Reading, Writing & Research in Science & Technology  
(FS 10 WRA 110, section 746)  

Shreelina Ghosh  

F2F meetings: 214 Bessey Hall – Wednesday 3:00 PM - 4:50 PM  
Office Hours: 295 Bessey Hall – Thursday – 3 p.m. to 4:00 pm & by appointment  

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**READINGS**  


**GOALS**  

This writing course will help you generate sophisticated ideas and shape them coherently for a college level audience. The focus of this course is science and technology; specifically, we will explore critical questions related to the use of and culture surrounding technology and the impact of the Internet/World Wide Web on American culture.  

Writers learn best through occasions for situated, hands-on practice in processes of rhetorical production and interpretation. Keeping this in mind, this course is based heavily on activities, such as workshops for invention and revision of written and visual texts, work in directed reading groups, participation in electronic discussions and design projects, Prewriting, Planning, peer editing and revising, individual and group conferences. We will engage in the creation and development of composition through invention, drafting, revising, editing, and proofreading. We will focus on traditional classroom writing assignments (a reflection, an analysis, and a research paper), but you will also "remix" (transform, alter, repurpose, remediate etc) one of these papers into a different form.
By the time you complete WRA 110, you should be able to:

- identify and understand the audience(s) for whom you are writing
- strategies and practices of research, analysis, and critique
- understand why clarity, organization, details, description, examples, and support are crucial to effective communication
- analyze and assess the impact of textual and visual arguments
- evaluate the reliability of and appropriateness of information sources (both print and Internet)
- effectively write and edit the work you will be called upon to produce academically, professionally, personally and publicly

**Tier I Writing Statement**

As part of the general education requirement, Tier I Writing contributes to the Michigan State University’s 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 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 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 components: writing, reading, and researching.

**ESSENTIALS FOR A PASSING GRADE IN THIS COURSE**

- Regular attendance,
- Active participation in workshop/editing activities, peer reviews and discussions,
- Completion of all major projects, revised and edited, along with collected "process" materials and progress memos.
- Inclusion of MLA or APA works citations for every paper.
COURSE POLICIES

Reading: Careful reading is an important form of participation in this course. Assigned readings are intended to help you understand the writing assignments and spark ideas for paper topics. In addition, I will often ask you to write responses to course readings during class. You must—to enable your own learning, as well as to contribute to the learning environment of others—come to class having done the assigned reading.

Back up for work: Make sure to make multiple back-ups of your assignments in your AFS space and flash drives.

Revision and development workshops: Since this course assumes that good writing develops with revision, we will spend time in class working on drafts of essays.

Format: You may write your assignments in MSWORD documents – Times New Roman – double spaced – font size 12 – one inch margins on all sides.

Attendance: Attendance is important to the learning environment of a writing course. Attendance at all class sessions is expected. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course. Absence in two physical meetings will be forgiven. Your final grade for the course will be lowered 0.5 points for each additional unexcused absence. Virtual participation is compulsory. Failure to complete the online portion of a week will result in no attendance or participation credit for that second day that week. Please see your student handbook or the university Ombudsman’s web page http://www.msu.edu/~ombud/ for procedures for obtaining an excused absence at MSU. Should a serious medical or family emergency arise that will require your absence beyond two classes, please notify me as soon as possible—and make sure that you notify your academic advisor as well.

Late submission policy: Keep in mind that you’re responsible for completing all assignments on time, even if you’re away—so if you plan to be gone the day something is due, remember to turn it in before you leave. The due date of each paper is mentioned in the agenda. The policy for late paper submission is -- NO LATE SUBMISSION. However, if you are faced with a personal or medical emergency and have already turned in one late assignment you will need to make arrangements with me at least two days in advance. I reserve the right to grant or decline late submission requests. Late papers will only be accepted if we have made previous arrangements.
Electronic Device Policy:

NO FACEBOOK during class if it is not relevant to the lessons.
No Instant Messaging.
No virtual card games.
Only class related emails and web-surfing will be allowed. Keep your cell phones SWITCHED OFF during class.

