

AWD 3304 Syllabus
Advanced Writing in the Disciplines for Business Professionals
Summer 1, 2024 Online

CRN: 40367 (Section 7)

CRN: 40370 (Section 8)

May 6, 2024-June 20, 2024

In ENGW 3304, you are asked to research complex, challenging trends or issues in your particular field and write about them. You will bring your co-op experiences into the classroom, and will delve deep into audience, and analyze the ways in which authentic, original writing constantly improves your professional field.

Through carefully planned writing, revision, and peer review, you will become fluent in the language and the driving issues of your research inquiry.

Weekly Modules are weekly sections in Canvas that contain everything you need for the week. Modules have instructions and examples that you might find in several places, but you will always open to the same items. The Weekly Modules will be your home base.

The arc of learning here is to give you experience in academic/professional research, as well as reflective writing and presentation writing, so the course has two categories: academic writing and public writing:

- **Category One**, *The Academy Speaks*, has two module assignments: Unit #1 **Foundations Process** and Unit #2 **Research product**. These are devoted to academic/professional writing.
- **Category Two**, *The Self and Society*, includes two module Assignments: Unit #3 **The Gap** and Unit #4 **Podcasting**. These are devoted to skills development and to public audiences.

End of Term: *Summary Reflection*; Peer review report

How to reach me: Elly Jackson: e.jackson@northeastern.edu; 617-671-8992

OFFICE HOURS—Available upon request.

Best times to schedule (via [Zoom](#)). Weekday mornings between 10 AM and noon. I can also be available by request late afternoons or early evenings to meet your co-op or work schedule.

Logistics and Navigation

How We Will Work Together Online

We do not meet formally but you are encouraged to schedule mutually convenient times for face-to-face consults. Here is how I plan to use the Canvas communication tools:

- **Announcements:** I will post announcements by Sunday of each week. I will also use the Announcements tool to communicate any important or time sensitive updates in the course. So, at the expense of too many emails, please indulge me to stay on point with Announcements (which are emails as well as hosted inside Canvas). Please turn your [announcement notifications on in your Canvas setting.](#) ([Links to an external site.](#)) so you also receive announcements in email. This will keep you connected.
- **Discussion Board:** I use this section of Canvas extensively:
 1. **AMA:** I have set up a discussion called “ASK ME ANYTHING Course Q&A”. Please post questions about content and assignments here, so your classmates can benefit from the answers. If you need a quick answer, this can be duplicated by email to me.
 2. **Pods:** to minimize the over-use of every learner posting comments on assigned readings in Discussion Board. I will assign small group pods to meet weekly and post a summary of your discussions. These help to expand your understanding of all the processes we face and are easier for others to read and grow from. Plus it’s less lonely for online learning.
 3. **And more:** You will also conduct some Peer Reviews, and other developmental activities within Discussion Board.
- **Weekly Modules:** Here is the grand repository of almost everything in the course in one place. Every reading assignment, video instruction, writing exercise, student examples of finished work and even graded assignments appear in the Module organized by Weekly Module sections. Several assignments include important documents that fall into more than one consecutive week. Whenever you are lost in locating a document, go to the Weekly Module.
- **Assignments:** This is where Unit Assignment# 1 will be posted for Peer Review *and* for a final grade. Unit Assignments #2, #3, and #4 will post final documents only in this portal, but with peer review readings in Discussion Board.
- **Email:** Feel free to email me with questions of a personal nature. You can reach me at e.jackson@northeastern.edu through your NU email account, or you can click **Inbox** in the course menu, search for our course and locate me. You can expect a response within 12 hours or sooner on weekdays, 24 hours or sooner on weekends. Please check your Northeastern email daily or forward it to an email address that you do check.
- **"Office Hours":** I am available for consultations over the phone or through videoconference on Zoom. Please email me to schedule an appointment.

Assignment Submissions

All assignments, both ungraded and graded, come with a due date. All major writing assignments (Units 1, 2, 3, 4) will always be given an outside date (last time 11:00 PM). This helps you in time management, a critical skill to take into the workplace or to graduate school. Early submissions are welcome. Late submissions, unexcused, have penalties.

Participation Points

I will announce Discussion Board posts when they are due, sometimes by Friday, sometimes by Sunday, and how many participation grade- points they are worth. You will also know when your grades are for process or product grading as well (explained below). This is indicated in each assignment's description on the cover page.

