

**DePaul University
School for New Learning
Academic Writing for Adults (LL 150-505)
Syllabus**

Instructor: Lorelei Blackburn
Day and Time: Wednesday 6-9 p.m.
Class Location: Loop Campus

E-mail: lblackbu@depaul.edu
Office Hours: by appointment

*Inspiration is wonderful when it happens, but the writer must develop an
approach for the rest of the time...the wait is simply too long.*

—Leonard Bernstein

Course Description

In this required course, SNL students focus on writing skills associated with effective performance in a variety of settings. Students will review and practice the essentials of good writing by building on their particular strengths and improving areas in which they have difficulties. In addition to receiving individual feedback and guidance from the instructor, students learn to work collaboratively.

Prerequisite: Successful completion of LL 102 Learning Assessment Seminar prior to registration.

Learning Experience

In this course the following teaching and learning techniques are used: workshops, class discussions, Blackboard discussion boards, lectures, small group work, conferences, at home and in class assignments, critical reading, online exercise resources, learning from others through peer review, and tons of writing. Students should expect to write and to rewrite extensively in this course.

Attendance Policy

Attendance in the course is crucial, and repeated absences will affect a student's grade. Students can miss ONE class with no repercussions; however, for full credit, all assignments must be turned in BEFORE the end of the class period missed. In-class work and quizzes cannot be made up. Regardless of the quality of their work, students who miss more than once class will not earn a passing grade.

Required Text

To facilitate lively classroom discussions, it is imperative that students remain current with the readings, which are due for the day on which they are listed. Please bring a hard copy of the assigned text to class for discussion. In addition to readings from handouts and Blackboard, as well as personally researched articles from the web, newspapers, magazines, students are required to purchase the following books:

Hacker, Diane. **A Writer's Reference**, 6th edition, Bedford/St. Martin's, Boston, 2006. ISBN# 0312-46455-X. This ISBN number gets the students access to the electronic book at no additional charge.

Graff, Gerald. **They Say/I Say: The Moves That Matter in Academic Writing**, WW Norton & Company, New York, 2006. ISBN number 978-0-393-92409-1.

Assignments and Evaluation:

Students will earn grades based on the following criteria:

Preparation/Participation: 15%
Writing Workshop Assignments: 20%
Writing Project 1: 10%
Writing Project 2: 10%
Writing Project 3: 10%
Writing Project 4: 20 %
Final Portfolio: 15%

Preparation/Participation: The participation grade includes weekly quizzes, in-class participation, and discussion.

Writing Workshop Assignments: Writing workshop assignments will be small and frequent. Some will be in-class assignments such as peer reviews, and others will be homework assignments meant to help students engage in different parts of the writing process.

Writing Projects: Students will complete multiple Writing Projects this quarter. Assignment will be evaluated on the final product, as well as on evidence of multiple steps in the writing process.

Final Portfolio: The student writing portfolio provides the opportunity for students to demonstrate the degree to which they have achieved the program's learning outcomes. Writing portfolios necessitate that students keep track of their work (collection), take responsibility for selecting pieces of their writing that represent their achievements (selection), and reflect on their own work in the course (reflection). In this way, students are accountable for their choices; they must consider what they have and haven't learned; and they must accept responsibility for their role in this learning. This project will be discussed throughout the quarter.

The University Center for Writing-Based Learning

The Center, formerly known as the Writing Center, is an important resource for SNL students. Students are encouraged to schedule meetings with the Writing Center this quarter—both during the brainstorming process, and during a later stage in the writing process. When possible, the Writing Center accepts walk-in requests, but the best way to line up help is to use the Center's online scheduler, which confirms appointments in real time. You may schedule standing weekly appointments or schedule appointments (30 or 50 minutes) on an as-needed basis, scheduling up to 3 hours worth of appointments per week. The Centers' locations are 250 McGaw Hall (Lincoln Park) and 1620 Lewis Center (Loop).

Competence

L4 Competence: Can use writing for college-level learning, thinking and communicating.

Criteria:

1. Understands there are many different types of writing and is able to adjust to conventions of a variety of genres, audiences and purposes with a particular focus on the conventions of academic writing, including formatting, standards of evidence, appropriate tone and style, and use of sources.
2. Can write to explain, summarize, synthesize, reflect, argue, persuade, analyze, link experience and concepts, and demonstrate competence.
3. Has control over grammar, syntax, and punctuation and can manipulate them to suit a particular rhetorical situation.
4. Understands writing as an iterative process and can apply a repertoire of strategies for generating, organizing, drafting, revising, editing, and proof-reading papers that includes assessing and revising one's own writing as well as eliciting and using feedback from others.
5. Has a plan for continuous, ongoing improvement of writing that includes strategies for addressing problems, leveraging strengths, and mastering the writing genres related to one's focus area.

