

LL 150 Academic Writing for Adults

DePaul University School for New Learning

Summer 2008-Monday, 6:30 – 9:30 PM

O'Hare Campus

Instructor: Diane Weidner

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- E-mail is the best way to contact me. If you need to meet with me outside of class, please e-mail me to schedule a mutually convenient time.

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. Prerequisite: Successful completion of LL 102 Learning Assessment Seminar prior to registration. Competence: L4.

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. 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 To be sure, check with your Human Resources department.

Faculty Biography: I have taught College Writing and the Writing Workshop at DePaul's School for New Learning since March 2006. My previous teaching experiences include ESL (reading, writing, speaking, and listening) at Westside Technical Institute and at National Louis University, and beginning French at the University of Illinois at Chicago (UIC). I hold an MA in TESOL (Teaching English to Speakers of Other Languages) from UIC and an MA in French Literature from the University of Illinois at Urbana-Champaign. My BA is in French from the U of I in Urbana-Champaign. I am always interested in improving the courses I teach, so I encourage you to provide constructive feedback at any time during the quarter. I look forward to working with you this term!

Competency:

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

Competence 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.

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 & Material

- Diane Hacker's *A Writer's Reference, 6th Ed.* With E-book. Bedford/St. Martin. ISBN# 0312-46455-X. 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*. New York: Norton, 2006. ISBN# 0312-46455-X
- 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> (code will be given to you in class)
- 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 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 weekly assignment updates.
- 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>.

Recommended Additional Resources (optional)

- Thesaurus
- Pocket dictionary

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
- 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.

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

King, Stephen. On Writing: A Memoir of the Craft. New York: Pocket Books, 2000.

Evidence Student Will Submit

- in-class essay (1 page)
- three drafts of a 3-4 page summary/response essay on a course reading
- three drafts of a longer 5-7 page research essay utilizing no fewer than four sources
- two drafts of a one-page essay on a topic to be assigned in class
- description of consultation with Writing Center (either e-mail help on in-person visit)
- on-line Hacker exercises as assigned (print them out when finished—don't try to email them)

- other homework assignments as announced weekly (e.g., answering discussion questions based on readings in preparation for in-class activities)
- a Learning Plan that contains your strategies continuous improvement of your writing, including how you plan to address problems, leverage strengths, and master the writing genres related to your focus area
- complete Writing Portfolio

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.

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. I need time to respond to each draft, so kindly e-mail me if you anticipate any problem meeting any of the given deadlines.

Also, because this class meets only once per week, it is vital that students adhere to all assignment deadlines. E-mail me a copy of each draft on nights it is due, and bring a hard copy to class. Papers must be e-mailed as a MS Word-compatible document. All papers, be they turned in as hard copies or electronic attachments, must meet the following formatting requirements:

- typed
- double-spaced
- margins no greater than 1-inch
- 12 point Times New Roman font or Arial font
- page numbers starting on 2nd page (insert page numbers as a running header in your document)

In addition, the **first page of your paper must include the following information:** your name, the assignment number and version (such as "Essay #1, 2nd draft"), the date, and title of your essay. All pages after the first page should be numbered. Title pages are not required.

Criteria for Assessment:

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.

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. You should plan to spend at least 4-6 hours on homework assignments each week outside of class.
- Missing class makes assessment a difficult process, and all students who miss any class work are subject to grade reduction by the faculty. If you do miss a class, you are responsible for contacting a classmate for

missed notes and/or checking with the instructor for missed hand-outs. Students who miss more than 10% of any given course are subject to failure.

- Specific course policies can be listed in the course syllabus, and acceptance of the syllabus indicates agreement to policies outlined in that document.

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 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). If you are a DePaul students, 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

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.

Extra Help

Students who do not have access to a word processing system should avail themselves to 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

DePaul's Writing Center offers individual tutorial sessions and writing support. Here is information on contacting the Writing Center:

- Loop Campus Writing Center: (312) 362-6726 Lewis 1620.
- Lincoln Park Writing Center: (773) 325-4272. McGaw 150.
- Writing Center Website: <http://condor.depaul.edu/~writing/>

PRELIMINARY COURSE SCHEDULE

SUBJECT TO CHANGE AS QUARTER PROGRESSES. PLEASE VISIT BLACKBOARD (ASSIGNMENTS TAB) & CHECK YOUR E-MAIL FOR PERIODIC UPDATES

