

# Writing Workshop

## Course Syllabus

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## Course Information

### Course Description

The Writing Workshop will help students be more confident, efficient and effective writers. Each student will work with the instructor to design an individual plan for improving the student's writing and mastery of the writing process. This is a four-credit hour course for which students earn the H3J competence. If it fits in their plan for improvement, students may use the Workshop to work on papers for competence in other courses or through the ILP process. The focus of the Workshop is on academic writing. This is not a creative writing course.

### Course Competencies

In this course, you will develop the following competencies:

| Competence | Competence Statement and Criteria   |
|------------|---|
| H3J        | <p>Can manage one's ongoing development as a writer using principles and tools of assessment and feedback.</p> <ol style="list-style-type: none"><li>1. Can assess his or her own writing and address areas of weakness.</li><li>2. Uses revision to produce significantly improved final drafts.</li><li>3. Demonstrates improvement in writing as documented in a writing portfolio.</li><li>4. Presents a plan for continuous, ongoing improvement of writing.</li></ol> |

### Course Resources

To buy your books, go to <http://www.mbsdirect.net>.  
Hint: type DePaul for name of the school.

[Click here for help buying your books](#)

## Required Reading:

Hacker, D. & Sommers, N. (2011). *A writer's reference* (7<sup>th</sup> ed.). New York: NY: Bedford/

St. Martin's Press.

## Course Grading Scale

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

Please note: Grades lower than a C- do not earn credit or competence in the School for New Learning.

## Course Structure

### Class Schedule

To be determined after initial assessments for each student and documented in their "Writing Workshop Plan."

### Learning Experience

Students, in consultation with their instructor, design an individualized "Writing Workshop Plan" that may include any of the following: workshops, class discussions, journaling, lectures, small group work, conferences, at home and in class assignments, critical reading, online exercises, learning from others through peer editing, and lots and lots of writing. Students should expect to write and to rewrite extensively in this Workshop.

To see course due dates, click on the Checklist link on the top navigation bar. This page contains module-specific checklists and due dates for the work due in the course.

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## Assessment

### Grading

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://snl.depaul.edu/WebMedia/StudentResources/pass\\_explanatory\\_letter.pdf](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 this experience, student must:

- participate in scheduled class, group and individual work;
- submit assignments on time;
- meet the competence criteria listed above, including submission of the Writing Workshop portfolio.

### **Criteria for Assessment**

Upon successfully completing the Writing Workshop, the student will be able to do the following:

H3J: Can manage one's ongoing development as a writer using principles and tools of assessment and feedback.

1. Can assess his or her own writing and address areas of weakness

- Student can give a realistic and detailed assessment of his or her own writing.
- Student can identify specific strengths in his or her writing and writing process and knows how to leverage these strengths.
- Student can identify specific weaknesses in his or her writing and writing process and has strategies for addressing these weaknesses.

2. Uses revision to produce significantly improved final drafts

- While student may not be able to write fluent first drafts, student knows how to use the revision process to improve the organization, focus, mechanics and effectiveness of his or her writing.
- Final drafts are college level where minimally competent college level writing is defined as having the following components:
  - A clear thesis, central point or dominant impression;
  - Consistent organization and logical development, although it may exhibit occasional organizational or argumentative weaknesses;
  - Provision of evidence with examples and/or supportive details that relate to the essay's overall point, although all claims may not be fully supported;
  - A general understanding of the reading's central subject and point (when the assignment includes a reading/readings);
  - Vocabulary, sentence and paragraph structures that are generally accurate—grammar and punctuation errors, though present, do not disrupt reading or inhibit clarity;
  - ESL features, if present, add voice and do not inhibit reading—ESL-related problems with idioms or articles are minor;
  - Words, facts and ideas from sources are cited, although there may be mistakes in the formatting of the citations.

