

**Department of Com, Media and Arts**

**COMP 1500 - College Writing**  
**Semester and Year:** Fall 2021

## I. Course Information

**Semester Credit Hours:** 3.0

**Course CRN and Section:** 22049 - D18

**Course Start and End Dates:** 08/23/2021 - 12/12/2021

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

## II. Instructor Information

**Professor:** Charles D Malenfant

**Email:** cmalenfant@nova.edu

**Office Hours:** Office Hours are by appointment

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

## III. Class Schedule and Location

Day	Date	Time	Location	Building/Room
MWF	08/23/2021 - 09/03/2021	4:00 PM - 4:50 PM	Ft Lauderdale/Davie Campus	NSU Library- EC1048
MWF	09/08/2021 - 10/08/2021	4:00 PM - 4:50 PM	Ft Lauderdale/Davie Campus	NSU Library- EC1048
W	10/13/2021 - 10/13/2021	3:30 PM - 5:30 PM	Ft Lauderdale/Davie Campus	NSU Library- EC1048
MWF	10/18/2021 - 11/24/2021	4:00 PM - 4:50 PM	Ft Lauderdale/Davie Campus	NSU Library- EC1048
MWF	11/29/2021 - 12/03/2021	4:00 PM - 4:50 PM	Ft Lauderdale/Davie Campus	NSU Library- EC1048
W	12/08/2021 - 12/08/2021	3:30 PM - 5:30 PM	Ft Lauderdale/Davie Campus	NSU Library- EC1048

***Please note: All courses scheduled on campus as lecture or lecture/lab must be attended in person.***

**For residential courses, students may not change seats throughout the semester for all regular class meetings. Please be aware that the seat you take on the first day of class will be your permanent seat.**

## 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 EvidenceBased Reading and Writing score of 570, 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](#)

**Section Supplemental Material:**

Additional material and links are posted in Canvas.

## 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 & Communication Center, Library Room 430, on the fourth 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 & Communication Center. Walk-ins are welcome on a first-come, first-served basis.

- Email: [wcc@nova.edu](mailto:wcc@nova.edu)
- Phone: 954.262.4644
- Web: [nova.edu/wcc](http://nova.edu/wcc)
- Facebook: [facebook.com/nsuwritfellows](https://facebook.com/nsuwritfellows)
- Twitter/Instagram: @nsuwritfellows

## VIII. Course Schedule and Topic Outline

### Course Schedule:

Week 1	
Monday 08/23/2021	Welcome to COMP 1500! Homework Due: Post to Canvas (do not email to me) your professional email by 11 p.m., 8/25;? In-class: Diagnostic Writing due by the end of the class period
Wednesday 08/25/2021	Reading Due: Lessner & Craig's "Finding Your Way In" (Canvas) Post to the Identity as a Writer discussion by 11 p.m., 8/27 Complete a draft of Journal #1 & post to Canvas by 11 p.m., 8/26 In-Class: ?Introductions & class overview; Professional emails. Discuss reading and writing processes

Friday 08/27/2021	Reading Due: Understanding Rhetoric “Introduction: Spaces for Writing;” ? Homework Due: Complete Journal #1 by 11 p.m., 8/31 In-class: Discuss reading strategies for Understanding Rhetoric; discuss Journal #1?
Week 2	
Monday 08/30/2021	Reading Due: Understanding Rhetoric Issue 1 “Why Rhetoric” In-class: Introduction to A1: Synthesized Rhetorical Analysis; Discuss reading; rhetorical analysis brainstorm activities
Wednesday09/01/2021	Reading Due: Janet Boyd’s “Murder! Rhetorically Speaking” (Canvas) In-Class: Discuss journal #2; Rhetorical key terms activity Homework due: Complete the Definition Activity by 11 p.m., 9/3: Complete Journal #2 (Rhetorically Analyzing Social Media) by 11 p.m., 9/5
Friday 09/03/2021	Reading Due: Ellen Carillo’s “Annotating Your Way” and “Developing a Repertoire” (Canvas); Understanding Rhetoric Issue 2 “Reading Strategically” In-Class: brainstorm topics for Synthesized Rhetorical Analysis. Discuss reading strategies Homework due: Brainstorming Activity due by 11 p.m., 9/4
Week 3	
Monday 09/06/2021	Labor Day Holiday – No Class
Wednesday09/08/2021	In-Class: Library session
Friday 09/10/2021	In-Class: Discuss reading strategies & chosen articles; In-class rhetorical analysis (LeDuff’s “ <a href="#">Come See Detroit</a> ”) due by 11 p.m., 9/13 Homework Due: Reading Selfie due by 11 p.m., 9/12
Week 4	
Monday 09/13/2021	In-Class: introduce? <a href="#">source visualization</a> ? as a way of generating ideas about your sources; Introduce "In the News" assignment. Sign up for In the News presentations Discuss Journal #3 & projects; introduce rhetorical precis & narrowing down articles Homework Due: Complete a source visualization of one chosen article by 11 p.m., 9/15; Complete Journal #3 (Spark Sketch) by 11 p.m., 9/17; Post your In the News thread to Canvas before your presentation. Respond to at least two of your classmates' posts by 11 p.m., 11/30

