

Department of Com, Media and Arts

COMP 2000 - Advanced College Writing

Semester and Year: Fall 2022

I. Course Information

Semester Credit Hours: 3.0

Course CRN and Section: 26193 - L01

Course Start and End Dates: 08/22/2022 - 12/11/2022

Building and Room: Online Venue - CANVAS

II. Instructor Information

Professor: Dr. Juliette C. Kitchens

Email: jkitchens@nova.edu

Phone: 954.262.8189

Office Hours: Winter office hours can be extended by appointment. Please contact me to schedule an in-person or remote meeting.

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
	08/22/2022 - 12/11/2022		Programs On-line	Online Venue-CANVAS

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. Experiential Education and Learning (ExEL): Successful completion of this course satisfies 1 ExEL unit. Prerequisite: COMP 1500 or COMP 1500H. 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:

Try This: *Research Methods for Writers*

By Jennifer Clary-Lemon, Derek Mueller, and Kate Pantelides

UP Colorado; 2022

ISBN: 978-1-64215-144-2 (pdf); 978-1-64215-145-9 (epub); 978-1-64242-312-5 (pbk.)

Available [Open Access](#) through WAC Clearinghouse

VII. Course Requirements

WCC COMP Fellows Statement

Peer review is a critical element of the writing process. Therefore, all COMP courses have an embedded peer writing fellow, known as a COMP Fellow. COMP Fellows are peer writing consultants who work at the NSU WCC (WCC) and are trained to work specifically with COMP courses. They can help you with all stages of the writing process. COMP Fellows do not grade assignments or take the place of the instructor's response to written work.

For this class, you will complete at least one consultation with a peer writing fellow. Your instructor may require or encourage more consultations since peer review is a part of the writing process and your academic growth. Your consultation may be one-on-one with a fellow or together with one other classmate (two-on-one).

Ground courses have a COMP Fellow who visits class throughout the semester. You are encouraged to work with them during class sessions and to meet with them in the WCC outside of class time. You can schedule a consultation via <https://nova.mywconline.com> or by visiting the WCC in Sherman Library 430. Walk-ins are welcome on a first come, first-served basis.

Online courses receive regular updates, tips, and strategies from the COMP Fellows program. Online students can schedule a consultation via <https://nova.mywconline.com>; consultations take place via Zoom. Online students are also welcome to schedule in-person appointments at the WCC.

Email: wcc@nova.edu

Phone: 954.262.4644

Web: nova.edu/wcc

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

Twitter/Instagram: [@nsuwcc](#)

VIII. Course Schedule and Topic Outline

Course Schedule:

WEEK ONE	Review materials in Course Information before beginning Module One > Week One .
Module One:	Read Chapter 1 , Try This (TT), and watch video
Discovery	Discussion: Introductions + Process Reflection [Discussion deadlines vary weekly; see each discussion thread for details] Journal 1 : Brainstorming Research Questions [All journals are due each week by Sunday at 11:59 pm unless otherwise stated]

<p>WEEK TWO</p> <p>(Module One)</p>	<p>Module One > Week Two</p> <p>Read Dana Driscoll, “Introduction to Primary Research: Observations, Surveys, and Interviews.” <i>Writing Spaces: Readings on Writing</i>, vol. 2, 2011. 153-174. Pdf.</p> <p>Begin CITI Training</p> <p>Peer Response: Research Proposal due Wednesday</p> <p>Research Proposal due Sunday</p>
<p>WEEK THREE</p> <p>Module Two: Sourcework</p>	<p>Module Two > Week Three</p> <p>Read TT Chapter 2 and watch video</p> <p>Discussion: Research Protocol: Intentions + Biases</p> <p>Journal 2: Participation form/Consent</p> <p>CITI Certification due Sunday</p>
<p>WEEK FOUR</p> <p>(Module Two)</p>	<p>Module Two > Week Four</p> <p>Read TT Chapter 3 and watch videos</p> <p>Discussion: Research Reflection</p> <p>Journal 3: Creating a worknet</p> <p>Library Quiz due Sunday</p> <p>Review the Research Inquiry Report assignment</p> <p>Note: The Research Inquiry Report assignment can be submitted anytime between Week 5 and Week 14</p>
<p>WEEK FIVE</p> <p>(Module Two)</p>	<p>Module Two > Week Five</p> <p>Watch video</p> <p>Discussion: Peer Response: Annotations</p> <p>Journal 4: Annotated Bibliography</p> <p>First week the Research Inquiry Report can be submitted</p>

<p>WEEK SIX</p> <p>(Module Two)</p>	<p>Module Two > Week Six</p> <p>Discussion: Research Reflection</p> <p>Journal 5: Annotated Bibliography cont'd</p> <p>Review the Literature Review assignment</p>
<p>WEEK SEVEN</p> <p>(Module Two)</p>	<p>Module Two > Week Seven</p> <p>Read TT Chapter 4 and watch video</p> <p>Discussion: Peer Response: Literature Review</p> <p>Journal 6: Research Protocol Question 2</p> <p>Literature Review due Sunday</p>
<p>WEEK EIGHT</p> <p>Module Three:</p> <p>Method</p>	<p>Module Three > Week Eight</p> <p>Read TT Chapter 5 and Chapter 6 and watch videos</p> <p>Discussion: Primary Research Methods Rationale</p>
<p>WEEK NINE</p> <p>(Module Three)</p>	<p>Module Three > Week Nine</p> <p>Begin setting schedule for next week's data collection</p> <p>Journal 7: Primary Data Collection Planning</p> <p>Research Protocol due Sunday</p>
<p>WEEK TEN</p> <p>(Module Three)</p>	<p>Module Three > Week Ten</p> <p>Conduct primary research data collection</p> <p>Discussion: Research Reflection</p> <p>Journal 8: Field Notes</p>

