

DEPARTMENT OF WRITING, RHETORIC AND AMERICAN CULTURES

Spring 2021 | Section 802 | Nick Sanders

WRA 101: Writing as Inquiry



Photo of by workspace with pens, mouse, coffee, and macbook keyboard by ian dooley on Unsplash.

COURSE SYLLABUS

Writing Selves & Writing Futures: Language, Power, and Socialization

Welcome to WRA 101!



WRA 101: Writing as Inquiry
(Spring 2021, Section 802)



4.0 Credits



Tuesday 5:00-6:50 (Zoom) &
Asynchronously on D2L & EliReview



msu.zoom.us/j/98079994013



groupme.com/join_group/65253501/sh6cGCyN



Nick Sanders
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Office Hours: Thursday 6-8

As we begin this course, we are entering the third semester of virtual and remote learning here at Michigan State in response to the growing and deadly COVID-19 pandemic. Beyond continually readjusting to virtual life, we have also been witnessing socio-political unrest bolstered by state-sanctioned and on-going systematic racism and white supremacy, compounding a growth in uncertainty, unemployment, family and childcare, and social life. Living through such major historical events, like we have in the last twelve months, are always part of the landscape of our lives, communities, and academic and professional lives.

And yet, we're here together to consider and think about writing in WRA 101. While I hope this course allows you to develop as thinkers, writers, community-members, and as people, I also recognize the precarity of these times. If you are like me, you might be struggling to operate as if everything is normal, might have family/work obligations, and struggle with Zoom fatigue, miss friends and family and so on.

My commitment to you through this course is to lean into community, flexibility, and generosity. I hope you lead with kindness and compassion to yourselves and the other members of our learning community (myself included) this semester. We'll check in on each other and be gracious, follow the MSU Community Compact, and do the best we can in these times. In addition, please always feel free to reach out to me by email or GroupMe (information above). Communication has been such a key practice living through and beyond these times. So, if something is going on, just tell me.

Still, I hope this course and our time together can help us think about ourselves and our world and the ways writing constructs the worlds we live in. In this course, we will work to demythologize what writing is (hint: it can't just be academic essays!), how it structures the social world and our social identities and values, and consider how it works as a mechanism for socialization. We will specifically think about the intersections about writing in the context of systems of power, structures of socialization, media, language, and disciplinarity. At the same time, we will also develop practices for developing a holistic positive relationship with writing, set goals for ourselves, and look to navigating future writing-learning contexts beyond WRA 101.

This document will serve as our course syllabus. Please read through it, make a list of whatever questions you have about the course. We will have time to talk through the questions we have on our first class meeting on Zoom on Tuesday January 19th from 5:00-6:50 P.M. EST.

Welcome to the course!

Nick Sanders



Photograph of Black feminist, writer, and activist Audre Lorde (1934-1992) in 1983. Photo by Robert Alexander/Getty Images.

What are the words you do not yet have? What do you need to say? What are the tyrannies you swallow day by day and attempt to make your own, until you will sicken and die of them, still in silence?

Each of us is here because in one way or another we share a commitment to language and the power of language, and to the reclaiming of that language which has been made to work against us. In the transformation of silence into language and action, it is vitally necessary for each of us to establish or examine in function in that transformation and to recognize her role as vital within that transformation... For we have been socialized to respect fear more than our own needs for language and definition, and while we wait in silence for that final luxury of fearlessness, the weight of that silence will choke us.

Audre Lorde (1980)

