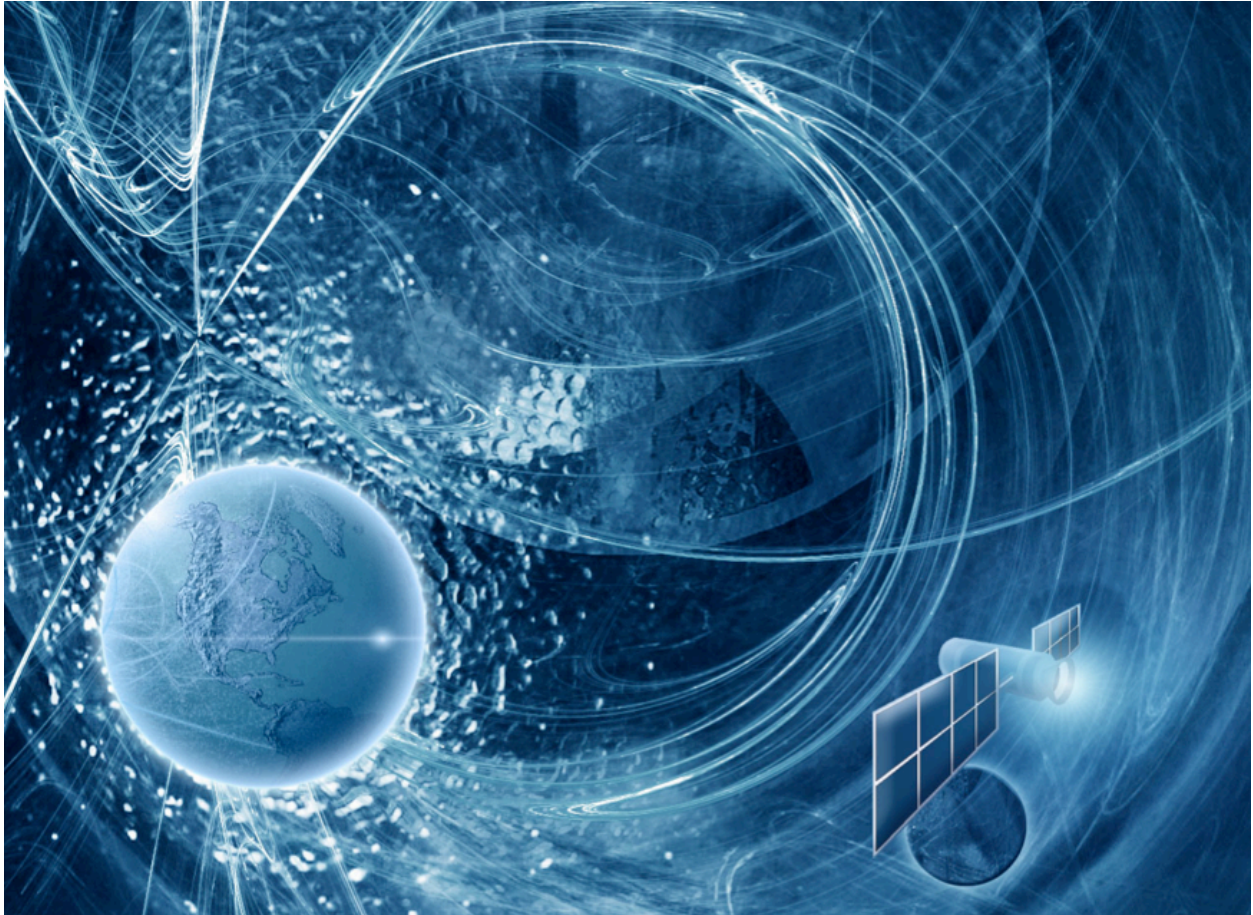


#WRA110



Writing: Science and Technology

Summer Session - 2015
WRA 110-734
ONLINE

Casey McArdle
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Office Hours – Online via Video Conference

#course

As part of the general education requirement, Tier I 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, and revision 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

This class is about people acting with technology; “technologies are both designed and used in the context of people and desires” (Kaptelinin and Nardi, 2006, p. 10). Over the next several weeks, we will explore such contexts.

people :: desires :: technologies

This course is focused on digital literacies, on people acting with technology via their discursive activities from the past, now, and in the near future. At the end of this course you will be able to identify and explain some of the key rhetorical, social, cultural, and ethical issues related to people acting with technology.

WRA 110 will introduce you to 5 crucial moves:

revision + arrangement + invention + delivery + style

Our exploration of these literacies will be grounded in theories of rhetoric, writing, and technical and professional communication. We will examine the role that language plays in our lives, organizations, and digital spaces—from our ways of acquiring and expressing knowledge to the ways that we perceive the world, ourselves, and others.

