other laws and policies.

Important Forms

GTA Lesson Plan Template for Observations
Directions: Fill out this lesson plan template and send to your classroom observer at least 24 hours prior to the observation. Note that on the template, there is room to list four activities for the lesson. Adjust the activity number (fewer or more) depending on the curriculum for the day. As well, you will see that there is space for you to add your time or minutes for each task. Include a time stamp (for example "5 minutes" or "10:00am-10:05am") to help you keep track of time, which will also help your observer track your pacing. Delete these directions before you send your lesson plan to your observer.

[title of lesson plan and day of lesson]

Homework Due:
- Use bullets to list homework

Lesson Objectives:
- Use bullets to list lesson objectives

CDHE Outcome(s) This Lesson Attends To:
While CDHE learning outcomes are not present in everyday lesson plans, it's important that GTAs understand the connections between the everyday lesson plans, the course learning outcomes, and the Colorado GT qualifiers that we align our curriculum with. Please pick 1-3 CDHE learning outcomes and describe how this day's lesson plan attends to them.
- Use bullets to list outcomes

Materials:
- Use bullets to list materials

1. Attendance: (__ minutes)

2. Lead In: (__ minutes)
- Use bullets to list lead in

Transition: Write out a transition to help students move from the attendance and the agenda into the first activities of the day:

3. Activity 1: (__ minutes)
  - Use bullets to note activity tasks and instructions

Transition: Write out a transition to help students understand the connections between activity one and activity two; draw connections to the major writing assignment and/or skills for the major writing assignment as much as possible:

4. Activity 2: (__ minutes)
  - Use bullets to note activity tasks and instructions

Transition: Write out a transition to help students understand the connections between activity two and activity three; draw connections to the major writing assignment and/or skills for the major writing assignment as much as possible:

5. Activity 3: (__ minutes)
  - Use bullets to note activity tasks and instructions

Transition: Write out a transition to help students understand the connections between activity three and activity four; draw connections to the major writing assignment and/or skills for the major writing assignment as much as possible:

6. Activity 4: (__ minutes)
  - Use bullets to note activity tasks and instructions

Transition: write out a transition to help students scaffold back through the skills/content they have learned and/or scaffold forward in the curriculum or to the course student learning outcomes:

7. Conclude class and assign homework: (__ minutes) (Please remember to save at least 3-5 minutes to assign homework and wrap up class. It is vital not to rush through the end of class so be sure to partition your time carefully.)
  - Use bullets to note conclusion and homework

Peer Observation Form

Instructions: After your post-observation conversation, observers should email the completed form to their fellow GTA and CC Tobi, Genesea, and your Mentor. By sharing this form with the GTA you observed, you are also helping them engage in metacognition and reflective practice.

GTA Teacher:

GTA Observer:

Date:

Instructional Methods Positive Feedback: Focus on 2-3 areas of teaching effectiveness in the class. Feedback may include, but is not limited to, overall organization of the day's class, transitions, focusing on the hierarchy of rhetorical concerns, time management, classroom management, etc.

Instructional Methods Observation Questions or Ideas: Focus on 2-3 questions or ideas you might have to share with the GTA. Feedback may include, but is not limited to, overall organization of the day's class, transitions, focusing on the hierarchy of rhetorical concerns, time management, classroom management, student-teacher interaction, etc.

Post-Observation Conversation: In your post-observation conversation, we think you would get the most benefit in discussing the following topics, but you are also welcome to branch out. Please briefly summarize your post-observation conversation, specifically focusing on what you talked about that you learned from observing the second-year GTA.

Recommended topics of conversation:
- How the second-year GTA manages classroom challenges.
- Strategies the second-year GTA uses to grade with the hierarchy of rhetorical concerns and assignment prompt and rubric in mind.
- What the first-year GTA learned by watching the second-year GTA.

Post-Observation Reflection: Provide (1) a brief summary of your post-observation conversation with a focus on what you learned from observing and debriefing with the second-year GTA, and (2) a teaching technique you saw during your observation that you would like to incorporate in your own class in the future:

GTA and Learning Specialist Observation Form

GTA:
Observer:
Date:
Observation Comments:

Content: Provide 2-3 areas of feedback on the content presented in the day's class. Some items to consider: the instructor's mastery of the content, the way the material relates to the course goals, use of clear transitions between activities, explicit connections to larger unit/course objectives, etc.

Instructional Methods: Provide 2-3 areas of feedback on the effectiveness of the instructional methods in the day's class. Some things to consider: how prepared the instructor was, overall organization of the day's session, readability of overheads and handouts, audibility of instructor, implementation of various activities, etc.

