LL 140: WRITING WORKSHOP

WINTER, 2019

COURSE INFORMATION
Online

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, or the student’s focus area.

LEARNING OUTCOMES AND COMPETENCIES

<table>
<thead>
<tr>
<th>Competence</th>
<th>Competence Statement and Criteria</th>
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<tbody>
<tr>
<td>A1X</td>
<td>Can apply established principles and theories of writing and composition to analyze or interpret a work of art. 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.</td>
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<tr>
<td>Competency</td>
<td>Description</td>
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<tr>
<td><strong>H1X</strong></td>
<td>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. Uses models and theories about writing process and composition to design and manage an individualized writing project on a subject within the social sciences. Demonstrates the evolution of both the writing project and the writer in a writing portfolio.</td>
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<tr>
<td><strong>FX</strong></td>
<td>Can plan, manage, and reflect on the learning that happens in a writing project related to the student’s focus area. Uses the writing process to design and manage a writing project in or about the student’s field. Demonstrates the evolution of both writing in the field and the writer in a writing portfolio.</td>
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<tr>
<td><strong>H3J</strong></td>
<td>Can manage one's ongoing development as a writer using principles and tools of assessment and feedback. Can assess his or her own writing and address areas of weakness. Uses revision to produce significantly improved final drafts. Demonstrates improvement in writing as documented in a writing portfolio.</td>
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Three notes on the competencies:

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(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.

(3) In Winter 2019, students are only permitted to sign up for 1 competence.

LEARNING STRATEGIES & RESOURCES

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.

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.

To buy your books, go to http://depaul-loop.bncollege.com

Recommended Reading:


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


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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/

**LEARNING DELIVERABLES (GRADED EVIDENCES OF LEARNING)**

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

**ASSESSMENT OF STUDENT LEARNING**

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.
   o Identifies particular methods for writing about art or philosophy.
   o 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.)
   o 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

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that relate to the essay’s overall point; vocabulary, sentence or paragraph structure; grammar and punctuation; integration of source material; citation formatting;

2. Demonstrates the evolution of both the writing project and the writer in a writing portfolio. The writing portfolio will include the following:
   o The student’s “Writing Workshop Contract.” The contract should include clear, demonstrable goals.
   o Evidence the student has accomplished the goals set out in his or her “Writing Workshop Contract.”
   o 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
   o 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.)
   o 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;

2. Demonstrates the evolution of both the writing project and the writer in a writing portfolio. The writing portfolio will include the following:
   o The student’s “Writing Workshop Contract.” The contract should include clear, demonstrable goals.
   o Evidence the student has accomplished the goals set out in his or her “Writing Workshop Contract.”
   o 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.

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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
   o Identifies best practices for writing in the student’s individualized focus area
   o 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.)
   o 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.

2. Demonstrates the evolution of both writing in the field and the writer in a writing portfolio. The writing portfolio will include the following:
   o The student’s “Writing Workshop Contract.” The contract should include clear, demonstrable goals.
   o Evidence the student has accomplished the goals set out in his or her “Writing Workshop Contract.”
   o 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.
   o Student can give a realistic and detailed assessment of his or her own writing.
   o Student can identify specific strengths in his or her writing and writing process and knows how to leverage these strengths.
   o 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.
   o 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.
   o 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.
   o Initial examples of the student's writing from before or at the start of the Workshop.
   o The student and teacher designed "Writing Workshop Contract." The contract should include clear, demonstrable goals.
   o Evidence the student has accomplished the goals set out in his or her "Writing Workshop Contract" as well as the criteria listed here.
   o The student's plan for continuous writing improvement (see the next criteria).
   o 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.

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.

Grading Criteria & Scale
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: https://snl.depaul.edu/student-resources/undergraduate-resources/Documents/UGradForms/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.

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

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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.

Online 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.

**Course Grading Scale**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>95 to 100</td>
</tr>
<tr>
<td>A-</td>
<td>91 to 94</td>
</tr>
<tr>
<td>B+</td>
<td>88 to 90</td>
</tr>
<tr>
<td>B</td>
<td>85 to 87</td>
</tr>
<tr>
<td>B-</td>
<td>81 to 84</td>
</tr>
<tr>
<td>C+</td>
<td>77 to 80</td>
</tr>
<tr>
<td>C</td>
<td>73 to 76</td>
</tr>
<tr>
<td>C-</td>
<td>69 to 72</td>
</tr>
<tr>
<td>D+</td>
<td>65 to 68</td>
</tr>
<tr>
<td>D</td>
<td>61 to 64</td>
</tr>
<tr>
<td>F</td>
<td>60 or below</td>
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<tr>
<td>INC</td>
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Please note: Grades lower than a C- do not earn credit or competence in the School for New Learning.
INCOMPLETE (IN) GRADE
A temporary grade (for up to two quarters*) indicating that, following a request by the student, the instructor has given his or her permission for the student to receive an incomplete grade. In order to receive an IN grade, the student must have (a) a satisfactory record in the work already completed for the course, (b) encountered unusual or unforeseeable circumstances which prevent him/her from completing the course requirements by the end of the term, and (c) applied to the instructor for permission to receive an IN, using the college form (Contract for Issuance of Incomplete Grade). The instructor is not required to grant an IN grade. Upon agreeing to the IN grade, *the instructor has the prerogative to assign a shorter completion deadline, which will supersede the two-quarter timeframe. (Please see the Grades, Incomplete (IN) and Research (R) Expiration Policy for additional information.

Note: IN grades are not considered by Financial Aid as evidence of satisfactory academic progress.

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

COURSE POLICIES

THIS COURSE INCLUDES AND ADHERES TO THE COLLEGE AND UNIVERSITY POLICIES DESCRIBED IN THE LINKS BELOW:

Academic Integrity Policy (UGRAD)

Incomplete (IN) and Research (R) Grades Expiration Policy

Course Withdrawal Timelines and Grade/Fee Consequences

Accommodations Based on the Impact of a Disability

Protection of Human Research Participants

OTHER RESOURCES FOR STUDENTS

University Center for Writing-based Learning

SNL Writing Guide

Dean of Students Office

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