

School for New Learning
DePaul University
Course Syllabus: Academic Writing for Adults
Winter 2010

Faculty: Steffanie Triller
Writing Instructor
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Location: O'Hare campus, Room TBA

Dates/Time: Tuesdays, 1/5 – 3/16, 6:30-9:30 p.m.

Credit Hours: 4

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.

Faculty Biography:

I am a new Writing Instructor at DePaul University's School for New Learning. For the past three years, I have taught Reading and Composition at Truman College in the City Colleges of Chicago. I have also taught high school religion and have taught English in Ethiopia. While teaching at Truman, I served as the Development Coordinator of a not-for-profit volunteer program on the South Side.

I grew up on the South Side of Chicago and earned my B.A. at Washington University in St. Louis. For my M.A., I attended DePaul. I now live on the North Side where I train for occasional marathons and attempt to write fiction.

E-mail is the best way to reach me outside of class. I check e-mail many times a day, and less frequently on weekends. I will respond to e-mails sent over the weekend on Monday. Other e-mails will be returned on the day they were received, or the following day. Please give me a call if you are unable to e-mail about a last-minute class absence.

You can expect that I am committed to your success in this course and beyond at the School for New Learning. I will provide constructive criticism on all of your written assignments, meet with you multiple times on an individual basis to evaluate your progress, invite you to write about topics on which you are an “expert” and provide you with the tools to become a stronger reader and writer. In return I expect your active participation during class, your best effort on all assignments, your effort to read consciously and closely and growth in the writing and rewriting of each assignment.

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.

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.

Required Texts and Course Materials:

Diane Hacker's *A Writer's Reference*, 6th Ed. With 2009 MLA Updated. Bedford/St. Martin. ISBN# 0-312-59332-5.

Supplementing this textbook is an extensive website, *Diana Hacker's A Writer's Reference* (<http://www.dianahacker.com/writersref>). This website includes links to various sources and exercises.

Gerald Graff and Cathy Birkenstein's *They Say/I Say: The Moves that Matter in Academic Writing from WW Norton*, ISBN number 978-0-393-92409-1

Assigned selections from *Writing Guide for SNL Students* at <http://snl.depaul.edu/writing/index.html>

Additional readings available on e-reserve from the DePaul library, see <http://eres.lib.depaul.edu/eres/courseindex.aspx?page=search>

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.

To use the Blackboard site go to <http://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

If you would like to read more about the craft of writing, the following are both readable and full of useful tips:

Goldberg, Natalie. *Writing Down the Bones: Freeing the Writer Within*. Boston: Shambhala Publications, 1996.

King, Stephen. *On Writing: A Memoir of the Craft*. New York: Pocket Books, 2000. Hacker, Diane. *A Writer's Reference*, 6th edition, Bedford/St. Martin's, Boston, 2006.

Lamott, Anne. *Bird by Bird: Some Instructions on Writing and Life*. New York: Anchor Books, 1994.

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 be 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 be able to manipulate them to suit a particular rhetorical situation.
- Understand writing as an iterative process and be able to apply a repertoire of strategies for generating, organizing, drafting, revising, editing, and proof-reading papers that includes assessing and revising your 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(s)
2. Blackboard Discussion Board Questions (most weeks)
3. First drafts of essays
4. Second and third drafts of selected 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://snl.depaul.edu/WebMedia/StudentResources/pass_explanatory_letter.pdf

To be sure, you should check with your 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.

Writing Help

For help with organizing your ideas, grammar, citing sources, avoiding plagiarism, sample SNL assignments and much more, see the [Writing Guide for SNL Students](http://snl.depaul.edu/writing/index.html) at <http://snl.depaul.edu/writing/index.html>. For on-campus and online tutoring, see the [DePaul University Writing Centers](http://condor.depaul.edu/~writing/) at <http://condor.depaul.edu/~writing/>.

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 DePaul Academic Integrity website (<http://academicintegrity.depaul.edu/>) for further details. The [Resources page](#) of this website is very helpful. It includes definitions of academic integrity violations, examples of what does and does not constitute plagiarism, and guidance on how to cite sources, footnote, quote, paraphrase, summarize. If you are confused about plagiarism or unsure about citation, this site is a great place to start.

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>).

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 students, 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>.

Two Notes:

1. Don't Panic: This class is cumulative, with assignments building upon each other. If you find yourself confused, stuck or falling behind, let me know right away so we can address the problem before it becomes unmanageable.
2. Adult learners can and should help design the learning experiences and demonstration of competence. You are encouraged to make suggestions on course process at any time during the quarter.



What is the Writing Center?

One of the most important resources available at DePaul is the DePaul University Center for Writing-based Learning (UCWbL). The Writing Center, which is part of the UCWbL, is open to all DePaul students who would like to discuss or review their writing. You can use this service to discuss your assignments for any class, as well as non-academic writing projects like resumes and application essays. The Center has two full-time offices, Library Outposts at the Lincoln Park and Loop campuses, and online services that include Quick Questions, Feedback-by-Email, and IM conferencing (with or without a webcam). All writing center services are *free*. Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email.

What kinds of help does the Writing Center offer?

