College Writing & Research
University of Northern Iowa—Spring, 2015
English 1005 sections 03, 05, and 10

Time, Place:  
Section 03: T/Th, 8:00-9:15, Bartlett 1039  
Section 05: T/Th, 9:30-10:45, Bartlett 1039  
Section 10: T/Th, 12:30-1:45, Latham 232

Instructor: Kim Groninga  
Phone: 273-2821, leave a message  
Office: 2045 Bartlett Hall  (English Office: 1001 Bartlett Hall)  
Office Hrs: Tuesdays & Thursdays, 11:00-12:10  
e-mail: kim.groninga@gmail.com --OR-- kimberly.groninga@uni.edu

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.htm)

• 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. Print one-sided and staple in the upper left-hand corner.

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 273-2361 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!

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.

SAVING 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!

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 google) before asking me. Thank you.
**Course Schedule (tentative)**

**Week ONE** (January 13 & 15)

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 20 & 22)

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 27 & 29)

Tue: Finish Sedaris Discussion • Journal: Narrative Essay Prompts • Conversation Contract

Thu: Draft Due • Revise/Edit/Proofread Activity • HOW to Revise & Edit (Kabrick draft) • Read: “Great Student Essays” • Discuss • journal

**Week FOUR** (February 3 & 5)

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 • Details activity • Workshop: What to Expect

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

**Week FIVE** (February 10 & 12)

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 • Handout Volunteer Assignment, part one

---

**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.
Unit Two: Answering Questions
(following your voice)

Week SIX (February 17 & 19) Library Week!
Tue: Discussion: Plagiarism • 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 24 & 26)
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 Nickel and Dime: “Introduction: Getting Ready?” and “Scrubbing in Maine” and “Evaluation” • Discuss: Text as Research/I-Search and Sources! The world is your library • Elephant Parable • Activity: Generating sources in a circle

Week EIGHT (March 3 & 5)
Tue: Draft in Process Due (first two sections plus an uncensored list of possible sources) • Watch “Oprah: Inside the Lives of the Working Poor” • Discuss • journal

Thu: I-Search Work Day (no class; extended office hours 8:00-1:00)

Week NINE (March 10 & 12)
Tue: Read “The American Scholar” by Ralph Waldo Emerson (online) • Discuss • journal

Thu: Optional Draft Due (to be read by upperclassmen) • Brief Lecture: Interview Techniques • Watch 30 Days: Life in a Wheelchair • Discuss • journal

—— Spring Break: March 16-20

Week TEN (March 24 & 26)
Tue: Review MLA in-text citations • Read: I Need You to Say “I” (online) • discuss • journal

Thu: (Return Drafts) • journal: Editing Checklist • Grammar Review: common errors • Activity: Rules of Good Grammar • The “Is this the best you can do?” Question
Unit Three: Critical Thinking
(listening to your voice)

Week ELEVEN (March 31 & April 2)
Tue: I-Search Essays Due • Introduction to Critical Thinking: Magazine Ads Activity and small-group reports • journal: response to magazine ads

Thu: Analyzing Exhibits • Discussion: Loaded Words • Assignment: Descriptions • Hand out poetry packets

Week TWELVE (April 7 & 9)
Poetry Mini-Unit Begins
Tue: Descriptions Due • Handout: Critical Thinking Essay Assignment • Discussion: Using Critical Thinking to Figure out Poetry • How to Find Poems (or songs)

Thu: Read: Two Sample Poetry Explications (online) • Read: All Poems in Packet • Poetry Discussion, Large Group & Small Groups • journal

Week THIRTEEN (April 14 & 16)
Tue: Bring Poem (or song) 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 21 ...)
Tue: MLA for Poetry • Read: “Against Zoos” by Dale Jamieson (online) • Watch The Pig Picture and Meet Your Meat • Discuss • journal • Journal: Editing Checklist
Unit Four: Speaking Up
(adding your voice to the conversation)

Week FOURTEEN (... and April 23)

Thu: **Critical Thinking Essay Due** • I am _____________________ •
Volunteering Presentation • journal (last 3 entries) • watch *I Have a Voice*
• Handout: Volunteer Assignment, part 2

Week FIFTEEN (April 28 & 30)

Tue: Make-up Day if needed — or — No Class: Volunteer Service Day (TBD)

Thu: **Journals Due** • Evaluations • End Game • Watch *Apocalypse Cow*

FINALS WEEK (May 4-8, 2015)

Volunteer Service Essays due at scheduled final exam time
**How you will Earn your Grade**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grade</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative Essay*</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annotated Bibliography*</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I-Search Essay*</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Thinking Essay*</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volunteer Service Essay*</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daily Journal*</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pop Quizzes</td>
<td>10-20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homework Assignments</td>
<td>TBA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>50</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94% and above</td>
</tr>
<tr>
<td>A-</td>
<td>90-93%</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
</tr>
<tr>
<td>B</td>
<td>84-87%</td>
</tr>
<tr>
<td>B-</td>
<td>80-83%</td>
</tr>
<tr>
<td>C+</td>
<td>78-79%</td>
</tr>
<tr>
<td>C</td>
<td>74-77%</td>
</tr>
<tr>
<td>C-</td>
<td>70-73%</td>
</tr>
<tr>
<td>D+</td>
<td>68-69%</td>
</tr>
<tr>
<td>D</td>
<td>64-67%</td>
</tr>
<tr>
<td>D-</td>
<td>60-63%</td>
</tr>
<tr>
<td>F</td>
<td>59% and below</td>
</tr>
</tbody>
</table>

*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.