This is the scaffolded assignment sequence I used to teach a first-year writing class at Michigan State University. I incorporated service-learning into the design of the course.

The texts students read include the following:

- *They Say/I Say: The Moves That Matter in Academic Writing* by Birkenstein and Graff
- “The Public Intellectual, Service Learning, and Activist Research” by Ellen Cushman
- “When the First Voice You Hear Is Not Your Own” by Jacqueline Jones Royster
- “Shitty First Drafts” by Anne Lemott
- “Ethnography Research” by Frances Julia Riemer from *Qualitative Research: An Introduction to Methods and Designs*, S.D. Lapan, M.T. Quartaroli, F.J. Riemer eds.
- Several other shorter (2-page), informational pieces
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Welcome

The course catalog states that WRA 135 focuses on “drafting, revising, and editing compositions derived from readings on American civic tradition and community service-learning experiences to develop skills in narration, persuasion, analysis, and documentation.” As students at MSU, we are part of a community of scholars, so, basically, during the course of our time together this semester, we will concentrate on writing and researching.

In order to hone our research skills, we will be working with a community partner—the Digital Archive of Literacy Narratives (the DALN)—and engaging in a service-learning project that will require you to do a good portion of research outside the class. You will ultimately incorporate that primary research into an academic research paper. We will also be reading a variety of texts, watching videos, and checking out websites—and discussing their rhetorical significance in order to help you become better writers and researchers.

Ultimately, my hope is that you will be able to ascertain an audience and the audience’s needs in order to better communicate with that audience and to proactively and responsibly investigate sources in the larger world around you. In order to ensure you remain on track with programmatic learning goals, please be sure to become familiar with the Tier 1 Shared Learning Outcomes—which we will reference throughout the semester—that appear on the last page of this document.

Workload

This is a required writing course, and the workload is substantial. You should expect to complete approximately two to three hours of outside work for each contact hour. That means that, since our class meets for about four hours a week, you will probably have between eight to 12 hours of outside work each week. This work will consist of completing assigned readings and writing assignments, as well as conducting primary research. Please plan accordingly.
**Required Materials**

The following texts are required for the course:

- **They Say I Say: Moves That Matter In Academic Writing**, by Graff. ISBN 9780393933611
- **Curious Researcher**, by Ballenger. ISBN 0-205-17287-3
- Readings and videos posted on ANGEL

In addition, the following are also required:

- Mini-stapler with staples
- 2 2-pocket folders

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**Grade Distribution**

The work for this course is comprised of five major projects; grade distribution and due dates are as follows:

**Project 1: literacy narrative**
Due: September 10
10% of final grade

**Project 2: IRB materials**
Due: September 24
15% of final grade

**Project 3: audio essay**
Due: October 10
10% of final grade

**Project 4: remix/alternative media**
Due: October 22
15% of final grade

**Project 5: research paper**
Due: November 12
20% of final grade

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**Grading Scale**

**(cont.)**

For your convenience, I have included the following scale:

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-92</td>
<td>4.0</td>
</tr>
<tr>
<td>91.9-86</td>
<td>3.5</td>
</tr>
<tr>
<td>85.9-80</td>
<td>3.0</td>
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<td>79.9-74</td>
<td>2.5</td>
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<tr>
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<td>1.0</td>
</tr>
<tr>
<td>57.9-0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

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**Peer Review**

15% of final grade

Peer review is an important component of your learning this semester, and you should expect to regularly read and respond to your peers’ work in insightful and respectful ways. In return, you can expect to receive comments on your own work that are intended to help you gain an outside perspective on your writing for the purpose of revision. As students at a research I university, we have the exciting privilege of engaging with cutting edge technology that has the potential to change the way writing is taught and the form of peer review. Toward this end, we will be using a program developed here at MSU in the WIDE Center. We will discuss further strategies for successful peer review throughout the semester.

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**Grading Scale**

During the course of the semester, you will be given assignments whose point totals equal 100. If at any time you are concerned about your grade, please make an appointment to see me so we can discuss the matter.

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**Writing Workshop Assignments**

15% of final grade

You should expect to have both a reading and a writing assignment due each time we meet. Writing workshop assignments (referred to as WWAs) will be less formal than the five major projects—perhaps you will respond to a reading, brainstorm for a writing project, write a discussion post, or take a quiz. In any case, it is important to be prepared, as these smaller assignments are intended to assist you in thinking about and composing the major projects.
The Writing Process

Drafting

1. The Peer Review Draft
   The first stage of our drafting process is the Peer Review Draft. The peer review process involves responding to one other's writing.

2. The Instructor Draft
   The second stage is the Instructor Draft, which is a revised draft based on the comments offered by peers in the Writing Workshops. This is the draft you will submit for a grade; it will be returned to you with suggestions for revision.