The culmination of the course will be reflected in five distinct, yet integrated assignments:

Technology Literacies + Cultural Literacies + Disciplinary Literacies
Digital Remix + Revising Literacies

#goals

As part of the Shared Learning Outcomes for this class, students in First-Year Writing courses will receive specific instruction and practice in writing, reading, and researching. By the end of their First-Year Writing course, students should have developed their abilities to:

Writing

- Use writing for purposes of reflection, action, and participation in academic inquiry.
- Work within a repertoire of genres and modes to meet appropriate rhetorical purposes.
- Exercise a flexible repertoire of invention, arrangement, and revision strategies.
- Demonstrate an understanding of writing as an epistemic and recursive process and effectively apply a variety of knowledge-making strategies in writing.
- Understand diction, usage, voice, and style, including standard edited English, as conventional and rhetorical features of writing.

Reading

- Engage in reading for the purposes of reflection, critical analysis, decision-making, and inquiry.
- Understand that various academic disciplines and fields employ varied genre, voice, syntactical choices, use of evidence, and citation styles.
- Read in ways that improve writing, especially by demonstrating an ability to analyze invention, arrangement, and revision strategies at work in a variety of texts.
- Demonstrate an understanding of reading as an epistemic and recursive meaning making process.
- Understand that academic disciplines and fields employ varied genre, styles, syntactical patterns, uses of evidence, and documentation practices that call for a variety of reading strategies.

Researching

- Apply methods of inquiry and conventions to generate new understanding.
- Demonstrate the ability to locate, critically evaluate, and employ a variety of sources for a range of purposes.
- Demonstrate the ability to generate and apply research strategies that are purposeful, ethical, and balanced.
- Demonstrate an understanding of research as epistemic and recursive processes that arise from and respond back to various communities.
- Understand the logics and uses of citation systems and documentation styles and display competence with one citation system/documentation style.

#texts

Ballenger, Bruce. *The Curious Researcher*. New York: Longman, 2011. (7th Edition)

#technology

- An Eli Review account.
- A Dropbox account to store your files online so if you lose your flash drive, you don't lose your entire academic career.

#policies

Attendance: all courses in the Tier I Writing Program are interactive and require high levels of student participation. Completion of all online assignments and blogs and reviews are required. As this is an online class, one's physical presence is not possible – thus, there are weekly assignments that are due that will serve as indicators of your participation.

Essentially: do the work – it's fun! Complete assignments or you'll miss important stuff!

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). The First-Year Writing Program requires that students produce a significant amount of writing to fulfill their requirement.

#assignments

There are five major projects for this course. Students must complete all major course projects to receive a passing grade for the course. There will be handouts contained within the Google Site that expands on each project. There are also smaller assignments that will aid in understanding how science and technology are shaping and reshaping what we think about literacy.

Writing Tasks: You will be required to complete five (5) different formal writing tasks. I expect multiple drafts and revisions before submitting the final draft. These tasks will have assignment sheets with greater detail in the Google Site.

Project #1: Technology Literacies (2 drafts, peer review, memo)	10%
Project #2: Cultural Literacies (2 drafts, peer review, memo)	15%
Project #3: Disciplinary Literacies (2 drafts, peer review, memo)	20%
Project #4: Digital Remix (2 drafts, peer review, memo)	15%
Project #5: Revising Literacies (2 drafts, peer review, memo)	10%
Peer Reviews (online through Eli Review)	15%
Class Participation (Eli Responses)	15%

Grading Scale

93% - 100%	= 4.0	
86% - 92%	= 3.5	
80% - 85%	= 3.0	
75% - 79%	= 2.5	
70% - 74%	= 2.0	
65% - 69%	= 1.5	(Students who receive a grade below 2.0 must retake a 100-level WRA course)
60% - 64%	= 1.0	
59% and below	= 0.0	

#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 via [this link](#). **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.

#accommodations

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.

#resources

MSU Writing Center: <http://writing.msu.edu>

MSU Libraries: <http://www.lib.msu.edu>

MSU English Language Center: <http://www.elc.msu.edu>

MSU Learning Resources Center: <http://lrc.msu.edu>

MSU Counseling Center: <http://www.counseling.msu.edu>

Other resources available to you at MSU: <http://www.msu.edu/students/>

Me – your teacher! You can always email me if you have any questions:
cmcardle@msu.edu

#behavior

This course asks you to consider the relationship between community membership, language, literacy, ethics with science and technology. This course also asks you to practice an ideal form of such a relationship. Our class is intended to provide a safe space in which everyone feels comfortable sharing perspectives, asking questions, and taking productive risks. Each member of our community will be treated with respect; disrespect toward members of our community or the goals and activities of our community will not be tolerated. Such unacceptable behaviors include: disruption of the class, making rude comments regarding students, me as the instructor, or course material, inhibiting the participation of other students, or refusing to engage in learning activities (all online). If you feel uncomfortable within the class community or are upset with any aspect of our course, please let me know in a mature, respectful way.

#conferences

There will be times when you may want to talk about various projects - if so, you may use these video conferencing applications to meet with me:

Skype Username: crmcardle

Google Video/Hangout: cremcardle@gmail.com

My email: cmcardle@msu.edu

Make sure that you email me to set up an appointment for an online conference.

#schedule

Note: this class runs on **Eastern Standard Time** (that is the time zone in which MSU resides), so make sure that no matter where you are in the country or world, the due dates and times are set via EST. Make sure you factor this in when you submit assignments.

