



Essay Writing Undergraduate Course Information Guide

Course Number: LL 261- 4 credits, 10 Weeks

Delivery Formats: Online Async

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Course Description

In this course, students develop their ability to use writing to explore ideas as well as to communicate what they have learned in a variety of contexts. The principles and skills students learn are widely applicable and will improve their communication in business and personal settings as well as at school. This course focuses particular attention on writing to thrive in a writing-intensive curriculum. Students learn strategies for combining experience with analysis and reflection in essay writing, managing the writing process, and writing persuasively. Particular emphasis is given to the process of revision.

Learning Outcomes

After completing this course, you will be able to:

- Analyze purpose, audience, context and conventions in comprehending and creating texts in various genres for different situations.
- Engage in composition as an iterative process and applies a variety of strategies to conceptualize, develop and revise compositions.
- Develop knowledge of linguistic structures, including grammar, syntax, and punctuation through practice in composing and revising.
- Self-assess to leverage strengths and address challenges for ongoing improvement as a writer.

Learning Strategies and Resources

Some learning activities, assignments and deadlines will vary depending on the delivery format of the course and may differ slightly from what is presented in this document.

The following teaching and learning techniques are used to meet course objectives: 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. Students will demonstrate learning outcomes through drafting and revising papers, discussion board postings, peer revision, and other assignments.

Required Readings

Books and learning materials are available at the DePaul bookstore, at <http://depaul-loop.bncollege.com>, or through alternative sources.

You will be required to use a recent edition of Hacker and Sommers's A Writer's Reference. Students who do not have the 8th or 9th edition with 2016 MLA Update will need to use [Purdue OWL](#) for the most recent citation format.

Graff, Gerald and Birkenstein, Cathy. They Say/I Say: The Moves that Matter in Academic Writing, 4th Edition. WW Norton, ISBN: 978-0-393-63167-8.

Assigned selections from [SCPS Writing Guide](#).

Additional readings available on Electronic Reserve, at the [DePaul Library](#). Login to Ares Course Reserves and select Essay Writing.

Recommended:

If English is not your native language and you struggle issues like article and pronoun usage, you may want to also purchase the ESL Supplement for A Writer's Reference, ISBN# 0312-45233-0.

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

Goldberg, Natalie. Writing Down the Bones: Freeing the Writer Within. Boston: Shambhala Publications, 2005.

Lamott, Anne. Bird by Bird: Some Instructions on Writing and Life. New York: Anchor Books, 1994.

King, Stephen. On Writing: A Memoir of the Craft. New York: Pocket Books, 2000.

Learning Deliverables

In order to successfully complete this pass/fail course, students must:

- Submit all drafts in a timely manner (4 first drafts, 2 second drafts, and 2 final drafts)
- Receive passing grades on the two final drafts as per the SCPS Paper Rubric

- Participate meaningfully on the discussion board and in peer revision
- Meet the criteria for the Essay Writing learning outcomes as listed above

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Assessment of Student Learning

Grading Practices

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 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 found at the [SCPS Writing Guide](#) website.

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.

Students must complete and submit all first and second drafts of essays to earn credit for final drafts.

The discussion boards will be used for sharing ideas and drafts; learning about and trying out new writing strategies; reviewing grammar, sentence structure and composition rules; and giving and receiving peer feedback.

Much of your learning in this class will happen as a result of your participation in the discussion boards. Failure to participate actively in the discussion boards is akin to absence from a face-to-face class and can be grounds for failure of the course.

Distribution of Grade Points

Graded Assignments	Percentage of Final Grade
Final Cause & Effect Essay or Division Essay	30%
Final Rhetorical Analysis or Problem-Solution Essay	30%
Discussions, Early Drafts, & Other Assignments (lowest 3 grades are dropped)	40%

Grading Scale

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
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B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	INC

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Course Schedule

Week or Module Title or Theme	Readings / Learning Activities	Graded Assignments
Week 1, Module 1: Introductions and the Writing Process	Module 1 Content	1.1 Introductions Discussion 1.2 Writing Process Discussion 1.3 Your Writing Strengths & Goals
Week 2, Module 2: Cause & Effect Analysis	Module 2 Content David Zinczenko's "Don't Blame the Eater" in They Say/I Say Michelle Alexander's "The New Jim Crow: Mass Incarceration in the Age of Color Blindness" in They Say/I Say. Anne Lamott's "Shitty First Drafts" (Note: This essay includes use of an adjective that some readers may find offensive. Please contact your instructor with any concerns.) A Writer's Reference, Sections C1/C2	2.1 Reading Cause & Effect Analyses 2.2 Invention Discussion 2.3 Cause & Effect Analysis, Draft 1 2.4 Peer Feedback Discussion
Week 3, Module 3: Division Analysis	Module 3 Content Dana Stevens "Iron- Hearted Chef"	3.1 Division Essay Thesis Statement Discussion

