Instructor:

Course Dates:

Course Location:

Course Description

The Writing Workshop will help students be more confident, efficient and effective writers through individualized support from a writing instructor. Each student will choose at least one academic writing project to draft in the course and will work with the instructor to accomplish this goal using a structured writing process. If it fits in their contract, students may use the Writing Workshop to work on papers for competence in other courses or through the ILP process. Depending on the competence(s) chosen, the student will complete writing assignments in the field of arts and ideas, human community, scientific world, or the student’s focus area.

Learning Outcomes, Competences, and/or Objectives

Competencies: A1X, H1X, S3X, FX, H3J

Two notes on the competencies:
(1) Students who have not yet completed Foundations of Adult Learning and who do not have a Faculty Mentor should not register for an FX competence.
(2) Students who placed in Writing Workshop after taking the Directed Self-Placement Questionnaire should register for H3J if that competence has not already been fulfilled.

Competence and Detailed Criteria for Assessment: Upon successfully completing the Writing Workshop, the student will be able to do the following:

A1X Can apply established principles and theories of writing and composition to analyze or interpret a work of art.
1. Identifies principles and theories of composition and the writing process as established by significant writers and scholars and applies these to design, manage, and reflect upon an individualized writing project in the arts.
2. Identifies particular methods for writing about art or philosophy.
3. Designs an individual contract with personal goals for writing an individual project (paper for another course, project to demonstrate growth in a particular rhetorical skill, Independent Learning Pursuit, etc.)

4. Manages the writing project as follows:
   • Through a minimum of three significant revisions;
- Solicits feedback on the writing project from an expert in the arts;
- Where the final draft demonstrates significant growth in at least two of the following: consistent organization; logical development; provision of evidence with examples and/or supportive details that relate to the essay’s overall point; vocabulary, sentence or paragraph structure; grammar and punctuation; integration of source material; citation formatting;

5. Demonstrates the evolution of both the writing project and the writer in a writing portfolio. The writing portfolio will include the following:
   - The student’s “Writing Workshop Contract.” The contract should include clear, demonstrable goals.
   - Evidence the student has accomplished the goals set out in his or her “Writing Workshop Contract.”
   - A final reflection in which students cite the evidence in their portfolio to argue that they have met the Writing Workshop criteria and their “Writing Workshop Contract” goals and in which they reflect upon their learning of established writing principles and concepts in the arts in this Workshop.

H1X Can employ at least two models or theories related to writing process and composition to plan, manage, and reflect on an individualized writing project in the social sciences.
1. Uses models and theories about writing process and composition to design and manage an individualized writing project on a subject within the social sciences
2. Identifies at least two models or theories about writing process and composition in the social sciences to design an individual contract with personal goals for writing an individual project (paper for another course, project to demonstrate growth in a particular rhetorical skill, Independent Learning Pursuit, etc.)
3. Manages the writing project as follows:
   - Through a minimum of three significant revisions;
   - Solicits feedback on the writing project from an expert in the social sciences;
   - Where the final draft demonstrates significant growth in at least two of the following: consistent organization; logical development; provision of evidence with examples and/or supportive details that relate to the essay’s overall point; vocabulary, sentence or paragraph structure; grammar and punctuation; integration of source material; citation formatting;

4. Demonstrates the evolution of both the writing project and the writer in a writing portfolio. The writing portfolio will include the following:
   - The student’s “Writing Workshop Contract.” The contract should include clear, demonstrable goals.
   - Evidence the student has accomplished the goals set out in his or her “Writing Workshop Contract.”
   - A final reflection in which students cite the evidence in their portfolio to argue that they have met the Writing Workshop criteria and their “Writing Workshop Contract” goals and in which they reflect upon their learning in this Workshop.
S3X Can use principles and methods of science writing to describe, analyze, and evaluate scientific or technological developments and reflect on the learning that happens in this writing project.

