

WR135
College Writing II
Piracy: Historical, Digital, Transnational

Spring 2014
Days: T/Th 10:00-11:50
Section # 011
Room: HSS329

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Course Description

Welcome to Writing 135, Western Oregon University's intensive writing course focusing on critical analysis, argumentation, and documentation. At its best, research affords us an opportunity to experience the bliss of mystery - to simultaneously acknowledge the limits of our understanding (maybe accompanied by shame or trauma or anxiety), and to seize the opportunity to complicate and enrich our understanding. And at the same moment, that research brings us up against voices, discourses, ideas, and worldviews that are strange and seemingly incomprehensible, it also provides us with the opportunity and inspiration to work with and within new discourses, ideas, communities, and worldviews.

This course recognizes that we all now compose in an information rich environment, so it's extremely important that we grow comfortable with (and adept at) asking researchable questions and locating, evaluating, and writing research. Rather than making us vulnerable or revealing our ignorance, good questions trigger active engagement with ideas and issues and concepts. Our good questions, hopefully, inspire us to gather more information. As such, we will learn to access information on the web, in databases, at the library, and possibly through primary research such as interviews and surveys. We will evaluate sources knowledgeably and critically. We will locate ourselves in the middle of complex and competing claims, and produce texts in various genres (summaries, syntheses, analyses, arguments, etc.) that advance our collective understanding of these claims and arguments.

Course Goals

Goal #1: Students will read and compose texts that investigate a focused topic of inquiry that offers multiple points of entry based on their interest and experience.

Goal #2: Students will develop a working knowledge of strategies and genres of critical research.

Goal #3: Students will learn critical techniques of reading through engagement with research-based texts.

Work of the Course

You will devote time, thought, and energy to a variety of informal and formal reading and writing practices. During the course you will be asked to annotate readings, keep a record of ideas and responses, jot down observations, take notes on class discussions, experiment with different styles and organizational choices, and engage in a variety of drafting and revision activities. All of these activities are important and will have an impact on your development and success as academic writers (and your final grade).

Writing well depends heavily upon reading well. The course texts will provide you with ideas and arguments, facts and statistics. They will prompt thought as you agree or disagree or qualify the texts that you read. They enlarge the context for our class discussion. And they illustrate choices other writers have made as they composed. Writing and reading are interdependent practices, and you will move between the two regularly throughout the course.

General Course Trajectory

Unit One (3 weeks)

Here's how we'll use our time during the first unit:

- First, we'll get acquainted with the ideas of intellectual property and piracy by looking at a couple of texts that trace the genesis of both.
- Next we'll consider the benefits and limitations of intellectual property in the contemporary era by exploring texts that investigate intellectual property in light of the "digital revolution" of the last twenty years.
- Finally, we'll consider how intellectual property works with respect to living things on a global scale.

In addition to familiarizing ourselves with piracy and intellectual property, we'll be practicing these skills during the first unit:

- Development of a shared, inquiry-specific vocabulary
- Critical reading strategies: claim identification, rhetorical tactics, reading beyond content
- Drafting: paragraphs, claims, and peer review
- Summary and synthesis

Unit Two (3 weeks)

Here is how we'll be using our time during the second unit:

- First we'll explore the genre of the research proposal, identifying the main parts and discussing *why* research proposals take the form that they do
- Next, we'll develop research questions that emphasize "what" and "why" instead of "is" with respect to your individual research interests
- We'll also develop preliminary research strategies for discovering primary and secondary sources while emphasizing how to format those source materials
- Finally, we'll bring all of the research activities together into a formal proposal designed to launch you into researching and composing the final research paper

Unit Three (4 weeks)

Here is how we'll be using our time during the third unit:

- First, we'll explore the genre of the research paper, identifying the main parts and discussing the rhetorical effect of different research paper formats
- Next we'll work on the process of rhetorical sourcing as a way to more effectively incorporate sources into your own writing
- We'll also work extensively in peer sessions to encourage multiple drafting and revision practices that aim to improve final product
- Finally, we'll write a sustained research essay replete with sourced materials that pays close attention to context, advances an argument or analysis, and serves a particular rhetorical purpose

Course Texts and Materials

Various .pdfs available on Moodle

Approximately \$20 for copy expenses over the course of the semester.

I will post all course materials to Moodle. You will need your WOU log-in to access our course. I ask that you check your WOU email account at least once a day, since it is the only email address that Moodle provides me to communicate with you.