Citation/Documentation Style:
We will be using MLA (Modern Language Association) style citation. Here are a few online resources for this style:

- The Purdue University Online Writing Lab
  http://owl.english.purdue.edu/handouts/research/r_mla.html
- Research and Documentation Online
  http://www.dianahacker.com/resdoc/humanities.html
- Your Brief Mcgraw-Hill Handbook (preferably the online edition)

Online Etiquette and decorum: You are expected to treat others in the course with respect and openness. This respect includes room for disagreement and debate, and at the same time, calls each of us to listen deeply to different points of view. Hate speech and other forms of disrespect will not be tolerated. For more on netiquette, refer to:
http://online.uwc.edu/Technology/onlEtiquette.asp

Revisions: You may choose to revise your graded papers to attempt to improve grades. All revised papers should be submitted by

Academic Honesty: You are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any online or off-line source or individual. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in (insert course number here). Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the
appropriateness of your course work. (See also http://www.msu.edu/unit/ombud/dishonestyFAQ.html)

**Americans with Disabilities Act:** MSU complies with all federal and state laws and regulations regarding discriminations, including the Americans with Disabilities Act of 1990 (ADA). If you have a disability that could affect your performance in this class or that requires an accommodation under the Americans with Disabilities Act, see me as soon as possible so that we can make appropriate arrangements.

**ASSIGNMENTS**

(Note that these are brief overviews—full-length assignments will be provided in ANGEL)

**Paper 1: Reflect** – In this 3-4 page paper, you will write about a technology that has affected your life. You may write a reflection or story about a technology that is meaningful to you or has affected you deeply or a family technology history and compare your experiences with a technology to the experiences of a family member.

**Paper 2: Analyze** – This is a 6-8 page report of a cultural evaluation of a website. You will be performing a rhetorical analysis, a design analysis, a genre analysis/evaluation, and an investigation of the cultural context in which the website exists.

**Paper 3: Critique** – Find a gap in technological literacy practice in how it performs in society and address that gap. As an example of how to go about it, we will view a movie and a documentary in class. We will see how surveillance technology has loopholes and gaps and ways in which they can be misused. You will then write a 4-6 page response to this question or equivalent.

**Paper 4: Research** – In this 6-8 page final paper, you will explore the role and evolution of technological literacy from an area of study you are interested in pursuing. The paper should take into account the complexities of the issue, and the multiple perspectives of different people involved in the issue—including yourself. The final draft of this paper should represent your best thinking and most polished writing.

**Annotated Bibliography:** This 2-3 page paper is meant to be a part of your 6-8-page research paper. You will gather at least five sources you can use while researching for that paper. Then you will briefly summarize each source and address how the source will fit in with, be integrated into, or be generally helpful for your paper. The purpose of the annotated bibliography is to gather material and information you can use in paper and to practice the
summarization skills necessary for appropriately summarizing and quoting sources in your papers.

**Project 5: Remix** – For this project you will transform any one of the assignments into an alternative form. You are expected to produce individual products, but work in a group during the composing process. This means that you can create an aural essay, PowerPoint presentation, declamation, performance, photograph, artwork, T-shirt, computer game, software, animation, short movie or anything that you like based on any one of your assignments of this course. The presentation for the remix project will be scheduled towards the end of the course.

**Grading**

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<tr>
<th>Assignment</th>
<th>% of Total score</th>
<th>Full Score</th>
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<tr>
<td>Paper 1: Reflective essay</td>
<td>10%</td>
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<td>Paper 2: Analytic essay</td>
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<tr>
<td>Paper 3: Critical essay</td>
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<tr>
<td>Paper 4: Research paper + annotated bib</td>
<td>20% + 10%</td>
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<tr>
<td>Project 5: Remix essay</td>
<td>10%</td>
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<tr>
<td>Participation/attendance</td>
<td>10%</td>
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<tr>
<td><strong>Total</strong></td>
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The final course grade will convert to the University’s 4-point scale as follows

<table>
<thead>
<tr>
<th>Your Total Score on 500</th>
<th>Final Grade</th>
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<tbody>
<tr>
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<td>297.5-322.5</td>
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**LINKS AND RESOURCES**

- **MSU Writing Center**: [http://writing.msu.edu](http://writing.msu.edu) 432-3610. 300 Bessey Hall. The primary writing resource on campus.
- **Netfiles**: [http://netfiles.msu.edu](http://netfiles.msu.edu)
- **MSU Learning Resource Center**: [http://www.msu.edu/user/lrc/](http://www.msu.edu/user/lrc/) 202 Bessey Hall. Offers individualized assistance to help students develop successful learning strategies and study habits.
- Michigan eLibrary: [http://mel.org](http://mel.org)
- **MSU Libraries**: [http://www.lib.msu.edu/](http://www.lib.msu.edu/)
- A link to other resources to help you thrive and survive and MSU. [www.msu.edu/current/services.html](http://www.msu.edu/current/services.html)

At any point of time, if you ever feel as though you are falling behind or cannot keep up, talk with me about your concerns. Together we will work out a solution. Do not cut corners or take matters into your own hands. Involve me.

