

# *College Writing & Research*

University of Northern Iowa—Spring 2012

English 1005 sections 03 and 08

Time, Place: Section 03: T/Th, 8-9:15, Lang 8  
Section 08: T/Th, 9:30-10:45, Lang 8

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Office Hrs: Tuesdays & Thursdays, 11:00-12:15

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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](http://www.kimgroninga.com/students))
- **Loose Leaf Paper or Small 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.
- **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. 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 (12 point.) Use MLA style for headings, margins, page numbering, and all source documentation. No cover sheets, please. No report covers, please.

**HOMEWORK ASSIGNMENTS:** TBA

**CELL PHONES:** Cell phones are allowed but must be set to “silent.” Please answer only emergency calls and step into the hallway to do so. No texting in class.



**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 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 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:  
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**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 10 & 12)

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* (finding your voice)

### **Week TWO** (January 17 & 19)

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

### **Week THREE** (January 24 & 26)

Tue: Finish Sedaris Discussion • 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** (January 31 & February 2)

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 7 & 9)

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 14 & 16) *Library Week!*

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

Thu: Library Session

## Week SEVEN (February 21 & 23)

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

Thu: Read *Nickel and Dimed*: “Introduction: Getting Ready” and “Scrubbing in Maine” and “Evaluation” • Discuss: Text as Research/I-Search and Sources! The world is your library... • Journal: I-Search Topic “What I Already Know” and “Why I Want to 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 (February 28 & March 1)

Tue: I-Search Work Day (no class; extended office hours 9:00-12:00)

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

## Week NINE (March 6 & 8)

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

Thu: Near-Polished Draft Due (to be read by upperclassmen) • Brief Lecture: Interview Techniques • Watch *30 Days: Life in a Wheelchair* • Discuss • Journal

## *Spring Break (March 12-16)*

## Week TEN (March 20 & 22)

Tue: Panel: Upperclassmen (practice interviewing techniques) • Bring two questions • journal

Thu: Return Drafts • journal: Editing Checklist



# Unit Three: Determining Stance (challenging your voice)

## Week ELEVEN (March 27 & 29)

- Tue: I-Search Essays Due • Introduction to Critical Thinking: Magazine Ads Activity and small-group reports • Handout: Critical Thinking Essay Assignment • Journal: response to magazine ads
- Thu: Analyzing Exhibits • Discussion: Loaded Words • Assignment: Descriptions • Hand out poetry packets

## Week TWELVE (April 3 & 5)

### *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 (or songs)
- Thu: Read: All Poems in Packet • Poetry Discussion, Large Group • Assign Small groups • journal

## Week THIRTEEN (April 10 & 12)

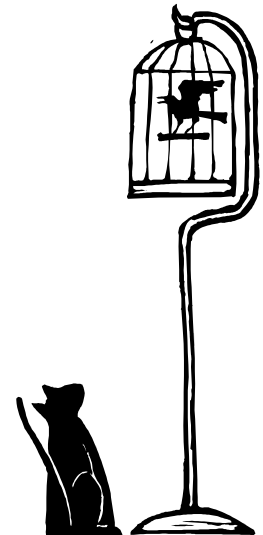
- Tue: Finish Poetry Discussion: small-group reports • Bring Poem to Class • Journal: Close Reading prompts

### *Animal Mini-Unit Begins*

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

## Week FOURTEEN (April 17 & 19)

- Tue: Read: “Against Zoos” by Dale Jamieson (online) • Watch *The Pig Picture* and *Meet Your Meat* and *Apocalypse Cow* • Discuss • journal • Journal: Editing Checklist
- Thu: Critical Thinking Essay Due • I am \_\_\_\_\_ • Volunteering Presentation • journal • Handout: Volunteer Assignment, part 2



# *Unit Four: Using it all to Make a Difference* (adding your voice to the conversation)

**Week FIFTEEN** (April 24 & 26)

Tue: No Class: Volunteer Service Day

Thu: Journals Due • Volunteer Service Essays Due • End Game • Handout: Take-Home Final

**FINALS WEEK** (April 30—May 3)

Take-Home Finals due at scheduled exam time



## How you will Earn your Grade

<b>Narrative Essay*</b>	100 points
<b>Annotated Bibliography*</b>	100 points
<b>I-Search Essay*</b>	100 points
<b>Critical Thinking Essay*</b>	100 points
<b>Volunteer Service Essay*</b>	100 points
<b>Daily Journal*</b>	50 points
<b>Take-Home Final*</b>	100 points
<b>Pop Quizzes</b>	10-20 points/each (Quizzes cannot be made up)
<b>Homework Assignments</b>	TBA
<b>Participation</b>	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.