Wednesday 09/15/2021	<p>In-Class: Discuss Journal #4</p> <p>Homework Due: Decide on a topic for your Synthesized Rhetorical Analysis by 11 p.m., 9/16.</p> <p>Complete Journal #4 by 11 p.m., 9/19</p> <p>Complete Drawing Conclusions activity #1 on pg. 116 and prepare to discuss in class by 11 p.m., 9/16</p>
Friday 09/17/2021	<p>Reading Due: Try any two new reading strategies we covered last week as you re-read 2 of the articles for your rhetorical analysis essay.</p> <p>Homework Due:?</p> <p>Select 5 potential articles for your Synthesized Rhetorical Analysis (you can skim these for now);</p>
Week 5	
Monday 09/20/2021	<p>Homework Due: Complete a draft of Journal #5 (Rhetorical Precis)? by 11 p.m., 9/21</p> <p>In-Class: Discuss source visualizations and work on Synthesized Rhetorical Analysis</p>
Wednesday 09/22/2021	<p>Homework Due: Upload your revised Journal #5 to the assignment by 11 p.m., 9/23</p> <p>In-Class: In-Class Peer Review of rhetorical precis; time to work Synthesized Rhetorical Analysis</p> <p>Have the file of your rhetorical precis draft ready to upload.</p>
Friday 09/24/2021	<p>Reading Due: Understanding Rhetoric Issue 3 "Writing Identities"</p> <p>Homework Due: Complete your draft Synthesized Rhetorical Analysis 11 p.m., 9/26</p> <p>In-Class: Discuss tone and outline strategies for developing the Synthesized Rhetorical Analysis</p>
Week 6	
Monday 09/27/2021	<p>In-Class: Synthesized Rhetorical Analysis Peer Review</p> <p>Have the file of your draft ready to upload.</p>
Wednesday 09/29/2021	<p>Reading Due: Understanding Rhetoric Issue 7 "Rethinking Revision"</p> <p>Homework Due: Make some revisions to your Synthesized Rhetorical Analysis and complete Journal #6 (Paragraph Re-Writes) by 11 p.m., 10/1</p> <p>In-Class: Complete Drawing Conclusions 1 (pg. 288) together as a class to create best practices for revision due by 11 p.m., 9/30</p>
Friday 10/01/2020	<p>Homework Due: Complete Journal #7 (Pursuing Arguments) by 11 p.m., 10/3?</p> <p>In-Class: Discuss Journal #6; in-class revision activities</p> <p>A1 Assignment Due: Synthesized Rhetorical Analysis by 11 p.m., 10/3</p>
Week 7	

Monday? 10/04/2021	Reading Due: Understanding Rhetoric Issue 6: “Research: More than Detective Work”; Issue 8: “Fake News & Real Publication” Homework Due: Locate 1 new source for your research essay that offers a new perspective by 11 p.m., 10/5 In-Class: Introduce A2: Research Argument Essay; Research Question Brainstorm Activity due by 11 p.m., 10/6
Wednesday10/06/2021	Homework Due: Library Activity due by 11 p.m., 10/7; Journal #7 due by 11 p.m., 10/8; Research Plan Activity due by 11 p.m., 10/9? In-Class: Discuss Journal #7; time to search for sources
Friday 10/08/2021	Homework Due: Complete Journal #8 (Growing Your Topic Spark Sketch) by 11 p.m., 10/10; Journal #9 (Reflecting on the Synthesized Rhetorical Analysis) due by 11 p.m., 10/13? In-Class: Criteria activities and evaluating sources. Discuss Journals #8 & #9; Discuss research plans
Week 8?	
10/11-15/2021 Midterm	We do not have a mid-term examination. Be sure and check with your other professors.
Week 9	
Monday 10/18/2021	Reading Due: Understanding Rhetoric Issue 4 “Argument Beyond Pro Con” Homework Due: Two New Sources: Find, cite, read, and annotate 1 scholarly article and 1 popular article you intend to use for your Research Argument Essay. Post to the Canvas discussion by 11 p.m., 10/19 In-class: Discuss readings; complete Drawing Conclusions Activity #2 in-class (pg. 190) due by 11 p.m., 10/19
Wednesday10/20/2021	Homework Due: Complete Journal #10 (Scholarly Source Rhetorical Analysis) by 11 p.m., 10/21 In-Class: Discuss sources; begin Journal #10; Evaluating Sources due by 11 p.m., 10/22
Friday 10/22/2021	Homework Due: Find and read 3 additional sources for your research argument essay. Create an annotation for each source (including the thesis; evaluation; and how you will use the source to further your argument) by 11 p.m., 10/24?? In-Class: Discuss Journal #10 and summary revisions
Week 10	

