

Medei
WRA 115 sections 4, 5, and 6
Fall 2012
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Office hours: Wednesday, 12:00-4:00

Law and Justice in the US

Course Objectives and Description

The overall goal of Tier I Writing is to prepare students for the kinds of writing they will be called upon to produce in the academy, in their professional and business lives, and as citizens of a democracy. In Tier I Writing, students will receive instruction and practice in conceiving, drafting, revising and completing papers of various lengths, based upon sources that challenge them to seek new information and to reflect upon its relevance to their own observations and experience.

Students will receive specific instructions in the following:

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 processes.
- 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.

Course Expectations

Although this course will provide considerable guidance in the reading, writing, and researching done in class this term, there is no substitute for the time and motivation only you can provide. Notice that there is a stringent attendance policy (below) which is intended to encourage students to engage with class materials and the writing process. Do not underestimate the amount of time you need to put in – consistently throughout the semester – to successfully complete the assignments.

Participation

In a course structured around active student involvement and inquiry-based learning, you bear a collective responsibility for the quality of daily discussions and the writing workshops. You are expected to come to class not only having read the material but also prepared to make a substantive contribution during class. Your participation grade will be determined by the quality of your contribution to class discussion; your commitment to small group work; your involvement in writing workshops; and your performance on any in-class or out-of-class writing assignments. In addition, disrespectful behavior toward anyone in class will not be tolerated and will negatively impact your final grade.

Critical Response Essays

Response Essays will be approximately 600 words, typed, double-space, 12 pt. font, free from frequent grammatical and syntactical errors, and include your name and the date. These will be assigned throughout the semester and serve a variety of functions. They will allow you the opportunity to hone your critical reading-thinking skills; they will provide you with material for class discussion; they will be a resource to consult when preparing written assignments; and, they will be a place for reflection. Keep in mind that a response essay involves critical thought, reflection, and analysis. These will be submitted electronically through ANGEL.

Formal Assignments

Formal Assignments will be typed, double-spaced and conform to academic style requirements (we will discuss these in class). For each essay you will complete a typed draft to be critiqued by your peers and a personal reflection memo turned in with the final draft. A detailed description of each essay will be provided well in advance of the due date. We will discuss the specific grading rubric when the assignments are provided. Students will also have the opportunity to revise the formal papers, an option we will discuss in class. **Failure to complete all formal assignments will result in a failing grade for the course.** These will be submitted electronically through ANGEL.

Conferences

I will schedule conferences with students throughout the term to discuss current writing projects.

Course Policies

- Attendance: In a writing course where drafting workshops, peer-group response sessions, discussion of reading materials, introductions to University research resources, and planning sessions for major assignments occur throughout the course, it is particularly important that students be in class to participate and contribute. The general policy of the Tier I Writing program is that students final course grades will be adversely affected after the equivalent of one week of unexcused absences. Absences beyond two (or repeated lateness) will result in the **reduction of the final grade by 0.25** for each additional absence.
- Submission of work: Unless otherwise instructed all written work will be submitted online through ANGEL, MSU's online course management system.
- Late work: Work not done on time disrupts the class schedule. For this reason, the final grade of a formal essay will be **lower by 1.0** for each day it is late. Late critical response essays **will not be accepted**. If you're having a problem meeting a deadline for a valid reason, **you must speak to me in advance of the due date**.
- **When emailing me include the course section in the subject line and sign your name.**

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>

Americans With Disabilities Act. MSU complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disabilities Act of 1990 (ADA). If you have a disability that may affect your performance in the class, you should register with the Resource Center for Persons With Disabilities (RCPD) to receive assistance.

Additional Resource

The MSU Writing Center (300 Bessey Hall) provides free tutoring at any stage of the writing process. Take advantage of this resource to help you with planning, drafting, revising, and/or editing your written work for this class. (writing.msu.edu)

The English Language Center (714 Wells Hall) provides resources for international students needing to improve their English in order to meet University requirements. (elc.msu.edu)

The MSU Learning Center (202 Bessey Hall) provides academic assistance for students to help improve study skills. (lrc.msu.edu)

Texts

Aaron, *The Little, Brown Compact Handbook, 7th edition*
Ballenger, *The Curious Researcher, 7th edition*
Craig, et. al., *Reading and Writing Literacies*

Assignments and Grade Scale

Participation	5%
Critical Response Essays	10%
Lived Literacy Paper	20%
Disciplinary Literacy Paper	20%
Cultural Literacy Paper	20%
Video Remix Assignment	15%
Final Reflective Paper	10%

Readings and Assignments (subject to minor changes)

*Readings on ANGEL can be accessed under the LESSONS tab.

