

College Writing & Research

University of Northern Iowa—Spring, 2020
English 1005; section 03

Time, Place: Section 03: T/Th, 9:30-10:45, Bartlett 1039
Instructor: Kim Groninga
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MATERIALS NEEDED

- **Texts:** *Dress Your Family in Corduroy and Denim*, by David Sedaris
Black Like Me, by John Howard Griffin
Great Student Essays (print from website)
- **Internet Access** (bookmark www.kimgroninga.com/students.htm)
- **Loose Leaf Paper or Perforated Notebook** for journaling. You will be asked to gather and turn in your journals at the end of the semester. Bring journal or journal paper to every class. Keep your journals well-labeled and separate from your notes.
- **Stapler & Ability to Print**
- **Phone or other device to access class materials in class**

COURSE DESCRIPTION

College Writing and Research emphasizes the acts and processes of academic writing. Students will practice critical thinking, strengthen communication skills, and study content knowledge through analyzing texts, creating original texts, and situating texts within their contexts. (College Writing & Research develops students' skills by emphasizing critical thinking and careful navigation of the many steps that lead to a polished piece of writing.)

COURSE OBJECTIVES

This course will help students to:

1. develop critical and analytical reading and thinking skills.
2. use the conventions of standard written English.
3. move confidently and purposely through the stages of the writing process.
4. gather information for writing through both traditional and unique sources.
5. write with clear purpose and solid supporting material.
6. discover their personal and most effective voice as a writer.

COURSE POLICIES & OTHER INFO:

ATTENDANCE: You are required to attend each class meeting and be prepared to work. We will work in groups and do many in-class assignments. You will learn from other students, and they will learn from you. Do not underestimate the knowledge, experience, and skills you bring to the group. If you are not in class, we miss the benefit of your input and you miss the contributions of the rest of us. That said, attendance will be taken at every class period. Work done in class cannot be made up. Missed quizzes cannot be made up. Each student is allowed two absences. Beyond those two, each absence will result in a 5-point deduction from the student's final grade.

FORMAT FOR PAPERS: All papers must be typed, double-spaced, and in Times New Roman, 12-point size. Use MLA style for headings, margins, page numbering, and all source documentation. Hard copies only, please. No cover sheets and no report covers needed. Print one-sided and staple in the upper, left-hand corner. Do not submit papers via e-mail, eLearning, or Google docs.

SNACKS AND DRINKS: Snacks and drinks are allowed in class. Make sure you clean up after yourself.



CELL PHONES: Cell phones are allowed for emergency communications and connecting to class-related materials only. All other business must be conducted outside of class.

DON'T SLEEP IN CLASS: If you fall asleep in class, I will throw erasers at you. I don't have great aim so best keep your neighbors awake. If you cannot stay awake or cannot stay off your phone, you will be counted absent and released from class to tend to your personal issues. Please return prepared to participate more fully.

ACCESSIBILITY SERVICES: The Americans with Disabilities Act of 1990 (ADA) provides protection from illegal discrimination for qualified

individuals with disabilities. Students requesting instructional accommodation due to disabilities must arrange for such accommodations through the Student Accessibility Services (SAS). The SAS web address is <https://sas.uni.edu/>; email accessibilityservices@uni.edu; phone (319) 273 - 2677. For deaf or hard of hearing, use Relay 711.

ACADEMIC ETHICS: The assignments in this course ask for your original writing. When you use any ideas or wording from another writer or speaker, you must clearly identify the source of that material using standard documentation. If you do not provide documentation, it will appear that you are plagiarizing or presenting someone else's work as your own. **Evidence of plagiarism will result in immediate loss of credit for that assignment** and a letter to the Provost, and may result in an F for the course and a disciplinary sanction. Please see section 3.01 "Student Academic Ethics Policy" in the Student Handbook (available at: <https://policies.uni.edu/301>) for a detailed definition of plagiarism and a complete elaboration of the university policy on academic ethics.

THE LEARNING CENTER: Students are encouraged to use The Learning Center at Rod Library for assistance with writing, math, science, reading, and learning strategies. Meet with trained and certified tutors during walk-in hours or by appointment. For more information, visit TLC in person in the Learning Commons on the Main Floor of Rod Library, or on the web at <https://tlc.uni.edu/> or by calling 319-273-6023.

SAVE ALL YOUR ESSAYS and other work from the course until the end of the semester.

HELP TO CREATE A CLIMATE OF TRUST and respect so everyone will share ideas openly.

————— *How to be successful in this class:* —————

**ATTEND
CLASS!**

PROOFREAD!

STAY FOCUSED AND CAUGHT UP! Follow the syllabus, come to class having completed the homework, and keep your eyes on the prize:

REVISE! Good ideas and good writing do not happen spontaneously—not even for professional writers. Good writing results when the writer (that's you!) is willing to get ideas down on paper and then think about them later, adding to, deleting, and reorganizing what was said.

One request:

When you have questions about the class, please search for an answer or better understanding on the class website (and possibly the UNI website, the library, or google) before asking me. This is not because I do not wish to hear from you or because I do not like answering your questions. This is because when the information is actually already available to you, you are, or can become, capable of finding it. I do not wish to stand in the way of your self-empowerment.

ONE LAST THOUGHT:

There is a vitality, a life force, an energy, a quickening, that is translated through you into action, and because there is only one of you in all time, this expression is unique. And if you block it, it will never exist through any other medium and will be lost.

(M. Graham)

Someone from class, Name and Number: _____

Course Schedule (tentative)

HOMEWORK: All readings and other underlined items in this schedule must be completed prior to the class period for which they are assigned. When you read articles online, you must either print the document or take good notes for class discussion.

