

Instructor Contact Information:

Instructor: Letitia V. Fowler
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Email: FowlerL5@msu.edu
Office: 301 Bessey Hall
Office hours: Wednesdays 3-5 p.m. (and by confirmed appointment)

Course Meeting Times and Location:

Mondays and Wednesdays, 12:40 p.m. - 2:30 p.m.
203 Bessey Hall

FINAL COURSE EXAMINATION:

Monday, December 10, 2012 at 12:45 p.m. - 2:45 p.m.
REQUIRED. DO NOT BUY PLANE TICKETS OR PLAN TO LEAVE EARLY.

Required Texts and Materials:

- *Ballenger, Bruce. *The Curious Researcher*. New York: Pearson/Longman. 2009.
- Craig, Collin, Staci Perryman-Clark and Nancy C. DeJoy. *Reading and Writing Literacies*. New York: Pearson. 2011.
- Little Brown, Little Brown Handbook MSU Custom Edition.
- Selected online readings provided in the course Angel or Facebook class page site
- *Please note: The Ballenger text is a new edition that includes the 2009 MLA updates. It is mandatory that you have access to the 2009 version.**
- Ability to access and post in the class Angel or Facebook class page Site
- Required registration for our closed class Facebook Page (more instructions later)
- Reliable Internet access (outside of class)
- Laptop or Desktop computer access (in class by permission only; outside of class, for all assignments)

Assignments/Due Dates:

I create a worksheet for each of the major assignments. That assignment worksheet includes the ENTIRE expectations and requirements AND a brief outline of readings/activities we will do associated with that assignment. Be sure to ASK any questions you may have.

Course Description:

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 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

MSU Tier 1 Shared Outcomes:

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

| Writing | Reading | Research |
|---|--|---|
| Use writing for purposes of reflection, action, and participation in academic inquiry | Engage in reading for the purposes of reflection, critical analysis, decision-making, and inquiry | Apply methods of inquiry and conventions to generate new understanding |
| Work within a repertoire of genres and modes to meet appropriate rhetorical purposes | Understand that various academic disciplines and fields employ varied genre, voice, syntactical choices, use of evidence, and citation styles. | Demonstrate the ability to locate, critically evaluate, and employ a variety of sources for a range of purposes |
| Exercise a flexible repertoire of invention, arrangement, and revision strategies | 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 the ability to generate and apply research strategies that are purposeful, ethical, and balanced |
| Demonstrate an understanding of writing as an epistemic and recursive process and effectively apply a variety of knowledge-making strategies in writing | Demonstrate an understanding of reading as an epistemic and recursive meaning making processes | Demonstrate an understanding of research as epistemic and recursive processes that arise from and respond back to various communities |
| Understand diction, usage, voice, and style, including standard edited English, as conventional and rhetorical features of writing | 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 | Understand the logics and uses of citation systems and documentation styles and display competence with one citation system/documentation style |

Our Course Section: Our section of WRA 125 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. This course will connect literacy, inquiry and critical thinking and analysis through the lens of American Ethnic and Racial experiences; those of our own and other writers and scholars. By the end of this course you should be able to:

- Discuss literacy practices across a diverse range of contexts
- Engage in critical reading, writing, and researching skills
- Be able to intellectually form and contribute to conversations (both academic and popular) about the diversity of the American racial and ethnic experience
- Express themselves competently through both the form of traditional writing and alternative forms of presentation.

We will analyze 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.

Policies and Procedures:

Attendance: Attendance is mandatory in that all courses in the Tier I Writing Program are interactive and require high levels of student participation. Attendance at all class sessions is expected. You may miss one week of class (i.e. two classes) without affecting your grade. You should reserve these absences to address the observance of religious holidays not acknowledged by the University calendar, family events, serious illness, etc. If you miss more than one week of class, your final grade for the course will be lowered .3 for each additional individual absence. **NOTE: You are responsible for communicating with me regarding your absences. You are also responsible for getting caught up with notes, etc., during your absence.**

Coming to class late (more than 5 minutes after we begin) 3 times will equal one absence. Sleeping in class or engaging in activities not related to class will also be counted as absences.

