

COMP 1500: College Writing

Last Date Revised: 4/4/2019 MC

I. COMP 1500 EV3 College Writing W 6:00-7:55

Semester & Year:

FALL 2019

Course Start and End Dates:

Aug. 19 - December 3, 2016

Course Prefix, Number & Title:

COMP 1500: College Writing

Meeting Days and Times:

Wed, 6:00 – 7:55pm

Classroom:

NSU Library ENC 1048

II. INSTRUCTOR:

Name: Dr. Mellissa Carr

Email: carr1708@nova.edu

This course is administered by the Department of Writing and Communication. If the instructor cannot be reached, please contact the Department of Writing and Communication at 954-262-8415.

III. COURSE DESCRIPTION:

A writing workshop emphasizing recursive writing and reflection within a variety of contexts. This course provides instruction in writing rhetorically, researching and documenting sources, and composing in multiple media. Prerequisites: SAT Verbal score of 520, ACT English score of 22, a TOEFL score of 650 (paper) or 280 (computer), a passing Writing Challenge Exam, or COMP 1000.

IV. LEARNING OUTCOMES:

1. Write recursively for a variety of purposes and audiences.
2. Use primary and secondary sources effectively.
3. Apply appropriate rhetorical conventions in multiple media.
4. Respond constructively to peer writers throughout the writing process.
5. Produce critical reflections on one's writing and research processes.

V. REQUIRED TEXTS AND MATERIALS:

Text:

Curious Writer Concise
Bruce Ballenger
Pearson
2013 – 4th Edition
ISBN: 9780205876648

VI. COURSE REQUIREMENTS AND POLICIES:

Course Rationale/Overview: We are living in the Information Age. Whether it be 24-hour news channels, e-mail, Facebook, Twitter, cell phones, texting, or other technology, it is now easier than ever for people to communicate--making it essential to convey ideas clearly. For that reason, verbal and rhetorical skills are crucial.

In fact, no matter how much society changes, **writing**--a basic communication tool--remains a necessity. Moreover, being a **literate** citizen is a significant responsibility that can only be fulfilled through **actively critical** response to information.

With this in mind, your duty is to approach this course with the goal of learning to think through both what you read and write. You should be prepared to discuss such matters as **purpose, audience and language** in your readings, to write about your reactions to different texts, and to **revise** throughout writing. Revision, the process of writing various drafts, is what allows the writer to work out his or her own thoughts in order to get them across to the reader. Most effective writing takes place while rewriting, so I will emphasize this skill through learning techniques such as brainstorming, outlining, and pre-writing in the workshopping process, in order to tackle perhaps the central part of the writing process: beginning to get your ideas down on paper.

Though I will be giving you feedback throughout the semester, please think of ***my role in the class as a consultant, not an editor***. In other words, I'm not always looking at your writing to "catch mistakes," but to give you an overall take on your draft as a whole and on general structural/organizational issues. This is especially the case as the semester progresses, when I expect you to become familiar with how to incorporate previous comments on prior work and peer reviews into papers, thereby demonstrating your growth and improvement as a writer. It is **your** responsibility to take suggestions and adjust your work--whether taking care of any issues on your own (with the help of the textbook), seeking assistance from peers, and/or taking the initiative to ask me.

Attendance (Part of 10% of Final Grade):

You **must** attend all class sessions unless you have notified me otherwise with a verifiably appropriate excuse. As each session builds on previous material, absences will affect your progress and participation grade. **More than three verifiably inappropriate, unexcused absences result in the lowering of the course grade by a sliding half letter score. Whatever the case, you are responsible for all material and advised to get notes on classes and/or discussions from classmates. See me about the possibility of making up work.**

Absences are excusable when circumstances otherwise won't permit you to attend class. Students may miss class for a religious holiday, but no sessions beyond the holiday itself. Student athletes, and students involved in other official University organizations, should choose their schedules carefully so as not to let their extra-curricular activity interfere with the work of this class.

