

IWC 100

Fall 2014

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Program-wide IWC 100 Syllabus Statement

IWC 100 and the Concordia College Core Curriculum

As part of Concordia College's First-Year Experience in our liberal arts core curriculum, this course will help you take one of the first and most important steps towards fulfilling the college's mission of being thoughtful and informed.

Courses in the general core curriculum seek to ...

1. Instill a love of learning;
2. Develop foundational skills and transferable intellectual capacities;
3. Develop an understanding of disciplinary, interdisciplinary, and intercultural perspectives, and their connections;
4. Cultivate an examined cultural, ethical, physical, and spiritual self-understanding;
5. Encourage responsible participation in the world.

IWC 100 will help fulfill each of these goals in various ways, but in particular the course will address Goal #2: As a liberally educated person you should be able to ...

- explore ideas through generative and polished writing;
- organize ideas clearly;
- develop ideas thoroughly;
- construct, test, and articulate arguments;
- grasp how communication clarifies thought.

In addition, IWC 100 will support your growth in critical thinking and information literacy, skills that are introduced in the Inquiry Seminar.

To ensure the steady progress of all students toward these goals and support the college's commitment to undergraduate research, the course requirements for all sections of IWC 100 are the same. Although texts, assignments, and methods vary from section to section, to pass this course, you will ...

1. Write at least three projects:
 - a. Textual analysis that includes summary, analysis, and response
 - b. Field research—research in which the writer is the agent who causes new data to emerge. In other words, the data and information acquired through field research cannot be found anywhere other than the writer's notes and the resulting project
 - c. Research writing, using library research

2. Incorporate argument to convince or persuade into at least one of these writing projects;
3. Read at least one extended work to support the development of critical reading, writing, and thinking;
4. Use generative writing in order to emphasize writing as a mode of inquiry;
5. Write at least eighteen pages of polished writing for the semester, including at least one library research-based essay that is at least six polished pages with multiple sources appropriate to the assignment;
6. Compile an end-of-course portfolio.

For more information, see the program description in *Inquiry Matters*, the writing guide for the core curriculum.

Welcome!

Texts: Inquiry Matters

Hacker Handbook

Children's Blizzard, David Laskin

Best American Travel Writing 2013

Best American Travel Writing 2014

Best American Science and Nature Writing 2013

Best American Science and Nature Writing 2014

Workload:

You are asked to write three full essays with appropriate drafts and revisions.

1. Library Research

You are asked to write a research essay that develops a strong connection between multiple sources, both primary and secondary. This essay has a minimum of 10 pages. Topics will be developed in class discussion from assigned readings and then expanded with continued individual reading.

2. Field Research.

You are asked to generate a topic, based on the reading you did for essay one, that will allow you to create new information from original field research. The field research assignment asks you to interview, participate, observe, etc., to generate information that will become the basis for your paper. This paper is a minimum of eight pages (most will be longer).

3. Summary/Analysis/Response (argument)

You are asked to write an essay that responds to 'The Children's Blizzard'. This is a close reading, textual analysis assignment. Think of it as a magazine length, in-depth

book review that draws upon all the other reading and thinking you've done this semester. The essay will be a minimum of six pages long (most will be longer).

Grading:

Summary-Analysis-Response work: 25%

Library Research work: 25%

Field Research work: 25%

Class participation: 25%

Course Policies:

Attendance—

This is simple. You are asked to be in class every day. If you need to miss class for some reason, please let me know. If you miss class simply because you're not a morning person, find another class. There is no sliding scale in this class that relates absences to grades (in other words, there's no such thing as "miss three and I can still get a B"). However, if you miss so much class that I no longer feel you are a member of the class, I will encourage you to drop the class. Excessive absences are cause for a grade of F.

Late work—

If you miss an assignment simply because you didn't get it done or forgot to turn it in, do not ask to turn it in late. The answer will be no. If, however, you have good reason for missing an assignment, please talk with me. We'll work something out.

Academic honesty—

Plagiarism, or any other form of cheating, will result in a zero for the work in question, the possibility of an F in the course, and any other disciplinary measures deemed necessary.

Schedule—

Monday/Wednesday/Friday, Fall 2014

Aug. 29	Introductions

Sept. 1	Best American Travel 2013
Sept. 3	Best American Travel 2013
Sept. 5	Best American Travel 2013

Sept. 8	Best American Travel 2013
Sept. 10	Best American Science and Nature 2013

Sept. 12	Best American Science and Nature 2013

Sept. 15	Best American Science and Nature 2013
Sept. 17	Symposium ~ No Class
Sept. 19	Chasing Ice

Sept. 22	Library Week
Sept. 24	Library Week
Sept. 26	Library Week

Sept. 29	In class brainstorming/outline/discussion
Oct. 1	Conferences
Oct. 3	Conferences

Oct. 6	Workshop (everyone must have a draft ready)
Oct. 8	Workshop
Oct. 10	Workshop

Oct. 13	Research Paper Due
Oct. 15	TBA
Oct. 17	No Class

Oct. 21	Mid-Semester Break
Oct. 23	No Class
Oct. 25	No Class

Oct. 27	180 Degrees South
Oct. 29	Best American Science and Nature 2014
Oct. 31	Best American Science and Nature 2014

Nov. 3	Best American Travel 2014
Nov. 5	Best American Travel 2014
Nov. 7	Conduct Field Research

Nov. 10	Conduct Field Research
Nov. 12	Conduct Field Research
Nov. 14	Workshop (everyone must have a draft ready)

Nov. 17	Workshop
Nov. 19	No Class
Nov. 21	No Class

Nov. 24	Field Research Essay due
Nov. 26-30	Thanksgiving Break

Dec. 1	Children's Blizzard
Dec. 3	Children's Blizzard
Dec. 5	Children's Blizzard

Dec. 8	Workshop (everyone must have a draft ready)
Dec. 10	Workshop
Dec. 12	Workshop

Dec. 15-17	Final Exams. Final paper due during scheduled exam time. TBA