

WRA 135:004
Writing: Public Life in America
10:20-12:10 TTh- 111 Bessey

Instructor: Dr. Joyce Meier
Office: 239 Bessey
Hours: 1-3 Tues & Thurs
& by appointment
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Course Description: All Tier I courses are designed to improve students' ability to ask good questions; to read carefully and critically; to collect, analyze, and share information; and to develop arguments and ideas to others in clear and effective prose.

As part of the general education requirement, these courses are designed to encourage you to see yourself as:

- contributing members of the MSU community
- committed to asking important questions and to seeking rich responses to those questions
- developing the skills, knowledge, and attitudes necessary to improving the quality of life for themselves and others through their scholarly, social, and professional activities.

In line with other Tier I courses, students in this section will:

- learn invention, arrangement, and revision strategies that can be fruitfully engaged across a variety of writing, reading, and learning situations
- explore different writing styles and frameworks required in varying spaces
- examine how the listening, thinking, and writing skills done out-of-school relate to and can even enhance academic writing; and how the skills learned and honed in this course can be applied to other academic work and beyond.

A list of the Tier I Shared Learning Outcomes is attached.

As we work toward these learning goals, we will also be engaged in a service learning activity, as we will travel to a local school to facilitate writing prompts with the children there. Bus tokens (to get us to and from) will be provided, courtesy of MSU's Center for Service-Learning and Civic Engagement. We will reflect about this experience, and discuss what it teaches us of public life in America in terms of access, power, and policy.

Academic Integrity

While this course emphasizes the inquiry-based and note-taking processes that help ensure the integrity of student work, it is important to note this in the context of this excerpt from MSU's 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.

More information for how cases of academic dishonesty will be handled, and the possible repercussions can be found in *Spartan Life: Student Handbook and Resource Guide* and on the web at: <http://www.msu.edu/unit/ombud/honestylinks.html>
Another helpful departmental link on this subject may be found at the departmental website: <https://www.msu.edu/~wrac/t1/plagiarism.html>.

Civility and Community in the Classroom:

The first step in good responding is good listening. Our classroom community is where we explore issues and think critically about our own work and the work of others. We all (myself included) share responsibility for listening to each other's ideas with respect, even and especially when differences in opinion arise. (Article 2.3.10 of the Academic Freedom Report for students at MSU: "The student has a right to scholarly relationships with faculty based on mutual trust and civility.")

So what can interfere with or interrupt that listening? Actions like cell phone use, browsing the internet, "hiding" behind one's laptop, sleeping in class, coming to class late or leaving early, reading outside material—all these come to mind as distracting and even disrespectful behaviors. So please, be respectful of your peers and of me. Stay engaged. Listen well. (General Student Regulation 5.02: "No student shall...interfere with the functions and services of the University.")

Conferencing: I am available during the office hours listed above. But I will also be on campus and in my office other substantial times during the week, and will be happy to meet with you during those times as well. Truly. Talking with students is one of the main perks of my job. Just contact me by e-mail or by cell phone (listed above) if you have any questions or concerns, and we can arrange to meet. I am also available to answer questions by e-mail (usually within 24 hours), and by phone (8 a.m. – 8 p.m., Monday through Friday).

Attendance Policy (as per departmental policy):

All courses in the First Year Writing Program are interactive and require high levels of student participation. Attendance at all sessions is expected. You may miss only as much as the equivalent of one week of class (or two class periods) without it affecting your grade. You should reserve these absences for family events, serious illness, or the observance of religious holidays not acknowledged by the University calendar.

Unless there are extraordinary, documented circumstances, your final grade for the course will be lowered .3 for each additional day absent beyond the one week's worth granted.

Late Assignments:

Unless there are extenuating circumstances, late assignments are unacceptable, and as such will be penalized a *minimum* of .5 for each day past the due date (the first reduction occurs at the start of the class in which the assignment is due). That is, a 4.0 paper becomes a 3.5, and then 3.0, and then 2.5, etc., for each day late.

You must complete all major assignments to fulfill the Tier I Writing requirement and receive a passing grade in this class.

Grading Breakdown:

Paper #1: 10% (note: paper/project grades include rough drafts & Writer's Memo)

Paper #2: 20%

Paper #3: 20%

Paper/Project #4 (Remix): 15%

Final Paper: 15%

Peer Critiques, Reading Responses (IAR/AP; Ethos/Pathos/Logos, etc.): 10%

Class Participation: 10% (including group presentations)

Note #1: You must complete all of the work in this class to receive a satisfactory grade. For example, peer reviews and workshops are very important, since your classmates depend on them when they revise their papers, just as you will come to depend on theirs.

