

**School for New Learning  
DePaul University  
LL 150 Academic Writing for Adults  
Fall 2009 Course Syllabus**

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**Location:** School for New Learning  
DePaul University  
O'Hare Campus

**Times/Dates:** Monday nights, 6:30 – 9:30 p.m.  
First class: September 14

### **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. Students will focus on developing the skills necessary for clear, fluent, and expressive writing.

Specifically, students will produce two written projects: one short informative essay and a five-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 on editing and rewriting to meet course goals. Students should expect to write and to rewrite extensively in this course.

### **Course Learning Goals**

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 are 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.

### **Competencies**

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

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 proofreading 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.

### **Demonstration of Competence**

Students will demonstrate the competence through drafting and revising papers, discussion board postings, peer revision, a final portfolio with a writing learning plan and supplemental exercises as necessary.

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

1. Hacker, Diane. A Writer's Reference with 2009 MLA Update, 6<sup>th</sup> edition, Bedford/St. Martin's, Boston, 2007.  
  
ISBN: 0-312-59332-5
2. Exercises to Accompany A Writer's Reference, Large Format  
  
ISBN-10: 0-312-45235-7
3. Gerald Graff and Cathy Birkenstein's They Say/I Say: The Moves that Matter in Academic Writing, New York: Norton, 2006.  
  
ISBN: 0312-46455-X
4. *2009 Fall Quarter Reading Packet* (download from Blackboard)

### **Recommended**

1. If English is not your native language and you struggle with English as a Second Language (ESL) issues like article and pronoun usage, you may want to also purchase for your own use the ESL Supplement for *A Writer's Reference*, ISBN# 0312-45233-0.
2. A college dictionary

### **Other Resources**

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/>.

### **Criteria for Assessment**

In order to successfully complete this course, students must:

- participate meaningfully on the discussion board and in peer revision;
- submit class assignments in a timely manner;
- demonstrate their ability to apply Standard English grammar and spelling to the final version of each assignment;
- be expected to organize their work according to topic and assignment demands;
- submit a Writing Plan.

- submit a Portfolio of completed works

All drafts should represent a student's *best possible effort*.

At the end of the quarter, each student will submit a Professional Writing Plan and a Portfolio. The Professional Writing Plan must include specific strategies for addressing the student's most common business writing problems, and equally concrete ideas for how to make the most of business writing strengths.

The Portfolio demonstrates what the student has learned and provides a successful template the student can use when asked to write similar documents in the future.

### **Submitted Evidence**

1. Informative Essay (3-4 pages)
2. Short Research paper (5 pages)
3. Participation in all class activities
4. Completion of all BlackBoard postings

### ***Blackboard Postings***

We will use Blackboard extensively to post shorter assignments.

While submission of lengthier works is required, many assignments can also be short—often, only a paragraph or two long. The paragraph provides an ideal template for students to apply grammar and style rules that apply equally to larger papers.

These assignments will be written in response to a short reading assignment. Rather than handing them in during class, you will post them on Blackboard **by 3:00 p.m. on the day before the next class**. This enables me to address these assignments before or as part of the next week's class.

### **Plagiarism**

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.

### **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.

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.

### **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.

### **Course Grading Scale**

Academic Writing for Adults is a Pass/Fail course. Students may elect to take the class for a letter grade according to the scale below. Students wishing the letter grade option must communicate this desire to their Instructor in writing before the end of the 2nd week of the quarter. Once you commit to taking the course for a letter grade, you cannot switch back to Pass/Fail.

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	INC

### **Grading Policies, Practices and Assessment Criteria**

This is a Pass/Fail course. In order to successfully complete this experience, students must:

- participate meaningfully on the discussion board and in peer revision;
- submit class assignments in a timely manner;
- meet the criteria for 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 your best effort 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 you turn it 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.

## **Class Schedule**

*Note:* supplementary materials may be handed out as our needs dictate; this schedule is subject to change as our needs warrant.

### **Week One: September 14**

Syllabus  
Introductions  
Discussion about writing  
Invention: discussion and exercise  
Writing assessment  
A little grammar  
Informative essay kick-off

#### ***Homework***

Read “Once More to the Lake” and post a response on BlackBoard  
Use at least three different invention techniques to help generate ideas for your informative essay  
Hacker, Sec. C1, C2, C3, C4, B1, MLA-1

### **Week Two: September 21**

Discussion of readings  
Discussion: planning, drafting, revising and paragraphs  
Focus on thesis  
Run-ons and fragments  
Developing the outline  
Revision exercise

#### ***Homework***

Informative essay outline/draft  
Read “Krakatau” and post a response on BlackBoard  
Hacker, Sec. G1, G5, G6

### **Week Three: September 28**

Informative essay outline/draft due (collected)  
Discussion of readings  
Focus on thesis and transition  
Revision exercise  
Grammar and style: discussion and exercises

#### ***Homework***

Hacker, Sec. S, P1-f  
Informative essay first complete draft  
Read “Shooting an Elephant” and post a response on BlackBoard

### **Week Four: October 5**

Informative essay first complete draft due (collected)

Discuss readings  
Style: discussion and exercises

***Homework***

Read “A Modest Proposal” and post a response on BlackBoard  
Hacker, Sec. A1, A2, A3, P1

**Week Five: October 12: NO CLASS**

Informative drafts returned electronically

***Homework***

Hacker, Sec. R  
Read “Serpents of Paradise” and post a response on BlackBoard  
Final Informative Essay

**Week Six: October 19**

Informative Essay – Final Essay Due  
Discussion: academic writing & research  
Finding and using sources; librarian session  
Narrowing the research topic  
Developing the outline, revisited  
Research essay kick-off

***Homework***

Read “The Spider and the Wasp” and post a response on BlackBoard  
Hacker, Sec. W, P3, P4  
Research Paper: Phase II: Creating the Outline

**Week Seven: October 26**

Research Paper Outline Due  
Discuss readings  
Punctuation: discussion and exercises  
Research Paper: Open Question Session  
Research Paper outline: peer review

***Homework***

Research Paper: Phase III: Writing the Rough Draft  
Read “Nobel Prize Acceptance Speech” and post a response on BlackBoard  
Hacker, MLA-2, MLA-3 or APA-2, APA-3; P6  
Bring one or two resources from which you are paraphrasing and/or quoting

**Week Eight: November 2**

Research Paper First Complete Draft Deadline  
Paraphrasing and quoting

***Homework***

Hacker, Sec. M

Bring resources to class for Week Nine

**Week Nine: November 9**

Return and Discuss Research Papers

Discuss readings

Hyphens, capitalization, and abbreviations

Citing and bibliography

***Homework***

Revise Research Paper

**Week Ten: November 16**

Research Paper Final Draft Due

What's Next: L5, Research Seminar

Continuing to develop writing skills

Writing Learning Plan and Portfolio

**Individual Meetings (optional): Tuesday, November 17 – Thursday, November 19**

**Research Paper Final Essay Deadline: Sunday, 5:00 p.m., November 22**