

WRITING SKILLS

IE University

Professor: **ANNA MAGDALENA WIECK TIJAN**

E-mail: awieck@faculty.ie.edu

Academic year: 22-23

Degree course: FIRST

Semester: 1^o

Category: COMPULSORY

Number of credits: 3.0

Language: English

PREREQUISITES

There are no prerequisites for this course.

SUBJECT DESCRIPTION

This course is based on three interlocking abilities which are developed over the fifteen sessions – academic and professional writing conventions, effective research, and critical thinking. We will focus on communications-related topics throughout the course. Students will learn how to think critically in a written context. They will apply the 4S model (sense, strength, structure and style) to reading, research, and writing.

This course familiarizes students with various aspects of the writing process and guides them in the preparation of academic papers, reports and essays.

Students will also develop research skills, which will allow them to present polished, credible, and authoritative papers and reports.

A further aim of the course is to develop critical thinking skills in order to fully understand and be able to analyse academic and professional texts in the areas and subjects related to the program and in their future careers.

The course provides useful tools and resources while giving students the opportunity to work through the writing process and other related areas such as brainstorming and creativity, advanced argumentation, effective note taking, writing style, and framing, all in a collaborative learning environment.

OBJECTIVES AND SKILLS

- Upon completing this course students will be able to:
- Identify and write structured academic papers.
- Identify and produce a well-written thesis statement.
- Self and peer-evaluate academic papers for content and organization.
- Understand different styles of writing and develop more formal prose through the writing process.
- Learn to read critically and take notes.

- Be able to locate an author's primary point of view and recognize how her/his use of evidence and other rhetorical devices.
- Find information to develop, support and refute their topics (via the IE library and digital sources such as Google scholar) more efficiently.
- Choose appropriate and relevant sources.
- Be able to recognize credible and non-credible sources that can be used in academic formats.
- Correctly and effectively incorporate ideas of others into their writing and avoid plagiarism by using correct citation methods (in-text citations, summarizing, paraphrasing, etc.).
- Correctly prepare formatted, organized references (using the MLA and APA system which is used in BCDM final projects).
- Quickly and effectively scan texts in research for key information.
- Be able to write an outline and design an effective essay structure.
- Employ effective argumentation when writing papers and identify errors in other writers' arguments.
- Be self-aware with respect to research and note-taking strategies.
- Develop creative and brainstorming techniques for creating an original, well elaborated piece of writing.
- Develop one's own voice in academic writing.

METHODOLOGY

Liquid Learning at IE University is a transformational and interactive educational experience that transcends single methodologies and platforms to blend physical, digital, and natural environments so that students obtain a world-class education no matter their location, profession, or situation. Students will learn alongside one other and work together in teams. Hybrid brings together the human, digital, and natural worlds into a seamless whole and enables IE University to be – and offer to students and faculty – a truly global campus.

Hybrid programs are flexible, and students can choose to study from the geographical location most convenient for them.

A program section, for example, might have half of the students physically present in Madrid/Segovia and the other half located in a dozen or more locations around the world.

To organize the student's learning experience in a liquid environment, the course will be organized in 6 Modules or Core Topics (6 ECTS, 30 sessions) or 3 Modules (3 ECTS, 15 sessions). Each Module will be structured in 5 Sessions or Subtopics. These Modules will show the same pattern:

Hybrid Session HST Objectives

Synchronous

70%

Asynchronous

30%

In Synchronous Session all students and professor are “in live” and can interact.

In Asynchronous way, professor does not need to be present, although he will be connected all the session and he will be available for different purposes.

All the modules will show the same behavior as the first one, which will allow students to memorize and adapt in advance to each cycle. Once you understand the first Module with the first 5 Session you will be able to understand the rest of the course.

Writing is a skill and a process. This course will provide students with techniques and theories as tools to develop their writing skills. The process of writing occurs not only when pen meets paper, but well before any actual mechanical writing takes place. Understanding this process and practicing the skills will help each writer find their voice and communicate written ideas effectively in academic writing and beyond.

In this course, learning writing skills is also a process. This means that learning takes place through active understanding and practice. Classes, whether Synchronous or Asynchronous, will include some theory and much practice. Writing is a skill that everyone can learn and strive at, but students must take active part in the writing process and responsibility for their own writing for this to happen. Through application of the concepts presented students will become familiar with the parts of the writing process they are strong in and parts where they need work. Through attentive application and correction, students can begin to improve their writing style and ultimately their voice in academia.

