



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: 23874 - DAP

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

Building and Room: NSU Library - EC1052

II. Instructor Information

Professor: Dr. Ginette R Ba-Curry

Email:

Phone: 954-262-8415

Office Hours: Office hours by appointment.

Office Hours: Fridays from 3:15p.m until 4: 15p.m in EC 1052 by appointment.

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	4:15 PM - 5:05 PM	Ft Lauderdale/Davie Campus	NSU Library- EC1052
W	10/11/2017 - 10/11/2017	3:30 PM - 5:30 PM	Ft Lauderdale/Davie Campus	NSU Library- EC1052
MWF	10/16/2017 - 12/01/2017	4:15 PM - 5:05 PM	Ft Lauderdale/Davie Campus	NSU Library- EC1052
W	12/06/2017 - 12/06/2017	3:30 PM - 5:30 PM	Ft Lauderdale/Davie Campus	NSU Library- EC1052

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](#)

Section Supplemental Material:

1. *Curious Writer Concise*

Bruce Ballenger, Pearson

2017 – 5th Edition

ISBN: 9780134120706

2. **Scantron Forms** No. 882-E-Lovas4:14 and pencil

3. **College Level Dictionary**

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
- Twitter/Instagram: @nsuwritfellows

Writing Projects: During the semester, you will complete a number of writings. Details about each of them will be discussed during class.

Journals: To keep you practicing writing and thinking often, you will complete several journals.

Research Paper: To produce a five (5) to six (6) page research paper including a Table of Contents and a Works Cited page (not included in the pagination).

Class Discussion, Peer Review, and Participation

All students are expected to arrive prepared each day in class with their textbooks and to read the syllabus' calendar every week. Also, they are expected to contribute in a meaningful way to class discussion and activities.

VIII. Course Schedule and Topic Outline

Course Schedule:

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

Week 1	In class: Diagnostic Essay
Aug 21 Aug 23	In class: Introduction to Class. Please PRINT the syllabus and bring it to class on Aug 25.
Aug 25	In class: Syllabus, Assignments and Policies' Review Selection of Research Paper topics (see topics under rubric "Research Paper" in "Assignments")
Week 2	
Aug 28 Aug 30 (Writing Fellows Orientation in Library Lab B, 2nd Floor Main Library during Class Time) Sept 1	How to write/structure a standard Essay: "The Dog That Made Us a Family," page 71, (<i>The Curious Writer</i>) On August 30, 2017, mandatory orientation: Go to Library Lab B, 2nd Floor Main Library. Attendance will be taken as usual. How to write/structure a standard Essay: "The Dog That Made Us a Family" continued
Week 3	
Sept 4 (OFF- Labor Day) Sept 6 Sept 8	OFF Sample MLA Research Paper: <i>The Curious Writer</i>, page 310: "The 'Unreal Dream:' True Crime in the Justice System" (check <i>The Curious Writer</i>, Chapter 8 and 9: Research Techniques. How to start researching. Sample MLA Research Paper: <i>The Curious Writer</i>, page 310: "The 'Unreal Dream:' True Crime in the Justice System" (check <i>The Curious Writer</i>, Chapter 8 and 9: Research Techniques for Modern Language Association guidelines). How to start researching.

Week 4 Sept 11Sept 13 Sept 15	Reading Critically: "The Importance of Writing Badly" by Bruce Ballenger, page 53 Film Review: "A Christmas Story" by Roger Ebert, page 100 Film Review: "A Christmas Story" by Roger Ebert, page 100
Week 5 Sept 18Sept 20 Sept 22	Quiz #1How to do research (<i>The Curious Writer</i>, Using and Citing Sources, Chapter 9, page 274-316 for Modern Language Association guidelines)How to do research (<i>The Curious Writer</i>, Using and Citing Sources, Chapter 9, page 274-316 for Modern Language Association guidelines)
Week 6 Sept 25Sept 27 Sept 29	Correction Quiz #1Reading/Proposal: "Why College Football Should Be Banned," by Buzz Bissinger, page 134 Reading/Factual Argument: "Is College Worth it?" by David Leonhardt, page 180
Week 7 Oct 2 Oct 4 Oct 6	How to write a Table of Contents: The structure of the Research Paper How to write a Research Paper's Works Cited page (<i>The Curious Writer</i>, page 215-216) How to write a Research Paper's Works Cited page (<i>The Curious Writer</i>, page 215-216)
Week 8 Oct 9 Oct 11 Oct 13	Literary Analysis: "The Shield That Came Back" by N Scott Momaday, <i>The Curious Writer</i>, page 215How to write about Literature: "On 'The Shield That Came Back'" by Bart Brinkman, page 216How to write about Literature: "On 'The Shield That Came Back'" by Bart Brinkman, page 216