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### Schedule

#### WEEK 1: 9/8
- Introduction to course
- Explore Angel course site.
- Introduction to **Project 1**—Digital Technology Reflection
- Read: Roger Munger: Evaluating Online Sources

#### WEEK 2: 9/15
- Group Blog setup for Project 2
- Read/view the following:
  - VIDEO: The Machine is Us/ing Us
  - VIDEO: Personal essay of a photographer
  - Blog comments: Does Text Messaging Harm Students' Writing Skills?: The Edutopia Poll
- **Project 1**: Draft Due on 9/14

#### WEEK 3: 9/22
- Final paper (Project 1) due on 9/19
- Introduction to **Project 2** — Website analysis
- Blog exercise (rhetorical analysis)
- Read/view the following:
  - A Cross-Cultural Analysis of Websites (Marcus)
  - Merging of colors and usability
  - Colors and their meanings in different cultures
  - St. Martin's Tutorial on Avoiding Plagiarism

#### WEEK 4: 9/29
- Read/view the following:
  - Reading/ Writing Strategies/ Cultural Analysis (ANGEL)
  - Techniques and terms in rhetorical Analysis (ANGEL)
  - Rhetorical Strategies (ANGEL)
  - Quoting, Paraphrasing, and Summarizing (ANGEL)

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1 (1) Any changes to the schedule will be notified to you through email. (2) Unless mentioned otherwise, all deadlines are at 12 midnight of the due date. (3) Online parts of the course and due dates is generally in **red**, f2f activities are in **black** and readings available in Angel are in **teal**.
- Small group discussions: Rhetorical Strategies (discussion forum)
- Check for your peer reviewer in Angel on 9/30

**WEEK 5: 10/6**
- **Project 2:** Draft Due on 10/1
- **Peer reviews due on 10/5**
- **Final paper (Project 2) due on 10/7**
- Read/view the following:
  - Watch Movie: “Enemy of the State”
  - Read: **Brignall** (pdf posted in Angel)
  - **UNC Handouts:** Thesis Statements, Introductions, Paragraph Development
  - Reorganizing Drafts, Revising Drafts, Conclusions
- **Introduction to Project 3/ Critical essay**

**WEEK 6: 10/13**
- **Proposal for Project 3 due on 10/12**
- **Movie:** History Channel documentary
- Small group discussions: Identifying loopholes and gaps (Discussion forum)
- **Project 3** Draft due in class on
- Read/view the following:
  - Technology/School
  - Generation Y

**WEEK 7: 10/20**
- **Draft of Project 3 due on 10/15**
- **Peer review due on 10/19**
- Introduction to **Project 4/ Research paper**
- Discussion: Lessig and Fair Use
- Form research groups and create bubbl accounts
- Invention exercise on bubbl.com
- Read Ballenger: Chapter One, Two

**WEEK 8: 10/27**
- **Project 3 Final due on 10/22**
- Meet at Library for Library Exploration Assignment: 10/27
- Read/view the following:
  - Wysocki-Lynch (ANGEL)
- Read Ballenger: Chapter Three

**WEEK 9: 11/3**
- **Annotated Bibliography due on 11/2**
- **Group Presentation of Library Exploration Assignment**
- **Peer reviews due on 11/4**

**WEEK 10: 11/10**
- **Proposal for Project 4 due on 11/10 as Powerpoint presentations**
- Presentation of Proposal as small groups
- Peer-review of annotated bibs
- Discussion: Analysis of video on Evolution of Web technology
- Read Ballenger: Chapter Four

**WEEK 11: 11/17**

- Draft of Project 4 due on 11/13
- Peer reviewing of draft on 11/17
- Face-to-face conferences on 11/18 and 11/19
- Discussion: Research methods
- Individual Conferences

