



College of Arts, Humanities, and Social Sciences

Department of Writing & Communication

COMP 2000 - Advanced College Writing

Semester and Year: Fall 2017

I. Course Information

Semester Credit Hours: 3.0

Course CRN and Section: 20941 - DA1

Course Start and End Dates: 08/21/2017 - 12/10/2017

Building and Room: NSU Library - EC1048

II. Instructor Information

Professor: Charles D Malenfant

Email: cmalenfant@nova.edu Office Hours: Office Hours are by appointment

Office Hours: ...can also be arranged by appointment or online chat if necessary.

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. Class Schedule and Location

Day	Date	Time	Location	Building/Room
MWF	08/21/2017 - 10/06/2017	7:55 AM - 8:45 AM	Ft Lauderdale/Davie Campus	NSU Library-EC1048
W	10/11/2017 - 10/11/2017	8:00 AM - 10:00 AM	Ft Lauderdale/Davie Campus	NSU Library-EC1048
MWF	10/16/2017 - 12/01/2017	7:55 AM - 8:45 AM	Ft Lauderdale/Davie Campus	NSU Library-EC1048
W	12/06/2017 - 12/06/2017	8:00 AM - 10:00 AM	Ft Lauderdale/Davie Campus	NSU Library-EC1048

IV. Course Description

A writing workshop emphasizing inquiry-based research in academic and professional settings. This course challenges students to engage in substantive projects drawing on multiple methods of research and asks students to document, present, and reflect on their findings. Prerequisite: COMP 1500 or COMP 1500H. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. Frequency: Every Fall and Winter.

V. Course Objectives / Learning Outcomes

- 1) Use effective strategies for integrating inquiry-based research into the writing process.
- 2) Employ multiple research methods.

- 3) Apply appropriate rhetorical conventions for various academic and professional communities.
- 4) Present research effectively in multiple media.
- 5) Produce critical reflections on individual and peer research projects.

VI. Materials and Resources

Book Url: [NSU Book Store](#)

Section Supplemental Material: Online slideshows, detailed assignment descriptions and some other material is provided in our Sharklearn course.

VII. Course Requirements

Writing Fellows

All COMP courses have a peer Writing Fellow who provides writing assistance to students. Fellows are trained to work with you through all stages of the writing process and will assist you with brainstorming, organization, development, citations, and style. Fellows do not grade assignments or take the place of the instructor's response to written work. You will meet with a Writing Fellow for each major assignment. *For ground courses*, you can schedule Writing Fellow appointments via <https://nova.mywconline.com> or by visiting the Writing Center In Library Lab B, on the second floor of the main library. *For online courses*, you can schedule Writing Fellow appointments via <https://nova.mywconline.com>; sessions take place in this platform. Online students are also welcome to visit the Writing Center in Library Lab B. Walk-ins are welcome on a first-come, first-served basis.

- Email: compfellows@nova.edu
- Phone:
- Facebook: [facebook.com/nsuwritfellows](https://www.facebook.com/nsuwritfellows)
- Twitter/Instagram: [@nsuwritfellows](https://www.instagram.com/nsuwritfellows)

Appointments: nova.mywconline.com On Wednesday, September 6, we will meet in the Writing Studio, Parker 127C, instead of our classroom for an orientation to the Writing Fellows and the services they provide.

VIII. Course Schedule and Topic Outline

Course Schedule:

Mon., 8/21, 2017	Participation: Brief diagnostic writing
Wed., 8/23, 2017	Class Discussion: Course Introduction - Syllabus Review Professor and student introductions; Creating a community of writers. Participation: Interview a classmate and prepare a brief introduction of that student to the class.
Fri., 8/25, 2017	Read for Today: Introduction; Chapter 1 Class Discussion: Introduction to Research Project #1 Find 2 sources written on a topic of your choice that argue about, analyze, or explore that topic. In general, the goals of these sources should be more than simply informational, such as one would find in an encyclopedia entry or traditional news reporting. These sources must come from the library and should relate to your research interests. Write an essay in which you analyze these sources, putting them into conversation with each other and what you know about effective writing. Evaluate the way the authors go about their inquiry, and how effectively their texts achieve their purposes with their intended audiences. You should use quotations from these sources to back up your assertions about them. Research Journal 1.1: Brainstorming—What is Research Project #1 about? Use the brainstorming method of your choice to come up with ideas for Research Project #1.