Late Assignments: Late assignments **WILL NOT** be accepted. If you are having difficulty, please contact me within a reasonable time- i.e., **BEFORE** it is too late. All due dates are final unless an adjustment is made by or approved by me.

Academic Honesty

I take academic honesty very seriously. 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.

Classroom Conduct: It is my expectation that you all are capable, engaged, adult learners. I plan to create and maintain a student-centered learning environment that recognizes one another in the learning process and also recognizes the many spaces, places, literacies, orientations, or other worlds we come from. In other words, this classroom is a SAFE place and some discussions may deal with sensitive matters as we look at the world around us—sometimes analyzing aspects of living and literacy that is different than our own experiences. I will always allow students to have a respectful and robust discussion in class. To that end, it is my expectation that you all be attentive listeners, prepared for discussions ahead of time, and ready to demonstrate an active spirit of cooperative learning and inquiry. You will look to and learn from one another – we all will—including me. I invite you to bring your experiences – all of them-- into what we're doing in class; everyone is welcome and encouraged to participate!

Classroom Civility: It is my expectation that you turn off/silence all audible and electronic devices during class such as i-phones, i-pods, etc. **You may use your laptop for in-class assignments when directed by or with permission from me.** We take turns discussing and will focus on one conversation at a time. Everyone will have the opportunity to speak. I have a zero tolerance policy for disruptive behavior in class that interrupts or interferes with the learning process.

Technical Problems with ANGEL: I am not responsible for any problems that may occur during students' submission of assignments. If you are having a problem with the system, call the helpdesk at (517) 355-2345 or 1-800-500-1554, 24 hours a day 7 days a week. You can also call to arrange a walk-in consulting appointment. If there is a University-wide problem with ANGEL, I will be notified by the University and adjustments may be made if it affects your grade or the course trajectory.

Participation: You will be expected to engage in the classroom, demonstrating your preparedness with the assigned readings and assignments. You should be willing and will be encouraged to share your work, provided feedback to your classmates on their work through peer review, and describe your understanding, process, progress, and completion of assignments on a regular basis. Participation will be determined through a self-assessment in consultation with me during conference time.

Submission of Assignments: This is a paperless course. All essays and other assignments will be submitted via ANGEL (MSU's Learning Management System). **Printed versions of papers will not be accepted unless otherwise stated by the instructor.** Please note that essays are due by 11:59pm (EST) on Sundays. **Please submit your essays in Microsoft Word only.** The schedule for assignments will be packaged according to the essays projects we are working on. You will always know in advance when something is due. I will NEVER change assignment due dates to your detriment. I will always try to be fair.

Completion of Assignments: The Tier I Writing Program requires that students produce a significant amount of writing to fulfill the program requirements. **You must complete all major assignments to fulfill this requirement and receive a passing grade in this course.**

Grading for this course: There are five major assignments for this course: four essays and one alternative form of presentation (i.e., a podcast, website, or some other medium with permission of the instructor). Assignment details including the grading rubric for each assignment will be distributed by me.

Required Weekly Responses: Each week, you will be responsible for posting a critical response as directed by the instructor based on the prompt given-including but not limited to the selected reading. These weekly responses will be used for in-class discussions and will allow you to practice: critique, synthesis, and rhetorical analysis. Students will be required to post all weekly responses by Sunday, 11:59 p.m. (EST) to the Angel discussion board. Students are responsible for being prepared to discuss your own response and at least one response of a classmate for discussion the following class period.

Pre-work: There will be a number of tasks you will be asked to do that will be key to helping you develop, practice and gain the skills necessary to complete your work, particularly the five major assignments. This is critical for you to use this pre-work as a foundation toward completing your five major assignments.

