

# WRA 101: Writing as Inquiry Identity & Ideology

Jessica Travers | Fall 2016 | Course Hours: T/TH 12:40-2:30PM  
CRN: 093 | Course Location: Wilson Hall C003

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## CONTACT INFORMATION

Email: [traver11@msu.edu](mailto:traver11@msu.edu)  
Website: Course D2L Site

## OFFICE HOURS & LOCATION

Tues. 3-5 PM, & by appt.  
Office Location: Wells Hall C707

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## COURSE MATERIALS

- Texts: All text materials will be available as PDF files or Links on D2L course site
- Reliable access to a computer or tablet with Internet capabilities
- A functioning email account & D2L account

## COURSE GOALS & MISSION

The First-Year Writing Program at MSU (FYW) put learners at the center of learning. Our mission is to help learners acquire the moves, strategies, and dispositions that will allow them to continue to develop as writers and producers of knowledge beyond first-year writing. This goal is realized through a shared curriculum of writing experiences that ask students to set their own learning goals by way of a variety of informed reflective writing activities. The FRW curriculum invites students to put their prior knowledge in relation to new understandings of rhetoric, literacy, and culture. Inquiry is central to the the curriculum, which moves students from reflection on experience to analysis of culture and institutional values and discourses, to inquiry into rhetorical production. Whether or not it is named as an explicit topic in this class, culture is an idea that is surfaced, named, and referenced through writing and learning to write. A primary aim of the course is for students to develop productive understandings of their own goals as learners. This class aims to prepare students to reflect on their learning as they move through course projects in order to set informed goals for their continued development as writers, students, and professionals.

## COURSE OBJECTIVES

The FYW Curriculum is driven by three acts critical to learning by way of academic writing:

- **INQUIRY:** A recursive process of posing, following, and addressing questions.
- **DISCOVERY:** Learning -- that is, making new knowledge through the process of inquiry.
- **COMMUNICATION:** Purposeful engagement of the self and others through the products of inquiry & discovery.

## THE FIVE MAJOR PROJECTS ("PORTFOLIOS")

- The Literacy Memoir Project
- The Ideological Object Project
- The Disciplinary/ Professional Literacy Project
- The Remix Project
- The Reflective Un-Learning Narrative Project

## OTHER "ASSIGNMENTS"

- Reading Analyses: shorter (1-2 page) critical analyses on an assigned reading. These assignments are analytically-driven; they are not summaries or reports.
- Information Literacy Portfolio (ILP): this is a group of assignments focusing on research
- Attendance
- Participation

## **COURSE GRADING** \*ALL ASSIGNMENTS MUST BE COMPLETED IN ORDER TO EARN A PASSING GRADE IN THE COURSE\*

Papers are graded using five central criteria (which we will discuss and shape these criteria together in class):

- Quality and Depth of Thinking via analysis, discovery, and inquiry
- Persuasiveness and Originality -- including thesis, "so what?", and evidence
- Organization, Coherence, & Clarity of Communication
- Style and Technique
- All parts of assignment prompt addressed and completion of portfolio

Point Value Overview (1,000 possible earned points):

- Project #1 – The Literacy Memoir Project – 150 points or 15%
- Project #2 – The Ideological Object Project – 150 points or 15%
- Project #3 – The Disciplinary/ Professional Literacy Project – 200 points or 20%
- Project #4 – The Remix Project – 160 points or 16%
- Project #5 – The Reflective Un-Learning Narrative Project – 200 points or 20%
- Information Literacy Portfolio (ILP) – 30 points or 3%
- Reading Responses (5 total) – 50 points or 5%
- Attendance & Participation – 60 points or 6%

## **FINAL GRADING SCALE**

4.0 = 920 - 1000

3.5 = 850 - 919

3.0 = 800 - 849

2.5 = 750 - 799

2.0 = 700 - 749

1.5 = 650 - 699

1.0 = 600 - 649

0.0 = 00 - 599

**Note:** Extra credit opportunities are offered at instructor's discretion. If extra credit is offered, the cumulative credit will not exceed 50 points, or 5% of a student's overall grade

## **DEADLINE POLICY**

*Students are expected to arrive on time and with completed assignments submitted.*

### **Late Papers:**

- Major papers will be **marked down 1/3** of a letter grade for each day of lateness (weekend days do "count" as a day). If you are ill or cannot submit your paper on time, please email me to make arrangements. Emailing me, however, does not excuse lateness. Also, it is required that all major essays be submitted to earn class credit. **When submitting a late paper, you must inform me via email that you have submitted the document late to the appropriate Dropbox.**
- Short assignments, Reading Responses, and in-class work (prewriting & peer review) will **NOT** be accepted late, unless you have made arrangements with me ahead of time.

## **ATTENDANCE AND PROMPTNESS**

Students must attend a minimum of 85% of class meetings to receive a passing grade; in other words, ***in order to pass the course, students cannot miss more than four class sessions.*** Students are expected to arrive to class on time and stay for the entirety of the session. Repeat or chronic tardiness will result in either dramatic course grade reduction or disqualification from the course (3 "tardies" will reflect as one absence).