Course Grading

Unit 1: Entering the Conversation Essay (20%)	An essay of 3-4 pages in which you enter the conversation initiated by course readings, and present a focused and critical summary and synthesis of the texts/arguments. <i>Emphasis: summary and synthesis.</i>
Unit 2: Research Proposal (20%)	A 4-5 page research proposal wherein you detail the what, why, how, and to what purpose of your particular research topic. <i>Emphasis: literature review and preliminary bibliography.</i>
Unit 3: Sustained Research Paper (30%)	A 5-7 page sustained research analysis or argument wherein you explain, analyze, and possibly argue a particular perspective of a particular aspect of piracy, making use of the texts and theories of the previous units, but building on that foundation through further research. <i>Emphasis: argument.</i>
Ongoing (30%)	The "Ongoing" grade is directly related to your participation in-class, your preparation for class, your presence in class, and your interaction with other members of class. This grade is entirely at my discretion; however, if you come to class prepared and provide consistent and generative feedback for your peers, you'll do well in this category. I will notify you as the quarter progresses if you're in danger of losing points for the "Ongoing" percentage of your grade.

Feedback

You will receive many different kinds of feedback during this course. Some will come from fellow students and some will come from me. Both are important; they tell you in various ways how your readers are responding to your writing. This feedback will also help you learn how to assess your own work.

Attendance and Participation

Writing studios are courses in language learning, and language is learned in communities; therefore, it is essential that you attend class and participate. Absences and lack of preparation for class will affect your classmates' work as well as your own. The work you do in class, the work you do to prepare for each class, is as important as any polished assignment you turn in for a grade. In addition, our syllabus is only a projection and may be subject to occasional changes and revisions as it seems appropriate, necessary, or just interesting. That is another reason why your attendance is vital.

We'll treat attendance like vacation days in this course. You get four vacation days at the beginning of the term. I don't care when or how you take them; however, if you're not in class you're still responsible for figuring out what we did and what you're liable for going forward. Further, if you miss more than your allotted 4 vacation days over the course of the term, I'll deduct 25% of your ongoing grade (30% of your overall grade) per day you miss. So, if you end up with 6 absences for the term, you will only get 50% of your "Ongoing" grade. This policy is non-negotiable - so don't try. If you miss 8 or more days, I will fail you for the course. Finally, if you do not turn in all assignments for the course, you will not receive a passing grade.

If you must miss a class, you are responsible for work assigned. Please realize, however, that class time cannot be reconstructed or made up, and that your performance, your work, and your final course grade will be affected by absences. When I say that "you are responsible," I mean it - make friends early and ask them what we did if you were absent. I will only provide extra information/details about missed work if you have an official, documented excuse from the university or a physician.

WOU Email

To enhance student services, the University will use your WOU email address for communications. I will do so also. Please check your WOU email on a regular basis. If you have problems accessing your email account, contact the Technology Resource Center (ITC204) or on: x8695.

Computer Use

You are welcome to and encouraged to bring your laptops to class if they're being used for course purposes such as note taking, peer review, etc. Most of the work you do for this class will be handed in word processed. Use an easily readable font, size 12 point. Include one inch margins and follow the page layout used by the MLA format.

We will also be using email and Twitter for contact outside class. Use email or Twitter to contact me about your coursework, to set up an appointment to meet with me outside class, or to ask a question. Obviously, Twitter is a public platform, so send me a PM or email if you don't want the rest of class to know about our conversation.

Finally, we will be looking at a variety of sites on the Internet at times during the course. Please let me know if you have not had any experience using a browser such as Netscape or Explorer.

While computers save us great amounts of time over typewriters and make corrections much simpler, they are also susceptible to crashing and freezing. Save your work frequently, always make backup copies, and plan your projects with extra time allowed for those inevitable glitches.

Where to Find Help: The Writing Center

Experienced writing consultants at the WOU Writing Center (APSC 301) can teach you how to succeed on individual assignments and ultimately help you become a better writer. They're prepared to work one-on-one with you on your writing at any time during your education at WOU. Whether you need help better understanding an assignment, brainstorming ideas, revising drafts, or developing editing strategies, face-to-face and online appointments are available throughout the quarter and can be reserved in advance. For more information on hours, locations, and services, please visit:

<http://www.wou.edu/las/humanities/writingctr/index.php>. This is a *free* resource to all students and I highly recommend it for every assignment you work on in this class.

Private is Public Statement

Part of becoming a good writer is learning to appreciate the ideas and criticisms of others, and in this course our purpose is to come together as a community of writers. Remember that you will often be expected to share your scrutiny or what you feel strongly about with others. Unless otherwise noted, all of your work in this class can, and often will, be discussed in class in front of your peers. Please refrain from writing anything you do not wish to become public knowledge in your essays or any other public assignments.

