

## WRIT 1301-066: University Writing, Spring 2011

Theme: *Technology and Society*

**Instructor:** Trent M. Kays

**Classroom:** 215 Akerman Hall

**Meeting Time:** Tu, Th 1245-2pm

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**Office Hours:** Tu, W, Th 11am-noon

### **Course Overview**

Through frequent practice and study of writing, WRIT 1301 introduces students to typical university writing practices, including an emphasis on developing well-researched, properly cited papers. WRIT 1301 fulfills the first-year composition requirement. Activities include but are not limited to: critical reading and analysis of writing for rhetorical principles of audience, purpose, and argumentative strategies; emphasis on performing research with electronic and print library; and sequenced readings and writing with a researched paper as major assignment. Members of the class will practice using writing to develop, refine, and communicate ideas in academic contexts. Students should expect to write formally and informally, produce drafts, read and respond to each other's drafts, and revise, edit, and proofread. In addition students will share their writing with others in the class, receive responses from others, and read and respond carefully to the work of others. All of this means that the class is structured around writing activities, discussion of reading and writing, and group work of various kinds. Students need to be active participants in this course, and help insure the success of the course for all by making positive contributions to activities, assignments, and discussion.

### **Textbooks and Resources**

Graff, Gerald and Cathy Birkenstein. *They Say/I Say: The Moves That Matter in Academic Writing*. 2<sup>nd</sup> ed. New York: W.W. Norton & Company, 2010. Print.

Gurak, Laura. *Cyberliteracy: Navigating the Internet with Awareness*. New Haven: Yale UP, 2001. Print.

Hacker, Diana. *A Pocket Style Manual*. 5<sup>th</sup> ed. Boston: Bedford/St. Martin's, 2009, 2008. Print.

Supplemental readings are available on Moodle and E-Reserves.

### **Course Schedule (Subject to Change)**

#### **Week 1**

01/18	Introductions, Group Selection, Pace and Theme of Course
01/20	<b>Need to Have Read:</b> "The Question of Technology" by Thomas Misa [Moodle] and "Into the Electronic Millennium" by Sven Birkerts [Moodle] <b>Assignment(s) Due:</b> Blog entry about weekly readings

#### **Week 2**

01/25	<b>Need to Have Read:</b> Introduction, Ch. 1, and Ch. 2 from <i>They Say</i> <b>Assignment(s) Due:</b> None
01/27	<b>Need to Have Read:</b> Introduction and Ch. 1 from <i>Cyberliteracy</i> ; "The Awakening Internet" by Albert-Laszlo Barabasi [Moodle] <b>Assignment(s) Due:</b> Blog entry about weekly readings; Tentative topic for project

#### **Week 3**

02/01	<b>Need to Have Read:</b> Ch. 3 from <i>They Say</i> ; "The Fragmented Web" by Albert-Laszlo Barabasi [Moodle] <b>Assignment(s) Due:</b> Two sources for project (one must be annotated)
02/03	<b>Need to Have Read:</b> Ch. 2 from <i>Cyberliteracy</i> ; "Seeking Public Space on the Internet" by Stephen Doheny-Farina [Moodle] <b>Assignment(s) Due:</b> Blog entry about weekly readings

#### **Week 4**

02/08	<b>Need to Have Read:</b> "Agents and Angels" by John Seely Brown and Paul Duguid [Moodle] <b>Assignment(s) Due:</b> Three sources for project (two must be annotated)
02/10	<b>Need to Have Read:</b> Ch. 3 from <i>Cyberliteracy</i> ; "Reality versus the Communitarian Ideal" by Stephen Doheny-Farina [Moodle] <b>Assignment(s) Due:</b> Blog entry about weekly readings

**Week 5**

02/15	<b>No Class—Individual Conferences About Project, Part 1</b>
02/17	<b>No Class—Individual Conferences About Project, Part 1</b> <b>Assignment(s) Due:</b> Part 1 Due on Moodle by 1155pm

**Week 6**

02/22	<b>Need to Have Read:</b> Ch. 4 and 5 from <i>They Say</i> ; "Is Google Making Us Stupid?" by Nicholas Carr [Moodle] <b>Assignment(s) Due:</b> None
02/24	<b>Need to Have Read:</b> Ch. 4 from <i>Cyberliteracy</i> <b>Assignment(s) Due:</b> Blog entry about weekly readings

**Week 7**

03/01	<b>Need to Have Read:</b> Ch. 6 and 7 from <i>They Say</i> ; Ch. 5 from <i>Cyberliteracy</i> <b>Assignment(s) Due:</b> None
03/03	<b>No class—Group Peer Meetings to Discuss Project</b> <b>Assignment(s) Due:</b> Blog entry about weekly readings

**Week 8**

03/08	<b>Need to Have Read:</b> Ch. 6 from <i>Cyberliteracy</i> ; "Google is Watching, Perhaps Soon in Your Home" by Thomas Claburn <b>Assignment(s) Due:</b> None
03/10	<b>Need to Have Read:</b> "Network Economy" by Albert-Laszlo Barabasi [Moodle] and "A Death on Facebook: Intimacy and Loss in the Age of Social Media" by Kate Bolick [Moodle] <b>Assignment(s) Due:</b> Blog entry about weekly readings