Note #2: We may have informal reading responses due as needed, at varying times during the term. Usually, these receive check-plus, checks, and check-minus or question marks; these too are figure into your participation (and hence final) course grade.

Drop Dates: The last day to drop this course with refunds is 9/24/2012 (8 p.m.).
The last day to drop this course with no grade reported is 10/17/2012 (by 8 p.m.).

Required Texts and Fees

- Ballenger, Bruce. *The Curious Researcher: A Guide to Writing Research Papers*. New York: Longman, 2012 (most recent edition!)
- *The Little Brown Compact Handbook* (Michigan State University), 7th edition, by Jane E. Aaron
- Course pack at Dollar Bill's (order on-line at www.dollarbillcopying.com; the packet will be delivered straight to your door)
- Note: you may also be asked to sign up for ELL, MSU's on-line interactive peer review system (details to follow-- \$25 fee, good for one year).

DAILY CLASS SCHEDULE

Th (Aug 30) –

In-class: Syllabus; interview/introductions, free-write, Ex 1 (Ballenger)

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Tu (Sept 4) – * Read Amy Tan, “Mother Tongue” (coursepack)

* Ballenger, Research Paper vs. Report (6-10, 19-21) & the “I” (159-160)

* Handbook, The Writing Situation (2-6)

In-class: Intro to Invention, Arrangement, Revision (IAR) strategies

Intro - Paper #1 assignment (Learning Memoir)

Intro - MLA format (Ballenger 221 & 234-238), plus student paper (265)

Intro - how we will use Ballenger this term.

Thurs (Sept 6) – * IAR responses due, to Richard Rodriguez, “Aria” & Sherman Alexie, “Indian Education”

* Bring Handbook to class.

In-class: Introduce Delivery & Style (+ IAR = RAIDS)—apply to Handbook, esp. Preface & readings.

Introduce SWAP – apply to Handbook & readings.

Introduce workshop method and peer review process.

Get student volunteers for workshop next week?

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Tues (Sept 11) – * Rough draft (3 copies) of Paper #1 due

In-class: Peer Review (Analysis vs. Story, Back-story, Scene, Dialogue).

Discuss rubric for Paper #1.

Thurs (Sept 13) – * Ballenger, Leads (163-164) & Endings (170-173)

* IAR/AP on Mike Rose, “I Just Wanna Be Average” & Joan Doughty, “Children from Low-Income Families”

In-class: Introduce Ethos/Logos/Pathos & apply to Rose & Doughty

Do Power Line & Privilege Walk.

This week - Conferences on Paper #1

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Tues (Sept 18) – * Ethos/Logos/Pathos on Robert Coles due

* Ballenger, “Firing on four Cylinders” (11), “Theories of Intelligence” (13-19); Creative Research Paper (19-21)

* Bring to class an artifact that signifies “culture” for you.

In-class: Artifact Ex & issues of exclusion/inclusion; experts, non-experts.

Introduce Paper #2 (Cultural Artifact Project)

Do Ex. 1.1, 1.2, & 1.3 (Ballenger)

Ballenger’s ‘Other Ways to Find a Topic’ (28-29)

Thurs (Sept 20) – * Paper #1 due (final draft, plus Writer’s Memo)

In-class: Do Tools of Engagement (outreach.msu.edu/tools) 1

Discuss: What does it mean to be an engaged citizen-writer?

Look up info on Willow School together

Work on writing ex for WS children

Tues (Sept 25) –

* IAR/AP response due on David Brooks, “The Merits of Meritocracy” & John C. Ryan and Alan Thein Durning, “The Story of a Shoe”

In-class:

Group I reports: Ballenger, What is a good topic? (30-33), Narrowing the subject (38-40), Reading for research (46-49)

Group II reports: Ballenger, Evaluating sources (51-68), Developing focused knowledge (69-72), & Developing a bib (73-74)

Group III reports: Ballenger, Crafting good questions (43-43 & Ex. 1.4); Observation (98-100); Interviews (87-90) & Surveys (92-98)

Thurs (Sept 27) –

Library Day!

