School for New Learning
BAIFA, BAC, BAGB, BAECE, and BADA

LL 268: Writing to Competence: Crime, Punishment and the City
Spring, 2017

Instructor: Nicholas Hayes

Office: 1433, 14 E. Jackson
Email: nhayes2@depaul.edu
Phone Number: 312-362-6486
Office Hours: By Appointment

Course Dates: March 29-June 7/ Wednesday, 5:45-9:00pm

Course Location: Loop (TBA) and Online
Hybrid course: This course format requires students to access the Desire2Learn class web site 3 to 4 times each week.

Course Description
For almost 150 years, Dostoevsky's Crime and Punishment has been recognized as an important work of world literature. At its core, this novel asks questions that are still relevant today. Some of these questions include:

- How can families survive in an urban environment?
- How do people justify violence and neglect?
- Should we allow a person's mental state to influence their punishment?

Of course, these questions only represent a starting place for our investigations of this novel. All students will examine how society and the city shape the behavior of individuals in a series of essays written in a variety of writing genres. Students who take the class for the A4 competence will supplement this exploration of the novel with their personal experience and ideas developed by thinkers like Lev Tolstoy, Ida B. Wells and Martin Buber.

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.
Competencies

L-4: Competence: 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 required competence through the Writing for Competence Course or the L4 Proficiency Portfolio Exam. Students will continue to develop their writing skills throughout the program. SNL does not accept transfer courses for this competence.

A-4: Can analyze a problem using two different ethical systems.
   1. Identifies and describes an ethical issue or problem
   2. Describes the distinctive assumptions of two different ethical systems
   3. Analyzes the problem by comparing and contrasting how these two different systems would apply to that particular ethical issue or problem.

Students demonstrate this competence by applying two ethical systems to a particular issue or problem that permits substantial ethical examination (for example, business practices, uses of technology, reproductive rights, class structures, institutional racism, sexual behavior, etc.). Students may choose any ethical system that is associated with particular thinkers. Students may consider the choices these thinkers identify, and the standards or measures by which these choices are made to obtain desired outcomes.

A-1-A: Can interpret works of art and relate them to one’s own experience.
   1. Chooses one or more works of art (broadly defined).
   2. Analyzes the expression of meaning, values, and experience through these works.
   3. Relates one’s interpretation to that of others.
   4. Relates the work(s) to one’s own experience.

Students demonstrate this competence by choosing one or more works of art (music, literature, visual art, etc.) to study and discuss. In reflecting upon their appreciation of the work, students should make explicit links to their own life experience.

Outcomes
In this course, there are some universal intended outcomes. Everyone will engage in learning about the experience of urban environment and abnormal and criminal behavior. This course will use literature and critical theory to help us understand how and why the urban environment affects our society. In addition, through personal reflection, short essays and class discussion we will examine how we are personally impacted.
All students can expect to write, revise, edit and rewrite several short essays and craft projects. Students will gain mastery over generating a manageable topic, brainstorm ideas, outline papers, collect data, develop an effective thesis statement and write essays that conform to the conventions of college level writing.

Learning Strategies
In this course the following teaching and learning techniques are used: workshops, class discussions, 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 read, write and to rewrite extensively in this course.

Resources
Required Texts


Assigned readings posted on D2L.

Learning Deliverables

L4
1. In-class essay (1 page)
2. D2L Discussion Board Questions and Peer Review
3. First drafts of expository, analytic, and comparison essays. (Students will have a choice between writing about topics directly related to Crime and Punishment or alternate assignments related to themes in the novel. Papers on topics directly related to Crime and Punishment are required for students enrolled for additional competences.)
4. Second and third drafts of expository or analytic and comparison essays
5. Final Portfolio, including Portfolio in Digication and Portfolio Essay
6. Participation in all class activities

A4
1. A comparison essay in which a single aspect of the novel is explored through the lens of two philosophers or theorists discussed in class
2. An imaginary conversation between two philosophers or theorists discussed in class about Crime and Punishment
3. Presentation of an imaginary conversation
4. Participation in all class activities