**Week 9**

03/15	<b>Spring Break, No Class</b>
03/17	<b>Spring Break, No Class</b>

**Week 10**

03/22	<b>No Class—Individual Conferences About Project, Part 2</b>
03/24	<b>No Class—Individual Conferences About Project, Part 2</b> <b>Assignment(s) Due:</b> Part 2 Due on Moodle by 1155pm

**Week 11**

03/29	<b>Need to Have Read:</b> Ch. 8 and 9 from <i>They Say</i> ; "Traveling the Too-Much-Information Highway" by Heather Hunter [Moodle] <b>Assignment(s) Due:</b> None
03/31	<b>Need to Have Read:</b> Ch. 10 from <i>They Say</i> ; Ch. 7 from <i>Cyberliteracy</i> <b>Assignment(s) Due:</b> Blog entry about weekly readings

**Week 12**

04/05	<b>No Class—Project, Part 3 Workday</b>
04/07	<b>No Class—Group Peer Meetings to Discuss Project/Project, Part 3 Workday</b>

**Week 13**

04/12	<b>Need to Have Read:</b> "Re-education" by John Seely Brown and Paul Duguid [Moodle] <b>Assignment(s) Due:</b> None
04/14	<b>Need to Have Read:</b> Ch. 8 from <i>Cyberliteracy</i> <b>Assignment(s) Due:</b> Blog entry about weekly readings

**Week 14**

04/19	<b>No Class—Group Peer Meetings with Instructor</b>
04/21	<b>No Class—Group Peer Meetings with Instructor</b>

**Week 15**

04/26	<b>No Class—Project Workday/Individual Conferences, if needed</b>
04/28	<b>No Class—Project Workday/Individual Conferences, if needed</b>

**Week 16**

05/03	<b>In Class Presentations</b>
05/05	<b>In Class Presentations</b>

## **Grading**

- Semester Long Project: 800 points
- Semester Reflection Essay: 100 points
- Participation (discussion, group work, informal writings, etc): 100 points
- **Overall Points: 1000 points**

## **Assignments**

You must turn in all required drafts and revisions. If you do not, you are likely to receive a lower grade for the course. Late assignments may receive a lower grade. Keep copies of all your work in a folder dedicated exclusively to this course; back up your work on your computer in case assignments get lost. See attached assignment sheets for detailed information for each assignment.

## **Absence Policy**

Unlike many courses at the University, first-year writing courses are small, discussion-oriented classes. For this reason, the First-Year Writing Program has developed a class attendance policy:

Excused absences include illness as verified by a doctor's note, death in the immediate family, jury duty, military service, religious observances, and participation in officially scheduled university student organization events (e.g., inter-collegiate athletics, ROTC, school sports events; see the CLA policy at <http://www.cla.umn.edu/cgep/3.html> ). Excused absences do not include vacations, transportation problems, or employment. In case of an excused absence, you must notify your instructor of your excuse preferably before you miss class, but no later than 24 hours after the absence.

Missing the equivalent of one week or more of class with unexcused absences may result in a lower grade. Missing the equivalent of three weeks or more with unexcused absences may result in failing the course. In some cases, an excessive number of absences, even if they are excused, may result in a lower grade. A student who is absent for any reason is responsible for all material and activities missed in class. Students must check with the instructor to find out what was missed. Students are responsible for coming to class on time. Tardiness may be considered equivalent to unexcused absences. In addition, a student who is unable to function adequately in class (e.g., falling asleep or attending without appropriate materials or assignments) may be considered to have unexcused absences.

## **Students with Disability**

Any student with a documented disability condition (e.g., physical, learning, psychiatric, systemic, vision, hearing, etc.) who needs to arrange reasonable accommodations should contact the instructor and Disability Services (626-1333) at the beginning of the semester.

## **Student Conduct**

The University of Minnesota Student Conduct Code governs all activities in the University, including this course. Students who engage in behavior that disrupts the learning environment for others may be subject to disciplinary action under the Code. This includes any behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities. Students responsible for such behavior may be asked to cancel their registration (or have their registration canceled).

## **Student Writing Support**

Students can get one-to-one-consultations on any course paper or writing project at Student Writing Support. Student Writing Support has several campus locations, including the main location in 15 Nicholson Hall. See <http://writing.umn.edu/sws/index.htm> for details about locations, appointments, and online consultations.

## **Scholastic Dishonesty**

The University Student Conduct Code defines scholastic dishonesty as follows:

"Scholastic Dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis."

<http://advisingtools.class.umn.edu/cgep/studentconduct.html>

Plagiarism, representing someone else's intellectual work as your own, can result in a grade of **F** for the assignment, and may result in a grade of **F** for the course. Plagiarism can include submitting a paper:

- written by means of inappropriate collaboration
- written by you for another course, submitted without the permission of both instructors
- purchased, downloaded, or cut and pasted from the Internet
- or that fails to properly acknowledge its sources through standard citations

***Instructor Prerogative***

Everything listed and outlined on this syllabus is subject to change by the instructor. The instructor will notify students of any and all changes and provide explanations for said changes.