3. The Revised Draft
   The third stage is the Revised Draft, which is an optional draft. You have the option of revising your Instructor Draft if you feel you would like to revise for more feedback or for a grade change.

   In this process, I urge you to step out of your comfort zones and try something new with your draft. Don’t worry: your grade will not be lowered; the highest grade you receive (whether on the original or revised version) will stand. As I read your revisions, I’ll re-assess the revised essay. Revised papers must be returned to me by a mutually agreed upon date.

Revision

Writing is a process, and revision is part of that process. The revision process entails meeting with me during office hours or with the Writing Center to discuss the revision process and then re-seeing the essay. Keep in mind that “re-seeing” the essay does not simply mean correcting surface-level errors and changing a few words; the actual revision process should lead you to see the draft in a different way with a new approach.

Revision Memo

When you resubmit your revised draft, you must include a reflective memo that incorporates a discussion of the following questions:

1) What were the benefits of revision?
2) How do you understand the assignment differently now that you’ve revised it?
3) What in particular would you like me to comment on?
**Assignments**

Assignments are due at the beginning of class on the day they are due—printed, stapled, and complete. Late assignments will not be accepted—with the exception of the major projects, which will be lowered 20% for each day past the due date (the first reduction occurs at the start of the class in which the assignment is due). Missed in-class assignments (writing workshop assignments, quizzes, etc.) may not be made up. Because peer response is an important part of the course and contributes to your development as a writer, your grade will be impacted if you are absent for peer workshop activities or if you do not complete other peer response activities (e.g., online sessions).

In case of an absence, all assignments must be turned in BEFORE a missed class for full credit. You may do this by dropping off your assignment to my mailbox in WRAC.

**Important Note**

You must complete all Projects to fulfill the Tier I Writing requirement and receive a passing grade in this course.

**Course Etiquette**

With everyone’s cooperation, we can create a classroom atmosphere that promotes learning and is welcoming, nonjudgmental, and nonthreatening. Please enter the classroom with an attitude of respect for all.

- Please silence cell phones before entering the classroom and put them away.
- Please turn off i-pods and other technology that is not relevant to your participation in class.
- You will be using computers to complete in-class assignments. As tempting as it may be, please remember to engage only in classroom related work.

**Instructor/Student Communication**

Please take advantage of my office hours! If, due to other commitments, you are not available during my posted office hours, I’m happy to work with you to set up an alternate appointment time. Please allow up to 24 hours (48 hours on weekends) for e-mail responses.

Also, you should know that I may invite you to office hours, or to stay a moment after class, but that doesn’t mean you’re in trouble! It means, simply, that I would like to engage in a dialogue with you—regarding something you’ve written or a comment you’ve made—or I might just want to share something with you—a story, a resource, etc.

**Academic Honesty**

Article 2.3.3 of the Academic Freedom Report states: “The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards.” In addition, WRAC adheres to the policies on academic honesty specified in General Student Regulation 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide and/or the MSU Web site www.msu.edu.) Therefore, unless authorized by your instructor, you are expected to complete all course assignments without assistance from any source. 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. Students who violate MSU rules may receive a penalty grade, including but not limited to a failing grade on the assignment or in the course.

For more details about academic honesty and integrity at MSU, please visit https://www.msu.edu/unit/ombud/dishonestystud.html.
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 a total of one week of class (in this case, 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. This means that if you earned a 3.5, but you accumulate two additional absences, your grade will be lowered to a 3.0. 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.

Promptness is also important, and late students will be marked absent. If you arrive late, it is your responsibility to approach me after class so I can change the absence to a tardy. Three tardies equal one absence. If you are more than 30 minutes late, you will be counted as absent.

**University Resources**

For details about academic honesty and integrity at MSU, please visit http://www.msu.edu/~ombud/academic-integrity/index.html

**Counseling services** provide a wide range of services to students including counseling, workshops, drug & alcohol screening, career prospect exploration, and national testing: http://www.couns.msu.edu/ or 517-355-8270.

**The MSU Writing Center** provides a resource for writers. Graduate and undergraduate consultants are available to discuss your writing with you, one-on-one: http://www.writing.msu.edu/ or 517-432-3610.

**Disability services**

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.
Purpose

After exploring some of the literacy narratives on the DALN and discussing them in class, this assignment offers you the opportunity to consider your own literacy narrative. This assignment also allows me to better understand you and your areas of expertise, and to see a formal example of your writing. In addition, reviewing and analyzing information to identify its significance in some larger frame is a common expectation for students in higher education; this assignment will help you meet these expectations in effective ways.

 Audience

Your instructor and your peers are the audience for this assignment.

