SYLLABUS // WRA 110-11

217 Ernst Bessey Hall
Tu Th 8:00-9:50 am (4 cr.)

Instructor: Jack Hennes
Office: 301 Ernst Bessey Hall (Tu 11:30 am-1:30 pm, Th 10:00 am-12:00 pm)
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OVERVIEW
Writing permeates all facets of life, and, in many ways, shapes what we do from day-to-day. This class will ask you to push your understanding of writing and language and to think of writing as existing not only in academic communities, but also as something that resides in many places and spaces. This course will challenge you to write and interpret texts for a variety of rhetorical situations, audiences, and purposes. You will also extensively work alongside your peers, collaborating to explore and create texts representing diverse perspectives. Through our exploration of literacies – yes, there’s more than one – this course will invite you to interrogate what it means to be literate in today’s culture, what it means to be a writer for today’s audiences, and who gets to decide the answer to both of those questions.

We will use the themes of science and technology as an entry for discussing the importance, impact, motivations, and consequences of written communication. Throughout this course, you will become critical of technologies and their design, explore the uses and purposes of digital tools, discover how language is used in scientific disciplines, and gain valuable practice communicating complex information using the written word, images, sound, and video. We will also discuss the cultures of science and technology, the impact of science and technology on our everyday lives, and civic uses of digital tools for activism and engagement. Further, you will have the opportunity to build a professional network that you will maintain throughout your time as a college student and beyond.

This course is also designed to connect what you already know – the literacies you bring with you into the classroom – to what you'll need to know for the future. Most importantly, this is a course for you. This course requires five major assignments, each of which demands significant amounts of intellectual work. This course is designed to provide you with as many opportunities as possible for peer-review, giving and providing feedback, and revision of your writing. Most importantly, however, this course will enable you to develop rhetorical and analytical skills transferable to academic discourse, communication in the workplace, and success as active participants in a global society. From this point forward, we are a community, one that seeks to help one another accomplish the goals set forth by this syllabus.
ACCESSIBILITY STATEMENT
Your success in this class is important to me. If there are circumstances that may affect your performance in this class, please let me know as soon as possible so that we can work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at (517) 884-RCPD. Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation (“VISA”) 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.

TIER ONE WRITING GOALS
As part of the general education requirement, Tier-One 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-One 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
The Tier-One shared learning outcomes support inquiry-based learning that transfers across writing situations in relation to three major issues: writing, reading, and researching. Specifically, this course engages these goals by using the theme of how we invent, arrange, revise, and develop ourselves as members of a community in relation to texts. This semester we will examine the ways through which our identities in a community are constructed, reified, challenged, shaped by, and shaping the world around us. This relationship will be investigated through thinking about and examining our own communities as well as our relationships to a variety of texts we have encountered through our lives and to continue this process through the semester.

REQUIRED MATERIALS AND SOFTWARE
• writing110.com
• Desire 2 Learn (D2L)
• Eli Review
• Selected readings from Writing Spaces Volume 1 and Writing Spaces Volume 2
• Selected readings from Writing Commons
• Additional required readings and handouts will be posted on writing110.com

COURSE PROJECTS
There are five major projects in this course: four papers and one alternative form of presentation. You must complete all five projects in order to pass the class. There are 1000 total points in the course:
• Project 1: Digital Literacy Narrative – 10% (100 points)
• Project 2: Personal Learning Network – 10% (100 points)
• Project 3: Technology Review – 10% (100 points)
• Project 4: Sci/Tech Literacies Project – 25% (250 points)
• Project 5: Digital Remix – 15% (150 points)
• Project 6: Revised Digital Literacy Narrative – 10% (100 points)
• Participation (collab. note taking, in-class writing modules, and group work) – 20% (200 points)

GRADING SCALE

<table>
<thead>
<tr>
<th>Points</th>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000-930</td>
<td>100-93</td>
<td>4.0</td>
</tr>
<tr>
<td>929-870</td>
<td>93-87</td>
<td>3.5</td>
</tr>
<tr>
<td>869-820</td>
<td>86-82</td>
<td>3.0</td>
</tr>
<tr>
<td>819-770</td>
<td>81-77</td>
<td>2.5</td>
</tr>
<tr>
<td>769-720</td>
<td>76-72</td>
<td>2.0</td>
</tr>
<tr>
<td>719-670</td>
<td>71-67</td>
<td>1.5</td>
</tr>
<tr>
<td>669-620</td>
<td>66-62</td>
<td>1.0</td>
</tr>
<tr>
<td>619-below</td>
<td>62-below</td>
<td>0.0</td>
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Grade are given on a numeric scale, where grades range from 4.0 to 0.0 by half points. To receive credit for this course, you will need to attain at least a 1.0.

LATE SUBMISSION POLICY
You may submit one major project (other than the final project) up to one week late, with no questions asked, provided that you notify me in advance of the original due date. If you do not contact me in advance, you will not receive an extension. Note that this only applies to the submission of a final project packet and cannot be applied to invention activities, response drafts, etc. In all other instances, late submission will be lowered by -.5 on the 4.0 scale for each day past the original due date, with the first reduction occurring at the end of the class in which the assignment was due.

PARTICIPATION
In this course, you earn participation points by taking class notes (for more information, see section below on collaborative note taking), completing assigned readings prior to class, listening, working in pairs and small groups, asking questions, and working alongside your peers and I during and outside of class.

