

Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

COURSE DESCRIPTION AND OUTCOMES

Course Description:

This course introduces students to the skills and requirements of proper academic writing at the college level. Emphasis is placed on the planning, writing, and revising of compositions including the development of critical and logical thinking skills. Students will learn the basics of proper essay format, information literacy, research skills, and library use at the university. The course supports the development of composition skills through the practice and feedback of Critical Thinking Assignments and a final Portfolio research report project.

This course fulfills a general education Communication requirement. This is an approved Colorado gtPathways course

Course Overview:

The purpose of this course is to provide you with a variety of skills and strategies used by successful college writers to produce convincing argument papers based on reading and research. The course places heavy emphasis on process approaches to writing, which include enhancing rhetorical knowledge while reading, annotating, and analyzing texts in conjunction with planning, researching, writing, and revising your essays, as well as the development of critical reading and thinking skills. Students will learn strategies to address various elements of voice, tone, format, and written structure and when to use these strategies appropriately as they learn to read and write texts in multiple genres for discourse within an academic setting. Students will learn reflective strategies for reading a text and writing academic papers.

Students will develop experience in writing while learning strategies for generating ideas, revising, editing, and proofreading and will learn via peer review to critique one's own work and the work of others. An introduction to critical and creative thinking will be reviewed as students identify content, present a position, and establish a conclusion as they synthesize information to present a personal opinion.

Students will consider the appropriate use of sources as they select evidence and consider the relevance of the evidence in tandem with their claims.

A development and application of genre including the development of structure, paragraphing, tone, and mechanics will be introduced so that students may enhance their syntax and style of writing. An overview of academic writing will be presented so that students will understand the use of appropriate vocabulary, format, and documentation.

In this course, you will link to and complete various activities associated with the Interactive Lecture and textbook. Before you complete any course activities and readings, make sure you read the module content for the week.

Pay close to attention to the weekly Opening and Mastery Exercises. These will correspond to the module chapter readings. The Mastery Exercise scores are graded and will be automatically recorded to the gradebook.

Course Learning Outcomes:

1. Demonstrate appropriate and effective grammar, mechanics, and spelling through written communication.
2. Generate and explore ideas through written communication.
3. Write effectively/cogently for a variety of purposes and audiences.
4. Develop a thesis statement by exploring a variety of appropriate organizational strategies.
5. Properly summarize or paraphrase sources.
6. Demonstrate appropriate analytical, evaluative, and persuasive/argumentative written skills.
7. Demonstrate critical/logical thinking skills.
8. Apply critical reading skills.
9. Demonstrate the ability to select and apply contemporary forms of technology to solve problems or compile information through terrestrial and online sources.

PARTICIPATION & ATTENDANCE

Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible and contact technical support

COURSE MATERIALS

Textbook Information is located in the CSU-Global Booklist on the Student Portal.

COURSE SCHEDULE

Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- **Discussion Boards:** The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- **Diagnostic Quiz:** Due in Week 1 by Sunday 11:59 p.m. MT.
- **Opening Exercises:** Take the opening exercise before reading each week's content to see which areas you will need to focus on. You may take these exercises as many times as you need. The opening exercises will not affect your final grade.

- **Mastery Exercises:** Students may access and retake mastery exercises through the last day of class until they achieve the scores they desire.
- **Critical Thinking:** Assignments are due Sunday at 11:59 p.m. MT.

WEEKLY READING AND ASSIGNMENT DETAILS

Module 1

Readings (see live links in the Module 1 folder)

- Sections in *Rhetoric and Composition: A Guide for the College Writer*:
 1. Introduction
 2. Overview: The Writing Process
 - 2.1 Planning & Prewriting
 - 2.1 Collaborating
 - 2.3 Researching
 4. Writing Applications
 - 4.1 Analyzing Assignments
 5. Advanced Topics
 7. Teacher's Reference
- Sections C1, Planning, C1a, C1b; C6, in "Document Design: A Gallery of Models and APA Title Page" in *A Writer's Reference*.
- Sections C1, Planning, C1a, C1b; C6, in "Document Design: A Gallery of Models and APA Title Page" in *A Writer's Reference*.
- Discover Business. (2014). Techniques for reading critically. Retrieved from <http://www.discoverbusiness.us/learning/>
- Jewell, R. (2013, August 1). How to read texts. Retrieved from <http://www.richard.jewell.net/WforC/WRITEREAD/HowToRead.htm>

Opening Exercise (0 points)

Diagnostic Quiz (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Critical Thinking: Diagnostic Essay (50 points)

Choose one of the following two options to complete this week. Do not complete both assignments. Identify your assignment choice in the title of your submission.