Monday 10/25/2021	Homework Due: Complete Journal #11 (Counter Arguments) by 11 p.m., 10/27 In-Class: Activities for reading, summarizing, and putting sources in conversation with one another
Wednesday10/27/2021	Homework Due: A2 First Draft: upload 1-2 pages and Reference List of your Research Argument Essay. Post to Canvas for peer review by 11 p.m., 10/28 In-Class: Discuss Journal #11 & counter arguments; time to work on Research Argument Essay
Friday 10/29/2021	Homework Due: A2 Second Draft: upload a complete draft of your Research Argument Essay by 11 p.m., 10/31; Complete Journal #12 (Research Argument Essay Progress Report) by 11 p.m., 10/30 In-Class: Research Argument Essay 1st Peer Review
Week 11	
Monday 11/01/2021	Homework due: Object Discussion by 11 p.m., 11/3? In-Class: Research Argument Essay 2nd Peer Review
Wednesday11/03/2021	Reading Due: Understanding Rhetoric Chapter 8: "Going Public" Homework due: Image Recast Discussion by 11 p.m., 11/5? In-class: Introduction to A3: Multimodal Recast; Discuss readings?
Friday 11/05/2021	Homework Due: Complete Journal #13 (Multimodal Recast Sketch) by 11 p.m., 11/7; Technology Activity by 11 p.m., 11/7 In-Class: Multimodal Recast discussion & brainstorm A2 Assignment Due: Research Argument Essay due by 11 p.m., 11/8
Week 12	
Monday 11/08/2021	In-class: Discuss Multimodal Recast plans; time to collect materials and work Homework Due: Complete Technology Activity by 11 p.m., 11/10
Wednesday11/10/2021	Homework Due: Complete Journal #14 (Self Review) by 11 p.m., 11/12 In-Class: Peer review and time to work
Friday 11/12/2021	Homework Due: Over the weekend pay attention to how you interact with others online and complete Drawing Conclusions Activity #2 on pg. 150 by 11 p.m., 11/14 In-Class: Introduction to A4: Autoethnography & in-class analysis
Week 13	
Monday 11/15/2021	Homework Due: Complete Journal #15 (Images) by 11 p.m., 11/17 In-Class: Discuss homework and analyze artifacts from class

Wednesday 11/17/2021	Homework Due: Complete Journal #16 (Autoethnography Observations) by 11 p.m., 11/19 ? In-Class: Image analysis activities
Friday 11/19/2021	Homework Due: Prepare your recast and rationale for in-class peer review. Post to Canvas by 11 p.m., 11/21 In-Class: Discuss Journals & in-class analysis and writing activities
Week 14	
Monday 11/22/2021	In-Class: Multimodal Recast peer review; update on autoethnography and time to work
Wednesday 11/24/2021	Homework Due: Continue working on multimodal recast and autoethnography In-Class: in-class work period
Friday 11/26/2021	Thanksgiving Holiday – No Class
Week 15	
Monday 11/29/2021	Homework Due: Prepare a draft of your autoethnography for peer review. Post to Canvas by 11 p.m., 11/30 In-Class: in-class work period
Wednesday 12/01/2021	Homework Due: Prepare your recast for in-class showcase. Journal #17 (Spark Sketch reflections) due by 11 p.m., 12/2 In-Class: Autoethnography peer review A3 Assignment Due: Multimodal Recast due by 11 p.m., 12/2
Friday 12/03/2021 Last Day of Class	In-class: Multimodal Recast Showcase
Week 16	
Wednesday 12/08/2021 Finals	A4 Assignment Due: Autoethnography due by 11 p.m., 12/8 We do not have a final examination. Be sure and check with your other professors.

## IX. Assignments

Journals (15% of overall grade)

A1- Synthesized Rhetorical Analysis (15% of overall grade)

A2- Research Argument Essay (25% of overall grade)

A3- Multimodal Recast (15% of overall grade)

A4- Autoethnography (20% of overall grade)

In the News presentation (5% of overall grade)

Additional short in-class writings and participation activities (5% of overall grade)

Specific requirements for each assignment are posted in Canvas and will be discussed in class.

