

**School for New Learning  
DePaul University  
Academic Writing for Adults  
Summer '09 Course Syllabus**

**Faculty:** Bill Muller  
School for New Learning  
Visiting Faculty  
Email: [wmuller1@depaul.edu](mailto:wmuller1@depaul.edu)  
Phone: 708-974-5329

**Location:** School for New Learning  
DePaul University  
Oak Forest Campus

**Times/Dates:** Monday evenings, 6:30 – 9:30 p.m.  
June 15, 22, 29  
July 6, 13, 20, 27  
August 3, 10, 17

### **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 of difficulty. In addition to receiving individual feedback and guidance from the instructor, students learn to give feedback on writing to one another. This course carries four tuition credit hours. 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. Competence: L4.

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.

### **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.

Students demonstrate this competence through the Proficiency Exam or specific SNL courses. Students will continue to develop their writing skills throughout the program. SNL will not accept transfer courses for this competence.

**Core Competence: *LEARNING FROM EXPERIENCE***

**Criteria**

**Specifications**

Can assess and revise one's own writing

- \* 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 rules

- \* Includes ideas from outside citation 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: 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 editing, and lots and lots of writing. Students should expect to write and to rewrite extensively in this course.

Students who feel they may need an accommodation based on the impact of a disability should contact me 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 me as early as possible in the quarter (preferably within the first week of class), and 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.

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

Hacker, Diane. A Writer's Reference, 6<sup>th</sup> edition, Bedford/St. Martin's, Boston, 2003.

**ISBN: 0-312-45025-7**

Graff & Birkenstein "They Say/I Say" The Moves That Matter in Academic Writing, W. W. Norton, New York. **ISBN: 0-393-92409-2 (pbk.)**

Additional readings available on e-reserve from the DePaul library, see

<http://eres.lib.depaul.edu/eres/courseindex.aspx?page=search>

CQ Researcher [available through DePaul's list of databases

<http://www.lib.depaul.edu/eresource/database.asp>

Access to a computer for word processing and internet work: Because all of your papers must be typed, because you will be revising each paper a number of times, because you need to e-mail me drafts of your papers and because you need to use the course Blackboard site, you should have access to a computer and the internet for this class. The University's computer labs are available to all students. If you need assistance with using the computers, please let me know and consult the University's IT department at [studenttechtraining@depaul.edu](mailto:studenttechtraining@depaul.edu).

**To use the Blackboard site** go to [www.oll.depaul.edu](http://www.oll.depaul.edu) . Click **Login** then enter your username and Campus Connect password. Here you will find this course book online, links to helpful websites and the Discussion Board.

A current e-mail address on Campus Connect: Please make sure that you have a current e-mail address on Campus Connect, as that is the e-mail address I will use to communicate with you through the Blackboard site. All DePaul students have an e-mail account. To find out more about e-mail go to <http://is.depaul.edu/communication/email/student.asp>.

### **Suggested Readings:**

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, cost \$7.50

A college dictionary

## Outcomes:

After completing this course, you will be able to:

- Use writing for college-level learning, thinking and communicating
- 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.
- Write to explain, summarize, synthesize, reflect, argue, persuade, analyze, link experience and concepts, and demonstrate competence.
- Have control over grammar, syntax, and punctuation and can manipulate them to suit a particular rhetorical situation.
- 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.
- 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.

## Evidence the Student Will Submit:

1. In-class essay (1 page)
2. Blackboard Discussion Board Questions
3. First drafts of expository, analytic, comparison and persuasive essays
4. Second and third drafts of the expository or analytic and the comparison or persuasive essays
5. Final Portfolio and Writing Learning Plan
6. Participation in all class activities

**A note on the assignments:** Because this class aims to give you practice drafting a variety of different papers, you *must* do each assigned draft in order to get credit for the final draft. All paper drafts should be typed.

**Criteria for Assessment:** Academic Writing for Adults is a Pass/Fail course. 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. Some students think they need to take the class for a letter grade for employer reimbursement purposes. In most cases, this is not true. SNL offers students this letter for tuition reimbursement of pass/fail courses: [http://www.snل.depaul.edu/contents/current/forms/pass\\_explanatory\\_letter.pdf](http://www.snل.depaul.edu/contents/current/forms/pass_explanatory_letter.pdf) To be sure, check with their Human Resources department.