Option #1: Diagnostic Essay – Planning for Success

This diagnostic essay will be used to determine the overall skill level of the class, so please spend some time on this and demonstrate what you are capable of achieving. In an effectively composed essay, identify at least three ways you plan to be successful in college, based on the materials you read in this module.

Requirements:

- Be sure to provide plenty of evidence to support your opinion.
- Your written paper should be two to three pages in length, not counting the title and reference pages, which you must include.
- Your paper must be formatted according to the CSU-Global Guide to Writing and APA.

Option #2: Diagnostic Essay—Expressing an Opinion

This diagnostic essay will be used to determine the overall skill level of the class, so please spend some time on this and demonstrate what you are capable of achieving. In an effectively composed essay, express your opinion about the following:

Some people go right on to college after high school; others take a year or more off to work or travel. Which do you think is the better choice? State your position and support it with specific reasons and examples.

Requirements:

- Be sure to provide plenty of evidence to support your opinion.
- Your written paper should be two to three pages in length, not counting the title and reference pages, which you must include.
- Your paper must be formatted according to the CSU-Global Guide to Writing and APA.

Module 2

Readings (see live links in the Module 2 folder)

- Sections of *Rhetoric and Composition: A Guide for the College Writer*:
 - 4. Writing Applications
 - 4.2 Description
 - 4.4 Narration
 - 4.4 Exposition
 - 5. Advanced Topics
 - 5.1 Writing in the Humanities

5.2 Writing in the Sciences

5.3 Writing in Business

- Chapter 1, Sections c-d in *A Writer's Reference with Writing in the Disciplines*
- Douglass, F. (1881, November). My escape from slavery. *The Century Illustrated Magazine*, 23. Retrieved from <http://timtrask.com/amliti/escape.pdf>

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Critical Thinking: Writing Summaries (100 points)

Choose one of the following two options to complete this week. Do not complete both assignments. Identify your assignment choice in the title of your submission.

Option #1: Writing Summaries: Frederick Douglass's "Escape from Slavery"

Summary is a natural place to start any writing activity that involves reading other texts. Summary is often used as a prewriting step to clarify the author's actual message and purpose. Often this involves active reading, highlighting passages, annotating in the margins, and rereading. It's very difficult to use someone else's words and ideas when you aren't certain what is really going on in the text.

For this assignment, you are asked to compose an effective summary of the Frederick Douglas essay, "Escape from Slavery". To help you compose an effective summary, please review the linked document "How to Write a Summary." Also, be sure to refer to the active reading strategies you reviewed and practiced in Module 1.

Concepts to keep in mind when writing a successful summary:

- **Summary Definition** A summary provides a concisely expressed explanation of the selection's content: what the author's main points are, what particular methods the author uses, etc. Your focus in summary writing is always on the primary and main supporting points rather than on the details of the text.
- **The text is objective:** This means you should not editorialize or evaluate the text either by reading between the lines or judging the article as "masterful" or "insulting," etc.
- **The text is in third person:** For a brief summary like this, there is no reason for any "I statements," such as "I think he's saying..." or "I believe..." etc.
- **The author is the subject in most, if not all, sentences.** Remember: people, not articles, write, so avoid phrases such as "The article is saying..." Instead, start most sentences with subject/verb like this: "Heywood argues..." "The author claims..." "She supports her assertion with..." etc.

Requirements:

- The summary is a minimum of 10 sentences long (maximum length is two pages), not counting the title and reference pages, which you must include.
- You have maintained objectivity and refrained from passing judgment.
- The author, designated by last name only, is included throughout the summary.
- The first sentence includes the title of the article and the author's name.
- The text has been proofread for coherence, readability, and grammar errors.
- Your paper, including direct quotes, must be formatted according to APA format, using the CSU-Global Guide to Writing and APA.