COLLABORATIVE NOTE TAKING
For every class period, one student is assigned to take notes using the Twitter hashtag #writing110 (you will do this twice during the semester). As each of you will take notes differently, there is no prescribed method for this exercise. I only ask that you dedicate your tweets to recording course observations, information, happenings, and insights. If you do not wish to live tweet during class, ensure that you post no later than 24 hours after the class session you are assigned to be a note taker. Also, if you prefer to not publicly display your notes, you may post them to a Google Document instead.

ATTENDANCE & TARDINESS POLICY
All courses in the Tier I Writing Program are interactive and require high levels of participation. Attendance at all class sessions is expected. You may miss one week of class (three class periods) 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 three class meetings, your final grade for the course will be lowered by .30 for each additional absence.

All of us are expected to be on time for this class, but I understand that sometimes that can be difficult or situations arise that are beyond your control. I will keep track of tardiness by circulating a sign-in form or roll call. If you don’t come to see me to have yourself signed in, you will be counted absent that day. Excessive tardiness will be calculated against your participation grade.

COMMUNITY ACCOUNTABILITY
In this class we will be reading, viewing, writing about, and discussing controversial topics. I expect you to treat one another and me with respect and maturity. There will certainly be disagreements among us as we come to this class with a wide range of experiences and histories. I will absolutely not tolerate any form of racism, sexism, homophobia, ableism, or body discrimination.

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.

FINAL EXAMINATION
Our class will meet during our arranged final examination time (TBA). While there will not be a final exam in WRA 110, you are required to attend this session.

FAQs
Q. Where can I find course materials?
A. All course materials are posted on writing110.com.

Q. How do I submit my projects?
A. Submit all projects (except for the remix) using the D2L dropbox set up for each assignment.

Q. What is Eli and why are we using it?
A. Eli is a peer-review software product developed at Michigan State University. As our class strongly emphasizes feedback and revision, Eli will help us do this efficiently and track our writing and revisions over time. Most importantly, Eli will help you become a better writer.

Q. What does WRA mean in the course code?
A. This course is offered through the Department of Writing, Rhetoric, and American Cultures (WRAC), which was once an American Studies department. Over time, WRAC gained expertise in rhetoric and writing, evolving into a diverse and dynamic department that now focuses on the study of writing in various contexts. Today, the Tier I Writing Requirement is administered through WRAC, and the department also offers an undergraduate major in Professional Writing.

Q. What’s the best way to contact you?
A. I prefer that you use email for most questions or concerns you may have. However, if you have a question that you think would be of interest to your classmates as well, you may tweet it to me at @hennesjack using the #writing110 hashtag. I will regularly hold office hours in 301 Bessey, and you are certainly welcome to drop by at that time.
wish to meet with me outside of my office hours, send me an email and we can work together to set up a time to meet.

Q. Will we get a biobreak during class?
A. At the halfway mark of each class session, you will have a 5-minute bio break to use the restroom, get up and stretch, use Facebook, get a drink of water, or chat.

Q. Can I bring my computer to class?
A. Yes! Please bring your computer to every class session. We will use it to write in-class and conduct peer-reviews using Eli. If you do not have a computer or tablet to write in class, let me know during the first week of class and we will work together to find a solution. Always remember to bring a writing utensil and some scratch paper in case you can't connect to the wifi or forget your device.

Q. If I'm absent, how do I find out what I missed?
A. Because every class session will have at least one note taker, you can find out what you missed by searching for the #writing110 hashtag on Twitter or checking out the Google Document set up for class notes. I also encourage you to message and email each other. If you can't find out what you missed after going through these steps, tweet a question to me or shoot me an email and I'll point you to what you missed.

CAMPUS RESOURCES
The Writing Center at MSU
The writing center offers individual and group consultations for writers at all levels of education and proficiency. You are encouraged to pursue writing center consultation as an additional venue for your development as a writer. You can register individual sessions through their website http://writing.msu.edu or by calling 517.432.3610.

Disability Resource Center
The Disability Resource Center leads MSU in maximizing ability and opportunity for full participation by persons with disabilities. 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 http://www.rcpd.msu.edu.

English Language Center
The English Language Center provides instruction to international and non-native English speaking students to improve English language skills for coursework. You can find out more at http://elc.msu.edu or by calling 517.353.0800.
SYLLABUS CONTRACT // WRA 110-11

I, ___________________________, have read and understand the syllabus for WRA 110-11 as a binding contract between me and the instructor. However, as the semester progresses, exceptions to the terms outlined in this syllabus may altered through a collaborative process between me and the instructor. I am also aware that, like all first-year writing courses at Michigan State University, this class is NOT:

a lecture class, in which you spend most of your time listening to your instructor deliver information.
a “grammar” class. We know using language effectively is important, but that’s only a small part of what writers need to learn and do.

a literature class. You can expect to read, certainly—but the reading you do will be for the purposes of making you a better writer.

a place to hide. Many classes you’ll take at MSU—especially in your first two years—are big enough that you may never get to know your instructor or classmates. First-year writing isn’t one of them. Classes are small, and you’ll spend much of your time working with others.

a “content” class, in which you’re tested for knowledge of subject matter. First-year writing is as much about what you can do as what you know—so your growth as a writer will be measured by the success of what you produce.

As a student in WRA 111, I will commit myself to improving my writing through continued writing practice, peer-review, and revision.

Signed, ______________________________                           Date ___________________