



# SUFFOLK UNIVERSITY

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## MADRID CAMPUS

### WRI 100 M1 - DEVELOPMENTAL WRITING I

#### **Instructor Information:**

**Instructor:** Tracy Wood

**Email:** [twood@suffolk.es](mailto:twood@suffolk.es)

**Homepage:** [www.suffolk.edu/madrid-campus/academics/faculty](http://www.suffolk.edu/madrid-campus/academics/faculty)

#### **Course Information:**

**Catalog Description:** This course affords students extended practice with persuasive and expository writing in the essay form through frequent writing assignments based on critical readings of class texts and discussions. Students will also compose a research paper and study the process of writing and revising for an academic audience. No standard pre-requisites; offered every semester. Students who are placed into WRI 100 must complete the course with a C in order to continue on to WRI 101.

**Prerequisites:** None

**Credit Hours:** 4

This course follows the US Federal Government's Credit Hour definition: "An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates no less than:

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
- (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours."

For full up-to-date statement:

[https://cihe.neasc.org/sites/cihe.neasc.org/files/downloads/POLICIES/Pp111\\_Policy\\_On\\_Credits-And-Degrees.pdf](https://cihe.neasc.org/sites/cihe.neasc.org/files/downloads/POLICIES/Pp111_Policy_On_Credits-And-Degrees.pdf)

Assignment/Activity	Engagement Estimate	Engagement Hours
Course Readings	225 pages x 8 minutes per page	30
Summaries	1.5 hours x 10 summaries	15
Grammar Homework & Quizzes	5 hours x 4 grammar modules	20
Essays	20 hours x 3	60
Midterm & Final Exam	10 hours x 2	20
Class Attendance	3 hours x 15 hours per week	45
<b>TOTAL</b>		<b>190 HOURS</b>

#### **Textbook/Course Materials:**

Ede, Lisa. *The Academic Writer: A Brief Rhetoric*, fourth edition. Bedford St. Martin's, 2017. ISBN: 978-1-319-03724-6.

## **Course Goals & Learning Objectives:**

<b>Upon successful completion of this course, students will know/understand</b>	<b>Upon successful completion of this course, students will be able to</b>	<b>How the student will be assessed on these learning outcomes:</b>
How an essay is organized	Identify the thesis, main points and supporting details of an article or essay	In-class discussions
How to organize and structure their own essays	Generate a thesis statement; use topic sentences and logical transitions as appropriate; and use common rhetorical patterns, following clear and coherent organization.	Essays and midterm and final exams
The basic rules of English grammar and punctuation	Identify and correct errors in English grammar and punctuation	Grammar quizzes, essays, and midterm and final exams
How to avoid plagiarism	Avoid plagiarism by paraphrasing and citing sources properly	In-class discussions and essays

## **Course Policies:**

**Late assignments:** Excused or unexcused absences are not justification for late assignments. Please submit in advance (in my mailbox or via email) any assignments on the day on which they are due. **Note:** It is the student's responsibility to ensure that the professor receives the document on time. Essays received after class will be considered late and will be marked down one full letter grade for each week they are late.

**Essays:** This class places great emphasis on the writing process, and students will be evaluated not only on the final draft but also on the improvement made between drafts. Final essays must be turned in with ALL previous drafts attached, with incomplete essays receiving lower grades.

## **Classroom policies:**

**Lab Component:** Each student is required to attend a bi-weekly lab session which, for the purpose of this course, will be conducted during office hours. Students are required to attend office hours at least once every two weeks.

**Class Behavior:** Students are expected to come to class equipped with a copy of the required texts and other pertinent materials. Correct classroom behavior is also expected. Eating and drinking (with the exception of water) are not permitted. Mobile phones should be turned off or put in the "silent" mode.

## **Grading/Evaluation:**

Students are expected to prepare required reading assignments prior to the class session. There will be a mid-term and final exam. Quizzes will also be given frequently and may be announced or unannounced. Students will be asked to complete one 2-3 page essay, two 4-5 page essays, and one 5-7 page paper in the MLA style.

This is a writing course that focuses heavily on the revision process. Students are expected to revise each essay at least twice, first with a focus on content and organization, and later with an eye to the grammar and lexical features. Students will be evaluated not only on the final draft but also on the improvement made between drafts. Final essays must be turned in with ALL previous drafts attached, with incomplete essays receiving lower grades.