<p>WEEK ELEVEN</p> <p>(Module Three)</p>	<p>Module Three > Week Eleven</p> <p>Return to Chapter 4 to assist with coding this week</p> <p>Discussion: Peer Response: Research Memo</p> <p>Journal 9: Coding</p>
<p>WEEK TWELVE</p> <p>Module Four: Delivery</p>	<p>Module Four > Week Twelve</p> <p>Read TT Chapter 7 and watch videos</p> <p>Review the IMRAD Research Report assignment</p> <p>Discussion: Image as Text</p> <p>Journal 10: Data Visualization</p>
<p>WEEK THIRTEEN</p> <p>(Module Four)</p>	<p>Module Four > Week Thirteen</p> <p>Watch video & develop revision map</p> <p>Discussion: Mapping Revisions + Constructing the Report</p>
<p>WEEK FOURTEEN</p> <p>(Module Four)</p>	<p>Module Four > Week Fourteen</p> <p>Read TT Chapter 8 and watch video</p> <p>Discussion: Designing a Preliminary Draft</p> <p>Continue to draft the IMRAD Research Report</p> <p>Research Inquiry Report due Wednesday (final deadline)</p>
<p>WEEK FIFTEEN</p> <p>(Module Four)</p>	<p>Module Four > Week Fifteen</p> <p>Discussion: Peer Response: IMRAD Report</p> <p>Journal 11: Next Steps</p>
<p>WEEK SIXTEEN</p>	<p>Finals Week</p> <p>Assignment Due: IMRAD Research report Due- Canvas, Wednesday, 11:59p</p>

IX. Assignments

Discussion: Part of your responsibility in this class is interacting with your fellow student writers. Each week, you will participate in the Discussion by sharing drafts and ideas, participating in peer review, and giving one another feedback. Participating in the Discussion is a mandatory component of the course.

Journals: Throughout the semester, you will submit several journal assignments as you work through the research process. The journals are ongoing assignments that include activities designed to develop both your research and composing processes. Completing the journals is an important prerequisite to completing the final assignment.

Research Proposal: Before you conduct your research, you'll plan some of the specifics of what the project will look like. This will help guide you throughout the semester. You may revise it along the way--i.e., you may find that you revise your research question or adjust your primary audience throughout the process--but this document will be a reference point to keep you generally focused and on track as you move through the semester.

CITI Training: Training in conducting research with human subjects is now required of all COMP 2000 students at NSU. This training is provided at no cost to NSU students and faculty through the Collaborative Institutional Training Initiative (CITI program: <https://www.citiprogram.org> (Links to an external site.)).

Research Inquiry Report: At a relevant point in your research process (anytime between weeks 4 and 14), you will develop a brief list of questions that will help you solve a research problem you are encountering. You will contact a librarian at the Alvin Sherman Library and address your questions with their assistance. Once you've met with the librarian, you'll craft a report that includes a description of the research problem; summary of your meeting with the librarian; and reflections on how the encounter impacts your research process going forward.

Library Quiz: To help familiarize yourself with the researching techniques and resources offered at the NSU library, all students will complete a library module and quiz.

Annotated Bibliography: As part of the journal, you will the annotated bibliography in a few different steps. These will inform your literature review and will be useful material references when you begin putting together the IMRAD research report. Each of the sourcework journals builds on the previous submission and work you've completed. The annotated bibliography will be completed in the sourcework journals in Module Two.

Literature Review: Submitted as a "stand alone" introduction to the critical conversation your research joins, the literature review organizes the content you've uncovered in your secondary research into pertinent themes and ideas and creates a sketch of the conversation for your readers. This kind of research writing relies heavily on synthesis and analysis, and will require a deep understanding of the secondary sources with which you have chosen to work. While this will not be "placed" into your IMRAD report as a whole, pieces of it will be threaded through your report and the document will help shape the final write-up.

Research Protocol: Using the five page template, you'll on the protocol throughout the semester (beginning in Week 3 and submitted the final protocol in Week 9). While this kind of document is usually submitted for IRB review and approval, it will serve as a map for your research and a reference when you begin drafting the method section of the IMRAD report.

Research Memo: For this 2-3 page assignment, you will report and analyze the results of a specific set of primary data with the intent of developing a deeper understanding of your data, results, or analysis process. The report should include specific sections for background, methods, results, and a conclusion, as appropriate.

IMRAD Research Report: You will build the research project throughout the semester, working on each component in various stages and drafts. The final composition will include aspects of the literature review, discussions, journals, research protocol, etc., that you've crafted over the course of the semester.

X. Grading Criteria

Letter Grade	Quality Points	Percentage Points
A	4.0	93 - 100
A-	3.75	90 - 92
B+	3.5	87 - 89

Letter Grade	Quality Points	Percentage Points
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)	-

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.

Final Grade:

Assignments	Points
-------------	--------

Journals (11 assignments)	240
Discussions (9 @ 10 pts ea; 5 peer response posts @ 2 pts ea)	100
Peer Response (5 @ 10 pts ea): Proposal (Week 2), Annotation (Week 5), Literature Review (Week 7), Research Memo (Week 11), IMRAD (Week 15)	50
Research Proposal	50
CITI Certification	50
Researcher Inquiry Report	60
Library Quiz	20
Literature Review	80
Research Protocol	80
Research Memo	20
IMRAD Research Report	250
Total	1000

XI. Course Policies

Experiential Education and Learning (ExEL)

This is an experiential learning course that satisfies two (2) Experiential Education and Learning (ExEL) units. The purpose of experiential education is to actively engage students through relevant, ongoing experience, active learning, critical problem solving, and reflective practices.

XII. 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.

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

The following policies are described on this website:

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

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

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, 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. 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.

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, 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.