Professors are there to break down these processes for you and provide tools and assistance throughout the writing process. Students are encouraged to adopt a “growth mindset” in this course, whether you feel you have highly developed writing skills or whether you feel new at writing, there is always something to learn.

Core Topics Modules of the Course:

Module 1/3

ESSAY STRUCTURE, ARGUMENTATION AND CRITICAL THINKING

Module 2/3

RESEARCH AND ANALYSIS

Module 3/3

WRITING STYLE AND CRITICAL THINKING

Teaching methodology	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	26.67 %	20 hours
Discussions	0.0 %	0 hours
Exercises	40.0 %	30 hours
Group work	6.67 %	5 hours
Other individual studying	26.67 %	20 hours
TOTAL	100.0 %	75 hours

PROGRAM

SESSION 1 (LIVE IN-PERSON)

CORE TOPIC MODULE 1/3

Name Module

ESSAY STRUCTURE

MODULE 1/3. SESSION 1/15. SUBTOPIC 1/5

Name Session

Course Introduction, Academic Writing, Thesis Statements

Type of Session:

Session Mode: Synchronous – F2F

Session Content

- Course Introduction
- Academic Writing: What is it?
- The 4-S Model
- Thesis Statements: The core of your work
- Intro to Argumentation

Recommended Readings

Resources will be provided by the professor. There may be pre-class or post-class readings or resources to review. Readings and session preparation work will be indicated by professor. Students are responsible for reading and following professor's indications.

SESSION 2 (LIVE IN-PERSON)

MODULE 1/3. SESSION 2/15. SUBTOPIC 2/5

Name Session

APA Citation, Plagiarism, & Evidence

Type of Session:

Session Mode: Synchronous – F2F

Session Content

- APA FORMATTING & CITATION
- PLAGIARISM
- TYPES OF EVIDENCE, WHY AND HOW EVIDENCE IS USED
- TOULMIN MODEL INTRODUCTION
- In-class Assignment: APA Citation

Recommended Readings

Resources will be provided by the professor. There may be pre-class or post-class readings or resources to review. Readings and session preparation work will be indicated by professor. Students are responsible for reading and following professor's indications.

SESSION 3 (LIVE IN-PERSON)

MODULE 1/3. SESSION 3/15. SUBTOPIC 3/5

Name Session

Thesis Statements (application). Argumentation TOULMIN Model. Critical Thinking.

Type of Session:

Session Mode: Synchronous – F2F

Session Content:

- Creating the core in practice: Thesis Statement & Arguments
- Formulating Arguments
- Critical Thinking: Logic and Reasoning
- Thesis Statement & Arguments
- In-class Assignment: Thesis statement & Arguments

Recommended Readings

Readings and Material provided by professor.

SESSION 4 (ASYNCHRONOUS)

MODULE 1/3. SESSION 4/15. SUBTOPIC 4/5

Name Session

Argumentation & Reasoning – Practical Application

Type of Session:

Session Mode: Asynchronous Interaction

Session Content

- Interactive online asynchronous work. This work will be time sensitive.
- Putting Argumentation and the Toulmin Model to practice.
- Critical Thinking, Logic, arguments and reasoning.
- Making Counterarguments.
- Teacher and peer feedback.
- Active & Collaborative learning.
- Asynchronous Assignment: Applying the Toulmin Model, Arguments and Counter Arguments

Recommended Readings

Readings and material will be provided by professor.

SESSION 5 (LIVE IN-PERSON)

MODULE 1/3. SESSION 5/15. SUBTOPIC 5/5

Name Session

Body Paragraphs, Introductions & Conclusions, Outlines

Type of Session:

Session Mode: Synchronous – F2F

Session Content:

- In this session, we put it all together. Students apply their Thesis statements and arguments as they build the rest of their essay, with strong body paragraphs, introduction and conclusion.
- In-class Assignments: Outline: Intro/body/conclusion

Recommended Readings

Resources will be provided by the professor. There may be pre-class or post-class readings or resources to review. Readings and session preparation work will be indicated by professor. Students are responsible for reading and following professor's indications.