You will be required to account for your participation at the end of term. Keep track as you must self-report this work. See At-A-Glance Assignment Grading Values on the next page.

Grading

Although this seven- week course is asynchronous, it is not self-paced. We **MUST** work in sync with each other to avoid a collapse in effectiveness and quality. Respect for and compliance with every deadline is essential. The brief video lectures, the readings, the peer reviews, and discussions help you to understand the writing (*process developmental grades*) and subsequently how you will execute a final *product (deliverable achievement grade)*.

For now, just know that you earn *process grades* by your behavior, your habits, your time management, your social courtesy, your honest effort.

Product grades are rubric-driven, with specific quality benchmarks.

Process Grading and Product/Quality Grading

We use a two- pronged grading process for this class: process grades and product grades (AKA quality grades). I strongly believe that learning the “process” of good writing leads to a better written product. *And* you cannot learn this process unless you participate responsibly awake and alive and alert. *And*, unless you keep up.

Professionalism and My Expectations

There are many and frequent unplanned events over a semester. I am sympathetic to life's events, but I also know when I am being gamed, so please be straight with me whatever happens. I want you to learn and succeed as much as you do.

Your process grades, however, are not participation grades for your online learning. So, here's what to know:

- Part of the process grade is your written peer review of others' work.
- You must turn in all drafts and polished work on time, according to our schedule.
- Your peers depend on you to respond on time for them to submit on time. This is *critical interdependence, necessary collaboration*.
- These benchmarks of responsibility keep us from chaos. We are all diminished in achieving harmonious flow without everyone stepping up to being diligent.

At- A- Glance Unit Assignments Grading Values

Category #One –The Academy Speaks

Unit #1 Foundation Process Grade 20 Points
PP: 1 Peer Review. 2 Points

Unit #2 Research Product Grade 40 Points
PP: 2 Peer Reviews 2 Points (1 point each review)

CUM: 60 + 4 (64)

Category #Two – The Self and Society

Unit #3 The Gap Product Grade 20 Points
PP: Peer Review 1 Point

Unit #4 Podcasting Process Grade 10 Points

CUM: 30 +1 (31)

End of Term Summary Process Grade 5 Points

CUM: 5 (5)

So, 64 + 31+ 5 = 100

Grading Breakdown Any final grade below a C is failing class.

- A is 94+
- A- is 90 to 93
- B+ is 87 to 89
- B is 84 to 86
- B- is 80 to 83
- C + is 77 to 79
- C is 72 to 76

Plagiarism and Chat GPT will be covered in a separate memo and in a brief video.

Calendar for Summer One, 2024

Subject to change

MAY

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
5 Week #1 Read Weekly agenda	6 Begin ONE U#1 Reading assigned Discussion planning and outline	7 UNIT # 1 Post Research Question to Discussion Board by 6 PM OPEN HOUSE, Zoom 10-11 AM	8 Post peer comments on Discussion Board by 6 PM Zoom OPEN HOUSE 6-7 PM	9 Unit #2 posts with examples	10 U #1 due at 11 PM in Discussion Board	11 <i>Written peer reviews in process</i>
12 Week #2 Read Weekly Agenda <i>Peer reviews in process</i> Post U#1 to Assignments 11: PM	13 PODS begin on Discussion Board Unit #2 gets active attention.	14 (Reading Library Research, drafting)	15 (Reading Library Research, drafting)	16	17	18 Unit #1 read and graded Process 20 Points And 2 PP.
19 Week #3 Read Weekly agenda	20 PODS cont. TBD (Drafting Revising)	21	22 Draft #1 Unit #2 Author First draft posts to D Board 11 PM	23 Draft #1 Unit #2 Peer Review posts to Discussion Board 11 PM 1 PP	24	25
26 Week #4 Read Weekly Forecast and Agenda	27 HOLIDAY Revise and Polish. PODS cont.	28 Polished #2 Final draft Unit #2 Author paper due in Discussion Board 11:00	29 Polished #2 Final draft Unit #2 Peer Review due in Discussion Board 11:00	30	31 Submission Unit #2 Assignments 11 PM Product 40 points and 1 PP UNIT #3 The Gap begins	JUNE 1