**WEEK 12: 11/24**

- Final Project 4 (Second Draft) due on 11/23
- Introduction to remix assignment
- Read/view the following:
  - Remix
  - Watch Larry Lessig, "Who Owns Culture?" Parts 1 & 2 on Youtube.
  - Literal translation of music videos
- Read Ballenger: Chapter Five

**WEEK 13: 12/1**

- Proposal for Remix Project due on 12/1
- Final Project 4 due on 11/30
- Online discussions on Remix projects
- View Walmart project
- No classes on
- Presentation Sign ups

**WEEK 14: 12/8**

- Presentations
- All revised papers due on

**WEEK 15**

- Presentations
**Project Descriptions**

**PROJECT 1: REFLECTIVE ESSAY**

**Purpose:** This assignment aims to evaluate the role of technology in your own life or in the lives of people you interact with. It will help you reflect upon your relationship with technology before you approach the next step in this course where you will analyze technology in relation to society and cultures.

**Deliverables:** 3-4 page paper.

**Description:** In this 3-4 page paper, you will write about a technology that has affected your life. You may write about “writing technology” or "household technologies," "media technologies," "computer technologies," or "gaming technologies." How have recent developments in digital technology changed, for better or for worse, how you communicate, how you learn and access information, and/or how you interact with others? Start by identifying one particular technology that you use or have used, describe how it has affected your communication processes or practices, and then reflect on that effect. You may engage ideas from secondary sources — be sure to identify them! — but the bulk of the essay should be based on your own personal experience.

You have three options for this paper; choose the ONE option you are most interested in. You are welcome to follow an entirely different lead.

**Option 1:** Visit and write about a place where a certain technology is used, sold, traded, demonstrated, etc. For example, you might find a Halo 2 tournament on campus or in your dorm and observe people playing the game on a network. Or, you might go a wireless store and analyze the products on display. You might go to a wireless café and observe computer users. Or other such locations.

Questions you might think about to get you started include:

- What does the environment itself look like? How is the physical space set up? What is on the walls? The floors? The doors?

- How do people interact in the environment? Do they talk to each other? Do they use headsets to communicate with people in the same room? Do they ignore one another? Do they seem friendly? Confrontational?

- How do people interact with the technologies available in this environment? What machines do they use? How? Why?

- What sorts of stereotypes are held in the US culture generally about this place or use of technology?

**Option 2:** Reflect upon and write about a technology you have used, created, relied upon, etc.

Questions you might think about to get you started include:

- When did you first use the technology?
o Why did you use the technology? Did you have to use it, or did you choose to use it?

o What were the implications of this technology (i.e. in your family, at work)? How did this technology change – or not – your life?

o What sorts of stereotypes are held in US culture generally about this technology?

Option 3: Do a family technology history. Interview a relative – preferably one either much older or much younger than you – and ask them about their experiences with a specific type or use of technology (i.e. for communication, for work, for doing research, etc.). Questions you might think about to get you started include:

o What was the context of the use of the technology? Where was it used? Why? How? How often?

o How did the cultural (social, economic, religious) setting of the time and/or place affect the use of the technology?

o How was the technology taught or learned?

o What effects did the technology have on this person’s life? How did this technology change – or not – this person’s life?

o What sorts of stereotypes are held in US culture generally about this technology?

Some leads: Regardless of which option you choose, you must address the implications and effects of this technology on your life and the implications and effects of this technology on society generally. As you plan such an essay, you can also jot down (by freewriting, for example) your thoughts about your life with this technology. Here are some questions to help you discover what you have to say. In your final draft, you'll need to make sure that you don't simply answer each question in succession without providing a thread or controlling narrative.

1. Memory: What childhood experiences with technological devices or artifacts do you remember? What do you recall about your earliest use of technologies? Were they positive or negative experiences? What stories do your parents tell about your interactions with technology? What were the popular gadgets in your household when you were young? Did you have access to technologies that you wanted to use? Who made sure that everything worked? How often did the technologies fail?

2. Literacy: Who is the most "technologically literate" person you know? What makes his or her relationship with technology unique? What behaviors or characteristics does he or she exhibit? What have you learned about your own uses of this technology from him or her?

3. Social Consequences: Are there social consequences for your lifestyle that hinge on your technological literacy? What are they? How would your relationships with others be affected if you suddenly had no access to the technology?

