

LL 150 ACADEMIC WRITING FOR ADULTS
Course Syllabus

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Location: School for New Learning
DePaul University
Loop Campus

Times/Dates: Thursday evenings, 6 – 9 pm
March 31
April 7, 14, 21, 28
May 5,12,19,26
June 2

Course Description

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 two written projects: 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

L-4: Can use writing for college-level learning, thinking and communicating. Course: Academic Writing for Adults

Criteria:

- * 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.
- * Can write to explain, summarize, synthesize, reflect, argue, persuade, analyze, link experience and concepts, and demonstrate competence.
- * Has control over grammar, syntax, and punctuation and can manipulate them to suit a particular rhetorical situation.
- * 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.
- * 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.

Students are assessed according to the School's Core Competencies. The details of this assessment process are listed below:

Core Competence: *LEARNING FROM EXPERIENCE*

Criteria

Can assess and revise one's own writing

Specifications

- * Recognizes areas for improving own writing
- * Submits revised versions of assignments.

Can elicit and use feedback from others to improve one's writing

- * Asks for feedback.
- * Incorporates the ideas of others in revising work

Core Competence: *COMMUNICATION*

Can apply a process model of expository writing at college level

- * Brainstorms ideas
- * Collects data
- * Outlines papers
- * Revises papers at global and paragraph levels
- * Edits final drafts at sentence level

Can demonstrate college level competence in narrative and expository writing

- * Writing contains few if any grammar spelling, punctuation, and organization errors and errors do not block comprehension
 - sentence structure
 - sentence boundaries
 - spelling
- * Writing contains organizational devices at the global level
- * Paragraphs are focused around topic sentences and/or main ideas

Can incorporate and cite ideas using appropriate

- * Includes ideas from outside citation rules sources
- * Integrates ideas from outside sources
- * Cites outside sources according to academic conventions

Core Competence: *DECISION MAKING*

Can select appropriate themes and expressions that demonstrate concepts and ideas to others

- * Chooses devices such as analogies, metaphors, and/or illustrations and examples to communicate abstract ideas

Resources for Writing Support

In addition to the Writing and Critical Thinking courses, there are ways to strengthen and support your writing progress. None of these is meant as a substitute for SNL Writing or Critical Thinking courses, but can augment your ongoing work in writing.

Citation Handout: Using Sources and Writing Research Papers at the School for New Learning:
<http://www.snل.depaul.edu/current/resources.asp>

DePaul's Writing Center offers individual tutorial sessions and writing support. This service is located at the Loop and Lincoln Park campuses and is free to DePaul students. Students can email papers to the

Writing Center and a tutor will provide feedback. Students may also set up a schedule of regular meetings with the same tutor. Call Loop (312 362 6726) or Lincoln Park (312 325-7000 ex, 1805) or check the Center website at: <http://condor.depaul.edu/~writing/>.

The **Writing Resources** website has links to several great helps, including online consultations, grammar handouts, style manuals and guides, a site on using and documenting sources, online writing exercises, scientific and technical writing sources, and online libraries. <http://condor.depaul.edu/~writing/resources.html>

The Write Course is a PBS correspondence course offered on Channel 20. Contact Chicago City Colleges for schedule information.

Learning Experience

In this course the following teaching and learning techniques are used: lecture, at home and in class assignments, critical reading, and learning from others through peer editing. Students should expect to write and to rewrite extensively in this course.

Students who do not have access to a word processing system should avail themselves of the University's computer labs for this purpose. Should students need assistance with word processing, they should inform the Faculty, and consult University's IT department at: studenttechtraining@depaul.edu.

Attendance is required in this and all SNL courses. See policy statement below.

Assessment in this course is based on participation in class activities and discussions on completion of course requirements.

Required Texts and Course Materials

Hacker, Diane. *A Writer's Reference*, 5th edition, Bedford/St. Martin's, Boston, 2003.

Peterson, Linda H and John C. Brereton. *The Norton Reader: An Anthology of Nonfiction*, Shorter Eleventh Edition

Evidence the Students will Submit

1. In-class Descriptive Essay
2. Topic Essay (2-3 pages)
3. Short Research paper (5 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

College Writing is a Pass/Fail course. 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 - Thursday 31 March 2005

Introduction to writing at SNL

In class personal narrative

Assignment and syllabus review

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

Session 2 - Thursday 7 April 2005

Feedback on in class personal narrative

Intro to the system of English grammar

Beginning the Short Essay assignment: idea generation and freewriting

Read for next session: *Hacker*, Sections S, and C1- C4

Session 3 - Thursday 14 April 2005

Types of writing with in class work on organization

Peer feedback

Read for next session: *Hacker*, Sections C-5 and C-6

Session 4 - Thursday 21 April 2005

Short Essay due

Data collection

Citation handout

Building arguments

Begin the research paper: idea generation and freewriting

Read for next session: Citation Handout *Using Sources and Writing Research Papers at the School for New Learning*

Session 5 - Thursday 28 April 2005

Feedback on Short Essay.

Peer feedback on Short Essay

Introduction to citation

Developing the outline

Read for next session: *Hacker*, Section R

Session 6 - Thursday 5 May 2005

First draft due

In-class editing

Read for next session: *Hacker*, Sections P, W, and M

Session 7- Thursday 12 May 2005

Peer editing

Critical reading of sources

Read for next session: *Hacker*, Section T

Session 8 - Thursday 19 May 2005

Second draft due

Review: grammar, organization, citation

Session 9 - Thursday 28 May 2005

Peer editing

Building the bibliography

Session 10 - Thursday 2 June 2005

Final draft due

Individual presentations

Review of L4

What's Next: L5, Research Seminar

Continuing to develop writing skills

The Writing Learning Plan

Addenda

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.