



Waterloo Center — 3563 University Ave — Waterloo, IA 50701 — 319.232.6980 — Fax: 319-232-6971 — E-mail: [Waterloo@uiu.edu](mailto:Waterloo@uiu.edu)

## *Best Sellers* – ENG 352

### **COURSE IDENTIFICATION: ENG 352—Best Sellers, 3 credits**

This class introduces students to books from the *New York Times* best sellers list in order to learn more about the American psyche and culture and to explore what factors cause a book to become a best seller. Meets the humanities requirement.

**SESSION INFORMATION:** Session I, 2017-18 / August 28 – October 19, 2017 / 5:30-10:00 Tuesdays  
Holiday: Monday, September 4<sup>th</sup> – Labor Day, no classes/center closed (will not affect this course)

**INSTRUCTOR INFORMATION:** Kim Groninga / [groningak@faculty.uiu.edu](mailto:groningak@faculty.uiu.edu)

**BIOGRAPHY:** I earned my Master’s Degree in English from UNI and have been teaching at UNI for 11 years and at Upper Iowa for five.

### **TEXTS:**

*Harry Potter and the Sorcerer's Stone*, by J.K. Rowling (1997)  
*Lincoln in the Bardo*, by George Saunders (2017)  
*The Hunger Games*, by Suzanne Collins (2008)  
*1984*, by George Orwell (1949)  
*The Botany of Desire*, by Michael Pollan (2001)  
*The Shack*, by Wm. Paul Young (2007)

### **OBJECTIVES:**

1. Comprehend and apply the language and vocabulary of literary analysis.
2. Recognize the factors that contribute to a book’s success.
3. Identify the ways in which culture influences text and text influences culture.

### **GENERAL EDUCATION TASK STATEMENT:**

Using appropriate terminology, evaluate a work of art according to explicitly stated aesthetic principles, locating your discussion within an historical context.

The student will have completed the task when a specific text is:

1. Identified and placed in its historical context;
2. Connected to a specific theme addressed by the essay;
3. Accurately characterized;
4. Connected to other texts preceding and following it.

### **GENERAL EDUCATION TASK ASSIGNMENT:**

(Essay on *1984* by George Orwell)

Conduct a search for additional materials about the selection, including book reviews and background information about the time period and author. Write an essay addressing the text's themes and cultural significance.

**Consider** the following when drafting your essay:

1. (Briefly!) Summarize the plot and describe the main characters as needed.
2. Place the book within the time period in which it was written by discussing important events occurring at the time of the book's publication.
3. Discuss the theme(s) of the book; relate the theme(s) to the time period.
4. Summarize reviews of the book and tell why you agree or disagree with the reviews.
5. Comment on why you think the book made it onto the *New York Times* best sellers list.
6. Consider the timeliness of the theme(s). How are they relevant today?

An effective essay is clear and specific, lively and engaging. An effective essay is keenly edited and carefully proofread. Format: 1-inch margins, typed, double-spaced, single-sided, stapled.

**READINGS:**     **Week 2:** *Harry Potter and the Sorcerer's Stone*, all  
                          **Week 3:** *1984*, all  
                          **Week 4:** *The Shack*, all  
                          **Week 5:** *The Botany of Desire*, all  
                          **Week 6:** *The Hunger Games*, all  
                          **Week 7:** *Lincoln in the Bardo*, (ONE — through page 176)  
                          **Week 8:** *Lincoln in the Bardo*, (TWO — 177-end)

**ASSIGNMENTS:**     **due Week 3:** Essay on *1984* (see above)  
                                  **due Week 6:** Children's Book Presentation  
                                  **due Week 8:** Reading Journal

••• **Children's Book Presentation:** Presentations will be based on the following bestselling titles: *Sylvester and The Magic Pebble* by William Steig (1970) • *The Sneetches* by Dr. Suess (1961) • *The Lorax* by Dr. Suess (1971) • *Where the Wild Things Are* by Maurice Sendak (1963) • *The Story of Ferdinand* by Munro Leaf (1936) • *The Velveteen Rabbit* by Margery Williams (1922)

Read the selection. Conduct a search for additional materials about the selection, including book reviews and background information about the time period and author. Prepare a presentation addressing the plot, themes, cultural significance, and author's background. Your presentation should include visuals (the book itself, PowerPoint slides, props, video, other).