Grade distribution:

Major assignments and participation

| Assignments | Weighted Total |
|-----------------------------|----------------|
| Lived Literacy Paper | 10 % |
| Cultural Literacy Paper | 15 % |
| Disciplinary Literacy Paper | 20 % |
| Remix Project | 15 % |
| Revising Literacies Paper | 20 % |
| Weekly Responses | 10 % |
| Participation | 10 % |
| Total: | 100% |

Grading Scale:

I will use the 4.0 grading scale and program rubric when grading assignments. The percentages in this table are for your own use and measure.

Services and Resources:

- MSU Writing Center: <http://writing.msu.edu> 432-3610. 300 Bessey Hall. The primary writing

resource on campus; has satellite Centers in several campus locations including the main library.

- MSU ESL Lab: <http://www.elc.msu.edu/> 353-0800. 714 Wells Hall. Specifically designed to

| | |
|----------------|----------------|
| 4.0 = 91-100% | 2.0 = 71-75% |
| 3.5 = 86 - 90% | 1.5 = 66 - 70% |
| 3.0 = 81 - 85% | 1.0 = 60 - 65% |
| 2.5 = 76 - 80% | 0.0 = 0 - 59% |

assist international students with writing in a second language.

- MSU Learning Resource Center:

<http://lrc.msu.edu/> 202 Bessey Hall. Offers individualized assistance to help students develop

successful learning strategies and study habits.

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

- MSU Microlabs: <http://microlabs.msu.edu/>

- Other resources to help you thrive and survive and MSU. <http://www.msu.edu/current/>

- THE RCPD--(RESOURCE CENTER FOR PERSONS WITH DISABILITIES) In order to receive any accommodation for any disability, students must first register with the Resource Center for Persons with Disabilities. The RCPD will request appropriate documentation and make a determination regarding the nature of the accommodation to which a student is entitled. The RCPD will then give the student a "visa" that specifies the kind of accommodation that may be

WRA 125-003
Writing: American Ethnic and Racial Experiences
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Fall Semester 2012

provided. It is then the responsibility of the student seeking accommodation to present the visa to his/her instructor. <http://rcpd.msu.edu/>

WRA 125-003 Fall Semester 2012

Narrative Inquiry – KNOW THYSELF

Our Course Theme:

For the semester, we will be using the theme of Writing as Reflection for the five projects. We will use a narrative, first-person lens to explore the following: (paraphrased or excerpted from *Writing as Reflective Action*. Carter, Duncan and Gradin, Sherrie. New York: Longman. 2001.)

- 1). Exploring the self
- 2). Constructing your identity (presenting the self-as a social artifact)
- 3). Engaging in culture (belonging, insider/outsider)
- 4). Writing in the Community: Reflection, Reflexivity, and Action

Definitions:

Reflection: careful, ongoing consideration of a subject (in this case—the self)

Key question(s):

- When you examine the subject of yourself in your own eyes, what do you see? What do you see when you look inward?

Reflexivity: a response triggered by dialectical (conversation, questioning, inquiry, discussion) with “the other”. This can concern the examination of a theory, a person, a culture, a text, or another part of one’s self. You should be willing to consider another point of view; be able to try and look through another lens to gain understanding of something, to challenge something within yourself. When you examine yourself and the world around you – you should think about your views in context with the world view—your ideas, your assumptions, and your values (4).

- Reflexivity should evoke transformation of our character, beliefs, values, and point of view
- Reflexivity requires us to be in a state of learning, inquiry and transformation

Action: The writing we do this semester will hopefully prompt you to DO something; whether it’s make some different decisions, improve your understanding of yourself and world around you, or simply you take the time to talk, listen, teach and learn – try on different hats.

- What did you give, gain, and learn from class this semester about yourself, the world?
- Are you the same person you were at the beginning of the semester?
- What ideas, values, and perspectives, have you changed about yourself and/or the world?
Why?

