



**College of Arts, Humanities,  
and Social Sciences**

**Department of Writing & Communication**

*COMP 1500 - College Writing*

**Semester and Year: Fall 2017**

## I. Course Information

**Semester Credit Hours:** 3.0

**Course CRN and Section:** 20964 - EV3

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

**Building and Room:** NSU Library - EC1048

## II. Instructor Information

**Professor:** Dr. Jose Macia

**Email:** [jm1049@nova.edu](mailto:jm1049@nova.edu)

**Phone:** (954) 225-4252

**Office Hours:**

Day	Time	Location
R	8:00pm - 9:00pm	Desantis Bldg. Rm. 1019
R	5:00pm - 6:00pm	Online and/or Conference Calls [To initiate meeting, first call (954) 225-4252]

Office Hours @ Desantis Building, Room 1019 Thursdays 8:00 p.m. to 9:00 p.m. Office Hours Online Thursdays 5-6 p.m. -- [Call (954) 225-4252 for Conference Call Meeting] You may also call me at (954) 225-4252 at anytime to make an appointment for a phone conference and/or online meeting. If I cannot answer at that time, please leave a message with your name, class, and question or request. You may also text me at (954) 225-4252 or email me at [jm1049@nova.edu](mailto:jm1049@nova.edu) to make appointments. As when leaving a voice message, If you text me, please make sure you text me your name, class, and question or request. In many cases we will need to make an appointment of one hour to thoroughly discuss your questions or to give you feedback on your writing. Most of the meetings can be online or via phone conference. I will review and suggest the time we need for a meeting when you contact me with your question or request. Thank you, Professor Macia

*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
W	08/23/2017 - 10/04/2017	6:00 PM - 7:55 PM	Ft Lauderdale/Davie Campus	NSU Library- EC1048

W	10/11/2017 - 10/11/2017	6:00 PM - 8:00 PM	Ft Lauderdale/Davie Campus	NSU Library- EC1048
W	10/18/2017 - 11/29/2017	6:00 PM - 7:55 PM	Ft Lauderdale/Davie Campus	NSU Library- EC1048
W	12/06/2017 - 12/06/2017	6:00 PM - 8:00 PM	Ft Lauderdale/Davie Campus	NSU Library- EC1048

#### IV. 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. Frequency: Every Fall and Winter.

#### V. Course Objectives / 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.

#### VI. Materials and Resources

Book Url: [NSU Book Store](#)

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

#### VIII. Course Schedule and Topic Outline

##### Course Schedule:

<b>Week 1</b>  Wed., Aug. 23	<ul style="list-style-type: none"> <li>• Professional E-mail Writing Review</li> <li>• Diagnostic writing (COMPLETE DURING FIRST CLASS USING PROMPT SENT BY WRITING COORDINATOR)</li> </ul>
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	<ul style="list-style-type: none"> <li>• <b>Writing Due:</b> Professional E-mail</li> <li>• Syllabus Review—in class, instructor will highlight key points to keep in mind, including library and Academic Services Information.</li> <li>• Introduction to each other – Creating a community of writers. Use “The Importance of Writing Badly,” pp. 58-59 in <i>The Curious Writer</i>, to discuss.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Reading Due:</b> <i>The Curious Writer</i>, Ch. 1: pp. 3-11 (up to Exercise 1.2); pp. 13-19 (from “Writing Situations and Rhetorical Choices” up to Exercise 1.4); pp. 22-26 (from “Problem Solving in Your Writing Process” up to Exercise 1.5); pp. 27-33 (from “A Writing Process that Harnesses Two Currents of Thought” up to Exercise 1.6); p. 37.</li> <li>• <b>Writing Due:</b> Exercise 1.1, pp. 5-6, and exercise 1.3, pp. 18-19.</li> <li>• In class, we will discuss the writing due.</li> </ul>
<p>Week 2</p> <p>Wed., Aug. 30</p>	<ul style="list-style-type: none"> <li>• <b>Reading Due:</b> “One More Lesson,” pp. 78-81 and “Inquiring into the Details: Common Literary Devices,” pp. 244-245 in <i>The Curious Writer</i>.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Writing Due:</b> Respond to “Inquiring into the Essay” prompts #2 and 4 on p. 81.</li> </ul> <p>Discussion on writing due, along with “Writing Situations and Rhetorical Choices,” pp. 13-16, and “Common Literary Devices,” pp. 244-245.</p>
	<ul style="list-style-type: none"> <li>• <b>Reading Due:</b> <i>The Curious Writer</i>, Ch. 3: pp. 69-73.</li> <li>• <b>Writing Due:</b> Exercises 1.5, pp. 26-27, and exercise 1.6, pp. 33-35.</li> <li>• Discuss writing due, and work on exercise 1.7, pp. 35-36, in class.</li> </ul>

