

WRA 101: WRITING AS INQUIRY



Inquiring into your everyday-self as an agential and qualitative dataset and discovering your true-self through synthesizing them

*a stock image from Unsplash

Course Introduction

Welcome to Michigan State University, Spartan! Congratulations on joining a gigantic yet active academic and professional community as a fresh member! In this course, you'll begin on a journey to discover and build your past, present, and future identities by inquiring and (re)shaping the datasets of your own life. In doing so, you'll learn how to articulate and narrate these insights and information with your own intention for preparing you to communicate effectively, ethically, and creatively as a civic-minded and critical participant in your-engaged communities and beyond.

WRA 101 with DH is more than a so-called "college writing" class. This is an opportunity for you to navigate yourself to YOURSELF through discovering and collecting qualitative (and occasionally as well) data/information/events you've experienced in your life, synthesizing the gathered *qualitative self-data*, interpret it meaningfully and persuasively, and eventually, create *contents* based on it to deliver to your intentional audience. Ultimately, this process is also to learn about YOURSELF as *the most valuable asset in the data-saturated world*. By the end of the semester, I expect that you will have accomplished the understanding that your life is not a simple-monotone-and-boring one but an adventurous one, worth narrating, reading, investigating, and representing.

It might sound complicated or overwhelming, right? But no worries! You already have a lot of integrated data in your life, to deep dive into and write about. In addition, our action-oriented, workshop-based, anxiety-free, non-textbook, and labor-oriented class structure is designed to help you not only use your pre-existing knowledge but also facilitate new learning through writing. *Are you ready to discover, communicate, reflect, review, and refine yourself?*

INSTRUCTOR

DR. DAEHYUN (DH) WON

SESSIONS

WRA 101_073 (Wells Hall A326)

- 12:40 PM – 2:30 PM

WRA 101_074 (Berkey Hall 318)

- 3:00 PM – 4:50 PM

WRA 101_075 (Berkey Hall 318)

- 5:00 PM – 6:50 PM

ADDITIONAL

MEETINGS AVAILABLE

- in-person
- via Zoom (link) / MS Teams (link) by appointment



MICHIGAN STATE UNIVERSITY

Department of Writing,
Rhetoric, and Cultures

Key Concepts

Prior to discussing details, skimming and scanning these core concepts might be helpful, for your smooth transition from the perception of life as boring to seeing it as a *priceless qualitative self-dataset with beautiful or impressive moments*. Yes, you are a valuable dataset and the owner of it; let us start with this most important concept. But you are not required to memorize the concepts! There won't be exams or quizzes about the concepts 😊, and all will be discussed during classes.

YOU ARE A VALUABLE DATASET (SELF-DATA)

This is fundamental of the course: **you are a valuable dataset (self-data)**. This means you are the intentional owner of your life-oriented data, who has *the capacity to act* with the data. This insight is also the confrontation of big data – the vast datasets harvested and controlled by commercialized platforms. Focusing on the self-dataset, you can maintain your autonomy and critically approach the big data-driven information, selectively integrating it into your self-dataset and interpretation activities.

WHAT'S QUALITATIVE DATA?

Qualitative data is defined as the data gathered through qualitative research, “not represented by numbers” (National Library of Medicine). But the data's significance is far beyond this simple definition. According to Deakin Univ., qualitative data means a useful tool to investigate “human experiences, social interactions, and unique contexts” and to “develop a deep understanding of a complex topic” (Deakin University Library). In brief (for the course), qualitative data is the unique set of information that reflects your unique life – and this is the data that we will collect and utilize.