 Instructions

We begin this semester by discussing our own and one another’s literacy narratives. In Project 1, each of you will have the opportunity to create a more formal version of your own literacy history. As discussions will illustrate, there are a number of ways to think about literacy: it can be language, a hobby you are an expert in, special bodies of knowledge you possess, etc.

In Project 1, you will reflect upon the different facets of your literacy history and upon your ideas of literacy more generally. Your purpose here is to discover how class discussions and the exploration you have done on the DALN website shed new light on your own literacy history, and to communicate that discovery to others. It is important to remember that you are not just telling a story; you are also reflecting on the significance of your story in relation to the theme of literacy in a larger sense.

Considering the following may help you brainstorm ideas for your paper:

- What experiences have encouraged you to learn a new literacy?
- What access have you gained from your literacy?
- What environments have you been in that have helped you pick up a new literacy?
- Who introduced those literacies to you?

You may want to:

- Work from a significant event or events.
- Follow a chronological pattern.
- Discuss significant people involved in that history.
- Choose any one or any combination of these focusing methods.
- Use one that you have seen at work in a literacy autobiography.

As you make these decisions, remember that your literacy history should do more than tell a story or strive for self-expression; it must also reflect on the significance of the literacy issues implied by the narrative. This means that you must explore events, people, the chronology of your literacy history or whatever focusing strategies you choose to identify and analyze the larger themes and issues they raise.
Your paper must be between three (full) and five pages long. Please also include a copy of this document as a cover page.
Purpose

As you will be conducting research in your communities this semester, it is vital that you understand the ethics of doing research. The purpose of this project is to help you to become familiar with ways of applying methods of inquiry and conventions to generate new understanding and to demonstrate the ability to generate and apply research strategies that are purposeful, ethical, and balanced. This project will also allow you to work within a different genre of writing. (See “Tier-One Writing Shared Learning Goals” in the syllabus).

Audience

The IRB board.

Instructions

1. Complete the online IRB tutorial.
2. Working collaboratively, you will fill out the IRB form. While you will work in groups, each individual student will submit his or her own form, individualized for his or her own project.
3. Working individually or collaboratively, you will create consent forms and interview facilitation guides for your projects. Each student will submit his or her own form and guide individualized for his or her own project.
Purpose

The purpose of this project is to help you continue using revision to re-think ideas and concepts. This project will also allow you to work within a different genre of writing. (See “Tier-One Writing Shared Learning Goals” in the syllabus).

Audience

The DALN and your colleagues.

Instructions

Please listen to the following example on the “This I Believe” essay site on NPR <http://www.npr.org/series/4538138/this-i-believe>. Write a “This I believe about Literacy” script using your revised literacy narrative from Project 1. In it, be sure to link your idea of literacy to the DALN’s definition. And finally, record your “This I Believe about Literacy” essay, and upload it to the DALN. You can also include photos or images if you like!

When contributing your own literacy narratives to the DALN, you must complete the Informed Consent, Release, and Deed of Gift/License forms online as part of the online submission process for the DALN. Students under 18 years of age should complete the Minors versions of all forms, which require parental approval and signatures.

DALN FAQs

What is the Digital Archive of Literacy Narratives (DALN)?
The Digital Archives of Literacy Narratives (DALN) is a publicly available archive of literacy narratives in a variety of formats (print, video, audio) that together provide a historical record of the literacy practices and values of U.S. citizens, as these practices and values change. The DALN invites people of all ages, races, communities, backgrounds, and interests to contribute stories about how they learned to read, write, and compose meaningand how they continue to do so.

We welcome all kinds of texts, both formal and informal: diaries, blogs, poetry, music and musical lyrics, fan 'zines, school papers, videos, sermons, gaming profiles, speeches, chatroom exchanges, text messages, letters, stories, photographs, etc.

We also invite contributors to provide examples of their own writing and composing (papers, letters, 'zines, speeches, etc.) and compositions (music, photographs, videos, sound recordings, etc.). These items can be digitally scanned and added to your literacy narrative.

What is a Literacy Narrative?

A literacy narrative is simply a collection of items that describe how you learned to read, write, and compose. This collection might include a story about learning to read cereal boxes and a story about learning to write plays. Some people will want to record their memories about the bedtime stories their parents read to them, the comics they looked at in the newspaper, or their first library card. Others will want to tell a story about writing a memorable letter, leaning how to
write on a computer or taking a photograph; reading the Bible, publishing a zine, or sending an e-mail message.

Your literacy narrative can have many smaller parts but they will all be identified with your name. For instance, you might want to provide a story about learning to read a as a child, a digitized image of one of your old report cards, a story about writing a letter as a teenager, a photograph of you as a young child; a song you learned when you were in school). All of these items can be uploaded on this web site or sent to us by mail.

