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

LLS 410

VOICES & IDENTITY IN WRITING

SPRING, 2020

INSTRUCTOR INFORMATION

Name: Kamilah Cummings

Office Location: Remote (Email, Phone, Zoom/Skype, Chat)

My office hours are by appointment.

You can reach me at kcummi12@depaul.edu or 312-869-4821. Email is my preferred method of contact. The phone number provided is for scheduled meetings.

Course Dates: March 30, 2020 – June 12, 2020

Course Location and Delivery Format: Online; D2L

COURSE DESCRIPTION

This course will examine the roles of voice and identity in writing. Through readings and discussions, we will explore the power of the written word and the various ways modern writers from diverse communities and disciplines integrate their voices and identities into their texts to expand knowledge, deepen understanding, shift attitudes, inspire action, and ultimately affect change. You will discover your own voice and identity as a writer and learn why, when, and how to effectively integrate both into your writing to create academic and non-academic works that are more authentic and meaningful to you and your audience.

This is a graduate-level writing course. Therefore, to meet the course expectations, you should have previous experience in academic research and writing. Additionally, you should be familiar with APA citation style. (4 credit hours)

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LEARNING OUTCOMES:

After completing this course, you will be able to:

- Explain the concepts of writer identity and writer’s voice and analyze the roles of both in writing
- Identify your writer’s voice and identity and explain choices for integrating them into writing
- Evaluate sources and use summary, analysis, synthesis and integration to construct a literature review on a topic of your choice
- Communicate findings of scholarly research through multiple genres of writing
- Explore the same topic from different genres and compare the affordances of each
- Demonstrate ability to effectively integrate voice and identity into academic and non-academic writing
- Explain the concept of linguistic diversity

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, writing and revising. Students should expect to write and to revise in this course. Reading, writing, and engaging in weekly discussions are critical to learning and successfully demonstrating the course objectives, so please plan time for all three.

Textbook

None Required

Required Reading:

Required course readings are available in D2L and/or through the library E-reserves:


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**Required Viewing:**


**Recommended Reading (not required):**

All the optional readings on the course reading list in D2L are recommended reading as exemplars of the various ways academic and non-academic writers integrate voice and identity into their writing.

Additional recommendations:

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**LEARNING DELIVERABLES (GRADED EVIDENCES OF LEARNING)**

- Writer’s Bio
- Identity Self-Analysis
- Writing & Research Topic
- Comparative Analysis
- Literature Review
- Op-Ed Article
- Final Portfolio
- Discussion Boards

**ASSESSMENT OF STUDENT LEARNING**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writer’s Bio</td>
<td>5%</td>
</tr>
<tr>
<td>Identity Self-Analysis</td>
<td>10%</td>
</tr>
<tr>
<td>Writing &amp; Research Topic</td>
<td>10%</td>
</tr>
<tr>
<td>Comparative Analysis</td>
<td>10%</td>
</tr>
<tr>
<td>Literature Review*</td>
<td>20%</td>
</tr>
<tr>
<td>Op-Ed Article*</td>
<td>20%</td>
</tr>
<tr>
<td>Final ePortfolio**</td>
<td>10%</td>
</tr>
<tr>
<td>Discussion Boards</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>

*You will complete two drafts of these assignments. You must complete both drafts to receive credit for the final draft. This course is as much about the process of writing as it is the product that you create. Therefore, only your final revisions will be assessed with grades.*

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**The Final ePortfolio must contain all draft and a critical reflection for assessment.**

Your writing will be assessed in accordance with the SCPS Writing rubric and explanations found on the SCPS Writing Guide [https://scps.depaul.edu/Pages/SCPSWriting.aspx](https://scps.depaul.edu/Pages/SCPSWriting.aspx)

**GRADING SCALE AND CRITERIA**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>A = 95 to 100</td>
</tr>
<tr>
<td>A-</td>
<td>A- = 91 to 94</td>
</tr>
<tr>
<td>B+</td>
<td>B+ = 88 to 90</td>
</tr>
<tr>
<td>B</td>
<td>B = 85 to 87</td>
</tr>
<tr>
<td>B-</td>
<td>B- = 81 to 84</td>
</tr>
<tr>
<td>C+</td>
<td>C+ = 77 to 80</td>
</tr>
<tr>
<td>C</td>
<td>C = 73 to 76</td>
</tr>
<tr>
<td>C-</td>
<td>C- = 69 to 72</td>
</tr>
<tr>
<td>D+</td>
<td>D+ = 65 to 68</td>
</tr>
<tr>
<td>D</td>
<td>D = 61 to 64</td>
</tr>
<tr>
<td>F</td>
<td>F = 60 or below</td>
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</tbody>
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**INCOMPLETE (IN) GRADE**

This process follows university [policy](https://scps.depaul.edu/Pages/SCPSWriting.aspx).

