



Confronting Writer's Block Undergraduate Course Information Guide

Course Number: CCH 141, 2 credits, 5 Weeks

Delivery Formats: Online Async, On Campus, Online: Sync, Hybrid

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Course Description

Writing Toolkit courses introduce, deepen and provide practical engagement with specific topics in writing and rhetoric. These online courses allow students to engage with their peers and instructors through asynchronous and synchronous elements. In this course, students will explore the potential causes of writer's block and practice strategies for overcoming it.

Learning Outcomes

After completing this course, you will be able to:

- Explain the concept of writer's block and identify causes of it.
- Identify the causes of your own writer's block.
- Describe a variety of strategies for overcoming writer's block.
- Employ a variety of strategies to overcome writer's block.

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.

Required Readings

No textbooks are required for this course.

Additional readings may be available on Electronic Reserve, at the [DePaul Library](#). Login to Ares Course Reserves and select the course. Log in using your Campus Connect User ID and password. You will then get a page listing the courses in which you're enrolled that have

readings posted in Ares. Click on the title of this course and the list of our electronic reserve readings will be displayed.

Learning Strategies

We will use the following teaching and learning techniques: D2L discussion boards, critical reading, online exercise resources, learning from others through peer work, reflective learning, and writing. Students should expect to complete weekly writing assignments in this course. Reading, writing, and engaging in weekly discussions are critical to learning and successfully demonstrating the course learning outcomes, so please plan time for all three.

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Assessment of Student Learning

Distribution of Grade Points

Graded Assignments	Percentage of Final Grade
Weekly Writing & Reflection Assignments (4)	40%
Reflective Essay	15%
Self-Assessment Quiz	5%
Writer's Block Strategies Quiz	10%
Discussion Boards (5)	30%

Grading Scale

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
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: Course Introduction + What is Writer's Block?	Reading: Writer's Block: Getting into the chair and staying there. by Barry Michels	1.1 Self-Assessment Quiz: Your Writer's Block 1.2 Discussion Board: Introduction + Your Writer's Block 1.3 Weekly Writing & Reflection Assignment 1: On Writing
Week 2, Module 2: Confronting Writer's Block - Causes & Strategies Part I	Developmental Reading: Five Reasons You're Experiencing Writer's Block: How you can fire up your writing brain and get back on task. by Susan Reynolds Supplemental Reading: Overcoming Writing Anxiety and Writer's Block	2.1 Discussion Board: Writer's Block Causes & Strategies 2.2 Weekly Writing & Reflection Assignment 2: One of My Favorite Things
Week 3, Module 3: Confronting Writer's Block - Causes & Strategies Part II	Developmental Reading: Daily Routines – Toni Morrison Interview Supplemental Reading: In defense of writing with pen and paper by Michael Cahlin	3.1 Discussion Board: Writing Routines & Environments 3.2 Weekly Writing & Reflection Assignment 3: Letter to a V.I.P.
Week 4, Module 4: Confronting Writer's Block - Causes & Strategies Part III	Developmental Reading: When Words Fail You: Help for Writers Experiencing a Lull by Judith Lagana Supplemental Reading: Idea generating machine by Melanie Ormand	4.1 Discussion Board: Dealing with Feelings 4.2 Weekly Writing & Reflection Assignment 4: An Unexpected Lesson
Week 5, Module 5: Breaking the	Reading:	5.1 Quiz: Writer's Block Strategies

Block – Reflecting & Moving Forward	Fail Better by Louise DeSalvo	5.2 Discussion Board: Overcoming Your Writer's Block 5.3 Reflective Essay: Reflection
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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.

School of Continuing and Professional Studies

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Office hours: 9:00 am - 5:00 pm, Monday-Friday.
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This document was updated 7-1-24.

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