The Transformation of Silence into Language and Action

Course Description

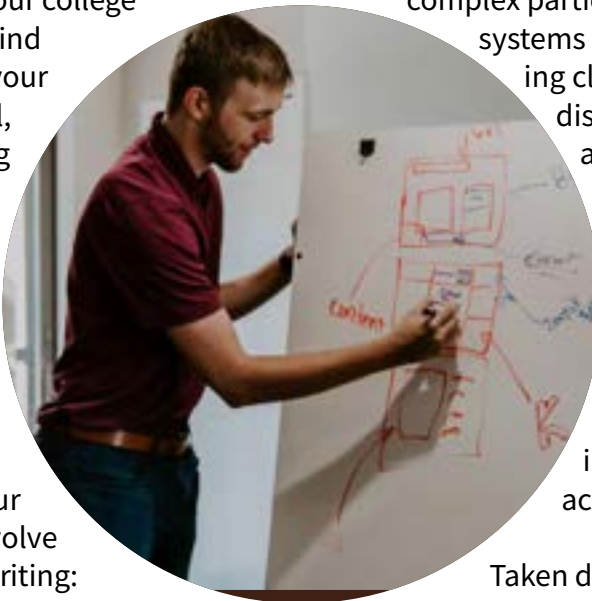
As a general education requirement for First-Year Writing (FYW) is designed for students to develop and foster critical habits and practices for life-long learning and writing, anchored by the core principles of inquiry, reflection, revision, and criticality. Thus, WRA 101 builds on your previous experiences with writing-- both inside and outside school and has been designed to help you develop an on-going relationship with writing (including moves, strategies, and dispositions), which will serve you in and beyond your time at MSU. Across your college experiences, you will find that writing as key in your personal, professional, and academic learning and development, both as members of the MSU community and humans outside of any institutional context. In fact, no matter what kind of career you imagine yourselves having, your job will most likely revolve around reading and writing: legal documents, marketing documents, business plans, lesson plans, proposal documents, blueprints, emails, funding documents, contracts, grant proposals, patient-intake forms, and so on.

While we can't possibly be taught how to write for every single writing assignment or task you will have across your life, we can focus on how to go about learning new writing contexts. By the end of the course, students will be able to articulate a process that they can utilize to complete writing assignments across multiple subjects and how they will be successful generally while attending Michigan

State University. Additionally, we will use writing as a means of articulating learning and setting goals for ourselves as life-long learners.

This section titled "Writing Selves/ Writing Futures: Language, Power, & Socialization" critically interrogates the intersections among our individual literate histories and socializations-- how we were taught what "good" or "bad" writing and language use is-- and power-- how these socializations reflect much larger and complex participation in cultural systems of power, including class, race, gender, disability, sexuality, and location and so on. Thus, we follow Audre Lorde's call and critique about the power of language and the possibility of speaking silence into language and action.

Taken differently, Lorde compels us to deeply understand and critique the social systems that constrain and afford our learning, practice intimate reflection around our goals, values, and practices (in Lorde's words "what you need to say,") and, always practice language and writing as anything but mundane but an avenue for social, personal, and cultural change. In addition to the core practices of reflection, revision, and inquiry, this course also centers criticality, developing theories, practices, and analysis that work to understand how social systems shape and are shaped by individual people, their beliefs, and their values.



Core Practices



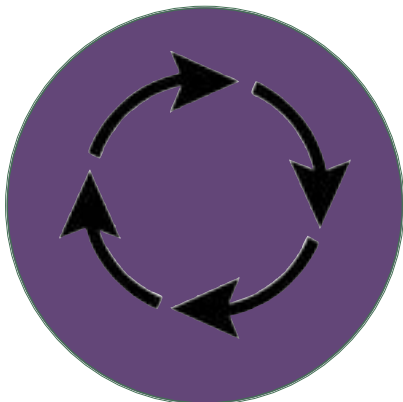
Inquiry

Posing, following, and answering questions, based on experience and evidence



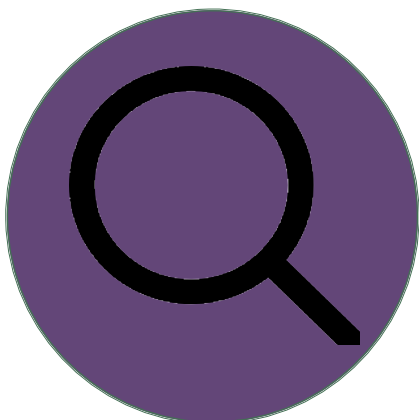
Reflection

Reviewing, projecting, and reconsidering idea, processes, products, and behaviors for future action



Revision

Providing and employing feedback to reconsider the effectiveness of processes and products of composing



Criticality

Not to be confused with mean and negative, but the naming and analyzing the presence, impacts, and functions of power

About Me

My name is Nick Sanders-- you can call me Nick-- and I'll be your instructor for WRA 101 this semester. I'm originally from Albany, New York, and lived for a few years in Orono, Maine where I did my master's in English, with a focus in first-year writing and writing pedagogy. In other words, I studied the complexities (e.g., cultural, institutional, developmental, historical, material) of writing courses like WRA 101 and thought a bit about the best ways to engage a strange liminal course like first-year writing.