NARRATIVE (STORYTELLING) INQUIRY

Narrative Inquiry is the main inquiry method for this course to gather, synthesize, and articulate the qualitative self-data. The two major assignments – *cultural artifact storytelling and inquiry* and *professional literacies* – require us to conduct the qualitative self-data mining (from life experience and events in forms of “letters, journals, conversations, interviews, photographs, and other artifacts” (Gilstein) but not limited to) and then create meanings through constructing meaningful narratives. The narrative pieces will be major components of the two written artifacts, and again, discovering and synthesizing your gathered qualitative-self data to metacognitively create content will be the major projects of the course. For more information, check the source: [link](#)

*Again, don't try memorizing them! This is to the initial comprehension, not to terrify you; simply saying, we will gather various topics/subjects from your life and write narratives and inquiries based on the gathered.

Course Goals

We will practice various modern communication methods through the lens of *qualitative self-dataset-based inquiry and narrative* TO DISCOVER YOURSELF. Thus, the main subject for every major project is YOU with data collected from your past experiences, current endeavors, and future aspirations, such as thoughts, cultures, language, experience, life events, plans, dreams, artifacts, etc. Throughout the adventure towards yourself, we can expect to fulfill the goals:

1. to understand the value of self as a source of meaningful content creation and delivery.
2. (broadly) to conduct the intellectual process – inquiry, discovery, and communication - to develop one's academic (creative and critical) thinking process and communication skills.
3. (specifically) to conduct self-collection, analysis, and synthesis of self-data through autonomous decisions.
4. to provide chances to practice digital technology-driven academic writing, professional communication, and AI technology-based practices for students' productivity in their college and professional life in the digital age.
5. most of all, to offer a safe and supportive place to play-to-learn and learn through actions without writing anxiety to present yourself in class.
6. to also offer a secure space to promote effective collaboration and communication.
7. to conduct self-evaluation and reflection for improving metacognitive awareness.
8. to provide out-of-campus activities as much as possible to help students' real-world literacy skills.

Course Materials/Activities

No-Textbook Policy

You are not required to purchase any materials for this course. Many sources are open-access hyperlinks or PDF readings posted to D2L. None of them are assigned a numeric score, such as time constraint tests; we are going to have many fun activities, such as in-class collaborative discussions and presentations, note-taking, letter-to-you sessions, games, collaborative peer review, group readings, content creations, and AI literacy practices - as in-class workshops, and the in-class participation will be checked as complete or incomplete. But if sometimes we need specific academic information/knowledge (like MLA/APA formatting), I will provide one-directional information sessions.

But for your convenience to access the materials and for effective collaborations with peers, bring your laptop to the classroom. MSU also requires students to use a laptop computer – for your information: [link](#) (MSU Laptop Computer Requirement).

Other helpful resources:

- [Eli Review](#), a peer review platform
- [Purdue OWL](#), an online lab for writers (for citation styles)
- A free account on [Canva.com](#) or another design software program
- [Google Sites](#), a website making platform (for major projects one and two)
- [LinkedIn](#), a job recruitment platform (for major project three)

In-Person Workshops

This course's delivery is in-person only, in compliance with the MSU definition of the in-person instruction mode, as follows: "A class with regularly scheduled classroom time or required in-person contact. Material is presented in one of the listed formats (lecture, discussion, recitation, etc.) or a combination of multiple formats. In-person courses may offer an online component, but that component should not exceed 49 percent of the class instruction" ([link](#)). With that being said, one central form of the course will be workshopping writing through **in-class activities, including major assignments**. We'll spend much of our time in class reading, reviewing, and writing on our creative content, created based on qualitative self-data.

Conferences

I expect to meet with you one-on-one for at least one scheduled conference during the semester. This meeting will let us check in and have a focused conversation about your work and progress in the course. However, this presents another opportunity to alleviate your anxiety about the course and participate in *Write with DH* sessions, where the instructor will directly assist in adding content to your writing, much like ChatGPT.

Classroom and University Policies

Attendance

Life is unpredictable, and sometimes unexpected events occur that might make you miss class. For example, in Spring 2025, severe winter weather advisories prevented many students from attending class. Fortunately, many were able to use one (or even all three) of their allowed unexcused absence waivers, avoiding any negative impact on their final grades. In brief, we have the policies:

- **three unexcused absences: no penalty, full credits will be given at the end**
- **after exhausting of the three unexcused absences waiver:**
 - an **excused absence** with an official document/proof (doctor's note, official letter/email of competition participation, etc.) will receive **100% attendance credits**.
 - an **unexcused absence** without an official document/proof (doctor's note, official letter/email of competition participation, etc.), **but the instructor is informed in-advance**, will receive **50% attendance credits**.