Consider the following when planning your presentation:

1. Summarize the plot and describe the main characters. (Or read aloud if book is short?)
2. Place the book within the time period in which it was written by discussing important events occurring at the time of the book's publication.
3. Discuss the theme(s) of the book; relate the theme(s) to the time period.
4. Comment on the timeliness of the theme(s). How are they relevant today?
5. Summarize reviews of the book and tell why you agree or disagree with the reviews.

••• **Reading Journal:** Please keep an ongoing journal of your thoughts, questions and responses to the pieces we read throughout the term. Include one clearly marked entry for each of our five texts. Each entry should be 1-2 pages, double-spaced. Journals must be typed.

## **HOW YOU WILL EARN YOUR GRADE:**

1984 Essay	.....100 points
Children's Book Presentation	.....100 points
Reading Journal	.....100 points
Final Exam	.....100 points
Participation	.....80 points
Quizzes	.....possible reading quizzes range from 10–20 points ea.
In-Class Assignments	.....possible in-class assignments worth up to 20 points ea.

**CITATION:** Encyclopedias and dictionaries of any kind, including the very popular Wikipedia, are not primary sources and should not be cited or used in constructing term papers at the graduate or undergraduate level. They can, however, be useful to help gather some background information and to point the way to more credible sources.

**SKILLS:** Content supports critical thinking, a foundational skill for all majors. Writing activities and discussions promote use of critical reading and interpretation.

**PARTICIPATION:** Participation is worth up to 10 points each week. Much of the work done in class is hands-on and in groups and cannot be made up. If you miss class, it is your responsibility to contact me or one of your fellow students to borrow notes and/or catch up to speed. Attendance will be taken twice nightly: at the beginning of class and after break. You must be present and actively engaged at both halves in order to earn full participation points.

**ATTENDANCE:** Students are strongly encouraged to attend class on a regular basis. Although classroom attendance is not graded, crucial information will be explained during classroom lectures and discussions. Hands-on activities and actual assignments may also be performed during class time. Class participation will also be used as a component of the final grade. Per Upper Iowa University's policies, two consecutive absences will result in being withdrawn from the course.

**LATE ASSIGNMENTS:** Late work will drop one letter grade (10%) for each week it is past due.

**ACADEMIC ACCOMMODATIONS:** It is the policy of Upper Iowa University to ensure equal access to educational and co-curricular activities to students with disabilities as mandated by the Americans with Disabilities Act Amendments Act (ADAAA) and Section 504 of the Rehabilitation Act of 1973. A student seeking accommodations should contact the Director of Disability Services (DDS) as early in the term as possible. In order to receive accommodations, students must disclose their disability to the DDS by completing a Voluntary Disclosure Form, as well as providing appropriate documentation. The Voluntary Disclosure Form is available in the DDS' office or online at [www.uiu.edu/disabilityservices](http://www.uiu.edu/disabilityservices). Students will be given a Request for Accommodations Contract during their initial appointment with the CDS. This appointment will be in person for Fayette campus students and over the phone for Center, Online, and Self-Paced students. It is the student's responsibility to provide the instructors with a copy of the Request for Accommodations Contract. (For Center or online students, these contracts are emailed out to instructors by the DDS for the student). Additionally, students should work cooperatively with their instructors throughout the term to make sure that appropriate accommodations are being made. You can contact the DDS, Kellie A. Blanchard at (563) 425-5949, [disabilityservices@uiu.edu](mailto:disabilityservices@uiu.edu), or stop by her office in the Student Center, Office of Student Development, Room 229.

## UPPER IOWA UNIVERSITY POLICIES AND PROCEDURES

**Center Business Hours:** Monday - Thursday: 9:00 a.m. – 7:00 p.m.  
Friday: 8:00 a.m. – 5:00 p.m.

**Telephone:** (319) 232-6980 **Fax:** (319) 232-6971

**Textbooks:** MBS Bookstore **1-800-325-3252**  
[www.uiu.edu](http://www.uiu.edu) (go to “Resources” then to “Bookstore” then select “Order Textbooks”)  
You may also go directly to:  
<http://bookstore.mbsdirect.net/uiu.htm#sthash.hAfwaFfs.dpuf>

**Mailing Address:** Upper Iowa University  
3563 University Avenue  
Waterloo, IA 50701

## UPPER IOWA UNIVERSITY’S STANDARD GRADING SYSTEM

Grade	Percentage
A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	63-66%
D-	60-62%
F	0-59%

### GRADE DEFINITIONS AND CRITERIA

#### **A Clearly stands out as an excellent performer.**

Has unusually sharp insight into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines; anticipates next steps in progression of ideas.

