

College Writing & Research

University of Northern Iowa—Spring 2010

620:005 sections 07 & 12

Time, Place: Section 07: T/Th, 8-9:15 a.m., MSH 39
Section 12: T/Th, 9:30-10:45, MSH 39

Instructor: Kim Groninga

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Office: 39 Baker Hall

Office Hrs: Tuesdays & Thursdays, 11-12:30

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MATERIALS NEEDED

- **Texts:** Dress Your Family in Corduroy and Denim by David Sedaris
The Last True Story I'll Ever Tell—An Accidental Soldier's Account of the War in Iraq
by John Crawford
Nickel and Dimed: On (Not) Getting By in America by Barbara Ehrenreich
Great Student Essays (print from website)
- **Internet Access** (bookmark www.kimgroninga.com/students)
- **Small Notebook** for journaling and in-class assignments. You will be asked to turn in this notebook at the end of the semester so please use a separate notebook for this class.
- **Stapler**

COURSE DESCRIPTION

College Writing & Research develops students' writing skills by emphasizing fluency, organization, and the use of supporting details, and by providing an introduction to research techniques. Writing is approached as a recursive process that includes reading, prewriting strategies, drafting, revising, and editing. The course helps students define a sense of audience and purpose in their writing.

COURSE OBJECTIVES

This course will help students to:

1. develop critical and analytical reading skills as applied to both student and professional writing.
2. build written fluency to gain confidence in their ability to write productively and learn to sustain thinking on a topic.

3. understand how to move consciously through the stages of the writing process, from generating ideas and writing drafts through revising and proofreading;
4. gather information for writing through the primary research techniques of interviews and observation and from the periodical collection of library and electronic sources.
5. write essays with clear purpose and solid supporting material.
6. use the conventions of standard written English.

COURSE POLICIES ETC . . .

ATTENDANCE: You are required to attend each class meeting and be prepared to work. As learning is an active, cooperative venture, 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. 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 a "normal" typeface with an appropriate size (10 to 12 point.) Please use one-inch margins all around. Use MLA style for headings, page numbering, and all source documentation.



HOMEWORK ASSIGNMENTS: Please complete all homework assignments in your journals unless otherwise instructed.

CELL PHONES: Cell phones are allowed but must be set to "silent." Please answer only emergent calls and step into the hallway to do so.



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

STUDENTS' SPECIAL NEEDS: Students with disabilities or special needs should feel free to contact the instructor privately if there are adaptations which can be made to accommodate specific needs.

ACADEMIC HONESTY: The assignments in this course ask for your original writing. When you use any ideas or wording borrowed from another writer or speaker, you must clearly identify the source of that material, using standard documentation. If you do not use 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 will be reported to academic affairs.**

ASSISTANCE FROM THE WRITING CENTER - You can get friendly (and free!) one-on-one writing assistance from the Writing Center. The Writing Center, located in 007 ITTC, is open Monday - Friday from 8:00 a.m. to 5:00 p.m. or at other arranged times. Call **273-2346** for an appointment.

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)

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 12 & 14)

Tue: Handout Syllabus • Things We Write and the Reasons We Write Them • Group Exercise: Legos • Journal • Handout Crossword

Thu: Crossword Due • Read: “How to Write with Style” by Kurt Vonnegut (Online) • M*A*S*H • journal • Go over syllabus • Nametags

Unit One: StoryTelling (finding your voice)

Week TWO (January 19 & 21)

Tue: 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

Week THREE (January 26 & 28)

Tue: Journal: Narrative Essay Prompts • Conversation Contract • Read: First Two “Great Student Essays” • Discuss

Thu: Draft Due • Revise/Edit/Proofread Activity • Read: the remainder of “Great Student Essays” • Small Group Discussions and Reports • journal

Week FOUR (February 2 & 4)

Tue: Read Crawford (Chapter Titles: Empty Breath, Cum, Sharks in the Tigris, No Crying in Baseball, The Last True Story I’ll Ever Tell) • Discuss • journal

Thu: Finish Crawford discussion • Workshop (Bring two copies of your revised essay to class) • Guest Speaker from the Writing Center • journal: cliches

Week FIVE (February 9 & 11)

Tue: Journal: Editing Checklist and Surgical Editing (Bring further revised draft) • Proofreading! (extra credit opportunity)