**WRA 125-003 Project #1 Details:
Literacy Memoir (3-5 pages, double-spaced)
Final Paper, Project #1 Literacy Memoir Due:
By 11:59 p.m. Sunday, September 30, 2012
to the ANGEL Drop Box**

Project #1 Goals:

In this project, you'll create a working definition/understanding about what literacy is. You will use the lens of your own ethnic and racial experiences with literacy—broadly defined. The purpose of the project is to invite you—now that you're in a new place in your educational career-- to make sense of significant literacy-related events in your life and to consider how they might be relevant to how you use and/or think about literacy now. Remember your lens – ethnic and racial experiences.

LEARNING GOALS:

- 1) to invite you to consider past and present event and practices associated with literacy, ethnicity and race to consider the relationship of these to your life now.; and
- 2) to help you to think about literacy more broadly than you may have done before.

RHETORICAL PURPOSE: Why are you writing this?

-to teach your audience something about your current relationship with literacy by constructing a story (or stories) about past events and experiences.

Course Thematic Development: (A starting point)

- 1). Exploring the self
 - What kinds of literacies do you have?
 - Are these literacies influenced by your ethnic or racial experiences? How so? How do you know this?
 - Reflect on how you developed the literacies you have
 - How do you use those literacy(ies)?
 - What is your strength or weakness of these literacy(ies)?
- 2). Constructing your identity (presenting the self-as a social artifact)
 - To what discourse communities do you belong?
 - To what ethnicity and race do you belong or self identify?
 - How has others who self-identify like you treated in regards to their literacy? (i.e., I am African American and have always scored high on reading tests, but as a group, African Americans have lower literacy rates overall in the national public school system).
 - What access to literacies you have that others don't have?

3). Engaging in culture (belonging, insider/outsider)

- How do you use your literacy to belong? Give examples.
- What might it feel like or look like for someone to NOT belong or use the literacy you have?
- Do you speak another language? Are you bilingual? Have you tried to learn another language?

4). Writing in the Community: Reflection, Reflexivity, and Action

- How do others inside or outside perceive your particular literacy?
- Find a narrative about your experiences...what did you notice?

How to (HINTS): Using the readings, videos, and discussions to write this paper:

To reflect on your experiences in order to create this paper, you may think of doing a few things:

- working from a significant event (or events),
- following a chronological pattern
- discussing significant people , etc.

You can choose any one or any combination of these approaches, or use one that you have seen at work in a literacy autobiography you've read. As you make these decisions, remember that your literacy history should do more than narrate events or accomplish self-expression as an end in itself: **it should also interpret the significance of the experiences or and events rendered in the narrative for your life as a college student now.**

Time Line and Important Dates:

Readings for Class Discussion:

Reading and Writing Literacies

8/29/12

"Lived Literacies: Introduction" pg. 9

*(Posted in Angel) "Mother Tongue" by Amy Tan, pg. 26

9/3/12

Holiday CLOSED-BE SAFE!

9/5/12

-Discussion about homework writing, "Exploring the Racial and Ethnic Self"

-Discussion about class theme

-Discussion about Literacy Memoir Guidesheet

FOR 9/10/12

READ: *(Posted in Angel or as email attachment) "Humble and Hopeful" by Kenneth Oldfield

AND "Only Daughter" by Sandra Cisneros, pg. 56

9/10/12

-Discussion of Reading and Writing Literacies (**please have read by Wednesday, January 18, 2012**)

"Only Daughter" by Sandra Cisneros, pg. 56

AND "Humble and Hopeful" by Kenneth Oldfield

-Mapping activities (map your literacies, insider/outsider)

-Activity: "I am _____ that explains everything."

FOR 9/12/12

GOOGLE and find at LEAST two examples of a stereotype, bias, myth or misunderstanding about your respective racial and/or Ethnic group.

9/12/12

In-class exercise: Popular images you found

-Stroll down memory lane: RACE in popular television sitcoms

-In-class writing and exploration

FOR 9/17/12:

RESEARCH about the educational experience/literacy experiences of your respective racial/and or Ethnic group.

