



**SAINT LOUIS**  
**UNIVERSITY**  
**MADRID**

## **ENGL 1500 M01**

### *The Process of Composition*

**Schedule:** M-W-F 12:00-12:50; **Credits:** 3 Credit Hours  
**Professor:** Hilary Plass **e-mail:** hilary.plass@slu.edu  
**Office Hours:** M-W: 13:00-14:00 or by appointment  
**Pre-requisite:** Placement by Department based on prior official exam results  
**Required Texts:** All texts can be found on Blackboard

#### **Course Outcomes**

By the end of the course, you will

- ✍ recognize and write complete, meaningful grammatical sentences with effective punctuation
- ✍ recognize and generate language and content appropriate to an academic context
- ✍ develop an idea in a paragraph that demonstrates:
  - a stated main idea (topic sentence)
  - relevant and convincing evidence/support
  - unity/coherence
- ✍ write an essay that
  - responds to the prompt/fulfills the assignment
  - includes an explicit thesis statement that states the full scope of the essay
  - communicates an in-depth position on a topic
  - "flows" smoothly and logically (guides the reader from one idea to the next)
  - concludes by reinforcing the relevance and/or broadening the implications of the essay
  - has an engaging and relevant title
  - follows conventional layout
  - when needed, makes reference to other texts according to a standardized format (e.g. APA, MLA) to avoid plagiarism
- 💡 understand that academic writing is a process that involves
  - time and reflection
  - effort
  - meeting deadlines
  - response to critique by self and others
  - an individual approach
- 🗣 In small group and class discussions:
  - develop, express, defend ideas clearly
  - engage with others' ideas and exchange constructive criticism
  - use appropriate language and tone

**Course Description:** We will read and view texts and reflect on their rhetorical impact by examining how writers and speakers interact with their audiences, anticipating and creating their reactions. We will also analyze how writers use generic conventions (for example, of layout and organization) to help make their points more or less acceptable for their readers. We will write and rework and rewrite a number of essays, so that you can also practice interacting with your reader as you write, and thus write more effectively for various contexts, especially academic contexts.

#### **Overall Grading Scale:**

Each piece of graded work will be assessed using adaptations of this scale.

- A 4.0 High intellectual initiative and achievement (work constantly and consistently goes beyond the given, shows informed risk-taking, adds new perspectives)
- A- 3.7 High intellectual initiative and achievement (work usually goes beyond the given, shows informed risk-taking, adds new perspectives)
- B+ 3.3 Above average and approaching high achievement (work goes beyond the given, shows some risks, adds something new)
- B 3.0 Above average (work goes beyond the given, shows solid initiative)
- B- 2.7 Above average (work sometimes goes beyond the given, shows some initiative)
- C+ 2.3 Slightly above average (work is as expected, but shows some initiative)
- C 2.0 Clearly acceptable performance (work is as required)
- C- 1.7 Slightly below average (work is sometimes less than expected)
- D 1.3 Minimum passing grade; achievement of questionable acceptability
- F >1.3 Fail
- AF 0.0 Failure due to excessive absences or unauthorized withdrawal

**20% Class Participation, Peer Reviews, and Worksheets**

**Attendance Policy:** You are allowed three unexcused absences during the course of the semester. Additional unexcused absences will affect your final grade. You cannot pass the class if you miss more than five classes for whatever reason (you must withdraw or you will receive an “F” as a final grade). Please take this policy into account if you have class trips scheduled or plan to participate in other school-sponsored activities that will require you to miss classes (I will fully support your involvement in these activities so long as you adhere to the class attendance policy). You are responsible for keeping up with class discussions and assignments, so please contact me as soon as possible if you miss a class.