TH	Aug. 30	Course introduction
T	Sept. 4	Review Lived Literacy Paper Sherman Alexie, “Superman and Me” (ANGEL) “How Do I Write a Text for College?” (ANGEL) Response Essay A Due : “Strengths and Weaknesses as a Writer”
TH	6	<i>Reading and Writing Literacies</i> (Mangual, Tan and Wong) Le Guin, “The Ones Who Walk Away from Omelas” (ANGEL) Response Essay B Due : “What is Justice ?” Bring <i>The Curious Researcher</i> to class.
T	11	Come to class prepared to discuss your preliminary idea(s) for the Lived Literacy Paper and the progress you have made.
TH	13	Hamilton, Madison, and Jay, from the <i>Federalist Papers</i> (ANGEL)

			Due: Critical Response Essay 1: <i>Federalist Papers</i> Optional Reading: <i>Bill of Rights, Declaration of Independence</i> Continue workshopping Lived Literacy Paper
T		18	Peer Review (bring four copies to class)
TH		20	No class (student conferences in the Cyber Café, Main Library)
T		25	Lived Literacy Paper Due Screen <i>Harrison Bergeron</i> Optional Reading: Kurt Vonnegut, "Harrison Bergeron" (ANGEL)
TH		27	Thomas Hobbes, from <i>Leviathan</i> (ANGEL) John Locke, from <i>Two Treatises of Government</i> (ANGEL) Discuss <i>Harrison Bergeron</i>
T	Oct.	2	Discuss Disciplinary Literacy <i>Reading and Writing Literacies: Klass (202-05)</i> "The Nature of Reading at Work" (ANGEL)
TH		4	Online MSU Library resources: Bring laptop to class Come to class prepared to discuss the discipline you've selected. Bring <i>The Curious Researcher</i> to class.
T		9	Come to class with (1) a scholarly article and (2) a website from a professional organization and/or trade journal article.
TH		11	Lon L. Fuller, "The Case of the Speluncean Explorers" (ANGEL) Critical Response Essay Due Continue workshopping Disciplinary Literature paper
T		16	Peer Review (Bring four copies to class)
TH		18	No class (student conferences in the Cyber Café, Main Library)
T		23	Disciplinary Literacy Paper Due Screen <i>Minority Report</i>
TH		25	Discuss film Ross, "Football Red and Baseball Green" (ANGEL) George Carlin, "Football vs. Baseball" (ANGEL) Generate topics for essay (bring Ballenger book to class)
T		30	Library Orientation: meet on 1 st floor at the Main Library
TH	Nov.	1	Come to class prepared to discuss your topic for the Cultural Literacy Paper and one primary source and one secondary source you will be using in the paper. We will identify and discuss undergraduate journals. Bring Ballenger book to class.
T		6	James Rachels, "Punishment and Desert" (ANGEL) Critical Response Essay Due

TH	8	Continue workshopping Cultural Literacy Paper Bring Ballenger book to class.
T	13	Peer Review (bring four copies to class)
TH	15	No class (student conferences in the Cyber Café, Main Library)
T	20	Cultural Literacy Paper Due Discuss Video Remix Project In-Class work on Video Remix Project
TH	22	NO CLASS: Thanksgiving Break
T	27	Video Workshop: meet in the Writing Center (300 Bessey Hall)
TH	29	In-Class work on Video Remix Project Critical Response Essay Due (group video abstract submission)
T	Dec. 4	Video Remix Project Due Discuss Final Reflection Paper
TH	6	Workshop Final Reflection Paper

Final Exam Schedule:

Sec. 4 (10:20) Tuesday, Dec. 11 (8-9:45)

[Final Reflection Paper Due](#)

Sec. 5 (12:40) Thursday, Dec. 13 (1-2:45)

[Final Reflection Paper Due](#)

Sec. 6 (3:00) Monday, Dec. 10 (3-5)

[Final Reflection Paper Due](#)