Mon., 8/28, 2017	Read for Today: Chapter 1 Research Journal 1.2: Complete Steps 1, 2 and 3 of Exercise 1.1 in your book. Complete Step 3 a second time for one of your classmates.
Wed., 8/30, 2017	Read for Today: Introduction; Chapter 2 Research Journal 1.3: Unlearning. Review the Introduction in your book. Answer this question: What does the author want us to "unlearn" about the research process?
Fri., 9/1, 2017	Librarian Visit
Mon., 9/4, 2017	Labor Day Holiday: No class!
Wed., 9/6, 2017	Hurricane Irma
Fri., 9/ 8, 2017	Hurricane Irma
Mon., 9/11, 2017	Hurricane Irma
Wed., 9/13, 2017	Hurricane Irma?
Fri., 9/15, 2017	Writing Studio Visit. Class meets on the second floor of the Library in Lab B. OR Mon., 9/18 work, TBA.
Mon., 9/18, 2017	Read for Today: Chapter 2 to p. 67; Appendix B: Guide to APA Style Research Journal 1.4: Use the library to find at least 2 sources for Research Project #1. Post the citations in APA style and explain in a few sentences what makes them good sources. OR Writing Studio Visit, TBA
Wed., 9/20, 2017	Research Journal 1.5: Related topics. Review your research. Answer this question: What sort of relationships may exist between your topic and something else? Come up with at least four possible things related to your topic. Which ones help you narrow your topic to something you find interesting and researchable? Review at least one of your classmates' research. Come up with at least 2 possible related topics for one or more of your classmates.
Fri., 9/22, 2017	Read for Today: Chapter 4 Participation: Discussion: Present your plan for completing Research Project #1; thoughtfully respond and give feedback to at least 2 of your classmates' plans.
Mon., 9/25, 2017	Read for Today: Chapter 3 Participation: Exercise 3.1 Getting into a Conversation with a Fact: Sign up for a group in Sharklearn for Exercise 3.1. Complete the exercise as a group and informally present your results to the class.

Wed., 9/27, 2017	<p>Read for Today: Chapter 1</p> <p>Class Discussion: Introduction to Research Project #2: Engage in multiple research methods that help you gain insight into your topic and develop promising evidence for your own research essay. Specifically, you will</p> <p>1. Write a proposal for your primary research project, 2. Conduct primary research in the form of interviews, textual analysis, or other direct data-gathering, 3. Present your findings to the class in multiple media, and 4. Combine your findings with library research to produce a research paper. Your Presentation is graded as a separate assignment.</p> <p>Research Journal 2.1: Brainstorming—What is Research Project #2 about? Use the brainstorming method of your choice to come up with ideas for Research Project #2.</p>
Fri., 9/29, 2017	<p>Read for Today: Chapter 3</p> <p>Participation: Exercise 3.2 Explore, "Say Back", and Synthesize: Sign up for a group in Sharklearn for Exercise 3.2. Complete the exercise as a group and informally present your results to the class.</p>
Mon., 10/2, 2017	<p>Read for Today: Chapter 2 pp. 67--</p> <p>Class Discussion: Primary Research: Introduction to online CITI Training</p> <p>Research Journal 2.2: What questions/thoughts/opinions do you have about conducting primary research?</p>
Wed., 10/4, 2017	<p>Read for Today: Chapter 1 p. 36; Chapter 3 p. 89; Chapter 4 p. 114, 120, 126, 138; Chapter 5 p. 172: Presenting Research in Alternative Genres; Chapter 5 pp. 167-8: Using Images; Appendix B p. 214: Tables and Figures</p> <p>Participation: Illustration: Create a Table and a Figure (a chart, an infographic, or a photograph) that you can use for Research Project #2. Explain in a few sentences what each contributes to your argument.</p>
Fri., 10/6, 2017	<p>Read for Today: Chapter 2 to p. 67; Appendix B: Guide to APA Style</p> <p>Research Journal 2.3: Use the library to find at least 2 sources for Research Project #2. Post the citations in APA style and explain in a few sentences what makes them good sources.</p>
10/9- 13, 2017	<p>Midterm Exam Week - No Class</p> <p>Our course does not have a midterm exam</p>
Mon., 10/16, 2017	<p>DUE: Turn in a complete draft of Research Project #1 before the start of class.</p> <p>Read for Today: Chapter 5</p> <p>Participation: Complete the Peer Review activity for Research Project #1. Use Exercise 5.2 as a guide.</p>
Wed., 10/18, 2017	<p>Read for Today: Chapter 1 pp. 27-38</p> <p>Class Discussion: Research proposals</p> <p>Research Journal 2.4: Working knowledge—What do you know about your topic for Research Project #2 so far? What do you need to find out next? What assumptions have you made that may need to be re-examined?</p>