In addition to teaching first-year writing, I've also co-taught an introduction to literary studies, writing across contexts, antiracist

writing pedagogies, and writing center theory and practice. I've also been a writing center tutor since 2012. My research focuses on promoting equity-driven approaches to teaching and learning anchored in antiracist curriculum and assessment, teacher onboarding and development, and critical whiteness studies.

My own experiences as a white, gay man and a community-college student and tutor have motivated my passion for teaching, literacy, and social change. Literacy is a powerful tool individually, collectively-- it can be used to gatekeep and empower. I'm very passionate about these topics and always excited to talk more with anyone about them.

Learning Goals

Students will practice behaviors and processes of inquiry, reflection, criticality, and revision to name and develop a meaningful relationship with writing to support students' on-going learning about future writing contexts.

In doing so, students will:

- Understand writing as historically, culturally, and ideologically situated
- Recognize learning to write as an on-going life-long orientation of learning, practicing, and reflecting
- Practice the recursive processes of inquiry (e.g., posing, following, and answering questions) to (a) critically reflect on their own experiences, behaviors, and values as writers and people and (b) to name and critique the social forces that afford and constrain such values, practices, and behaviors
- Practice following and reporting lines

of inquiry for stated purposes through writing strategies such as narration, description, summary, paraphrase, citing evidence, analysis, synthesis, and interpretation

- Participate in the processes of revision and reflection by assessing and reviewing composing purposes and processes for themselves and others
- Through on-going reflection, develop a future-facing method for learning about, assessing, and reflecting on new writing contexts and writing processes

The ultimate goal of this course is to better understand the social and ideological mechanisms that shape and constrain writing and develop plans and processes for learning how to write in new contexts. This will involve activating your prior experiences with writing as an asset in navigating writing at and beyond MSU.

Major Projects

Preflection (5%)	<p>Your first task invites you to set goals for yourself as a writer and learner in WRA 101 and reflect on your own experiences with writing in and outside of the school/academic contexts. You will answer a few questions about your previous experiences and current expectations and goals for the course.</p> <p>Due: Tuesday January 19th by 5:00 P.M.</p>
Critical Media Object Analysis (10%)	<p>Your first major assignment will be a 2-3 page, thesis-driven analytical essay of a piece of media (e.g., movie, video game, song, musical, fairytale etc.) that shaped your experiences as a young person. Your essay should interrogate the messaging around class, gender, race, location and should draw on one reading from the unit to frame, extend, or complicate your analysis. This essay is practice of argument-building and will demonstrate writing strategies like providing claims, evidence, and revealing and following lines of inquiry. Additionally, you will be encouraged to reflect on (and possibly even story) the meaning of the piece of media as well as experiences that surround them. Through homework, this assignment will be scaffolded through in-class activities and homework.</p> <p>Due: Thursday February 18 by Midnight</p>
Linguistic Autoethnography (10%)	<p>Your second project is a chance to investigate and story your experiences around, and the stories you were told about, language. Specifically, what messaging, events, and/or experiences shaped what you considered good language/bad language and how these values are situated within messaging around race, class, gender, sexuality, etc. Your assignment will be to narrate, reflect, and analyze an experience that has significantly shaped your beliefs around language. Your story should use storytelling elements of scene-building, narration, and reflection, and make use of an assigned reading to help you analyze and reflect on the meaning of that experience. Through homework, this assignment will be scaffolded through in-class activities and homework.</p> <p>Due: Thursday March 11 by Midnight</p>
Multimodal Remix Design (5%)	<p>Your third project invites you to select one of the previous projects and remix it to a broader public audience. You will select a medium and reconstruct your project based on considerations of audience, context, and circulation. Your project could be a video essay, an infographic, a podcast, a website, a course, an instagram account, a tik tok video etc. Through homework, this assignment will be scaffolded through in-class activities and homework.</p> <p>Due: Sunday March 21 by Midnight</p>
Professional Writing Landscape (15%)	<p>Your fourth assignment invites you to understand the writing practices, knowledges, and activities of a profession, career, or workplace. This assignment has two components. First, an annotated bibliography (4-6 sources) that summarizes research investigating the writing, literacy, and rhetorical practices of a chosen field. Your bibliography should include 4-6 entries that can include research articles, white papers, mission statements, practitioner publications. Each should include a full-reference citation and two paragraphs summarizing and reflecting on the source. Your bibliography should also include a brief introduction</p> <p>Due: Saturday April 3 by Midnight</p> <p>Second, you will develop an analytical presentation of about 10-minutes with 2-3 other members of the class. Based on your annotated bibliography, your group will develop a research question about the reading and writing practices of your field or discipline. You will also practice research by using a method for data collection and analysis to design the best way to get the answers to that question. You might choose to interview, complete a survey, map genres and activities, or some other option. You will develop some kind of presentation to report on and analyze the writing/literacy/rhetorical practices of your selected field. Your presentation should include the following: background, research question, method for data collection, analysis, and discussion.</p> <p>Presentations on April 15 by Midnight</p>

