



# SUFFOLK UNIVERSITY

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## MADRID CAMPUS

### WRI 102 M1- FIRST-YEAR WRITING II

#### **Instructor Information:**

**Instructor:** Tracy Wood

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#### **Course Information:**

**Catalog Description:** Study of argumentative writing and research through extensive work with writing process and revision and the critical reading of a variety of texts.

**Credit Hours:** 4 credit hours

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)

A more detailed breakdown of the student engagement is given below:

Assignment/Activity	Engagement Estimate	Engagement Hours
Course Readings	375 pages x 8 minutes per page	50
Journals	3 hours x 10 journals	30
Essays	17 hours x 3	51
Final Exam	4 hours	4
Class Attendance	3 hours x 15 hours per week	45
<b>TOTAL</b>		<b>180 HOURS</b>

#### **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 completion of this course, students should be able to understand:	By the end of this course, students should be able to:	How the student will be assessed on these learning outcomes
<ul style="list-style-type: none"> <li>academic work as a recursive process of inquiry, using writing and research to form new questions and pursue existing enduring questions.</li> </ul>	<ul style="list-style-type: none"> <li>Craft questions that guide research, making their process manageable and likely to yield insights;</li> <li>Find, summarize, analyze, evaluate, and synthesize appropriate sources;</li> <li>Integrate evidence in their own writing in a way that complicates (develops, refines, extends, refutes, and deepens) their own ideas;</li> <li>Produce research-based writing in formats appropriate to the context, purpose, genre, and audience.</li> </ul>	<ul style="list-style-type: none"> <li>proposal</li> <li>peer review of proposal</li> <li>critique</li> <li>synthesis essays</li> <li>journal responses to course readings</li> </ul>
<ul style="list-style-type: none"> <li>genre expectations for some research-based writing contexts within the university.</li> </ul>	<ul style="list-style-type: none"> <li>Use an academic documentation style consistently and appropriately;</li> <li>Articulate the rhetorical choices they have made as a writer and researcher, illustrating their awareness of a writer’s relationship to the subject, context, purpose, and audience;</li> <li>Use a variety of media (print and digital) to address different audiences, as appropriate;</li> <li>Produce prose with few surface-level convention errors that distract readers from attending to the meaning and purpose of the writing.</li> </ul>	<ul style="list-style-type: none"> <li>bibliography</li> <li>journal responses to online source quality</li> <li>formal essays requiring secondary source use</li> <li>peer writing workshops</li> <li>journal responses to sources and media</li> <li>respond to peer reviews in small groups</li> <li>final exam</li> </ul>
<ul style="list-style-type: none"> <li>how to read and think critically about different social and cultural perspectives in the texts they study.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize bias in texts, information sources, or other research contexts;</li> <li>Identify the social dynamics figuring in the choices and actions of others in texts;</li> <li>Discuss how cultural traditions and subcultures may inform the meaning of a text.</li> </ul>	<ul style="list-style-type: none"> <li>bibliography</li> <li>critique</li> <li>peer review of essays</li> <li>journal response to bibliographic sources</li> <li>discuss readings in small groups</li> <li>journals responding to course readings</li> </ul>

**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.

**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.

**Grading/Evaluation:**

*Final Exam:* This essay exam will be written during our scheduled final exam period. This essay exam may not be made up and revision of it is not allowed. *Please do not make travel plans before this exam. Failure to write the final essay exam during the scheduled time may result in the grade of zero.*

All drafts of essays and journals must be typed in 12 point Times New Roman (or similar), double-spaced and should be approximately 250 words per page.

Selected assignments in this course may be used by our accreditation team for institutional purposes and will be handled confidentially.

**Assignments/Exams/Papers/Projects:**

**Grading Criteria:**

Essay #1 (Narration/Definition):	15%
Essay #2 (Arguing a Position):	15%
Essay #3 (Problem/Solution):	25%
Midterm:	10%
Final Exam:	5%
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

**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.*

*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 (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](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.

