

**The School for New Learning, DePaul University – Wright College, Chicago City Colleges  
Adult Bridge Program**

**SNL: AI 109  
Understanding Life Experience through Contemporary Literature  
L7, A1A, A1C, H2X**

**CCC: English 101/PRBR  
IAI: C1 900**

**Course Syllabus: *Subject to change at any time*  
Fall 2009**

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Faculty: **Suzanne Sanders-Betzold, M.A.**  
Instructor  
Wilbur Wright College  
E-mail: [ssanders-betzold@ccc.edu](mailto:ssanders-betzold@ccc.edu) (best way to reach me)  
Phone: 773-481-8017  
Office: Wright College, L340, 4300 N. Narragansett Avenue

**Peggy St John, M.A.**  
Core Faculty  
School for New Learning, De Paul University  
E-mail: [pstjohn@depaul.edu](mailto:pstjohn@depaul.edu) (best way to reach me)  
Phone: 312-476-3651  
Office: DePaul University, O'Hare Campus, 113C,  
3166 River Road, Des Plaines

Location: Room A 304, Wright College, Sept. 10 to Oct. 8  
Room 114, O'Hare Campus, DePaul University, Oct. 15 to Nov. 12

Times/Dates: **This class meets Thursdays from 6 to 10 p.m. from Sept. 10 to Nov. 12, 2009.**  
The first five weeks will be held at Wright College: Sept. 10, Sept. 17, Sept. 24,  
Oct. 1, and Oct. 8; the last five weeks will be held at DePaul's O'Hare campus,  
3166 River Road, Des Plaines: Oct. 15, Oct. 22, Oct. 29, Nov. 5, and Nov. 12.

Class Wiki: <http://adultbridgefall09.pbworks.com/>  
We will use this to share ideas and post assignments and readings.  
Get access immediately.  
Students must have computer literacy and internet access

**Course Description:**

Students will examine issues of discrimination and bias as we analyze several contemporary essays, short works of fiction and other contemporary media, including film, art and music. This course will give students the opportunity to learn about and practice several types of writing, including journals, essays and a short research paper. These assignments will also help students develop critical reading and analysis skills. Students will work in small groups on a collaborative project, which will help them explore and propose solutions for biases – their own and those of others.

This class is an excellent gateway course for students who are new to the School for New Learning and for Wright students in general. Students will have the opportunity to learn and practice academic writing skills as well as work in a collaborative learning environment. The class can serve as a cornerstone for other SNL courses and college courses in general, providing a strong basis for continued and effective learning.

SNL students may also be able to use the writing assignments in this course as part of their portfolio if they choose to satisfy the required L4 competency via the portfolio option. In addition, all students will be encouraged to apply what they are learning to their own educational and professional goals.

This course will give students the opportunity to practice several types of writing, including journals, essays and research papers. In this class, students will practice each of these assignments while improving control over the mechanics and process of writing. Particular emphasis will be given to the process of revision as students learn to refine and develop their writing. The class assumes basic understanding of grammar and composition.

In this course the following teaching and learning techniques are used: workshops, discussions, short lectures, small group work, film/play analysis, collaborative learning, creative projects, conferences, at home and in class assignments, critical reading, learning from others through peer editing, and lots of writing/revising. Students should expect to write and rewrite extensively.

**Prerequisites:**

**Wright:** A grade of “C” or higher in English 100 and Reading 125 and pass of the department proficiency examinations or appropriate placement.

**School for New Learning:** This class is open to any SNL student including those who may not yet be fully admitted, degree-seeking students.

**About the Adult Bridge Program:**

The Adult Bridge Program is a result of a shared commitment to the success of adult students held by Wilbur Wright College, Truman College and DePaul University’s School for New Learning. The Adult Bridge Program offers students a unique learning experience that couples the City Colleges of Chicago (CCC) and DePaul resources, allows CCC students an opportunity to experience the university environment at their own pace, and helps adult students transition smoothly to DePaul University.