## **Students will be evaluated in the following areas:**

### Assignments/Exams/Papers/Projects:

Summaries:	10%
Grammar homework & quizzes:	10%
Midterm Exam:	15%
Final Exam:	15%
Writing Assignments:	50%

### Writing Assignments:

- Literacy Narrative (4-5 Pages)
- Persuasion Essay (4-5 pages)
- Cause and Effect Essay (5-7 pages)

## **Participation/Attendance Policy:**

The SUMC Student Handbook states the following:

*Once a student is registered for a course, attendance at every meeting of every class is expected, including those held in the first week of the semester. A maximum of two unjustified absences is permitted. Each additional absence will cause the final course grade to be lowered by one-third of a letter grade, i.e., from A to A-; A- to B+; B+ to B, etc.*

*Excessive absences in a course will have a negative effect on the final grade. When a student is absent, the quality of his or her work in a course will deteriorate since material missed in class sessions can rarely be made up satisfactorily, even though the student remains responsible for that work.*

*Please note that even when a student has a justified reason for missing class, such as illness, the negative academic impact on learning will be the same as if the absence were for spurious reasons.*

In this course, any absence due to illness should be justified by a note from the student's physician or other health professional confirming the day(s) on which the student was unable to attend class. A written excuse from a student's host parent or residence supervisor is also acceptable. Students are responsible for all material and assignments for the days missed, regardless of the reason for the absence.

In the event that a class meeting is unexpectedly cancelled, students will be expected to continue with readings or other assignments as originally scheduled. Any assignments due or class activities (e.g., a quiz, exam or presentation) planned for such a cancelled class are due at the next class meeting unless other instructions are communicated. **There will be at least one mandatory night activity during the semester such as movie, theater play or conference.**

## **Disability Statement:**

If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in my classroom.

If formal, disability-related accommodations are necessary, it is very important that you be registered with the Office of Disability Services (ODS) at the main Campus in Boston so that I am notified of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations. Check the ODS web site at [www.suffolk.edu/disability](http://www.suffolk.edu/disability) for information on accommodations.

## **Student Resources:**

SUMC provides a range of student services, both academic and personal. To learn more about course-related tutorials and academic workshops, refer to the SUMC Student Handbook, Section 2 "Academic Policies and Services". Section 5, "Living in Madrid", contains information on the medical and mental health resources, including an English-speaking therapist, available to you..

### **Midterm Review:**

At midterm, around week 6, you will be given a midterm grade based on your progress to date and performance on assignments, class participation and midterm exam. Midterm grades of C- or below will be reported to the Madrid Campus Academic Standing Committee, with an explanation of what I believe has contributed to that grade: excessive absences, poor time management or study skills, lack of effort, difficulty with the course material or with writing or language skills, etc. The Academic Standing Committee or I may contact you to suggest strategies for addressing these difficulties. I strongly encourage you to visit me during my office hours so we may discuss how you can be successful in this class.

### **Academic Misconduct:**

[www.suffolk.edu/about/mission-history/policies-procedures/academic-misconduct-policy](http://www.suffolk.edu/about/mission-history/policies-procedures/academic-misconduct-policy)

Suffolk University expects all students to be responsible individuals with high standards of conduct. Students are expected to practice ethical behavior in all learning environments and scenarios, including classrooms and laboratories, internships and practica, and study groups and academic teams. Cheating, plagiarism, unauthorized collaboration, use of unauthorized electronic devices, self-plagiarism, fabrication or falsification of data, and other types of academic misconduct are treated as serious offenses that initiate a formal process of inquiry, one that may lead to disciplinary sanctions.

Student work will be thoroughly examined for academic integrity and may be scanned using plagiarism detection software. A faculty member suspecting academic misconduct will contact the student using the Suffolk email address to schedule a meeting and will make all effort to do so within five business days of detecting the incident. During the meeting, the faculty member will present the documentation that led to suspected academic misconduct. Resolution of the incident will be according to the procedures outlined in the SUMC Student Handbook.

**If you have any questions about using someone else's work in your essay, please check with me first.**

### **Academic Grievances Policy:**

[www.suffolk.edu/student-life/student-services/student-handbook/university-policies-for-student-cas-sbs/grievances-academics](http://www.suffolk.edu/student-life/student-services/student-handbook/university-policies-for-student-cas-sbs/grievances-academics)

### **Course Schedule:**

The schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.