SESSION 6 (LIVE IN-PERSON)

CORE TOPIC MODULE 2/6

Name Module

RESEARCH METHODS AND ANALYSIS

MODULE 2/3. SESSION 6/15. SUBTOPIC 1/5

Name Session

Where and How to conduct research

Type of Session:

Session Mode: Synchronous – F2F

Session Content

- Using the IE Library, Web of Science, Google Scholar and other Research tools
- In-Class Assignment: Research Scavenger Hunt
- FIRST ESSAY DUE

Recommended Readings

Resources will be provided by the professor. There may be pre-class or post-class readings or resources to review. Readings and session preparation work will be indicated by professor. Students are responsible for reading and following professor's indications.

SESSION 7 (LIVE IN-PERSON)

MODULE 2/3. SESSION 7/15. SUBTOPIC 2/5

Name Session

Thinking Critically about Sources, Credibility and Relevance

Type of Session:

Session Mode: Synchronous – F2F

Session Content

- Evaluating types of Sources
- Credibility and Relevance in Academic Writing
- Bias, fake news and other pitfalls
- In-class Assignment: Thinking critically about sources

Recommended Readings

Resources will be provided by the professor. There may be pre-class or post-class readings or resources to review. Readings and session preparation work will be indicated by professor. Students are responsible for reading and following professor's indications.

SESSION 8 (ASYNCHRONOUS)

MODULE 2/3. SESSION 8/15. SUBTOPIC 3/5

Name Session

Research and Source Evaluation – Practical Application

Type of Session:

Session Mode: Asynchronous Individual Practice

Session Content

- Asynchronous Individual Activity.
- Choose topic for second writing.
- Research topic and find sources that are relevant and credible. Students will show their understanding of: academic sources, credibility, relevance, and be able to summarize this.

Recommended Readings

Resources will be provided by the professor. There may be pre-class or post-class readings or resources to review. Readings and session preparation work will be indicated by professor. Students are responsible for reading and following professor's indications.

SESSION 9 (ASYNCHRONOUS)

MODULE 2/3. SESSION 9/15. SUBTOPIC 4/5

Name Session

Research Presentation Preparation

Type of Session:

Session Mode: Asynchronous Interaction

Session Content

- Asynchronous Group Work
- Students do pre-work exercises and review pre-work materials
- Working in groups, students will create a didactic presentation which will be given to the class next session. Topics: Essay Structure, Thesis Statements, APA Format, Argumentation, Organizing research, note-taking, summarizing, outlining, evaluating Research.
- Collaborative Learning
- Assignment: Upload Outline Draft of Presentation

Recommended Readings

Resources will be provided by the professor. There may be pre-class or post-class readings or resources to review. Readings and session preparation work will be indicated by professor. Students are responsible for reading and following professor's indications.

SESSION 10 (LIVE IN-PERSON)

MODULE 2/3. SESSION 10/30. SUBTOPIC 5/5

Name Session

PRESENTATIONS

Type of Session:

Session Mode: Synchronous – F2F

Session Content

- MID-COURSE REVIEW. Students will give presentations in class. Discussion and Review.

Recommended Readings

Resources will be provided by the professor. There may be pre-class or post-class readings or resources to review. Readings and session preparation work will be indicated by professor. Students are responsible for reading and following professor's indications.

SESSION 11 (LIVE IN-PERSON)

Name Module**WRITING STYLE AND CRITICAL THINKING**

MODULE 3/3. SESSION 11/15. SUBTOPIC 1/5

Name Session

Readapting Information: Evidence- Summarizing, Paraphrasing, Quoting

Type of Session:

Session Mode: Synchronous – F2F

Campus Life and Extracurricular

Session Content

- Introducing Evidence, Readapting Information: Quoting Paraphrasing and Summarizing.
Keeping your voice in writing
- Pre-session reading/video
- Pairwork Online – Working from writing – identifying Summarizing, paraphrasing and quoting, how evidence is introduced. Applying Summarizing Skills.

Recommended Readings

Resources will be provided by the professor. There may be pre-class or post-class readings or resources to review. Readings and session preparation work will be indicated by professor. Students are responsible for reading and following professor's indications.

