

Upper Iowa University

Basic Composition – ENG101

LOCATION/PROGRAM: Upper Iowa University – Waterloo Center

COURSE IDENTIFICATION: Basic Composition, ENG101, 3 credits

A study and practice of expository writing, with narrative and descriptive compositions assigned regularly. Emphasis is on the development of sound understanding of rhetorical principles.

TERM INFORMATION: Term 3 /January 9-March 4, 2012/ 5:30-10:00 Tuesday

INSTRUCTOR INFORMATION: Kim Groninga / groningak@faculty.uiu.edu

BIOGRAPHY: I earned my Master’s Degree in English from UNI and have been teaching at UNI for eight years. I have also taught at Wartburg, Kirkwood, and Hawkeye. When not teaching English, I can be found eating cereal, teaching boxing and kickboxing, and writing poems (check out my first poetry collection which came out last year: *Other Things that Grow*). I have the second full-time job of being a mom, wife, and daughter.

TEXT: Kennedy, X.J., Kennedy, D.M., & Muth, M.F. 2008. *The Bedford Guide for College Writers with Reader, Research Manual, and Handbook* (9th edition). Boston, MA: Bedford/St. Martin’s. ISBN 978-0-312-60153-9. [student purchase]

Students will also need access to the Internet and a word-processing program, use of the public libraries, and an *active* peacocks email account.

LIVETEXT: UIU utilizes LiveText, a web-based assessment management system, and is requiring its use for coursework that provides evidence of meeting rigorous state, regional, and federal requirements. University accreditation is important as academic communities, employers, and other constituents recognize it as evidence of quality which enhances the prestige of the institution, and consequently the value of the degree you will earn. It will be used in general education courses, for portfolio development, and several other university initiatives. UIU understands that the cost of college is high, so we are providing the membership to LiveText to all students. If you have not already done so, please go to the LiveText tab on myUIU and register your account (instructions provided).

OBJECTIVES:

1. Identify strategies of the process approach to college-level writing
2. Employ pre-writing strategies to generate topics
3. Practice methods for narrowing topics and supporting main ideas
4. Develop ideas—including those based on one’s experience—in coherent, organized essays
5. Demonstrate control of main ideas by formulating a thesis, introduction, and conclusion
6. Perform attentive reading and critical thinking skills
7. Revise and edit drafts to strengthen written work

8. Practice levels of usage and punctuation required of Standard American English
9. Gain familiarity with APA format to accurately/fairly incorporate another writer's ideas and to avoid plagiarism
10. Objectively assess the success of composition strategies apparent in an essay.

EXAMS: None

ASSIGNMENTS:

	Participation • 200 points (25 points per class)
Week 3:	Topic Proposal Due • 50 points
Week 4:	Solid Draft of Sections One and Two Due • 100 points
Week 5:	Bibliography Worksheet Due • 100 points
Week 6:	"Complete" Draft 1 Due • 25 points
Week 7:	Complete/Solid Draft 2 Due • 25 points
Week 8:	Final Paper Due (6-7 pages) • 200 points

Total: 700 points

READINGS:

Week 2:	Writing Processes: 6-16 Strategies for Generating Ideas: 385-399
Week 3:	Recalling an Experience & Observing a Scene: 58-95
Week 4:	Finding Sources: 676-696 Interviewing a Subject: 96-115
Week 5:	Strategies for Developing: 438-458
Week 6:	Strategies for Revising & Editing: 459-473
Week 7:	Editing & Proofreading: 473-477

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 entails a variety of genres designed to introduce students to college-level writing and research.

PARTICIPATION: Participation is worth up to 25 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: Learners are strongly encouraged to attend class on a regular basis. Although classroom attendance is not graded, crucial steps in the writing process will be explained during classroom lectures and discussions and, at times, performed during class time. Class participation will also be used as a component of the final grade.

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

This syllabus is tentative and subject to change.

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 Direct	1-800-325-3252

www.uiu.edu (go to "Current UIU Students" then to "Order Textbooks," select <http://bookstore.mbsdirect.net/uiu.htm>)

You may also go directly to www.mbsdirect.net

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 are affronts to the University community as a whole and a denial of 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,
- having access to another person's work without permission,
- providing false or incomplete information on an academic document,
- changing student records without approval.
- obtaining and using texts 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, academic dishonesty, or plagiarism will result in consequences that may, at the instructor's discretion, include course failure. In addition, an offender may be reported to the Senior Vice President for the Extended University, the Dean of the Extended University, or designee for possible disciplinary action, which may include suspension or dismissal from the University. Upper Iowa University may make use of various plagiarism detection services. Individuals, by enrolling in courses offered by the University, consent to submission by the University of course-related assignments to such services and the retention of a copy of such assignments by the service.

Cheating, academic dishonesty and plagiarism infractions are tracked by the Dean of the Extended University, and cumulative evidence collected from multiple incidents will be considered when making suspension or dismissal decisions. Academic Extension Catalog 2010 page 100.

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, 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, 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.

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 To request usernames/passwords for remote library access contact the UIU Library either by phone (563)425-5270, (563)425-5356, or (563)425-5261, library weekend hours] or, email library@uiu.edu by clicking on the link. 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.

SENIOR PROJECT AND THIS COURSE

The ability to write clearly and succinctly is essential for success at Upper Iowa University. Learners should expect that every course will involve writing assignments. Your competence in writing will be further demonstrated through the Senior Project (ID 498), which is the capstone project intended to integrate the general education learning outcomes with the learning outcomes in the major demonstrating baccalaureate level achievement. Your writing

assignments in each course will help you in preparing for successful completion of the Senior Project. Any learner at the Waterloo Center who needs assistance in developing research and writing skills in any course, or at the Senior Project level, can work with the writing tutor.

CLASS CANCELLATIONS

Decisions regarding the delay or cancellations of class due to inclement weather will be made by 3:00 pm. Announcements will be posted on the following radio and TV stations: KWWL, KGAN, and 98.5FM. Please also check www.uui.edu/waterloo and if you telephone the Center, select extension "2301" to hear weather-related operations announcements. 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 on or before the last day of the fifth week of the term, you must complete a Course Withdrawal form. This form is located in the Waterloo Center. A grade of W will be recorded, and the instructor will be notified.

ADMINISTRATIVE WITHDRAWAL

If your consecutive absences exceed the number of class meetings per week, three absences for classes meeting twice per week or two absences for classes meeting once per week, the center coordinator will initiate the administrative withdrawal procedure and the staff will contact you. In the absence of extenuating circumstances, a grade of AW will be recorded and you will be removed from the class.

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.

SPECIAL NEEDS

If you require accommodations for special needs, you are responsible for providing recent documentation of required accommodations to Upper Iowa University Waterloo Center. Additional information may be available from the Center Coordinator.

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-6PM; and Fridays 9AM-3PM.

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.

Lock doors.

- a. Lock or confirm that someone is locking entrance doors.
2. 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.
3. 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.
4. Be Quiet. Do not draw attention to yourself.
 - a. Do not talk.
 - b. Turn off audio equipment.
 5. Turn off, or turn to silent, cell phones and radios.
 6. 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.
 7. Be ready to move, if your current position is judged too dangerous. Be aware of possible escape routes.
 8. 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.

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