Major Projects (Con't) & Learning Activities

Reflective Collage (10%)	<p>Your final project asks you to construct a collage of your learning throughout the course, arranging projects, homework, feedback, and reflections in order to map your experiences and learning. You will also consider your writing process and represent a method for engaging in new writing contexts. Additionally, you will also submit a 1-page rationale and future-facing reflection.</p> <p>Due April 27th by Midnight</p>
Weekly Reading, Writing, and Reviewing Tasks (25%)	<p>Each project is intentionally sequenced and broken up across a series of reading, writing, reviewing, and revising activities. These will often take the place of homework and in-class activities and will mostly be housed (with a few exceptions) on EliReview. Because writing is recursive and processural, I expect you to not only complete but also review the writing of your peers in your review group. Graded pass/fail.</p> <p>Due Weekly by Sunday at midnight. See syllabus for specific dates. Subject to change.</p>
Reflective FlipGrid Videos (20%)	<p>After you've completed each project, you will record a short 4-5 minute video reflecting on your goals, processes, learning, and decisions on FlipGrid. Graded pass/fail.</p> <p>See syllabus for specific dates. Subject to change.</p>

Grade Point Breakdown

Preflection	5
Critical Media Object Analysis	10
Linguistic Autoethnography	10
Multimodal Remix Design	5
Annotated Bibliography	6
Group Presentation	9
Weekly Writing & Reviewing (x10)	25
Reflective Videos (x4)	20
Total Points	100

4.0	95-100
3.5	87-94
3.0	80-87
2.5	73-79
2.0	68-72
1.5	63-67
1.0	59-62
0.0	59-0

Attendance Policy

Because COVID-19 has disproportionately impacts students of color, low-income students, and students with disabilities, I find it irresponsible to embed attendance into grades. Instead, I want to use the term engagement to refer to the ways you can engage with the course and learning: attending meetings, completing weekly assignments, reviewing, conferencing, taking notes, coming to office hours, visiting the writing center-- are all ways to engage the course.

Indeed, I consider myself a flexible teacher, so if things come up that make it hard to attend class, to complete weekly assignments, please let me know! It is an important practice to let

your instructors know when things are making it hard to engage the course. You don't need to be specific-- just a GroupMe message saying, "Hey Nick, I'm having some issues this week getting things in." I will do my best to check in as well. However, if you are unable to complete the course because of those situations, please also let me know. We can meet and determine what the best course of action is for you (W/I/Drop).

Long-story, short: as long as you communicate and give good faith effort with homework and engagement, you will be fine.

Grading Rationale

You may notice that final projects are outweighed by both reflective videos and weekly reading, writing, and reviewing activities (graded as pass/fail). This is intentional since writing is a complicated social act (as we will see) and that individuals cannot possibly learn to write by completing a certain project outside of process of inquiry, feedback, and reflection. I emphasize the process by which these texts come to be in my grading procedures. This means that the weight of homework assignments and in class assignments are important so that you can produce goal demonstrating projects.

In other words, weekly activities are meant to support your learning. The majority of the learning comes from the scaffolding we will do in our homework and in class and I award this labor in my grading practices. Additionally, each project builds through homework assignments, so your final projects will be completed through this recursive process. Experience suggests, students who take homework and classwork seriously (and therefore devote the time and energy to do homework thoughtfully) have little trouble in doing well on those projects.

Credit Eligibility Requirement

Because the process is so important to this course, I have a few non-negotiable policies in place to limit confusion about failing the course. These are designed to require you to go through the learning process, not as a punitive policy. They include the following:

- To submit any project, you cannot miss **more than one of the homework** assignments for that project.
- To pass this course, you must submit **each of the five major assignments**.
- To pass this course, you must **participate in review tasks each week**. Not participating in this part of the course defeats the purpose of feedback driven writing instruction



What can I expect from you¹?