- an **unexcused absence** without an official document/proof (doctor's note, official letter/email of competition participation, etc.) **and the instructor is never informed** will receive **0% attendance credits**.

This course is conducted entirely in-person and provides an interactive, collaborative, and experiential environment for practicing qualitative data mining, collection, organization, interpretation, and synthesis in various written platforms. Additionally, my primary instruction and support will occur during class meetings (although there may be some supplemental sessions with limited availability). Please keep in mind that the majority of course content will be delivered exclusively in our in-person class sessions.

Chronic Absenteeism (Excessive Absences) Alert: In various higher education institution-wide, 10% to 25% of missing classes will be considered excessive (which means fail), and our policy is based on it but generously applied (as 30% missing of the total class meetings as chronic absenteeism), which heavily affect your final grade.

Late Works

Again, because things happen, you may submit one assignment up to **24 hours late with no penalty (one-day grace period)** and no questions asked (except for the Final Project, which HAS TO be turned in by the deadline so I can submit a final grade for you). But please keep in mind that, regardless of when you plan to submit your final draft of a late paper, you're still expected to participate in all workshops. **After the 24-hour grace period, you will lose 5% of the assignment's total points per day past the due date.**

Student and Professor Expectations

Students are expected to:

- consistent attendance and participation.
- academic/professional enthusiasm to navigate one's own past, present, and future events to articulate.
- professionalism and respect for peers in class.
- be prepared (bringing a writing device, ideas, complete drafting, etc.).
- responsibility for cause and effect and decision making.
- Refrain from engaging in inflammatory comments or actions that create a hostile, offensive, or intimidating environment based on gender, race, ethnicity, religion, age, disability, marital status, or sexual orientation.

The professor (DH) will:

- lead class sessions in a thoughtful and respectful manner.
- moderate and facilitate conversation in class or online.
- respond to questions instantly or emails within 24 hours.
- preparedness (bringing a writing device, ideas, complete drafting, etc.).
- build a creative, critical, and safe place for students' natural engagement without anxiety.
- provide feedback on and/or grade major assignments before the next unit's end for consecutive learning.
- increase accessibility to office hours and meetings, to promote a co-learning process.
- increase the potential opportunities to assist students in accessing new-digital-content creation and academic technology in critical manners.

Fair Use, Plagiarism, and Academic Integrity

In this class, you will often compose your own original work using the work of others, citing, remixing, and redesigning as you go. When you use others' work, it is important that you do so fairly and legally. When you use others' work, it is important that you do so fairly and legally. You commit plagiarism in an academic environment when you use the work of others outside of the boundaries of fair use or fail to give proper citation and/or attribution, and it can be considered plagiarism when you knowingly or unknowingly submit someone else's ideas, images, music, video, or words as your own. Please also note that you are violating university policies if you submit work already completed for one course as original work for another course. Please read MSU's statement about [plagiarism](#) for more details.

ChatGPT and Generative AI Technologies

Because many sources/datasets that you will refer to when writing are your *qualitative self-data*, there is a low possibility of relying heavily on generative AI technologies to falsify or masquerade *your life stories, events, cultural artifacts, professional goals, and face-to-face communications*. But to be prepared and practice the already-dominant technology in personal and public domain, the exploration and experience “ethical and effective use of GenAI technologies[, which] is emerging as an essential skill that students must develop in order to live, learn, and work” (Modern Language Association of America, [link](#)) is necessary for this course as well. That means, **we might use them to understand our writing genres better, observe the limitations that are produced in response to our writing prompts, or to catch ideas and outlines, or to get statistical (quantitative) data – as a developed Google search.**

