

**LL 150 Academic Writing for Adults**  
**Course Syllabus**  
**(DRAFT)**

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**Location:** School for New Learning  
DePaul University  
O'Hare Campus, Winter Term, 2009

**Times/Dates:** Tuesday evenings 6:30 - 9:30pm - 1/6, 1/13, 1/20, 1/27, 2/3, 2/10, 2/17, 2/24, 3/4, 3/10, 3/17

**Instructor Biography:** I earned a B.A. degree from Michigan State University in journalism and psychology and a M.A. in counseling psychology from Wayne State University. I have worked at the School for New Learning for more than 20 years in several capacities. I am currently a faculty mentor, core faculty member and an associate director. I am also the proud "owner/operator" of one wonderful husband, two grown children, three grown step-children, one beautiful toddler granddaughter and one black Lab-mix dog.

### **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 three written projects: two short essays 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 write clearly and fluently.**

1. Analyzes the audience and purpose of written communication.
2. Writes to explain, describe, and persuade.
3. Generates appropriate ideas and details in well-developed, well-supported paragraphs.
4. Employs tools of Standard English usage and mechanics.

Students in Academic Writing for Adults 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 Sources

- \* Includes ideas from outside citation rules
- \* 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

**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](mailto:studenttechtraining@depaul.edu)

Assessment in this course is based on participation in class activities and discussions and completion of all required written assignments. See below for specific evidence and assigned points.

### Required Texts

Hacker, Diane. A Writer's Reference, 6th edition, Bedford/St. Martin's, Boston, 2007. ISBN: 10:0312450257

Graff, Gerald and Birkenstein, Cathy. They Say, I Say: The Moves that Matter in Academic Writing, 2006, ISBN: 9780393924091

Additional reading assignments will be provided in class by faculty.

**Strongly Recommended:** A recently published dictionary, a recently published thesaurus

### Evidence the Students will submit

1. Topic essay #1 (several drafts)	100 points
2. Topic essay #2 (several drafts)	100 points
3. Mini research essay (several drafts)	200 points
4. In-class writing	100 points
5. In-class writing	100 points
6. Free Writes/journal	100 points
7. Minute Papers	100 points
8. Portfolio	100 points
9. Attendance and Participation	100 points
TOTAL	1000 points for term, converted to percentage

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.

Adult learners can and should help design the learning experiences and demonstration of competence. You are encouraged to make suggestions on course process. Both faculty and students are equally responsible for creating the learning community in the classroom. The degree to which each of us invests time and energy in the course is the degree to which the learning community will flourish.

### Criteria for Assessment

Academic Writing for Adults can be graded as either a pass/fail option or as a letter graded option. You must inform me, via email, no later than Tuesday, January 13 which option you are electing. In order to successfully complete this experience, students must:

1. Attend class and participate in all class activities;

2. Submit class assignments on time; **PLEASE NOTE - late assignments will be accepted up to 24 hours past the due date but will automatically have 10 points deducted. Late papers - past 24 hours - will not be accepted and student will receive a zero for that assignment;**
3. Meet the standards of the L4 competence as listed above.

### **Class Schedule**

Please note that this syllabus, like life, is subject to **change, revision and more change**. Be flexible and adaptable and please know that your input is very important in this process as well.

#### Session 1 - Tuesday, 1/6

Introductions and syllabus review

Four-sides (Topic #1) essay

**Homework for 1/13:** Read Sections C and A in Hacker book

#### Session 2 - Tuesday, 1/13

Introduction to writing at SNL

MLA format for essays

Feedback on Four-sides (Topic #1) essay

Peer Review of Four-sides (Topic #1) essay

Using Quotes and Demonstrating Learning (Bruckert Handout)

In class reading

**Homework for 1/20:** Read Sections S and MLA in Hacker book

Read Preface, Introduction and Part 1 in Graff book

Draft 2/Topic essay #1 (**emailed to instructor by midnight, Sun., 1/18**)

