

**DePaul University | School of Continuing and Professional Studies  
| Graduate Program**

## LLS 410 D

# WRITING FOR GRADUATE STUDENTS

*SPRING, 2022*

### ***INSTRUCTOR INFORMATION***



Name: Kamilah Cummings

Office Location: Remote (Email, Phone, Zoom)

Office Hours: By appointment

Contact Info: [kcummi12@depaul.edu](mailto:kcummi12@depaul.edu)

Course Dates: March 28, 2022 – June 10, 2022

Course Location and Delivery Format: Online; D2L

### **COURSE DESCRIPTION**

Whether you have recently earned your bachelor's degree or are returning to school after some time, this course is designed to help students improve their academic writing skills to successfully meet the expectations of graduate-level writing. With a focus on genre, conventions, style, and mechanics, students will advance beyond undergraduate-level research writing to deepen their understanding of the purpose of scholarly writing and strengthen the critical reading, analysis, writing, and revision skills necessary to construct research papers that meet the rigors of graduate-level writing.

Through critique of existing research, students will learn to identify gaps that present opportunities for them to contribute to the conversation in their discipline or field. To demonstrate learning, students will design a research plan for a topic of their choice and produce either a short graduate-

level research paper or a stand-alone graduate-level literature review. Students also have the option to revise a previous or current paper to demonstrate course learning outcomes.

This is a writing course not a research methods course. The course assumes that students possess competence in the conventions of academic research writing including working with sources, engaging in writing as an iterative process, using APA citation style, and demonstrating control of Standard American English grammar and mechanics.

(4 credit hours)

## LEARNING OUTCOMES:

After completing this course, you will be able to:

- Write a graduate-level academic research paper or stand-alone literature review using APA style
- Demonstrate advanced skills in synthesizing, summarizing, paraphrasing, and critiquing sources
- Identify research gaps and determine how you can contribute new ideas to your discipline/field
- Distinguish between writing about sources and entering conversation with them
- Describe the difference between undergraduate- and graduate-level academic writing
- Explain the purpose and relationship between multiple genres of graduate writing
- Identify strengths and weaknesses in your research and writing processes
- Analyze and critique your own work and the work of others
- Demonstrate the ability to use instructor, peer and self-feedback to improve your work
- Demonstrate the ability to use University resources to support your research and writing

## LEARNING STRATEGIES & RESOURCES

In this course, the following teaching and learning techniques are used: D2L discussion boards, critical reading, online exercise resources, learning from others through peer feedback, reflective learning, research, writing and revising. Students should expect to research, write, and revise regularly in this course. Additionally, engaging in weekly discussions is critical to learning and successfully demonstrating the course objectives. Please plan time to fully participate in all these required learning strategies.

## COURSE RESOURCES

To buy your books, go to <http://depaul-loop.bncollege.com>

## Textbook

### REQUIRED

Swales, J. M., & Feak, C. B. (2012). *Academic Writing for Graduate Students: Essential Tasks and Skills* (3rd ed.). Ann Arbor: University of Michigan Press.

Additional required readings are available in D2L and/or through the library E-reserves:

### ADDITIONAL REQUIRED READINGS

American Psychological Association. (2020). *About APA Style*. Retrieved from APASStyle.org:  
<https://apastyle.apa.org/about-apa-style>

Belcher, W. (2019). *Writing Your Journal Article in Twelve Weeks, Second Edition: A Guide to Academic Publishing Success*. Chicago and London: University of Chicago Press.

Charlton, M. (n.d.). *Understanding How Conversations Change Over Time*. Retrieved from Writing Commons: <https://writingcommons.org/article/understanding-how-conversations-change-over-time/>

Cleary, M. N. (2012). Anxiety and the Newly Returned Adult Student. *Teaching English in the Two Year College*, 364-376.

Cleary, M. N. (2014, February 25). The Wrong Way to Teach Grammar. *The Atlantic*.

Donovan, M. (2017, October 3). *Eight Characteristics of Good Writing*. Retrieved from Writing Forward:  
<https://www.writingforward.com/better-writing/characteristics-of-good-writing>

Gaipa, M. (2004). Breaking into the Conversation: How Students Can Acquire Authority for Their Writing. *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture*, 419-437.

Lingard, L. (2015). Joining a conversation: the problem/gap/hook heuristic. *Perspectives on Medical Education*, 252-253.

Robbins, S. P. (2016). Finding Your Voice as an Academic Writer (and Writing Clearly). *Journal of Social Work Education*, 133-135. doi:10.1080/10437797.2016.1151267

Swales, J. M., & Feak, C. B. (2012). *Academic Writing for Graduate Students: Essential Tasks and Skills* (3rd ed.). Ann Arbor: University of Michigan Press.

