

WRA 110—006: Science and Technology Writing

Meeting Place: 214 Bessey Hall

Meeting Times: TTR 8:00 am—9:50 am

Instructor: Ryan Omizo	Office Hours: 244 Bessey (EBH)
Email: omizo@msu.edu	TTR 10:00 am – 11 am

Required Texts and Resources

Custom MSU Little, Brown Handbook, 7th Edition, by Jane E. Aaron

Online readings and materials posted on Angel as pdfs or doc files

Students are also required to purchase an ELI Review license (available at <http://www.elireview.com>)

Recommended Materials

Because will be in a computer classroom during our class sessions, I recommend that you bring a USB thumb drive with you to each class session in order to save your work, class notes, and other digital materials. Pen and paper might also serve as useful tools.

Tier One Writing

As part of the general education requirement, Tier One Writing contributes to the University's mission by focusing on inquiry-based teaching and learning that encourages students to become contributing members the university's community of scholars committed to asking important questions and seeking rich responses to those questions. Tier One Writing helps students develop the skills, knowledge, and attitudes necessary to improve the quality of life for themselves and others through their scholarly, social and professional activities.

Course Description

in WRA 110, Science and technology will serve as our theme and our raw materials, but, above all, this is a writing course intended to introduce you to academic discourse, analysis, and the arts of persuasion. To accomplish this, WRA 110 will focus on three core activities: **Writing, Revision, and Review**. You will write extensively, and by practicing revision and review, you will develop strategies that will allow you to effectively communicate in a variety of situations, both academic and professional.

Course Objectives

Tier I Writing courses at Michigan State University prepare students for the demands of writing in a variety of contexts that they will encounter during their time in higher education and in their lives beyond the university. To support this objective, our courses focus on the following:

- Enriching understanding of the types of literacy students engage as they move through the university.
- Developing an expanded repertoire of effective writing strategies for analysis, invention, arrangement, and revision activities.
- Expanding the ability to apply this knowledge effectively in a variety of writing situations.

Grading

Each of the major assignments and your class participation will count as a percentage of your overall course grade. We will use the following weighted scale:

100—90%	= 4.0
89—85%	= 3.5
84—80%	= 3.0
79—75%	= 2.5
74—70%	= 2.0
69—65%	= 1.5
64—60%	= 1.0

General percentage values for the class are:

Participation	= 10%
Technological Literacy Narrative/Analysis Project	= 15%
Technological Artifact Analysis Project	= 20%
Disciplinary Literacy Project	= 28%
Remix Project	= 15%
Reflection Project	= 10%
Final Revisionary Exam	= 2%

The department requires that you complete all 5 major “project” assignment to pass this course. Each assignment has a specific rubric that conforms to the learning outcomes of the course, and can be found on specific assignment sheets (on ANGEL).

Your participation grade will derive from your preparedness to work each class session and your contributions to our specific learning community. In other words, come to class, do the work, be a good classmate and you will earn your 10%.

Attendance Policy and Late Work

Because active participation is crucial for your learning in this class, you are expected to attend each class session. Each unexcused absence will beyond 3 will result in a 7% reduction of your overall course grade and a reduction of your Participation credit. Excused holidays, which include religious observances, illness, or family emergencies will not be penalized or count toward your absence total. However, you must let me know beforehand via email that you will miss a session. If this is impossible, then you must communicate to me as soon as possible post-class.

Additional information regarding absence policies at Michigan State University can be found at the Office of the Ombudsman’s web page (<http://www.msu.edu/~ombud/>).

Final drafts of major projects will receive a 2% deduction for every day that the assignment is late. Additionally, there are some parts to each major project that are credit or no credit. If you fail to turn in a particular component, you may receive an automatic deduction.

Academic Misconduct

The University defines academic misconduct as including any instances of academic dishonesty, violations of professional standards, and/or falsification of academic or admission records.

In addition, please note General Student Regulations 1.00, Protection of Scholarship and Grades, as maintained by the Office of the Ombudsman (<https://www.msu.edu/unit/ombud/RegsOrdsPolicies.html>):

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.

Accommodations for Students with Disabilities:

Students with disabilities should contact the Resource Center for Persons with Disabilities to establish reasonable accommodations. For an appointment with a disability specialist, call 353-9642 (voice), 355-1293

(TTY), or visit MyProfile.rcpd.msu.edu.

*****Note: Changes in assignment due dates will be announced to the class via email and recorded in a revised Daily Schedule.**

Daily Course Schedule

Week 1	
	<p>August 30, 2012</p> <p>Welcome to WRA 110! In-class: Course introduction; Defining terms; Practicing persuasion;</p> <p>Homework: Read Volti (on ANGEL); Read 2-16 in <i>Little, Brown</i></p>
Week 2	
<p>September 4, 2012</p> <p>In-class: Defining Terms cont; Introduce Technological Literacy Narrative Analysis Project; Set up/work with ELI</p> <p>Homework: Draft narrative component of your Technological Literacy Narrative/Analysis and post Word doc to ELI before next class</p>	<p>September 6, 2012</p> <p>Due: Drafts of narrative component of TLNA on ELI before class.</p> <p>In-class: Peer Review TLNA drafts on ELI; how to make claims for rhetorical analysis</p> <p>Homework for September 11: Complete rough drafts (narrative and analysis) of TLNA posted to ELI before class for review; Read 81—91 <i>Little, Brown</i>;</p>
Week 3	
<p>September 11, 2012</p> <p>Due: Rough drafts of TLNA</p> <p>In-class: ELI Peer Review of TLNA drafts; introduce Technological Artifact Analysis Project;</p> <p>Homework: Read Miner (on ANGEL); Start thinking about what technological artifact you want to write about.</p>	<p>September 13, 2012</p> <p>In-class: Discuss Miner and cultural analysis; Invention exercises on ELI</p> <p>Homework: Complete TLNA Final Drafts (due September 18 in ANGEL dropbox)</p> <p>TLNA Final drafts due September 20 in ANGEL dropbox.</p>
Week 4	
<p>September 18, 2012</p> <p>Due: Final Drafts of TLNA in ANGEL dropbox before class;</p> <p>In-class: Library Workshop</p> <p>Homework: Read Martin pdf (on ANGEL) TLNA Final in ANGEL before class</p>	<p>September 20, 2012</p> <p>Due: TLNA Final in Angel before class</p> <p>In-class: Group work on Martin; Analyzing images and objects Activity</p> <p>Homework: Read Geertz pdf (on ANGEL)</p>

