

**WRA 140-Section 10: Women in America**  
**306 Bessey Hall, Tu/Th, 10:20-12:10pm**  
**Michigan State University**  
**Spring 2011**

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**Course Description:**

As part of the general education requirement, Tier I 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 I 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 I shared learning outcomes support inquiry-based learning that transfers across writing situations in relation to three major issues: writing, reading, and researching.

**Our Course Section:** Our section of WRA 140 will focus on the skills, knowledge, and attitudes that successfully enhance writing, reading, and researching in higher education in America. This course will also examine the themes of sex, money and power in writing in America as it relates to . Some course materials have been pre-selected to support this goal and focus us on the shared learning outcomes for the First-Year Writing Program at MSU. We will be looking at WRA 140 through the lens of the evolution of American thought in the current globalized marketplace. We will analyze what we know about literacy, how we know what we know, and how we can engage and enhance our literacies through deep explorations of what things mean. I look forward to working with you this semester. We all have some shared and some different literacy experiences, strengths and weaknesses; please remember to be respectful of the other members of this class as we support one another this semester. Specific learning objectives for each assignment appear on individual assignments sheet.

**Required Texts:**

Austen, Jane. *Persuasion*.  
*The Cambridge Companion to Jane Austen*, Edward Copeland and Juliet McMaster, Eds.  
Ballenger, Bruce. *The Curious Researcher*. New York: Pea  
Readings on ANGEL.

**Please note: The Ballenger texts is a new edition that include the 2009 MLA updates. It is mandatory that you have access to the 2009 version.**

## **Policies and Procedures:**

Attendance: Attendance is mandatory in that all courses in the Tier I Writing Program are interactive and require high levels of student participation. Attendance at all class sessions is expected. You may miss one week of class (i.e. two classes) 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 one week of class, your final grade for the course will be lowered .3 for each additional individual absence.

Coming to class late (more than 5 minutes after we begin) 3 times will equal one absence. This will be strictly enforced as this is an earlier (10:20 am) course. Sleeping in class or engaging in activities not related to class will also be counted as absences.

Late Assignments: Late assignments will be lowered one full letter grade for each day past the due date (the first reduction occurs at the start of the class in which the assignment is due).

Completion of Assignments: The First-Year Writing Program requires that students produce a significant amount of writing to fulfill their requirement. **You must complete all major assignments to fulfill this requirement and receive a passing grade in WRA 140.**

## Academic Honesty

I take academic honesty very seriously. Michigan State University has adopted the following statement about academic policy:

### **GENERAL STUDENT REGULATIONS**

- **1.00 PROTECTION OF SCHOLARSHIP AND GRADES**
- The principles of truth and honesty are fundamental to the educational process and the academic integrity of the University; therefore, no student shall:
- **1.01** claim or submit the academic work of another as one's own.
- **1.02** procure, provide, accept or use any materials containing questions or answers to any examination or assignment without proper authorization.
- **1.03** complete or attempt to complete any assignment or examination for another individual without proper authorization.
- **1.04** allow any examination or assignment to be completed for oneself, in part or in total, by another without proper authorization.
- **1.05** alter, tamper with, appropriate, destroy or otherwise interfere with the research, resources, or other academic work of another person.
- **1.06** fabricate or falsify data or results.

Procedures for responding to cases of academic honesty and possible repercussions are outlined in Spartan Life: Student Handbook and Resource Guide. They can also be found on the web at: <http://www.msu.edu/unit/ombud/honestylinks.html>. Note, the new procedures require that instances of academic dishonesty be reported through the registrar's office and forwarded to the Dean of the College in which the student's major resides.

**Major Assignments:** There are five major projects in this course: four essays and one alternative form of presentation. The schedule at the end of this syllabus outlines the due dates for these major projects. Grade distribution occurs as follows:

Lived Literacies paper: 10 %  
Sex, Money and Power Paper: 15 %  
Disciplinary Literacy: 20%  
Remix Assignment: 20%

Final Paper: 25%  
Peer critique responses, participation and informal writing assignments: 10%

**University Resources for Writers:** The Writing Center, the Library, The Learning Resource Center, and the English Language Center all offer support services for First-Year Writing students. You should consult these centers' web sites for information about their specific resources.

**Grading Scale:**

95-100% - 4.0  
89-94% - 3.5  
82-88% - 3.0  
75-81% - 2.5  
70-74% - 2.0  
65-69% - 1.5  
60-64% - 1.0  
< 60% - 0.0

## Tentative Daily Schedule

Please note: Written assignments, class activities, and readings are due on the dates listed below. Other due dates may appear on additional materials distributed in class over the course of the semester. This schedule is subject to revision; however, the due dates for all major assignments are not.