Adult Bridge classes are team taught by professors from the CCC and DePaul. Adult Bridge students receive extensive advising from both institutions. CCC students pay CCC tuition and earn both CCC and DePaul credit hours.

### **SNL Competencies:**

CCC students enrolled in this class will earn credit for both English 101 (3 credits) at CCC and one competency in the SNL program. SNL students should enroll in, and can earn, three (3) competencies.

L7: Can learn collaboratively and examine skills, knowledge and values that contribute to such learning.

1. Participates in a learning project with others
2. Applies collaborative learning skills, such as communication skills, skills of group dynamics, etc
3. Reflects on one's ability to contribute to the collaborative learning process as characterized in at least one model of theory.

Students demonstrate this competence by working with others to develop common understandings around a shared agenda that leads to an assessable outcome. Collaborative learning is characterized by a willingness to explore the ideas and insights of others in an atmosphere of mutual respect, encouragement and challenges. Essential to this competence is understanding the distinctions among collaboration, cooperation and strategies of group dynamics.

A1A: Can interpret works of art and relate them to one's own experience

1. Chooses one or more works of art (broadly defined)
2. Analyzes the expression of meaning, values and experience through these works
3. Relates one's interpretation of that of others
4. Relates the work(s) to one's own experience

Students demonstrate this competency by choosing one or more works of art (music, literature, visual art, etc) to study and discuss. In reflecting upon their application of the work, students should make explicit links to their own life experience.

A1C: Can analyze artistic or textual works in terms of form, content and style.

1. Uses the vocabulary of criticism appropriate to the chosen art form.
2. Examines at least two works of art with respect to form, content and style.

Students demonstrate this competency by showing that they understand and can discuss at least two works of art using recognized approaches to artistic analysis. Appropriate genres include (but are not limited to) painting, sculpture, architecture, music, literature, drama and dance.

H2X: Understands the problem of discrimination and can compare and contrast the biases of two or more people groups.

1. Chooses one or more contemporary textual works focusing on issues of discrimination/bias
2. Analyzes factors contributing to discrimination/bias between and among people groups.

Students demonstrate this competency by showing they understand and can analyze issues of discrimination and bias by using at least two contemporary textual works. In reflecting upon their application of reading and writing assignments, students should make specific links to their own life experience with discrimination and bias

### **SNL Competency Outcomes**

In this course there are some universal intended outcomes. Everyone will engage in learning about the experience of discrimination and bias. This course will use literature, film, and music to help us understand where and how discrimination and bias appear and affect our society. In addition, through personal reflection, short essays and class discussion we will examine how we are personally impacted.

All students can expect to write, revise, edit and rewrite several short essays and a short (5 page) research paper. Students will gain mastery over generating a manageable topic, brainstorm ideas, outline papers, collect data, develop an effective thesis statement and write essays that conform to the conventions of college level writing.

For SNL students, depending on one's selected competency the specialized outcomes are different. Students registered for L7 will look at learning collaboratively and how discrimination and bias affects the group experience. Students registered for A1A will evaluate literature, music and film and how discrimination and bias are reflected in them. Students registered for A1C will compare and contrast works of literature to evaluate their various forms and style. Students registered for H2X will use class resources to research two specific people groups and the discrimination and bias they experience.

### **Student Learning Objectives:**

- Develop academic writing, reading and analysis skills, with an emphasis on critical thinking
- Learn to recognize strengths and areas of difficulty in order to improve writing skills
- Improve learning skills and study habits through feedback from faculty.
- Improve methods of constructive criticism among peers

### **Student Learning Outcomes:**

By the end of the term, students will:

- Exhibit college-level writing, critical reading and analysis skills
- Review and practice good writing by building on strengths and improving areas of difficulty
- Receive individual feedback and guidance from faculty on grammar, idea development, organization, using sources to formulate arguments
- Give feedback on writing to peers

### **About Your Instructors:**

Suzanne Sanders-Betzold is an English instructor at Wilbur Wright College. She has taught English since 2001 at Wright, DePaul University's School for New Learning, Columbia College, Dominican University and Triton College. She earned her MA in English from DePaul University and her BA in English from Northern Illinois University. Previously, she was an editor for two business-to-business magazines in Chicago and continues to freelance occasionally, mainly covering entertainment, education and business issues.

