

College Writing

Tuesdays and Fridays, 12:10–1:30 in Scott 106
Professor Andrew Goldstone (andrew.goldstone@rutgers.edu)
Office hours: TBA

COURSE DESCRIPTION

College Writing introduces students to the strategies and practices necessary to become a successful writer at the university level and beyond. As the required writing course for undergraduate students at Rutgers University–New Brunswick, College Writing challenges students to reflect upon and cultivate their strengths as readers and writers at this new stage of their educational careers. Students develop their critical reading abilities and written communication skills through meaningful writing projects of diverse genres, including multimodal composition.

College Writing is required of all students except those who are exempt through AP credit or transfer equivalency. (The College Writing core curricular requirement may also be satisfied by successful completion of 355:103, “Exposition & Argument,” or 355:104, “College Writing Extended.”)

COURSE OBJECTIVES

The overarching goal of the course is for students to develop habits of reading and writing that will allow them to respond successfully to the varied rhetorical challenges they will encounter in their future studies and in their lives beyond the university. Students will come to recognize the value of creativity and intellectual risk-taking in an interdisciplinary context while learning to appreciate writing as an instrument of critical thought as well as a means of communication.

Students who successfully complete College Writing will be able to:

Read as a writer. You will learn to identify different types of texts in relation to their purpose and audience. You will reflect on your own experiences as a reader and adapt writing strategies you encounter in your reading to make your own writing more effective.

Join the conversation. You will learn productive and responsible ways to engage the ideas of others while developing your own understanding about complex issues. You will practice evaluating and responding to sources critically and will learn to use evidence thoughtfully and in service of developing your own arguments and areas of inquiry.

Present ideas creatively. You will learn to consider the form and structure of your written prose while also exploring the ways that images, videos, recorded sound, and other types of media can enrich the reader’s experience and convey ideas to a general audience.

Approach writing as a process. You will learn to practice the strategies and habits of successful writers, including drafting, revising, and responding to feedback. You will develop perseverance and resilience in the face of challenging writing tasks and approach those challenges as a member of a community of writers.

REQUIRED TEXTS

Students are not required to purchase a textbook for this course. All required reading will be provided in PDF format or hyperlink via Canvas. These materials will largely consist of the following:

- Readings posted on our course Canvas site;
- Grading rubric included in this syllabus and posted on our course Canvas site;
- Select student essays as part of peer-review and in-class exercises;
- Instructor comments on drafts.

COURSE REQUIREMENTS: OVERVIEW

Course Component	Percentage of Final Course Grade
Drafting, Revision, & Daily Assignments	20%
Project 1: Reflective Essay	20%
Project 2: Argument Map	15%
Project 3: Topic-Based Argumentative Essay	20%
Project 4: Multimodal Composition	25%

DRAFTING, REVISION, & DAILY ASSIGNMENTS (20% OF FINAL COURSE GRADE)

Throughout the course, you will complete short idea-generating and reflective assignments as you work toward formal projects and as you develop your habits as a writer, which will lead to success in this and other courses. You will participate fully in the drafting and revision process for each assignment, much of which will take place during in-class time. Because of the hands-on, workshop-based nature of the course, consistent attendance in class is essential to your success in meeting the course learning goals.

FORMAL PROJECTS (80% OF FINAL COURSE GRADE)

The following is an overview of the four formal projects students will complete in the course throughout the semester. Each project will incorporate the course's four primary objectives ("read as a writer"; "join the conversation"; "present ideas creatively"; "approach writing as a process"). Specific details regarding each project will be provided in advance.

Project 1: Reflective Essay: Reading as a Writer. For your first writing project, you will write a reflective essay in response to an assigned reading. You will demonstrate a sophisticated under-

standing of the form and rhetorical strategies of the assigned text as you practice writing strategies appropriate for intended text genre, audience, and purpose. (20% of final course grade)

Project 2: Argument Map: Understanding Complexity. For your second writing project, you will analyze the interplay of ideas from an assigned text. You will create a visual representation of the complex arguments and areas of inquiry in your text that takes multiple perspectives into account and meaningfully contextualizes the topic. This analysis will serve as a foundation for Project 3. (15% of final course grade)

Project 3: Topic-Based Argumentative Essay: Joining the Conversation. For your third writing project, you will respond to multiple assigned texts on a contemporary topic of interest. By synthesizing readings and developing an argument of your own, you will contribute to an ongoing conversation about a specific problem related to the broader topic. You will demonstrate an understanding of using sources and will practice analysis, synthesis, summary, paraphrase, and the incorporation of quotations. (20% of final course grade)

Project 4: Multimodal Composition: Asking a Meaningful Question. For your fourth writing project, you will propose and explore a question that you want to think about carefully before you graduate from college. You will conduct independent research and identify multiple sources that address your question as you enrich and contextualize your understanding of your topic. You will present your findings in a composition that incorporates multiple modes of communication, and you will have the option to publish your project online. (25% of final course grade)

GRADING SCALE

The following is the grading scale used by the Writing Program to evaluate the course requirements detailed above and to determine final course grades. The Writing Program's complete evaluative rubric for formal projects is below (and on the course Canvas site).