The ultimate goal of this course is to better understand how to develop practices of inquiry, reflection, revision, and criticality to learn about learning about new writing contexts. It is important that we are able to work through these issues in order to develop as learners who are committed to using knowledge to make the world a better place.

To do so, I expect the following of students in my courses:

- Keep an open mind and listen actively—respect others in your thoughts and responses and respect others' viewpoints, which may differ from our own.
- Willingly engage in an examination of your own thinking, and understand that it represents one of many ways of knowing. Understand that your own thinking is a product of a social system and challenging what you know and believe might be uncomfortable (and that is okay)
- Speak/Write/Engage from your own experience, content, or other forms of evidence instead of generalizing.
- Reflect meaningfully on their own experiences by leaning into discomfort
- Do not be afraid to respectfully challenge one another by asking questions, but refrain from personal attacks. The goal is not necessarily to agree but to gain deeper knowledge.
- Be conscious not to shift attention away from people and situations that are negatively impacted by systems of oppression by focusing on those who are privileged by them. The end goal of this course is to work toward justice and transformation for those who have been historically marginalized by and through systems
- I don't have a camera on policy and expect you to be engaged the best you can
- Racist, sexist, ableist, homophobic, transphobic, xenophobic, or any other discriminatory comments will not be tolerated!

¹ These policies are adapted from Dr. April Baker-Bell's courses at Michigan State University-- "Antiracist Writing Pedagogies" and "Linguistic Justice: A Black Counterstory of the English Language"

What can you expect from me?

I believe that writing is an on-going process of learning, relearning, and reflection. Learning happens over and across different spaces. More importantly, I recognize that the outside world can influence what, when, and how we are able to learn.

In order to be accountable-- yet flexible-- for your learning, you can expect the following from me:

- I do not privilege white American English in this course
- I will support your academic and professional goals in and beyond this course
- I will respect your time, commitments, expertise and experiences you bring to the classroom
- I will practice listening and reflection for both myself as a teacher and the course's design, content, and delivery
- I will design engaging, challenging, and intellectually stimulating learning experiences for you and your classmates that are intentional and not busy work
- I will remain flexible and generous with the course, program, and students, recognizing that technology is set to malfunction (and in itself a learning experience!)
- I will provide timely, meaningful feedback to you that looks forward and does not make generalizing and simple evaluations out of context



Weekly Expectations

WRA is organized around five major learning projects and build off each other through core practices of inquiry, reflection, revision, and criticality. Classwork and homework build on each other and guide you toward your final project. Each week builds on previous weeks and looks forward to the final project. We will provide you with specific feedback at moments through the process in class, in conferences, and on your homework.

We have decided to intentionally mix synchronous and asynchronous instruction for the course. Below is an outline of weekly expectations and modes for this course:

- On **Tuesdays from 5:00 P.M.- 6:50 P.M.**, we will meet on Zoom and have class activities, discussions, lectures, small group activities, etc. If the calendar specifies a reading, please have read and taken notes on that reading for that classmeeting.
- By **Saturday at 11:59 P.M.**, you and your review group are expected to have done three things on EliReview: (1) you should have taken time to compose your initial response to the homework; (2) you should complete the review task for each group member; (3) you should have completed a brief revision plan for your next steps.



Required Materials & Technology

Our focus over the semester will be to develop a deeper understanding of writing and to critically reflect on ourselves as learners, writers, and humans. Additionally, because I challenge the notion that all writing in college should be academic essays, I use several digital technologies, like video and web-based applications, to support your learning. Below, I outline the following technologies we will use routinely.

- **Desire2Learn (D2L)** for access to assignments, in-class activities, and where you will submit your revised projects.
- **EliReview** for submitting and reviewing of weekly reading and writing assignments
- **FlipGrid** for recording and viewing reflective video assignments
- **PDF reader** with annotating/note-taking capabilities for reading and noting reading assignments
- **Zoom** for weekly synchronous meetings

Key Policies & Resources

[The MSU Honor Code](#): Michigan State University affirms the principle that all individuals associated with the academic community have a responsibility for establishing, maintaining, and fostering an understanding and appreciation for academic integrity. Academic integrity is the foundation for university success. Learning how to express original ideas, cite works, work independently, and report results accurately and honestly are skills that carry students beyond their academic career.

[Academic Integrity](#): The MSU list of GENERAL STUDENT REGULATIONS details the university's expectations for how students will engage their academic work with integrity and engage their peers with respect and dignity. Please review these guidelines.

