Overview
This writing class offers you the chance to read, write, speak, and develop visuals in a respectful, rigorous, fun, and challenging class. You'll write to learn as you critically engage in the science and technology studies that are important to the knowledge making in disciplines and society. We'll learn various rhetorical strategies central to the process of knowledge making. Finally, this class teaches something about your own writing process, how to evaluate good writing and as an accomplished reader, and how to present your ideas in multiple media.

Learning Objectives
1. Introduce and critically examine the knowledge making practices of science- and technology-rich disciplines.
2. Engage in provocative questions and debates about this process of knowledge making and its applications.
3. Learn the critical reading, writing, and presenting strategies for writing in academic disciplines.
4. Write about and research disciplines you may want to pursue.
5. Develop self-reflection and reporting techniques that reflect your learning, production processes, and honest assessment of your own writing.
6. Learn to write effectively in college as you teach others to do the same.

Required Texts
- Course pack of PDF files available at our angel site.
- Close reading and evaluation of each other’s writing.

Assignments
The first four papers will be 3-5 pages in length and include a reflective component that can be integrated into the main body and arguments, or left to the end of the paper, or separated all together. The last paper will be 8-10 pages in length, in addition to works cited and visuals. Your papers should be double spaced, 10 point sans serif font, with 1 inch margins around. Visuals accompanying the papers can be in any format and medium you desire so long as it lends to the points, arguments, ideas presented in the paper. Visuals and works cited pages do not count toward required page length.

1. Serializing the Writing Process
Learning about and through writing is central to your survival in college. Understanding how your writing works and why will help you develop effective rhetorical and learning strategies to get through the next four years. Unlike other processes (e.g. photosynthesis, watershed management, physical development of a fetus, atom combination, chemical engineering) that have neatly observable, regular steps and stages, the writing process, is well, messy. Exploring this messiness points to the difference between hard sciences and soft sciences and will allow us to understand complex human behavior such as writing as a process. In this paper, your job is to represent your writing process as a serial process in a visual diagram or metaphor. Refer to any of the readings we've done to support your assertions and develop your ideas into a written serialization that explains the visual or metaphor. Reflect upon the ways in which serializing this process is related to a soft or hard science.

2. Defining Technology
What are science and technologies anyway? How did science come to be defined and by whom? Define what you mean by any of the terms related to science and technology (technology, science, techne, phronesis, episteme, “the ologies”). Use any of the readings to support your points. Reflect upon the ways in which definitions of these terms necessarily include or exclude aspects and characteristics for which they try to account. What is at stake and for whom in making such definitions?

3. Categorizing Representational Technologies
Technologies for representation have shifted and changed drastically over the years, shaping us as much as we shape our world with these representational tools. Communication media and sign technologies have proliferated and infiltrated our everyday lives, sometimes for better or worse. What has happened to us as people when we decide to use various representational technologies and why? Develop a taxonomy of sign technologies and media that influence our daily lives and represent this visually. Reflect upon the ways in
which we are shaped (e.g. cognitively, socially, spatially, in relation to the environment, etc) as we engage
life with these technologies.

4. **Researching Bodies through Scientific Inquiry (5-7) pages**

Humanity, technology, and science often have complex relations to each other. The scientific inquiry process
often feeds into societal beliefs about beings: we compare them to machines, animals, and to each other as
though science has supported this thinking. To get at this topic, we’ll look specifically at how knowledge
about bodies has been made, especially as this knowledge is understood in relation to other bodies and
science/technology. We’ll look at the Hottentot Venus, the Tuskegee experiments, the Dreaded Comparison,
factory farming, and the cyborg as our cases. Chose any scientifically informed representation or study of
one or more beings that you see in the disciplines or in mass media. Develop a research question of your
own related to at least one of the assigned readings we’ve studied and ones of your finding, that you’ll then
explore in this paper.

This paper is an argumentative, research-based paper that asks you to take a position after answering your
research question. Be prepared to play the doubting and believing game with all your sources, to find your
place among conversations, and to refute arguments that counter yours.

5. **Portfolio: Revise 2 papers at 10-12 pages**

Your portfolio will include two of your best papers revised into their final form and a reflection. If you’ve
already revised one paper for the semester, you can revise two additional. These revisions should be
significant reworkings of your original papers; should show fluency with many of the sentence level topics
we’ve covered; and should handle MLA citation well. They should be your best work, in other words.

Included in your portfolio will be a reflection of 2 pages in which you describe what you’ve done to these
particular papers, why you did so, and how these papers demonstrate your best work. Your previous drafts
and graded papers will also be included as well so that I see what revisions you’ve accomplished from one
draft to another. A draft of this is due 11/21 with the final due 11/28.

**Evaluation and Grades**

Because each of these assignments builds on the previous, you must complete each assignment to pass
the course. These must be handed in on the date assigned in the schedule. All readings must be completed
and reflected upon for class on the date they’re assigned. Participation includes coming to class prepared,
willing to interact with your peers, and coming to writing workshops prepared with a draft of your paper to
share with others.

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<thead>
<tr>
<th>Reading Reflections</th>
<th>15%</th>
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<tr>
<td>Attendance and Participation</td>
<td>25% (includes graded peer reviews)</td>
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<tr>
<td>Papers</td>
<td>60% (10% for first four papers, 20% for portfolio)</td>
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<td>Total</td>
<td>100%</td>
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**Reading reflections (250 word min)** Briefly summarize the main ideas of the reading. Note any
vocabulary you want to discuss and have us look up. List 3 questions you have from this reading.