Writing Projects/Portfolios: During the semester, you will complete four major writing projects: a (1) literacy narrative, (2) a synthesis paper, (3) an academic argument, and (4) a reflective piece on your development as a student. While all writing requires some form of inquiry, the academic argument will serve as a formal introduction to research and will be a researched paper. Details about projects will be discussed during class.

All projects are due on Blackboard by the beginning of class. All work should be proper MLA format (typed, double-spaced, in Times New Roman 12 pt. font).

Major writing projects that do not go through our drafting and revising process will not be accepted; do not appear with an assignment on the due date after bypassing all of our preceding work, especially since I will count the drafting/reflection process as part of the overall paper grade.

Writing Fellows

Program Overview

The Writing Fellows Program provides students across the curriculum with individualized writing assistance. All COMP courses have a designated Writing Fellow, called a COMP Fellow, connected to the course. COMP Fellows are carefully selected undergraduate and graduate students who possess strong writing and communication skills. Fellows assist students with all stages of the writing process, helping them learn to successfully complete writing projects on their own. Fellows also assist students with general writing skills, such as organization, development, documentation, grammar, and mechanics. Fellows do not grade assignments or take the place of the instructor's response to written work.

Location: Parker 127C

Phone: 954.262.8433

Appointments: nova.mywconline.com

Email: compfellows@nova.edu¹

Facebook: [facebook.com/nsuwritfellows](https://www.facebook.com/nsuwritfellows)

Twitter/Instagram: @nsuwritfellows

COMP Fellow Meeting Reflections: In addition to working with COMP Fellows during designated class meetings, students enrolled in this course are required to meet with COMP Fellows outside of class at least once for each of the first three major assignments. **For each session, you will complete an individual COMP Fellow Meeting Reflection and turn it in as part of your final draft portfolios of Writing Projects #1-3.** The reflection template can be found on the next-to-last page of this syllabus.

To schedule an appointment, you can visit the Writing Studio in Parker room 127C where appointments take place, or use the WOnline scheduler: <https://nova.mywconline.com/>. **At the end of each session, make sure to obtain a copy of your Client Report Form to include in the final draft portfolio as confirmation of your meeting.**

Plagiarism/Turnitin.com: *Do not plagiarize* (represent another's ideas as yours). This defeats the entire purpose of learning, and will result in severe disciplinary sanctions for academic misconduct. For this reason, **a Certificate of Authorship statement must be signed and attached to the top of the final draft of each major writing project.** A copy of this certificate can be found on the last page of this syllabus; you may duplicate it for your use. **In this class, we will be using Blackboard assignment submission with uses Turnitin.com**, a learning software program I will explain soon, **to help avoid plagiarism.**

Late Work: All assignments are due in class on the date indicated on the syllabus.

- If any due dates are revised during class, it is your responsibility to keep up with the changes. You will have plenty of support and feedback on each of your writings during class, so if you are responsible and come to class and do the work, you will have no trouble turning everything in on time.
- If you have to miss a class, be sure to talk with me so that we can work out a way for you to turn the work in early. Writing that does not go through our drafting and revising process will not be accepted; do not appear with an assignment on the due date after bypassing all of our preceding work.
- All assignments are due in class on the date indicated on the syllabus. An assignment received after the beginning of class on the due date is late.
- A late assignment will receive half credit and no feedback.

Class Discussion, Peer Review, Group Activities, and Participation: All students are expected to arrive each day in class with the day's reading and/or writing assignments completed and are expected to contribute in a meaningful way to class discussion and activities. Please do not disrupt others during class. I reserve the right to ask you to leave after incidents of disrespectful misconduct. **TURN OFF ALL CELL PHONES, BEEPERS, ETC. In addition, DO NOT USE COMPUTERS/TURN ON MONITORS unless I tell you otherwise.**

Blackboard/E-mail: We will use Blackboard computer software to communicate and distribute documents/further instructions. To log in, go to the SharkLearn portal: <https://sharklearn.nova.edu/webapps/login/>. If for some reason you cannot log in, you **must** contact me at the e-mail address above **ASAP**. You must e-mail me within NSU e-mail **only**.