Here is the schedule of assignments and readings for the class.

WEEK 1

7.6

Introduction to Syllabus, the course site, and Eli

Discussion of Project #1 - Technology Literacies

Kurt Vonnegut "[Harrison Bergeron](#)"

Stuart Selber [Multiliteracies for a Digital Age](#)

Eli Review Response: Outline for Project #1

Discussion Module Response: Introduce Yourself

7.7

[Is Google Making Us Stupid?](#)

[Does the Internet Make you Smarter?](#)

Video: The Machine is Using Us (Readings & Videos Module)

Direction Draft of Project #1 Posted to Eli by 11:59PM

Eli Review Response: Intelligent Internet

7.8

[Rhetorical Appeals](#): ethos, pathos, logos

Revision, Arrangement, Invention, Delivery, and Style

Introduction of Project #2 - Cultural Literacies

Peer Review of Project #1 via Eli Review

7.9

Chapter #1 – *The Curious Researcher*

Peer Review of Project #1 via Eli Review (due by 11:59PM)

7.10

Discussion of Project #2 - Cultural Literacies

Chapter #2 – *The Curious Researcher*

Digital Cultural Artifacts

Revision Plan of Project #1 Posted to Eli by 11:59PM

7.11

David Freedman "The Aggressive Egg" (Readings & Videos Module)

Chapter #3 – *The Curious Researcher*

Eli Review Response: The Aggressive Egg

7.12

Discussion of Project #3 - Disciplinary Literacies

Chapter #4 – *The Curious Researcher*

Review MLA formatting - [Purdue OWL](#)

Revision of Project #1 due to Eli by 11:59PM

WEEK 2

7.13

Review Chapter #4 – *The Curious Researcher*

Review Project #2

Examinations of Audience

7.14

Eli Review Response: Outline for Project #2

7.15

Eli Review Response: Eli Review #1

7.16

Direction Draft of Project #2 posted to Eli Review by 11:59PM

7.17

Peer Review of Project #2 via Eli Review

7.18

Work on Project #2

Review Project #3

Begin trying to contact professors and professionals in your discipline.

Revision Plan of Project #2 due to Eli by 11:59PM

7.19

Revision of Project #2 due to Eli by 11:59PM

WEEK 3 - during this week, try to set up video conferences if you want.

7.20

Work on Project #3

Keep trying to get interviews.

7.21

Review Project #3

Chapter #5 – *The Curious Researcher*

Examine Department Websites – [Scheduling Interviews](#)

Continue trying to contact professors and professionals in your discipline.

Karen Rosenberg “[Reading Games: Strategies for Reading Scholarly Sources](#)”

7.22

Eli Response: Interview Someone Close to You

7.23

Create a set of survey questions to send to professors.

Create a set of survey questions to send to professionals.

Eli Response: Survey Questions

7.24

Eli Review Response: Outline for Project #3

7.25

Kyle Stedman “[Annoying Ways People Use Sources](#)”

7.26

Direction Draft of Project #3 Due to Eli Review by 11:59PM

WEEK 4

7.27

Peer Review of Project #3 via Eli Review

7.28

Work on Project #3

7.29

Work on Project #3

Discuss Project #4 - Remix Project

7.30

Work on Project #3

Revision Plan of Project #3 due to Eli by 11:59PM

7.31

Work on Project #3

8.1

Work on Project #3

8.2

Work on Project #3

WEEK 5

8.3

Review Project #4

Larry Lessig "Laws that Choke Creativity" (Readings & Videos Module)

Eli Review Response: Lessig

8.4

[Fair Use Definition](#)

How will you create/support the brand of your discipline?

8.5

Robin Williams Type (Readings & Videos Module)

Robin Williams VRAP (Readings & Videos Module)

Eli Review Response: Williams Articles

8.6

Revision Draft of Project #3 due to Eli by 11:59PM

8.7

Edward Tufte - [The Cognitive Style of PowerPoint](#) - [Columbia](#)

8.8

Work on Project #4

8.9

Direction Draft of Project #4 due to Eli by 11:59PM

WEEK 6

8.10

Peer Review of Project #4 via Eli Review

8.11

Eli Review Response: Progress with Your Remix

8.12

Work on Project #4

8.13

Work on Project #4

Revision Plan of Project #4 due to Eli by 11:59PM

8.14

Work on Project #4

8.15

Work on Project #4

Discuss Project #5 - Revising Literacies

8.16

Clay Shirky "How Social Media Can Change History" (Readings & Videos Module)

Hans Rosling "New Insights on Poverty" (Readings & Videos Module)

Eli Review Response: Shirky & Rosling

Revision Draft of Project #4 due to Eli by 11:59PM

WEEK 7

8.17

Direction Draft of Project #5 due to Eli by 11:59PM

8.18

Peer Review of Project #5 via Eli Review

8.19

Video: A Vision of Students Today (Readings & Videos Module)

Revision Plan of Project #5 due to Eli by 11:59PM

8.20

Video: Lost Generation (Readings & Videos Module)

Revision Draft of Project #5 due to Eli by 11:59PM

Eli Review Response: Lost Generation