JUNE

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
June 2 Week #5 Weekly Forecast and Agenda	3 U#3 The Gap	4 U#3.The Gap	5	6 GAP Posts to DB	7 Peer review on U#3 Gap. 1 PP	8 U#3 The Gap posts to Assignments
9 Week #6 Read Weekly Forecast and Agenda U#4 Podcasting posts	10 Unit #2 read and graded Product 40 Points PODS resume	11	12	13 Unit #3 returned and Graded Product 20 points	14 EOT Summary and Reflection posts	15 Submit U #4 podcast 10 points
16 Week #7 Read Weekly Sunday Instructions and Reminders	17	18	19	20 Last class day; EOT Summary due 11:00 PM Assignments 5 points	21	22
Process points	Unit #1: 20			U #4: 10	EOT summary: 5	Total: 35
Product points		Unit #2: 40	Unit #3: 20			Total: 60
PPs Participation Points	Peer Review U#1: 2 Points	Peer Rev U#2: 2 points (one per review)	Peer Review Unit #3: 1 point	Podcast: No review	Summary & Reflection No review	Total: 5 Semester: 100

Addendum to Summer 1, 2024

WRITING PROGRAM ADMINISTRATION

The Writing Program comprises First-Year Writing courses, Advanced Writing in the Disciplines courses, and the Writing Center.

Director of the Writing Program: Laurie Nardone l.nardone@northeastern.edu

Director of the Writing Center: Isabel Sobral Campos i.sobralcampos@northeastern.edu

Director of Advanced Writing: Cecelia Musselman: C.musselman@northeastern.edu

Director of First-Year Writing: Kelly Garneau k.garneau@northeastern.edu

Director of Multilingual Writing: Qianqian Zhang-Wu qzhangwu@northeastern.edu

Assistant Director to the Writing Program, Rachel Molko molko.r@northeastern.edu

Assistant Director to the Writing Center, Nina Mouawad mouawad.n@northeastern.edu

LEARNING GOALS

Rhetorical Practices

- Students write both to learn and to communicate what they learn.
- Students negotiate their own writing goals and audience expectations regarding genre, context, and situation.
- Students formulate and articulate a stance through and in their writing.
- Students reflect on their writing processes and self-assess as writers.

Engagement with Critical Perspectives

- Students explore ideas, philosophies and cultural norms with a critical eye to weigh the facts in depth of any movement, orthodoxy, historical representation, and/or established belief systems.
- Students consider effective action to support advancement of empowering discovered facts and perspectives.

Use of Sources and Evidence

- Students generate and pursue lines of inquiry and search for, collect, and select sources that effectively support their writing projects.
- Students effectively use and cite sources in their writing.
- Students use multiple forms of evidence to support their claims, ideas, and arguments.
- Students practice critical reading strategies.

Revision

- Students provide feedback to their peers to help them revise.
- Students revise their writing using responses from others, including peers, teachers, writing center tutors, and community members.

WRITING PROGRAM POLICIES

Security and Privacy in Online Learning

The Northeastern writing program strives to maintain your privacy while learning in online environments. For this reason, our instructors use one of Northeastern's Learning Managements Systems: Canvas and Blackboard.

We also ask that all students in Writing Program classes must *use their Northeastern email addresses* to receive email from their instructors and to access sites for their writing courses. This policy ensures your emails will not mistakenly end-up in a spam folder and protects you against security attacks.

Minimum Grade Requirement to Pass a Writing Program course

A student must receive a grade of C or better in order to pass a required writing courses in the writing program (C is required for graduation). Any student earning a C- or lower will need to repeat the course in order to fulfill the writing requirement. The instructor makes the final decision with respect to any grade between A and C. Any student receiving lower than a C will be reviewed and signed off on by a committee of 3-6 Writing Program instructors or a writing program director.

If the university allows students to select the pass/fail grading option for writing program courses, students must receive the equivalent of a “pass” to fulfill the writing requirement.

Grade Appeals

Students who wish to appeal final course grades, should follow the policy outlined in the student handbook: <http://www.northeastern.edu/osccr/wp-content/uploads/2019/06/2019-2020-UG-Handbook.pdf>

Attendance

According to the official [Northeastern University Attendance Requirements](#), students have the right to a limited number of excused absences for conditions, including absences due to specific university-sponsored activities, religious holidays, military deployment, and jury duty.