Week ONE (January 14 & 16)

- Tue: Handout Syllabus and Crossword • Things We Write and the Reasons We Write Them • Group Exercise: Legos • Journal: Response to Legos
- Thu: Crossword Due • Read: “How to Write with Style” by Kurt Vonnegut (Online) • M*A*S*H • journal • Go over syllabus • Assign: Nametags

Unit One: Finding Your Voice

Week TWO (January 21 & 23)

- Tue: Nametags Due • Introduction to the Narrative Essay • Handout Narrative Essay Assignment • Journal: Brainstorm for Topics • Listen to “Repeat After Me”
- Thu: Read Sedaris Essays: “Us and Them” (3-12) • “Consider the Stars” (42-53) • “Repeat After Me” (141-156) • “Rooster at the Hitchin’ Post” (165-179) • “Baby Einstein” (231-245) • Discuss • Journal: response to Sedaris • Basketball • journal

Week THREE (January 28 & 30)

- Tue: Know your topic by today • Journal: Guided Meditation and Narrative Essay Prompts • Conversation Contract
- Thu: Draft Due • Revise/Edit/Proofread • HOW to Revise & Edit (Kabrack draft)

Week FOUR (February 4 & 6)

- Tue: Read: “Great Student Essays” • Discuss • journal • Details activity • Peer Reviews: What to Expect
- Thu: Peer Reviews (Bring two copies of your revised essay to class) • Guest Speaker from the Writing Center • journal: cliches

Week FIVE (February 11 & 13)

- Tue: Journal: Editing Checklist (Bring further revised draft) • How I Grade (view rubric) • Proofreading! (extra credit opportunity) • Watch Taylor Mali’s *The Impotence of Proofreading*
- Thu: Narrative Essay Due • Activity and Journal: The Writing Process • Handout Bibliography Assignment • Draw Topics • journal (what I already know about my topic) • MLA & Purdue OWL

Unit Two: Joining the Conversation

Week SIX (February 18 & 20) *Library Week!*

Tue: Library Session, Library Classroom 373

Thu: Work Day

Week SEVEN (February 25 & 27)

Tue: Annotated Bibliography Due • journal: What I NOW know about my bibliography topic • Return Narrative Essays • journal: Strengths and Weaknesses

Thu: Introduction to Critical Thinking • Magazine Ads Activity • Analyzing Exhibits • Discussion: Loaded Words • Journal: Descriptions

Week EIGHT (March 3 & 5)

Tue: Read: *Black Like Me* (preface - Nov. 14) • Discuss: Text as Research • Discuss Problem/Solution Essay Assignment • Journal/Brainstorm for Topics

Thu: Ethos/Pathos/Logos • Flyer Hunt • Communicating Responsibly (visually) • Typefaces

Week NINE (March 10 & 12)

Tue: Choose Problem/Solution topic by today • Journal entries related to topic (in class) • Read: *Black Like Me* (finish book) • discuss • Equal Opportunity Walk & journal

Thu: Elephant Allegory & Activity

Spring Break! March 16-20

Week TEN (March 24 & 26)

Tue: Read "The American Scholar" by Ralph Waldo Emerson (online) • Discuss • journal

Thu: Brief Lecture: Interview Techniques • Watch *30 Days: Life in a Wheelchair* • Discuss • journal

Week ELEVEN (March 31 & April 2)

Tue: Review MLA in-text citations • Read: *I Need You to Say "I"* (online) • Discuss • Peer Reviews (bring one copy of your paper to class)

Thu: View *A Plastic Ocean*

Week TWELVE (April 7 & 9)

Tue: Finish viewing: *A Plastic Ocean* • Discuss

Thu: journal: Editing Checklist • Grammar Review: common errors • Activity: Rules of Good Grammar • Review Proofreading • The "Is this the best you can do?" Question

Week THIRTEEN (April 14 & 16)

Tue: Problem/Solution Essay Due • Discuss Campus Experience Paper Assignment

Thu: Catch-up Day, if needed • WordPics

Unit Three: Growing Your Experience Database

Week FOURTEEN (April 21 & 23)

Tue: Guest Speakers: Study Abroad and others

Thu: Myers-Briggs & VARK assessments

Week FIFTEEN (April 28 & 30)

Tue: TBD

Thu: Campus Experience Paper Due • final journal entries

FINALS WEEK (May 4-8)

Journals due at scheduled final exam time

How you will earn your grade:

Narrative Essay*	100 points	_____
Annotated Bibliography*	100 points	_____
Problem/Solution Essay*	100 points	_____
Campus Experience Paper*	100 points	_____
Journal*	100 points	_____

* A student will not receive a passing grade—regardless of percentage of points—unless he or she completes all major assignments.

Quizzes	10-20 points/each (Quizzes cannot be made up)	____ / ____
		____ / ____
		____ / ____
Homework Assignments	TBA	____ / ____
		____ / ____

Participation 50 points
*Be an active participant in your own education.
 Contribute your voice as practice for life and for the benefit of this class.*

FINAL GRADES will be based on percentage of points earned and will be assigned letter grades as follows:

A	94% and above
A-	90-93%
B+	88-89%
B	84-87%
B-	80-83%
C+	78-79%
C	74-77%
C-	70-73%
D+	68-69%
D	64-67%
D-	60-63%
F	59% and below

A Note about Late Papers: For full credit, all papers and assignments must be turned in at the beginning of class on the day they are due. Late papers and assignments will lose 5 points each day they are late.