Tues (Oct 2) – * Library Quiz

* Press conference - **Brief (2-minute) oral presentations** of “working knowledge” of your topic (as per Ballenger 70-71)

* Ballenger, on dialogic note-taking (117-136)

In-class:

Group IV reports: Ballenger - Writing with Sources (173-183), Tightening the You Say/I Say Seams (203-205) & Citing Sources (224-233)

Look at Ashley’s essay (265), on integrating quotes, & verbs 208.

Paraphrase/Plagiarism: Ballenger 104-112. Ex: 3.2 & 3.3

Prep for community project.

Discuss rubric for Paper #2

Thurs (Oct 4) – * Ballenger, Revising for Reader Interest (166-173)

In-class: Work on community project.

Tues (Oct 9) – * Rough drafts Paper #2 due

* Workshop, Peer review (version of Ballenger 5.1 & Reader Interest)

Thurs (Oct 11) – *In-class:* Work on community project.

Tues (Oct 16) – * Ballenger, Re-searching (198-201)

* IAR/AP due on Mike Rose’s “Blue-Collar Brilliance”

* Handbook, writing in the Disciplines (340-35)

* Bring pc’s (for Haas preview)

In-class:

Introduce Paper #3 (disciplinary literacy) – look up web sites of majors

Discuss interviewing, brainstorm questions.

Rhetorical reading: Discuss strategies for Haas’s “Learning to Read Biology”

Ex: Difference between scholarly article & trade journal article

Web work, on scholarly articles, trade journals (etc.)

Thurs (Oct 18) – *Final Draft due (Paper #2), with Writer’s Memo

Work on community project.

Tues (Oct 23) – * Ballenger, on organization (144-160)

* **Dialogic notes due** on your scholarly article & trade journal article

In-class: Discuss disciplinary work and context

Group V reports: * Ballenger, Revising for Purpose (185-189),

Significance (190-193) & Reviewing the Structure (194-198)

Do rhetorical analysis of Handbook, Ballenger, Haas.

Thurs (Oct 25) -- *In-class:* community project

Tues (Oct 30) – * Rough draft Paper #3 due

In-class: Workshop / peer review. (Arr ex & 5.5); Ex 5:2 (signif)

Ballenger, Conclusions (170-172)

Work on children’s books

Thurs (Nov 1) – *In-class:* community project culmination.

Conferences this week on Paper #3

Tues (Nov 6) – * IAR/AP on Jennifer Lee, “I Think, Therefore IM”; Greg Beato,

“Internet Addiction” and Donald J. Leu, Jr., “Sarah’s Secret”

In-class: Introduction to Project #4 (Remix)

See “The Machine is Using Us,” “A Vision of Students,” & “Everything is Remix” (u-tube videos). Divide class into groups.

Thurs (Nov 8) – * Final Draft Paper #3 due (with Writer’s Memo)

In-class: Writing Center (for workshop on i-movie)

Tues (Nov 13) – work on i-movies.

Thurs (Nov 15) – to be arranged.

Tues (Nov 20) – * **Rough drafts of videos due**

In-class: show videos in class, for peer review.

Thurs (Nov 22) – no class, Thanksgiving holiday

Tues (Nov 27) - * Read Alberto Mangual, “Reading Ourselves” & Toni Morrison, “Nobel Lecture”

* Describe 1 major Invention, Arrangement, Revision strategy for each (1 page)

* Write 1-2 thoughtful paragraphs (on paper) that address how each writer adds to your knowledge of literacy, and / or how their ideas of literacy compare to other ideas on this subject that we have encountered in our reading this term. Bring these to class with you.

* Bring prior papers to class. Discuss Shared Learning Outcomes.

In-class: discuss readings, introduce Project #5 (Revising Literacies)

Thurs (Nov 29) – * **Project #4 (video) due with Writer’s memo**

In-class: View videos & assess as a class.

Look at Paulo Freire, excerpt from “Pedagogy of the Oppressed”
(applying dialogic note-taking on difficult text)

Ballenger on 10 Common Things (252-255) & 5.4, 5.5

Discuss: Transferable skills

Tues (Dec 4) --

* **Rough Draft Paper #5 due.**

Workshop/peer review

Thurs (Dec 6)– workshop, peer review, continued.

Final class – Tues (Dec. 11), 7:45 a.m. – 9:45 a.m.

* **Final draft Paper #5 due**