<b>Class Number</b>	<b>Topic</b>	<b>Assignment</b>
1		<b>First Class Session</b> Writing Diagnostic
2	Review of Writing Process Introduction to Narrative Writing	Hughes, "Salvation" (BB) Dillard, "The Chase" (BB) Summary #1 due
3	Boylan, "In the Early Morning Rain" (BB) Orwell, "Shooting an Elephant" (BB)  Summary #2 due  Grammar exercises due: Run-ons and Fragments	Writing a Narrative Here's What Happened (pp. 159-174) Annotated Example: "Lydia's Story" by Jan Brideau (pp. 175-178) Annotated Example: "Literacy: A Lineage" by Melanie Luken (pp. 180- 184) Writing a Narrative: A Roadmap (pp. 185-189)

<b>Class Number</b>	<b>Topic</b>	<b>Assignment</b>
4	Two Model Narratives “Liar’s Poker” by Michael Lewis (pp. 190-196) “The Look” by Larry Lehna (pp. 196-200)  Grammar Quiz #1: Run-ons and Fragments  Narrative Outline due	Eighner, “Dumpster Diving” (BB) Mitford, “Embalming Mr. Jones” (BB)  Summary #3 due
5	McKibben, “Waste Not, Want Not” (BB) Jensen, “Forget Shorter Showers” (BB)  <i>Literacy Narrative due</i>	Postrel, “In Praise of Chain Stores” (BB) Turkle, “Privacy Has a Politics” (BB)  Summary #4 due
6	Analyzing and Constructing Arguments (pp. 379-383) Means of Persuasion: Emotional, Ethical, and Logical Appeals (pp. 389-400)  Grammar exercises due: Misplaced Modifiers and Parrallelism	King, “I have a Dream” (BB) Swift, “A Modest Proposal” (BB)  Summary #5 due
7	Midterm Exam <i>(meet in Computer Lab)</i>	This Is Where I Stand: Arguing a Position (pp. 116-135) Annotated Example: “Work is a Blessing” by Russel Honoré (pp. 136-137) Arguing a Position: A Roadmap (pp. 138-145)  Arguing a Position Outline due
8	“In the Minimum Wage Debate, Both Sides Make Valid Points” by REX HUPPKE (pp. 146-149) “On Buying Local” by KATHERINE SPRIGGS (pp. 150-158)  Grammar Quiz #2: Misplaced Modifiers and Parallelism	Workshop: Arguing a Position Essay
9	Introduction to Cause & Effect Essay Kain, “The Truth about Video Games and Gun Violence” (BB)  <i>Rewrite of Literacy Narrative due</i>  <i>Arguing a Position Essay due</i>	Carroll, “High-Tech Trash” (BB) Pinker, “Mind Over Mass Media” (BB)  Summary #6 due
10	Gladwell, “The Tipping Point” (BB) Gould, “Sex, Drugs, Disasters, and the Extinction of the Dinosaur” (BB)  Summary #7 due	Taubes, “Sweet Little Lies” (BB) Florida, “The Rise of the Creative Class” (BB)  Summary #8 due  Grammar exercises due: Verbs

<b>Class Number</b>	<b>Topic</b>	<b>Assignment</b>
11	<p>Starting Your Research (pp. 445-454)            Finding Sources (pp. 455-475)            Evaluating sources (pp. 491-49)</p> <p>Library Workshop: Evaluating Electronic Sources (meet in Computer Lab)</p> <p>Cause and Effect Outline due</p>	<p>Eighteen Strategies for Supporting an Argument (pp. 419-441)</p> <p>Cause and Effect Body paragraphs due</p> <p>Grammar Quiz #3: Subject-Verb Agreement</p>
12	<p>Synthesizing Ideas (pp. 505-511)            Formatting a Research Paper (pp. 571-573)            Sample Research Paper (pp. 573-590)</p> <p>Workshop: Cause and Effect Essay</p>	<p>Grammar exercises due: Pronouns</p> <p><b><i>Rewrite of Position Essay due</i></b></p> <p><b><i>Cause and Effect Essay due</i></b></p>
13	<p>Staples, "Black Men and Public Space" (BB)            Visser, "The Ritual of Fast Food" (BB)</p> <p>Summary #9 due</p>	<p><b>Last day of class</b></p> <p>Grammar Quiz #4: Pronoun Shift</p>
14	<p><b>Final Exam</b>            TBA  <b><i>Rewrite of Cause/Effect due</i></b></p>	