



SUFFOLK
UNIVERSITY
MADRID CAMPUS

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WRI 101 M1 - FIRST -YEAR WRITING I

Fall 2017

Instructor Information:

Instructor: Tracy Wood

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Office: Upstairs, 2nd door on the left

Office Hours: Mondays and Wednesdays, 9:00-10:30

Homepage: www.suffolk.es/academics/18429.php

Course Information:

Meetings: Mondays and Wednesdays, 10:45-12:30 - Room 2

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](https://cihe.neasc.org/sites/cihe.neasc.org/files/downloads/POLICIES/Pp111-Policy%20On%20Credits%20And%20Degrees.pdf)

To complete this course, students will need to dedicate, at a minimum, the following amount of time to the listed activities:

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:

The McGraw-Hill Reader: Issues across the Disciplines. Ed. Gilbert H. Muller. 12thed. New York: McGraw-Hill, 2014. (ISBN: 9780073405988).

Also available in digital format: [WRI 101/102 Common Reader](#). This is a customized textbook for both WRI 101 and 102. Available only at Suffolk Bookstore.

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:

Essay #1 (Descriptive Analysis)	15%
Essay #2 (Comparison and Contrast)	15%
Essay #3 (Problem/Solution)	20%
Midterm	15%
Final Exam	5%
Journals	20%
Participation	10%

94-100= A	87-89= B+	77-79= C+	67-69= D+	59 or below= F
90-93= A-	84-86= B	73-76= C	64-66= D	
	80-83= B-	70-72= C-	60-63= D-	

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/studenthandbook/19863.php

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/studenthandbook/67192.php

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.

Week	Monday	Wednesday
1		September 6 First Class Session -Course guidelines, -Discussion of syllabus -Writing diagnostic 1
2	September 11 -Reading and Responding to Texts 2-6 -Adler, "How to Mark a Book" 16-21 -Annotating, Note Taking and Questioning the Text 25-31 -Elbow, "Freewriting" 105-108 Journal #1 (in- class writing diagnostic 2)	September 13 Education and Society 180-181 -Douglass, "Learning to Read and Write" 184-189 -Rodriguez, "The Lonely, Good Company of Books" 189-194 -Alexie, "Superman and Me" 497-499 -Essay #1 Assignment Sheet Discussion
3	September 18 -Lakoff, " From Ancient Greece to Iraq..." 14-16 -Orwell, "Politics and the English Language" 123-133 Video: "Verbal Camouflage: How US newspeak softens hard truths" Video: "Orwell on Writing : Clarity Is the Remedy" Journal #2 (p. 193, writing topic #3)	September 20 -Drafting and Revising 71-89 -Murray, " The Maker's Eye: Revising Your Own Manuscripts" 109-113 -Rose, "What College Can Mean to the Other America" 194-198 Grammar focus: Fragments, Comma splices, and Run-on Sentences
4	September 25 -Carr, "Does the Internet Make You Smarter or Dumber" 21-25 -Gelernter, "Unplugged: The Myth of Computers in the Classroom" 212-215 Journal #3 (summary and response to Carr OR Gelernter)	September 27 Individual Conferences
5	October 2 Individual Conferences	October 4 -Family Life and Gender Roles 228-229 -White, "Once More to the Lake" 232-238 - Hood, "Street Scenes" 238-241 Journal #4 (p. 241, writing topic #3)
6	October 9 -Didion, "In Sable and Dark Glasses" 248-252 -Rodriguez, "Aria" (handout) Organizing the Comparison/Contrast Essay Essay #1 Final Draft due	October 11 -Dillard, "An American Childhood" 241-248 -Tan, "Mother Tongue" 99-104 Journal #5 (compare and contrast Dillard and Tan) Jamila Lyiscott, TED Talk, "3 ways to speak English"

7	October 16 - Kincaid, "The Estrangement" 263-267 - ---. " Girl" (handout) - Ortiz Cofer, "Volar; Maria Elena; Exile" (handout) - ---. " Common Ground" (poem handout)	October 18 Midterm examination held during class hours <i>Open book response essay</i>
8	October 23 - Rodriguez, "Family Values" 257-263 - Kingsolver, Barbara "Stone Soup" handout Video: "Pat Buchanan Culture War Speech Part II" Journal #6 (compare and contrast Rodriguez and Kingsolver)	October 25 - Sullivan, "Why Gay Marriage Is Good for Straight America" 252-257 - Miller, "Our Mutual Joy" 569-576 McNalley, <i>Andre's Mother</i> (handout)
9	October 30 Rough Draft Essay #2 due Peer Review of Essay #2	November 1 Spanish National Holiday
10	November 6 - Nature and the Environment 644-45 - Chief Seattle, "Letter to President Pierce" 648-650 Video: "Chief Seattle's Response" Journal #7 (summary and response to Chief Seattle)	November 8 - Lopez, "Children in the Woods" 650-654 - Bass, "Why I Hunt" 654-658 Video: "Meet Barry Lopez" Video: "On the Fly: Rick Bass"
11	November 13 Database session: Sawyer Library In class research and credibility of source discussion Essay #2 Final Draft due	November 15 - Horowitz, "Parkinson's Alley" 658-666 - Carson, "The Obligation to Endure" 669-675 Video: "Pesticides - DDT - Rachel Carson - Silent Spring" Journal #8 (summary and response to Carson OR Horowitz)
12	November 20 - McKibben, "The Environmental Issue from Hell" 666-669 - Paraphrasing, Summarizing, Quoting, and Synthesizing 31-37 Discussion of Topics Journal #9 (Bring in two outside sources for your paper)	November 22 - Diamond, "The Last Americans: Environmental Collapse and the End of Civilization" 684-700 MLA Style discussion Incorporating sources MLA Doc style Journal #10 (MLA Works Cited Page)
13	November 27 Individual Conferences	November 29 Individual Conferences
14	December 4 Final exam assignment discussion Essay #3 Final Draft due	
15	FINAL EXAM TBA	

Note: Reading assignments should be prepared for the dates listed.