SESSION 12 (LIVE IN-PERSON)

MODULE 3/3. SESSION 12/15. SUBTOPIC 2/5

Name Session

Readapting Information Review / Style: Sentence Structure, Advanced Transitions, Register

Type of Session:

Session Mode: Synchronous – F2F

Session Content

- Review Readapting information- Summarizing, paraphrasing and quoting.
- Sentence Structure, Advanced Transitions & Register in Academic Writing
- Common mistakes to avoid.
- In-class Activity: Sentence Structure and Paraphrasing

Recommended Readings

Resources will be provided by the professor. There may be pre-class or post-class readings or resources to review. Readings and session preparation work will be indicated by professor. Students are responsible for reading and following professor's indications.

SESSION 13 (ASYNCHRONOUS)

MODULE 3/3. SESSION 13/15. SUBTOPIC 3/5

Name Session

FINAL ESSAY TUTORING SESSIONS

Type of Session:

Session Mode: Asynchronous Individual/Group Practice

Session Content

This session will be divided into smaller sessions in which students can get help (in groups). Focus on Writing structure, Research Process and Style in final paper. Students should come prepared with rough drafts or parts of essay and/or questions relevant to this topic.

Recommended Readings

Resources will be provided by the professor. There may be pre-class or post-class readings or resources to review. Readings and session preparation work will be indicated by professor. Students are responsible for reading and following professor's indications.

SESSION 14 (LIVE IN-PERSON)

MODULE 3/3. SESSION 14/15. SUBTOPIC 4/5

Name Session

Advanced Style: Framing, Coherence & Critical Thinking

Type of Session:

Session Mode: Synchronous – F2F

Campus Life and Extracurricular

Session Content

- Framing writing and understanding the power of word choice and persuasion
- Using Metaphors as a way to coherence
- Critical Thinking: Framing & Messaging
- Groupwork and peer feedback – framing your essay presentation
- General questions and troubleshooting on final paper.

Recommended Readings

Resources will be provided by the professor. There may be pre-class or post-class readings or resources to review. Readings and session preparation work will be indicated by professor. Students are responsible for reading and following professor's indications.

SESSION 15 (LIVE IN-PERSON)

MODULE 3/3. SESSION 15/15. SUBTOPIC 5/5

Name Session

FINAL PRESENTATIONS & COURSE REVIEW

Type of Session:

Session Mode: Synchronous – F2F

Session Content

- Group Presentations – Individual presentations which summarize the main points of your paper discuss the writing process. Practice framing and persuasion. Reflective review of writing process.
- Individual Video Presentation- Individual reflection on the writing process.
- Collaborative Learning
- Course Review

Recommended Readings

Resources will be provided by the professor. There may be pre-class or post-class readings or resources to review. Readings and session preparation work will be indicated by professor. Students are responsible for reading and following professor's indications.

EVALUATION CRITERIA

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Grading criteria will be common for all students across the Writing Skills groups. Independently of any variations in how a session is taught, professors use common evaluation rubrics and criteria. There is also coordination across the interpretation and application of this evaluation. This is done with the students' interest in mind, ensuring objectivity and fairness across the subject.

Regardless of whether a student passes or not in the evaluation part of the course, more than 30% absences on the course is an automatic fail per IE policy.

Students will be evaluated as follows:

Continuous evaluation (25% of final grade):

In-class Assignments completed and turned in on time and well done.

Asynchronous work completed on time and well done.

Preparation of reading or video assignments.

Recall activities such as quizzes.

In-class positive, active participation in all formats: F2F, Live online participation in breakout groups and in the main group, asynchronous interaction and participation.

Mid-term Individual paper (30% of final grade)

Paper focusing on Academic Structure, APA Citation and formatting, Plagiarism, Argumentation, Thesis Statements, Body Paragraphs, Introduction and Conclusion, as given in first module of the course.

This will prepare for the final essay and put into practice key skills learned in the first part of the course.

Final Group Paper & Group Presentation (25% of final grade):

Content (research, focus on ideas, incorporation of examples and ideas from references, strength and logic of argumentation).

Organization (organization of ideas, arguments, information and citations).

Thesis statement (clearly defined and properly formatted).

Introduction and Conclusion (coherent and well-developed).

Evidence and support (assertions are backed up with reliable sources).

Language (grammar, vocabulary, spelling, use of text markers).

Correct APA formatting of whole text and citation in references page and in-text citations.

Midterm Group Presentation (10%)

Group project on the research process and practices. This will be given in the form of a Didactic Presentation. Work is Graded using rubric given by professors as a group grade.

Individual Final Video Presentation (10%)

Presentation of final paper to the class.

