**LL 260 Writing for Competence**  
**M 5:45 pm-9:15 pm Hybrid Loop**  
**Room TBA**

**Instructor:** Amanda Gaddam  
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**Office hours:** Mondays before class and by appointment

**Course description:** During this 4-credit hour course, we will examine and participate in the three-way relationship between writer, reader, and written text. We will employ a number of reading and writing strategies in a number of genres in order to investigate analysis and argumentation. We will learn to formulate a central point that controls the writer’s overall discussion and use various rhetorical structures to help support the point. Students also should be prepared to share their own writing with peers and participate in drafting, editing, and revision processes. As writers, we will engage texts recursively and self-reflexively.

This course is designed to equip you with the knowledge and skills to become more effective writers in your academic, personal, and professional lives. Specifically, we will work together to prepare you for the writing-intensive curriculum you will encounter at SNL. Please note that SNL does not accept transfer courses for the L4 competence; however, students who feel that their writing is particularly strong and can provide examples may consider taking the L4 Proficiency Exam to satisfy the L4 competence.

**Prerequisite:** Successful completion of the SNL Writing Placement Process in Campus Connect prior to registration.

**Faculty Biography:** Amanda holds both a B.A. in English Literature and a M.A. in Writing, Rhetoric, and Discourse from DePaul University. Currently, she teaches composition courses for the School for New Learning and the First-Year Writing Program, as well as serving as the Writing Fellows Program Coordinator for the University Center for Writing-based Learning. Her research interests include first-year composition pedagogy, writing center pedagogy, adult education pedagogy, and economic criticisms in American literature.

**Competence:** L4.

**Course objectives:** Upon successful completion of this course, you will be able to:

1. Applies knowledge of academic writing conventions to demonstrate prior and new learning  
2. Analyzes, evaluates and synthesizes experiences and concepts in writing  
3. Demonstrates control over grammar, syntax, and punctuation
4. Understands writing as an iterative process and applies a variety of strategies for generating, revising, editing, and proofreading
5. Creates a plan for ongoing improvement of writing for academic, work, and personal communication including addressing problems and leveraging strengths

Demonstrating the L4 competence: The texts you produce in this course, including a description essay, a rhetorical analysis essay, a summary, synthesis, and response essay, midterm and final portfolios, reflection letters, and informal in-class writings will all serve as evidence that you have met the L4 competence.

SNL Grading Policy for Lifelong Learning Courses
In certain SNL courses in the Lifelong Learning Area of the BA curriculum, instructors regularly use the pass/fail grading system. However, SNL also offers students the opportunity in several of these courses to select a "Grading" option where grades A through C- represent passing performance. The faculty member and the individual student together decide which system will best promote the student's learning in that particular course. With no exceptions, a student must obtain permission from the instructor to use the grade option by the beginning of the third week of the quarter. After the third week of the quarter the assessment style agreed upon, whether pass/fail or grading, cannot be changed. The instructor is required to provide the student the specific assessment criteria by which a grade will be determined prior to the student officially selecting this option. Grading criteria shall appear in the syllabus along with pass/fail assessment criteria.

Lifelong learning courses that already employ a grading system such as Quantitative Reasoning and Collaborative Learning will continue to use this system. The Lifelong learning courses, Foundations, and Summit Seminar will continue to employ the pass/fail system exclusively. This policy applies to the other lifelong learning competencies and courses including, Writing for Competence, Critical Thinking, Research Seminar, and Externship. The pass/fail policy and procedure of the university found in the student handbook should be followed where a student wishes to seek this option for a graded course.

Assessment criteria: In order to successfully complete this Pass/Fail course, students must:
1. submit all drafts in a timely manner;
2. receive passing grades on both the Midterm and Final Portfolio and final essays presented as part of those assignments;
3. participate meaningfully in discussion and in peer revision; and
4. meet the criteria for 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 Portfolio that includes all of the drafts, self-assessments, exercises and any other writing you have done that demonstrates the L4 Competence. The Portfolio should also address the fourth competence criteria and must include a Portfolio Essay that discusses 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
mastering the writing genres related to your focus area. It should also demonstrate what you have learned and reflect upon what you have accomplished in this class.

**Distribution of Assessment**
- Revised Description Essay = 10%
- Revised Rhetorical Analysis Essay = 10%
- Midterm Portfolio with Reflection Letter = 20%
- Revised Summary, Synthesis, Response = 10%
- Visual Argument Presentation = 10%
- Final Portfolio with Learning Plan and Reflection Letter = 40%

*Students must complete and submit all first and second drafts of essays to get credit for final drafts. 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, and they will be presented using the [Digication ePortfolio](#) platform.

Throughout the quarter, you will build a digital portfolio that includes your goals, self-assessment, drafts, self-evaluations, and Final Portfolio Essay. The Portfolio addresses the fourth competence criterion 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. The Portfolio also helps you to look forward to set an agenda for your ongoing development as a writer and demonstrates what you have learned and reflects upon what you have accomplished in this class. The Portfolio as a whole should demonstrate that you have met or exceeded the criteria for the L4 competence.

**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.

**Incomplete Policy**
The intent of the Incomplete grade is to allow students extra time to complete their final assignments. This need arises because, in the closing weeks of the course, they have an event of significant magnitude that adversely affects their ability to complete the course, e.g. serious illness, death in the family, overseas deployment, or natural disaster.
You must request an incomplete grade in writing two weeks before the end of the quarter. Incomplete grades will be considered only after you have satisfactorily completed at least 75 percent of the coursework, and you have such an unexpected, uncontrollable event that prevents you from completing your course. Do not assume that you will qualify for an incomplete. Students who are failing the course at the point where they request an incomplete will not receive one, nor will they be granted after the end of the quarter. Incomplete grades are given at the discretion of the instructor.