1. Uses the writing process to design and manage an individualized writing project that investigates developments in either science or technology.
2. Identifies particular methods for writing in the sciences
3. Designs an individual plan with personal goals for writing an individual project (paper for another course, project to demonstrate growth in a particular rhetorical skill, Independent Learning Pursuit, etc.)
4. Manages the writing project as follows:
   - Through a minimum of three significant revisions;
   - Solicits feedback on the writing project from an expert in the sciences;
   - Where the final draft demonstrates significant growth in at least two of the following: consistent organization; logical development; provision of evidence with examples and/or supportive details that relate to the essay’s overall point; vocabulary, sentence or paragraph structure; grammar and punctuation; integration of source material; citation formatting;

5. Demonstrates the evolution of both the writing project and the writer in a writing portfolio. The writing portfolio will include the following:
   - The student’s “Writing Workshop Contract.” The contract should include clear, demonstrable goals.
   - Evidence the student has accomplished the goals set out in his or her “Writing Workshop Contract.”
   - A final reflection in which students cite the evidence in their portfolio to argue that they have met the Writing Workshop criteria and their “Writing Workshop Contract” goals and in which they reflect upon their learning in this Workshop.

FX Can plan, manage, and reflect on the learning that happens in a writing project related to the student’s focus area

1. Uses the writing process to design and manage a writing project in or about the student’s field
2. Identifies best practices for writing in the student’s individualized focus area
3. Designs an individual plan with personal goals for writing an individual project (paper for another course, project to demonstrate growth in a particular rhetorical skill, Independent Learning Pursuit, etc.)
4. Manages the writing project as follows:
   - Through a minimum of three significant revisions;
   - Solicits feedback on the writing project from an expert in the focus area;
   - Where the final draft demonstrates significant growth in at least two of the following: consistent organization; logical development; provision of evidence with examples and/or supportive details that relate to the essay’s overall point; vocabulary, sentence or paragraph structure; grammar and punctuation; integration of source material; citation formatting;
   - That demonstrates knowledge in one rhetorical mode of the student’s chosen field.
5. Demonstrates the evolution of both writing in the field and the writer in a writing portfolio. The writing portfolio will include the following:

- The student’s “Writing Workshop Contract.” The contract should include clear, demonstrable goals.
- Evidence the student has accomplished the goals set out in his or her “Writing Workshop Contract.”
- A final reflection in which students cite the evidence in their portfolio to argue that they have met the Writing Workshop criteria and their “Writing Workshop Contract” goals. In this essay they also reflect upon what they have learned about writing in their field and what they can do to continue to grow as a writer in the profession.

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.
2. Student can give a realistic and detailed assessment of his or her own writing.
3. Student can identify specific strengths in his or her writing and writing process and knows how to leverage these strengths.
4. Student can identify specific weaknesses in his or her writing and writing process and has strategies for addressing these weaknesses.
5. Uses revision to produce significantly improved final drafts.
6. 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.
7. 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.
8. Demonstrates improvement in writing as documented in a writing portfolio.
   - Initial examples of the student's writing from before or at the start of the Workshop.
   - The student and teacher designed "Writing Workshop Contract." The contract should include clear, demonstrable goals.
   - Evidence the student has accomplished the goals set out in his or her "Writing Workshop Contract" 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 Contract" goals and in which they reflect upon their learning in this Workshop

Learning Strategies & Resources
Learning Experience: Students, in consultation with their instructor, design an individualized “Writing Workshop Contract” 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.

Course Readings (may be adjusted depending on the student’s Writing Workshop Contract):
Recommended Reading:
$75.99

For students who have already purchased A Writer’s Reference, a Writing in the Disciplines supplement is available:

$22.00

In addition, the instructor and student will mutually identify the following readings:
• Additional readings on the student’s chosen discipline
• At least 3 exemplar essays for each discipline that the student decides to write about
• Exemplar essays and other resources found on the Writing Guide for SNL Students: https://snlapps.depaul.edu/writing/

See a sample Writing Workshop Contract (with suggested readings) for each competence attached as addenda.

Learning Deliverables
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 Contract.” Portfolios will be submitted through the Digication ePortfolio platform https://depaul.digication.com

At the end of each quarter, students will submit a copy of their Digication ePortfolio to the SNL Writing Group – Writing Workshop. These portfolios will be used to assess the effectiveness of the Writing Workshop and continue to improve the course.

Portfolio Checklist
1. A Table of Contents
2. Your Portfolio Reflection Essay  
3. Your “Student Goals”  
4. Your “Writing Workshop Contract”  
5. Examples of Your Work in Writing Workshop  
6. A Self-Assessment of each Example of your Work in Writing Workshop

Your portfolio will be assessed based upon the Writing Workshop competence criteria that you are completing in this course.

