Instructor: Nicholas Hayes  
nhayes2@depaul.edu, 312-316-9670, Office Hours: TBA, By Appointment

Course Dates: 9/12-11/16; Mondays, 5:45-9:00

Credit Hours: 4

Course Location: Loop

Course Description
"A writer is a person for whom writing is more difficult than it is for other people."
– Thomas Mann

Writing is so hard because it requires the clear communication of well thought-out ideas. Spelling and grammar are the easy part. This class will help you master the hard as well as the easy parts of writing.

The skills you learn in this class are widely applicable and will help you improve your business and other writing. However, we will focus particular attention on writing to excel in SNL's writing-intensive curriculum. You will learn strategies for combining experience with analysis and reflection in writing, managing the writing process, working effectively with sources, and writing persuasively. You will also practice using writing as a tool for exploring as well as communicating your ideas. Particular emphasis will be given to the process of revision as you learn to write to demonstrate competence, develop your ideas, refine your writing, and give feedback to others.

The course assumes a basic understanding of English grammar. It carries four tuition credit hours. Note that SNL does not accept transfer courses for the L4 competence; however, students who feel their writing is particularly strong and can provide examples should consider taking the L4 Proficiency Exam to satisfy the L4 Competence.

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.

Prerequisite: Successful completion of the SNL Writing Placement Process in CampusConnect prior to registration.
**Learning Outcomes, Competences, and/or Objectives**

**Competence: L4**

L4 Competence: Can write to analyze, synthesize, and evaluate experiences and concepts to demonstrate competences.

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

Students demonstrate this competence through the SNL Writing to Competence course or the L4 Proficiency Exam Portfolio. Students will continue to develop their writing skills throughout the program. SNL will not accept transfer courses for this competence.

**Learning Strategies & Resources**

**Learning Experience:**
In this course the following teaching and learning techniques are used: workshops, class discussions, D2L 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.

**Course Readings:**

Supplementing this textbook is an extensive website, Diana Hacker’s *A Writer’s Reference* (http://bcs.bedfordstmartins.com/writersref7e/default.asp?t_612701____). This website includes links to various sources and exercises.


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

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
A college dictionary
If you would like to read more about the craft of writing, the following are both readable and full of useful tips:


**Learning Deliverables**
1. In-class essay (1 page)
2. D2L Discussion Board Questions (most weeks)
3. First drafts of expository, analytic, comparison and problem-solution essays
4. Second and third drafts of the expository or analytic and the comparison or problem-solution essays
5. Final L4 Portfolio (using Digication) and Portfolio Essay
6. Participation in all class activities

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. All paper drafts should be typed

**Assessment of Student Learning**
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 to 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 (4 first drafts, 2 second drafts, and 2 final drafts);
2. receive passing grades on the two final drafts as per the SNL Paper Rubric (http://snl.depaul.edu/writing/Rubric.html);
3. participate meaningfully in discussion and in peer revision;
4. successfully complete the L4 Portfolio and the Final Portfolio Essay in Digication (depaul.digication.com);
5. meet the criteria for the L4 competence as listed above.

Distribution of Assessment
• Final Expository Essay or Analytic Essay* = 30%
• Final Comparison Essay or Problem/Solution Essay* = 30%
• Discussions & Participation = 20%
• Portfolio including introduction, goals, one-page in-class essay from Week 1, essay drafts, self-evaluations, and Final Portfolio Essay = 20%

*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 (http://snl.depaul.edu/writing/Rubric.html).

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.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>To Read</th>
<th>To Write</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introductions, Syllabus and Portfolio Overview, Self-Assessment Essay, the Writing Process and Exposition</td>
<td>□ Course syllabus</td>
<td>(In-Class Week 1): One-page self-assessment essay: What are your strengths and weaknesses with writing?</td>
</tr>
</tbody>
</table>
| 2    | Invention, Developing Thesis Statements, Adding Descriptive Detail, Peer Responding and Analysis | □ Anne Lamott's essay "Shitty First Drafts" on e-reserve  
□ The SNL Writing Guide: http://snl.depaul.edu/writing/How%20to%20Write%20a%20CollegePaper.html  
□ Sections in C1, C2, A1 in A Writer's Reference | □ Expository Essay, First Draft |
| 3    | Joining the Conversation: Writing to persuade, argue, and engage with other writers | □ Sections A2, R1 and R2 in A Writer's Reference  
□ The "Preface," "Introduction" and Part I of They Say/I Say | □ Analytic Essay, First Draft  
□ Expository Essay peer responding |
| 4    | Responding to and Citing Sources, and Revising | □ Sections R3, MLA or APA, and C3 of A Writer's Reference  
□ Chapters 4 and 5 of They Say/I Say  
□ "And Furthermore, Part 1: Door Shut, Door Open" from Stephen King's On Writing, available on e-reserve | □ Comparison Essay, First Draft  
□ Analytic Essay peer revision |
| 5    | Revising and Paragraphing, Portfolio Check-In & Update | □ Chapters 7 and 8 of They Say/I Say  
□ Sections C4, C2a, and C2c of A Writer's Reference | □ Expository or Analytic Essay, Draft 2  
□ Comparison Essay peer revision |
| 6    | Addressing Objections and Building Your Argument | □ Chapter 6 of They Say/I Say  
□ Martin Luther King's "Letter from a Birmingham Jail Cell" available on e-reserve | □ Problem-Solution Essay, First Draft  
□ Expository or Analytic Essay peer revision |
| 7    | Metacommentary, Sentences and Proofreading | □ Chapter 10 of They Say/I Say  
□ Sections S and G of A | □ Expository or Analytic Essay, Final Draft  
□ Problem-Solution
|   | Word Choice and Style | Section W of *A Writer's Reference*  
|   |                        | Chapter 9 of *They Say/I Say*  
|   |                        | Comparison or Problem-Solution Essay, Second Draft  
| 8 | Punctuation, Final Editing and Preparing Your Final Drafts, Digital Portfolio, and Final Portfolio Essay | Section P of *A Writer's Reference*  
|   |                        | Section C3e of *A Writer's Reference*  
|   |                        | Comparison or Problem-Solution Essay peer revision  
| 9 | Conclusion: Demonstrating Your Competence With Your Final Digital Portfolio |  
|   |                        | Comparison or Problem-Solution Essay, Final Draft  
| 10 | Final Portfolio Essay | Final Digital Portfolio  
| 11 |                         |  

*Note: The table above is a summary of sections from *A Writer's Reference* and *They Say/I Say* that align with the peer revision process for comparison or problem-solution essays.*
Course Policies

Additional Course Requirements
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 D2L 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 D2L course site go to http://d2l.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 the Discussion Board.

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 D2L 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.

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

Course Resources
- University Center for Writing-based Learning
- SNL Writing Guide
- Dean of Students Office

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/.

Instructor Brief Bio
Nicholas Hayes holds an MFA in Writing from the School of the Art Institute of Chicago and an MA in Sociology from DePaul University. His creative work includes fiction, poetry, academic essays, and occasional piece of criticism and has appeared in various publications.