Late Submissions

A student will receive a mark of zero for any work (essays or assignments) submitted after the due date indicated by the professor.

Criteria	Percentage	Comments
Final Paper and group presentation	25 %	Rubric
Continous Evaluation	25 %	Other
Midterm paper	30 %	Rubric

Midterm group presentation	10 %	Rubric
Final video presentation	10 %	Rubric

PROFESSOR BIO

Professor: **ANNA MAGDALENA WIECK TIJAN**

E-mail: awieck@faculty.ie.edu

ANNA MAGDALENA WIECK TIJAN

Dr. Anna Wieck is an art historian and museum professional whose work focuses primarily on 20th century art and photography. Her dissertation (University of Michigan, 2016) analyzed Spanish painting during the 1920s and 30s, concentrating in particular on how artists, including Maruja Mallo and Salvador Dalí, responded to a rapidly modernizing Madrid through their paintings and writings. She has received research grants from the Spanish Fulbright Commission and Spain's Ministry of Culture. Dr. Wieck has taught courses on modern art at the University of Michigan and the Corcoran School of the Arts & Design at George Washington University. She has extensive museum experience and has worked in curatorial departments at the National Gallery of Art, Washington DC, Fundación MAPFRE, Madrid, and the Fundación Juan March, Madrid.

OTHER INFORMATION

OFFICE HOURS

By appointment. Please speak with me after class or send me an email (awieck@faculty.ie.edu)

All course materials and readings will be provided by the professor. Students may access the IE Writing Center Website to access support materials and resources.

As per University Policy:

Each student has 4 chances to pass any given course distributed in two consecutive academic years (regular period and July period).

It is mandatory to attend 100% of the classes. Students who do not comply with at least 70% attendance will lose their 1st and 2nd chance and go directly to the 3rd one (they will need to enroll again in this course next academic year). The 30% of absence has to be justified and it will be review under the stricter criteria (medical, familiar and other imperative reasons).

Grading for retakes will be subject to the following rules:

1. Those students who failed the subject in the first regular period will have to do a retake in July (except those not complying with attendance rules who are banned from this possibility).
2. Dates and location of the July retakes will be posted in advance and will not be changed. Please take this into consideration when planning your summer.
3. The maximum grade that a student may obtain in the 2nd exam session is 8 out of 10. Those students in the 3rd call will be required to attend 50% of the classes. If due to schedule overlap, a different option will be discussed with the professor in order to pass the subject.

Attendance:

Attendance at all scheduled classes is mandatory and essential for success in the course. If you miss class for any reason, you are responsible for getting notes from classmates. If you have questions about any assignment, please feel free to send me an email. Under most circumstances, students who miss a class in which a presentation, mid-term, or final exam is given will not be granted an exception or given an opportunity to do a make-up assignment or exam. However, if illness or other circumstances prevent you from adhering to the assignment/presentation due dates stated in this syllabus, an exception may be granted at the discretion of the professor. In all cases, the student must provide official documentation (e.g., from a medical doctor, counsellor) to the professor within 24 hours of the missed due date.

Students with Special Needs:

To request academic accommodations due to a disability, please contact awieck@faculty.ie.edu

Student Privacy Statement:

At times, students may disclose personal information through class discussions. It is expected that all members of the class will respect the privacy of their classmates. This means that the information disclosed in the class will not be repeated or discussed with other students outside of the course.

Decisions about Grades:

Decisions about grades are made very carefully, and are final at the end of the course. If you have questions regarding a certain grade or you would like to receive personal feedback, you must request a meeting with me to discuss grades on specific assignments before the last class of the course. Any disputes regarding grades must be resolved before the final exam. "Extra credit" or makeup assignments will only be allowed under extenuating circumstances at the sole discretion of the course professor.

ACADEMIC INTEGRITY

Unless you are specifically instructed to work with other students in a group, all of your assignments, papers, projects, presentations, and any work I assign must reflect your own work and thinking.

What is academic integrity? When you do the right thing even though no one is watching. The core values of integrity, both academic and otherwise include: honesty, fairness, respect, responsibility, and trust. Academic Integrity requires that all students within Instituto de Empresa (IE) act in accordance with these values in the conduct of their academic work, and that they follow the rules and regulations concerning the accepted conduct, practices and procedures of academic research and writing. Academic Integrity violations are defined as Cheating, Plagiarism or other violations of academic ethics.