#### Session 3 - Tuesday, 1/20

Types of writing with in class work on organization

Return and discuss Draft 2/Topic essay #1

Grammar review

Discuss Essay #2 - idea generation, free write

**Homework for 1/24:** Read Sections W and G in Hacker book

Read Chapters 4 and 5 in Graff

Draft 1/Topic essay #2 (**emailed to instructor by midnight, Sun., 1/25**)

Final draft Topic essay #1 (**hard copy only due in class on 1/27**)

#### Session 4 - Tuesday, 1/27

**Submit Final draft Topic essay #1 in class - hard copy only**

Citation handout

In-class reading and building arguments

Bloom's Taxonomy

Return and discuss Draft 1/Topic essay #2

Peer Review

**Homework for 2/3:** Read Sections M and R in Hacker book

Read Chapters 7 and 8 in Graff

Draft 2/Topic essay #2 (**emailed to instructor by midnight, Sun., 2/1**)

Session 5 - Tuesday, 2/3

Return and discuss Draft 2/Topic essay#2

Group Work

**Homework for 2/10:** Read Section P in Hacker book

Read Chapter 6 in Graff

Final draft Topic essay #2 (hard copy only due in class on 2/10)

Session 6 - Tuesday, 2/10

**Submit Final draft Topic essay #2 in class - hard copy only**

Introduce Research Paper - topics, thesis statements, organization

Incorporating sources (Bruckert Handout)

In class writing

**Homework for 2/17:** Read essays to prepare for mini research essay

Read Chapter 10 in Graff

Session 7-Tuesday, 2/17

Mini research paper development

Peer editing

**Homework for 2/24:** Read Chapter 9 in Graff

Draft 1/mini research essay (emailed to instructor by midnight, Sun., 2/22)

Session 8 - Tuesday, 2/24

Return and discuss mini research essay

Review: grammar, organization, citations

In class editing/peer review

**Homework for 3/3:** Draft 2/mini research essay (emailed to instructor by midnight, Sun., 3/1)

Session 9 - Tuesday, 3/3

Return and discuss mini research essay

In class work on mini research essay development

Building the Works Cited page

Review and prepare for submitting the Portfolio

**Homework for 3/10:** Final draft mini research essay (hard copy only due in class on 3/10)

Session 10 - Tuesday, 3/10

**Submit Final draft mini research essay - hard copy only**

**Submit Portfolio**

In class writing

The Writing Learning Plan

Wrap-Up

What's next? L5, Research Seminar

Session 11 -Tuesday, 3/17

**NO CLASS SESSION**

Individual Conferences, if necessary or desired

Addenda

**1. SNL Attendance Policy**

Attendance is **mandatory** in SNL courses. Students and faculty are expected to arrive on time and remain for the entire class session each week as well as to participate in every scheduled class session. Specific course policies are listed in the course syllabus, and acceptance of the syllabus indicates agreement to policies outlined in this document.

Missing any class time 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% (more than one session in a 10/11 week session) 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.

**3. Students with Disabilities**

Students who believe 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 need, contact me as early as possible in the quarter (preferably within the first week of class). Be sure to contact (on your own) the DePaul University office for:

- PluS Program (for LD, AD/HD) at 773-325-4239
- The Office for Students with Disabilities (for all other disabilities) at 773-325-7290

**Criteria for Assessment:**

Your writing will be evaluated on your mastery of the following areas:

1. Content - what you have to say about your topic. Here is where the time you spend thinking about your subject pays off. Your writing should reflect that you have considered alternative theses and that you can address possible objections to your position as well as provide support for your thesis.
2. Organization - or how you structure your paper and argument. All your papers should be clearly organized with a definite introduction, body and conclusion. All your ideas should relate to each other and to your thesis. Your papers should be arranged in a logical and clear order. Digressions and wordiness should be minimized.
3. Expression - or how you use language to convey your point(s) and arguments. Avoid verbose (unnecessary) language. Be direct! Use concise and concrete language to clearly communicate your ideas.
4. Mechanics - the basics: grammar, spelling, punctuation. **PROOFREAD!**

N.B. A paper's content, organization, expression and mechanics are interdependent. Fixing a mechanical problem (like a sentence fragment) will most likely result in a more clearly expressed idea that may lead to more carefully developed content.