	A Writer's Reference, Sections A1 and A4	3.2 Division Essay, Draft 1 3.3 Peer Feedback Discussion
Week 4, Module 4: Rhetorical Analysis	Module 4 Content They Say/I Say, Introduction and Chapters 1 & 2 View videos Read "The Reverse Outline"	4.1 Summarizing 4.2 Rhetorical Analysis Essay First Draft 4.3 Peer Feedback Discussion
Week 5, Module 5: Revising	Module 5 Content Stephen King's "And Furthermore, Part I: Door Shut, Door Open" They Say/I Say, Chapters 7 and 8 "Using Descriptive Detail" A Writer's Reference, Sections C2c, C3 and C5	5.1 First Revising Discussion 5.2 Cause & Effect or Division Essay, Draft 2 5.3 Peer Revision Discussion Midpoint Check-In Survey
Week 6, Module 6: Problem-Solution Essay	Module 6 Content Martin Luther King's "Letter from a Birmingham Jail" They Say/I Say, Chapter 6 A Writer's Reference, MLA and APA Sections	6.1 "Letter from Birmingham Jail" Discussion 6.2 Problem-Solution Essay Sources Discussion 6.3 Plagiarism Test 6.4 Problem-Solution Essay, draft 1 6.5 Peer Feedback
Week 7, Module 7: Crafting a Final	Module 7 Content	7.1 Second Revising

Draft	<p>They Say/I Say: Chapters 9 and 10</p> <p>A Writer's Reference, Section G and portions of sections W and S</p> <p>View Video: DePaul Writing Center</p> <p>They Say/I Say: Chapters 9 and 10</p> <p>A Writer's Reference, Section G and portions of sections W and S</p> <p>View Video: DePaul Writing Center</p>	7.2 Cause & Effect or Division Essay Final Draft
Week 8, Module 8: Revising to Strengthen Your Argument	<p>Module 8 Content</p> <p>A Writer's Reference, Section W</p> <p>They Say/I Say, Chapter 9</p> <p>Writing Guide for SCPS Students (read this week's Module content to find out which sections of the Writing Guide website you need to read)</p>	<p>8.1 Third Revising Discussion</p> <p>8.2 Rhetorical Analysis or Problem-Solution Essay, Draft 2</p> <p>8.3 Peer Feedback Discussion</p>
Week 9, Module 9: Revising Wording & Punctuation	<p>Module 9 Content</p> <p>A Writer's Reference, Sections W and P</p> <p>View Videos</p>	<p>9.1 Fourth Revising Discussion</p> <p>9.2 Punctuation Puzzler Primer Video Discussion</p>
Week 10, Module 10: Conclusion: Demonstrating & Reflecting Upon Your Learning	Module 10 Content	<p>10.1 Rhetorical Analysis or Problem-Solution Essay, final draft</p> <p>10.2 Gallery of Great Writing Discussion</p> <p>10.3 Letter to Your Future Self</p>

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Course Policies

For access to all SCPS and DePaul University academic policies, refer to the following links:

[SCPS Student Resources Website](#)

[DePaul Student Handbook](#)

The [D2L Course Website](#) for this course.

Credit for Prior Learning

Students whose home college is SCPS that have not transferred more than 99 credit hours from community college or exam credit, and have not reached 132 credit hours toward graduation may qualify for prior learning credit. If you have prior knowledge you think may be equivalent to the learning outcomes of a SCPS course, you can contact the Office of Prior Learning Assessment at scpspla@depaul.edu or the [PLA website](#) for information on how to submit a proposal to use Prior Learning Assessment (PLA) credit for a nominal fee in lieu of regular tuition as an alternative to completing a course.

Course Syllabus

The official syllabus for this course that includes course dates, instructor information and quarter specific details will be provided by the course instructor by the start of the course and available on the course D2L website.

Course Registration

To find out when this course will be offered next, you can go to the [SCPS Registration website](#) for details on how to register for the course.

For information on how this course can apply to your program, contact your academic advisor.

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