<p><b>Week 3</b></p> <p>Wed., Sept. 6</p>	<ul style="list-style-type: none"> <li>● <b>Reading Due:</b> <i>The Curious Writer</i>, Ch. 10: pp. 371-378 (up to “Problems with Purpose”).</li> <li>● <b>Writing Due:</b> Continue work on exercise 1.7, pp. 35-36.</li> <li>● Introduction to <b>Writing Project #1: literacy narrative</b>, using “Writing a Personal Essay” inquiry project, pp. 82-84. In addition to the guidelines in the book, use the following instructions to supplement your personal essay on literacy:  Drawing on the writing you’ve done on the topic so far (exercises 1.1, 1.3, 1.5, and 1.7) and the writing you will continue to generate, <b>compose a 3-5 page essay that is a memoir of your history as a writer. This essay should investigate some question about your writing experiences, and this question should be behind the stories you tell. This will provide the central conflict/tension of your story.</b></li> <li>● Using the fast-writes/writing activities produced in class so far, generate more material for your literacy narrative. Pay special attention to “Opening Up” bullet points on p. 85; fastwriting prompt #1 on p. 86; “What’s Promising Material and What Isn’t?” bullet points on p. 88; and “Questions for Reflection” on p. 90. _</li> </ul>
	<p><b>Reading Due:</b> “Writing the Sketch” on p. 91 in <i>The Curious Writer</i>.</p> <p>In class: Practice “Explode a Moment” revision strategy 10.11 on p. 389-90 in Ch. 10 of <i>The Curious Writer</i>.</p>
<p><b>Week 4</b></p> <p>Wed., Sept. 13</p>	<ul style="list-style-type: none"> <li>● <b>Reading Due:</b> “Moving from Sketch to Draft” on pp. 92-94 and “Using What You Have Learned” on p. 101 in <i>The Curious Writer</i>. _</li> <li>● <b>Writing Due:</b> Sketch of project #1.</li> <li>● In class, discuss passive voice/strong verbs/common writing issues using pp. 406-407.</li> <li>● Begin moving from sketch to draft, using “Developing” section on pp. 94-95.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Writing Due: First draft of Project #1</b>, using “Developing” section on pp. 94-95 and “Drafting” section on pp. 95-96 in <i>The Curious Writer</i>.</li> <li>• In-class Peer Review: Use “Workshopping” sections on pp. 96-97 in Ch. 3.</li> <li>• Instructor Feedback</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Writing Project #1: Draft #2 Due</b></li> <li>• In-class Peer Review: Use “Revising” sections on pp. 97-98 in Ch. 3 of <i>The Curious Writer</i> (up to “Polishing”).</li> <li>• Instructor Feedback</li> </ul>
<p>Week 5</p> <p>Wed., Sept. 20</p>	<ul style="list-style-type: none"> <li>• <b>Writing Project #1: Draft #3 Due</b></li> <li>• In-class Peer Review: Use “Polishing” checklist on p. 98 in Ch. 3 of <i>The Curious Writer</i>.</li> <li>• Instructor Feedback</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Writing Project #1 Final Draft Due</b> -- Be sure to attach a “Certificate of Authorship,” and remember to also do so for all writing project final drafts. You’ll find a template on the last page of this syllabus. <b>Fill it out, cut, and paste it as the first page of each of your writing projects.</b></li> <li>• In-class discussion: Read “Our Zombies, Ourselves,” pp. 235-237, and answer “Inquiring into the Essay” prompt #2 on p. 238 in <i>The Curious Writer</i>.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Reading Due:</b> <i>The Curious Writer</i>, Ch. 4: pp. 103-109; “Grand Theft Auto Takes on New York” on pp. 115-117.</li> <li>• Introduction to <b>Writing Project #2: a 3-5 page evaluative review</b>, using “Writing a Review Essay” inquiry project, p. 118, for assignment ideas/guidelines. Select any of the possible inquiry topics listed there (e.g., a film, a consumer product, a web site). <b>The writing should evaluate, as described on p. 118, using the elements of judgment, reasons, criteria, and evidence.</b></li> <li>• In-class group activity: Examine how Schiesel piece uses evaluative elements.</li> </ul>