Instructor-Student Interaction: Provide 2-3 areas of feedback on the effectiveness of the instructor-student interaction. Some things to consider: evidence of instructor-student rapport, facilitation of class discussion, handling of student questions, responsiveness to student confusion and boredom, etc.

Overall impressions: Provide 2-3 areas of feedback regarding the GTA's greatest strengths in the classroom as well as major areas for improvement.

Pedagogical Goals: List below the pedagogical goals the GTA and the observer established after the observation and the conference.

***Detailed timeline of class session**: (This portion of the observation form is to be included at the observer's discretion*

GTA Grading Conference Form

GTA:
Reader:
Date:

The goal of the grading conference is to engage in a discussion about some of the more essential aspects of providing strong feedback and grading fairly. Feedback should align with the hierarchy of rhetorical concerns and should include the following types of feedback:

Quality of Assessment and Close Reading of Student Writing
- Reading students' writing objectively
- Grading students' writing fairly and impartially based on the prompt, rubric, and hierarchy of rhetorical concerns

Quality of Comments
- Providing a personal, readerly response
- Identifying trends in strengths and weaknesses using the hierarchy of rhetorical concerns language
- Providing concrete suggestions for improvement in the next assignments using the hierarchy of rhetorical concerns language
- Connecting marginal and end comments to focus response
- Engaging student's critical thinking by asking questions

1. Which of the aspects of grading and responding listed above are working well?

2. Which areas of grading and responding did the GTA and the reader set as goals to work on for future papers?

Release Form for Using Student Writing

If you would like to use a sample of your student writing in your class to workshop or show as a model, you will need permission from your student. You can use the following permission form or you can include the same content in an email to your student. Note to instructor requesting permission: Please forward a copy of this release form, in PDF format, to the Director of Composition. This form will be maintained in Composition Program files.

CSU Composition Program Permission Acknowledgement

I give my permission for my composition assignment and draft documents of that assignment to be reproduced for instructional purposes in composition classes and for composition instructors' professional development at Colorado State University.

I WOULD / WOULD NOT (circle one) like my name to appear on the piece of writing if it is duplicated and/or distributed.

Date:_____

Printed Name:_____

Signature:

Email address:_____

Title of my text:_____

Course paper was written for:_____

Instructor paper was written for:_____

III. Composition Program Information

About the Composition Program

Our courses provide students with opportunities to expand their rhetorical, critical thinking, reading, analysis, and writing abilities. Each course approaches writing as a rhetorical act accomplished through the effective use of writing processes and strategies. Students develop their research, argument, and writing skills, and use them to compose texts written for both academic and public audiences. Our courses focus on varied writing strategies and situations: composing for college, writing arguments, writing for the web, writing and style, and writing in the Arts and Humanities, Sciences, Social Sciences and Education.

In the following section, you'll read about the other Composition Program courses. It's important you recognize your role in preparing CSU's CO150 students for the future writing and research they will be doing in their composition courses as well as across the university. CO150 is a steppingstone to other upper-division courses, so it is crucial we develop and teach curriculum that prepares students for these courses to come.

Supporting the University Mission

We firmly believe the "ability to write correctly and effectively is necessary for success in any academic program and enhances the possibility of one's success in personal and professional life" (CSU's General Catalog). Due to the nature of the AUCC requirements at CSU, the Composition Program has the opportunity to work with almost every student that passes through the university, many of them more than once. In this way, and through our work with students in the Writing Center, the Composition Program is not only a vital part of the English Department at CSU but is an integral part of the education and experience of every CSU student.

CO150 Composition Placement Procedures

Any student planning to graduate from CSU must satisfy the All-University Core Curriculum Intermediate Writing requirement (AUCC Category 1A) by taking CO150 College Composition. Composition Placement Procedures are based on standardized test scores. Students will place either into Group 1 (automatic placement into CO150), into Group 2 (these students will complete the Directed Self-Placement Survey), or into Group 3 (these students are placed into CO130 but do have the opportunity to write the Composition Placement Challenge and Re-evaluation Essay).

You might have a student or two who wants to test out of CO150, believes they took the same course elsewhere, or maybe do not feel prepared for CO150. Sometimes students are able to test out of CO150, but this is a very rare occurrence. If you or your students have questions about their placement, contact Dr. Catherine Ratliff, the Composition Program Placement Director, at composition@colostate.edu. If students have not tested out of CO150, even though they wish to, then they need to be in your class. You have an excellent opportunity to affirm the value of CO150 through your teaching.

Library Research Orientation in CO150

We require all faculty and GTAs teaching CO150 to teach students library research. The library staff have developed a Canvas module, which is pre-loaded onto all GTAs' Canvas sections and integrated into the Common Curriculum. In this module, students receive a general introduction to the library and its services, including an introduction to academic keyword searches and database usability.