Option #2: Writing Summaries: Student Selection (Students must obtain instructor approval to use an alternative text.)

Summary is a natural place to start any writing activity that involves reading other texts. Summary is often used as a prewriting step to clarify the author's actual message and purpose. Often this involves active reading, highlighting passages, annotating in the margins, and rereading. It's very difficult to use someone else's words and ideas when you aren't certain what is really going on in the text.

For this assignment, you are asked to compose an effective summary of a professional essay or article of your choosing with instructor approval. To help you compose an effective summary, please review the linked document "How to Write a Summary." Also, be sure to refer to the active reading strategies you reviewed and practiced in Module 1.

Concepts to keep in mind when writing a successful summary:

- **Summary Definition:** A summary provides a concisely expressed explanation of the selection's content: what the author's main points are, what particular methods the author uses, etc. Your focus in summary writing is always on the primary and main supporting points rather than on the details of the text.
- **The text is objective:** This means you should not editorialize or evaluate the text either by reading between the lines or judging the article as "masterful" or "insulting," etc.
- **The text is in third person:** For a brief summary like this, there is no reason for any "I statements" such as "I think she's saying..." or "I believe..." etc.
- **The author is the subject in most, if not all, sentences.** Remember, people, not articles, write, so avoid phrases such as "The article is saying..." Instead, start most sentences with subject/verb like this: "Heywood argues...", "The author claims...", "She supports her assertion with..." etc.

Requirements:

- The summary is a minimum of 10 sentences long (maximum length is two pages), not counting the title and reference pages, which you must include.
- You have maintained objectivity and refrained from passing judgment.
- The author, designated by last name only, is included throughout the summary.
- The first sentence includes the title of the article and the author's name.
- The text has been proofread for coherence, readability, and grammar errors.
- Your paper, including direct quotes, must be formatted according to APA format, using the CSU-Global Guide to Writing and APA.

Module 3**Readings (see live links in the Module 3 folder)**

- Sections in *Rhetoric and Composition: A Guide for the College Writer*
 - 4. Writing Applications
 - 4.1 Analyzing Assignments
 - 4 Analyzing Arguments
 - 4.6 Argument
- Review Section 6.16 APA and MLA
- Sections C2, C2a-C2b, in "Composing and Drafting" in *A Writer's Reference*
- Lincoln, A. (1863). The Gettysburg Address. Retrieved from <http://www.learntheaddress.org/static/media/uploads/docs/gettysburg-address.pdf>
- Wills, G. (2012). The words that remade America. *The Atlantic*. Retrieved from <http://www.theatlantic.com/magazine/archive/2012/02/the-words-that-remade-america/308801/>

Opening Exercise (0 points)**Discussion (25 points)****Mastery Exercise (10 points)****Critical Thinking: Using Quotations (100 points)**

Choose one of the following two options to complete this week. Do not complete both assignments. Identify your assignment choice in the title of your submission.

Option #1: Quotation Activity – Gettysburg Address

It is important to be able to incorporate your sources effectively through direct quotation. For this activity, you will use Lincoln's "Gettysburg Address" to practice writing an essay while effectively incorporating quotations to help support your discussion.

For this activity, you will write an essay and address the following points:

- What is a "proposition" in the sense that Lincoln uses it?
- What does it mean to "consecrate" a place?
- What is "hallowed" ground?
- The "Gettysburg Address" is short but very famous. He was the President, he could have spoken longer, and most speakers that day, in fact, delivered much longer speeches. He wasn't pressed for time. He had time to prepare. A long speech was expected of him. *Why do you think Lincoln kept it so short?* (Hint: Where was he speaking and why? How did his "rhetorical situation" influence him?)
- Do you see any correlations from Douglass' work to this work? If so, how do you see this occurring in the text? Be sure to quote from Douglass if you see a correlation.

Requirements:

- Your written paper should be two to three pages in length, not counting the title and reference pages, which you must include.
- You must accurately insert a quote in your analysis to provide in-text evidence from the address, and you must comment on the quote to demonstrate you are thinking in a critical manner.
- Your paper must be formatted according to the CSU-Global Guide to Writing and APA.