You determine the direction of the sessions. Tutors will help you understand your assignment and develop your paper's topics, thesis, and ideas. They can show you how to revise your paper and can teach you basic writing skills such as grammar, mechanics, summarizing, and paraphrasing. A tutor can also help you find, narrow, and support your thesis with prewriting exercises and by talking through your ideas to get started. Although tutors will help you with grammatical difficulties, tutors will not proofread your paper for you or speculate on what grade you might receive on that paper. Obviously, the tutors can't be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer.

When should I use this service, and what should I bring?

The best way to use this service is to schedule your appointment with enough time to think about and use the feedback you'll receive. Always bring your assignment sheet, your paper or working draft (if you have one), and any source materials, such as an essay or book to which you are responding. If you have copies or drafts of a paper, bring your flash drive. During the session, expect to answer questions from your tutor about your paper topic, your writing process, or other issues regarding your assignment.

How do I request help?

When possible, the Writing Center accepts walk-in requests, but the best way to line up help is to use the Center's online scheduler, which confirms appointments in real time. You may schedule standing weekly appointments or schedule appointments (30 or 50 minutes) on an as-needed basis, scheduling up to 3 hours worth of appointments per week.

Quick Links and Locations

- To schedule an appointment at the Writing Center's LPC and Loop locations: <http://condor.depaul.edu/~writing/html/sched/WCOnline.html>
- To schedule Real-time conversations with IM and/or webcam: <http://condor.depaul.edu/~writing/html/sched/im.htm>
- To request Feedback-by-Email: <http://condor.depaul.edu/~writing/html/sched/email.html>
- Loop Campus Office: 1620 Lewis Center, 312.362.6726
- Lincoln Park Office: 250 McGaw, 773.325.4272

For more information – as well as online scheduling and writing resources – visit:
<http://www.depaul.edu/writing/>

Course Schedule
Triller Winter 2010

Week	Topic	To Read	To Write
1	Introductions The Writing Process Exposition		
2	Writer's Block Thesis Statements Organizing Your Essay	<ul style="list-style-type: none"> • Anne Lamott's essay "Shitty First Drafts" (e-reserve) and Russell Baker's "Becoming a Writer" (HO) • Sections C1 and C2 In <i>A Writer's Reference</i> 	<ul style="list-style-type: none"> • Expository Essay, (*****) First Draft
3	What "They Say": Critical reading and analysis of authors' arguments Summarizing	<ul style="list-style-type: none"> • Gerald Graff's "Hidden Intellectualism," from <i>They Say/I Say</i> and Andrew Braaksma's "Some Lessons from the Assembly Line" • Sections A1 and A3 in <i>A Writer's Reference</i> • The "Preface," "Introduction" and Part I of <i>They Say/I Say</i> 	<ul style="list-style-type: none"> • Expository Essay, 2nd Draft
4	Responding to other authors Revising	<ul style="list-style-type: none"> • David Zinczenko's "Don't Blame the Eater" and Susan Bordo's "The Empire of Images" from <i>They Say/I Say</i> • Sections C3, (C5), A2 of <i>A Writer's Reference</i> • Chapters 4 and 5 of <i>They Say/I Say</i> 	<ul style="list-style-type: none"> • Analytic Essay, Summary & Response submitted to Blackboard • Compare/Contrast Essay, First Draft

5	Mid-Quarter In Class Check In	<ul style="list-style-type: none"> • Paul W. Merrill's "The Principles of Poor Writing" (HO) 	<ul style="list-style-type: none"> • Analytic Essay, Draft 2 (submitted to Blackboard before class)
6	Powerful Paragraphs Persuasion	<ul style="list-style-type: none"> • Jake Jamieson's "The English Only Movement" (HO) • Ronald M. Green's "Building Baby from the Genes Up" (e-reserve) • Chapters 7 and 8 of <i>They Say/I Say</i> • Sections C4 and R1 of <i>A Writer's Reference</i> 	<ul style="list-style-type: none"> • Analytic Essay, Draft 3 (optional) • Compare & Contrast Essay, Draft 2
7	Addressing Objections Refining Research Topics Peer Review	<ul style="list-style-type: none"> • Chapter 6 of <i>They Say/I Say</i> • Sections R2 and R3 of <i>A Writer's Reference</i> 	<ul style="list-style-type: none"> • Research Essay, Outline and Sources • Persuasive Essay
8	Finding Your Own Voice Sentences Proofreading	<ul style="list-style-type: none"> • Student sample essay (HO) • Chapters 9 and 10 of <i>They Say/I Say</i> • Sections S and G of <i>A Writer's Reference</i> 	<ul style="list-style-type: none"> • Persuasive Essay, Draft 2
9	Word Choice and Style	<ul style="list-style-type: none"> • Section W of <i>A Writer's Reference</i> 	<ul style="list-style-type: none"> • Research Essay, First Draft
10	Punctuation Final Editing Preparing Your Portfolio and Learning Plan	<ul style="list-style-type: none"> • Section P of <i>A Writer's Reference</i> 	<ul style="list-style-type: none"> • Research Essay, peer editing • Writing Learning Plan • Your Portfolio
11	Conclusion: Demonstrating Your Competence With Your Final Paper, Learning Plan and Portfolio		<ul style="list-style-type: none"> • Individual Meetings