Peggy St John has worked at SNL for 24 years in several capacities. She is currently an associate director, a faculty mentor and core faculty member. She has taught a variety of courses at SNL including Learning Assessment Seminar, Foundations of Adult Learning, Academic Writing for Adults, Research Seminar, adult developmental psychology, leadership and executive/business coaching. She earned her MA in counseling psychology from Wayne State University and her BA in journalism and psychology from Michigan State University.

### **Texts and Readings:**

Hacker, Diana. *A Writer's Reference*. 6<sup>th</sup> Ed. Bedford/St. Martin's, Boston:2007. ISBN 031245025-7  
(**Required** for Wright students; strongly recommended for SNL students)

Selected essays, articles and readings will be provided in class and on the class wiki

### **Recommended Resources**

A college dictionary or easy access to an online dictionary such as Dictionary.com (<http://dictionary.reference.com>). Purdue University's OWL (<http://owl.english.purdue.edu/owl>). A college thesaurus or easy access to an online thesaurus such as (<http://thesaurus.reference.com>).

## Course Requirements

Assignments are broken down and weighted as follows:

3 Topic Essays	300 points (100 points each)
2 Response essays or Reviews	200 points (100 points each)
1 Mini-research essay	200 points
Collaboration Project	100 points
Reflective Journal	100 points
Participation, Attendance	100 points
TOTAL	1000 points for term, converted to percentage

### Grades:

Final grades will be calculated according to this scale:

- 90-100 percent = A
- 80-89 percent = B
- 70-79 percent = C
- 60-69 percent = D
- 59 percent or less = F

DePaul/SNL students have the option of Pass/Fail in any competency. Students must make this decision and communicate it to the instructors no later than Thursday, September, 17, 2009.

### Course Expectations/Procedures (also see Syllabus Addendum)

1. All assignments must be **TYPED**. Handwritten papers will NOT be accepted.
2. All assignments must be turned in at the **BEGINNING** of the class on the day they are due. You must submit **ALL** drafts of an assignment to receive full credit and your instructors must review your drafts. If you omit a draft, you will lose at least 10 points. If you do not revise your drafts, you lose at least 10 points.
3. No work late is accepted!
4. Attendance is required. A great deal of the work and learning of the course will take place in class. Therefore, it is absolutely necessary that you come to class, be prepared and participate. If you miss class, it is your responsibility to find out what you missed. While you should do your best to keep up, it is always better to come to class under prepared than to skip class because you did not do all of the work. If you must be absent, contact us as soon as possible so we can make sure you do not get too far behind. *All work must be handed in on time, whether you are in class or not.* Email is an ideal way to accomplish this.  
Please remember that Wright students must exhibit **active pursuit** of the course as evidenced by consistent attendance, participation and submission of assignments. Students who do not do so may be administratively withdrawn by the instructor at mid-term.
5. Politeness/Respect is expected. Turn off your cell phone or set it to vibrate. Don't text message during class. If you must take or make a call, please leave the classroom first. If you have to leave early, please leave quietly. Don't disrupt class. Don't carry on independent discussions during lectures or when classmates are speaking. Treat others with respect; we are all adults.
6. Exit Exam – **WRIGHT STUDENTS ONLY** – To pass English 101, a student must meet all course obligations and pass the proficiency examination. The **exit exam** will take place **Friday Nov. 20 and Saturday Nov. 21**. **Choose one date now and mark your calendars.** If a student fails the proficiency (exit) exam but is passing the course with a C or better, as substantiated by in-class writing and tests, the instructor may appeal to two members of the appeals committee. After review and discussions with the instructor, the results of the committee will be final. Students who have not met all course obligations as outlined in this syllabus are not eligible to take the proficiency (exit) exam and thus cannot pass the class. Passing the proficiency (exit) exam will not, by itself, ensure passing English 101.