In addition, there are several ethical issues:

- unreliability in source evaluation.
- misrepresentation of marginalized groups.
- economic costs (digital divide) and inequality of accessibility.
- environmental impacts.
- effects on copyright and intellectual ownership.
- potential privacy concerns.
- and **turning over our decision-making process to algorithms and big data.**

In keeping with our course’s goal on *qualitative self-data* discovery and inquiry, we must ethically and carefully utilize Generative AI technologies. Therefore, with only my guidance, *the use of generative AI tools is **permitted** in this course for the following activities (moderate Gen AI use policy for this course):*

- Brainstorming your ideas in class workshops.
- Finding information on your topic in class workshops.
- Drafting an outline to organize your thoughts in class workshops.
- Checking grammar and style in class workshops.
- Participating in-class activities for critical AI literacy.

(with the instructor’s authorization, guidance, and/or instruction during class)

However, if **the technology is used excessively**, such as impersonating you in classroom contexts, individual and arbitrary use in collaborative class activities, and drafting and completing an entire paragraph/passage/entire paper assignment, there will be an individual meeting for an immediate communication to resolve the matter (the instructor may get help from GPTZero, Quilbot.Com, or similar tools., for detecting the potential over uses). This conversation is not punitive but intended to help you shift from excessive to moderate use of technology, and to support the development of your creative thinking skills, academic integrity, and personal agency in the writing and learning process.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). **Your use of AI tools must be properly documented and cited** in order to stay within university policies on [academic integrity](#) and the [Spartan Code of Honor Academic Pledge](#). You must also cite any use of generative AI according to the proper [MLA](#) / [APA](#) standards. Any assignment that is found to have used generative AI tools in unauthorized ways.

Preferred Name/Pronoun

If you do not identify with the name that is listed with the registrar, please notify me so that I may appropriately amend my records. In addition, if you prefer to go by a different pronoun, please inform me.

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, please register with the [Resource Center for Persons With Disabilities \(RCPD\)](#) to receive assistance.

Mandatory Reporting

Michigan State University is committed to fostering a culture of caring and respect that is free of relationship violence and sexual misconduct, and to ensuring that all affected individuals have access to services. For information on reporting options, confidential advocacy, and support resources, university policies and procedures, or how to make a difference on campus, visit the [Office for Civil Rights and Title IX Education and Compliance](#) website.

Limits to Confidentiality

Materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues based on external legal obligations or that relate to the health and safety of MSU community members and others. **As your instructor, I am required to report the following information to other University offices** if you share it with me:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child,
- Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and
- Credible threats of harm to oneself or to others.

These reports may trigger 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 more confidential setting, you are encouraged to make an appointment with the MSU Counseling Center. For more information, go to the [Office for Civil Rights and Title IX Education and Compliance's Policies](#) page.

Other Campus Resources

- [WRAC's First-Year Writing Program](#)
- [The Writing Center](#)
- [Counseling and Psychiatric Services](#)
- [MSU Libraries](#)
- [Computer Labs](#)
- [Resource Center for Persons with Disabilities](#)

Anything Else I Should Know?

I am here to help you succeed from the start of this semester to the end. So, treat me as a first aid kit during this tough-first-college semester. Please contact me via email, make an appointment or walk-in during my scheduled office hours, or set up a scheduled meeting. Don't hesitate! The sooner I know that you need help, the sooner I can help you.

