



SUFFOLK UNIVERSITY

MADRID CAMPUS

WRI 101 M1 - FIRST YEAR WRITING I

Instructor Information:

Instructor: Tracy Wood

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Course Information:

Catalog Description: Study of the writing process and revision in terms of expository writing modes for an academic reader and audience.

Instructor's Additional Course Description: This course studies persuasive and expository writing in the essay form through frequent writing assignments based on critical readings of class texts and discussions. The aims of this course are to consolidate and expand on writing and reading skills in order to increase the student's capacity to read and write correctly and logically. Various rhetorical principles and techniques, including argument and persuasion, are discussed, analyzed in readings, and incorporated into students' essays.

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

Assignment/Activity	Engagement Estimate	Engagement Hours
Course Readings	375 pages x 8 minutes per page	50
Journals	3 hours x 10 journals	30
Essays	15 hours x 3	45
Midterm & Final Exam	5 hours x 2	10
Class Attendance	3 hours x 15 hours per week	45
TOTAL		180 HOURS

Textbooks/Required Materials:

Lunsford, Andrea et al. *Everyone's An Author*, second edition with 2016 MLA update. Norton, 2017. ISBN: 978-0-393-61745-0

Course Goals & Learning Objectives:

Upon successful completion of this course, students will know/understand	Upon successful completion of this course, students will be able to:	How the student will be assessed on these learning outcomes:
<ul style="list-style-type: none"> academic writing as a revision-based process. 	<ul style="list-style-type: none"> Employ strategies for generating ideas for writing; Identify a specific purpose and audience when composing an academic essay; Practice ways to plan and organize material in written compositions; Revise essays in a variety of ways with a clear purpose in mind; Provide appropriate, engaged feedback to peers throughout the writing process. 	<ul style="list-style-type: none"> invention/prewriting assignments rough draft assignments peer reviews of essay drafts final exam
<ul style="list-style-type: none"> how to write an academic essay. 	<ul style="list-style-type: none"> Explain the rhetorical choices writers may make in construction process of an essay; Discuss ways writing offers knowledge to a variety of audiences; Employ multiple modalities (such as inform, compare/contrast, identify, problem/solution, process analysis) in writing to persuade different audiences; Debate the ethical considerations when composing an essay for a particular audience and purpose. 	<ul style="list-style-type: none"> formal essays midterm and final essay exams group discussion of course readings group critique of essays
<ul style="list-style-type: none"> how to display critical thinking in academic writing. 	<ul style="list-style-type: none"> Formulate a thesis driven argument for an expository essay; Identify arguments, counter arguments and evidence in written composition; Employ critical thinking strategies to comprehend and write about the multiple modalities of texts; Be able to infer meaning through the close reading of texts. 	<ul style="list-style-type: none"> discussion of course readings journals responding to course readings formal essays research component of Essay #3 midterm and final essay exams

Assignments/Exams/Papers/Projects:

Grading Criteria:

- Critique: 10%
- Proposal: 5%
- Synthesis #1: 15%
- Bibliography: 10%
- Synthesis #2: 20%
- Final Exam: 10%
- Journals: 20%
- Participation: 10%

Percentage	Grade	Percentage	Grade
94-100	A	77-79	C+
90-93	A-	73-76	C
87-89	B+	70-72	C-
83-86	B	60-69	D
80-82	B-	59 or less	F

Mid Term Essay Exam: This essay exam will be written in class during the mid-term week. You will be asked to respond to readings announced and studied ahead of time. This essay exam may not be made up and revision of it is not allowed.

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.

Classroom policies:

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.

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.

Participation in class is essential to a positive learning experience. Your participation grade will be based upon your attendance, ability to turn in daily assignments and essays on time **as well as contributing to class discussion and group activities.**

Please note: I take attendance every class day and participation points may not be made up if you are absent; moreover, frequent absences will lower your course grade and may result in an "F" grade. So please hand in any material due on a day that you may be absent in advance. **Students are responsible for all material and assignments for the days missed, regardless of the reason for the absence.** In sum, please participate and attend class because it counts in your grade, and, more importantly, you will learn more.

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 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 (performance on assignments, quizzes 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

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

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 learning.

Please complete and be ready to discuss all reading assignments (not videos) the day for which they are assigned.

Readings assignment with page numbers can be found in the textbook. Reading assignments marked “BB” can be found on Blackboard.