Professional E-mail Writing: You will learn to write a professional e-mail that is appropriate for professors and employers, **due by our 2nd class session**. You will send this e-mail to me, and it will explain that you have read thoroughly and understood the class policies on absences, late work, etc., as well as confirm that you have acquired the textbook and a notebook, **which you are required to bring to every class session**. *If you have any questions, please let me know via this e-mail.* After learning to write a professional e-mail, I expect you to write professional e-mails to me and to your other professors for the remainder of your time in college. Presenting yourself appropriately and professionally through your writing is very important.

First of all: **MAKE SURE TO PUT YOUR COURSE SECTION, DAS, IN YOUR E-MAIL, SO I CAN IDENTIFY FROM WHICH OF MY COMP 1500 CLASSES IT IS COMING.**

Next: **the way you write to your friends and the way you write to your professors should be different**

Key Differences:

When writing to friends and family, it is common to use the following:	When writing to professors or other professionals, use the following:
<ul style="list-style-type: none">• Emoticons ☺, :-{• Informal language• Incorrect spelling• Incorrect grammar• Spelling the word the way it sounds instead of using the correct spelling. For example, “thru” for “through.”• Nicknames• A funny or profane e-mail address• Lots of exclamation points• Ellipsis... (the little dots) between ideas instead of writing complete sentences• Words in all CAPITAL LETTERS• words in all lower case letters, including “i” instead of “I”• Reductions such as “RU” instead of “are you”	<ul style="list-style-type: none">• Formal language• Formal titles• Complete sentences• Correct spelling• Correct grammar• Correct punctuation• A professional or business e-mail address <p>Tip: Edit your e-mail for mistakes before you click “send.”</p> <p>Tip: If you say you are attaching a document, remember to attach it.</p>

When writing a professional e-mail, you should do the following:

1. Be sure you have the correct e-mail address of the recipient.
2. Write a brief but accurate subject in the “Subject” line.
3. Begin with a formal and appropriate salutation such as “Dear Dr. Bruce,” “Hello Madam President,” or “Hi Mr. Levy,”
4. State the reason for your e-mail concisely and accurately.
5. Include any specific information your reader will need to fully understand your e-mail.
6. End with a formal closing such as “Sincerely,” “Thank you,” “Thanks,” “Best regards,” or “Best.”

7. Type your name below the closing.
8. Include your contact information, if needed.
9. Save a copy in your “sent-mail” folder for your records. Check your “sent-mail” folder to make sure it was sent and that attachments were correctly attached.

VII. COURSE SCHEDULE AND TOPIC OUTLINE:

“Class schedule subject to modification, but not without prior notification.”

The following schedule is subject to change. You must complete reading and writing assignments before class. For each class meeting, be sure to bring appropriate materials. Specific requirements for each writing assignment will be distributed in class.

Major Assignments
<p>Draft of Literacy Narrative</p> <p>Compose a 3-5 page essay that is a memoir of your history as a student or your literacy practices and development. This essay should investigate some questions about your education experiences or language practices, and this question should be behind the stories you tell. This will provide the central conflict/tension of your story.</p> <p>IDEA- Using your social media accounts to provide “evidence” for your narrative, answer a research question.</p> <p>Literacy Narrative Lessons</p>
Final Draft Literacy Narrative
<p>Using your Research Question from Literacy Narrative, expand your research, to library databases!</p> <p>Annotated Bibliography- Create an annotation for each source: Consider the intended audience, the argument and argument points, how does this source complicate/ support/ or extend another source’s argument, how might you use this source in your own paper/ argument?</p>
<p>Now, put it all together- personal narrative and library database evidence- into an argument-driven synthesis paper.</p> <p>Draft of Synthesis Paper-</p> <p>Using two sources, discuss how the two sources’ arguments contend with, support, or extend each other’s’ arguments. Come to a conclusion as to which source makes the best argument. Be sure to prove why it is the best supported/ argued argument. (4-5 pages)</p>
Final Draft of Synthesis Paper
<p>Final Exam in Class - Multimodal Presentation--</p> <p>Present your research findings in a multimedia presentation to the class.</p>

READINGS PDF [#1](#) and [#2](#)