[Plagiarism](#): According to the Office of the Ombudsperson, "Plagiarism is copying another person's text or ideas and passing the copied material as your own work. ...You must both delineate (i.e., separate and identify) the copied text from your text and give credit to (i.e., cite the source) the source of the copied text to avoid accusations of plagiarism. Plagiarism is considered fraud and has potentially harsh consequences including loss of job, loss of reputation, and the assignment of reduced or failing grade in a course."

You are responsible for reviewing and understanding the university's rules regarding academic integrity. In brief, conduct prohibited by the university includes all forms of academic dishonesty, among them representing as one's own work the work of another, revising and resubmitting work for regrading (or double-submitting work) without the instructor's knowledge and consent, and plagiarism. If you have any questions about these matters, please see your instructor during office hours.

Please, if you ever feel as though you are falling behind or cannot keep up, talk with your instructor about your concerns. Together you can work out a solution.

[RVSM Limits to Confidentiality](#): 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 Title IX website at civilrights.msu.edu.

Limits to confidentiality. Essays, journals, and other 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 to protect the health and safety of MSU community members and others. As the instructor, I must report the following information to other University offices (including the Department of Police and Public Safety) if you share it with me: Suspected child abuse/neglect, even if this maltreatment happened when you were a child; Allegations of sexual assault, relationship violence, stalking, or sexual harassment; 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 and Psychiatric Services.

Other Key Policies (Con't)

Religious Observance Policy: It has always been the policy of the University to permit students and faculty to observe those holidays set aside by their chosen religious faith.

The faculty and staff should be sensitive to the observance of these holidays so that students who absent themselves from classes on these days are not seriously disadvantaged. It is the responsibility of those students who wish to be absent to make arrangements in advance with their instructors. It is also the responsibility of those faculty who wish to be absent to make arrangements in advance with their chairpersons, who shall assume the responsibility for covering their classes.

As Michigan State University has become increasingly multicultural, the incidence of conflicts between mandatory academic requirements and religious observances has increased. In the absence of a simple and dignified way to determine the validity of individual claims, the claim of a religious conflict should be accepted at face value. Be aware that some degrees of observance may have a more extensive period of observance. Instructors may expect a reasonable limit to the number of requests by any one student. Some instructors attempt to cover all reasons for student absences from required academic events such as quizzes or exams with a blanket policy, e.g., allowing the student to drop one grade or two quizzes without penalty. If this is meant to extend to religious observances, the instructor should state this clearly at the beginning of the term. If instructors require make-up exams, they retain the right to determine the content of the exams and the conditions of administration, giving due consideration to equitable treatment.

[Student Athletes:](#) The University is committed to provide the environment and support necessary for student-athletes to establish and realize high levels of academic and athletic success.

[Pronouns:](#) Pronouns are words that substitute for nouns. Personal pronouns are part of our everyday language, especially in the Romantic Languages. In English, we often refer to others using gendered pronouns (he/him/his; she/her/hers). The pronouns we select for a person are usually based on our assumptions of the person's gender, based on their appearance or name. We can be easily mistaken and can cause unintentional harm by mispronouncing and misgendering someone.

People should be referred to by the pronouns which they identify with. Using the pronouns that a person asks for you to use is a way to show them respect and to create a more trans-inclusive environment. Using someone's pronouns is about basic human dignity. Having people automatically use the pronouns with which you identify is a part of having cisgender privilege. If you are cisgender, sharing your pronouns and using the pronouns that someone asks you to use are powerful ways to be an ally to the trans community.

Tolerance and Civility: MSU strives to build an academic community with living and learning environments that expects tolerance of viewpoints and civility toward others, whether at public forums, athletic events, in residential communities, classrooms or laboratories. We call upon all who participate in university events to promote tolerance and civil behavior and to hold themselves to high standards that reflect the university's commitment to respect viewpoints that may be different from their own. Only by respecting individuals with diverse perspectives and ideas can we build an environment of civility that is conducive to advancing knowledge and transforming lives.

Other Key Policies (Con't)

Class Recordings: Meetings of this course may be recorded. The recordings may be available to students registered for this class. This is intended to supplement the classroom experience. Students are expected to follow appropriate University policies and maintain the security of passwords used to access recorded lectures. Recordings may not be reproduced, shared with those not in the class, or uploaded to other online environments. Doing so may result in disciplinary action. If the instructor or another University office plan other uses for the recordings beyond this class, students identifiable in the recordings will be notified to request consent prior to such use.