Assessment of Student Learning
Criteria for Assessment: The Writing Workshop 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 this experience, students must:  
- attend and participate in scheduled class, group and individual sessions;  
- submit assignments on time;  
- meet the competence criteria listed above, including submission of the Writing Workshop portfolio.
Rubric for Assessing Writing Workshop Portfolios

Instructions: Please use the component of the Writing Workshop Portfolio to assess the student’s progress using the criteria below. You should assess the student twice: first for their development as a writer as demonstrated in the portfolio, and second for their ability to write college-level final drafts. The outcome of this rubric should guide the student’s final grade for the Writing Workshop course.

Note: Instructors and students should review these criteria at the beginning of the course so that they will both have a common language and set of expectations on which to assess (and self-assess, on the students’ part) during and at the end of the term.

<table>
<thead>
<tr>
<th>I. Student Development and Planning</th>
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<tbody>
<tr>
<td>Assess this section of the rubric based upon the Portfolio Essay, the extent of revision in the writing projects included in the Portfolio, and any additional reflection the student provides on writing samples, writing projects, self-assessments, or grammar exercises.</td>
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</tbody>
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Scale:

3 = student is proficient at self-assessing and managing this aspect of the writing process;
2 = student is competent at self-assessing and managing this aspect of the writing process;
1 = student self-assesses and manages this aspect of the writing process at a novice level and could use more practice.

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<thead>
<tr>
<th></th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Insufficient Evidence</th>
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<tbody>
<tr>
<td>Student can explain basic conventions of writing in a particular discipline</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>Insufficient Evidence</td>
</tr>
<tr>
<td>Student can give a realistic and detailed assessment of his or her own writing</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<td>Student can identify specific strengths in his or her writing and writing process and knows how to leverage these strengths</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>Insufficient Evidence</td>
</tr>
<tr>
<td>Student can identify specific weaknesses in his or her writing and writing process and has strategies for addressing these weaknesses</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>Insufficient Evidence</td>
</tr>
<tr>
<td>Student offers an explanation of where and how the student intends to seek out ongoing help with his or her writing</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>Insufficient Evidence</td>
</tr>
<tr>
<td>Student offers goals for future writing accomplishments</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>Insufficient Evidence</td>
</tr>
<tr>
<td>Overall Rating: Student can assess his or her own writing and address areas of weakness</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>Insufficient Evidence</td>
</tr>
<tr>
<td>Overall Rating: Student has presented a concrete plan for continuous, ongoing improvement of writing</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>Insufficient Evidence</td>
</tr>
</tbody>
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Recommendation based on Student Development: Pass | Pass | Fail | Fail
Grading Criteria & Scale
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: Writing for Competence (course number LL 260; 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.

In addition, 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.

If a student wishes to switch their 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.

Course Schedule
Sample Class Schedule: To vary based on the goals for each student documented in their “Writing Workshop Contract.” The instructor may decide on a schedule that works best for the students enrolled in the Writing Workshop. All students may meet together each week as a group; the instructor may schedule regular group or individual conferences during class time; the instructor may use class time for writing and workshopping.
Course Policies

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.

DePaul University Incomplete Policy
Undergraduate and graduate students will have up to 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.

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. Please contact your instructor as early as possible in the quarter, preferably within the first week or two of the course. All discussion will remain confidential. Please be sure to contact the following office for additional information:

Center for Students with Disabilities (CSD)
Lincoln Park Campus: Student Center 370. (773) 325-1677
Loop Campus: Lewis Center 1420. (312) 362-8002
csd@depaul.edu
Writing Help
SNL students are strongly encouraged to complete at least one core SNL writing course (LL 140 Writing Workshop or LL 260 Writing for Competence) or the L4 Writing Portfolio Proficiency Exam within their first three terms to help ensure their success in SNL’s writing intensive program. To register for one of the courses, students must first complete the SNL Writing Placement process, which is a 10-question self-assessment located in CampusConnection under Main Menu->Self Service->Admissions->Next Steps->SNL Writing Placement. Questions can be directed to snlwriting@depaul.edu or to the student's advisor or mentor.

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