Week	Topic	Date	Prep/Assignments Due	
1	Course Introduction & Literacy Autobiography	1/10	Introduction to the course, ANGEL, blogger and each other, Introduction to Tier 1 Writing at MSU. Introduction to Assignments.	
		1/12	Read Amy Tan's "Two Kinds" (ANGEL). Read and bring to class "Paper #1 Assignment."	
2		1/17	Read "Rhetoric: All the Available Means of Persuasion" and "Quincinera" by Susan Orlean (ANGEL) and "Stone Soup" by Barbara Kingsolver (ANGEL).	
		1/19	Workshop: Paper #1: bring 5 copies of your Literacy Autobiography to class. Read "The Broken Mirror" by Salman Rushdie (ANGEL).	
3		1/24	Print, read and bring to class "Paper #2 Assignment" (ANGEL). Read Chapter 3 of <i>The Cambridge Companion</i> . <b>Due: Literacy Autobiography</b>	
		1/26	Read Chapters 1-10 of <i>Pride and Prejudice</i> . MLA Formatting/ Style Guide Workshop.	
4		Cultural Literacies/ Sex, Money and Power Paper	1/31	Read Chapters 11-20 of <i>Pride and Prejudice</i> . Read Chapter 8, "Class," of <i>The Cambridge Companion to Jane Austen</i> .
			2/2	Read Chapters 21-30 of <i>Pride and Prejudice</i> . Read Chapter 9, "Money," of <i>The Cambridge Companion to Jane Austen</i> .
5	2/7		Read Chapters 30-40 of <i>Pride and Prejudice</i> . Read Chapter 10, "Making a Living" of <i>The Cambridge Companion to Jane Austen</i> . 2005, 2006, 2007 winning essays- read in class.	
	2/9		Read Chapters 40-50 of <i>Pride and Prejudice</i> . Paper #2 Workshop, bring enough copies for all of your group members. 2008, 2009 winning essays- read in class	
6	2/14		Read Chapters 50-61 of <i>Pride and Prejudice</i> . Read Chapter 11, "Gender" of <i>The Cambridge Companion to Jane Austen</i> . Bring enough copies of your paper for your group members.	
	2/16		Paper #2 Workshop, bring enough copies of your paper for all of your group members. 2009, 2010, 2011 winning essays- read in class.	
7	2/21		Individual Paper Conferences; no class. Please bring two hard copies of your paper with you to the conference.	
	2/23		Read Bruce Ballenger's "Introduction" (Curious 1-25), Print, read and bring to class Paper #3 Assignment. <b>Due: Paper #2.</b>	
8	2/28	Read Chapter 1 of <i>The Curious Researcher</i> . Introduction to Academic/Technical Writing.		
	3/1	Library Tour/Introduction. Meet at the Library: details to follow in class.		
9	3/5- 3/9	<i>Spring Break- no class.</i> Read Chapter 2 of <i>The Curious Researcher</i> .		

10	Disciplinary Literacies	3/13	Read Chapter 3 of <i>The Curious Researcher</i> .
		3/15	Read “How Can I Ensure I’ve Avoided Plagiarism?” (ANGEL)
11		3/20	Read Chapter 4 of <i>The Curious Researcher</i> . View examples of remix project. Disciplinary Literacies Paper Workshop, Bring enough copies for all of your group members or plan on using googledocs.
		3/22	Read Chapter 5 of <i>The Curious Researcher</i> . <b>Individual Paper Conferences- no class.</b>
12		3/27	Read and bring to class “Remix Assignment,” Introduction to Copyright Law. <b>Due: Disciplinary Literacies Paper</b>
		3/29	Read “Who Uses CC?” and “What is CC?”
13		4/3	Technical Aspects of the Remix Assignment: Q & A Session, imovie Group workshop
		4/5	Rhetorical Analysis of Digital Compositions, Global Remix & RAIDS, Windows movie maker group workshop
14	Remix Project	4/10	Semester Reflection and Preparation for Final Paper, Read “Woman as Other” by Simone de Beauvoir, Audacity group workshop, Youtube group workshop.
		4/12	Read, “What to Argue About” (ANGEL), Semester Reflection and Preparation for Final Paper; Remix Workshop: Read and bring to class “Final paper” assignment sheet (ANGEL).
15		4/17	Remix Presentations
		4/19	Remix Presentations
16	Final Papers: Revising Literacies	4/24	Read “Understanding Argument” (ANGEL),
		4/26	Read “Technology: The Opiate of the Intellectuals” by John McDermott (ANGEL).
18		4/30	Final Exam: Monday April 30, 7:45- 9:45 am Showcase Remix Assignments <b>Due: Final Argument Paper and Reflection Letter</b>