RCPD Disability Accommodations Statement: Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. 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 rcpd.msu.edu. 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.

Mental Health: College students often experience issues that may interfere with academic success such as academic stress, sleep problems, juggling responsibilities, life events, relationship concerns, or feelings of anxiety, hopelessness, or depression. If you or a friend is struggling, we strongly encourage you to seek support. Helpful, effective resources are available on campus, and most are at no-charge.

- If you are struggling with this class, please visit during office hours or contact me by email at sande463@msu.edu
- Check-in with your academic advisor if you are struggling in multiple classes, unsure whether you are making the most of your time at MSU, or unsure what academic resources are available at MSU.
- Access CAPS Services for new counseling and psychiatric services by making a CAPS Phone Request.
- CAPS is providing remote crisis services 24/7/365. Students can call us at 517-355-8270 and press "1" at the prompt to speak with a crisis counselor. Other prompt options are available for those not in crisis.
- Visit <https://caps.msu.edu> for additional information and resources.

Resources

- The Writing Center: writing.msu.edu
- Counseling and Psychiatric Services: <https://caps.msu.edu>
- The Neighborhood Student Success Collaborative (NSSC): <https://nssc.msu.edu/>
- The MSU Library: <http://www.lib.msu.edu/>
- Purdue OWL (Online Writing Lab): <http://owl.english.purdue.edu/owl/>

WRA 101: Writing as Inquiry (Spring 2021)

Course Calendar

Wk	Weekly Inquiry	Tuesday	Thursday
Getting Settled & Key Ideas			
1	Getting Settled: Who are we and what do we bring to WRA 101? What are the terms, values, and practices of WRA 101?	No Class-- Reading, Reviewing, and Reflection Week For reading week, please: <ul style="list-style-type: none"> <input type="checkbox"/> Read and annotate course syllabus <input type="checkbox"/> Register for EliReview <input type="checkbox"/> Complete Preflection (due by 5:00 P.M. 1/19 on FlipGrid) 	
2	Writing, Language, and Criticality: What do we mean by criticality, language, and writing? Why are these important? What do they do? For whom?	Jan. 19: Zoom Meeting Preflection due Tuesday 1/19 at 5:00 PM on FlipGrid	Jan. 21st: Zoom Meeting Read Freire, "Chapter 2" from <i>Pedagogy of the Oppressed</i> Read Lorde, "The Transformation of Silence into Language and Action" Watch Adler-Kassner, "Writing is Never Just Writing" Listen Branon, "First-Year Composition Prepares Students for Academic Writing" Reading and writing task (0.1) due Thursday 1/21 5:00 on EliReview Make an appointment with Nick

Wk	Weekly Inquiry	Tuesday	Thursday
Media Socialization & Constructed Values-- Critical Media Object Analysis			
3	Understanding Media and Values: What is media and what does it have to do with our own values? What are the social, political, rhetorical, and cultural dimensions of media?	Jan. 26: Zoom Meeting Read Rosina Lippi-Green, "Teaching Children How to Discriminate" Read Baker-Bell, Stanbrough, and Everett, "The Stories They Tell: Mainstream Media, Pedagogies of Healing, and Critical Media Literacy" Optionally Skim Media Literacy Project, "Introduction to Media Literacy"	Jan. 28: EliReview Reading, Writing, and Review Task (1.1) due Sunday 1/31 at midnight on EliReview
4	Practicing Moves of Media Analysis: How do writers write about non-text-based media? How do the moves of situating, analysis, and interpretation work together?	Feb. 2: Zoom Meeting	Feb. 4: EliReview Reading, Writing, and Review Task (1.2) due Sunday 2/7 at midnight on EliReview

Wk	Weekly Inquiry	Tuesday	Thursday
5	Feedback and Revision: What is a revision? What does it look like? How do we use feedback from others to support our own purposes?	Feb. 9: Individual Conferences Bring a draft of your project #1 Read Downs, "Revision is Central to Developing Writing"	Feb. 11: EliReview Reading, Writing, and Review Task (1.3) due Sunday 2/14 at midnight on EliReview
6	Reflection: What did we learn? What would we do differently next time?	Feb 16: Zoom Meeting Writing Center Visit	Feb. 18: Revising and Reflecting Revised Project #1 (10 pts.) due by Thursday 2/18 at midnight on D2L Reflective Video #1 (5 pts.) due Sunday 2/21 at Midnight on FlipGrid
Storying Socialization & Language-- Linguistic Autoethnography			
7	Complicating & Storying Language: How do we think about language and	Feb. 23: Zoom Meeting Read Anzadula, "How To Tame a Wild Tongue"	Feb. 25: Audio Draft & Response