<u>Date</u>	<u>Topics/Activities</u>	<u>Assignment(s) Due</u>
June 16	<i>*Syllabus distribution *Guided in-class writing activity</i>	Initial Writing Sample (in-class exercise due at the end of class)
June 23	<i>*Syllabus quiz / logistics of class *Review G & B homework *Writing an effective summary-response essay (an overview) *Avoiding plagiarism</i>	Read: Graff and Birkenstein (G & B) chapter 1 and chapter 2, and an essay TBD. Write a response to the essay assigned to you (summary-response, 1 st draft)—bring it to class and e-mail it. Answer questions: As distributed in class/ indicated on Blackboard

June 30	<ul style="list-style-type: none"> *<i>Thesis statements</i> *<i>Topic sentences</i> *<i>Developing your paragraphs</i> *<i>Peer editing</i> *<i>Writers' resources</i> 	<p>Summary –Response Essay Due (2nd draft) (Remember, bring it to class and e-mail it!)</p> <p>Read: G & B chapter 4 and complete activity 1, p.62</p>
July 7	<ul style="list-style-type: none"> *<i>Sentence clarity</i> *<i>Punctuation and grammar</i> *<i>Research essays: choosing & narrowing a topic</i> *<i>Brainstorming ideas for next week's writing assignment</i> 	<p>Complete: one-page writing assignment (detailed on Blackboard)</p> <p>Hacker on-line: Writing exercises> E-ex C2-1, C2-2, C4-1</p>
July 14	<ul style="list-style-type: none"> *<i>Finding and evaluating sources</i> *<i>Reviewing sample research papers</i> 	<p>Summary-Response Essay Due (3rd draft) due (Remember, bring it to class and e-mail it!)</p> <p>Hacker on-line: Grammar exercises> Word choice> E-ex W3-1 & W3-2, and Punctuation: P1-1, & P1-2</p>
July 21	<ul style="list-style-type: none"> *<i>Taking notes: strategies to avoid plagiarism and to protect you ideas</i> *<i>Brainstorming and planning</i> *<i>Writing an outline (in-class activity)</i> *<i>Read and discuss Anne Lamott's article (print from e-reserves and bring to class)</i> 	<p>Bring to class: A research topic and brief summaries of at least 2 possible sources</p> <p>Bring to class: Anne Lamott's article on e-reserves</p> <p>Hacker on-line: Research> R 1-1</p>
July 28	<p><i>Individual Conferences (approx 15 minutes per student)</i></p>	<p>First Draft of Research Essay Due (Remember, bring it to class and e-mail it!)</p>
August 4	<ul style="list-style-type: none"> *<i>Discuss M.L. King Jr. essay</i> *<i>Methods of argumentation and supporting the main point</i> *<i>Works Cited page</i> *<i>MLA quiz/review</i> 	<p>Read: Martin Luther King Jr.'s <i>Letter from Birmingham Jail</i> --select paragraphs (answer questions on hand-out)</p> <p>Read: Chapter 6 of G & B, complete activity 1, p. 86</p>

<p>August 11</p>	<p><i>*Peer review</i> <i>*Using transitions effectively</i> <i>*Discuss Learning Plan</i> <i>*Class evaluations</i></p>	<p>Second Draft of Research Essay Due (Remember, bring it to class and e-mail it!)</p>
<p>August 18</p>	<p><i>*Integrating quotes and outside sources</i> <i>*The “so what” of your argument</i> <i>*Final editing/proofreading tips</i></p>	<p>Read: G & B chapters 3 & 7 and answer questions posted on Blackboard Bring to class: Revision of 1-page essay submitted July 7 (place it in your Portfolio) Portfolio due (all components due, except for Learning Plan & final draft of research essay) Bring to class: Working draft of research essay</p>
<p>Wednesday, August 28</p>	<p><i>No class</i> <i>Learning Plan due</i> <i>Final research essay due</i></p>	<p>E-mail Learning Plan and final research essay by 8:30 PM</p>

Grading Rubric for Final Drafts

See a more detailed rubric at the SNL Writing Guide Website: <http://snl.depaul.edu/current/resources.asp>

In general, thoughtful, critical responses to the assignment will be placed in the upper half; in addition, those which demonstrate global organizational and argumentative skills will usually be rewarded over those which merely demonstrate sentence level competence.

Passing

An excellent essay will:

- contain a clear purpose, a strong introduction (thesis sentence 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 (or supporting material);
- 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.