Class Date	COMP 1000- Class Schedule	BEFORE CLASS, Read and Submit the following Assignments
08/21	Introduction to the class- lay out expectations Review Syllabus / Canvas Sign up for Reading Presentation Discuss Class objective - Gee and Shor Literacy Chart Discussion	Gee, J. P. (1998). What is literacy? Negotiating academic literacies: Teaching and learning across languages and cultures, 51-59. Shor, I. (1999). What is critical literacy? Journal of Pedagogy, Pluralism and Practice, 1(4), 1.
08/28	6-6:10 Literacy Chart Update Time 6:15-7 Class Discussion/ Quiz/ Group Work about readings 7-7:05 BREAK Global Errors/ Writing Skill Lesson 7:05-7:15 Global Errors/ Writing Skill Lesson 7:15-7:45 Active Work/ Lesson GROUP WORK - GEE/ SHOR/ Malcolm X 7:45-7:50 Debrief	Malcolm X Learning to Read Literacy Narrative Baron, N. S. (2009). Are Digital Media Changing Language?. Educational Leadership, 66(6), 42-46.
9/04	6-6:10 Literacy Chart Update Time 6:15-7 Class Discussion/ Quiz/ Group Work about readings 7-7:05 BREAK Global Errors/ Writing Skill Lesson 7:05-7:15 Global Errors/ Writing Skill Lesson 7:15-7:45 Active Work/ Lesson INTRODUCE LITERACY NARRATIVE ASSIGNMENT Map Argument and Research Question	Baron, N. S. (2009). Are Digital Media Changing Language?. Educational Leadership, 66(6), 42-46. Entering the Conversation Book Chapter
09/11	6-6:10 Literacy Chart Update Time 6:15-7 6:15-7 Class Discussion/ Quiz/ Group Work about readings 7-7:05 BREAK Global Errors/ Writing Skill Lesson 7:05-7:15 Global Errors/ Writing Skill Lesson 7:15-7:45 Active Work/ Lesson INTRODUCE LITERACY NARRATIVE ASSIGNMENT Map Argument and Research Question In-text Evidence	Entering the Conversation Book Chapter Baron, N. S. (2009). Are Digital Media Changing Language?. Educational Leadership, 66(6), 42-46. Entering the Conversation Book Chapter Hall, A. M., + Minnix, C. (2012). Beyond the Bridge Metaphor: Rethinking the Place of the Literacy Narrative in the Basic Writing Curriculum. Journal of Basic Writing, 57-82.
09/18 Librarian Visit?	6-6:10 Literacy Chart Update Time 6:15-7 Pre-library Lesson 7-7:05 BREAK Global Errors/ Writing Skill Lesson 7:05-7:15 Global Errors Writing Skill Lesson 7:15-7:45 Active Work/ Lesson	Prior, P. (2003). Tracing process: How texts come into being. In What writing does and how it does it (pp. 173-206). Routledge.
09/25	6-6:10 Literacy Chart Update Time 6:15-7 Class Discussion/ Quiz/ Group Work about readings 7-7:05 BREAK Global Errors/ Writing Skill Lesson 7:05-7:15 Global Errors/ Writing Skill Lesson 7:15-7:45 Active Work/ Lesson LITERACY NARRATIVE DRAFT and PEER REVIEW 7:45-7:50 Debrief	LITERACY NARRATIVE DRAFT Young, V. A. (2010). Should Writers Use They Own English?. Iowa Journal of Cultural Studies, 12(1), 110-117.
10/3	6-6:10 Literacy Chart Update Time 6:15-7 Class Discussion/ Quiz/ Group Work about readings 7-7:05 BREAK Global Errors/ Writing Skill Lesson 7:05-7:15	LITERACY NARRATIVE FINAL DRAFT LITERACY NARRATIVE TUTOR RECEIPT