## X. Grading Criteria

Letter Grade	Quality Points	Percentage Points
A	4.0	93 - 100
A-	3.75	90 - 92
B+	3.5	87 - 89
B	3.0	83 - 86
B-	2.75	80 - 82
C+	2.5	77 - 79
C	2.0	73 - 76
C-	1.75	70 - 72
D+	1.5	67 - 69
D	1.0	60 - 66
F	0.0	59 and below
W	Withdrawn	-
I	Incomplete	-
P	Pass	-
AU	Audit (may not be available in all programs)	-

<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.



**Final Grade:**

In the News Presentation: 5%

Journals: 15%

In-Class Writings and Participation Activities: 5%

A1 - Synthesized Rhetorical Analysis: 15%

A2- Research Argument Essay 25%

A3- Multimodal Recast 15%

A4- Autoethnography 20%

Total 100%

## XI. University Policies

**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](http://www.fcas.nova.edu/calendars).

Students must visit [www.fcas.nova.edu/about/policies.cfm](http://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

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) early and often throughout the academic year. TTC provides supplemental learning assistance, as well as an array of testing services, in a supportive and professional environment that enhances the ability of all students to meet educational goals, achieve academic excellence, and enhance personal growth. Subject-based tutoring and academic coaching sessions are individualized, 45-minute sessions that encourage developing strong creative thinking and reasoning skills. See here for the latest listing of NSU courses tutored: <http://www.nova.edu/tutoring-testing/tutoring-services/general-information.html>. TTC also offers Supplemental Instruction in historically difficult courses. SI sessions are

facilitated by SI Leaders who have been endorsed by faculty for their leadership ability and content mastery. For further information please call (954) 262-8350 or visit our website at <http://www.nova.edu/tutoring-testing/>.

## **Health and Safety Resources for NSU Students**

### **Covid Exposure or Infection**

If a student experiences COVID exposure or infection, they do not report to the Office of Disability Services. Instead, the student reports via email: 1. to the COVID-19 office ([covidcase@nova.edu](mailto:covidcase@nova.edu)), 2. to our college COVID coordinator, Vanessa Mezquia at [mezquia@nova.edu](mailto:mezquia@nova.edu), and 3. to the course instructor.

Formerly known as Henderson Student Counseling, the **NSU Center for Student Counseling and Well-Being** offers a wide array of services and programs to support various aspects of students' well-being including: same day triage appointments, individual, couple and family therapy, support & personal growth groups, psychoeducational programming, resilience programs, and educational outreach. Additionally, to make service more accessible to students, NSU's Center for Student Counseling and Well-Being is now centrally located in the Student Affairs Building, 3rd floor. To make an appointment or to learn more go to [nova.edu/studentcounseling](http://nova.edu/studentcounseling), call (954) 262-7050 or (954) 424-6911.

The **Office of Suicide and Violence Prevention** is devoted to creating a safety net at NSU, helping to prevent suicide and violence. For more information, visit [nova.edu/suicideprevention](http://nova.edu/suicideprevention). If you are struggling, call a Suicide Prevention hotline for 24/7 assistance: 1-800-SUICIDE (784-2433) or 1-800-273-TALK (8255).

You can Contact the **Office of Public Safety** (NOVALERT - Hotline) 24 hours/7 days a week for emergency or non-emergency situations at (954) 262-8999. For more information about services and safety tips, visit [nova.edu/publicsafety](http://nova.edu/publicsafety).

### **The NSU "Write from the Start" Writing and Communication Center**

The NSU "Write from the Start" Writing and Communication Center is an innovative workspace where students, consultants, and faculty come together, in person and online, to talk about writing and communication. Staffed by trained professional and peer consultants, the WCC offers individualized assistance to all NSU students. Students can work with consultants on all types of academic writing and communication projects at any stage of the process. For more information or to make an appointment, visit the WCC website, [nova.edu/wcc](http://nova.edu/wcc), or call 954-262-4644.

### **Classroom Recording Policy**

Class content throughout this course may be recorded in accordance with the NSU Class Recording Policy. If class content is recorded, these recordings will be made available to students registered for this course as a supplement to the classroom experience. Recordings will be made available to all students who were registered to attend the live offering of the class, regardless of a students' section or discipline, or whether the student is participating in the course online. If recordings are intended to be accessible to students or third parties who were not registered for the live offering of the class, students' personally identifiable information will be removed or redacted from the recording, unless (1) their written consent to such disclosure was previously provided, or (2) the disclosure is permissible in accordance with the Family Educational Rights and Privacy Act ("FERPA").

Students are prohibited from recording audio or video, or taking photographs in classrooms (including online classes) without prior permission from the instructor or pursuant to an approved disability accommodation, and from reproducing, sharing, or disseminating classroom recordings to individuals outside of this course. Students found engaging in such conduct will be in breach of the Student Code of Conduct and subject to disciplinary action.