Writing Program policy requires regular engagement with the class materials and the instructor. This does not change just because we are currently operating online or in a Hybrid NUflex model. In all courses, “attendance” refers to regular, ongoing participation in discussions, weekly posted work, and other assignments. Students must also maintain regular communication with the course instructor. We understand that occasionally access may be limited, but you must stay in contact with your instructor to let them know about any accessibility issues. A student who loses contact with the instructor or loses contact with their peers will not be meeting performance expectations for earning course credit. In that case, the instructor may suggest that the student withdraw from rather than fail the course.

Please note that University Health and Counseling Services will not issue documentation of students' illnesses or injuries.

Late Submissions of Written Work

Unless you have an accommodation provided by the Disability Resource Center that allows you extra time to complete an assignment or have discussed an extension with your instructor, you are expected to submit all materials by the assigned due date.

Academic Integrity

Northeastern University is committed to the principles of intellectual honesty and integrity: the Northeastern Academic Honesty and Integrity Policy may be found at <http://www.northeastern.edu/osccr/academic-integrity-policy/>

The Office of Student Conduct and Conflict Resolution (OSSCR) website (<http://www.northeastern.edu/osccr/>) provides extensive information on student conduct, the disciplinary process, and the range of available sanctions. All members of the Northeastern community are expected to maintain complete honesty in all academic work, presenting only that which is their own work in tests and assignments. In writing program classes, this definition of plagiarism applies not only to borrowing whole documents, but also to borrowing parts of another's work without proper acknowledgment and proper paraphrasing or quotation. We will discuss effective and responsible use of sources throughout the semester.

Respecting Diversity

Writing program instructors seek to foster inclusive learning environments and cherish our students' multilingual funds of knowledge. That means, we respect differences in learning as well as cultural differences that arise during classroom interactions. We expect students in writing program classes to respect diverse perspectives.

We respect any privacy concerns students may have, regarding joining classes remotely from overseas, country/region-specific accessibility issues, English language difficulties, and culturally informed genre styles. If you are a multilingual student and have specific concerns and questions, please feel free to contact Professor Qianqian Zhang-Wu, Director of Multilingual Writing, at qzhangwu@northeastern.edu

Collection of Student Work for Program Assessment

Your instructor may be asked to submit one or more samples of your writing to the Writing Program Assessment Committee for the purpose of program assessment. Student work is randomly selected and used solely for the purpose of program-level assessment. Looking at student writing from a programmatic perspective helps us improve our program. Student writing collected for this purpose is never circulated outside the Writing Program for any reason. While we cannot guarantee that all identifying information will be removed from all materials read by Writing Program evaluators, we report only aggregate data to those outside the program; no teachers or students are identified in these reports. If you have any questions or concerns about our program assessment, feel free to contact Professor Mya Poe, Writing Program Director, at m.poe@northeastern.edu

Technology Assistance

Canvas is Northeastern University's Learning Management System (LMS). For technology issues, please call the Northeastern HELP desk (617-373-4357) or email them at help@northeastern.edu. For Canvas Help,

WRITING PROGRAM and UNIVERSITY RESOURCES

The Writing Center

The Northeastern University Writing Center offers free and friendly tutoring and for any level of writer, including help with conceptualizing writing projects, the writing process (i.e., planning, researching, organizing, drafting, and revising), and using sources effectively. During the spring semester, the Writing Center will be remote, providing online only services via our tutoring platform WOnline (details on how to register and use WOnline [here](#)). The Writing Center will offer online appointments during the Summer I and II semesters from May 17 to June 24 and July 12 to August 22. To make an appointment, or learn more about the Writing Center, visit our website at

<https://www.northeastern.edu/writingcenter>,
or email WritingCenter@northeastern.edu.

For writing tips and updates about the Writing Center, follow us on Facebook at [NUWritingCenter](#) and Twitter [@NU_Writes](#).

Peer Tutoring

The Peer Tutoring Program offers a wide range of tutoring services to meet the academic needs of the undergraduate students by providing FREE peer tutoring in many of the introductory level courses including NUpath. The goal is to create synergy among students, faculty, and tutors where the student's personal and academic growth and development is a priority. Students can book one-on-one or small group tutoring sessions through myNortheastern on the Self-Service page under TUTORING.