### Plagiarism

In college, knowing why, when and how to cite sources is vital. By using sources appropriately, you participate in the scholarly community as you relate your ideas and experiences to those of others. When citations are lacking or incorrect, you weaken your paper by failing to clearly make those connections. You also leave yourself open to charges of plagiarism which can have serious academic consequences.

**Chicago City Colleges Plagiarism Policy:** “The City Colleges of Chicago are committed to the ideal of truth and honesty. In view of this, students are expected to adhere to high standards of honest in their academic endeavor. Plagiarism and cheating of any kind are serious violations of these standards and will result, minimally, in the grade of ‘F’ by the instructor” (City Colleges of Chicago Student Policy Manual, 22).

**DePaul University Plagiarism Policy:** “DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students’ own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university’s academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Refer to the Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html>.”

### **DePaul University Incomplete Policy**

Undergraduate and graduate students have two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee.

N.B. The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course.

### **Students with Disabilities**

Students who feel they may need an accommodation based on the impact of a disability should contact either of us privately to discuss their specific needs. All discussions will remain confidential. To ensure that you receive the most appropriate accommodation based on your needs, contact us as early as possible in the quarter (preferably within the first week of class).

Any Wright student with a disability who is eligible for reasonable accommodations should contact the Disability Access Center located in room L135, Learning Resource Center or call (773) 481-8016 as soon as possible

If you are a DePaul student, make sure that you have contacted the:

- PLS Program (for LD, AD/HD) at 773-325-4239 in SAC 220, or
- The Office for Students with Disabilities (for all other disabilities) at 773-325-7290 Student Center 307

## **Protection of Human Subjects**

For more information see: <http://research.depaul.edu/>.

Demonstrating the acquisition of competences in this course can involve “interactions”—interviewing and or observing other people—discussing those interviews or observations with other class members and writing them up in one or more final report(s). These activities qualify as “research” with “human subjects” and are subject to University and Federal guidelines. Because it takes place in the context of this course, your research is exempt from approval by the School for New Learning’s Local Review Board only under the following conditions:

1. The information you collect is EXCLUSIVELY for the purpose of classroom discussion and will NOT be used after the term is over. If there is any possibility that you will EVER use it in further research or for publication, you must obtain approval from the Local Review Board before you begin.
2. You assess and ensure that no “harm”—physical, mental, or social—does or could result from either your interviews and/or observations or your discussion and/or reports.
3. The privacy and confidentiality of those that you interview or observe must be protected. Unless you receive specific permission, in writing, from the person(s) you interview or observe, please change their names, and make sure that their identity cannot be readily ascertained from the information you provide.
  - a. If you want to use real names and relationships, they must sign an “informed consent” document. For information on creating an “informed consent document” see, for example, <http://www.research.umn.edu/consent>.

## **Don’t Panic**

This class is cumulative, with assignments building upon each other, so if you find yourself confused, stuck or falling behind let us know right away so we can address the problem before it becomes unmanageable.

## Course Schedule

Please note that this syllabus, like life, is subject to change, revision and more change. We definitely will add readings and adjust assignments as needed. Remember that your input is VERY important in this process, as well.

**IMPORTANT:** All essay drafts are due to instructors, via email, by midnight on the Tuesday before the Thursday class so we can give you timely and adequate feedback (unless otherwise noted).