**Participation Grading Guidelines:**

Grade of "A" for class participation	Grade of "B" for class participation	Grade of "C" for class participation	Grade of "D" for class participation
Student makes frequent and substantive comments during discussion demonstrating that she has a solid command of the reading.	Student contributes to discussion regularly. Comments are, for the most part but not always, relevant and reflective of adequate comprehension of the reading.	Student contributes to discussion infrequently. Comments tend to be off the mark and coverage of text spotty.	Student does not participate in class discussions, and she shows no evidence that she completes the reading.
Student actively promotes the flow of the conversation through affirmation and questioning of peers. When student's opinion differs from others, this difference is expressed respectfully.	Student's participation in discussion occasionally involves interaction with other students, and differences of opinion are expressed respectfully.	Student participation leans to stand-alone comments not directed at any particular student. Student is occasionally disruptive or impolite.	Student participates in side conversations or distracts the class. Student is disrespectful to others.
Student refers to the text and cites specific passages to support fully developed points.	Student refers to text, but doesn't regularly cite specific passages. Occasionally student's ideas are not fully developed or supported.	Student infrequently refers to text and her ideas demonstrate lack of thought or preparation.	No reference to text. Ideas are haphazardly presented.
Student directs comments to other students, referring to them by name, and looks to them for answers, clarification, summarization, etc.- not to the teacher.	Student speaks to other students, but not always directly by name. Guidance is sought from peers as well as the teacher.	Student speaks equally to students and teacher, not addressing students by name. Guidance is sought from teacher only.	Student focuses on teacher rather than students.
Student remains focused throughout the discussion, actively listening to her peers, looking at them, making eye contact, and not focusing on the teacher.	Student is reasonably attentive to discussion and listens to peers when not speaking. At times, focus wavers.	Active listening is inconsistent.	Student demonstrates lack of interest in discussion by focusing on other materials, daydreaming, and/or interrupting other students with superfluous conversation.

**Reading & Language Worksheets:** You should read the assigned texts carefully and critically before coming to class, and complete all relevant worksheets. Language work assignments may change according to student need, and all relevant worksheets must also be completed. These activities are graded on a scale of ✓+ ✓ ✓-.

**Peer Review:** Part of the class grade is based on carefully thought-out and written peer reviews, a process which will be explained in class.

**20% Exams and Oral Presentation**

**Exams:** Exam dates are included on the syllabus. There are no make-up exams. Exams consist of reflections on your own writing using the theoretical concepts discussed in class. Thus, they must show that you understand the concepts through provision of multiple examples from your own writing which demonstrate the extent to which your essays reflect student outcomes.

**Oral Presentation:** You are required to prepare an oral presentation on one interesting aspect of life that you have learned about through writing your essays or a particular take on a topic that you have found surprising, or you may also/instead talk about your own process of becoming more of an academic writer throughout your experiences in this course.

**60% Writing Portfolio**

**Writing Assignments & Writing Portfolio:** You will complete a series of eight writing assignments and maintain them and their rewritten drafts in a writing portfolio. Several of these assignments will receive a letter grade, assigned according to a rubric which you will receive for each assignment; all assignments and their rewrites will be evaluated as a part of the writing portfolio. All essays must be electronically processed, following MLA or APA guidelines.

**Revisions:** Revising all papers is an essential part of this course. Once papers are returned to you, you are expected to review the comments and make changes, attach original versions to the new drafts and include a cover paragraph explaining any changes, and then store all drafts and explanations in your portfolio. Keep in mind that revising an essay often requires rigorous re-thinking and re-writing.

**Late Paper Policy:** The assignment schedule states when papers are due. PAPERS ARE DUE IN CLASS AT 11:55. Late papers (including those not handed in at the BEGINNING of each class) will drop one full letter grade, and if you turn in a paper over a week late, you will receive an *F* on that assignment. Always contact me before an assignment is due if you anticipate a problem. All written assignments must be completed in order for you to pass the course.

**English Writing Center:** I strongly encourage you to take advantage of the English Writing Center available on our campus (and I may require it in certain instances). There you will work with a peer instructor in a one-to-one consultation on your writing. The opening hours of the Center are:

Spring 2017 Schedule				
Monday	Tuesday	Wednesday	Thursday	Friday
12:00-14:00	9:00-11:00	12:00-14:00	9:00-11:00	12:00-14:00
16:00-17:30	16:00-18:30			

The Writing Center is in Room 12, Padre Rubio Hall

<https://www.slu.edu/madrid/english-department/english-writing-center>

**Academic Honesty Policy:** You are expected to carefully read and follow the Saint Louis University Madrid Campus “Academic Honesty Policy”, available at: [http://spain.slu.edu/academics/academic\\_advising/docs/Academic\\_integrity.pdf](http://spain.slu.edu/academics/academic_advising/docs/Academic_integrity.pdf).