Week	Monday	Wednesday
1		First Class Session Course guidelines, Discussion of syllabus Writing diagnostic #1

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2	<p>Lakoff, "From Ancient Greece to Iraq..." (BB) Orwell, "Politics and the English Language" (BB)</p> <p>Video: "Verbal Camouflage: How US newspeak softens hard truths" Video: "Orwell on Writing: Clarity Is the Remedy"</p> <p>Journal #1: In-class writing diagnostic #2</p>	<p>Chrystia Freeland, "The Rise of the New Global Elite" (BB) Gregory Mantsios, "Class in America" (BB)</p> <p>NPR interview with Freeland Chrystia Freeland, TED Talk, "The Rise of the New Global Super Rich"</p> <p>Summary Writing: How to Vary the Opening Sentence</p>
3	<p>Friedman, "Globalization: The Super-Story" (BB) Hooks, "The Me-Me Class" (BB)</p> <p>Friedman video, "The World Is Flat" Pankaj Ghemawat, TED Talk "Actually the World Isn't Flat"</p> <p>Journal #2: Summary of Friedman</p> <p>Critique Assignment Sheet Discussion and Sample Critique</p>	<p>Packer, "The Broken Contract" (BB) Krugman, "The Death of Horatio Alger" (BB) Carnegie, "Wealth" (BB)</p> <p>Krugman interview: "What the 1% Don't Want You to Know" Ian Goldin, TED Talk "Navigating Our Global Future"</p> <p>Journal #3: Summary of Packer</p>
4	<p>Ehrenreich, from <i>Nickel and Dimed</i> (BB) Ehrenreich, from <i>Bait and Switch</i> (BB)</p> <p>Writing a Review: "Two Thumbs up" (pp. 297-313) Annotated Example: "Monopoly: The Scandal behind the World's Favorite Board Game" by Tim Alamenciak (pp. 314-316)</p> <p>"The Maids" video Bill Moyer Interview: Ehrenreich on low wage labor and rising inequality in America</p>	<p>Reich, "Why the Rich Are Getting Richer" (BB)</p> <p>Writing a Review: A Roadmap (pp. 325-330) Two Model Reviews: "Ode to Joy (and sadness, and Anger)" by A. O. Scott (pp. 331-335) "Serial: A Captivating New Podcast" by Anya Schultz (pp. 336-339)</p> <p>Interview: Reich on film <i>Inequality for All</i></p> <p>Journal #4: Summary of Reich</p>
5	<p>From Critique to Synthesis discussion</p> <p>Formatting a Research Paper (pp. 571-573) Sample Research Paper (pp. 573-590)</p> <p>Synthesis #1 Assignment Sheet and discussion</p> <p>Muhammad Yunus, TED talk, "A History of Microfinance"</p> <p>Critique Due</p>	<p>Swift, "A Modest Proposal" 417-423</p> <p>Analyzing and Constructing Arguments (pp. 379-383) Means of Persuasion: Emotional, Ethical and Logical Appeals (pp. 389-400)</p> <p>Jessica Jackley, TED talk, "Poverty, Money and Love"</p> <p>Journal #5: Summary of Swift</p>
6	<p>Gawande, "Naked" (BB)</p> <p>Atul Gawande, TED Talk, "How Do We Heal Medicine?" Dr Pamela Wible, TED Talk, "How to Get Naked with Your Doctor"</p> <p>Journal #6: In-class writing</p>	<p>Finding Sources (pp. 455-475) Evaluating sources (pp. 491-49)</p> <p>Journal #7: Bring in two sources for your synthesis paper</p>
7	Conferences with Instructor	Conferences with Instructor

Week	Monday	Wednesday
8	Review of Errors from Critique	Bordo, "The Globalization of Eating Disorders" (BB) Dr. Renee Engein, TED Talk, "An Epidemic of Beauty Sickness" Jean Kilbourne, TED Talk, "The dangerous ways ads see women" Synthesis #1 Due
9	Alice Walker, "When The Other Dancer Is the Self" (BB) Meaghan Ramsey, TED Talk, "Why Thinking You're Ugly Is Bad for You" Journal #8: In-class writing	Lepore, "It's Spreading" (BB) Tuchman, "'This is the End of the World': The Black Death" (BB) Larry Brilliant, TED Talk, "My Wish: Help me Stop Pandemics" Bill Gates, TED Talk, "The Next Pandemic" We're Not ready" Journal #9: Summary of Lepore or Tuchman
10	Hitchens, "Topic of Cancer" (BB) Armstrong, "What's God Got to Do with It" (BB) Hitchens, CNN interview- Cancer, Life and Deathbed Conversation Insight: Ideas for Change - Charter for Compassion - Karen Armstrong Journal #10: Summary of Armstrong	Gould, "The Terrifying Normalcy of AIDS" (BB) Kalanithi, "Letting Go" (BB) Annotating a Bibliography (pp. 500-504) Interview: "Mark Doty on memory, mackerel and verse" <i>Philadelphia</i> clip Proposal Due
11	Selzer, "The Masked Marvel's Last Toehold" (BB) Gawande, "Growing Old" (BB) Dr. Leana Wen, TED Talk, "What Your Doctor Won't Disclose" Dr. Daniel Amen, TED Talk, "The most important lesson from 83,000 brain scans"	Mendoza, "Between A Woman and Her Doctor" (BB) Annotated Bibliography Due
12	Conferences with Instructor	Conferences with Instructor
13	Conferences with Instructor	Last day of class Final exam assignment discussion Synthesis #2 due
15	FINAL EXAM	