### Week 1      Wright

Thursday, Sept. 10

Intro to Class/syllabus review  
Discussion of essay modes and essay requirements  
MLA overview  
Topic Essay 1 assignment  
Brainstorming  
Reflective journal assignment  
**Homework for Week 2**  
    Read Essay  
    Draft 1 of Topic Essay 1  
    Reflective Journal #1

### Week 2      Wright

Thursday, Sept. 17

Draft 1 of Topic Essay 1 DUE Tuesday, 9/15, via email  
Peer Review  
Bruckert handout  
Topic Essay 2 assignment  
**Homework for Week 3**  
    Read Essay/article  
    Draft 2 of Topic Essay 1  
    Reflective Journal #2

### Week 3      Wright

Thursday, Sept. 24

Draft 1 of Topic Essay 2 DUE Tuesday, 9/22, via email  
Draft 2 of Topic Essay 1 DUE Thursday, 9/24, in class, hard copy  
Peer review, discussion  
View the film *Skin Deep*  
Guest Speaker  
**Homework for Week 4**  
    Final draft of Topic Essay 1  
    Reflective Journal #3  
    Draft 2 of Topic Essay 2  
    Read Assigned Essay

### Week 4      Wright

Thursday, October 1

Final Draft of Topic Essay 1 DUE Tuesday, 9/29, via email  
Draft 2 of Topic Essay 2 DUE Thursday, 10/1 (peer review/conference)  
Introduce Collaboration Project  
    Discuss/Brainstorm/Small Groups  
View the film *The Motorcycle Diaries*  
**Homework for Week 5**  
    Outline of Collaboration Project

Read Assigned Essay  
Response essay or review  
Final Draft Topic Essay 2  
Reflective Journal #4

**Week 5**      **Wright**

Thursday, October 8

Final Draft Topic Essay 2 DUE Tuesday, 10/6, via email  
Discuss integrating source material  
Review Works Cited  
Topic Essay 3 – discuss assignment/free write  
Collaboration Project Discussion Groups

**Homework for Week 6**

Draft 1 of Topic Essay 3  
Reflective Journal #5  
Read assigned essay

**Week 6**      **DePaul/O'Hare Campus, 3166 River Road, Des Plaines**

Thursday, October 15

Draft 1 Topic Essay 3 DUE Tuesday, 10/13, via email  
Film *To Kill a Mockingbird*  
Discussion Questions  
Collaboration Project Discussion Groups  
Mini Research Essay assignment

**Homework for Week 7**

Draft 2 of Topic Essay 3  
Assigned Reading  
Reflective Journal #6

**Week 7**      **DePaul/O'Hare Campus**

Thursday, October 22

Draft 2 Topic Essay 3 DUE Tuesday, 10/20, via email  
Discuss Mini Research Essay  
In-class research/preliminary outline  
Collaboration Project Discussion Groups

**Homework for Week 8**

Draft 1 of Mini Research Essay  
Final Draft of Topic Essay 3  
Assigned reading  
Reflective Journal #7

**Week 8**      **DePaul/O'Hare Campus**

Thursday, October 29

Draft 1 of Mini Research Essay DUE Tuesday, 10/27, via email  
Final Draft of Topic Essay 3 DUE Thursday, 10/29  
Peer Review/Conference on Mini Research Essay

**Homework for Week 9**

Assigned Reading/Response Paper or Review  
Draft 2 of Mini Research Essay  
Reflective Journal #8

**Week 9**      **DePaul/O'Hare Campus**

Thursday, November 5      Draft 2 of Mini Research Essay DUE Tuesday, 11/3, via email  
In class revisions  
Collaboration Project Discussion Group Wrap Up

**Homework for Week 10**

Final Draft Mini Research Essay DUE Thursday, 11/12  
Reflective Journal #9  
Collaboration Project

**Week 10**      **DePaul/O'Hare Campus**

Thursday, November 12      Final Draft Mini Research Essay DUE  
Collaboration Project DUE  
Insights/Reflections/Goals  
Wrap-Up

**Homework**

**Enjoy your holiday break!!**

**Wright students:**

**EXIT EXAM on Friday, Nov. 21 or Saturday, Nov. 21**