4. The Future: What do you think it will require to be technologically literate ten years from now? What positive or negative trends in technological development do you see unfolding? How do you think they will affect you?
5. **Learning:** How do you learn new technologies? Among your friends, are you considered an "early adopter," a "late adopter," or somewhere between?

6. What technologies do you carry with you? Which ones do you have where you do most of your writing? What new technologies do you want to own? How will you use them?

**EVALUATION:**
An essay of the Grade A standard will have the following features:

- Introduction and Thesis: First paragraph is catchy. Thesis is evident and point to be argued well stated.
- Accuracy of Facts: All facts presented in the essay are accurate and relate back to the thesis.
- Organization: The essay is very well organized. Five paragraphs evident. One idea or scene follows another in a logical sequence with clear transitions.
- Focus on Assigned Topic: The entire essay is related to the assigned topic and allows the reader to understand much more about the topic.
- Mechanics: The essay has few, if any, spelling, punctuation, capitalization, grammar, or usage errors.

**PROJECT 2: RHETORICAL ANALYSIS ESSAY**

**Purpose:** Technology and culture has a unique relationship. There are some technological artifacts which are relevant to some cultures and totally irrelevant to others. A tanning machine useful to a white person is not relevant to the life of an African or Indian person. In this assignment, you will look at websites to discover these culture specificities. How are some websites created in a certain way to cater to a very specific audience?

**Deliverables:** 6-8 page paper, Rhetorical analysis form, Design analysis form.

**Description:** For this project, you'll be required to uncover information about a website (selection criteria will be included in the detailed instructions).

Choose a commercial, educational, political website or blog that you think is reflective of a specific cultural/ national/group identity. Your job will be to explore what is its purpose, what is its argument, who is its audience, and then figure out how well it achieves its purpose for its intended audience using its current design, layout, and form, what are the cultural specificities of the website that strike you most. You will evaluate its overall usability in terms of how well it meets its users’ and designers’ needs. The deliverable will be a 6-8 page formal report, so the organization and information you should include will be explicit.

You will be performing a rhetorical analysis, a design analysis and investigation of the digital context in which the website exists in relation to the culture it reflects. After you have made this analysis in a rather lab-like way, write a critical, argumentative report on the website.
Digital Document Design Analysis

Design Analysis

- Formal features
- Use of images
- Font choice, colors used
- Layout
- Navigational features
- Culture specific elements.
- CRAP² Analysis.

Rhetorical Analysis

- Audience
- Purpose
- Arrangement
- Inventive strategies
- Revision
- Style
- What do the links to and from the website reflect about its context in relation to the culture within which it is situated?

Formal Reporting

Once you have collected information and performed your analyses, you will need to write the report. Most of the content of this report will come from the two sub-reports already written by you. A good paper will have strong argument and evidence from the digital document analyzed in the paper in support of the argument.

²  ● Contrast: Contrast attracts the attention of your viewers. Repeat visual elements throughout each page and your entire site. Elements on the page are not the same, make them very different.
  ● Repetition: Nothing should be placed arbitrarily. Do not toss elements randomly at your page or simply try to fill space. Repetition develops the organization and creates a strong brand.
  ● Alignment: Items related to each other should be grouped close together. Every element should have a visual connection with another on the page.
  ● Proximity: Grouping organizes information and reduces clutter.
For this report, consider some of these points:

1. Begin by explaining the purpose of the report (Introduction)
2. Identify the site you are analyzing and provide a description of it
3. Analyses: for each of the following sections, start with a brief description of your methods (how you performed your analyses, what kind of research processes you used) and then provide the results.
   a. Write a section (with a heading) that addresses your rhetorical analyses of the genre.
   b. A section for your design analyses (CRAP, color, font, graphics). You may want to use subheadings.
4. Write a conclusion/final section describing what you learned from doing these analyses.

Comment on the following:

- Mode, Audience, Purpose, Situation
- Contrast, Repetition, Alignment, Proximity
- Use of Color, Use of Fonts, Use of Icons, Graphics, and other design elements
- What are the culture-specific elements that are evident?
- What are the culture-specific elements that are subtle?
- What can you find out about the author?

### PROJECT 3: CRITICAL ANALYSIS ESSAY

**Purpose:** This assignment aims to hone your acumen for critical thinking which is essential in academic writing. You will be finding a gap in technological literacy practice in how it performs in society and address that gap.