Assignments and Grades

ASSIGNMENTS/PROJECTS	GRADE WEIGHT /SCOPE	LEARNING GOAL
P1-1: Narrative Inquiry (A Part I of Cultural Artifact Storytelling and Inquiry) <ul style="list-style-type: none"> A first-person written essay in which you tell the story of a learning experience or about an object/place/event and reflect on what it has taught or what you experienced about yourself as self-growth 	10% (pass or fail) appx. 500-1000 words	To narrative an experience or learning from an event, object, something you know, to discover something about how that experience might be relevant to who you are as self.
P1-1: Learning Narrative Reflection	5% appx. 400-750 words	
P1-2: Cultural Artifact Storytelling and Inquiry (A Part II of Cultural Artifact Storytelling and Inquiry – Web Writing) <ul style="list-style-type: none"> A continuous writing project in which you'll build a connected inquiry around an "narrated" object/event/place/experience that plays a significant cultural role in your life as the original qualitative self-data, to consider what/how it helps you to understand about a culture in which you participate and to discover yourself. 	15% appx. 1200 to 2000 words in web-blog format (including narrative inquiry amount)	To inquire into the uses of an everyday object, discover something that influences (on you) the cultural/individual/communal values of yourself through qualitative data synthesis. To initiate and learn multimodal (multimedia) composition to communicate a new purpose with the audience.
P1-2: Cultural Object Inquiry Reflection	5% appx. 400-750 words	
P2: Professional Literacies <ul style="list-style-type: none"> A project in which you investigate a discipline or profession of interest to you and how professionalism operates in that field. Can be written through various academic research/studies/investigations. Can be taken in various genre styles, AI quantitative research, but qualitative data research and narrative integration are recommended. Can be done by individual/collaborative work. 	15% individual: appx. 1200-2000 words group: appx. 1500 - 2000 words	To narrate the motivation to navigate a professional or academic field and to inquire into their cultures, requirements, communication methods - to discover its conventions, traditions, and practices of literacy (reading, writing, and speaking, and knowing) as well as professionalism.
P2: Professional Literacies Reflection	5% appx. 450-750 words	
P3: Remix A project in which you reimagine the purpose and audience of one of the projects you've written or composed so far by "translating" it into a new mode, medium, or genre for a new audience.	5% various narrative or professional media creation platforms	To help you develop new rhetorical awareness as a digital communicator by giving you an opportunity to inquire into relationships between purpose, audience, and genre.
P3: Remix Showcase/Presentation	5% In-person showcase/presentation	
P4: Final Reflection A chronological or non-chronological narrative inquiry in which you reflect on your learning over the course of the semester as all the gathered dataset, with cited	15% appx. 900-1500 words	To invite you to discover what and how you've learned over the course of the semester, via an diverse data inquiry into your writing and learning, and to give you

references to your own written data until the end of class meetings (proposals, drafts, reflections, and feedback you've given) and to the work of others (feedback you've received).		an opportunity to articulate goals for continued learning.
Attendance	10%	To prove that you are actively engaging and being present for class (for labor-oriented grading).
Workshop Participation, Daily Work <ul style="list-style-type: none"> <i>Writing Workshops</i> will be held during class in small groups and/or large groups. We will offer spoken and written communications to other writers in small groups or together as a full class. Workshops will be commonly graded as complete or incomplete. If you miss a class where we do a workshop, you can receive small partial credits for that workshop by offering written comments outside of class time. You must be present in class when it is your turn for the full class workshop to receive full credits. 	10%	To think critically about, analyze, and articulate the writing and compositional moves in each other's work. To brainstorm ideas and offer suggestions for improving each other's writing, and to support one another in growing as writers.

You should complete all four major projects to fulfill the Tier I Writing requirement and receive a passing grade in this course. Your final grade for the course depends heavily on **ALL PROCESS** work in class, which depends on writing generated via **IN-CLASS PROCESS PIECES** (such as proposals or revision plans, etc.) and on participation, both as a reader and as a writer, in peer review workshop sessions.

Grade Scale

All work will be assigned a grade consistent with MSU's 4-point grading system:

- 4.0: 90-100%
- 3.5: 85-89.9%
- 3.0: 80-84.9%
- 2.5: 75-79.9%
- 2.0: 70-74.9%
- 1.5: 65-69.9%
- 1.0: 60-64.9%
- 0.0: < 60%

Revision Days (Second Chance Revisions for Recovering Lowered Grades)

You are permitted to use the revision days option for one of the complete projects - a complete draft paired with its reflection - during the term when the revision days submission slot is open (usually during holidays). If you want to use the option, you will decide which missing assignment or submitted paper you want to resubmit and/or revise and notify me in advance of the submission. Your revision will be accepted for any assignment except P5 (the final major assignment).

