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

**English 102 PRBR**  
**AI 205: The Text and Context of Courage: Psychological and Social Trials and Triumphs in Literature**  
**CCC: English 102**  
**SNL: H3A, H3B, H3X, A1C, A1X**

**DRAFT**

*Subject to change at any time*

**Winter/Spring 2009**

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- Location:**                   Room TBA, Wright College, 1/22, 1/29, 2/5, 2/12,  
Room TBA, O'Hare Campus, DePaul University, 2/19  
2/26, 3/5, 3/12, 3/19
- Times/Dates:**            Thursdays 6 p.m. - 9 p.m., January 22 – March 19; in addition to these on campus class meetings additional on line class time is required.
- Class Bliki:**                <http://bridge102.pbwiki.com> (we'll use this to share information)

## Course Description (Wright College)

English 102 Advanced Composition is the final required course in the college writing sequence at Wright College and at most colleges and universities. This course builds upon English 101, with a distinct emphasis on the research paper and research methods. Students will learn and demonstrate skills in doing library, primary and Internet research and then presenting the results using MLA documentation in a well-written, multi-source research paper. In addition, students will learn to produce quality argumentative writing, avoiding common abuses in the presentation of an argument, as well as show critical and analytical reading skills.

The successful completion of the writing assignments – especially the research paper – is the primary basis for evaluation of your performance. This means that you must complete the research paper to pass the class. No student may pass the course without writing a research paper that receives a grade of C or better.

## Learning Experience (School for New Learning and Wright College)

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

In this course, students will read novels and other literary selections as well as critique films to analyze and interpret issues found in literature and culture, such as intolerance, injustice, racism, psychological and intellectual growth and life journey's (coming of age). In so doing, students will learn the structure and concepts of the academic research paper. For the research paper, students will select a topic that is personally or professionally relevant. **The course assumes a basic understanding of grammar and the structure of academic papers.** Because students will practice writing and revising academic papers, the course can serve as a gateway to other college courses.

## Prerequisites:

Wright: A grade of C or higher in English 101 and pass of the department proficiency examinations or appropriate placement. **There are no prerequisites for SNL students.**

## About the Bridge Program

The 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 Bridge Program offers students a unique learning experience that couples the City Colleges of Chicago (CCC) and DePaul resources, allows students an opportunity to experience the university environment at their own pace, and helps adult students transition smoothly to DePaul University. Bridge classes are team taught by professors from the CCC and DePaul. 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 102 (3 credits) at CCC and for one competency in the SNL program. SNL students enrolled in this class can earn three (3) competencies to be selected from those listed here:

### **A-1-C: 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 competence 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.

### **A1X: To be written by the student in consultation with course faculty.**

### **H-3-A: Can use two or more theories of human psychology to understand and solve problems.**

1. Articulates two or more theories or models explaining human behavior.
2. Identifies a problem and proposes a solution using appropriate theoretical approaches.

Students demonstrate this competence by showing their familiarity with recognized theories and models of behavior, and by their ability to select appropriate ones to address a problem. In addition, students must evaluate the effectiveness or expected results of applying the theory to the problem.

### **H-3-B: Can explain how two or more of the factors of race, ethnicity, nationality, socioeconomic status, age, gender, sexual orientation, or religion interact to shape oneself or others.**

1. Discusses two or more of the following: race, ethnicity, nationality, class or economic status, age, gender, sexual orientation, or religion.
2. Chooses a context in which they interact.
3. Explains how the chosen factors interact with each other.
4. Articulates the impact of these factors and their interactions on oneself or others.

### **H3X: To be written by the student in consultation with course faculty.**

## **About Your Instructors**

Suzanne Sanders-Betzold is an instructor at Wilbur Wright College. She has taught English for six years at Wright, DePaul University's School for New Learning, Columbia College Chicago, 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, mainly covering entertainment, education and business issues.

Peggy St. John has worked for SNL for more than 20 years in several capacities. She is currently a faculty mentor, core faculty member and an associate director. In addition to teaching College Writing, she teaches and has taught Learning Assessment Seminar, Foundations of Adult Learning, Research Seminar, Advance Elective Seminar on Leaders and Leadership, a professional and personal life coaching course and an adult development psychology course. She earned her MA in counseling psychology from Wayne State University in Detroit and BA from Michigan State University in journalism and psychology. She is also the proud "owner/operator" of one wonderful husband, two grown children, three grown stepchildren, one beautiful toddler granddaughter and one black Lab-mix dog.