**Deliverables:** 4-6 page paper or multimedia project

**Description:** We will then make a critical evaluation of the function of technology in society by analyzing the contents of a movie and a documentary. Our discussions will revolve around the question of privacy and surveillance in the digital age. Write a 4-6 page response on the theme of privacy and surveillance in the digital age and reflect on your experience in virtual communication and networking. For this project will watch the movie *Enemy of the State* and a History Channel Documentary in class. You will need to identify a gap in technological literacy practice in how it performs in society, but also help you identify a similar gap that your paper needs to address. The example we will discuss in class is that of the problems of government surveillance.
In the process of composing this project, there will be scope for you to respond to ideas from the other members of our class. Part of this project also requires you to play the role of “skeptic.” You will do everything you can to poke holes in another person’s arguments. This will require you to make sure that you are thorough, that you are paying attention to all the facets if the issue, and that you are doing your very best critical thinking.

**Here are some hints on how to tackle this paper:**

1) Briefly summarize the plot of the movie you will be seeing. It can be difficult to summarize an entire 2-hour movie in just a few paragraphs. Be sure to include good details and description, and specific examples from the movies to support the points you plan to make in your paper. How did the discussions about the movie contribute towards the inventive process of your final paper?

2). Then, in your analysis section, answer some, or all of the following questions:
   - Address some of the inevitable questions surrounding the invasion of privacy and the necessity to protect our borders,
   - How much is the public truly aware of what's at stake in terms of an individual's privacy.

3). Reflect on your experience of blogging with people:
   - How did people in your team react to the different themes of the movie?
   - What were the major issues raised and what was your contribution to the discussions?

**Your project will be graded on the following criteria:**

1. How well have you engaged in the rhetorical analysis of the gap in technological literacy that you are identifying?

2. Does your project reflect a careful consideration of our readings and blog discussions?

3. Does your project give a balanced view based on the data generated in your inquiry of the general audience on the concept of privacy and surveillance?

4. Have you done your own research to answer questions you uncovered as part of your analysis?

5. Is your writing competent, compelling and consistent?

6. Have you chosen to represent things in a clear, careful way? In other words, are your layout choices rhetorically sound?
**PROJECT 4: DISCIPLINARY RESEARCH PAPER**

**Purpose:** This assignment calls for an assimilation of all the lessons that the course helped you learn: your ability to reflect on your personal experience, analyze, conduct research from secondary resources and put them all together to form a research-based paper. You will be encouraged to be critical thinkers in the field that you are interested in pursuing (it can be the major that you are working on currently).

**Deliverables:** 6-8 page paper, Annotated bibliography, Proposal

**Description:** In this 6-8 page paper, you will choose ONE topic which lets you explore the role and evolution of technological literacy from an area of study you are interested in pursuing. Conduct a thorough rhetorical analysis of it. Your research report should provide the historical, social, and political context in which to situate your chosen technology and analysis. Also remember that your audiences are not members of the discipline where the technological literacy is situated. Provide definitions and explanations wherever necessary.

You will need to submit a proposal which will help you develop this topic into your major research-based argument. Realize, however, as you work on this topic, that the specifics of your research may cause you to modify your topic. This is perfectly acceptable and, in fact, normal! Research and writing are processes of discovery. Also, you do NOT need to alter the annotated bib if you decide to change your topic after having posted the annotated bib. Only make sure that you are making references to relevant resources in the final research paper and citing them in the “works cited” section.

**Questions to think about as you get started:**

- What is the social, historical and/or cultural context of that technology.
- What is the role of that technological literacy within your field? How did you come in contact with it?
- How did the technology evolve? What was the relationship of the evolution of the technology and changes in the field?
- What stereotypes or archetypes are associated with it or with the people who work with it?
- Are there any controversies (past or present) surrounding it? What and why?
- What skills are needed to use this science or technology? What assumptions do we make about its practitioners because of the skill requirements?

**In the proposal, articulate on the following questions:**

**Topic**
- Summary of the topic of your research paper.

**Research Question**
- Issue(s) that will guide your research paper?

**Background Information**
- Are you familiar with this issue? Do have any connections to this issue?
- What are the arguments that surround this issue that your project aims to deal with?
- Why is your issue or question important? Who is it important to?
**Research Plan**
- Describe the various stages of your project: information collection, preparation, invention, gathering evidence, arrangement, reviewing the project, revising etc.