The library-designed Canvas module aims to assist students in understanding the common curriculum goals as they form inquiry questions and discover where and how to access necessary resources for successful research. We also incorporate research skills and discussion about students' research in the curriculum due to the importance of teaching students how to develop research questions, how to find and evaluate sources, and how to dialogue across differing perspectives and lived experiences. According to the All-University Core Curriculum (AUCC) requirements, instructors of a writing course, such as CO150, are "to provide instruction in the skills essential to written communication, extensive practice in the use of those skills, and evaluation of students' writing aimed to guide them in improving their skills." Our CO150 Common Curriculum is designed to meet the AUCC requirements.

The CSU Composition Program requires library research integration into the CO150 curriculum not only to guide students in building rhetorical knowledge, but also expand their information literacy. In the process of developing a more sophisticated understanding of CO150 course objectives, library research, and AUCC requirements, CO150 is designed to teach students how to:

- approach research rhetorically
- explore an inquiry question for research using the resources and databases at CSU Libraries, including Academic Search Premier, CQ Researcher, or LexisNexis
- effectively navigate databases available
- develop a consistent and foundational information literacy experience that can be used throughout their academic careers
- evaluate the sources they find that relate to their inquiry questions
- distinguish the differences between popular and refereed sources
- measure the credibility of popular publications
- analyze certain kinds of evidence and how it appeals to multiple audiences

You will learn more about teaching library research through E607A and PIE.

The CSU Writing Center

For updated hours, mobile locations, and online services, visit the <u>Writing Center website</u>. The Writing Center is located in the basement of Eddy Hall, room 23, and their phone number is 970-491-0222. Their email address is <u>writing@colostate.edu</u>.

Writing Center Philosophy: The CSU Writing Center is dedicated to supporting writers at no cost by providing advice and resources at every stage of the writing process. Our goal is to engage the community in conversations about writing; to that end, we provide walk-in consultations, online consultations, and course collaborations. Beginning with the writers' needs and concerns, we use our knowledge and expertise to enhance writers' understanding of a variety of rhetorical issues, such as purpose, audience, style, and conventions. We strive to help writers develop the confidence to make effective choices in any writing situation. In these ways, we support the shared goal of writing centers to help create better writers, not just better writing.

Who Visits the Writing Center? We work with all writers: first year students, graduate students, creative writers, writers from all disciplinary backgrounds, members of the local community, etc. According to recent data, approximately 23% of the students who walk in to the Writing Center are coming to work on a CO150 assignment, and approximately 24% of the writers who come to the Writing Center are non-native speakers/writers of English. Those that are not coming to work on CO150 assignments include undergraduates or graduates in any major; students with letters of application for scholarships, occupational therapy school, graduate school, medical school, or vet school; and students preparing resumes for employment. We invite you to visit if you'd like to discuss your CO150 teaching assignments and materials—or your own graduate writing work.

Connecting your CO150 Class to the Writing Center: At the start of the semester, you will receive an invitation to schedule a ten-minute Writing Center class visit. The consultant who visits your class will emphasize the Writing Center's hours and services and present a friendly face—something we find has made students feel more comfortable about visiting the Center. You will also receive a copy of the Writing Center schedule and hours, which we encourage you to announce throughout the semester.

We recommend you point out to students writing issues that the Writing Center can help with, but please do not require students to visit. Making Writing Center sessions mandatory and part of the student's grade often hinders the effectiveness of our consultations because students come in uncertain—or even angry—about why they are there. Please assure students, however, that we are happy to work with them, even over the long term, and we will, with their permission, let you know of their progress.

Writing Center Consultations: The Writing Center currently conducts two main types of writing consultations: walk-in sessions and online consultations.

- Walk-in consultations at our Eddy and Morgan Library locations comprise the vast majority of clients the Writing Center serves. During the 30-minute writing session, a consultant will engage the writer in conversation about the goals, purposes, and audience for the writing project. As well, a consultant will address the writer's stated concerns but also attempt to engage the writer in conversation about prioritizing rhetorical concerns. Note that writers have the option of having the Writing Center send instructors a message summarizing the consulting session. (Note: Walk-in consultations may be temporarily unavailable or offered in a socially-distant manner to comply with CDC guidelines regarding Covid-19.)
- Online consultations can be arranged by going to the Writing Center website listed above. Both video conferencing and online draft review options are available.