## Grading Rubric

### PASSING

#### An excellent essay will:

- . contain a clear purpose, a strong introduction(thesis statement and/or paragraph) and a thoughtful conclusion;
- . effectively recognize complexities, thoughtfully addressing more than one of them;
- . contain strongly supportive details, a judicious sense of evidence;
- . be logically developed and quite well organized;
- . use a style and tone appropriate to the purpose;
- . show a mature sentence variety and paragraph development;
- . be virtually free of grammar and usage errors.

#### A strong essay will:

- . contain a clear purpose, a strong introduction and conclusion;
- . effectively recognize complexities;
- . contain supportive details, a good sense of evidence;
- . be logically developed and well-organized;
- . use a style and tone appropriate to the purpose;
- . offer adequate sentence variety and paragraph development;
- . lack the verbal skills and organizational strength of an "excellent" essay.

#### A satisfactory essay will:

- . contain a clear purpose, a strong introduction and conclusion;
- . effectively recognize complexities
- . contain supportive details, a sense of evidence;
- . display competence in logical development and organization, although it may exhibit occasional organizational or argumentative weaknesses;
- . use a style and tone appropriate to the purpose;
- . display competence in sentence variety, paragraph development, grammar and usage.

### FAILING

A weak essay will acknowledge the complexity of the issue, and attempt to address it, but will be weakened by one or more of the following:

- . omit a clear purpose, thesis, or conclusion;
- . be too general or too specific;
- . contain trivial or frivolous points;
- . have flaws in organization;
- . fail to develop an appropriate tone;
- . contain several flaws in style, grammar or usage.

A poor essay will address the issue but be weakened by some of the following:

- . be far too general or far too specific;
- . contain a vacuous or trivial argument or analysis;

- . have little controlling organization;
- . have noticeable flaws in style, grammar, or usage

### **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.

**DePaul's Academic Integrity Policy and Definition of Plagiarism:**

<http://studentaffairs.depaul.edu/handbook/code16.html>

**How to do an MLA Works Cited:**

[http://www.lib.duke.edu/libguide/cite/works\\_cited.htm](http://www.lib.duke.edu/libguide/cite/works_cited.htm)

<http://www.duke.edu/web/HonorCouncil/citationguide.html>

**General Online Help:**

<http://owl.english.purdue.edu/>

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; see above for the web address for the Student Handbook.

## Academic Writing for Adults

Syllabus Addendum

Winter, 2009

Per the course syllabus, you **must follow these guidelines** when you email papers. If you fail to do so, your essay may not be accepted.

1. Email must be received by the designated time. All drafts of essays are due by **midnight on the Sunday before our Tuesday class**. Therefore, do not wait until 11:59 pm to send your essay.
2. Send your email to [pstjohn@depaul.edu](mailto:pstjohn@depaul.edu).
3. Your subject line must include the following information:  
Your name, course name and name of the assignment  
Do not eliminate any of this information
4. Send your essay as an attachment as a **.doc** file. Do NOT send any other file format, such as .docx or .wps. Only .doc files will be accepted. Do not paste your essay in the body of your email.
5. Name your document with your name and the name of the assignment.
6. In the body of your email, include a brief and appropriate explanation of your essay. For example:  
Dear Peggy  
Attached please find draft 1 of Topic essay 1. I had some trouble with the second paragraph, so I would appreciate any feedback. If you have any questions, please let me know.  
Sincerely,  
I.M. Student
7. I will confirm, by return email, receipt of your email within 24 hours. If you do not receive a confirmation email within that time, you should assume I did not receive your email and follow up accordingly.

Always bring a hard copy of your emailed essay to the next class as a backup – just in case!