**Annotated Bibliography:**
Your annotated bibliography should:
- Include full MLA citations for each source
- Annotate at least 5 sources; each annotation should be at least 100 words.
- Evaluate the sources for authority and importance.
- Your sources should be a mix of sources: some can be secondary, some primary.
- You should avoid tertiary sources (like dictionaries or encyclopedias).
- Be written in appropriate academic language, with accurate spelling and attention to punctuation.

We will discuss annotated bibs more in class. Please refer to the reference handout for annotated bibliography.

**Grading Criterion:**
Your paper will be considered Grade A if:
- Your sources are interesting and they are all clearly related to your topic.
- You select a variety of research sources and they are all written at the appropriate level for this project’s purpose.
- You can identify the author(s) of your sources and their credentials are relevant.
- You clearly summarize the main idea of each of your sources and can make an explicit connection to your argument.
- You correctly cite at least ten sources using a citation style described in class.

**Final Project Deliverables:**
- **Research proposal**
  In your proposal, you’ll describe your project’s general goals, design, and approach and explain why it matters. Find a more detailed guide for composing proposal in ANGEL.
- **6-8 page Final paper** with MLA works cited
- **Annotated bibliography**
  ([http://www.library.cornell.edu/olinuris/ref/research/skill28.htm](http://www.library.cornell.edu/olinuris/ref/research/skill28.htm))
  You will gather at least five sources you can use while writing this paper. This should include both online and off-line resources. Then you will briefly summarize each source and address how the source will fit in with, be integrated into, or be generally helpful for your paper. The purpose of the annotated bibliography is to gather material and information you can use in paper 4 and to practice the summarization skills necessary for appropriately summarizing and quoting sources in your papers. Refer to a more detailed guide for the annotated bibliography in ANGEL.
**PROJECT 5: REMIX**

**Purpose:** This assignment lets you experiment with genre, explore multi-modal possibilities and have fun with “writing”.

**Deliverables:**
- Proposal or statement with grading rubric for me
- Multi-modal project (To be presented in class)

**Description:** While much of the writing we’ve done this term has focused on alphabetic characters, writers should be able to compose and disseminate messages using a variety of symbols, including alphabetic text, photographs, images, video, and sound. Your final graded assignment will ask you to build upon this literacy by “remixing” – or providing an alternate version – of one of the major text-driven assignments you’ve done earlier in the term. You may choose to create an alternate version of your reflective essay, research paper, or a parody piece. Options include aural essay, PowerPoint presentation, declamation, performance, photograph, artwork, T-shirt, computer game, software, animation, short movie or anything that you like. These are just a few suggestions – you may work in whatever medium you like, so long as it is appropriate for your message and purpose. Your project may be in print or digital or any tangible format.

In the end, your final project should:
- Effectively utilize a variety of elements (text, image, color, etc) to convey a specific message.
- Be an appropriate length or degree of difficulty for your chosen medium.

Here are some basic guidelines:
- 2-3 minutes for an iMovie (likely at least 8-10 scenes or frames)
- 8-10 slides for a PowerPoint (or similar) presentation
- 8-10 pages or frames for a scrapbook, photo essay, or comic strip
- Scrap my ideas and create your own
Begin by analyzing the genre which are considering to work with. Make decisions regarding its appropriateness and reflect on them in your proposal. As you analyze items in that genre, ask these questions:

- What 2-3 “texts” did you find most compelling in your search? Why? (please include examples or links to the texts you discuss, along with a brief summary of the examples you’re discussing)
- What kinds of symbols (words, images, sounds, colors, effects, etc.) do the authors use to convey their message in these texts? How are these elements balanced to create a unified whole? How is the text sequenced or organized to drive the story?
- What kind of strategies might you adopt for your own project? What do you want the overall rhetorical impact of your text to be? A humorous critique of a particular aspect of our culture? A compelling account of a personal experience? Something else?

You will sit your group and help each other create your individuals story-board, map out a path of how to go about the remix project.

**Grading Rubric**

Considering the nature of this project, you will be asked to provide a rubric of evaluation in your proposal. If 50 is the full score for this essay, what are the four most important factors that I should use to measure your work and how much points should I devote to each of them within the total score of 50?