Example: “A” work should be of such a nature that it could be put on reserve for all students to review and emulate. The “A” student is, in fact, an example for others to follow.

#### **A – Stands out as an excellent performer.**

Has sharp insight into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines; anticipates next steps in progression of ideas.

Example: “A-” work should be of such a nature that it might be put on reserve for other students but with reservations; an “A-” should be considered a very high grade.

#### **B + Grasps subject matter at a level considered to be very good.**

Participates consistently in class discussion. Writes very well. In on-ground environments, speaks very well. Accomplishes much more than the minimum requirements. Produces consistently high quality work.

Example: “B+” work indicates a very high quality of performance and is given in recognition for solid work; a “B+” should be considered a high grade.

#### **B Grasps subject matter at a level considered to be good.**

Participates actively in class discussion. Writes well. In on-ground environments, speaks well. Accomplishes more than the minimum requirements. Produces high quality work. This is the minimum passing grade for graduate work.

Example: “B” work indicates a high quality of performance and is given in recognition for solid work; a “B” should be considered a very good grade.

#### **B – Often grasps subject matter at a level considered to be good.**

Often participates in class discussion. Often well. In on-ground environments, speaks well. Accomplishes more than the minimum requirements. Usually, but not always, produces high quality work.

**Example:** “B-” work indicates very good performance and is given in recognition for usually solid work; a “B-” should be considered a good grade.

**C + Demonstrates a just more than satisfactory comprehension of the subject matter.**

Accomplishes all of the minimum requirements, and displays above average initiative. Communicates orally and in writing at an above average level for a college student. Has an understanding of all basic concepts.

**Example:** “C+” work represents above average work. A student receiving a “C+” has more than met the requirements, including deadlines, of the course.

**C Demonstrates a satisfactory comprehension of the subject matter.**

Accomplishes only the minimum requirements, and displays little or no initiative. Communicates orally (on-ground environments) and in writing at an acceptable level for a college student. Has an acceptable understanding of all basic concepts.

**Example:** “C” work represents average work. A student receiving a “C” has met the requirements, including deadlines, of the course.

**C – Demonstrates a barely satisfactory comprehension of the subject matter.**

Accomplishes only the minimum requirements, and displays less than average initiative. Communicates orally and in writing at a barely acceptable level for a college student. Has a marginal understanding of all basic concepts.

**Example:** “C-” work represents below average work. A student receiving a “C-” has barely met the requirements, including deadlines, of the course.

**D + Quality and quantity of work is below average, but verging on acceptable.**

Accomplishes the most basic requirements of the course with skill that approaches the acceptable level.

**Example:** “D+” work is passing and approaches, but does not meet the average expectations.

**D Quality and quantity of work is below average and barely acceptable.**

Accomplishes the most basic requirements of the course with below average skill.

**Example:** “D” work is passing by a slim margin and questions the student’s ability to succeed in more advanced coursework.

**D–Quality and quantity of work is well below average and marginally acceptable.**

Accomplishes the most basic requirements of the course and executes them poorly.

**Example:** “D-“ work is passing, but strongly questions the student’s ability to continue on with more advanced level of coursework.

**F Quality and quantity of work is unacceptable.**

Academic credit is not earned for an F.

**Example:** “F” work does not qualify the student to progress to a more advanced level of course work.

**Cheating, Academic Dishonesty and Plagiarism**

Because cheating, academic dishonesty and plagiarism constitute a denial of the University’s and the offender’s own integrity, they will not be tolerated.

**Cheating** includes, but is not limited to:

- The use of unauthorized books, notes or other sources in the giving or securing of help in an examination or other course assignments.
- The copying of other students’ work or allowing others to copy your work. The submission of work that is not your own or allowing others to submit your work as theirs,
- The submission of the same work for two or more classes without the approval of any instructors involved.

**Academic dishonesty** includes, but is not limited to:

- Sharing academic materials knowing they will be used inappropriately,
- Accessing another person’s work without permission,
- Providing false or incomplete information on an academic document,
- Changing student records without approval,
- Obtaining and using texts or other materials intended for instructor use only.

**Plagiarism** includes, but is not limited to:

- The presentation of another’s published or unpublished work as one’s own,

- Taking words or ideas of another and either copying them or paraphrasing them without proper citation of the source,
- Using charts, graphs, statistics or tables without proper citation.