If you do receive permission from the instructor to take an incomplete in the course, you will be required to complete a contract with the instructor, specifying how you will finish the missing work within the next two quarters (excluding summer). See the Incomplete Grade Contract Form. Incompletes not finished by the end of the second quarter (excluding summer) will automatically become an F grade on your transcript.

Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee.

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.

The Writing Center: I strongly recommend that you visit the Writing Center to discuss your written assignments for this course. Writing Center Tutors are specially trained undergraduate and graduate students who can help you at any stage of your writing project. They can help you focus and develop your ideas, review your drafts, and polish your writing, as well as answer questions about grammar, mechanics, style, and citation.

You may schedule appointments on an as-needed or weekly basis. In addition to Face-to-Face appointments, the Writing Center also provides Written Feedback by Email and Online Appointments. Be sure to schedule your appointment with enough time to think about and incorporate the feedback you’ll receive. Bring/upload your assignment handout and/or any other relevant materials to your appointment.

To schedule a Face-to-Face, Written Feedback, or Online Appointment, visit www.depaul.edu/writing. You can also call one of our offices: (312) 362-6726 (Loop Office, 1600 Lewis Center) or (773) 325-4272 (LPC Office, 250 McGaw Hall). When possible, the Writing Center accepts walk-in requests, but it’s always a good idea to schedule your appointment ahead of time. You may schedule tutorials on an as-needed basis or as weekly standing appointments up to 3 hours per week. All Writing Center services are free to the DePaul community.

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. For on-campus and online tutoring, see the DePaul University Writing Centers. For help with Digication, please visit the comprehensive Get Help Guide published by the University Center for Writing-based Learning.
Additional required course resources
3. Assigned selections from Writing Guide for SNL Students at https://snlapps.depaul.edu/writing/
4. Additional readings available on e-reserve from the DePaul library through the Ares Course Reserve: http://library.depaul.edu/services/Pages/Course-Reserves-Services.aspx (select Writing for 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 DePaul Academic Integrity website for further details. Student Resources 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 Writing for Competence 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.”

Disabilities statement: Students with disabilities who feel they may need specific accommodations should contact me within the first two weeks of class. All discussion will remain confidential. Students should also contact the Center for Students with Disabilities (CSD) for additional supports and services: CSD Lincoln Park 773.325.1677; CSD Loop 312.362.8002 or CSD@depaul.edu.

Dean of Students Office: The Dean of Students Office (DOS) helps students in navigating the university, particularly during difficult situations, such as personal, financial, medical, and/or family crises. Absence Notifications to faculty, Late Withdrawals, and Community Resource Referrals, support students both in and outside of the classroom. Additionally we have resources and programs to support health and wellness, violence prevention, substance abuse and drug prevention, and LGBTQ student services. We are committed to your success as a DePaul student. Please feel free to contact us at http://studentaffairs.depaul.edu/dos/.
Course Calendar

Please note that this calendar is tentative and subject to change.

Week 1
Syllabus
Introductions
In-class Learning Experience essay
Argumentation
Introduce Assignment #1: Description of a Problem

Week 2
Readings: “Introduction” (They Say, I Say) and “Shitty First Drafts” (D2L)
Draft of Assignment #1 due
Return Learning Experience essay with feedback
What is effective peer review?
Peer review of Assignment #1
Argumentation cont’d.
Audience analysis
Revision toolkit

Week 3
Readings: “Her Point Is” (Chapter 2 of They Say, I Say); Sections A-1 and A-2 (A Writer’s Reference)
Revised Assignment #1 due
Summarizing vs. analyzing vs. evaluating sources
Ethos, Pathos, Logos and rhetorical analysis
Précis (in-class)
Introduce Assignment #2: Rhetorical Analysis of a source

Week 4
Readings: “Backpacks vs. Briefcases: Steps Toward Rhetorical Analysis”(D2L)
Return revised Assignment #1 with feedback
Draft of Assignment #2 due
Peer review of Assignment #2
Introduce Midterm Portfolio assignment and Midterm Reflection Letter

Week 5
Readings: MM-4, MM-5, and MM-6 (Understanding and Composing Multimodal Projects on D2L)
Return draft of Assignment #2 with feedback
Visual rhetorical analysis and visual arguments
Digication workshop presented by the UCWbL
Midterm Portfolio workshop

Week 6
Readings: “They Say” (Chapter 1 of They Say, I Say); “Yes/No/Okay, But” (Chapter 4 of They Say, I Say)
Midterm Portfolio due (Assignment #1 or #2 and Midterm Reflection Letter)
Joining the conversation—working with multiple sources in an academic debate
Citation workshop
Introduce Assignment #3: Summary, Synthesis, and Response

Week 7
Readings: “So What? Who Cares?” (Chapter 7 in They Say, I Say); “As a Result” (Chapter 8 in They Say, I Say)
Draft of Assignment #3 due
Return Midterm Portfolio with feedback
Peer review of Assignment #3
Introduce Assignment #4: Visual Argument Presentations
Genre

Week 8
Readings: “Reflective Writing and the Revision Process: What Were You Thinking?” (D2L)
Return Assignment #3 with feedback
Visual argument presentations
Introduce Learning Plan assignment
Introduce Final Portfolio assignment
What is reflection?
Learning Plan—Write to Discover

Week 9
Readings: MM-8, MM-12, and MM-13 (Understanding and Composing Multimodal Projects on D2L)
Draft of Learning Plan due
Visual argument presentations
Individual conferences with Amanda
Final Portfolio workshop

Week 10
Final Portfolio with Learning Plan due
Individual portfolio presentations