	<p align="center">DISCUSSION OF ANNOTATED BIBLIOGRAPHY ASSIGNMENT</p> <p align="center">7:15-7:45 Active Work/ Lesson 7:45-7:50 Debrief</p>	
10/10		
MIDTERMS NO CLASS		
10/16	<p>6-6:10 Literacy Chart Update Time</p> <p>6:15-7 Class Discussion/ Quiz/ Group Work about readings</p> <p>7-7:05 BREAK Global Errors/ Writing Skill Lesson</p> <p>7:05-7:15 Global Errors/ Writing Skill Lesson</p> <p>7:15-7:45 Active Work/ Lesson</p> <p>Peer Review of ANNOTATED BIBLIOGRAPHY ASSIGNMENT</p> <p>7:45-7:50 Debrief</p>	<p>ANNOTATED BIBLIOGRAPHY ASSIGNMENT DRAFT</p> <p>Chisholm, J. S., + Olinger, A. R. (2017). "She's Definitely the Artist One": How Learner Identities Mediate Multimodal Composing.</p>
10/23	<p>6-6:45 Literacy Chart Discussion</p> <p>6:45-7:30 Grade Audit with Ms Carr</p> <p>Revise per Global Errors ANNOTATED BIBLIOGRAPHY ASSIGNMENT</p> <p>7:30-7:45 Global Errors/ Writing Skill Lesson</p> <p>7:45-7:50 Debrief</p>	<p>Ferris, D. R. (1997). The influence of teacher commentary on student revision. Tesol Quarterly, 31(2), 315-339.</p>
10/30	<p>6-6:10 Literacy Chart Update Time</p> <p>6:15-7 Class Discussion/ Quiz/ Group Work about readings</p> <p>7-7:05 BREAK Global Errors/ Writing Skill Lesson</p> <p>7:05-7:15 Global Errors/ Writing Skill Lesson</p> <p>7:15-7:45 Active Work/ Lesson</p> <p>How to Write a Synthesis Paper</p> <p>Take all writing (Discussion Board posts, Definition paragraphs, and Argument Summary, Personal Essay) and Create Introduction and Outline for Synthesis Paper</p> <p>7:45-7:50 Debrief</p>	<p>ANNOTATED BIBLIOGRAPHY ASSIGNMENT</p>
11/6	<p>6-6:45 Literacy Chart Discussion</p> <p>6:45-7:30 Peer Review of first 450 words (2 pages) of Synthesis Paper</p> <p>SYNTHESIS PAPER DRAFT and PEER REVIEW</p> <p>7:30-7:45 Global Errors/ Writing Skill Lesson</p> <p>7:45-7:50 Debrief</p>	<p>SYNTHESIS PAPER DRAFT</p> <p>Selfe, R. J., + Selfe, C. L. (2008). "Convince me!" Valuing multimodal literacies and composing public service announcements. <i>Theory Into Practice</i>, 47(2), 83-92.</p> <p>Tetloff, M., Hitchcock, L., Battista, A., + Lowry, D. (2014). Multimodal composition and social justice: Videos as a tool of advocacy in social work pedagogy. <i>Journal of Technology in Human Services</i>, 32(1-2), 22-38.</p>
11/13	<p>6-6:45 Literacy Chart Discussion</p> <p>6:45-7:30 Peer Review of Full Synthesis Paper Draft</p> <p>INTRODUCE MULTIMODAL PRESENTATION ASSIGNMENT</p> <p>7:30-7:45 Global Errors/ Writing Skill Lesson</p> <p>7:45-7:50 Debrief</p>	<p>SYNTHESIS PAPER TUTOR RECEIPT</p> <p>Hawisher, G. E., Selfe, C. L., Kisa, G., + Ahmed, S. (2010). Globalism and multimodality in a digitized world: Computers and composition studies. <i>Pedagogy</i>, 10(1), 55-68.</p>
11/20	<p>6-6:45 Literacy Chart Discussion</p> <p>6:45-7:30 Peer Review of Multimodal Project Presentation</p> <p>7:30-7:45 Global Errors/ Writing Skill Lesson</p> <p>7:45-7:50 Debrief</p>	<p>SYNTHESIS PAPER FINAL DRAFT</p> <p>MULTIMODAL PRESENTATION DRAFT</p> <p>MULTIMODAL PRESENTATION TUTOR RECEIPT</p>
11/27		
NO CLASS THANKSGIVING		