Text:

The text of the "Gettysburg Address" can be accessed through the Yale Law School Avalon Project: The Gettysburg Address (link in the Module 3 folder)

Video:

This video is from PBS and notes the events leading up to Lincoln's drafting the Gettysburg address. Scholars will read the address and provide analysis. Pay close attention to the analysis as it will help you to formulate your critical thinking assignment this week.

Video: Lincoln @ Gettysburg

Link: <https://csuglobal.kanopystreaming.com/video/lincolngettysburg>

Option #2: Quotation Activity – Student Selection (article must be approved by instructor)

It is important to be able to incorporate your sources effectively through direct quotation. For this activity, you will select article of your choosing with instructor approval.

Then, based on the content and focus of the essay or article, you will compose an essay in which you effectively incorporate quotes from that essay or article to help support your discussion and analysis.

Requirements:

- Your written paper should be two to three pages in length, not counting the title and reference pages, which you must include.
- You must accurately insert a quote in your analysis to provide in-text evidence from the essay or article you selected, and you must comment on the quote to demonstrate you are thinking in a critical manner.
- Your paper must be formatted according to the CSU-Global Guide to Writing and APA.

Module 4

Readings (see live links in the Module 4 folder)

- Sections of *Rhetoric and Composition: A Guide for the College Writer*:
5 Advanced Topics
5.5 Rhetorical Analysis
- Sections C5, C5-a, and C5-b in *A Writer's Reference*.
- The Martin Luther King, Jr., Research and Education Institute. (n.d.). Letter from Birmingham jail. Retrieved from http://kingencyclopedia.stanford.edu/kingweb/popular_requests/frequentdocs/birmingham.pdf

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Critical Thinking: Writing Paraphrases (120 points)

Choose one of the following two options to complete this week. Do not complete both assignments. Identify your assignment choice in the title of your submission.

Option #1: Paraphrasing Activity – “Letter from a Birmingham Jail”

For this assignment, you will use Martin Luther King, Jr.’s, “Letter from a Birmingham Jail” to help you practice the important rhetorical skill of paraphrasing.

http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html

Be sure to address the following:

- State the purpose of the letter. Be sure to paraphrase the speech throughout your analysis.

- Describe one strategy for development of the letter. This should be one that you identify with or think is effective. Base your description on this Module's readings, Engaging Questions, and the course activities you participated in.
- Remember that your paraphrase should end up being about the same number of words as the original material that you cite. Please note that you are not paraphrasing the entire document but more like a sentence or two. This is similar to what you might do with a quote, but with your own words. A paraphrase is not the same as a summary.
- Explain why you think the strategy is effectively used in the letter.
- Incorporate at least one quote from the speech, and properly cite the quote on the References page.
- Explain how you plan to use the development strategy in your Portfolio Project.

Requirements:

- Your written paper should be two to three pages in length, not counting the title and reference pages, which you must include.
- You must accurately insert a quote and paraphrase in your analysis to provide in-text evidence from the essay or article you selected, and you must comment on the quote to demonstrate you are thinking in a critical manner.
- Your paper must be formatted according to the CSU-Global Guide to Writing and APA.

Option #2: Paraphrase Activity – Student Selection

For this activity, you will select a professional essay or article of your choosing with instructor approval.

Then, based on the content and focus of the essay or article, you will compose a persuasive essay in which you effectively paraphrase and incorporate quotes from that essay or article to help support your discussion and analysis.

Be sure to address the following:

- State the purpose of the essay. Be sure to paraphrase the speech throughout your analysis.
- Describe one strategy for development of the essay. This should be one that you identify with or think is effective and should reflect the course activities you participated in.
- Remember that your paraphrase should end up being about the same number of words as the original material that you cite. Please note that you are not paraphrasing the entire document but more like a sentence or two. This is similar to what you might do with a quote, but with your own words. A paraphrase is not the same as a summary.
- Explain why you think the strategy is effectively used in the speech.