The Peer Tutoring Program will be offering tutoring online. Students can still request tutoring through myNortheastern on the Self-Service page under TUTORING. The online sessions will be generated through GoBoard. Now that The Peer Tutoring Program will be online, hours will also be more flexible.

If you are in need of academic assistance, contact the Peer Tutoring Program. For more information see <https://undergraduate.northeastern.edu/peer-tutoring/> or email peertutoring@northeastern.edu.

International Tutoring Center

The International Tutoring Center (ITC) provides current Northeastern University international students with free, comprehensive English language and academic support. The ITC includes English as a Second Language Tutoring (ESL), Language and Culture Workshops, and Reading Workshops. For more information on available workshops and tutoring opportunities please

visit <https://cps.northeastern.edu/academic-resources/global-student-success/international-tutoring>.

Snell Library

Snell Library will be closed until further notice as part of Northeastern University's response to the COVID-19 virus. For library resources, see the following link for ways to contact librarians, access resources, and for the most recent library news: <https://library.northeastern.edu/accessing-northeastern-university-librarys-resources-and-services>

Disability Resource Center

The University's Disability Resource Center works with students and faculty to provide students who qualify under the Americans With Disabilities Act with accommodations that allow them to participate fully in the activities at the university. Ordinarily, students receiving such accommodations will deliver teacher notification letters at the beginning of the semester. Students have the right to disclose or not disclose their disabilities to their instructors. For more information about the DRC, go to <http://www.northeastern.edu/drc/>.

WeCare

WeCare is a program operated through the Office for Student Affairs. The mission is to assist students experiencing unexpected challenges to maintaining their academic progress. WeCare works with students to coordinate among university offices and to offer appropriate on and off campus referrals to support successfully resolving the issue. WeCare also provides information to faculty and staff to identify Northeastern resources and policies to help students succeed.

The WeCare program is located in the Student Affairs Office in 104 Ell Hall. For more information see <https://studentlife.northeastern.edu/we-care/>. Call 617.373.4384 or email wecare@northeastern.edu.

Mental Health Resources

In addition to existing mental health resources available through Northeastern's University Health and Counseling Services (<https://www.northeastern.edu/uhrs/counseling-services/>), Northeastern has added Find@Northeastern, which is a "24/7 mental health support" and can be reached at **1-877-223-9477**. For more information see <https://www.northeastern.edu/uhrs/find-at-northeastern/>. The service also makes available 5 free counseling sessions per Fall and Spring semester.

Title IX Protections and Resources

Title IX of the Education Amendments of 1972 protects individuals from sex or gender-based discrimination, including discrimination based on gender-identity, in educational programs and activities that receive federal funding.

Any NU community member who has experienced such discrimination, sexual assault, relationship violence, stalking, coercion, and/or sexual harassment, is encouraged to seek help. *Confidential* support and guidance can be found through [University Health and Counseling Services](#) staff and the [Center for Spiritual Dialogue and Service](#) clergy members. For reporting

options and clarity on confidential and non-confidential options, please see [Boston Campus Resources](#) and [Reporting Options](#).

Faculty members are considered “responsible employees” at Northeastern University, meaning they are required to report all allegations of sex or gender-based discrimination to the Title IX Coordinator. For additional information and assistance please see the [Title IX](#) page.

OPPORTUNITIES FOR PUBLISHING

NU Writing is an online journal that publishes compositions made in First-Year Writing and Advanced Writing in the Disciplines, courses that are part of Northeastern University’s Writing Program. *NU Writing* helps students to find a wider audience for their compositions and to experience publishing, both by learning about the submission and review process and by participating on the journal’s board. Compositions published in *NU Writing* are alphabetic and multimodal—written in verse or prose, or composed in multiple modalities, such as image and sound. *NU Writing* welcomes traditional essays as well as texts from alternate genres: for example, poems, photo-essays, digital narratives, and films. All currently matriculated students who have taken, or are taking, courses in the Writing Program are encouraged to participate, by submitting a composition or serving on the journal’s board or both.

Any undergraduate may submit a composition made in First-Year Writing or Advanced Writing in the Disciplines if she or he is enrolled at Northeastern University at the time of submission. For more information visit <http://www.northeastern.edu/writing/nu-writing-journal/> Any questions may be emailed to the Assistant Director to the Writing Program, Rachel Molko molko.r@northeastern.edu.