12/4	Final Presentations and Potluck	MULTIMODAL PRESENTATION
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VIII. GRADING CRITERIA:

A	The A essay is an excellent piece of writing. It presents a focused thesis that is clearly supported throughout the essay. It is structurally sound, with smooth and apt transitions between sentences and paragraphs. The essay logically moves toward its stated purpose, and is appropriate in language and style for its audience. The writing is clear and controlled, and the language is often sophisticated, effective, and interesting. The essay is original, forceful, and compelling. It is free of spelling, typographic, and/or other grammatical errors.
B	The B essay is a good piece of writing. It clearly and adequately presents a thesis that is almost completely supported throughout the essay. The language is effective. The essay is clear, focused, and mostly free of spelling, typographic, and/or grammatical errors. It may contain shortcomings, such as occasional monotony in expression, lack of originality, ambiguity in purpose, or some lack of precision and economy in use of words.
C	The C essay is a fair piece of writing, acceptable college work. It meets only the minimum requirements of the assignment. There is likely a thesis, but it is either too broad or too narrow, or not adequately supported throughout the essay. There are likely transitional flaws. Language is adequate, but flawed with awkwardness and/or imprecision. There are likely spelling, typographic, and/or grammatical errors in most paragraphs. It may rely on predictable arguments and obvious support or hasty generalization. It lacks originality, significant purpose, or development.
D	The D essay falls below acceptable college standards. It may partially address the assignment, but lacks any expected insight as to the goal of the essay. Frequently, its writer has not understood the assignment and therefore does not address or respond to a definite purpose. It may express a thesis, but it is likely inappropriate for the assignment. Paragraphs do not exhibit coherent organization or development. The language of the essay is flawed. It likely contains some of these problems: monotonous sentence patterns, imprecise use of words, rambling organization, and repetition of ideas. Sentences are poorly constructed, and spelling, typographic and/or grammatical errors appear frequently.
F	The F essay is an unacceptable piece of writing. It has a multitude of flaws. It may have no thesis or support. There may be flaws of organization and development. It likely includes an unacceptable number of spelling, typographic, and/or grammatical errors. The essay shows no real understanding of the assignment. An essay that receives a failing grade does not automatically mean a failing grade in the course. It does mean, however, that performance on the particular assignment is markedly below college standards and that prompt improvement needs to be made.

Final Course Grade:

Your final grade is determined by your performance on a number of different tasks.

Class Participation/Attendance & Misc Work	20%
Paper #1 (Literacy Narrative)	20%

Paper #2 (Synthesis Paper)	20%
Paper #3 (Academic Argument)	20%
Annotated Bibliography	20%
Paper #4 (Reflective Multimodal Presentation)	20%
TOTAL	100%

Letter grades translate to percentages as follows:

Percentage	Final Grade
93 and above	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
Below 63	F

IX: COLLEGE-WIDE POLICY STATEMENTS

Last Day to Withdraw: To withdraw from a course, it is not sufficient simply to stop attending class or to inform the instructor of your intention to withdraw. In accordance with college policy, contact your academic advisor to begin the withdrawal process. **The last day to withdraw from this course** may be viewed at www.fcas.nova.edu/calendars.

Students must visit www.fcas.nova.edu/about/policies.cfm to access additional required college-wide policies. It is your responsibility to access and carefully read these policies to ensure you are fully informed. As a student in this class, you are obligated to follow these college-wide policies in addition to the policies established by your instructor.

The following policies are described on this website:

- Academic Misconduct
- Writing Across the Curriculum
- Last Day to Withdraw
- Email Policy
- Student Course Evaluations
- Student Responsibility to Register
- Student Responsibility for Course Prerequisites



CERTIFICATE OF AUTHORSHIP

Submitted by: _____

Assignment Title: _____

Date: _____

CERTIFICATE OF AUTHORSHIP:

I certify that I am the author of this paper and that any assistance I received in its preparation is fully acknowledged and disclosed in the paper. I have also cited any sources from which I used data, ideas, or words, either quoted directly or paraphrased. I also certify that this paper was prepared by me specifically for this course.

Student's Signature: _____

What Should I Call My Professor?