Level of achievement	Numeric grade range
A	90–100
B+	87–89
B	80–86
C+	77–79
C	70–76
Non-passing	0–69

GRADING POLICIES

The following are additional College Writing grading policies:

- You must submit rough and final drafts of all four formal projects to pass the course.
- The lowest passing grade for all formal projects and for the course is C.

The following are policies regarding extensions and late submission of project final drafts:

- All students may receive a no-questions-asked, two-day extension for the submission of **ONE** final draft. To receive this extension, you must email your instructor in advance of the due date.
- Emergencies and obstacles do arise, so you should contact your instructor sooner rather than later if you have concerns about meeting deadlines.
- Final drafts of projects submitted after their due date that have not received an extension will be subject to late penalties. Final drafts submitted up to one week after the deadline will receive a letter grade deduction, and final drafts submitted more than one week after the deadline will not be eligible for a passing grade.

EVALUATIVE RUBRIC FOR FORMAL PROJECTS

CATEGORIES OF ASSESSMENT	LEVELS OF ACHIEVEMENT					
	A (90-100)	B+ (87-89)	B (80-86)	C+ (77-79)	C (70-76)	Non-passing (69 & below)
	Demonstrates high proficiency	Clearly demonstrates proficiency		Demonstrates progress toward proficiency		Not yet proficient
Development Across Drafts & Response to Feedback	Responds to all aspects of assignment. Demonstrates significant, sustained development across drafts. Meaningfully incorporates instructor- and peer-provided feedback & skills from in-class workshop activities. Reflects writer's perseverance in response to challenges.	Responds to all or nearly all aspects of assignment. Demonstrates consistent development across drafts. Incorporates instructor- and peer-provided feedback & skills from in-class workshop activities. Reflects writer's perseverance in response to challenges.	Responds to most aspects of assignment. Demonstrates some development across drafts. Incorporates some instructor- and peer-provided feedback & skills from in-class workshop activities.	Responds to some aspects of assignment but misses one or more major components. Demonstrates limited development across drafts. Begins to incorporate instructor- and peer-provided feedback & skills from in-class workshop activities.	Responds to few aspects of assignment, insufficiently addressing multiple major components. Demonstrates minimal development across drafts. Incorporates limited instructor- and peer-provided feedback & skills from in-class workshop activities.	Does not yet satisfy minimum requirements of assignment. Does not yet demonstrate development across drafts. Does not yet incorporate instructor- and peer-provided feedback & skills from in-class workshop activities.
Attention to Purpose, Audience, Genre, & Expression	Consistently demonstrates appropriate awareness of audience in regard to expression (e.g., diction, grammar, etc.) and project focus. Frequently employs formal and rhetorical strategies appropriate to project genre.	Frequently demonstrates appropriate awareness of audience in regard to expression (e.g., diction, grammar, etc.) and project focus. Frequently employs rhetorical and formal strategies appropriate to project genre.	Demonstrates awareness of audience in regard to expression (e.g., diction, grammar, etc.) and project focus. Sometimes employs rhetorical and formal strategies appropriate to project genre.	Inconsistently demonstrates awareness of audience in regard to expression (e.g., diction, grammar, etc.) and project focus. Occasionally employs rhetorical and formal strategies appropriate to project genre.	Infrequently demonstrates awareness of audience in regard to expression (e.g., diction, grammar, etc.) and project focus. Infrequently employs rhetorical and formal strategies appropriate to project genre.	Does not yet demonstrate awareness of audience in regard to expression (e.g., diction, grammar, etc.) and project focus. Does not employ rhetorical and/or formal strategies appropriate to project genre.
Organization & Structure	Consistently employs organizational strategies that are purposeful, effective, and appropriate to project. Structural choices consistently demonstrate writer's effort to sequence ideas logically & coherently.	Employs organizational strategies that are purposeful, mostly effective, and appropriate to project. Structural choices often demonstrate writer's effort to sequence ideas logically & coherently.	Employs organizational strategies that are purposeful, sometimes effective, and appropriate to project. Structural choices sometimes demonstrate writer's effort to sequence ideas logically & coherently.	Employs organizational choices that are sometimes effective and partially appropriate to project. Structural choices inconsistently demonstrate writer's effort to sequence ideas logically & coherently.	Employs organizational choices that are infrequently effective and/or may not be appropriate to project. Structural choices infrequently demonstrate writer's effort to sequence ideas logically & coherently.	Does not yet employ effective, appropriate organizational choices. Project may be incomplete and/or lack logical, coherent structure.
Use of Sources	Consistently engages sources thoughtfully, creatively, and with academic integrity. Consistently moves beyond surface-level consideration of sources. Analyzes and synthesizes evidence to support, inform, extend, refine, and/or complicate development of writer's own ideas.	Engages sources thoughtfully, creatively, and with academic integrity. Often moves beyond surface-level consideration of sources. Analyzes and synthesizes evidence to support, inform, extend, refine, and/or complicate development of writer's own ideas.	Engages sources thoughtfully and with academic integrity. Sometimes moves beyond surface-level consideration of sources. Analyzes evidence to support and/or inform development of writer's own ideas.	Engages sources consistently and with academic integrity. Occasionally moves beyond surface-level analysis of sources. Sometimes analyzes evidence to support and/or inform development of writer's own ideas.	Infrequently engages sources and/or may demonstrate minor issues with academic integrity. Infrequently moves beyond surface-level consideration of sources. May summarize evidence in lieu of developing writer's own ideas.	Does not yet engage sources meaningfully and/or consistently demonstrates issues with academic integrity. Does not yet move beyond surface-level consideration of sources. May demonstrate limited engagement with evidence.