3. Demonstrates improvement in writing as documented in a writing portfolio. The writing portfolio will include the following:

- Initial examples of the student's writing from before or at the start of the Workshop.
- The student and teacher designed "Writing Workshop Plan." The plan should include clear, demonstrable goals.
- Evidence the student has accomplished the goals set out in his or her "Writing Workshop Plan" as well as the criteria listed here.
- The student's plan for continuous writing improvement (see the next criteria).

- A final essay in which students cite the evidence in their portfolio to argue that they have met the Writing Workshop criteria and their "Writing Workshop Plan" goals and in which they reflect upon their learning in this Workshop.
4. Presents a plan for continuous, ongoing improvement of writing. Since writing is a life-long learning process, the student should leave this Workshop with a concrete plan for his or her ongoing development as a writer. This plan should include the following:
- Ideas about how to leverage strengths and address weaknesses;
  - An explanation of where and how the student intends to seek out ongoing help with his or her writing;
  - Goals for future writing accomplishments.

To develop this plan the student should have tried out the following resources by the completion of this Workshop: The DePaul Writing Center, a few online writing guides, and a writing handbook.

### **Evidence the Students will Submit**

At the end of the Writing Workshop, the student will submit his or her Writing Workshop portfolio documenting the student's successful accomplishment of the Writing Workshop competence, criteria and the goals the student set for him or herself in the "Writing Workshop Plan." Whenever possible, portfolios should be electronic.

Instructors will send a copy of each student's portfolio to the Writing Coordinator at the end of the quarter. These portfolios will be used to assess the effectiveness of the Writing Workshop. They can be anonymous. They will not be returned.

### **Portfolio Checklist**

1. A Table of Contents
2. Your "Student Self Assessment"
3. Your "Grammar Checkup"
4. Your "Student Goals"
5. Your "Writing Samples"
6. Your "Instructor Assessment"
7. Your "Writing Workshop Plan"
8. Examples of Your Work in Writing Workshop
9. Your Portfolio Reflection Cover Letter

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](#).

### **General Assessment Criteria for All Writing Assignments**

All writing assignments are expected to conform to basic college-level standards of mechanics and presentation.

Consider visiting the Writing Center to discuss your assignments for this course or any others. You may schedule appointments (30 or 50 minutes) on an as-needed or weekly

basis, scheduling up to 3 hours worth of appointments per week. Online services include 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.

Obviously, the tutors won't necessarily 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.

Schedule your appointments with enough time to think about and use the feedback you'll receive. To schedule a Face-to-Face, Written Feedback by Email, or Online Appointment, visit [www.depaul.edu/writing](http://www.depaul.edu/writing).

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## **Discussion Forums**

Discussion Forums are an important component of your online experience. This course contains discussion forums related to the topics you are studying each week. For requirements on your participation in the Discussion Forums, please see "Course Expectations" in the syllabus.

A Course Q & A discussion forum has also been established to manage necessary, ongoing social and administrative activities. This is where the management and administrative tasks of the course are conducted, and where you can ask 'process' questions and receive answers throughout the course. Please feel free to answer any question if you feel you know the answer; this sharing of information is valuable to other students.

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## **Policies**

### **Academic Integrity**

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](#) 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.
- Resubmitting one's own previous work from a different course or college, without permission from the current instructor.
- The paraphrasing of another's work or ideas without proper acknowledgement.

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

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### **For Students Who Need Accommodations Based on the Impact of a Disability**

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. All discussion will remain confidential. To ensure that you receive the most reasonable accommodation based on your needs, contact your instructor as early as possible in the quarter (preferably within the first week or two of the course). Please be sure to contact the following office for support and additional services:

Center for Students with Disabilities (CSD)  
#370, Student Center, LPC, 773.325.1677

### **Description of Pass/Fail Grading Options**

Students have the option of taking all SNL undergraduate courses as Pass/Fail even if a class is initially structured for a letter grade assessment. In these cases a Pass is awarded when competence is demonstrated at a level that would otherwise earn a grade of C- or higher.