Wk	Weekly Inquiry	Tuesday	Thursday
	what does it have to do with who we are and what we value? What stories do we need to tell and hear? What might it mean to see "good writing" as a myth?	Read Sheils, "Why Johnny Can't Write" Watch Barta, "No Such Thing as Correct English" (in class)	Audio Draft & Review due Sunday 2/28 at midnight to specified folder
8	Weaving Analysis and Narrative: How do writers employ narrative strategies including narration, description, and reflection together with the analytical habits practiced in project #1?	Mar. 2: No Class (MSU Break Day)	Mar. 4: EliReview Read Baker-Bell, "What's Anti-Blackness Got to Do Wit It" in <i>Linguistic Justice</i> Reading, Writing, and Review Task (2.2) due by Sunday 3/7 at midnight on EliReview
9	Revision and Reflection: How do we use feedback from others to support our own purposes?	Mar. 9: Small Group Conferences Bring a draft of your project #2 Read Stewart, "Weaving Personal Experience into Academic Writings" (pp. 164- 169)	Mar. 11: Revising and Reflection Revised Project #2 (10 pts.) due Sunday 3/14 at midnight on D2L Reflective Video #2 (5 pts.) due Sunday 3/14 at midnight on FlipGrid

Wk	Weekly Inquiry	Tuesday	Thursday
Remixing & Repurposing Mode & Audience-- Multimodal Remix Design			
10	Rhetorical Situation and Mode: How do we manipulate modes to support or challenge audience expectations in specific genres environments?	Mar 16: Zoom Meeting Read Ball & Charlton, All Writing is Multimodal Read Sousanis, <i>Unflattening</i> Excerpt Read Cooley, Hoygaygii Waa Halkee?: A Nomad Seeking the Sensation of Home	
11	Time to work on Remix	Mar 23: Optional Office Hours	Project #3 (5 pts.) due by Sunday 3/21 at midnight

Wk	Weekly Inquiry	Tuesday	Thursday
			Reflective Video #2 (5 pts.) due Sunday 3/21 at midnight
Disciplinary Socialization and Writing-- Professional Writing Landscape			
12	Professional Writing: What is the role of writing within professional and disciplinary contexts? What about reading? How do professional people use texts, to what degree and why? Does writing shape identities, identifications, and values?	Mar. 30: Zoom Meeting Read Brandt, The Status of Writing Read , Estrem, Disciplinary and Professional Identities are Constructed Through Writing	Apr. 1: EliReview Read one of the following: <ul style="list-style-type: none"> Winsor, Engineering Writing/Writing Engineering Opel & Hart-Davidson, The Primary Care Clinic as Writing Space Prope, & Schuster, Understanding genre through the lens of advocacy: The rhetorical work of the victim impact statement. Lauren & Pigg, Toward Multidirectional Knowledge Flows: Lessons from Research and Publication Practices of Technical Communication Entrepreneurs Jones, Rhetorical Narratives of Black Entrepreneurs: The Business of Race, Agency, and Cultural Empowerment Reading, Writing, and Review Task (4.1) due by Sunday 3/27 at midnight on EliReview [3 Annotations]

Wk	Weekly Inquiry	Tuesday	Thursday
			Annotated Bibliography (6 points) due Saturday 4/3 at midnight on EliReview
13	Analyzing Genres: What questions does your group have about your field's writing practices? How would you collect and analyze data for that question?	Apr. 6: Zoom Meeting	Apr. 8
14	Field Work: Time to work on your research presentations.	Apr. 13: Optional Conferences	Apr. 15 Research Presentation Deck due 4/18 at midnight on D2L
Looking Back & Casting Forward-- Reflective Learning Collage			
15	Reflection: Time to work on your presentations	Apr. 20: Zoom Meeting Review Project #5	Apr. 22- No Class

Wk	Weekly Inquiry	Tuesday	Thursday
		Complete FYW Survey	
16	Final Exam Week	Apr. 27: Asynchronous Final Reflective learning video or conference(10 points) due Tuesday 4/27 by midnight on D2L Have a great summer!	