GENERAL POLICIES

ATTENDANCE

Attendance at all class sessions is expected. After four missed classes, you risk failing the class. If something is impeding your attendance, please be in touch with me immediately. Because of the hands-on, workshop-based nature of the course, consistent attendance in class is essential to your success in meeting the course learning goals.

CANVAS & TECHNOLOGY

Students will regularly check the course Canvas site and familiarize themselves with the features of Canvas and other online platforms used in course instruction. You will receive important course announcements through Canvas and at your Rutgers email address, so it is also important that you check that account regularly. All final projects must be submitted electronically via Canvas. Additionally, students are expected to have consistent and reliable access to the internet, so please reach out to discuss any potential technological limitations before they become problems.

WRITING CENTER TUTORING

The Writing Centers offer **FREE** tutoring for students enrolled in College Writing, and I strongly encourage you to take advantage of this opportunity. Information about signing up for tutoring is available via the Rutgers Writing Centers website, <https://writingctr.rutgers.edu>.

OFFICE HOURS

I encourage you to take advantage of office hours, which allow you to continue the conversations begun in class and to get one-on-one help with any challenges you may encounter. You are not expected to know all the answers in advance, and you should never be afraid to ask a question!

DROPPING COLLEGE WRITING

Students may not drop College Writing from their course schedules. This is true both during the semester's initial Add/Drop period and later when students may withdraw from other courses with a 'W'. In rare cases of verifiable emergency, the Director or Executive Director of the Writing Program may grant permission for students to withdraw from the course, but only before the withdrawal deadline.

If you have experienced an emergency or other extenuating circumstance, please make an appointment with the Office of the Dean of Students Student Support: <https://studentsupport.rutgers.edu>. That office can provide documentation of your emergency. Please note that contacting the Office of the Dean of Students will not automatically result in permission to drop College Writing.

DISABILITY ACCOMODATIONS

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation according to these guidelines: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you and your instructor with a Letter of Accommodations. Please discuss the accommodations with your instructors as early in your courses as possible. To begin this process, please complete the registration form: <https://webapps.rutgers.edu/student-ods/forms/registration>.

ACADEMIC INTEGRITY

Students and instructors have a duty to each other and to our community to abide by norms of academic honesty and responsibility. Plagiarism is a violation of University policy. Plagiarism includes quoting or paraphrasing the work of others without properly citing sources and passing off the work of others (including the output of artificial intelligence technology such as ChatGPT) as one's own. Academic dishonesty, including plagiarism, will have severe consequences, in accordance with the University Policy on Academic Integrity and the Code of Student Conduct. For details about the University's academic integrity policies, please see: <https://academicintegrity.rutgers.edu>.