In deciding to select Pass/Fail grading students should be aware that competencies assessed in a course as Pass will earn credit hours toward degree completion but *will not* be included in computing grade point averages. Attempted competence demonstration assessed within a class as Fail will not only be recorded as credit hours attempted but *will* also be included in computing a student's grade point average.

For SNL students, competencies awarded for Independent Learning Pursuits and in the Lifelong Learning Domain do not count toward the university's specification that only twenty credit hours may be earned through the Pass/Fail assessment option.

**Please note:** *There are four SNL courses within the BA curriculum that are always assessed on a Pass/Fail basis: Learning Assessment Seminar (course number LL 102; competence L-1), Foundations of Adult Learning (course number LL 250; competences L-2 and L-3), Advanced Project (course number FA 303; competences F-11 and F-12) and Summit Seminar (course number LL 390; competence L-12). These classes may not be taken for a letter grade assessment. Therefore, work that might otherwise be assessed at grades A through C- will earn a Pass in these classes.*

*There are an additional four SNL courses within the Lifelong Learning Area of the BA curriculum for which instructors regularly use a Pass/Fail grading system which may, instead, be taken for a letter grade assessment if this is a student's preference. These classes are: Academic Writing for Adults (course number LL 150; competence L-4), Critical Thinking (course number LL 155; competence L-5), Research Seminar (course number LL 300; competences L-8 and L-9) and Externship (course number LL 302; competences L-10 and L-11). In addition, SNL's undergraduate Writing Workshop (course number LL 140; competence H-3-J) regularly uses Pass/Fail although students may request a letter grade assessment. In these instances SNL offers undergraduate students the opportunity to request a letter grade assessment from their instructor. Students who need a letter grade for tuition reimbursement may wish to consider this option, as well as those who wish to raise their GPA. Students planning to attend graduate school may also prefer letter grades to Pass/Fail assessments.*

If a student wishes to switch the method of assessment, either to or from the Pass/Fail option, this must be requested from the instructor in writing during the first two weeks of the quarter. The assessment style may not be changed after this period, with no exceptions.

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## **Protection of Human Subjects**

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

Demonstrating the acquisition of competencies 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:

- 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.
- 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.
- 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.
- 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>

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## **Course Expectations**

### **Time Management and Attendance**

SNL's online courses are not self-paced and require a regular time commitment EACH

week throughout the quarter.

You are required to log in to your course at least four times a week so that you can participate in the ongoing course discussions.

Online courses are no less time consuming than "face to face" courses. You will have to dedicate some time every day or at least every second day to your studies. A typical four credit hour "face to face" course at SNL involves three hours of classroom meeting per week, plus at least three to six hours of study and homework per week.

This course will require at least the same time commitment, but your learning activities will be spread out through the week. If you have any problems with your technology, or if you need to improve your reading or writing skills, it may take even longer.

The instructor should be notified if your life events do not allow you to participate in the course and the online discussions for more than one week. This is particularly important when there are group discussions or you are working as part of a team.

If you find yourself getting behind, please contact the instructor immediately.

### **Your Instructor's Role**

Your instructor's role in this course is that of a discussion facilitator and learning advisor. It is not their responsibility to make sure you log in regularly and submit your assignments. As instructor, s/he will read all postings to the general discussion forums on a daily basis but may not choose to respond to each posting. You will receive feedback to assignments.

The instructor may choose to designate "office hours" when s/he will be online and available and will immediately respond to questions. Depending on the instructor, this response may be by e-mail, instant messenger or telephone. Otherwise, you will generally receive a response to emailed or posted queries within 48 hours.

### **Your Role as a Student**

As an online student, you will be taking a proactive approach to your learning. As the course instructor's role is that of a learning guide, your role is that of the leader in your own learning.

You will be managing your own time so that you can complete the readings, activities and assignments for the course, and you will also be expected to take a more active role in peer learning.

### **Credits**

This course was designed and produced by Michelle Navarre Cleary and staff at SNL Online of the School for New Learning of DePaul University.

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