<p><b>Week 6</b></p> <p>Wed., Sept. 27</p>	<ul style="list-style-type: none"> <li>• <b>Reading Due:</b> “What Are You Going to Write About ?” on p.119 in <i>The Curious Writer</i>.</li> <li>• <b>Writing Due:</b> Use any of the “Opening Up” listing and fast-writing prompts, “Narrowing Down” sections, “Focusing the Category,” “Fastwriting,” and “Experiencing Your Subject” pre-writing activities on pp. 119-123 in Ch. 4, to start generating material on topics to evaluate. <ul style="list-style-type: none"> <li>• In class: Using the fast-writes/writing activities produced for this project, begin drafting your evaluative review. Pay special attention to “Thinking About Criteria” and “Writing the Sketch” sections on pp. 123-125, and the “Student Sketch” section on p. 125-126, respectively, in Ch. 4.</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Reading Due:</b> <i>The Curious Writer</i>, Ch. 10: pp. 393-394.</li> <li>• <b>Writing Due:</b> Sketch of project #2.</li> <li>• In class: Discuss reading due and “Revision Strategy 10.16: Reorganizing Around Thesis and Support” in Ch. 10, pp. 395-397 of <i>The Curious Writer</i> on formal academic structure.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Writing Due:</b> Continue work on project #2, using “Evaluating Your Sketch” and “Reflecting on What You’ve Learned” activities on p. 127 in Ch. 4; and “Revision Strategy 10.2: What Do You Want to Know About What You Learned?,” in Ch. 10, pp. 378-379.</li> <li>• In class: Discuss “Revision Strategy 10.20: Untangling Paragraphs” in Ch. 10, pp. 402-403 of <i>The Curious Writer</i> to focus on unity and coherence.</li> </ul>
<p><b>Week 7</b></p> <p>Wed., Oct. 4</p>	<ul style="list-style-type: none"> <li>• <b>Writing Due:</b> Use “Developing” talking it through and re-experiencing sections on pp. 127-128 in Ch. 4; “Revision Strategy 10.5: Find the ‘Instructive Line,’” in Ch. 10, pp. 383-384, of <i>The Curious Writer</i> to hone your thesis.</li> <li>• In class: Continue working on project #2, using “Drafting” section on pp. 129-131 in <i>The Curious Writer</i>.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Writing Due: First draft of Project #2</b>, using “Drafting” section on pp. 129-131 in <i>The Curious Writer</i>.</li> <li>• In-class Peer Review: Use “Workshopping” sections on pp. 130-131 in Ch. 4.</li> <li>• Instructor Feedback</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Writing Project #2: Draft #2 Due</b></li> <li>• In-class Peer Review: Use “Revising” sections on pp. 131-132 in Ch. 4 of <i>The Curious Writer</i> (up to “Polishing”).</li> <li>• Instructor Feedback</li> </ul>
<p>Week 8</p> <p>Wed., Oct. 11</p>	<ul style="list-style-type: none"> <li>• <b>Writing Project #2: Draft #3 Due</b></li> <li>• In-class Peer Review: Use “Polishing” checklist on pp. 132-133 in Ch. 4 of <i>The Curious Writer</i>.</li> <li>• Instructor Feedback</li> </ul>
	<p><b>Midterm Exam week</b></p> <p><i>This is midterm exam week.</i></p> <p><b>Individual Student Writing Conferences</b></p>
<p>Week 9</p> <p>Wed., Oct. 18</p>	<ul style="list-style-type: none"> <li>• <b>Writing Project #2 Final Draft Due</b></li> <li>• In-class discussion: Use exercise 2.1 in <i>The Curious Writer</i> to examine purposes for academic reading.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Reading Due:</b> <i>The Curious Writer</i>, Ch. 2: pp. 39-41 (up to Exercise 2.1), pp. 62-63 (from “Wrestling with Academic Discourse” up to Exercise 2.6), pp. 65-67 (from “Features of Academic Discourse” on).</li> <li>• In-class discussion: Use exercise 2.6 in <i>The Curious Writer</i> to examine academic discourse.</li> </ul>