**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 learning.

<b>Week</b>	<b>Monday</b>	<b>Wednesday</b>
<b>1</b>		<b>First Class Session</b> Course guidelines Discussion of syllabus
<b>2</b>	"Meeting the Demands of Academic Writing" (pp. 40-52) Twain, "Advice to Youth" (BB)  Journal #1: In-class Writing	Moore, "Idiot Nation" (BB) Nissenbaum, "Hackers" (BB) Kingsolver, "Stone Soup" (BB)  Journal #2: Summarize Nissenbaum
<b>3</b>	Cofer, "Volar; Maria Elena; Exile" (BB) Cofer, "Common Ground" (BB) Mukherjee, "Two Ways to Belong..." (BB)	Didion, "On Self-Respect" (BB) Didion, "In Sable and Dark Glasses" (BB) Kusz, "Ring Leader" (BB)  Journal #3: Define rebellion. Cite at least two texts which show a rebellious attitude or character.
<b>4</b>	Writing a Narrative: Here's What Happened (pp. 159-174) Annotated Example: "Lydia's Story" by Jan Briceau (pp. 175-178) Annotated Example: "Literacy: A Lineage" by Melanie Luken (pp. 180-184) Writing a Narrative: A Roadmap (pp. 185-189)	Two Model Narratives: "Liar's Poker" by Michael Lewis (pp. 190-196) "The Look" by Larry Lehna (pp. 196-200)  Journal #4: Briefly summarize one of the above texts, and then analyze the writing style. What makes this narrative particularly strong?
<b>5</b>	Individual Conferences	Individual Conferences
<b>6</b>	Borkat, "A Liberating Curriculum" (BB) Edmundson, "On the Uses..." (BB)  <b>Essay #1 Final Draft due</b>	Carr, "Does the Internet..." (BB) Gelernter, "Unplugged: The Myth..." (BB)  Journal #5: Summary and Response to Carr
<b>7</b>	Rose, "I Just Wanna Be Average" (BB) Rose, "What College Can Mean" (BB) Rodriguez, "The Lonely, Good Company of Books" (BB)	<b>Midterm examination</b>  <i>Open book response essay: Bring paper copy of essay(s), as indicated by instructor</i>
<b>8</b>	Alexie, "Superman and Me" (BB) Alexie, "Indian Education" (BB) Mary Crow Dog, "Civilize them with a Stick" (BB)	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) Model Narrative: "On Buying Local" by Katherine Spriggs (pages 150-158)  Journal #6: Briefly summarize the Spriggs text, and then analyze the writing style. What makes this argument particularly strong?

<b>Week</b>	<b>Monday</b>	<b>Wednesday</b>
<b>9</b>	<p>Model Narrative: "In the Minimum Wage Debate, Both Sides Make Valid Points" by Rex Huppke (pp. 146-149)</p> <p>Peer Review: Rough Draft of Essay due</p>	<p>Chief Seattle, "Letter to President Pierce" (BB)</p> <p>Video: "Chief Seattle's Response"</p> <p>Journal #7: Summary and response to Chief Seattle</p>
<b>10</b>	<p>Lopez, "Caring for the Woods" (BB)</p> <p>Bass, "Why I Hunt" (BB)</p> <p>Video: "Meet Barry Lopez"</p> <p>Video: "On the Fly: Rick Bass"</p>	<p><b>Database session: Sawyer Library</b></p> <p>In class research and credibility of source discussion</p> <p>Evaluating Sources (pp. 491-499)</p> <p><b>Essay #2 Final Draft due</b></p>
<b>11</b>	<p>Horowitz, "Parkinson's Alley" (BB)</p> <p>Carson, "The Obligation to Endure" (BB)</p> <p>"Here's What I Recommend: Making a Proposal" (pp. 340-351)</p> <p>Video: "Pesticides - DDT - Rachel Carson - Silent Spring"</p> <p>Journal #8: Summary and response to Carson OR Horowitz</p>	<p>Diamond, "The Last Americans: Environmental Collapse and the End of Civilization" (BB)</p> <p>TED Talk: "Why do Societies Collapse?"</p> <p>Annotated Example: "A New Start for Newark Schools" by Ras Baraka (pp. 352-355)</p> <p>Writing a Proposal: A Roadmap (pp. 361-365)</p> <p>Journal #9: Bring in two outside sources for your paper</p>
<b>12</b>	<p>McKibben, "The Environmental Issue from Hell" (BB)</p> <p>Two Model Proposals:</p> <p>"Speaking While Female" by Sheryl Sandberg and Adam Grant (pp. 366-369)</p> <p>"Let's Start an Education Revolution" by Mitchell Oliver (pp. 370-372)</p> <p>Journal #10: MLA Works Cited Page</p>	<p>Conferences with Instructor</p>
<b>13</b>	<p>Conferences with Instructor</p>	<p>An Annotated Example: "'Happy' by Pharrell Williams: Why This Song Has Grabbed the Nation" by Eamonn Forde (pp. 221-224)</p> <p>Two Model Analyses:</p> <p>"Calvin and Hobbes: The Voice of the Lonely Child" by Libby Hill (pp. 240-245)</p> <p>"Advertisements R U" by Melissa Rubin (pp. 246-251)</p>
<b>14</b>	<p><b>Last Class</b></p> <p><b>Essay #3 Final Draft due</b></p>	
<b>15</b>	<p><b>FINAL EXAM</b></p>	

**Note:** Reading assignments (but not videos) should be prepared for the dates listed.