## PARTICIPATION AND PREPAREDNESS

Due to the inquiry-based and participatory nature of this course, students must be in class, participate, and remain focused and on task for the entire class session. Students are expected to complete writings and readings before coming to class; to bring the appropriate course materials to class; and to contribute to class discussions, workshops, and activities. Coming to class unprepared or unwilling to participate seriously undermines student success and cheats colleagues, so repeated under-preparedness may result in either dramatic course grade reduction or disqualification from the course.

## CLASSROOM BEHAVIOR

In order to create a positive and productive working environment, disruptive and disrespectful behavior will not be tolerated—including *texting during class and other disruptions from cell phones*. Students are expected to behave professionally: to arrive on time; to be sober, rested, and ready to work; and to come prepared with assignments read/printed (and stapled)/posted/completed. Students' actions and words should demonstrate respect for the instructor and for their classmates. Anyone who disrupts the learning environment by acting inappropriately or unethically may be asked to leave. Feel free to interrupt me at any time during our discussions or lectures with comments or questions. Also, I expect that we will **treat each other with respect**, we will not denigrate or dismiss the opinions of others (although, respectfully disagreeing is okay, even encouraged), and we will remember that what is said in the classroom stays in the classroom. **Lastly, in our classroom we tolerate all identities -- including all race, religious, gender, and sexual identity expressions. This classroom is a safe space.**

## ACADEMIC FRAUD

Plagiarism and cheating are serious offenses. Forms of academic dishonesty, including using portions or copies of another person's work or recycling essays from past courses, will not be tolerated. *Any intellectual property (ideas, quotes, graphics, etc.) "borrowed" from outside sources must be properly cited.*

"Plagiarism (from the Latin *plagiarius*, an abductor, and *plagiare*, to steal) is defined by the White House Office of Science and Technology Policy on Misconduct in Research as '... the appropriation of another person's ideas, processes, results or words without giving appropriate credit.' ... At MSU, General Student Regulation 1.00 states in part that 'no student shall claim or submit the academic work of another as one's own.' (For the complete regulation, see Protection of Scholarship and Grades.) ... Plagiarism may be accidental or blatant and there is even self-plagiarism. However, students are held to the same standards whether or not they knew they were plagiarizing or whether or not they were plagiarizing themselves or someone else" (<https://d2l.msu.edu/d21/le/content/443874/viewContent/3878807/View> and read MSU's academic fraud/ plagiarism policy)".

Of course, a certain amount of collaboration on writing assignments is allowed and even encouraged. This collaboration can take the form of discussion of ideas, general and specific revision suggestions, and even minor help with editing. However, students who use someone else's work, give someone else work to use, or allow someone else to complete writing or revising work that should be doing themselves are cheating. Students who have questions in this area should see their instructor.

## ADDITIONAL SUPPORT

- **The Writing Center** is for all students interested in receiving additional feedback on writing assignments from any course. For information about Writing Center location, hours, and appointment scheduling, please visit: <http://writing.msu.edu>. **Note:** attending the Writing Center is an opportunity to earn extra credit for this course.
- **Student Affairs & Services:** <http://studentaffairs.msu.edu/>
- **Neighborhood Services:** <http://neighborhoods.msu.edu>
- **English Language Center:** <http://elc.msu.edu/>

## **SPECIAL ACCOMMODATIONS**

Students who wish to request disability-related accommodations should contact the **Resource Center for Persons with Disabilities** by visiting the website ([www.rcpd.msu.edu](http://www.rcpd.msu.edu)), visiting the office (Bessey Hall, room 120), or calling (517-884-7273).

## **A NOTE REGARDING MANDATORY REPORTING**

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. In most cases, I will keep information you share in essays, journals, and other materials submitted for this class private and confidential. However, it is important that you understand that I have a mandatory reporting responsibility related to my role as an instructor/TA which imposes limits to the confidentiality I can extend to students.

If, in my capacity as an instructor or TA, I hear from a student that they experienced any form of sexual misconduct, the endangerment of a child, or harm to oneself or others, either on or off campus, during their tenure here at MSU, irrespective of who was involved in the incident(s), I will have to inform the Office of Institutional Equity (OIE) as well as the MSU Police Department. The reason we do this is to ensure that you get all the support and information you need to make an informed decision on whether or not you would like to take further steps. This may prompt contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual.

If you would like to talk about these events in a completely confidential setting, you are encouraged to make an appointment with the MSU Counseling Center (517-355-2870) or the MSU Sexual Assault Program (517-355-3551), call the 24-hour crisis line (517-372-6666), and for support services/shelter for relationship violence and stalking, MSU Safe Place (517-355-1100). More information can be found at <http://endrape.msu.edu/> and <http://safeplace.msu.edu/>. All of these professionals and advocates can help a student without having to report information pertaining to sexual misconduct or relationship violence that students share to any university or law enforcement units. However, they may still be bound by a duty to report child endangerment or risk of self-harm. Ask your counselor or advocate what their reporting responsibilities are and what the limits to their confidentiality are.

On the other hand, if you would like to report any sexual misconduct in a non-confidential manner, they may call the Office for Institutional Equity (OIE) at 517-353-3922 or the MSU law enforcement (Police) at 517-355-2221.

## **EMERGENCY EVACUATION AND SAFETY FEATURES**

Please familiarize yourself with the evacuation plan for our classroom by reviewing the sign posted near the exit.