**Detected cheating or plagiarism will result in consequences that may, at the professor's discretion, include course failure. In addition, an offender can be reported to the Faculty/Student Conduct Board for possible further disciplinary action. Refer to the Student Handbook at <http://www.uiu.edu/support/handbooks.html>.**

### **FACULTY AND STUDENT USE OF ASSIGNED UIU EMAIL ACCOUNTS**

To ensure that communication is protected and accessible by and for students, faculty, staff, and the University, we require that you **must** set-up and use your UIU email address as assigned to you at your earliest convenience. Failure to do so could have negative impacts on your ability to stay updated on class-related communications, University events, financial aid notifications, etc.

**For Faculty:** To set-up your email account go to [www.uiu.edu](http://www.uiu.edu), click on the 'For Faculty and Staff' link, then click on 'E- mail address ends in "@faculty.uiu.edu"'

**For Students:** To set-up your email account go to [www.uiu.edu](http://www.uiu.edu), click on 'Current UIU Students', then click on 'UIU Email' and enter your logon information.

**NOTE:** you will be directed to a Windows Live site. Follow the on-screen steps and your account will be setup! It may take up to one hour before your e-mail account is available. If you have any problems during this process, contact: Information Technology Help Center; Phone: 563-425-5876; E-mail: [helpdesk@uiu.edu](mailto:helpdesk@uiu.edu).

### **LIBRARY RESOURCES**

As a student of Upper Iowa University, library resources (online journal databases, e-books, newspaper access, citation help, etc.) are available. If travel to the Fayette campus is not feasible, you can access the library remotely through the University's website. Go to: [www.uiu.edu/library](http://www.uiu.edu/library). The username/password to access the library remotely is the same as your myUIU access information. For any questions regarding library access contact the UIU Library either by phone (563)425-5270, (563)425-5356, or (563)425-5261, or by email at [library@uiu.edu](mailto:library@uiu.edu). Please be sure to include your student ID number to help verify that you are an Upper Iowa University distance learner. (Hint: consider requesting accesses BEFORE you need the service.) Library help sheets can be found in the UIU Online Internet Newsgroup under Ask\_the\_Librarian postings, and are also available on myUIU.

### **CLASS CANCELLATIONS**

Decisions regarding the delay or cancellations of class due to inclement weather will be made by the Center Director. Announcements will be posted on the following radio and TV stations: KWWL, KGAN, and 98.5FM. Please also check [www.uiu.edu/waterloo](http://www.uiu.edu/waterloo). Please do not call the Center office. It is the responsibility of each student to contact the instructor(s) for the course(s) to determine how the work will be made up if the Center closes during otherwise regularly scheduled hours.

### **LEARNER WITHDRAWAL**

If you wish to withdraw from your class(es) on or before the last Friday of the fifth week of the term, you must complete a Course Withdrawal form. This form is located on the myUIU under the Student Tab under Student Forms. It is a fillable form to be completed online and saved or printed to be sent to the Registrar's Office at [uiuregistrar@uiu.edu](mailto:uiuregistrar@uiu.edu) or returned to any UIU location. A grade of "W" will be recorded, and the instructor will be notified.

### **ADMINISTRATIVE WITHDRAWAL**

When a student, during weeks 1 through 5 of a term, is absent from two consecutive class meetings, they will be administratively withdrawn from that class. Students who miss any class are highly encouraged to immediately contact their instructor in order to receive information about missed assignments or other material that will enable them to catch up. Only in cases of extreme extenuating circumstances, and only upon approval by the Center Director, will a student be allowed to remain in class if they have missed two consecutive class meetings in weeks.

### **EXCUSED ABSENCES/LEAVES OF ABSENCE**

Upper Iowa University does not distinguish between types of absences. Official leaves of absence are not granted. Records on tardiness are not maintained by the Registrar's Office.

### **CENTER POLICIES FOR SCHEDULING MAKE-UP EXAMS**

The student will need to make arrangements for proctoring of a missed exam with the instructor, per the syllabus. The Upper Iowa University Waterloo Center will provide proctoring during regular business hours: Monday – Thursday 9AM-7PM; and Fridays 8AM-5PM.