<p>Fri., 10/20, 2017</p>	<p>DUE: Turn in Research Project #1 by 11:59 p.m. today. Raise any last-minute concerns you have during class or office hours today. Read for Today: Chapter 1 Class Discussion: Introduction to Research Project #3 Using insights gained through your first two projects, write a research essay in which you argue, explore, and/or analyze your topic. Effectively integrate secondary sources, use visual elements, and display a mastery of academic style through your use of tone, transitions, addressing opposing arguments, and drawing a final conclusion. The particulars of length, required number of sources, required number and type of illustrations, etc. will be determined by the class. Research Journal 3.1: Brainstorming—What is Research Project #3 about? Use the brainstorming method of your choice to come up with ideas for Research Project #3.</p>
<p>Mon., 10/23, 2017</p>	<p>Class Discussion: Research proposals Participation: Research Proposal: Follow the link in the assignment on Sharklearn to create a research proposal for Research Project #2, including information about the reasons for your research, whom it will benefit, who is your audience, what your primary research method will be, what resources you will require to conduct this research, what you expect to find and the deliverable you plan to produce.</p>
<p>Wed., 10/25, 2017</p>	<p>Read for Today: Chapter 1 Research Journal 3.2: Complete Steps 1, 2 and 3 of Exercise 1.1 in your book. Complete Step 3 a second time for one of your classmates.</p>
<p>Fri., 10/27, 2017</p>	<p>Class Discussion: Presentations Participation: Sign up for a group in Sharklearn for the Presentation Tools activity. Explore online to discover and compare various apps and technologies for making a presentation. Complete the activity as a group and informally present your results to the class.</p>
<p>Mon., 10/30, 2017</p>	<p>Research Journal 3.3: Related topics. Review your research. Answer this question: What sort of relationships may exist between your topic and something else? Come up with at least four possible things related to your topic. Which ones help you narrow your topic to something you find interesting and researchable? Review at least one of your classmates' research. Come up with at least 2 possible related topics for one or more of your classmates.</p>
<p>Wed., 11/1, 2017</p>	<p>Participation: Discussion: Describe your plan for your Research Project #2 Presentation; thoughtfully respond and give feedback to at least 2 of your classmates' plans.</p>
<p>Fri., 11/3, 2017</p>	<p>Research Journal 2.5: Primary research check. Give a progress report on your primary research for Research Project #2.</p>
<p>Mon., 11/6, 2017</p>	<p>Read for Today: Chapter 2 to p. 67; Appendix B: Guide to APA Style Class Discussion: Introduction to the Annotated Bibliography assignment Identify 10-15 sources related to the topic you've chosen for Research Project #3. Create a references list of these sources that provides all citation information in APA style. Underneath each citation, write a few sentences describing its content or argument. Specific requirements for what should be included in the annotations will be agreed upon in class. Research Journal 3.4: Post 2-3 sources for your Annotated Bibliography.</p>
<p>Wed., 11/8, 2017</p>	<p>Participation: Research Project #2 presentation check. Give a progress report on your formal presentation for Research Project #2.</p>