Week 5	
September 25, 2012 In-Class: Discussion of Geertz pdf; Invention Activity—The Arrival Scene/Thick Description as a form of Evidence	September 27, 2012 Due: Rough drafts of Technological Artifact Project to ELI before class. In-class: ELI Review of Technological Artifact Project, focusing on Analysis and Arrangement
Week 6	
October 2, 2012 In-class: House keeping questions on Technological Artifact Project; Introduce the Disciplinary Literacies Project; group work on creating email correspondences; Homework: Final Drafts of Technological Artifact Project due October 4 in ANGEL dropbox before class; Read 301—308 in <i>Little, Brown</i>.	October 4, 2012 Due: Final Drafts of Technological Artifact Project uploaded to the ANGEL Dropbox before class. on October 9, 2012. In-class: How to code data for Disciplinary Literacy Project; Preliminary Disciplinary Ethos Analysis; Annotated bibliographies; Homework: Read Turner pdf (on ANGEL) and Interview pages from the PurdueOWL (links on ANGEL in Course Readings Folder)
Week 7	
October 9, 2012 TAA Project Final Due before class. In-class: Interviewing workshop; create Interview script (posted to ELI by end of class); Homework: Post Annotated Bibliographies for Disciplinary Literacies Project to ELI before October 11 class for review.	October 11, 2012 Due: Annotated Bibliographies to ELI for review. In-class: ELI review of interview script, ELI review Annotated Bibliographies;
Week 8	
October 16, 2012 In-class: Coding and Analyzing Interview Data	October 18, 2012 In-class: Studio time for Disciplinary Literacy Project with instructor drop-ins. Homework: Rough draft of Disciplinary Literacy Project uploaded to ELI for peer review October 23.
Week 9	
October 23, 2012	October 25, 2012

<p>Due: Rough Draft of Disciplinary Literacy Project uploaded to ELI before class.</p> <p>In-class: ELI peer review of Disciplinary Literacies Paper rough drafts.</p> <p>Homework: Read Williams' Typography and CRAP pdf.</p>	<p>In-class: Introduce the Remix Project; discuss design principles; Analyze Posters.</p> <p>Homework: Upload final drafts of Disciplinary Literacies Project to ANGEL dropbox before class October 30.</p>
Week 10	
<p>October 30, 2012</p> <p>Due: Final Drafts of Disciplinary Literacy Project to ANGEL dropbox before class.</p> <p>In-class: Photoshop workshop</p>	<p>November 1, 2012</p> <p>In-class: Studio time for Remix Project Poster; elaboration of “Showcase” component of Remix Project;</p> <p>Homework: Post pdf versions of your Remix Project rough draft to ELI for peer review before class on November 6.</p>
Week 11	
<p>November 6, 2012</p> <p>Due: Rough draft of Remix Project on ELI before class</p> <p>In-class: Peer review of Remix Project Drafts; Remix Project Showcase schedule</p>	<p>November 8, 2012</p> <p>In-class: Final Studio time for Remix Project</p> <p>Homework: Final drafts of Remix Project Poster due in ANGEL dropbox before class on November 13</p>
Week 12	
<p>November 13, 2012</p> <p>Due: Final Drafts of Remix Project Poster due in ANGEL dropbox before class.</p> <p>In-class: Remix Project Showcase Group 1</p>	<p>November 15, 2012</p> <p>In-class: Remix Project Showcase Group 2</p>
Week 13	
<p>November 20, 2012</p> <p>In-class: Remix Project Showcase Group 3; Introduce the Reflection Project</p>	<p>November 22, 2012</p> <p>Thanksgiving Day Holiday—No Class</p>
Week 14	
<p>November 27, 2012</p> <p>In-class: Analyzing job ads; pooling resources</p>	<p>November 29, 2012</p> <p>In-class: Workshop time for Reflection Project</p> <p>Homework: Post rough drafts of Reflection Project to ELI before class on December 4</p>

Week 15	
<p>December 4, 2012</p> <p>Due: Rough Draft of Reflection Project uploaded to ELI before class</p> <p>In-class: ELI Peer Review of Reflection Project Rough Draft</p>	<p>December 6, 2012</p> <p>Last day of Instruction!</p> <p>In-class: Final wrap up; evaluations</p>
Finals	
<p>December 14, 2012 7:45 am to 9:45 am</p> <p>Due: Final Drafts of Reflection Project uploaded to ANGEL by Finals Week Meeting time</p> <p>In-class: Revisionary Exam</p>	