Asking for an extension or help via email

Please discuss any unusual circumstances or emergencies that will affect your work with me via email, preferably before an assignment due date if possible, and request an extension if you need it due to unexpected circumstances. Asking for help can be hard, so please feel free to use any of the letters below. Just fill in the blanks and send it off.

*The due date extension request is not fully guaranteed but will be considered, depending on situations.

Need Your Professor to Know You're Having a Tough Time and Need Help But Don't Know What Kind?

Dear professor __ (professor name) __,

I am in your __ (class name) __ and I am struggling right now for personal reasons (you can specify here but you don't have to). Can we meet to discuss my options and how I can move forward? I can meet in your scheduled office hours / I need to make an appointment outside your regular office hours.

Sincerely, __ (your name) __

Need an Extension?

Dear Professor __ (professor name) __,

I am in your __ (class name) __ class and I am writing to request an extension on __ (assignment) __. I have been unable to complete the assignment due to __ (reasons that you can specify here if you want: COVID; caring responsibilities; increased time at work; illness, mental health; adjusting to college; lost access to resources on campus) __. I plan to submit my assignment on __ (date) __. Thank you for considering this request.

Sincerely, __ (your name) __

Course Calendar

This calendar is *subject to change* (a.k.a. continuously evolving). Please check D2L and the announcements for the most updated version frequently.

- In-class workshops and activities are due by the end of each class time.
- Most major and minor assignments are due on the listed day by 11:59 p.m.

WEEK	DATES	ACTIVITIES	WORK DUE
PROJECT 1-1			
1	1.13 – 1.19	D1: Introductions to the course - syllabus overview / Library and Writing Center overview / First Major P1-1: Narrative Inquiry overview / Introduce yourself – meme contest!	-
	Project 1	D2: What is narrative? / Collaborative reading and discussion: “Storytelling is not just entertainment. It’s a fundamental part of being human (in D2L)” + ELI review platform practice / essential technology overview	-
2	1.20 – 1.26	D1: <i>Letter to you</i> - writer’s journal #1 (first qualitative data collection and reflective writing practice) / P1-1 samples overview / brainstorming of the initial topic	-
	Project 1	D2: Attacks on AI (ChatGPT guide) / What’s a project proposal? / P1 proposal writing workshop – free writing on an always-changeable topic proposal	P1-1 Proposal (recommended in-class: due 1/23; required: due 1/26)
3	1.27 – 2.2	D1: Intro to <i>Plot Structure</i> (in D2L) / Create your narrative outline / Leave-me-alone (LMA) writing workshop for a first draft (more than 300 words)	-
	Project 1	D2: ELI Review on the first draft / A brief intro to MLA and APA formatting / Revision planning – in the application of a reversed outline self-assessment strategy / Intensive LMA writing workshop for your final draft	P1-1 first draft (due 1/30, before class)
PROJECT 1-2			
4	2.3 – 2.9	D1: Reflective essay? / Complete your R1 Reflection writing workshop and/or reflection sample overview – discussing how to treat the qualitative data for major assignments/ Intro to Project 1-2 + a brief Intro to <i>multimedia writing</i> / Web-blog writing technology overview / Intro to <i>cultural artifact exhibit</i>	P1-1 final draft (due 2/4, 11:59 pm)
	Project 1-2	D2: Finger exercise on your blog creation tool(s) / <i>Cultural artifact exhibit</i> and brainstorming on the topic(s) and questions to be answered in your CAI draft / P1 comprehensive workshop if needed	P1-1 reflection (due 2/9, 11:59 pm)
5	2.10 – 2.16	D1: an in-depth intro to <i>cultural studies for data mining</i> (a reading in D2L) + reflective meme or discussion board posting regarding the connection between your cultural artifact and your story / P1-2 samples overview / P1-2 proposal workshop	P1-2 Proposal (recommended in-class: due 2/11; required: due 2/13)