- Incorporate at least one quote from the speech, and properly cite the quote on the References page.
- Explain how you plan to use the development strategy in your Portfolio Project.

Requirements:

- Your written paper should be two to three pages in length, not counting the title and reference pages, which you must include.
- You must accurately insert a quote and paraphrase in your analysis to provide in-text evidence from the essay or article you selected, and you must comment on the quote and paraphrase to demonstrate you are thinking in a critical manner.
- Your paper must be formatted according to the CSU-Global Guide to Writing and APA.

In this module, you will be asked to paraphrase, summarize, and quote from Martin Luther King's Letter from a Birmingham Jail. See an example for doing all three in APA format in the Module 4 folder.

Module 5

Readings (see live links in the Module 5 folder)

- Sections in *Rhetoric and Composition: A Guide for the College Writer*
 - 2. The Writing Process
 - 2.4. Drafting
- Sections C1 "Planning," C1c, C1d and C5 in *A Writer's Reference*
- Booher, D. D. (2013). *Write to the point*. Colleyville, TX: Booher Consultants.

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Portfolio Milestone (50 points)

Choose the milestone that corresponds to the Portfolio Project Option you are going to complete. Do not complete both assignments. Identify your assignment choice in the title of your submission.

Option #1: Outline for Narrative Essay

This week's assignment will help you develop your Narrative Essay for the Final Portfolio Project. Be sure to view the directions and the rubric for the Portfolio Project as you develop your outline.

- You will use the interactive outline provided and be sure to note your thesis.

- You will also need to include two properly cited sources in APA. It is highly recommended that you visit the CSU-Global Library and use a database such as EBSCOhost to find credible sources.
- Your paper must be formatted according to the CSU-Global Guide to Writing and APA.

Option #2: Outline for Profile

This week's assignment will help you develop your Profile for the Final Portfolio Project. Be sure to view the directions and the rubric for the Portfolio Project as you develop your outline.

- You will use the interactive outline provided, and be sure to note your thesis.
- You will also need to include two properly cited sources in APA. It is highly recommended that you visit the CSU-Global Library and use a database such as EBSCOhost to find credible sources.
- Your paper must be formatted according to the CSU-Global Guide to Writing and APA.

Module 6

Readings (see live links in the Module 6 folder)

- Sections in *Rhetoric and Composition: A Guide for the College Writer*:
 - 2. Writing Process
 - 2.5 Editing
 - 2.6 Reviewing
 - 2.7 Revising
- Section C2, "Drafting," C2c and C2d in *A Writer's Reference*
- Ford, E. (2013). Defining and characterizing open peer review: A review of the literature. *Journal of Scholarly Publishing*, 44(4), 311-326. doi:10.3138/jsp.44-4-001

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Portfolio Milestone (50 points)

Choose the milestone that corresponds to the Portfolio Project Option you are going to complete. Do not complete both assignments. Identify your assignment choice in the title of your submission.

Option #1: Rough Draft of Narrative Essay Due

Building on the work you started in Module 5, you will now submit the rough draft of your narrative essay. In your draft, please use the review function to highlight your thesis and topic sentences. While this is the same draft you are posting to the Discussion Board Forum, you may incorporate suggestions from your peers before submitting to your instructor.

Requirements:

- Your rough draft should be at least two to three pages in length, not counting the title and reference pages, which you must include.
- Include two properly cited sources in APA format.
- Your paper must be formatted according to the CSU-Global Guide to Writing and APA.

Option #2: Rough Draft of Profile

Building on the work you started in Module 5, you will now submit the rough draft of your profile. In your draft, please use the review function to highlight your thesis and topic sentences. While this is the same draft you are posting to the Discussion Board Forum, you may incorporate suggestions from your peers before submitting to your instructor.

Requirements:

- Your rough draft should be at least two to three pages in length, not counting the title and reference pages, which you must include.
- Include two properly cited sources in APA format.
- Your paper must be formatted according to the CSU-Global Guide to Writing and APA.