9/17/12

-Discussion about Research

-In-class group exercise IRA MEMO

9/19/12

-IRA MEMO workshop

-In-class exercise

FOR 9/24/12

-PEER DRAFT of your essay DUE: consider this your rough draft

9/24/12

-Peer Review

-In-class activities

9/26/12

-Peer Review

-In-class activities

9/30/12

FINAL ESSAY #1 Literacy Memoir

By 11:59 p.m. Sunday, September 30, 2012 to the ANGEL Drop Box

WRA 125 Project #2 Details:
Cultural Artifact Analysis (4-6 pages, double-spaced)
Final Paper DUE Sunday, October 21, 2012 by 11:59 p.m. uploaded to ANGEL

Project Transition/Introduction:

For your first project, you wrote about events and experiences in your own life to reflect on the meaning of literacy and your relationships to it.

This time, you'll choose an everyday object associated with literacy—on object, text, or product—and consider what it reveals about larger cultural values and practices. You will use your ethnic and racial experiences as your lens for examination. Unlike other research papers you may have written in which you begin by taking a position and then looking for evidence to support your position, you'll begin by carefully **observing something**, asking questions about its uses, meaning, and value, and then working your way to a conclusion about the artifact's significance for understanding how literacy is used and/or valued by people from ethnic and/or racial backgrounds.

You need to think about an audience—who are you writing back to? What are they like? Who are they? Why is writing back to them important?

LEARNING GOALS:

- to invite you to inquire into cultural values and/or practices of literacy by choosing an everyday thing as the focus of your inquiry; and
- to give you practice in processes of inquiry: forming and asking questions, revising questions, and seeking answers.

RHETORICAL PURPOSE: Why are you Writing This?

As the writer of this paper, you should demonstrate the significance of an everyday item or (items) for understanding a larger pattern of cultural values or practices. In relation to literacy, your reader should come away from your essay having learned a new way to look at taken-for-granted cultural values/practices from your analysis of the artifact you've chosen as a focal point for your analysis.

Course Thematic Development: (A starting point)

- 1). Exploring the self
- 2). Constructing your identity (presenting the self-as a social artifact)
- 3). Engaging in culture (belonging, insider/outsider)
- 4). Writing in the Community: Reflection, Reflexivity, and Action

Important DATES and Deadlines:

Wednesday, Sept. 26, 2012:

- Introduce the Cultural Literacy Project (Essay #2)
- Examine examples of what we think a cultural artifact is: define this as a class
- Begin Popular culture artifact

Discussions:

“Understanding the Millennial Generation”—See ANGEL for the PowerPoint Presentation

- Millennials as cultural artifacts
- Movies as cultural artifacts
- Icons as cultural artifacts

For Monday October 1, 2012:

- READ: First discussion of stories related to this topic
“School vs. Education” by Russell Baker, pg. 92

Monday, October 1, 2012:

Discussions about cultural artifacts, MOVIE selection(s)

First discussion of stories related to this topic

“School vs. Education” by Russell Baker, pg. 92

For Wednesday, October 3, 2012

- Please have your cultural artifact in mind.
- Please be prepared with your song soundtrack in mind.
- Be prepared for discussion and peer work for your cultural artifact.

Revisiting Precious as a Cultural Artifact

-Identifying a relevant audience and artifacts for analysis

DUE: MONDAY, October 8, 2012 – by 11:59 p.m. – post your selected cultural artifact description posted in FB and the REQUIRED replies to AT LEAST 2 of your peers

Monday, October 8, 2012

- Cultural Artifacts from popular culture—other cultures...
- Documentaries of privilege and positionality—
- Tim Wise viewing and discussion.

For Wednesday, October 10, 2012

READ:

“Skin” by David Kirkland – Look on FB

Wednesday, October 10, 2012

Discussion on :

“Skin” by David Kirkland – Look on FB

Looks at other “skins”

-In-class writings and peer work.

Monday, October 15, 2012

- Begin Student Choice Movie
- Discussion – in-class writing, activities.
Wednesday, October 17, 2012

Wednesday October 17, 2012

TBD.