### **SMOKING IS PROHIBITED**

**By Iowa law, no smoking is allowed on University property as leased or owned. Smoking at the front of the building must be as far as possible from the entry doors to the Center. Please use the receptacles provided and pick up any discarded items and dispose of them properly. Your cooperation is greatly appreciated.**

### **STAFF/FACULTY/STUDENT LOCKDOWN PROCEDURE – WATERLOO CENTER**

1. Call 911, if you discover the threat. Also, call 6-911 from center phones or 911 from cell phones when there is a threat and/or an imminent threat to life. Notify those around you and anyone you can that is outside. Use judgment about the safety of doing so.
2. Lock doors.
  - a. Lock or confirm that someone is locking entrance doors.
3. Move to a location within the center that has a lockable door and lock it, or:
  - a. Use a door wedge to secure door from inside the room.
  - b. Stack furniture in front of the door.
  - c. If safely possible to do so, move from the computer lab to an adjoining classroom or office.
4. Hide. Get out of the line of sight and fire.
  - a. Get away from windows, doors, and outer walls.
  - b. Crouch down in areas that are out of sight from doors and windows, such as behind furniture or the wall nearest the view from outside the room.
  - c. Close, cover, turn off, or lock, if possible, blinds, window in the door, lights, and ventilation.
5. Be Quiet. Do not draw attention to yourself.
  - a. Do not talk.
  - b. Turn off audio equipment.
6. Turn off, or turn to silent, cell phones and radios.
7. Do not exit the building when a fire alarm sounds during lockdown unless:
  - a. you have reason to believe that there really is a fire in the building, or
  - b. you have been advised by a recognized emergency responder or Center employee to evacuate.
8. Be ready to move, if your current position is judged too dangerous. Be aware of possible escape routes.
9. Recognized law enforcement or a UIU official will notify occupants when it is safe to resume normal activities. ALL CLEAR.

### **EVACUATION PLAN – WATERLOO CENTER**

Familiarize yourself with the nearest exits from your classroom or office. Know your designated meeting point/safe zone. (The meeting point at the Waterloo Center is the South end of the parking lot.) Going to the meeting point allows faculty and/or staff to do a head count and know if all have exited the center safely.

If you find yourself in a critical situation, where you need to exit the center,

- Notify other people in the area – if it is a fire and you see flame, pull the fire alarm.
- Proceed to the nearest exit – leave your things, do not delay to take items with you.
- Go to the designated meeting point – the south end of the parking lot.
- Please be aware of those around you that may need assistance and help them exit the center, if necessary.
- Wait for the all clear – this will most likely come from your supervisor, faculty, or law enforcement.

#### **Assisting those with Disabilities, Evacuation Guidelines**

A staff member, faculty member, or student will be paired with a person with disabilities to assist them with evacuating the center should it become necessary during an emergency.

#### **Persons with Visual Impairments**

Inform an individual with visual impairments of the nature of the emergency, and offer to guide him/her. As you evacuate the center, advise the individual: 1.) where you are at; 2.) where you are going; 3.) obstacles in the way; and, 4.) any other important information. Do not take the individual you are guiding by the arm, offer your arm instead.

#### **Persons with Hearing Impairments**

If you are unable to see the fire alarm system's visual indicators from your location, an alternate means of warning may be necessary for an individual with a hearing impairment.

1. Write a note telling the individual of the danger and the safest evacuation route.
2. Tap the person on the shoulder or turn the light switch on and off to gain their attention, and then indicate through gestures, or in writing, what is happening and what to do.

### **Persons using Crutches, Cane or Walkers**

If an individual is having trouble exiting the center in a quick and safe manner, they may be carried out of the building. Options such as the firefighter's carry or two-person locked arm carry may be used. In addition, the person can be carried out while sitting in a chair.

### **Non-Ambulatory Persons**

Most non-ambulatory individuals will be able to evacuate a building on their own. If assistance is needed, remember lifting someone in this state may be painful and may cause injury. Non-ambulatory individuals have respiratory complications. Remove them from smoke or fumes immediately.

Always consult the person that is being evacuated as to their preference about:

1. How to remove them from the wheelchair.
2. The number of people needed for assistance.
3. Issues involved with extending or moving extremities when lifting (such as pain, catheter bags, braces, etc.).
4. Whether a seat cushion or pad should be retained if he/she is removed from the chair.
5. Aftercare, if removed from the wheelchair.

### **After Evacuation:**

- Once outside, meet with the Fire Department if you have information about the fire.
- Do not re-enter the center for any reason.
- Once the Fire Department is on scene, the Fire Chief or the next highest-ranking official will be in charge of the scene. The fire official will determine when, or if, it is safe to return to center. The fire official will also be the one to turn the fire scene back over to the university.

**This syllabus is tentative and subject to change.**