# WRA 110 – Writing: Science and Technology
## Course Theme: Writing in the Digital Age

Thursday: 10:20 A.M. – 12:10 P.M.
216 Ernst Bessey Hall
Michigan State University
Fall 2013

Instructor: Dr. Christie L. Daniels
Office: 251 Bessey Hall
Office Hours: MT 4:30-6:30 P.M. and additionally by appointment.
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## Course Description:

As part of the general education requirement, First-Year Writing contributes to the Michigan State University mission by focusing on inquiry-based teaching and learning that encourages students to begin to understand themselves as:

- contributing members of MSU's community of scholars
- committed to asking important questions and to seeking rich responses to those questions
- developing skills, knowledge, and attitudes that improve the quality of life for self and others through scholarly, social, and professional activities.

In pursuit of these goals, Tier I Writing and Preparation for College Writing courses engage students in writing and reflection activities that make overt the ways that invention, arrangement, revision, style and delivery literacy activities:

- can be engaged across inquiry situations (scholarly, social, and professional)
- require the development of knowledge about the importance of contextual factors that affect the application of these methods of inquiry

Our shared learning outcomes support inquiry-based learning that transfers across writing situations in relation to three major issues:  writing, reading, and researching.

## Our Course Section:

Our section of WRA 110 will focus on the skills, knowledge, and attitudes that successfully enhance writing, reading, and researching in higher education in America.  Some course materials have been pre-selected to support this goal and focus us on the shared learning outcomes for the First-Year Writing Program at MSU.  Specifically, we will be looking at issues and concepts dealing with digital technology and visual rhetoric to think about what we know about literacy, how we know what we know, and how we can engage and enhance our literacies through deep explorations of what things mean.  I look forward to working with you this semester.  We all have some shared and some different literacy experiences, strengths and weaknesses; please remember to be respectful of the other members of this class as we support one another this semester.  Specific learning objectives for each assignment appear on individual assignments sheet.

## Required Texts:

Roen, Duane, Gregory Glau. and Barry Maid.  *The McGraw-Hill: Writing for College, Writing for Life.*  New York: McGraw-Hill, 2012.

Aaron, Jane. *The Little, Brown Compact Handbook*. (MSU customized version)  Boston: Pearson. 2010.

Ballenger, Bruce. *The Curious Researcher: A Guide to Writing Research Papers*.  7th ed.  Boston: Pearson. 2011.

Please note:  The Ballenger text is a new edition that includes the 2009 MLA updates.  This is the version I have ordered for class.  If you choose to get an older version, you will need to be responsible for using the latest versions of MLA style when you use sources.  Also, be aware that if you get the older versions of these books the bookstores will not buy them back at the end of the semester.

## Late Assignments:

Late assignments will be lowered one full letter grade for each day past the due date (the first reduction occurs at the start of the class in which the assignment is due).

## Completion of Assignments:

The First-Year Writing Program requires that students produce a significant amount of writing to fulfill their requirement.  You must complete all major assignments to fulfill this requirement and receive a passing grade in First-Year Writing courses.

## Major Assignments:

The schedule at the end of this syllabus outlines the due dates for major course projects.  Grade distribution for the course is as follows:

| | |
|---|---|
| Lived Experiences Project: | 10% |
| Cultural Analysis Project: | 10% |
| Formal Research Project: | 15% |
| Multimodal Remix Project: | 20% |
| Course Retrospective Project: | 15% |
| Github Portfolio | 15% |
| Blog | 5% |
| Classwork: | 10% |

## Grading Scale:

| | |
|---|---|
| 90% - 100% | = 4.0 |
| 85% - 89.9% | = 3.5 |
| 80% - 84.9% | = 3.0 |
| 75% - 79.9% | = 2.5 |
| 70% - 74.9% | = 2.0 |
| 65% - 69.9% | = 1.5 |
| 60% - 64.9% | = 1.0 |
| 59.9% and below | = 0.0 |

## Academic Honesty:

Michigan State University has adopted the following statement about academic policy:
GENERAL STUDENT REGULATIONS
1.00 PROTECTION OF SCHOLARSHIP AND GRADES
        The principles of truth and honesty are fundamental to the educational process

and the academic integrity of the University; therefore, no student shall:

      1.01 claim or submit the academic work of another as one's own.

      1.02 procure, provide, accept or use any materials containing questions or answers to any examination or assignment without proper authorization.