<p>Week 9</p> <p>Oct 16</p> <p>Oct 18</p> <p>Oct 20</p>	<p>The Research Paper: Evaluating Students' Sources. Bring your five (5) sources to class. They should be printed in their entity (see guidelines under "Research Paper.") The Research Paper: Evaluating Students' Sources. Bring your five (5) sources to class. They should be printed in their entity (see guidelines under "Research Paper.")</p> <p>Quiz #2</p>
<p>Week 10</p> <p>Oct 23</p> <p>Oct 25</p> <p>Oct 27</p>	<p>Critical Analysis: "All About That Hate" by Haile Johnson-Waskow, <i>The Curious Writer</i>, page 234 Correction Quiz #2 Ad Analysis: "What Does Apple's 'Misunderstood' Advertisement Mean?" by Alex Soojung-Kim Pang, <i>The Curious Writer</i>, page 218</p>
<p>Week 11</p> <p>Oct 30</p> <p>Nov 1</p> <p>Nov 3</p>	<p>How to write a Research Paper's Introduction (Practice) How to write a Research Paper's Body Paragraphs (Practice) How to write a Research Paper's Conclusion (Practice)</p>
<p>Week 12</p> <p>Nov 6</p> <p>Nov 8</p> <p>Nov 10</p>	<p>Table of Contents Review Works Cited Review Quiz #3</p>
<p>Week 13</p> <p>Nov 13</p> <p>Nov 15</p> <p>Nov 17</p>	<p>Research Paper Peer Review Correction Quiz 3</p> <p>Research Paper Peer Review</p>
<p>Week 14</p> <p>Nov 20</p> <p>Nov 22</p> <p>Nov 24</p> <p>(OFF-Thanksgiving)</p>	<p>How to write an analytical prompt How to write an analytical prompt OFF</p>

Week 15 Nov 27Nov 29 (Wednesday): Last Day of Class	How to write an Analytical Prompt Eight (8) Journals DUE Five (5) to Six (6) Page Research Paper DUE Mandatory In-Class Analytical Prompt: The topics will not be known in advance.
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IX. Assignments

THREE (3) QUIZZES 20%

Links to the chapters to prepare for the quizzes: They will be emailed to the students at the beginning of the semester.

1. Grammar Chapters to Read **before September 18, 2017** to prepare for QUIZ #1

2. Grammar Chapters to read **before October 20, 2017** to prepare for QUIZ #2

3. Grammar Chapters to Read **before November 10, 2017** for QUIZ #3: **All of the Above.**

Quiz #1: September 18, 2017: Students will have to bubble in 10 multiple choice answers corresponding to the chapters they are supposed to read before September 18, 2017 for Quiz #1.

Quiz #2: October 20, 2017: Students will have to bubble in 10 multiple choice answers corresponding to the chapters they are supposed to read before October 20, 2017 for Quiz #2.

Quiz #3: November 10, 2017: Students will have to bubble in 10 multiple choice answers corresponding to the chapters they are supposed to read before November 10, 2017. **Quiz #3 will be about all the above chapters.**

Students are responsible for bringing their own scantron sheets and pencils for the three quizzes.

Each Quiz will be corrected in class.

One (1) absence for QUIZZES: unless the students have a documented excuse that is acceptable (doctor's note, plane ticket, etc...), it will result in it being omitted but the total number of examinations in the calculation will remain the same.

Two absences or more: no documented excuse will be accepted. That means F for Quizzes.

GRADING SCALE FOR THE QUIZZES

1-2 correct answers (out of 10) = F

3-4 correct answers (out of 10) = D

5-6 correct answers (out of 10) = C

7-8 correct answers (out of 10) = B

9-10 correct answers (out of 10) = A

EIGHT (8) JOURNALS

20%

They should be personal comments (reactions) about the texts analyzed in class, not summaries. A sample journal will be emailed to students at the beginning of the semester.

Write your reaction to the texts analyzed in class: do you agree or disagree with their contents? Any journal less than ONE (1) FULL page will be downgraded one letter grade for not following the guidelines.

Each journal should be one (1) page long, typed, double-spaced. Use font 12 Times New Roman. All journals must be stapled together with a cover sheet with your name on it.

1. "The Dog That Made Us a Family," page 71
2. "The Importance of Writing Badly" by Bruce Ballenger, page 53
3. "A Christmas Story" by Roger Ebert, page 100
4. "Why College Football Should Be Banned," by Buzz Bissinger, page 134
5. "Is College Worth it?" by David Leonhardt, page 180
6. "The Shield That Came Back" by N Scott Momaday, page 215
7. "All About That Hate" by Haile Johnson-Waskow, page 234
8. "What Does Apple's 'Misunderstood' Advertisement Mean?" by Alex Soojung-Kim Pang, page 218

DUE: November 27, 2017

(**deadline 5:05p.m, end of the course**). After that time, the journals will be considered late and will be downgraded one letter grade. **No late journals will be accepted after November 29, 2017, 5:05p.m, end of the course.** DO NOT e-mail or drop any journals in my box. They will not be accepted.