Thu: Narrative Essay Due • Activity and Journal: The Writing Process • Handout Volunteer Assignment, part one

Unit Two: Answering Questions (following your voice)

Week SIX (February 16 & 18) *Library Week!*

Tue: Read Sample MLA Paper (online) • Discussion: Plagiarism, MLA & Citing Sources in a College Paper • Handout Bibliography Assignment • Draw Topics • journal (what I already know about my topic)

Thu: Library Session

Week SEVEN (February 23 & 25)

Tue: Annotated Bibliography Due • Return Narrative Essays
• Introduction to I-Search • Handout I-Search Paper Assignment • journal: brainstorm for topic

Thu: Read *Nickel and Dimed* “Introduction: Getting Ready” and “Scrubbing in Maine” (51-119) • Discuss Text as Research/I-Search • Discuss: Sources! The world is your library... • Journal: “What I Already Know” and list possible sources

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 (March 2 & 4)

Tue: Work Day—I-Search Papers (extended office hours 9:00-12:30)

Thu: Draft in Process Due • Watch Oprah: Inside the Lives of the Working Poor • Discuss • journal

Week NINE (March 9 & 11)

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

Thu: Read *Nickel and Dimed* “Selling in Minnesota” (121-191) and “Evaluation” (193-221) • Discussion • Journal: Editing Checklist



Unit Three: Determining Stance

(challenging your voice)

Week TEN (March 23 & 25)

Tue: I-Search Essays Due • Introduction to Critical Thinking: Magazine Ads Activity and small-group reports • Handout: Critical Thinking Assignment • Journal

Thu: Analyzing Exhibits • Discussion: Loaded Words • Assignment: Descriptions

Week ELEVEN (March 30 & April 1)

Poetry Mini-Unit Begins

Tue: Descriptions Due • Read: Three Sample Poetry Explications (online) • Discussion: Using Critical Thinking to Figure out Poetry • How to Find Poems

Thu: Read: All Poems in Packet • Poetry Discussion, Large Group • Assign Small groups • journal

Week TWELVE (April 6 & 8)

Tue: Continue Poetry Discussion: small-group reports • Bring Poem to Class • Close Reading Assignment • Poster Basics

Animal Mini-Unit Begins

Thu: Discussing Controversial Topics/Review Contract • Read: Fairfield Cat Case Articles (Online) • Discussion • journal

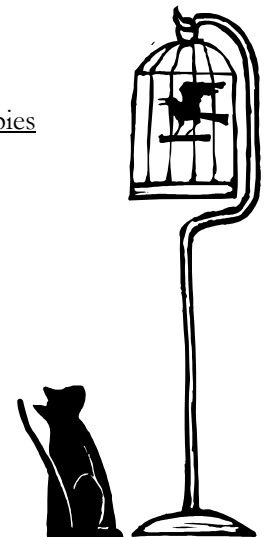
Week THIRTEEN (April 13 & 15)

Tue: Watch *Meet Your Meat* and *The Pig Picture* • Discuss • journal

Thu: Read: “Against Zoos” by Dale Jamieson & “What the Public Does Not Know” by Timberley Roane (both online) • Discuss • journal

Week FOURTEEN (April 20 & continued next page)

Tue: Finish Animal Discussion • Workshop Essays & Posters (Bring two copies to class) • Journal: Editing Checklist



Unit Four: Using it all to Make a Difference

(adding your voice to the conversation)

Week FOURTEEN (previous page & April 22)

Thu: Critical Thinking Essay or Poster Due • I am _____ • Volunteering
Presentation • journal • Handout Volunteer Assignment, part 2

Week FIFTEEN (April 27 & 29)

Tue: No Class: Volunteer Service Project Day

Thu: Journals Due • Volunteer Service Essays Due • Hand Out Take-Home Final

FINALS WEEK (May 3-7)

Take-Home Finals due at scheduled exam time

Section 07—8-9:50 a.m. Tuesday, May 4

Section 12—8-9:50 a.m. Wednesday, May 5



How you will Earn your Grade

Narrative Essay*	100 points
Annotated Bibliography*	100 points
I-Search Essay*	100 points
Critical Thinking Essay*	100 points
Volunteer Service Essay*	100 points
Daily Journal*	50 points
Take-Home Final*	50 points
Pop 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.*

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

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.