Learning Outcomes

After completing this course, you will be able to:

1. Use writing for college-level learning, thinking and communicating.
2. Understand that there are many different types of writing and is able to adjust to conventions of a variety of genres, audiences and purposes with a particular focus on the conventions of academic writing, including formatting, standards of evidence, appropriate tone and style, and use of sources.
3. Write to explain, summarize, synthesize, reflect, argue, persuade, analyze, link experience and concepts, and demonstrate competence.
4. Have control over grammar, syntax, and punctuation and can manipulate them to suit a particular rhetorical situation.
5. Understand writing as an iterative process and can apply a repertoire of strategies for generating, organizing, drafting, revising, editing, and proof-reading papers that includes assessing and revising one's own writing as well as eliciting and using feedback from others.
6. Have a plan for continuous, ongoing improvement of writing that includes strategies for addressing problems, leveraging strengths, and mastering the writing genres related to one's focus area.

Criteria for Assessment

This is a Pass/Fail class; however, students have the option of taking the course for a letter grade. Students who wish to take the course for a letter grade must inform the instructor in writing by the end of the second week of class. Once students commit to taking the course for a letter grade, they cannot switch back to Pass/Fail. Some students think they need to take the class for a letter grade for employer reimbursement purposes. In most cases, this is not true. To be sure, students should check with their Human Resources departments.

In order to successfully complete pass this course, students must:

1. Attend class and participate in class activities;
2. Submit class assignments on time;
3. Meet the standards of the L4 competence as listed above.

While early drafts are opportunities to grope around and experiment and will not be as polished or well developed as final drafts, they should represent students' best efforts to write the paper and should not be stream of consciousness, a collection of notes or a half done essay. Every draft should be spell checked before being turned in. Final drafts will be evaluated using the Grading Rubric for Papers at the School for New Learning (<http://snl.depaul.edu/writing/Rubric.html>).

At the end of the quarter, you will submit a Writing Learning Plan and a Portfolio. The Learning Plan addresses the fifth competence criteria and must include specific strategies for addressing your most common writing problems, equally concrete ideas for how to make the most of your strengths as a writer and a clear plan for mastering the writing genres related to your focus area. While the Learning Plan looks forward to set an agenda for your ongoing development as a writer, the portfolio demonstrates what you have learned and reflects upon what you have accomplished in this class. The Portfolio should demonstrate that you have met or exceeded the criteria for the L4 competence.

DePaul University Academic Integrity 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.

Disabilities Accommodations

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). 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

Miscellaneous

In the unlikely event that class is cancelled, I will send out an e-mail and will have a notice posted, in university letterhead, outside the classroom. Students are still responsible for all work due that day.

SNL LL-150
Academic Writing For Adults
CLASS CALENDAR

Assignments and due dates are subject to change. Please regularly check the Blackboard site for announcements and updates. Due dates are listed in bold text.

Week 1

W 6/17

Introduction
Syllabus
In-class film: "Who Is a Writer?: What Writers Tell Us"

Week 2

W 6/24

A Writer's Reference: p. vii-xi; C-1; P1a, b, c, d, f, g, h
They Say/I Say: Preface, Introduction, and Chapter 1

Week 3

W 7/1

WWA—Brainstorming Exercise
WWA—The Believing Game
Written Reflection
They Say: Chapter 2
A Writer's Reference: A-1; P-3, 4, 5; R-1a

Week 4

Th. 7/8

WWA due by Tuesday—Proposal Informal Contract
WWA—They Say, Ex. 2, p. 63 (just the first part)
Written Reflection
Library Session—**Meet outside the Library (10th floor DePaul Center)**
They Say: Chapters 3 and 4
A Writer's Reference: A-2, 3; C-2; R-1b, 2, 3; MLA-1

Week 5

Th. 7/15

WWA due by Sunday—Source List
Writing Project 1 due—Annotated Bibliography
WWA—They Say, Ex. 1, p. 71; Ex 1, p. 86
Written Reflection
In-class WWA—peer review workshop
They Say: Chapters 5 and 6
A Writer's Reference: TBA

Week 6

W 7/22

Writing Project 2 due
WWA—TBA
Written Reflection
In-class WWA—peer review workshop
They Say: Chapters 7 and 8
A Writer's Reference: TBA

Week 7
W 7/29

Writing Project 3 due
WWA—TBA
Written Reflection
In-class WWA—peer review workshop
They Say: Chapters 9 and 10
A Writer's Reference: TBA

Week 8
W 8/5

Writing Workshop Assignment due—Writing Project 4 Rough Draft
WWA—TBA
Written Reflection
In-class WWA—peer review workshop
In-class conferencing
A Writer's Reference: TBA

Week 9
W 8/12

WWA—TBA
Written Reflection
In-class conferencing
A Writer's Reference: TBA

Week 10
W 8/19

Writing Project 4 due
Final Portfolio due