

**School for New Learning  
DePaul University  
LL 150 Academic Writing for Adults  
Course Syllabus  
Winter 2010**

**Faculty:** Carol McGury Hease  
Home: 773-233-4160  
email: [carol\\_hease@yahoo.com](mailto:carol_hease@yahoo.com)  
[cmcgury1@depaul.edu](mailto:cmcgury1@depaul.edu)

**Location:** School for New Learning  
DePaul University  
Loop Campus and On-line

**Times/Dates:** Mondays, 6pm – 9pm  
January 4, 11, 18, 25  
February 1, 8, 15, 22  
March 1, 8

### Course Description

**This is a hybrid course. The format of the course will consist of on-campus class meetings every other week and attentive participation in the online discussion board in between class sessions as well as virtual sessions using Wimba. In addition, there will be ample opportunity to meet with the instructor on an as-needed basis.** This is a Pass/Fail class. However, you have the option of taking the course for a letter grade. If you wish to take the course for a letter grade, you must inform your instructor in writing by the end of the second week of class. Once you commit to taking the course for a letter grade, you cannot switch back to Pass/Fail. Prerequisite: Successful completion of LL 102 Learning Assessment Seminar prior to registration.

In this course, SNL students focus on writing to competence. Students develop and practice writing skills associated with effective performance in SNL courses and SNL assignments. Students review and apply the essentials of good writing by identifying and building on their particular strengths and improving their work in problem areas. In addition to receiving individual feedback and guidance from the instructor on grammar, development and use of outlines, and using the ideas of sources to formulate arguments, students learn to give feedback on writing to one another.

Specifically, students will produce three written projects: a personal narrative, a short essay, and a 5-page research paper. Classes will cover the following topics: idea generation, using research materials, developing outlines, building arguments, citing source material, and producing bibliographies. Students will also do extensive work in editing and rewriting to meet course goals.

### Competencies

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

Competence 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.

### **Required Texts and Course Materials**

Hacker, Diane. A Writer's Reference, Boston: Bedford/St. Martin's, latest edition.

Gerald Graff and Cathy Birkenstein. They Say/I Say: The Moves that Matter in Academic Writing. New York: Norton, latest edition.

### **Evidence the Students will Submit**

1. Personal Narrative (2-3 pages)
2. Persuasive Essay (3-4 pages)
3. Short Research paper (5-7 pages)
4. Participation in all class activities

In each of these assignments, students will demonstrate their ability to use standard English grammar and spelling. Furthermore, students will be expected to organize their work according to topic and assignment demands. There are no quizzes or examinations in this course.

All SNL faculty are bound by the University's guidelines on academic integrity found in the Student Handbook. See the Citation Handout for more information on this topic.

Adult learners can and should help design the learning experiences and demonstration of competence. You are encouraged to make suggestions on course process.

### **Criteria for Assessment**

In order to successfully complete this experience, 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.

### **Class Schedule**

This schedule lists writing assignments and reading assignments from the course text. Other assignments will be distributed in class.

#### **Session 1 - Monday, 1/4 - Loop Campus**

Introduction to writing at SNL

Discussion of the personal narrative

Assignment and syllabus review

Write your Personal Narrative and submit to [carol\\_hease@yahoo.com](mailto:carol_hease@yahoo.com) by Week 2

(please note that there is an underscore between carol and hease)

Read for next session: *Hacker*, Sections B and G;

*They Say/I Say* Preface, Intro. and Chapter 1

Session 2 - Monday, 1/11 - **On-line**

Personal Narrative due

Beginning the Persuasive Essay assignment: idea generation and free-writing

Introduction to the system of English grammar

Read for next session: *Hacker*, Sections S, and C1- C4; *They Say/I Say* Ch. 2

Write a simple outline and a working thesis of persuasive essay

Session 3 - Monday, 1/18- **Loop Campus**

Peer Editing Session -- BRING 3 COPIES OF SIMPLE OUTLINE, NOTES & WORKING THESIS

Building arguments

Types of writing with in class work on organization

Read for next session: *Hacker*, Sections W1-W3; *They Say/I Say* Ch. 3 and 4

Session 4 - Monday, 1/25 - **On-line**

On-line Peer Editing Session -- SEND ROUGH DRAFT TO YOUR GROUP

Data collection

Begin the research paper: idea generation and freewriting

Read for next session: *Hacker*, Sections W4-W6; *They Say/I Say* Ch. 3 and 4

Session 5 - Monday, 2/1 - **Loop Campus**

**Persuasive Essay due**

Developing the Outline

Writing an effective thesis statement

Read for next session: *Hacker*, Section R; *They Say/I Say* Ch. 5 and 6

Session 6 - Monday, 2/8- **On-line**

Introduction to citation

Read for next session: *Hacker*, Sections MLA 1-5; *They Say/I Say* Ch. 7 and 8

Session 7 - Monday, 2/15- **Loop Campus**

First draft of Research Paper due

In-class editing

Read for next session: *Hacker*, Section P; *They Say/I Say* Ch. 9 and 10

Session 8- Monday, 2/22 - **On-line**

Critical reading of sources

Read for next session: *Hacker*, Section M

Session 9 - Monday, 3/1 - **Loop Campus**

Second draft of Research Paper due

Peer editing

Building the bibliography

Review: grammar, organization, citation

Read for next session: *Hacker*, Section A

Session 10 - Monday, 3/8 - **On-line**

Final Research Paper due

Individual BlackBoard presentations from outside readings

Review of L4, What's Next: L5, Research Seminar

### **1. SNL Attendance Policy**

Attendance is mandatory in SNL courses. Students and faculty are expected to arrive on time, and to participate in every scheduled class session. Specific course policies can be listed in the course syllabus, and acceptance of the syllabus indicates agreement to policies outlined in that document.

Missing class makes assessment a difficult process, and all students who miss any classwork are subject to grade reduction by the faculty. Students who miss more than 10% of any given course are subject to failure.

### **2. SNL Incomplete Policy**

The 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. Deadline for assignments are established and adhered to by the Faculty.