      1.03 complete or attempt to complete any assignment or examination for another individual without proper authorization.

      1.04 allow any examination or assignment to be completed for oneself, in part or in total, by another without proper authorization.

      1.05 alter, tamper with, appropriate, destroy or otherwise interfere with the research, resources, or other academic work of another person.

      1.06 fabricate or falsify data or results.

Procedures for responding to cases of academic honesty and possible repercussions are outlined in Spartan Life: Student Handbook and Resource Guide.  They can also be found on the web at: http://www.msu.edu/unit/ombud/honestylinks.html.  Note: the new procedures require that instances of academic dishonesty be reported through the registrar's office and forwarded to the Dean of the College in which the student's major resides.

## University Resources for Writers:

The Writing Center, the Library, The Learning Resource Center, and the English Language Center all offer support services for writing students.  You should consult these centers' web sites for information about their specific resources.

## Accommodations for Students with Disabilities:

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884- RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation ("RISA") form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date will be honored whenever possible.

# Course Schedule

| WEEK | DATE | PROJECT/ACTIVITY |
|---|---|---|
| 1 | 8/29 | Introduction to course;<br>Introduce Lived Experience Project |
| 2 | 9/5 | Technical Setup (course website, ELI, and Github)<br>Continue Lived Experiences Project<br>Reading assignment due: Chapters 5 & 14 (Guide)<br>Activity due: Codecademy Web Fundamentals Track Unit 1 (Introduction to HTML)<br>**Draft of Lived Experiences Project due in class** |
| 3 | 9/12 | Finish Lived Experiences Project; Introduce Cultural Analysis Project<br>Reading assignment due: Chapters 1-2 (Guide)<br>Activity due: Codecademy Web Fundamentals Track Unit 2 (HTML Structure: Using Lists)<br>**LIVED EXPERIENCES PROJECT DUE AT MIDNIGHT** |
| 4 | 9/19 | Continue Cultural Analysis Project<br>Reading assignment due: Chapters 3-4 (Guide) Activity due: Codecademy Web Fundamentals Track Unit 3 (HTML Structure: Tables, Divs, Spans) |
| 5 | 9/26 | Continue Cultural Analysis Project<br>Reading Assignment due: Chapter 8 (Guide); Intro - Chapter 2 (Ballenger)<br>Activity due: Codecademy Web Fundamentals Track Unit 4 (Introduction to CSS)<br>**Draft of Cultural Analysis Project due in class** |
| 6 | 10/3 | Finish Cultural Analysis Project; Introduce Formal Research Project<br>Reading Assignment due: Emig article, Brummett article, and Chapters 6-7 (Guide)<br>Activity due: Codecademy Web Fundamentals Track Unit 5 (CSS Classes and IDs)<br>**CULTURAL ANALYSIS PROJECT DUE AT MIDNIGHT** |
| 7 | 10/10 | Continue work with Formal Research Project<br>Reading Assignment due: Chapters 3-4 (Ballenger)<br>Activity due: Codecademy Web Fundamentals Track Unit 6 (CSS Element Positioning)<br>**Annotated Bibliography due in class** |
| 8 | 10/17 | Continue work with Formal Research Project<br>Reading Assignment due: Chapter 5 (Ballenger); Chapters 19-20 (Guide)<br>**Draft of Formal Research Project due in class** |

| 9 | 10/24 | Finish Formal Research Project; Introduce Multimodal Remix Project<br>Reading Assignment: Chapters 7 & 13 (Guide)<br>**FORMAL RESEARCH PROJECTS due in class** |
|---|---|---|
| 10 | 10/31 | Continue work with Multimodal Remix Project<br>Reading Assignment due: Chapters 15 & 19 (Guide) |
| 11 | 11/7 | Continue work with Multimodal Remix Project<br>Reading Assignment due: Chapters 17-18 (Guide) |
| 12 | 11/14 | Finish work with Multimodal Remix Project; Introduce Final Retrospective Project<br>Reading Assignment due: Chapters 10-12 (Guide)<br>**MULTIMODAL REMIX PROJECT due in class** |
| 13 | 11/21 | Continue Work with Final Retrospective Project |
| 14 | 11/28 | NO CLASS - THANKSGIVING!!! |
| 15 | 12/5 | Continue Work With Final Retrospective Project |
| FINALS WEEK | | The Final Retrospective Project is due at the day and time of the Final Exam. |