## RECOMMENDED

You might consider purchasing these recommended supplemental texts as they are beneficial resources for writers of all levels.

Hacker, D., & Sommers, N. (2016). *A Writer's Reference* (8 ed.). Boston | New York: Bedford/St. Martin's.

Publication Manual of the American Psychological Association: 7th Edition.

Williams, J. M. (2007). *Style: Lessons in Clarity and Grace, 12th ed.* New York: Pearson/Longman.

## LEARNING DELIVERABLES (GRADED EVIDENCE OF LEARNING)

- 1) Writing Self-Analysis
- 2) Discipline/Field Analysis
- 3) Research Question & Plan
- 4) Article Critique
- 5) Abstract
- 6) Literature Review
- 7) Research Paper or Stand-Alone Literature Review
- 8) Discussion Boards

## ASSESSMENT OF STUDENT LEARNING

Writing Self-Analysis	5%
Discipline/Field Analysis	5%
Research Question & Plan	10%
Article Critique	10%
Abstract*	5%
Literature Review*	15%
Research Paper* or Stand-Alone Literature Review*	30%
Discussion Boards	20%
<b>Total</b>	<b>100%</b>

\*First drafts of these assignments must be submitted to earn credit for them as part of the final research paper submission.

## GRADING SCALE AND CRITERIA

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	

**Grades lower than C- are not passing.**

See additional information pertaining to the grade designations, for [graduate grades](#) and for [undergraduate grades](#).

## MINIMUM SCPS GRADE POLICY

SCPS degree programs with majors (BAPSBA, BAPSC, BAHA, BADA, BANM, and BALS) require a grade of C- or better in courses taken at DePaul or transfer work applied to course requirements in the Major and in the LL 261: Essay Writing course in the College Core. All other course requirements in these programs can be completed with a grade of D or better. SCPS degree completion major programs (BAABS and BALS) require a C- or better in all courses taken at DePaul applied to those programs. SCPS competence-based programs (BAIFA, BAC, BAGB and BAECE) require a D or better in courses taken at DePaul or transfer work applied to competence requirements.

## INCOMPLETE (IN) GRADE

This process follows university [policy](#).

A student who encounters an unusual or unforeseeable circumstance that prevents her/him from completing the course requirements by the end of the term may request a time extension to complete the work.

- The student must formally initiate the request by submitting the [Contract for Issuance of Incomplete Grade form](#) (via email, word doc), no later than week 10 (or prior to the final week of a shorter-term course).
- The instructor has discretion to approve or not approve the student's request for an IN grade.

- The instructor has discretion to set the deadline for completion of the work, which may be earlier but no later than two quarters (not counting Summer term).
- The instructor may not enter an IN grade on behalf of a student without a completed and agreed upon contract.
- The student is alerted that IN grades are not considered by Financial Aid as evidence of satisfactory academic progress.

## COURSE SCHEDULE

Assignments are typically due by 11:59 p.m. on Sunday at the end of the module in which they are assigned. Actual calendar due dates are in D2L.

Any changes to the course schedule will be communicated in advance via D2L. In the event of a major change, students will be emailed notification as well.

Week	Topic	Readings*	Assignments Due
1 – 3/28	Module 1: Introduction, Syllabus and What is Graduate Writing?	<ul style="list-style-type: none"> <li>• Swales, J. M., &amp; Feak, C. B. (2012). <i>Academic Writing for Graduate Students: Unit 1</i> <ul style="list-style-type: none"> <li>◦ Complete optional tasks based on individual writing needs</li> </ul> </li> <li>• Cleary, M. N. (2012). Anxiety and the Newly Returned Adult Student (pp. 364-376). Available in D2L</li> </ul>	1.1 Discussion Board 1.2 Discussion Board 1.3 Writing Self-Analysis  <b>Due Date: 4/3</b>
2 – 4/4	Module 2: Joining the Conversation	<ul style="list-style-type: none"> <li>• Charlton, M. (n.d.). <i>Understanding How Conversations Change Over Time</i>. <a href="https://writingcommons.org/article/understanding-how-conversations-change-over-time/">https://writingcommons.org/article/understanding-how-conversations-change-over-time/</a></li> <li>• Lingard, L. (2015). Joining a conversation: the problem/gap/hook heuristic. <i>Perspectives on Medical Education</i>, 252-253. Available in D2L</li> </ul>	2.1 Discussion Board 2.2 Discipline/Field Analysis  <b>Due Date: 4/10</b>
3 – 4/11	Module 3: Developing a Research Plan	<ul style="list-style-type: none"> <li>• Booth, W. C. (2008). <i>The craft of research</i>. Chicago: University of Chicago Press (pp. 121-131). Available in D2L</li> <li>• Robbins, S. P. (2016). Finding Your Voice as an Academic Writer (and Writing Clearly). <i>Journal of Social Work Education</i>, 133-135. doi:10.1080/10437797.2016.1151267</li> </ul>	3.1 Discussion Board 3.2 Research Question & Plan  <b>Due Date: 4/17</b>