**Attendance and Participation**

Regular attendance and participation are required. Missing class more than 3 times total will lower your
final grade for the class by .5 grade points for each time missed beyond the 3 allowed—unless you
have a documented medical crisis. This means that if you miss 4 classes for the entire semester and your
final grade was a 3.5, your final grade will be a 3.0 because of the extra missed class. Participation will be
graded on a 4.0 scale and includes your contribution to class discussion, group work, and peer reviews. We
need your input to make this class work well.

**Papers**

Each paper will be peer reviewed and drafted into a better document. My eyes will be on your writing a ton,
both in class, during individual consultations, and for final evaluations. Each paper will be graded on a rubric
that we have developed together that adequately and fairly covers the kinds of intellectual work you’ve put
into the process. You can revise two papers for a potentially higher grade, and the revisions are due 10 days
after you’ve received your grade. You must meet with me to discuss your revision plan before you undertake
the revision. The final research paper is not revisable.

All papers will be handed in using the following arrangement: Letter on top; final draft next; peer
reviewed draft next; all other drafts next; reading journals next; in class writings last.

**Policies and Procedures**

1. Regular attendance and participation are required (see above). You will be marked late if you arrive to
class more than 15 minutes after the scheduled start time. Five lates equal one absence and will be
added to your total attendance record. Missing an individual consultation counts as an absence and
pisses off Ellen who mopes in her office waiting your arrival.

2. All papers and peer reviews must be completed in order to pass the class.
3. I expect that you will use class time to facilitate everyone’s learning and be courteous, helpful, and respectful to your colleagues.

4. Readings must be read before the class on which they’re assigned. Bring the readings and your reading reflections to class for discussion.

5. If you have a valid reason for not meeting requirements or attending class, let me know. I am flexible when the excuse is legit.

6. Copying another person’s spoken or written words or ideas and presenting them as though they were your own is cheating. Carefully document the source for all readings and media, noting where it was accessed, when, and other publication/distribution information.

All readings are cited here and available on our angel site or in books. Buy your books online to get the best deals!

**Paper 1**


**Paper 2**


**Paper 3**


**Paper 4**


The Dreaded Comparison
http://www.findarticles.com/p/articles/mi_m1594/is_n6_v6/ai_17847921

Plastic Bodies on Display
http://www.sciam.com/article.cfm?articleID=00024AEB-4B0B-1C75-9B81B09EC588EF21

NCSL: http://www.nscl.msu.edu/ National Superconducting Cyclotron Laboratory

MSU's Anatomy Lab Simulator: http://kobiljak.msu.edu/CAI/ANT551/index.html
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<tr>
<th>Paper and Readings</th>
<th>Questions to explore</th>
<th>Readings due</th>
<th>Paper Due Dates</th>
<th>In Class Activities</th>
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<tr>
<td><strong>Paper 1</strong> Serializing the Writing Process</td>
<td>What is my writing process? How can it be described? What does this say about the hard sciences and soft sciences?</td>
<td>Wikipedia search: hard science, soft science; quantitative, qualitative; due 8/31</td>
<td>9/12 draft due in class</td>
<td>T 29: Get to know you. Th 31: Wikipedia findings. Intro readings. T 9/5 No class. Prof @ conference. Th 9/7 Sommers Flower &amp; Hayes discussion. T 9/12 peer review. Th 9/14 discussion peer review &amp; mini lessons.</td>
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<td>Sommers and Flower Due 9/7</td>
<td>9/19 final due in class</td>
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<td><strong>Paper 2</strong> Defining Technology</td>
<td>What is science and technology? How have these come to be defined? What impact do these definitions have?</td>
<td>Wikipedia search: technology, science, techne, phronesis, episteme, “theologies”). due 9/19</td>
<td>10/3 draft due in class</td>
<td>T 9/19 Wikipedia findings. Intro readings. Technology. Th 9/21 Discuss readings. T 9/25 Discuss readings. Th 9/28 Defining strategies. T 10/3 Peer review. Th 10/5 Strategies/Problems</td>
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<td>Mulder, Henry &amp; Aristotle. due 9/21</td>
<td>10/10 final due in class</td>
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<td>Deloria and Wildcat, chps. 2, 3, 6, 10, 13 due 9/25</td>
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<td><strong>Paper 3</strong> Categorizing Technologies for Representation</td>
<td>What kinds of technologies do we use to represent ourselves &amp; why? How are we written by these tools?</td>
<td>Wikipedia search: writing system, medium, McLuhan, visualization, neologism. Deloria and Wildcat, chps. 4, 7, 8, due 10/12 Ong, Young, Winkler 10/17</td>
<td>10/24 Peer Review</td>
<td>T 10/10 Wikipedia findings. No loafing. Th 10/12 Discuss readings online forum. T 10/17 Discuss readings. Th 10/19 Taxonomies and visuals. T 10/24 Peer Review. Th 10/26 Categorizing strategies.</td>
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<td>11/21 Draft due for peer review</td>
<td>10/31 final due in class</td>
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<td>11/28 Final paper #4 due</td>
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<td>Bring all papers to class 11/28</td>
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planning revisions.