Student choice movie

Final Paper DUE Sunday, October 21, 2012 by 11:59 p.m. uploaded to ANGEL

WRA 125-003
Writing: Racial and Ethnic Experiences in America
Instructor: Letitia V. Fowler
Phone: 517-974-9207 (text or voicemail)
Email: FowlerL5@msu.edu
Office: 300 Bessey Hall

Fall 2012

WRA 125 Project #3 Details:
Disciplinary Literacy Analysis (5-7 pages, double-spaced)
Final Paper DUE Sunday, November 11, by 11:59 p.m. uploaded to ANGEL

Background/transition Statement:

Each academic discipline has its own ideas about what counts as knowledge, its own rhetorical traditions, and its own written products. Yet most of us come to college with only a vague idea of what it means to become a participating member of an academic discipline or a profession. This paper lets you begin building your own understanding of how writing is created and operates within a discipline (or profession) of interest to you. You should examine any historical moments in terms of integration in the field, inclusion of women, and current diversity policies or any significance related to work through the lens of racial and ethnic experiences in America.

THE PROJECT:

As you did for the Artifact Analysis project, you'll work through artifacts to draw conclusions about cultural values and practices. In this case, though, the "artifacts" in question will be academic texts, and the "culture" will be a disciplinary or professional culture.

You'll also supplement your inquiry with data from a one-on-one interview with a member of the disciplinary or professional community that is the object of your inquiry/subject of your paper.

So the paper should include:

- Analysis of one text from a trade publication
- Analysis of at least one scholarly article
- Analysis of at least one interview you hold
- Analysis of one narrative (first-person) account of your field/subject interest

LEARNING GOALS:

- 1) to help you learn more about how literacy works in a discipline or profession; and
- 2) to give you practice locating, evaluating, and synthesizing source materials for in an original research project.
- 3) to examine the commitment to a diverse workplace, profession, or discipline through the lens of racial and ethnic experiences

RHETORICAL PURPOSE:

For this project, you are going to demonstrate to others new to a discipline or profession how literacy works—how it is valued and practiced—in that discipline or profession. You are also going to share the same about racial and ethnic experiences in the discipline or profession.

Course Thematic Development: (A starting point)

- 1). Exploring the self
-What kind of discipline or profession interest you?

- Why are you interested in this particular discipline or profession?
 - Describe your strengths, weaknesses, or characteristics that make your discipline or profession a good choice.
 - Considering your own race and ethnicity – how have people from similar backgrounds worked within this profession?
- 2). Constructing your identity (presenting the self-as a social artifact)
- To what discourse communities does your discipline or profession belong?
 - What access to literacies do professionals and others in this discipline use?
 - Have others experienced being “locked out” of your discipline or profession because of their race or ethnicity?
- 3). Engaging in culture (belonging, insider/outsider)
- How do you use your literacy to belong? Give examples.
 - What might it feel like or look like for someone to NOT belong to the discipline or profession or who don't use the literacy you have?
- 4). Writing in the Community: Reflection, Reflexivity, and Action
- How do others inside or outside perceive your particular discipline or profession?
 - Find a narrative about different experiences within your discipline or profession...what did you notice?

Project The Remix/Final Finale

Presentations in Person: Monday December 3 AND Wednesday, December 5.

The Learning Goal:

The purpose of the assignment is to make rhetorical purposes, moves, and effects **more visible** by asking you to do something that helps you to be very aware of the rhetorical choices you make. Your own rhetorical purpose will depend on the original project you choose to remix.

Directions:

You will select one (1) of your projects we did this semester: Your Literacy Memoir, the Cultural Artifacts Paper, and the Disciplinary Literacy Paper.

Once you have selected that project, you will work to make something--to remix the project for these two purposes:

- 1). To reflect on that specific assignment
- 2). To reflect on your experiences in this class, (think:how did this assignment make you see racial and ethnic experiences differently? What did you learn this semester about writing? About narrative? About race and ethnic experiences?

The rest...we'll decide together in class today, 11.19.12.