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 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**

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

***Hacker* = A Writer's Reference**

***TS/IS* = "They Say/I Say"**

Session 1 – Monday June 15, 2009

Introduction to writing at SNL

Assignment and syllabus review

Introductions

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

***TS/IS*: "They Say"**

Session 2 - Monday June 22, 2009

Invention

Developing Thesis Statements

Beginning the Short Expository Essay

**Read for next session: Anne Lamott's essay "Shitty First Drafts" on e-reserve**

***Hacker*, C1, C2, A1**

**Write for next session: Expository Essay first draft**

Session 3 - Monday June 29, 2009

Types of writing

Peer feedback on Expository draft

**Read for next session: *Hacker*, Sections A2, R1, and R2**

***TS/IS*: The "Preface," "Introduction," and "Part 1"**

**Write for next session: Analytical Essay first draft**

Session 4 - Monday July 6, 2009

Responding to and Citing Sources

Revising

Peer Review

**Read for next session: *Hacker*, Sections R3 [MLA or APA], and C3**

***TS/IS*: Chapters 4 and 5**

**“Harper’s Index”**

<http://www.harpers.org/subjects/HarpersIndex>

**Write for next session: Comparison Essay first draft**

Session 5 - Monday July 13, 2009

Revising

Paragraphing

Peer Review Comparison Essay

**Read for next session: *Hacker*, Sections C4, C2a, and C2c**

***TS/IS*: Chapters 7 and 8**

**Martin Luther King’s “Letter from Birmingham Jail”**

<http://www.stanford.edu/group/King/frequentdocs/birmingham.pdf>

**Write for next session: Expository or Analytic Essay Draft 2**

Session 6 - Monday July 20, 2009

Addressing objections

Building your Argument

Peer Review Expository or Analytic Essay

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

***TS/IS*: Chapter 6**

**Write for next session: Persuasive Essay Draft 1**

Session 7- Monday July 27, 2009

Sentences

Proofreading

Peer editing Persuasive Essay

Critical reading of sources

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

***TS/IS*: Chapter 10**

**Write for next session: Expository or Analytical Essay Final Draft**

Session 8 - Monday August 3, 2009

Word Choice

Style

Peer Review

**Read for next session: *Hacker*, Sections W and A**

***TS/IS*: Chapter 9**

**Write for next session: Comparison or Persuasive Essay Draft 2**

Session 9 - Monday August 10, 2009

Punctuation  
Final Editing  
Preparing Your Portfolio and Learning Plan  
Peer editing Comparison or Persuasive

**Read for next session: *Hacker*, Section P**

Session 10 - Monday August 17, 2009

Conclusion  
Demonstrating your Competence with Your Final:  
**Comparison or Persuasive Final Draft  
Learning Plan  
Portfolio**

Addenda

### **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.

**Plagiarism:** Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

- The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgement that it is someone else's.
- Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement.
- Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.
- The paraphrasing of another's work or ideas without proper acknowledgement.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If an instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion.

**A Special Note on Plagiarism for Academic Writing students:** 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.

Part of the work of this class is to make sure that you understand what plagiarism is and how to avoid it, so be sure to ask if you have any questions about it. We will discuss how to cite sources and avoid plagiarism in the course. However, you can get a head start by looking at the sites indicated under “Help with Citing Sources and Avoiding Plagiarism” (<http://snl.depaul.edu/writing/Writing%20Help.html#helpsources>).

### **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 class work are subject to grade reduction by the faculty. Students who miss more than 10% of any given course are subject to failure.

### **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. In the case of the Law School incompletes must be completed by the end of the semester following the one in which the incomplete was assigned. 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. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four-week grace period before final degree certification.

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.

### **Students with Disabilities**

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:

- PLuS 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

### **Protection of Human Subjects**

For more information see: <http://research.depaul.edu/>.

Demonstrating the acquisition of competences in this course can involve “interactions”– interviewing and or observing other people–discussing those interviews or observations with other class members and writing them up in one or more final report(s). As such, these activities qualify as “research” with “human subjects” and are subject to University and Federal guidelines. Because it takes place in the context of this course, your research is exempt from approval by the School for New Learning’s Local Review Board only under the following conditions:

1. The information you collect is EXCLUSIVELY for the purpose of classroom discussion and will NOT be used after the term is over. If there is any possibility that you will EVER use it in further research or for publication, you must obtain approval from the Local Review Board before you begin.
2. You assess and ensure that no “harm”–physical, mental, or social–does or could result from either your interviews and/or observations or your discussion and/or reports.
3. The privacy and confidentiality of those that you interview or observe must be protected. Unless you receive specific permission, in writing, from the person(s) you interview or observe, please change their names, and make sure that their identity cannot be readily ascertained from the information you provide.
  - a. If you want to use real names and relationships, they must sign an “informed consent” document. For information on creating an “informed consent document” see, for example, <http://www.research.umn.edu/consent>.