	<ul style="list-style-type: none"> <li>● <b>Reading Due:</b> <i>The Curious Writer</i>, Ch. 2: pp. 50-55 (<b>up to Exercise 2.4</b>); Ch. 8: pp. 271-291 (<b>from “Evaluating Library Sources” on</b>).</li> <li>● In-class discussion: Use exercise 2.4 in <i>The Curious Writer</i> to examine note-taking strategies, along with source evaluation and conducting primary research.</li> </ul>
<p><b>Week 10</b> Wed., Oct. 25</p>	<ul style="list-style-type: none"> <li>● <b>Reading Due:</b> <i>The Curious Writer</i>, Ch. 8: pp. 259-271 (<b>up to “Evaluating Library Sources”</b>).</li> <li>● <b>LIBRARY ORIENTATION:</b> Database/Catalog Resources and the Boolean Search Process</li> </ul>
	<ul style="list-style-type: none"> <li>● <b>Reading Due:</b> <i>The Curious Writer</i>, Ch. 9: pp. 293-298.</li> <li>● In class group activity: Students will form groups and each group will be responsible for a short presentation on one of the topics in Ch. 9--whether quoting, summarizing, or paraphrasing. Each group should include the following: <ul style="list-style-type: none"> <li>a) a brief explanation of the topic</li> <li>b) an example of the topic</li> <li>c) an explanation of the advantages, disadvantages, and applications of this technique (i.e., what’s effective about it and when would you use it as opposed to another method of incorporating research?)</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>● <b>Reading Due:</b> <i>The Curious Writer</i>, Ch. 9: pp. 299-301 (<b>up to Exercise 9.1</b>).</li> <li>● In-class discussion: Use exercise 9.1 in <i>The Curious Writer</i> to examine strategies on avoiding plagiarism.</li> </ul>
<p><b>Week 11</b> Wed., Nov. 1</p>	<ul style="list-style-type: none"> <li>● <b>Reading Due:</b> <i>The Curious Writer</i>, Ch. 9: pp. 303-328, and pp. 368-369 (<b>from “Using What You Have Learned” on</b>).</li> <li>● In-class discussion on MLA format/layout/Works Cited page (using student essay on pp. 212-216 of Ch.6 in <i>The Curious Writer</i> as sample).</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Reading Due:</b> <i>The Curious Writer</i>, Ch. 6: pp. 171-178 (<b>up to Exercise 6.1</b>), pp. 180-184</li> </ul> <p>(from “Inquiring into the Details: Common Logical Fallacies” on), pp. 212-216 student essay, pp. 216-217 (from “Using What You Have Learned” on), along with “Inquiring into the Details” text boxes on “What Evidence Can Do” (p. 208) and “Toulmin: A Method of Argument” (pp.210-211).</p> <ul style="list-style-type: none"> <li>• In-class discussion using questions on student essay on p. 216.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Reading Due:</b> <i>The Curious Writer</i>, Ch. 6: “PowerPoint is Evil” on pp. 186-190.</li> <li>• <b>Writing Due:</b> Respond to “Inquiring into the Essay” prompt #2 regarding argument elements (claim/reason/evidence) on p. 190.</li> <li>• In-class discussion/group activity on logical fallacies using “Inquiring into the Essay” prompt #3 (p.190) on sample argument essay.</li> </ul>
<p><b>Week 12</b> Wed., Nov. 8</p>	<ul style="list-style-type: none"> <li>• <b>Reading Due:</b> <i>The Curious Writer</i>, Ch. 6: “Is Humiliation an Ethically Appropriate Response to Plagiarism?” on pp. 191-193.</li> <li>• <b>Writing Due:</b> Respond to “Inquiring into the Essay” prompt #1 exploring your thoughts on plagiarism (p. 193).</li> <li>• In-class discussion/group activity on Toulmin method using “Inquiring into the Essay” prompt #3 (p.193) on sample argument essay.</li> </ul>