Cheating and plagiarism are very serious offenses governed by the IE student code of conduct. Any student found cheating or plagiarizing on any assignment or component of this course will at a minimum receive a "0" on the affected assignment. Moreover, the student will also be referred to the University Judicial System for further action. Additional penalties could include a note on your transcript, failing the class, or expulsion from the university.

It is important to note that, while the list below is comprehensive, it should not be considered exhaustive.

Cheating includes:

- a) An act or attempt to give, receive, share, or utilize unauthorized information or unauthorized assistance at any time for assignments, papers, projects, presentations, tests or examinations. Students are permitted to mentor and/or assist other students with assignments by providing insight and/or advice. However, students must not allow other students to copy their work, nor will students be permitted to copy the work of other students. Students must acknowledge when they have received assistance from others.
- b) Failure to follow rules on assignments, papers, projects, presentations, tests or examinations as provided by the course professor and/or as stipulated by IE.
- c) co-operation or collaboration.
- d) with official documents, including electronic records.
- e) The impersonation of a student on presentations, exercises, tests or an examination. This includes logging onto any electronic course management tool or program (e.g. Black Board, etc.) using someone else's login and password.

Plagiarism includes:

- a) Using the work of others and attempting to present it as your own. For example, using phrases or passages from books, articles, newspapers, or the internet and not referencing them properly in your document. This includes using information from others without citing it, misrepresentation of cited work, and misuse of quotation marks.
- b) Submitting an assignment or paper that is highly similar to what someone else has written (i.e., minimal changes in wording, or where the sentences are similar, but in a different order).
- c) You don't have to commit "word for word" copying to plagiarize – you can also plagiarize if you turn in something that is "thought for thought" the same as someone else.

Other violations of academic ethics include:

- a) Not acknowledging that your work or any part thereof has been submitted for credit elsewhere.
- b) Misleading or false statements regarding work completed.
- c) Knowingly aiding or abetting anyone in committing any form of an Academic Integrity violation.

CODE OF CONDUCT IN CLASS

1. Be on time: Students arriving more than 10 minutes late will be marked as "Absent". Only students that provide written notification to the professor in advance) that they will be late for a specific session (and the professor confirms receipt of this information) may be granted an exception at the discretion of the professor.
2. Respect your classmates. Classroom discussion is an important part of the learning process. Therefore, it is vital to maintain a classroom environment that is respectful and free of discrimination and/or recrimination from peers. Please keep in mind that at times, students may disclose personal information through class discussions. It is expected that all members of the class will respect the privacy of their classmates. However, please remember that class is NOT a protected, confidential environment, and the professor cannot guarantee that other students/peers will maintain your confidential information should you choose to share it.
3. If applicable, bring your name card and strictly follow the seating chart. It helps faculty members and fellow students learn your names.
4. Do not leave the room during the lecture: Students are not allowed to leave the room during lectures (unless specifically permitted by the course professor). If a student leaves the room during lectures without receiving permission from the professor, he/she will not be allowed to re-enter and, therefore, will be marked as "Absent". Only students that notify the course professor that they have a special reason to leave the session early will be granted an exception (at the discretion of the professor).
5. Do not engage in side-conversation. As a sign of respect toward the person presenting the lecture (the teacher as well as fellow students), side-conversations are not allowed. If you have a question, raise your hand and ask it. If you do not want to ask it during the lecture, feel free to approach your teacher after class. If a student is disrupting the flow of the lecture, he/she will be asked to leave the classroom and, consequently, will be marked as "Absent".
6. Use your laptop for course-related purposes only. The use of laptops during lectures must be authorized by the professor. The use of Social Media or accessing any type of content not related to the lecture is not permitted. That is, the student will be asked to leave the room and thus will be marked as "Absent".
7. No cellular phones: IE University implements a "Phone-free Classroom" policy and, therefore, the use of phones, tablets, etc. is forbidden inside the classroom. Failing to abide by this rule entails expulsion from the room and will be counted as one absence.
8. Escalation policy: 1/3/5. Items 4, 5, and 6 above entail expulsion from the classroom and the consequent marking of the student as "Absent." IE University implements an "escalation policy": The first time a student is asked to leave the room for disciplinary reasons (as per items 4, 5, and 6 above), the student will incur one absence, the second time it will count as three absences, and from the third time onward, any expulsion from the classroom due to disciplinary issues will entail 5 absences.