Week	Topic	Readings*	Assignments Due
		<ul style="list-style-type: none"> <li>Swales, J. M., &amp; Feak, C. B. (2012). <i>Academic Writing for Graduate Students: Units 2 &amp; 3</i> <ul style="list-style-type: none"> <li>Complete optional tasks based on individual writing needs</li> </ul> </li> </ul>	
4 – 4/18	Module 4: Writing Summaries & Critiques	<ul style="list-style-type: none"> <li>Gaipa, M. (2004). Breaking into the Conversation: How Students Can Acquire Authority for Their Writing. <i>Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture</i>, 419-437.</li> <li>Swales, J. M., &amp; Feak, C. B. (2012). <i>Academic Writing for Graduate Students: Units 5 &amp; 6</i> <ul style="list-style-type: none"> <li>Complete optional tasks based on individual writing needs</li> </ul> </li> </ul>	4.1 Discussion Board 4.2 Article Critique  <b>Due Date: 4/24</b>
5 – 4/25	Module 5: Writing a Graduate Literature Review	<ul style="list-style-type: none"> <li>Belcher, W. (2019). <i>Writing Your Journal Article in Twelve Weeks</i> (pp. 174-180) available in D2L</li> </ul>	5.1 Literature Review, Draft 1 5.2 Discussion Board  <b>Due Date: 5/1</b>
6 – 5/2	Module 6: Constructing a Graduate Research Paper Part I	<ul style="list-style-type: none"> <li>Booth, W. C. (2008). <i>The craft of research</i>. Chicago: University of Chicago Press (pp. 107-121). Available in D2L</li> <li>Swales, J. M., &amp; Feak, C. B. (2012). <i>Academic Writing for Graduate Students: Units 4, 7-8</i> <ul style="list-style-type: none"> <li>Complete optional tasks based on individual writing needs</li> </ul> </li> <li>Belcher, W. (2019). <i>Writing Your Journal Article in Twelve Weeks</i> (pp. 66-82). Available in D2L</li> </ul>	6.1 Discussion Board  <b>Due Date: 5/8</b>
7 – 5/9	Module 7: Constructing a Graduate Research Paper Part II	<ul style="list-style-type: none"> <li>American Psychological Association. (2020). About APA Style. Retrieved from APASTyle.org: <a href="https://apastyle.apa.org/about-apa-style">https://apastyle.apa.org/about-apa-style</a></li> <li>Swales, J. M., &amp; Feak, C. B. (2012). <i>Academic Writing for Graduate Students: Units 4, 7-8</i></li> </ul>	7.1 Research Paper, Draft 1 or Literature Review Draft 2 7.2 Discussion Board  <b>Due Date: 5/15</b>

Week	Topic	Readings*	Assignments Due
		<ul style="list-style-type: none"> <li>○ Complete optional tasks based on individual writing needs</li> </ul>	
8 – 5/16	Module 8: Adding a Title & Abstract	<ul style="list-style-type: none"> <li>• Readings are in D2L</li> </ul>	8.1 Abstract, Draft 1 8.2 Discussion Board <b>Due Date: 5/22</b>
9 – 5/23	Module 9: Strengthening Your Argument	<ul style="list-style-type: none"> <li>• Belcher, W. (2019). <i>Writing Your Journal Article in Twelve Weeks</i> (pp. 79-82). Available in D2L</li> </ul>	9.1 Research Paper, Draft 2 or Literature Review Draft 3 9.2 Discussion Board <b>Due Date: 5/29</b>
10 – 5/30	Module 10: Refining & Reflecting	<ul style="list-style-type: none"> <li>• No readings this week. 😊 Use the previous readings and Module content to help with your revisions.</li> </ul>	10.1 Discussion Board <b>Due Date: 6/5</b>
11 –6/6	Module 11: Final Submission	<ul style="list-style-type: none"> <li>• No readings. All final assignments are due this week —without exception. <b>No late submissions.</b></li> </ul>	11.1 Research Paper, Final Draft (including Abstract, Literature Review, and reference page) or Literature Review Final Draft (including Abstract and reference page) <b>Due Date: 6/10</b>

\*Required readings that are not in the course textbook are available in D2L.