Fri., 11/10, 2017	Research Journal 3.5: Post 2-3 more sources for your Annotated Bibliography.
Mon., 11/13, 2017	DUE: Turn in a complete draft of Research Project #2 before the start of class. Read for Today: Chapter 5 Participation: Complete the Peer Review activity for Research Project #2. Use Exercise 5.2 as a guide.
Wed., 11/15, 2017	Research Project #2 Formal Presentations.
Fri., 11/17, 2017	Research Project #2 Formal Presentations.
Mon., 11/20, 2017	Research Project #2 Formal Presentations.
Wed., 11/22, 2017	DUE: Turn in your Annotated Bibliography by 11:59 p.m. today. Raise any last-minute concerns you have during class or office hours today. Research Journal 3.7: Select the sources from your annotated bibliography that you will actually use in Research Project #3. Briefly explain why these sources are the best choices for your paper.
Fri., 11/24, 2017	Thanksgiving Holiday - No Class
Mon., 11/27, 2017	Read for Today: Chapter 4 pp. 127-30 Participation: RP3: Exercise 4.3: Introductory Paragraphs. Follow the instructions in your book.
Wed., 11/29, 2017	DUE: Turn in Research Project #2 by 11:59 p.m. today. Class Discussion: Illustrations: tables, charts, infographics, figures, and more. Participation: Sign up for a group in Sharklearn for the Illustration Tools activity. Explore online to discover and compare various apps and technologies for finding and/or creating illustrations. Complete the activity as a group and informally present your results to the class.
Fri., 12/1, 2017	DUE: Turn in a complete draft of Research Project #3 before the start of class. Read for Today: Chapter 5 Participation: Complete the Peer Review activity for Research Project #3. Use Exercise 5.2 as a guide.
Wed., 12/6, 2017, 8 to 10 a.m.	DUE: Turn in Research Project #3 by 11:59 p.m. today. Participation: Final Reflection

IX. Assignments

Research Projects: During the semester, you will complete three major research projects. As with all work in this class, these are to be turned in as MS Word documents through the appropriate Sharklearn assignment. Turning in work indicates that you are in compliance with the Certificate of Authorship

statement found in the Sharklearn assignments.

Primary Research: You will design and conduct your own primary research project (such as an experiment, a survey, field observations, etc.). You will use your results as part of Research Project #2.

Presentation: You will present the results of your Research Project #2. Specific requirements for this presentation will be agreed upon by the class. There are also several minor presentations attached to some of the in-class writing assignments.

Annotated Bibliography: You will compile a complete annotated bibliography that includes 10-15 sources. This assignment is attached to Research Project #3.

Research Journals: You will keep three research journals during the semester—one for each of the three research projects. Specific topics to be covered in your journals are detailed in the course calendar.

August	September	October	November	December
	Research Project 1; Research Journal 1			
		Research Project 2; Research Journal 2; Primary Research; Formal Presentation		
			Research Project 3; Research Journal 3; Annotated Bibliography	

Participation Assignments : You will have various other assignments throughout the semester, as described in the course calendar below. These assignments form your Participation grade for the course. Each assignment is to be in APA style, an MS Word document, and turned in through the corresponding assignment in our Sharklearn course.

Generally, all assignments will be worked on in class, leaving only unfinished assignments as homework.