Module 7

Readings (see live links in the Module 7 folder)

- Sections of *Rhetoric and Composition: A Guide for the College Writer*:
 - 2. The Writing Process
 - 2.5 Editing
 - 2.6 Reviewing
 - 2.7 Revising
 - 6.1 Parts of Speech
 - 6.2 Parts of the Sentence
 - 6.3 Types of Sentences
 - 6.4 Active and Passive Voice
 - 6.5 Punctuation
 - 6.17 Plagiarism
- Section C1, "Reviewing, Revising, and Editing," C1-a through C1-c in *A Writer's Reference*
- Colorado State University-Global Campus Online Research and Writing Lab. (2017a). Following rules and guidelines. Retrieved from <http://csuglobal.libguides.com/writingrules>
- Colorado State University-Global Campus Online Research and Writing Lab. (2017b). Revision checklist. Retrieved from http://csuglobal.libguides.com/reflect_revise
- George, S. (2012). The performed self in college writing. *Pedagogy*, 12(2), 319-341. doi:10.1215/15314200-1503613

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Module 8

Readings (see live links in the Module 8 folder)

- Sections of *Rhetoric and Composition: A Guide for the College Writer*:
2 The Writing Process
2.7 Revising
2.8 Proofreading
- Sections C4, “Preparing a Portfolio; Reflecting on your Writing;” C4a, “Understanding the Benefits of Reflection;” C5, “Writing Paragraphs;” and C5e, “Adjusting Paragraph Length” in A Writer's Reference
- Colorado State University-Global Campus Online Research and Writing Lab. (2017b). Revision checklist. Retrieved from http://csuglobal.libguides.com/reflect_revise
- Holewa, R. (2004). Strategies for writing a conclusion. Retrieved from <https://leo.stcloudstate.edu/acadwrite/conclude.html>

Opening Exercise (0 points)

Discussion (25 points)

Mastery Exercise (10 points)

Portfolio Project (250 points)

Choose one of the following two options to complete this week. Do not complete both projects. Identify your project choice in the title of your submission.

Option #1: Narrative Essay

For this Portfolio Project, you must compose a persuasive essay in the narrative essay genre. Your narrative essay must

- include a thesis statement in your introduction
- consist of body paragraphs that include a topic sentence and clear details that support your description
- address your topic using critical thinking skills
- include one quotation, one paraphrase, and a summary in your paper
- include a concluding paragraph that synthesizes your main points
- incorporate instructor and peer feedback

Requirements:

- Include three properly cited sources in APA format.

- Your paper should be five to six pages in length, not counting the title and reference pages, which you must include.
- Your paper must be formatted according to the CSU-Global Guide to Writing and APA.

As you write this essay, please remember to refer to the feedback you received throughout the class, to include feedback on your diagnostic essay, summary, paraphrase, quoting assignments as well as comments received on your outline and drafts. While not required, it is highly recommended that you submit your essay to the tutors for a grammar and editing review. The tutors typically return drafts within 24 hours of submission.

Option #2: Profile Essay

For this Portfolio Project, you must compose a persuasive essay in the profile essay genre. Your profile must

- include a thesis statement in your introduction
- consist of body paragraphs that include a topic sentence and clear details that support your description
- address your topic using critical thinking skills
- include one quotation, one paraphrase, and a summary in your paper
- include a concluding paragraph that synthesizes your main points
- incorporate instructor and peer feedback

Requirements:

- Include three properly cited sources in APA format.
- Your paper should be five to six pages in length, not counting the title and reference pages, which you must include.
- Your paper must be formatted according to the CSU-Global Guide to Writing and APA.

As you write this essay, please remember to refer to the feedback you received throughout the class, to include feedback on your diagnostic essay, summary, paraphrase, quoting assignments as well as comments received on your outline and drafts. While not required, it is highly recommended that you submit your essay to the tutors for a grammar and editing review. The tutors typically return drafts within 24 hours of submission.

COURSE POLICIES

Grading Scale	
A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

Course Grading

20% Discussion Participation
0% Opening Exercises
0% Live Classroom
8% Mastery Exercises
37% Critical Thinking Assignments
35% Final Portfolio Project

IN-CLASSROOM POLICIES

For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see *CSU-Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style

All students are expected to follow the *CSU-Global Guide to Writing and APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions in your course.

Disability Services Statement

CSU-Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.