## Specific Student Learning Outcomes

### Course objectives:

- Frame and support a thesis.
- Employ rhetorical techniques (such as definition, description, cause and effect, analysis) in writing
- Compose an essay without major or frequent errors in grammar, punctuation and spelling
- Conduct library research to find sources
- Read critically and interpret and analyze sources

### Student learning outcomes:

At the end of this course, the student will have shown the ability to

- Formulate a clear thesis statement in a clearly written, logically organized, college-level essay
- Write a minimum of four shorter essay assignments, using argument/persuasion, analysis and synthesis, each of at least 350 words
- Write a 10-page (minimum) research paper, typed and in MLA style, including a works cited page of viable and approved sources. This paper should display a mastery of the principles of logic, organization and documentation.
- Undertake research, using the library.
- Read critically and interpret and evaluate sources.
- Compose accurate, annotated notes for creating a works cited page.
- Correctly incorporate source material through paraphrase, summary and quotation on notes and in text.
- Create a formal outline of the paper.
- Compile an accurately MLA-formatted works cited page.
- Incorporate source material smoothly and analytically.
- Identify plagiarism and avoid it.
- Demonstrate at least a rudimentary knowledge of computer word processing on the Wright College computer network.

English Department policy requires that all English 102 students complete writing assignments totaling 6500 words. Keep in mind that this is not impossible. You probably wrote at least 6500 words in English 101. And – this is important – **DO NOT PANIC ABOUT, DREAD OR HATE** the 10-page research paper. We will spend the entire semester working toward this final project, and you'll likely be pleasantly surprised to see yourself surpass 10 pages, easily.

## Required Texts

Hacker, Diana. *A Writer's Reference*. 6<sup>th</sup> Ed. Bedford/St. Martin's, Boston: 2007. ISBN 031245025-7. Also available at Wright College bookstore and DePaul University bookstore.

Other resources: TBA

## 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/>).

## Course Requirements

### Expectations:

Assignments are broken down and weighted as follows:

1 annotated bibliography	10%
3 analytical/reflective papers	30% (10% each)
1 research paper (combines the 3 analytical papers)	40% <b>Due Thursday, May 1 for Wright students</b>
1 reflection paper	5%
Small group in-class assignments	10%
Class participation and attendance	5%
TOTAL	100%

English Department and SNL policy also requires that all drafts of papers be **TYPED**. *Handwritten* papers will NOT be accepted.

All assignments must be turned in at the **BEGINNING** of class on the day they are due. You must submit **ALL** drafts of an assignment to receive full credit. If you omit a draft, you lose at least 10 points. **Late assignments are accepted only 24 hours after the due date. 20 points will be deducted from all late assignments. No exceptions.**

**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**

All drafts of papers be **TYPED**. *Handwritten* papers will NOT be accepted.

**Attendance:** 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 behind. *All work must be handed in on time, whether you are in class or not.*

**Politeness** 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. Treat others with respect. We are all adults.

**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 College's 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. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details."

**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.

**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.*

### Week 1      **WRIGHT**

Thursday, Jan. 22      Intro to class  
Diagnostic reading and response essay  
MLA exercises  
Library tutorial  
Maslow  
Bliki survey/intro to bliki  
Annotated Bibliography and Analytic/Reflective Paper 1 overview  
Idea generation and assignment  
**Homework:**  
    Thesis due on bliki  
    A/R 1 Draft 1  
    Read MLA section in Hacker  
    Annotated Bibliography, hard copy due at class time  
    Get books

### Week 2      **WRIGHT**

Thursday, Jan. 29      Discuss courage  
Introduce social psychology  
Peer review/small groups in computer lab  
**Homework:**  
    Write A/R 1 Draft 2

### Week 3      **WRIGHT**

Thursday, Feb. 5      Discuss A/R 2 assignment  
Small groups  
Review A/R 1 Draft 2  
**Homework:**  
    Write final A/R 1  
    Draft 1 of A/R 2,

### Week 4      **WRIGHT**

Thursday, Feb. 12      **A/R 1 final draft due**  
Small groups: application of ideas  
MLA/Hacker  
Peer review of A/R 2, Draft 1  
**Homework:**  
    A/R 2, Draft 2,

**Week 5**      **DEPAUL O'HARE CAMPUS**

Thursday, Feb. 19      Peer review of A/R 2 Draft 2  
A/R 3 assignment  
Movie  
**Homework:**  
Write final A/R 2,  
A/R 3, Draft 1,

**Week 6**      **DEPAUL O'HARE CAMPUS**

Thursday, Feb. 26      **A/R 2 final draft DUE**  
Peer review of A/R 3, Draft 2  
Small groups: application of ideas  
**Homework:**  
A/R 3, Draft 2

**Week 7**      **DEPAUL O'HARE CAMPUS**

Thursday, March 5      Peer review of A/R 3, Draft 2  
Small groups: application of ideas  
Compile works cited page  
**Homework:**  
Write final A/R 3

**Week 8**      **DEPAUL O'HARE CAMPUS**

Thursday, March 12      **A/R 3, final draft DUE**  
Small groups: application of ideas  
Moving forward to final paper  
MLA review  
**Homework:**  
Draft final paper

**Week 9**      **DEPAUL O'HARE CAMPUS**

Thursday, March 19      Review of final paper  
Portfolio Discussion

**Have a Great Spring Break!**