X. Grading Criteria

A	The A text is an excellent piece of composition. It presents a focused thesis or theme that is clearly supported throughout the text. It is structurally sound, with smooth and apt transitions between sentences, paragraphs, or images and other modes. The text logically moves toward its stated purpose, and is appropriate in language, style, and design elements for its audience. The text adheres to design principles such as contrast, color, repetition, alignment, proximity, and balance. The writing is clear and controlled, and the language and design are often sophisticated, effective, and interesting. The text is original, forceful, and compelling. It is free of spelling, typographic, and/or other grammatical errors.
B	The B text is a good piece of composition. It clearly and adequately presents a thesis or theme that is almost completely supported throughout the text. The language and design elements are effective. The text almost completely adheres to design principles such as contrast, color, repetition, alignment, proximity, and balance. The text 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, images, or other modes.
C	The C text is a fair piece of composition and acceptable college work. It meets only the minimum requirements of the assignment. There is likely a thesis or theme, but it is either too broad or too narrow, or not adequately supported throughout the text. There are likely transitional flaws. The text does not recognize design principles such as contrast, color, repetition, alignment, proximity, and balance. Language and design elements are 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 text falls below acceptable college standards. It may partially address the assignment, but lacks any expected insight as to the goal of the text. Frequently, its writer has not understood the assignment and therefore does not address or respond to a definite purpose. It may express a thesis or theme, but it is likely inappropriate for the assignment. Paragraphs and design elements do not exhibit coherent organization or development. The language and design of the text are flawed. It likely contains some of these problems: monotonous sentence patterns, imprecise use of words and images, rambling organization, and repetition of ideas. Sentences are poorly constructed, and spelling, typographic and/or grammatical errors appear frequently.
F	The F text is an unacceptable piece of composition. 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 text shows no real understanding of the assignment. A text 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.

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

Final Grade:

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

Research Project #1	20%
Presentation (Based on Research Project #2)	10%
Research Project #2 (incl. primary research)	20%
Annotated Bibliography (based on Research Project #3)	5
Writing Project #3	25%
Research Journals	10%
Participation	10%

TOTAL	100%
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XI. Course Policies

General Policy:

Class Environment: Research shows that *all* language experience—reading, writing, speaking, and listening—improves writing, so you will have the opportunity to practice all of these during this class. We will talk about ways to improve your writing, and you will spend time reading and responding to each other's drafts, writing new pieces, revising old pieces, seeking still further response, and revising some more—we'll do the work of working writers. If you have ever played a sport or a musical instrument or simply wanted to improve at anything, you know that practice is imperative. So for this class, you will practice writing often.

Attendance: Since this is a writers' workshop class, if you miss class, you miss the important features of the course—learning techniques to improve your writing, writing, and getting others to respond to your writing. In this class, attendance is a critical part of learning. Therefore, attendance is mandatory. Although attendance is mandatory, I realize that there may be times when you become very sick or times when an emergency may arise.

Length of Course	Number of Absences Permitted Without Penalty	Number of Absences That Will Result in a One-letter Grade Deduction from Final Course Grade	Number of Absences That Will Result in Failure of the Course
Semester-long day course (16 weeks)	3	4-5	More than 5

Absences are there to help you out when dire circumstances won't permit you to attend class. Absence is never an excuse for being uninformed; you are responsible for all information presented at class meetings. 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. These students should establish practice, game, and event schedules in advance of the semester before choosing classes.

If you come to class late or leave class early, you will be counted tardy. For every two times you are counted tardy, you will receive an absence. You are expected to use the entire class time to work on your writing.

Late Work: All assignments are due on the date indicated on the syllabus. If due dates are revised, it is your responsibility to keep up with the changes. You will have plenty of support and feedback on each of your papers during class, so if you are responsible, 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 you can turn the work in early. In case of an emergency, one course assignment may be turned in one day late. Late assignments cannot receive full credit.

*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 the preceding work.

Participation: All students are expected to arrive each day in class with the day's reading assignments completed and are expected to contribute in a meaningful way to class discussions and activities.

XII. University Policies

Students should visit <http://www.nova.edu/academic-affairs/nsu-syllabus-policy.html> 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
- Last day to withdraw
- Email policy
- Student course evaluations
- Student responsibility to register
- Student responsibility for course prerequisites

Academic Resources

Nova Southeastern University offers a variety of resources that may aid in student success. Among these resources are:

Accommodations for students with documented disabilities: For more information about ADA policy, services, and procedures, students may call the Office of Student Disability Services at 954-262-7189 or visit <http://www.nova.edu/disabilityservices>.

Tutoring and testing center:

Students are encouraged to use the free, individualized tutoring services offered by the Tutoring and Testing Center (TTC). TTC provides a supportive atmosphere in which tutors and students work collaboratively on improving students' writing, math and/or science skills. <http://www.nova.edu/tutoring-testing/index.html>