A1A
1. A comparison essay in which a single theme is explored through analysis of the novel and personal experience
2. A Crime and Punishment Today story in which you take a character, scene, or plot line from Crime and Punishment and place it in a contemporary setting
3. Presentation of past/future story
4. Participation in all class activities

Assessment of Student Learning
L4 Competence: Pass/Fail with the option of taking the course for a letter grade
A4 Competence: Students take this competence for a letter grade.
A1a Competence: Students take this competence for a letter grade.

Writing Rubric: Papers will be assessed according to the SNL Writing Rubric. http://snl.depaul.edu/student-resources/writing/Pages/Paper-Grading-Rubric.aspx

If you wish to take the L4 competence for a letter grade, you must inform your instructor in writing by the beginning of the third 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/student-resources/undergraduate-resources/Documents/UGradForms/pass_explanatory_letter.pdf

To be sure, you should check with your Human Resources department. For SNL courses taken for Pass/Fail. The default grade for Writing to Competence is Pass/Fail.

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/student-resources/writing/Pages/Paper-Grading-Rubric.aspx].

In order to successfully complete the L4 competence, students must:
1. Submit all drafts in a timely manner (3 first drafts, 2 second drafts, and 2 final drafts)
2. Receive passing grades on the two final drafts as per the SNL Paper Rubric
3. Participate meaningfully on the discussion board, peer revisions, and class discussions
4. Successfully complete the portfolio
5. Meet the criteria for the L4 competence

Throughout the quarter, you will build a digital portfolio that includes your self-evaluations and Final Portfolio Essay. The self-evaluations and portfolio essay address 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 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 your development.

In order to successfully complete the A4 competence, students must:
1. Submit the initial drafts entries in a timely manner
2. Receive a passing grade on the comparison essay and the imaginary conversation between two philosophers or theorists discussed in class about *Crime and Punishment*
3. Demonstrate an ability to analyze, synthesis, compare and contrast different ideas in the collaborative presentation
4. Give a presentation on the imaginary conversation

In order to successfully complete the A1a competence, students must:
1. Submit the initial drafts entries in a timely manner
2. Receive a passing grade on the comparison essay and the *Crime and Punishment* Today story
3. Relate personal experiences to the novel in the paper
4. Give a presentation on the *Crime and Punishment* Today story

**Grading Criteria & Scale**

<table>
<thead>
<tr>
<th>L4 Competency</th>
<th>A4 Competency</th>
<th>A1A Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Expository or Analytic Essay* 20%</td>
<td>A comparison essay in which a single aspect of the novel is explored through the lens of two philosophers or theorists discussed in class 40%</td>
<td>A comparison essay in which a single theme is explored through analysis of the novel and personal experience 40%</td>
</tr>
<tr>
<td>Final Comparison Essay* 20%</td>
<td>An imaginary conversation between two philosophers or theorists discussed in class about <em>Crime and Punishment</em> 20%</td>
<td><em>Crime and Punishment</em> Today story in which you take a character, scene, or plot line from <em>Crime and Punishment</em> and place it in a contemporary setting 20%</td>
</tr>
<tr>
<td>Discussion board and peer review 20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portfolio including introduction, goals, self-assessments 30%</td>
<td>Presentation of an imaginary conversation 30%</td>
<td>Presentation of past/future story 30%</td>
</tr>
<tr>
<td>Participation 10%</td>
<td>Participation 10%</td>
<td>Participation 10%</td>
</tr>
</tbody>
</table>

*N.B. You *must* do each assigned draft in order to get credit for the final draft

Writing to Competence is a Pass/Fail course. However, you have the option of taking the class for a letter grade according to the scale below: Grades A through C- equal a passing performance.