We will discuss what plagiarism is and review Saint Louis University's policies on academic integrity during our second class meeting. In writing up research, it is important to be careful about citing all exact words, as well as ideas, taken from outside sources. Please do not hesitate to ask me about the correct ways of handling and citing outside sources.

Sanctions for violations of academic integrity include an F on the assignment for a first occurrence, and an F for the course in the case of further occurrences, with the possibility of further disciplinary action taken by the University.

**Library Resources:** Sources used for research must be valid and reliable. To this end, you are expected to become fully familiar with the Saint Louis University Madrid Campus library, as well as with the SLU Proxy server. SLU students are granted access to other libraries in Madrid, and there is a guide to all of the Madrid libraries available in our campus library.

#### **ACCOMMODATION STATEMENT:**

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor and about University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by going to [http://spain.slu.edu/academics/learning\\_resources.html](http://spain.slu.edu/academics/learning_resources.html).

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at +34 915 54 58 58, ext. 204, send an e-mail to [counselingcenter-madrid@slu.edu](mailto:counselingcenter-madrid@slu.edu), or to visit the Counseling Office (San Ignacio Hall). Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.

#### **Title IX Syllabus Statement**

- Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX deputy coordinator, Marta Maruri, whose office is located on the ground floor of Padre Rubio Hall, Avenida del Valle, 28 ([mmaruri@slu.edu](mailto:mmaruri@slu.edu); 915-54-5858 ext. 213) and share the basic fact of your experience with her. The Title IX deputy coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.
- If you wish to speak with a confidential source, you may contact the counselors at the SLU-Madrid's Counseling Services on the third floor of San Ignacio Hall ([counselingcenter-madrid@slu.edu](mailto:counselingcenter-madrid@slu.edu); 915-54-5858 ext. 230) or Sinews Multipletherapy Institute, the off-campus provider of counseling services for SLU-Madrid ([www.sinews.es](http://www.sinews.es); 91-700-1979) To view SLU-Madrid's sexual misconduct policy and for resources, please visit the following web address:  
[http://spain.slu.edu/student\\_life/docs/SLUMadridSexualMisconductPolicy.pdf](http://spain.slu.edu/student_life/docs/SLUMadridSexualMisconductPolicy.pdf).

#### **ASSESSMENT:**

Saint Louis University - Madrid Campus is committed to excellent and innovative educational practices. In order to maintain quality academic offerings and to conform to relevant accreditation requirements, we regularly assess our teaching, services, and programs for evidence of student learning outcomes achievement. For this purpose we keep on file anonymized representative examples of student work from all courses and programs such as: assignments, papers, exams, portfolios, and results from student surveys, focus groups, and reflective exercises. Thus, copies of your work for this course, including exams, assignments, and submitted papers may be kept on file for institutional research, assessment and accreditation purposes. If you prefer that Saint Louis University-Madrid Campus does not keep your work on file, you will need to communicate your decision in writing to your professor.

**ENGL 1500-M01 WEEKLY SCHEDULE  
SPRING 2018**

(Note: BPH = *The Brief Penguin Handbook*)

