Faculty: Bill Muller  
School for New Learning  
Visiting Faculty  
Email: wmul1r1@depaul.edu  
Phone: (708) 974-4119

Location: O'Hare Campus, Room TBA

Dates/Time: Thursdays: 6:15 PM - 9:30 PM

Credit Hours: 4

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.

**Competence:** L4.

**Learning Outcomes and Competence:**
After completing this course, you will be able to:

**L-4 Can write to demonstrate academic and professional competencies.**
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

Students demonstrate this competence through the SNL Writing for 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:** 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.
Required Texts and Course Materials:
Martin.

ISBN 978-0-393-93584-4

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/](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 the department of Information Services website.

Suggested Readings:
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:
- In-class strengths & weaknesses essay (1 page)
- First drafts of expository, analytic, comparison and problem-solution essays
- Peer editing of second drafts of the expository or analytic and the comparison or problem-solution essays
- Second and third drafts of the expository or analytic and the comparison or problem-solution essays
- Final L4 Portfolio (using Digication) and Portfolio Essay
- 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 for peer editing should be typed, printed out, and brought to class.

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:
- Submit all drafts in a timely manner (4 first drafts, 2 second drafts for peer editing, to revised drafts for instructor review, and 2 final drafts);
- Receive passing grades on the two final drafts as per the SNL Paper Rubric;
- Participate meaningfully in discussion and in peer revision;
• Successfully complete the L4 Portfolio and the Final Portfolio Essay in Digication (depaul.digication.com);
• 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.

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.

**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](#).

**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.”

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.

Two Notes:
Don’t Panic: This class is cumulative, with assignments building upon each other. If you find yourself confused, stuck or falling behind, let me know right away so we can address the problem before it becomes unmanageable.

Adult learners can and should help design the learning experiences and demonstration of competence. You are encouraged to make suggestions on course process at any time during the quarter.

Tentative Class Schedule
This schedule lists writing assignments and reading assignments from the course text. Other assignments will be distributed in class.

Hacker = A Writer’s Reference
TS/IS = “They Say/I Say”

Week 1 –
Introduction to writing at SNL
Syllabus review
Introductions
In-class 1-2 page self-assessment essay
Read for next session: Hacker, Sections B and G
TS/IS: The “Preface,” “Introduction”
Week 2 -

Invention
Developing Thesis Statements
Beginning the Short Expository Essay
Read for next session: Anne Lamott’s essay “Shitty First Drafts” on D2L
   Hacker, C1, C2, A1
Write for next session: Expository Essay First draft (Bring hard copy for peer review)

Week 3 -

Types of writing
Modes of Rhetoric
Peer feedback on Expository draft
Read for next session: Hacker, Sections A2, R1, and R2
   TS/IS: Chapters 1, 2, and 3
Write for next session: Analytical Essay first draft (Bring hard copy for peer review)

Week 4 -

Responding to and Citing Sources
Revising
Peer Review Analytical Essay
Read for next session: Hacker, Sections R3 [MLA or APA], and C3
   TS/IS: Chapters 4 and 5
   “Harper’s Index” http://www.harpers.org/subjects/HarpersIndex
Write for next session: Comparison Essay first draft (Bring hard copy for peer review)
Submit either Expository or Analytical essay on D2L for my review

Week 5 -

Revising
Paragraphing
Peer Review Comparison Essay
Read for next session: Hacker, Sections C4, C2a, and C2c
   TS/IS: Chapters 7 and 8
   Martin Luther King’s “Letter from Birmingham Jail”
Submit either Expository or Analytical essay on D2L for my review

Week 6 -

Addressing objections
Building your Argument
Peer Review Expository or Analytic Essay
Read for next session: Hacker, Sections P and M
   TS/IS: Chapter 6
Write for next session: Problem Solving Essay Draft 1 (Bring hard copy for peer review)
Week 7 -
Sentences
Proofreading
Peer editing Persuasive Essay
Critical reading of sources

Read for next session: *Hacker*, Sections S and G
*TS/IS*: Chapter 10

Write for next session: Expository or Analytical Essay Final Draft

Week 8 -
Word Choice
Style
Peer Review

Read for next session: *Hacker*, Sections W and A
*TS/IS*: Chapter 9/Index of Templates

Write for next session: Comparison or Persuasive Essay Draft 2

Submit either Comparison or Persuasive Essay on D2L for my review

Week 9 -
Punctuation
Final Editing
Preparing Your Portfolio and Learning Plan
Second Peer editing Comparison or Problem Solving

Week 10 -
Conclusion
Demonstrating your competence with your Final:
Comparison or Persuasive Final Draft
Learning Plan
Portfolio

Week 11 -
Writing Learning Plan
Your portfolio

This course includes and adheres to the college and university policies described in the links below:

Academic Integrity Policy
Incomplete Policy
Course Withdrawal Timelines and Grade/Fee Consequences
Accommodations Based on the Impact of a Disability
Protection of Human Research Participants
Instructor Brief Bio:

My name is Bill Muller, and I am your teacher for this course.

Here is some of my background. In 2011, I retired from a 34+ year career as an English professor and Department Chair of Developmental Education at Moraine Valley Community College. For the past two years, I was the Director of Composition at East-West University, a small non-profit four-year school in the south Loop of Chicago. I resigned my position in June of 2015 and have begun my journey into semi-retirement by working three days a week on projects back at Moraine Valley. I have a Bachelor’s and Master’s degree in English from Illinois State University and a Doctorate in English from the University of Michigan.