Type your full name only on the first journal. Also, type the title of each story you write about at the top of the page of each journal. Do not skip lines. Staple your 8 journals together or put them in a folder.

You need to bring your **complete journals** to class on the due date. Any incomplete homework will be downgraded. Also, do not bring part of your journals on the due date and the rest of your journals on November 29, 2017. You will be downgraded.

One (1) journal missing: downgrade one letter grade

Two (2) journals or more missing: F (failing) for homework

RESEARCH PAPER

20%

The topics: The students may choose one of the following: either "should" or "should not."

1. We **should/should not** develop some sort of internet censorship.

2. The birth control pill **should/should not** be removed from general consumption.
3. We **should/should not** initiate a national health insurance program in the United States.
4. Physician-assisted suicide **should/should not** be legal in cases where death is certain and consent is from the dying.
5. All animal experimentation **should/should not** be outlawed as advances in technology have made animal testing unnecessary.
6. We **should/should not** lower any physical requirement guidelines so that women may be admitted in the military.
7. Children **should/should not** be exposed to computer technology until late in the education process because computers often distract young learners from learning the basics.
8. We **should/should not** legalize marijuana for medicinal purposes.
9. Cloning **should/should not** be banned until necessary safeguards and precautions can be established to allow the research to be conducted safely and prudently.

The research paper will be minimum five (5) and maximum six (6) pages. It **should have a cover page with your name on it, a Table of Contents and a Works Cited page (not included in the pagination).** It should be typed and double-spaced, fonts size 12 Times New Roman. It will follow the MLA (Modern Language Association) guidelines. (See MLA documentation style in *The Curious Writer*, page 285-317 and the following: <http://owl.english.purdue.edu/owl/resource/557/01/>).

1. The Research Paper's Table of Contents and the Works Cited page are not included in the pagination but are **MANDATORY**. Voluntary or involuntary omission of the Table of Contents **and/or** Works Cited page will result in a lower letter grade on students' research papers.
2. **Students need to select five (5) documents from the internet AND university's's library** for their research paper. The documents need to be varied: at least one (1) book, one (1) article from a magazine, one (1) article from a scholarly journal, one (1) article from a newspaper, one (1) article from an online website, interviews, videos, etc... to reflect the diversity of their sources. Students need to bring their 5 documents to class (in a folder and each of them stapled) **on Oct 16, 2017 (Monday) including books and videos.**
3. Failure to bring the **complete** research paper documents to class on Oct 16, 2017, 2017 will result in one letter downgrade on their research paper unless students have a documented excuse explaining why they could not produce the documents on those days (doctor's note, plane ticket, etc...). Bringing the complete research paper documents to class is **MANDATORY**. **Each research document should be AT LEAST 5 pages long (size 12 fonts) and needs to have a date of publication that is not older than ten**

years (including the books).

4. How to type a Table of Contents will be explained in class on Oct 2, 2017.

5. How to type a Works Cited page will be explained in class on Oct 4 and Oct 6.

Do not drop any documents or assignments in my mailbox and do not email me your sources (documents) because you missed class on Oct 16, 2017. In both cases, they will NOT be taken into account. You need to bring them to class on the due day.

Research papers are **DUE: November 27, 2017** (deadline 5:05p.m, end of the course). After that time, the research papers will be considered late and will be downgraded one letter grade. **No late research papers will be accepted after November 29, 2017, 5:05p.m., end of the course.** **DO NOT e-mail or drop your research papers in my box.** They will not be accepted.

ONE (1) IN-CLASS PROMPT 20%

Scheduled: November 29, 2017 in class (Last day of class).

The topics will be given by the instructor. You will choose one of them. You may use a pencil and eraser, your notes and a dictionary. **There is no make-up in-class prompt.**

It will be a three (3) paragraph analytical and handwritten prompt (one page: front and back)

In case of absence: ONLY considered under extenuating documented circumstances, and with prior notification and documentation (original funeral notice, original doctor's note, etc.). Scheduling appointments and vacations are not valid reasons. A no show will result in F grade for that assignment.

PARTICIPATION AND ATTENDANCE 20%

Students need to attend class and to be on time. More than four (4) documented OR undocumented absences and repeated late arrivals to class or early departures will affect students' final grade.

Students will be automatically dropped two letter grades at the end of the semester if they have more than four (4) absences in the semester (no matter whether the absences are documented or not, consecutive or not consecutive).

PLEASE TURN OFF YOUR CELLULAR PHONES WHEN YOU COME TO CLASS. NO TEXT MESSAGING ALLOWED IN CLASS.

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.

Three Quizzes	20%
Eight (8) Journals	20%
One (1) Research Paper	20%
One Analytical Prompt	20%
Class Discussion/ Participation/Attendance	20%
TOTAL	100%

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.

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.

Please be on time.

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>