	<ul style="list-style-type: none"> <li>● Introduction to Writing Project #3: a <b>4-6 page <i>academic argument</i></b>, using “Writing an Argument” inquiry project prompt on p. 194 in Ch. 6 of <i>The Curious Writer</i>. <b>For this assignment, you will also find at least 5-7 different sources that could help you support your argument, incorporating them in MLA citation style. Remember that you must make this more than simply an opinion piece; the writing needs to reflect information you’ve found as factual support for your ideas from outside sources.</b></li> <li>● In class: Start thinking about potential subjects using relevant “What Are You Going to Write About?” and “Opening Up” sections on pp. 195-198, including the listing, fast-writing, and research prompts.</li> </ul>
	<ul style="list-style-type: none"> <li>● <b>Writing Due:</b> Use “Narrowing Down” section on pp. 198-199 in <i>The Curious Writer</i> to help start honing in on a topic.</li> <li>● In class: Use “Revision Strategy 10.3: Finding the Focusing Question” on pp. 379-380 in Ch. 10 to help generate ideas.</li> </ul>
<p><b>Week 13</b></p> <p>Wed., Nov. 15</p>	<ul style="list-style-type: none"> <li>● <b>Writing Due:</b> Use “Trying Out” section on pp. 199-201 in <i>The Curious Writer</i> to help start refining your topic. <b>LOCATE at least 3 sources for your project, and bring to class.</b></li> <li>-</li> <li>● In class: Use the double-entry note-taking or research log format for the information you find (Ch. 8, pp. 286-290).</li> </ul>
	<ul style="list-style-type: none"> <li>● <b>Writing Due:</b> LOCATE at least another 2-4 sources for your project, and bring in sketch of project #3, paying special attention to “Writing the Sketch” and the “Student Sketch” sections on pp. 201-203, in Ch. 6 of <i>The Curious Writer</i>. <ul style="list-style-type: none"> <li>● In class: Using the writing produced for this project so far, continue drafting.</li> </ul> Pay special attention to take notes on all sources, and use “Moving from Sketch to Draft,” pp. 203-204, in Ch. 6 of <i>The Curious Writer</i>.</li> </ul>

	<p>●<b>Writing Due:</b> Use “Revision Strategy 10.10: Qualifying Your Claim,” on p. 388, and</p> <p>“Revision Strategy 10.12: Beyond Examples,” pp. 390-391, in Ch. 10, respectively, to</p> <p>consider different purposes for which to use details.</p> <ul style="list-style-type: none"> <li>● In class: Use relevant “Developing” sections on pp. 204-206 in Ch. 6 of <i>The Curious Writer</i> to continue working on project #3.</li> </ul>
<p><b>Week 14</b></p> <p>Mon., Nov. 22</p>	<p>● <b>Writing Due: First draft of Project #3</b>, using “Drafting” section on pp. 206-208 in Ch. 6, and “Revision Strategy 10.14: Backing Up Your Assumptions” on p. 392 in Ch. 10 of <i>The Curious Writer</i>.</p> <ul style="list-style-type: none"> <li>● In-class Peer Review: Use “Workshopping” sections on pp. 208-209 in Ch. 6.</li> <li>● Instructor Feedback</li> </ul>
	<p>●<b>Writing Project #3: Draft #2 Due</b></p> <ul style="list-style-type: none"> <li>●In-class Peer Review: Use “Revising” sections on pp. 209-210 in Ch. 6 of <i>The Curious Writer</i>.</li> <li>●Instructor Feedback</li> </ul>
<p><b>Week 15</b></p> <p>Wed., Nov. 29</p>	<p>●<b>Writing Project #3: Draft #3 Due</b></p> <ul style="list-style-type: none"> <li>● In-class Peer Review: Use “Polishing” checklist on pp. 211-212 in Ch. 6 of <i>The Curious Writer</i>.</li> <li>●Instructor Feedback</li> </ul>
	<p>●<b>Writing Project #3 Final Draft Due</b></p> <ul style="list-style-type: none"> <li>● In class: Discuss essay exam writing techniques, in anticipation of upcoming reflective writing project (see 12/11 slot below). Use “Reading Situations and Rhetorical Choices” on pp. 45-47 in Ch. 2 of <i>The Curious Writer</i> as a starting point for considering how to use rhetorical knowledge in the service of analyzing a writing prompt.</li> </ul>

<p style="text-align: center;"><b>Week 16</b></p> <p>Wed., Dec. 6 (last class)</p> <p style="text-align: center;">Final Exam Meeting Day and Time</p>	<ul style="list-style-type: none"> <li>• <b>Writing Project #4: Reflective Writing</b>--During the final exam class time, write a reflective piece in which you discuss your growth as a writer. Explain what you have learned about the writing process, and discuss how you grew as a writer during this class. Finally, discuss the different ways in which writing will be valuable to you throughout your life. <b>Due at the end of the exam period.</b></li> </ul>
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## IX. Grading Criteria

<b>A</b>	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>B</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.
<b>C</b>	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.

<b>D</b>	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.
<b>F</b>	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.

Writing Project #1: Literacy Narrative
Writing Project #2: Evaluative Review
Writing Project #3: Academic Argument
Writing Project #4: Reflective Writing
Class Discussion, Peer Review, Group Activities, Participation
Professional E-mail, Fast-writes, Readings, Work Assignments
<b>TOTAL</b>

## 2. 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>