**What digital formats will the DALN accept?**
The Digital Archive of Literacy Narratives (DALN) accepts the following formats:
Documents (doc, .txt, .pdf)
Video (.mp3, Quicktime, .wmv)
Audio (.mp3)
Images and Photographs (.gif, .jpg)
**Purpose**

The purpose of this assignment is tri-fold: 1) You will have the opportunity to employ research strategies that are purposeful, ethical, and balanced. 2) You will partner with the DALN in collecting literacy narratives for inclusion in their online database. 3) You will begin gathering primary research for your research paper.

**Audience**

Visitors to the DALN site.

**Instructions**

1. Record three literacy narratives from the community you have identified and submit them to the DALN.
2. Submit consent and release forms from each participant.
3. Be sure to tag each submission with approximately six appropriate keywords including “Michigan State University” and any other words you feel would be helpful to those conducting searches in the DALN.

**Important Note**  Students must obtain signed Informed Consent, Release, and Deed of Gift/License forms from every person they interview. Students can either 1.) (This method preferred!) work with interviewees to complete these three forms online when interviewees upload materials and submit them to the DALN <http://www/daln.org> using a computer with access to the internet or 2.) provide interviewees printed copies of the three forms to sign and then mail these forms along with the digitized interview transcript to Cynthia L. Selfe, 164 W. 17th Ave., Ohio State University, Columbus, OH 43214. If interview subjects are under 18 years of age, a legal parent or guardian must either complete the three forms online or sign the printed forms.

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We welcome all kinds of texts, both formal and informal: diaries, blogs, poetry, music and musical lyrics, fan 'zines, school papers, videos, sermons, gaming profiles, speeches, chatroom exchanges, text messages, letters, stories, photographs, etc.
We also invite contributors to provide examples of their own writing and composing (papers, letters, ‘zines, speeches, etc.) and compositions (music, photographs, videos, sound recordings, etc.). These items can be digitally scanned and added to your literacy narrative.

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Video (.mp3, Quicktime, .wmv)
Audio (.mp3)
Images and Photographs (.gif, .jpg)
**Purpose**

The purpose of this assignment is to allow you to continue with the research you’ve begun on an issue related to literacy.

**Audience**

Your instructor, visitors to the DALN site, researchers interested in literacy issues.

**Instructions**

For this project, you will research a current arguable issue related to literacy. Please be sure to incorporate your own primary research, as well as a variety of academic sources, both print and online. You may also use several popular sources to support your claims, but the bulk of your research should come from your own primary research and academic sources.

This paper should be 12 (full) to 15 pages long and a works cited page.

**Due Dates**

Arguable Issue Checklist and Audience Analysis: October 22  
Source List: October 24  
Annotated Bibliography: October 29  
Rough Draft: October 31  
Peer Draft: November 5  
Instructor Draft: November 12

**Criteria for Evaluation**

A strong essay will:

- Ask compelling questions about a current issue related to literacy and answer it in provocative ways.
- Develop a complex and interesting line of inquiry that shapes the whole of the essay and gives it a sense of unity.
- Introduce complicating details and integrate them in such a way as to attempt to include an evolving inquiry.
- Demonstrate deep, critical thinking about the broader significance of the issue.
- Demonstrate a clear understanding of purpose, message, and audience.
- Organize ideas in an audience-friendly manner and use transition and connections to create cohesion.
- Incorporate both primary and secondary research to build an argument.
- Successfully demonstrate good academic writing.
- Demonstrate knowledge of MLA citation style.
- Demonstrate knowledge of grammar and punctuation issues covered in class.
**Purpose**

The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited. This will give you a powerful resource that you will use when you begin incorporating your research into your paper.

**Audience**

Your audience will be your instructor, your peers, and yourself.

**Instructions**

Choose two sources from your source list and write a concise annotation that includes the following information:

1. MLA citation.
2. A summary of the central theme and scope of the book or article. Be sure to accurately identify and summarize the argument. You should be able to do this in a nice, thick paragraph (at least four sentences). Please visit the following website for information about summarizing/paraphrasing: http://owl.english.purdue.edu/owl/resource/563/02/
3. An evaluation of the authority or background of the author. (This should just be a sentence.)
4. A comment on the intended audience. (This should just be a sentence.)
5. A comparison or contrast of this work with another you have cited. (This should just be a few sentences.)
6. An explanation of how this work illuminates your topic. (This could be as much as a paragraph.)

**Things to Consider**

Before beginning this project it is essential that you look at these websites so you know the expectations of this genre:

1. Annotated Bibliographies: http://owl.english.purdue.edu/owl/resource/614/01/
2. Annotated Bibliography Example: http://owl.english.purdue.edu/owl/resource/614/02/
3. Annotated Bibliography Samples: http://owl.english.purdue.edu/owl/resource/614/03/

Be sure to also consider everything you’ve been reading in They Say/I Say, as this will help you write the annotation.