### ZOOM MEETING SCHEDULE:

The schedule for the optional (though highly recommended) one-hour bi-weekly Zoom writing group virtual class meeting dates will be determined by consensus after the course starts. A Zoom invitation link will be posted in D2L. Students will be notified in advance of any changes.



## COURSE POLICIES

### Assignment Submission Policy

All assignments should be submitted to the respective submission folder in D2L by 11:59 p.m. (CST) on the posted due date unless otherwise noted. Emailed assignments are not accepted.

### Late Submission Policy

Assignments are accepted **up to seven (7) days after the original due date**. The submission folder for each assignment **will permanently close at 11:59 p.m. seven (7) days from the assignment's original due date**.

There is a **10 percent penalty deducted from all late submissions**. Due to the University's end-of-term final grade submission requirements, **final assignments must be submitted on time. Late submissions during finals week are not accepted. No exceptions.**

**Late discussion posts are not accepted.**

### Discussion Policy

All required Discussion posts should be posted to the respective discussion thread by 11:59 p.m. CST on the due date unless otherwise noted. To facilitate lively discussion, initial discussion responses should be posted by midweek (Wednesday) to allow opportunities for peer responses. **Discussion threads will lock weekly at 11:59 p.m. CST on Sunday night**. Because of the importance of active participation, **late discussion posts are not accepted**. Discussion posts should respond thoughtfully and substantively to the discussion prompts, be focused on the course content, and be respectful of others.

To earn full credit for discussion posts, you must completely and substantively respond to the initial discussion prompt and your peers as required. Substantive posts expand and further the discussion by referencing course materials, connecting to relevant life experiences, and/or asking questions.

### Feedback + Grades

I will typically post feedback and grades for written assignments seven (7) days from the original due date. Feedback time on late submissions varies, as I typically complete feedback in cycles. I will usually post Discussion (DQ) grades seven (7) days from the date the thread locks.

### Lifeline + Free-Pass Policy

To state the obvious: Life is unpredictable. I understand that even the best laid plans might be interrupted by the arrival of things unexpected (or maybe even expected). In these instances, if you

know that you will not be able to submit an assignment on time, please contact me **before the due date** to avoid the late penalty. We can then agree upon a new due date for your assignment. I extend this courtesy **once per student per quarter** barring extenuating circumstances. Use it wisely. 😊

Lastly, though this is an online course, you are not on your own. I am available to meet with you. Therefore, if at any point you have questions, fall behind, become overwhelmed, experience difficulty, or need assistance, please do not hesitate to reach out to me sooner than later. Don't sink when I am here to help you swim.

*THIS COURSE INCLUDES AND ADHERES TO THE COLLEGE AND UNIVERSITY POLICIES DESCRIBED IN THE LINKS BELOW:*

[APA citation format](#)

[Academic Integrity Policy](#)

[Incomplete \(IN\) and Research \(R\) Grades Expiration Policy](#)

[Withdrawal/Drop Policy](#) and [Withdrawal Tuition](#)

[Accommodations Based on the Impact of a Disability](#)

Students are also invited to contact me privately to discuss challenges and how I may assist in facilitating the accommodations you will use during this course. This is best done early in the term. Our conversation will remain confidential.

[Protection of Human Research Participants](#)

## OTHER RESOURCES FOR STUDENTS

[University Center for Writing-based Learning](#)

[Dean of Students Office](#)

## INSTRUCTOR BIO

I think the knowledge one gains from a quality education is invaluable. I have a passion for writing and its multitude of uses. One of the most beneficial aspects of research writing is its ability to expand learning and deepen understanding. Through research writing we can confirm, challenge, and even change our own beliefs as well as those of others, which is one of the reasons I enjoy teaching this course.

I hold a master's degree in journalism from Roosevelt University, and I have more than 20 years of

professional experience as a writer and editor. I have taught university writing, research, argumentation, communication, and critical thinking courses both face-to-face and online for the last 15 years. Additionally, I am a lifelong learner who knows that writing is one of the greatest exemplars of the fact that one never stops learning and growing. I continue to grow and evolve as a writer, as will you.

My writing research interests focus on writing as an inclusive medium for communication, learning, reflecting, documenting, healing, transforming and empowering. Additionally, my nonwriting research interests include representations of race and identity in media and culture as well as House music and Prince studies.

Fun facts: I love Prince, animals, music, travel, film/documentaries, tennis, health & wellness, the Netflix series *Peaky Blinders* and *Ozark*, the original *Law & Order*, and just about anything from the 1970s – music, film, television, fashion, language, culture. 😊

I look forward to “meeting” you in our online classroom and to working with you to deepen, expand, and sharpen your graduate writing skills.