What the Writing Centers Offers to Writers: Since the Writing Center's overarching goal is to support writers throughout their writing processes, consultants help writers work on the following during their 30 minute sessions:
- Starting: Understanding assignments, brainstorming, discussing and developing ideas
- Researching: Finding a topic and choosing search terms, conducting searches (on the web and in the library catalog), evaluating sources, integrating material into an essay, documentation styles and citations
- Drafting: Finding a focus, choosing a purpose, targeting an audience, developing a thesis or an argument
- Revising: Improving a paper's organization, expanding ideas, improving clarity and cohesion
- Polishing: Helping writers learn to find and correct errors in punctuation, usage, and grammar

In addition to explaining the services the Writing Center offers, Writing Center consultants try to clearly articulate that there are a number of services they will not supply in the session. There are some things they will not do, such as:
- Proofread and edit for writers—although they will help them learn to do this independently.
- Discuss a teacher's performance, comments, or assessment.
- Speculate or comment on a potential or assigned grade.
- Sign a paper or special form to prove that a student has been to the Writing Center. However, students do have the option to have the Writing Center send their instructor a message summarizing the consulting session.

Composition Program Courses

In the following section, we provide an overview of the Composition Program courses that students will take while at CSU. As with any program, our courses form building blocks from one course to the next. In all composition courses, we give students the skills to be successful academically, professionally, and personally, both while they are at CSU and after they leave. It's important to recognize that in composition program curriculum we must respond to the program, college, university, state, and disciplinary outcomes, mandates, and expectations.

CO130: Academic Writing

In this course, students practice processes appropriate for college reading and writing: identifying rhetorical contexts, such as audiences and purposes, common in academic discourse. Students learn to write a variety of genres to different audiences, such as personal experiences and academic genres. By writing and revising several writing assignments, students refine their prewriting, drafting, and revising strategies to produce focused and detailed papers. CO130 emphasizes writing process through both expressive and expository writing.

CO150: College Composition

CO150 is CSU's all-university requirement in writing and is equivalent to a second semester composition class. The primary goal of CO150 is to teach learning, thinking, critical reading, and written communication at the university level. The course takes a rhetorical approach, which is consistent with current research on writing instruction, with CSU composition program values, and with state standards for transferable Composition courses. Students write on topics requiring synthesis of social and academic issues, utilizing sources including their personal experience, and citing sources in ways that are appropriate for varied rhetorical contexts, purposes. and audiences.

CO300: Writing Arguments

In CO300, students explore the rhetorical contexts of academic and public argument by considering a variety of argumentative texts, and learn and practice how to research, write, and revise their own arguments on controversial issues. The course draws heavily on theories of argument advanced by Toulmin. It also provides practice in Rogerian argument. During the course, students will write assignments that involve summarizing, synthesizing, evaluating, and crafting arguments. Many of these assignments are based on library, field, and Internet research. CO300 assumes complete control of skills developed in CO150 so students can go well beyond introductory academic writing.

CO301: Writing in the Disciplines

CO301 focuses explicitly on reading and writing strategies for accommodating the rhetorical demands of specialized subjects to the needs of diverse audiences, particularly those audiences outside the students' disciplines. The course will be taught in four subsections that

address topics and issues of interest in one of four, broad, disciplinary areas: Arts and Humanities, Sciences, Social Sciences, and Education.

CO302: Writing in Digital Environments

CO302 focuses on the analysis and production of texts that are written and read only in electronic formats (e.g., hypertexts, sites on the World Wide Web, Internet discussion groups and forums, and electronic mail). In this course, students will explore the rhetorical and cultural contexts in which these texts occur and learn and practice strategies for producing and interpreting these texts. CO302 will also prepare students to write as members of a society in which increasing amounts of public and social discourse takes place online.

CO401: Advanced Composition

CO401 is a requirement for students who are concentrating in writing as part of their English major. The course seeks to develop students' abilities to adapt high-level rhetorical modes and strategies to a broader range of writing situations. Close attention is given to the finer points of writing style. For example, while a student might have developed in CO301A the ability to write generic literary reviews clearly and persuasively for a well-educated general audience (per *TIME* magazine or a Sunday supplement), CO401 would focus on moving beyond the "standards" of the review genre to develop a unique perspective and voice.

CO402: Principles of Digital Rhetoric and Design

This course, which is required for the writing concentration in the English major, offers advanced study of rhetorical contexts shaping online texts. It includes instruction in coding and digital design. CO402 focuses on rhetorical principles of digital design at an advanced level. The course explores questions of 1) access, 2) ownership, 3) digital literacy, 4) multimodality, and 5) participatory design. Students examine ideologies that are embedded within digital tools, technologies, and artifacts, including their own practices and dispositions toward these tools. Students experiment and explore composing with image, audio, and video, and utilize open-source and proprietary web-based tools across audiences, purposes, and genres.