	Project 1-2	D2: No Class Held (2/13 Memorial)	-
6	2.17 – 2.23	D1: ELI Peer Review on the first draft / P1-2 Revision plan and intensive LMA Workshop	P1-2 first draft (due 2/18, before class)
	Project 1-2	D2: P1-2 Final Draft + P1-2 reflection Intensive LMA Workshop	-
PROJECT 2			
7	2.24 – 3.2	D1: Intro to P2 project in-depth investigation / collaboration or individual? survey / MLA/APA style overview / topic brainstorming and resume navigation to mix qualitative and quantitative data	-
	Project 2	D2: What are literacies? / email request and interview questions-writing practice / MSU Career Center information overview / initial research on academic majors or occupations and relevant information + brainstorming and resume navigation	P1-2 final draft (due 3/2, 11:59 pm) P1-2 reflection (due 3/2, 11:59 pm)
8	3.3 – 3.9 Project 2	No Classes Held (Spring Break)	-
9	3.10 – 3.16	D1: Collaborative reading “Introduction to Primary Research” (in D2L) / Primary source collecting workshop - planning an interview for P2 (+ LinkedIn for networking) / P2 proposal writing workshop / warming up, writer’s journal #2 for data mining	P2 Proposal (recommended in-class: 3/11; required: due 3/16)
	Project 2	D2: Primary and secondary source research workshop / MLA and APA in-depth overview / multimedia experience - professionalism and reflective meme content / developed research and interview questions workshop – for qualitative research method investigation	
10	3.17 - 3.23	D1: Library Adventure (meeting inside the Library)	Start your interview (recommended)
	Project 2	D2: making thesis clearer workshop / P2 samples overview / mock interview + Interview improvement with classmates workshop (for improved professional communication)	Library Adventure Reflection (in-class only : due 3/20)
11	3.24 - 3.30	D1: in-person and/or online meeting - progress conference (+ write a progress note with me)	continue your interview (recommended) P2 progress note (due 3/26)

	Project 2	D2: All sources/data evaluation workshop (+ reversed outline)/ ELI Peer Review / Rhetorical (professional) situation game / P3 LMA writing workshop	P2 first draft (due 3/27, before class)
PROJECT 3			
12	3.31 – 4.6	D1: Intro to P3 / Collaborative comprehending “Same Story, Three Ways” (in D2L) and review	P2 final draft (due 4/3 11:59 pm)
	Project 3	D2: Content creation technology overview – <i>interactivity, decision-making, and/or information?</i>	P2 reflection (due 4/6, 11:59 pm)
13	4.7 – 4.13	D1: P3 samples overview - intro to <i>spatial literacy (place vs space)</i> what is effective design? / P3Proposal writing workshop / Showcase signup + FYW conference introduction / Revision Days introduction	P3 Proposal (recommended in-class: due 4/8; required: due 4/13)
	Project 3	D2: MSU BAM field trip (meeting inside the MSU BAM)	
14	4.14 – 4.20	D1: Final writer’s journal (#3), P4 reflection sample overview	-
	Project 3	D2: P4 workshop / Showcase + presentation #1 / Course evaluation introduction for extra credits	
15	4.21 – 4.27	D1: Showcase + presentation #2 / <i>Revision Days</i> supplemental in-class and online conferences	(Optional) Revision Days Start (due 4/27, 11:59 pm)
	Project 3	D2: <i>Revision Days</i> supplemental in-class and online conferences / Class Finale	P4 final showcase/presentation media submission (media only) (due 4/27, 11:59 pm)
PROJECT 4			
Finals Week	4.28 - 5.2	The instructor will be available for consultations in the office or on Zoom by appointment.	P5 Comprehensive final reflection (due 5/2, 11:59 pm)
	Project 4 (final)		