Respect Statement

As we may confront several inflammatory issues during the term, it is essential that we behave as a community in the classroom. While you may not agree with someone else's viewpoint, you also cannot legislate their truth. This means that it is not OK to demean someone's position based on sexual preference, race, ethnicity or gender (or anything else for that matter). Please be respectful and tactful with all members of the class at all times. This does not mean that you are not entitled to an opinion but that you adopt positions responsibly, contemplating the possible effects of your statements on others.

Contacting Me

If you are unable to meet with me during office hours, please see me before or after class or send me an email so that we can arrange an appointment. I expect you to accept a responsible role as a communicator in this class and to keep me informed about your work, your progress, your questions, and your problems. Please do not hesitate to meet with me to talk about your work several times during the quarter, preferably **BEFORE** your grade is the central concern. My office phone is 838-8325; additionally, my email address is lewisj@wou.edu I will try to respond to your emails in a timely fashion. During the week (Monday-Friday) I will do my very best to respond within 24 hours of your initial email. On the weekends, I will respond within 48 hours.

I can be reached on Twitter for informal questions about class. My user handle is: @justalewis . I'd love for Twitter to become a backchannel for course communication where all of the students in the course can quickly and easily ask questions and receive answers. To that end, we'll be using a course hashtag (#wr135lewis) to collate all course communications. I'll go over how to use Twitter and the hashtag during our course meeting. Bonus points will be provided to students who actively use Twitter to answer each other's questions about the course.

Disability Statement

If you have a documented disability that requires academic accommodations at Western Oregon University, you are encouraged to contact both your instructor and the Office of Disability Services (ODS), APSC 405, or at [503-838-8250](tel:503-838-8250), as early as possible in the term to discuss your disability-related needs. Use of ODS services, including testing accommodations, requires prior authorization by ODS and compliance with approved procedures. Students needing medical or mental health care can access the Student Health and Counseling Center by calling [503-838-8313](tel:503-838-8313), emailing at health@wou.edu, or by walking in to schedule an appointment.

Veterans and active duty military personnel with special circumstances are welcome and encouraged to communicate these, in advance when possible, to the instructor.

Academic Honesty

The University requires that all students behave in a manner congruent with established community standards and in a manner conducive to the development of the individual. Actions detrimental to the mission of the University and the legitimate activities of the academic community are in violation of the Code of Student Responsibility and may be subject to judicial procedures. If you need clarification about the details of these behaviors—and the sanctions involved—you can view the Code at this site: www.wou.edu/student/judicial/the_code_of_student_responsibility.pdf. Remember that ignorance is not equal to innocence in the face of prosecution.

The following list comes from the Code of Student Responsibility, section 574-031-0030: Specific Standards and Policies, and describes prohibited forms of academic dishonesty, which includes but is not limited to:

- (a) Cheating- intentional use or attempted use of artifice, deception, fraud, and/or misrepresentations of one's academic work;
- (b) Fabrication- unauthorized falsification and/or invention of any information of citation in any academic exercise;
- (c) Facilitating dishonesty – helping or attempting to help another person commit an act of academic dishonesty. This includes students who substitute for other persons in examinations or represent as their own papers, reports, or any other academic work of others;
- (d) Plagiarism- representing without giving credit the words, data, or ideas of another person as one's own work in any academic exercise. This includes submitting, in whole or in part, prewritten term papers of another of research of another, including but not limited product of commercial

vendor who sell or distribute such materials. And the appropriation of and/or use of electronic data of another person or persons as one's own, or using such data without giving proper credit for it; or

(e) Any use or attempted use of electronic devices in gaining an illegal advantage in academic work in which use of these devices is prohibited, and such devices include but are not limited to cell phones, pdas, laptops, programmable calculators, etc.

Plagiarism

Work you submit for this course must have been written by you for this course. You may not submit work in this course and in another (except with permission from me and the other instructor), and you may not submit under your name work written entirely or in part by someone else (unless you cite and document the source and mark quotations).

Patchwriting is copying from a source text and then deleting some words, altering grammatical structures, or plugging in one-for-one synonym-substitutes. If you submit work that is patchwritten, you will have done poor writing and will get a commensurately poor grade. I do not, however, treat incidents of patchwriting as academic dishonesty unless I have some reason to believe that you intended to deceive your readers. It is difficult to write from sources without patchwriting, and the better you can summarize without patchwriting, the better you will understand what you are reading. For this reason, I teach writing from sources and summary techniques, and I welcome opportunities to work with students who want to acquire these skills¹.

¹ Thanks to Rebecca Moore Howard for [this plagiarism policy](#).