BASIC NEEDS SECURITY

Any student who has difficulty accessing sufficient food to eat or who lacks a safe and stable place to live is urged to contact the [Dean of Students](#) at 848-932-2300 or deanofstudents@echo.rutgers.edu. You are also encouraged to notify me, if you feel comfortable doing so, and I can connect you with a Writing Program administrator who can direct you to additional University resources that may prove helpful.

INCLUSIVITY IN THE CLASSROOM

Students are expected to abide by the University's code of student conduct while participating in all academic activities, which you may review at the following link: <http://studentconduct.rutgers.edu>. Additionally, a portion of the [University's Policy Prohibiting Discrimination and Harassment](#) follows:

Rutgers University is committed to a working and learning environment for all faculty, staff and students that is free from discrimination and harassment . . . Discrimination and harassment compromise the integrity of the University and unfairly interfere with the opportunity for all persons to fully participate in the academic, work, and living environment at Rutgers. The University recognizes the human dignity of each member of the Rutgers community and believes that each member has a responsibility to promote respect and dignity for others so that all employees and students are free to pursue their educational and work goals in an open environment, participate in the free exchange of ideas, and to share equally in the University's employment and educational opportunities. To achieve this end, the University strives to foster an academic, work, and living environment that is free from discrimination and harassment on the basis of membership in the protected classes referenced above.

At the same time, the University is committed to the principles of academic freedom and believes that vigorous discussion and debate, as well as free inquiry and free expression, are an integral part of the University community.

In accordance with University policies, all Writing Program instructors maintain open and inclusive classrooms, which value the diverse perspectives and backgrounds of the student body at

Rutgers. It is thus essential to the learning process that students remain respectful of one another. In recognition of this, I will do my best to model the forms of inclusivity and respect that I expect from my students. Any student who has concerns about their ability to participate in class discussion is encouraged to speak with me during office hours. If you believe you experience or witness an instance of bias, please refer to the Office of the Dean of Students page on Bias Prevention: <https://studentaffairs.rutgers.edu/resources/bias-prevention-reporting>.

FINDING SUPPORT AT RUTGERS

RESOURCES FOR STUDENT SUCCESS

- <http://success.rutgers.edu/>

DEAN OF STUDENTS & STUDENT SUPPORT

- <http://deanofstudents.rutgers.edu>

This page includes information about a range of resources students may find helpful, including but not limited to: [absence & verification notices](#); [bias incident reporting & response](#); [community concern reporting & response](#); [student support & referral](#); [support for undocumented students](#); and [temporary conditions](#).

ACADEMIC ADVISING DEANS

- School of Arts and Sciences: <http://sasundergrad.rutgers.edu>
- School of Environmental and Biological Sciences: <http://sebs.rutgers.edu/academics/>
- Rutgers Business School: <http://www.business.rutgers.edu/>
- Mason Gross School of the Arts: <http://www.masongross.rutgers.edu/>
- Ernest Mario School of Pharmacy: <http://pharmacy.rutgers.edu/>
- School of Engineering: <http://soe.rutgers.edu/>

RUTGERS HEALTH SERVICES

- Student Health: <http://health.rutgers.edu>
- Counseling, Alcohol & Other Drug Assistance Program & Psychiatric Services (CAPS): <http://health.rutgers.edu/medical-counseling-services/counseling/>

Many students face personal challenges or have mental health needs that interfere with academic progress and overall wellbeing. The university offers a variety of services to help, including crisis intervention, individual therapy, group therapy, a variety of workshops, alcohol and other drug assistance programs, psychiatric care, and medication management. These services are provided by staff with expertise in both general mental health concerns and issues unique to a college environment.

WRITING CENTERS

- <http://writingctr.rutgers.edu>

ACADEMIC COACHING

- <https://learningcenters.rutgers.edu/>

OFFICE OF VIOLENCE PREVENTION & VICTIM ASSISTANCE

- <http://vpva.rutgers.edu>

CENTER FOR SOCIAL JUSTICE & LGBT COMMUNITIES

- <http://socialjustice.rutgers.edu/>

OFFICE OF DISABILITY SERVICES

- <https://ods.rutgers.edu>

INTERNATIONAL STUDENT & SCHOLAR SERVICES

- <https://global.rutgers.edu/international-scholars-students>

PUBLIC SAFETY

- RUPD: <http://publicsafety.rutgers.edu/rupd/>
- Department of Transportation Services: <http://rudots.rutgers.edu/>