<p>| A = 90 to 100 | B = 80 to 89 | C = 70 to 79 | D = 60 to 69 | F = 59 or Below |</p>
<table>
<thead>
<tr>
<th>MODULE</th>
<th>TOPIC</th>
<th>READING DUE</th>
<th>WRITING DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introductions, the Writing Process and Exposition&lt;br&gt;Feodor Dostoevsky's <em>Crime and Punishment</em></td>
<td></td>
<td>On-Ground:&lt;br&gt;Characters, Background, Letter to Instructor</td>
</tr>
<tr>
<td>2</td>
<td>Invention, Developing Thesis Statements, Adding Descriptive Detail, and Analysis&lt;br&gt;Feodor Dostoevsky’s <em>Crime and Punishment</em></td>
<td>Out of Class&lt;br&gt;<em>Crime and Punishment</em> Parts 1 &amp; 2&lt;br&gt;In Class&lt;br&gt;Tolstoy “How Minute Changes of Consciousness Caused Raskolnikov to Commit Murder”&lt;br&gt;Recommended&lt;br&gt;<em>A Writer’s Reference</em>: C1, C2, A2</td>
<td>Online:&lt;br&gt;L4&lt;br&gt;Begin ePortfolio (depaul.digication.com)&lt;br&gt;A4 &amp; A1A&lt;br&gt;Discussion Boards</td>
</tr>
<tr>
<td>3</td>
<td><em>Crime and Punishment</em></td>
<td>Out of Class&lt;br&gt;<em>Crime and Punishment</em> Part 3&lt;br&gt;In Class&lt;br&gt;Pereverzev “A Marxist Summing-Up of Dostoevsky”&lt;br&gt;Recommended&lt;br&gt;<em>A Writer’s Reference</em>: C3, C4, C2a and C2c</td>
<td>Online:&lt;br&gt;L4&lt;br&gt;Expository Essay – First Draft&lt;br&gt;A4 &amp; A1A&lt;br&gt;Discussion Boards</td>
</tr>
<tr>
<td>4</td>
<td>Metacommentary&lt;br&gt;<em>Crime and Punishment</em></td>
<td>Out of Class&lt;br&gt;<em>Crime and Punishment</em> Part 4&lt;br&gt;In Class&lt;br&gt;Strakhov, “The Nihilists and</td>
<td>Online:&lt;br&gt;L4&lt;br&gt;Analytic Essay – First Draft&lt;br&gt;Peer review&lt;br&gt;A4 &amp; A1A&lt;br&gt;Discussion Boards</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Reading Material</td>
<td>Assignments and Activities</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>------------------</td>
<td>-----------------------------</td>
</tr>
</tbody>
</table>
| 5    | Responding to sources | Out of Class: *Crime and Punishment* Part 5  
In Class: Buber, Excerpt from *I and Thou*  
Recommended: *A Writer’s Reference*: R1-R3, MLA or APA | Online:  
L4  
Peer review  
A4 & A1A  
Discussion Boards |
| 6    | Revising | Out of Class: *Crime and Punishment* Part 6  
Epilogue  
In Class | Online:  
L4  
Expository or Analytic – Second Draft  
Writing Center Assignment  
A4 & A1A  
Discussion Boards |
| 7    | Wells and Buber | Out of Class: Wells, “Mob Rule in New Orleans: Robert Charles and His Fight to the Death” | Online:  
L4  
Comparison Essay – First Draft  
Peer Review  
A4 & A1A  
Discussion Boards |
| 8    | Word Choice and Style | | Online:  
L4  
Expository or Analytic – Third Draft  
A4 & A1A  
Discussion Boards |
| 9    | Presentations | | Online:  
L4 |
### 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.

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

- [Academic Integrity Policy](#) (UGRAD)
- [Academic Integrity Policy](#) (GRAD)
Incomplete Policy
Course Withdrawal Timelines and Grade/Fee Consequences
Accommodations Based on the Impact of a Disability
Protection of Human Research Participants
APA citation format (GRAD)
University Attendance Policy

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

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.