Week/ Date	Classwork	Homework (with <b>due</b> date)	Assignments (with <b>due</b> date)
1 Jan 10-12	<p><b>Introduction to the Writing Process</b> 10 Introduction to the course. Genre awareness. Narratives 12 In-class reading: "The Iguana"</p>		
2 Jan 15-19	<p><b>Illustrating through Examples</b> 15 In-class discussion "Salvation" Narrative framework  17 Class meets in computer lab MLA guidelines BPH pp268-269 19 Class discussion: essay structure, rubrics, rhetorical purpose  <i>Note: <b>Sunday 21<sup>st</sup></b> is the last day to DROP a class without a "W" and/or to ADD a class, and the last day to choose Audit (AU) or Pass/ No Pass (P/NP) options</i></p>	<p>15 BPH Ch7 pp57-59 15 Read "Salvation" + do worksheet  19 BPH Ch1 pp1-5</p>	<p>17 Essay 1: Narrative Awakening</p>
3 Jan 22-26	<p><b>Peer Review</b> 22 Introduction to Peer Review: BPH Ch4 pp28-36 22 In-class reading &amp; discussion: Rushdie "Born not Belonging"  <i>Note: <b>Friday 26<sup>th</sup></b> is a university holiday. No classes!</i></p>	<p>24 BPH Ch2 pp6-17</p>	<p>22 Essay 1 Rewrite</p>
4 Jan 29-Feb 2	<p><b>Re-working your essays</b> 29 Peer review of Essay 2 31 Active reading BPH Ch5 pp37-44  2 BPH Ch27 pp347-352</p>	<p>2 BPH Ch30 pp367-372</p>	<p>29 Essay 2: Belief 31 Essay 2 Rewrite + cover paragraph (hand in: 1<sup>st</sup> draft, peer review, rewrite, cover paragraph)</p>
5 Feb 5-9	<p><b>Classifying</b> 5 In-class reading: Kundera "Unbearable Lightness of Being" &amp; White "New York" 7 Evaluating a student essay 9 BPH Ch3 pp19-27</p>		<p>5 Rewrite of Essay 1 or 2 + cover paragraph</p>
6 Feb 12-16	<p><b>Order in the World</b> 12 Peer review Essay 3 14 BPH Understanding Grammar Ch33 pp390-398  <i>Note: <b>Wednesday 14<sup>th</sup></b> Registration for summer classes opens</i></p>		<p>12 Essay 3: Classification &amp; Division 14 Rewrite of Essay 3 + cover paragraph</p>

7 Feb 19-23	<b>Review &amp; Evaluation</b> 19 Examination: Reflection  25 Class discussion on the course so far. <i>Note: Thursday 22<sup>nd</sup> &amp; Friday 23<sup>rd</sup> are university holidays. No classes!</i>	19 MID-TERM – Portfolio due	
8 Feb 26-Mar 2	<b>With what Result?</b> 26 Grammar Workshop 28 Cause & Effect. Topic sentences 2 In-class discussion of texts on loneliness	26 BPH Ch 28  2 Nouwen “A Suffocating Loneliness” Wikipedia: Loneliness	
9 Mar 5-9	<b>Definition</b> 5 Peer Review Essay 4  7 Ways of defining  9 In class discussion <i>Note: Friday 9<sup>th</sup>: Last day to drop a class with W</i>	9 Schlikeisen “Valuing Endangered Species” 9 Sigaram “Learning”	5 Essay 4 Cause and/or Effect 7 Rewrite of Essay 4 + cover paragraph
10 Mar 12-16	<b>Comparing/Contrasting &amp; Evaluating</b> 12 In-class reading: McKibben “Nature & Televised Nature” 14 Discussion + planning Essay 6  16 Thesis statements	14 Twain “Two Views of a River”	12 Essay 5 Definition paragraph
11 Mar 19-23	<b>Persuasion &amp; Argument</b> 19 Grammar workshop 21 Peer review Essay 6  23 Persuasive essays: Reilly “Fat of the Land”		21 Essay 6 Comparison & Contrast 23 Rewrite Essay 6 + cover paragraph
Mar 26-30	EASTER WEEK		
12 Apr 2-6	<b>Using Authoritative Sources</b> 2 Discussion about research, citing and summarizing 4 Discussion: Berven “Cry Wolf” + video 6 Opposing views: Yellowstone <i>Note: Wednesday 4<sup>th</sup>: Registration for Fall 2018 opens</i>	2 BPH Ch9 pp74-84  4 Berven “Cry Wolf”	
13 Apr 9-13	<b>Making an Oral Presentation</b> 9 Peer Review Essay 7  11 Making an oral presentation (1) 13 Making an oral presentation (2)		9 Essay 7 Argument / Persuasion 11 Rewrite Essay 7 + cover paragraph
14 Apr 16-20	<b>Reflection &amp; Presentations</b> 16 Open workshop and discussion 18 TED talk		16 2 <sup>nd</sup> re-write Essay 7

	20 Draft presentations		21 Final portfolio due
15 Apr 23-27	<b>Presentations</b> 23 Presentations 25 Presentations 27 Presentations		26 Final date to hand in portfolio
16 Apr 30- May 4	<i>Note: <b>Tuesday 1<sup>st</sup></b> &amp; <b>Wednesday 2<sup>nd</sup></b> are holidays. No classes!</i> Thursday 3 <sup>rd</sup> Last day of class		

**Final Exam** (in Computer Lab) Wednesday May 9<sup>th</sup>, 12:00-14:00