

College Writing & Research

University of Northern Iowa—Spring, 2018
English 1005; sections 01 & 08



Time, Place: Section 01: T/Th, 8:00-9:15, CAC 111b
Section 08: T/Th, 11:00-12:15, CAC 111b
Instructor: Kim Groninga
Phone: 273-2821, leave a message
Office: 2045 Bartlett Hall (Department Office: 1001 Bartlett Hall)
Office Hrs: Tuesdays & Thursdays, 9:30-10:45
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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**

COURSE DESCRIPTION

College Writing & Research develops students' skills by emphasizing critical thinking coupled with 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. No cover sheets, please. No report covers, please. Print one-sided and staple in the upper, left-hand corner. Do not submit papers via e-mail 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 personal 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.

DISABILITY SERVICES: The Americans with Disabilities Act of 1990 (ADA) provides protec-

tion from illegal discrimination for qualified individuals with disabilities. Students requesting instructional accommodation due to disabilities must arrange for such accommodations through the Office of Student Disability Services (ODS). The ODS is located at 103 Student Health Center. Phone: 273-2677.

ACADEMIC HONESTY: 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.** 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.

HOMEWORK ASSIGNMENTS: TBA

THE WRITING CENTER: One-on-one writing feedback for all UNI undergraduate and graduate students is available at the UNI Writing Center. Certified Writing Coaches work with students to help them successfully manage all phases of the writing process—from getting started, to citing and documenting, to editing and proofreading. Schedule appointments at 008 ITTC or 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 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)

And 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 must be, or become, capable of wrapping your hands around it. This is also a metaphor. Thank you.

Someone from class, Name and Number: _____

Course Schedule (tentative)

HOMEWORK: All readings and other highlighted 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 9 and 11)

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: StoryTelling

Week TWO (January 16 and 18)

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 23 and 25)

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 (Kabrick draft)

Week FOUR (January 30 and February 1)

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 6 and 8)

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

Unit Two: Searching

Week SIX (February 13 and 15) *Library Week!*

Tue: Handout Bibliography Assignment • Draw Topics • journal (what I already know about my topic) • MLA & Purdue OWL

Thu: Library Session, Library Classroom 373

Week SEVEN (February 20 and 22)

Tue: Annotated Bibliography Due • journal: What I NOW know about my bibliography topic • Return Narrative Essays • journal: Strengths and Weaknesses • Introduction to I-Search • Handout I-Search Essay Assignment • journal: brainstorm for topic

Thu: Read: *Black Like Me* (preface - Nov. 14) • Discuss: Text as Research/I-Search and Sources! The world is your library • Elephant Parable • Activity: Generating sources in a circle

ON-YOUR-OWN JOURNAL ASSIGNMENT:

Read three sample I-search papers on the class website and, for each one, answer the following questions:

- What types of sources did the author use? (make a list)
- Can you think of other sources they could have used to make their paper even stronger?
- What does the author do well?
- Does this paper give you any ideas for your own I-search?

Week EIGHT (February 27 and March 1)

Tue: Draft-in-Process Due (first two sections plus works cited page) • Read: *Black Like Me* (finish book)

Thu: I-Search Work Day (extended office hours 8:00-12:00)

Week NINE (March 6 and 8)

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

Spring Break – March 12 - 16

Week TEN (March 20 and 22)

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

Week ELEVEN (March 27 ... see next page)

Tue: I-Search Essays Due • Activity: WordPics



Unit Three: Critical Thinking

Week ELEVEN continued (... March 29)

Thu: Introduction to Critical Thinking • Magazine Ads Activity • Analyzing Exhibits • Discussion: Loaded Words • Assignment: Descriptions from inside Maucker Union

Week TWELVE (April 3 and 5)

Tue: **Descriptions Due** • Group Assignment: Plastic Project • View *A Plastic Ocean*

Thu: finish *A Plastic Ocean*

Week THIRTEEN (April 10 and 12)

Group Meeting(s) for planning/research

Determine Audience

Create subgroups

Week FOURTEEN (April 17 and 19)

Group Reports

Group work time for creation

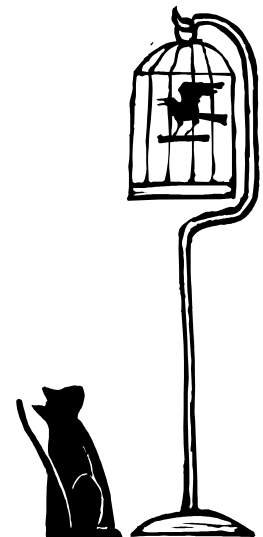
Week FIFTEEN (April 24 and 26)

TBD

FINALS WEEK (April 30 - May 4)

Journals & Plastic Project Paper due at scheduled final exam time

Plastic Project Paper: This paper should be a summary of your own participation in /contribution to the group project and a response to your group project overall. This paper must be formatted in MLA style and carefully edited and proofread. You will be graded both on your individual paper (engaging; clear communication; grammar, usage, and mechanics) and on the effort/success of your group's overall project.



How you will earn your grade:

Narrative Essay*	100 points	_____
Annotated Bibliography*	100 points	_____
I-Search Draft	20 points	_____
I-Search Essay*	100 points	_____
Plastic Project Paper*	100 points	_____
Journal*	50 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 before or during class on the day they are due. Late papers and assignments will lose 5 points each day they are late.