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](https://scps.depaul.edu/Pages/SCPSWriting.aspx) (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**

*All assigned readings are available in D2L unless noted.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings*</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
1.2 Writer’s Bio |
2.2 Identity Self-Analysis |

**Read one of these:**  
   • “Queer Writers in the Age of Trump” by Gabrielle Bellot  
   • “As Native Americans, We Are in a Constant State of Mourning” by Chip Colwell  
   • “Honor Your Obsessions—Especially the Weird Ones” by Ann Napolitano | 3.1 Discussion Board  
3.2 Writing & Research Topic |
<table>
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</table>
|       |                              | **“Writing About My Alcohol Addiction Helped Treat It”** by Clare Pooley  
|       |                              | **“I want to speak for myself not the whole Latinx community”** by Eva Recinos                                                                                                                          | 4.1 Discussion Board  
|       |                              | **Read two of these:**  
|       |                              | • “Relearning to Write After Law School Buried My Voice” by Akhila Kolisetty  
|       |                              | • “Every Word is an Act of Resistance: Finding My Voice as a Filipino Writer” by Renee Macalino Rutledge  
|       |                              | • “I am, in Italian, a tougher, freer writer” by Jhumpa Lahiri  
|       |                              | • “Islam Doesn’t Speak, Muslims Do” by Daniel Tutt  
|       |                              | • “How Television Can Be a Force for Political Change” by Janet Mock                                                                                                                                   | 4.2 Comparative Analysis            |
| 5 – 4/27 | Module 5: Considering the Audience | ○ Readings are linked in this week’s Discussion.                                                                                                                                                           | 5.1 Discussion Board                 |
| 6 – 5/4  | Module 6: Literature Review | ○ No Readings this week. 😊 Use the previous readings and Module content to help with writing your Literature Review.                                                                                     | 6.1 Literature Review,  
|          |                              | First Draft  
|          |                              | 6.2 Discussion Board                                                                                                                       |                                       |

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<table>
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<th>Readings*</th>
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</tr>
</thead>
</table>
**Read two of these:**  
• “Moving Beyond Pain” by bell hooks  
• “Beyond the Code of the Streets” by Ta-Nehisi Coates  
• “Familism is Making our Latinx Caregivers Sick” by Joanna Cruz  
• “‘Pose’ Has an Increasingly Obvious Colorism Problem” by Court Danee  
• “How community-based enforcement will help close the trust gap” by Booker Hodges  
8.2 Discussion Board  
8.3 Discussion Board |
| 9 – 5/25   | Module 9: Revision: Writing the Problem | • No Readings this week. 😊 Use the previous readings and Module content to help with your revisions. | 9.1 Discussion Board  
9.2 Literature Review, Final Draft |
10.2 Op-Ed, Final Draft |
| 11 – 6/8   | Module 11: Final Portfolio |                                                                                               | 11.1 Final Portfolio |

**COURSE POLICIES**

**Course Calendar Changes**

The course calendar does not typically change. However, if a change is necessary, students will be notified in advance via D2L. In the event of a major change, students will be emailed as well.
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.

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.

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. Therefore, if an assignment is submitted late it will likely not be reviewed until the following feedback cycle. Lack of instructor feedback does not prevent students from revising work and submitting subsequent drafts on time. Students can (and should) submit work to the Writing Center (UCWbl) for feedback as well.

I will usually post Discussion (DQ) grades seven (7) days from the date the thread locks.

Lifeline + Free-Pass Policy
Given the nature and pace of this course, it is important to manage your time well to stay on top of things. However, 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 BRIEF BIO**

I think the knowledge one gains from a quality education is invaluable. I have a passion for writing, and its multitude of uses. Additionally, I love helping people transform their thoughts into written words. 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.

My writing research interests focus on writing as an inclusive medium for communication, learning, documenting, healing, transforming and empowering. Additionally, my research interests include media influence on identity and culture, with a particular focus on black identity in popular culture, House music, and the legacy of Prince. I have presented and published domestically and internationally in my areas of research.

I look forward to working with you in this course.