Project 3: Disciplinary Literacies Project

THE PROJECT

Project 3: The Disciplinary Literacies Project (200/1000 points) ... (according to the WRAC First Year Writing website) "enables students to learn about the literacy practices of a discipline or profession of their choice by looking at textual products as cultural artifacts to understand the textual products of disciplines as cultural and rhetorical. It combines the self-discovery piece of the Learning Memoir with the inquiry process of the Cultural Artifact Project. The Disciplinary Literacies project invites students to continue asking the questions implicit in the first project[s] ... and to put these in relation to discoveries about the literacies of disciplinary and professional cultures."

LEARNING GOALS

Also from the WRAC FYW (First Year Writing) page, you have "likely never before created a 'Cultural-Artifact Project' or a 'Disciplinary Literacy Project' ... because there really is no 'genre' of writing that neatly corresponds to these assignments." This fact is to the advantage of all writers in this course. While the self-discovery and -inquiry aspects are familiar from the first two projects, this project offers an opportunity to learn more about the discipline of your choice by researching the actual literature the professionals in the field use. (NOTE: if you are a "pre-major" or "undeclared," this is an unparalleled opportunity to explore career options with your classmates.)

Because this project features both group and individual aspects (see below), you will again be given not only the opportunity for additional self-discovery, but also practice in processes of inquiry: forming and asking questions, revising questions, and seeking answers; developing transferable research practices; and practice writing which incorporates research and developing rhetorical argument. Therefore, this project works best when you recognize yourself as a professional-in-training who is able to work well both alone and in a group. You've heard me say at least weekly every meeting of this WRA101 course was a workshop, and it's never been more true than with Project 3.

RHETORICAL PURPOSE

After reading your individual aspects of the project, the reader should recognize your grasp concerning what is required from you in preparation for the profession. This project therefore works best when you select to be grouped
with classmates with a similar—though perhaps not identical—major (or minor or potential major) as yourself. Likewise, the reader of your collaborative pieces, particularly the Final Draft of the group's Collaborative Proposal/Solution, should come away from the essay knowing you have a firm grasp on the various literacies (and their attendant assumptions, values, and practices) required for the profession.

NOTES
As you've gathered, this project is different than others we've done, and likely different than one you've ever accomplished before. It is one requiring writing in terms of both individual effort and group collaboration, with the potential of several audiences. It consists of three general sets of writings, made up of your Personal Statement, the Collaborative Proposal/Solution and its parts, and your private Reflections, including thoughts on the process and what would be a reasonable revision strategy for the group's collaborative essay.

WRITINGS

INDIVIDUAL:
PERSONAL STATEMENT
You are to "dig still deeper" into your thinking processes for choosing a particular field for your major—and document them. Consider such matters as:
- With whom have you spoken about choosing your major?
- How did these people encourage (and/or discourage) you about the field?
- What interests and/or excites you most about this field?
- When did you decide upon it? (Alternately, for pre-majors/undeclared majors, when did you decide this area could be the right choice?)
- What prompted you to consider this field in the first place?
- &c.

Criteria for Success — "Individual: Personal Statement"
As personal statements may take many forms, you are free to choose how you express this declaration. It could be a formal statement for potential employers, part of a cover letter for an internship, or nearly any other genuinely useful option as you see fit (with my approval if something other than the above), but it WILL become the "bio page" on your website. Obviously, whatever audience choice you make will require tailoring the work to them—so you must research this audience. As a result, this statement has no "requirements" in terms of stylesheet, font, margins, or any such thing we've considered before ... except
that all drafts leading up to the final draft (1) somewhere include a statement of whom you’ve chosen as your audience, the date, the word count, and "Project 3: Disciplinary Literacies"; (2) a selfie you took with a person from an MSU department in your major (such as during the Marathon of Majors); (3) includes an interview with a professional at MSU—or a professional person with a degree from MSU—involves your field [see note immediately below]; and (4) is between 350 and 550 words. Regardless of the audience you choose for this Personal Statement, all four criteria are (by definition of "criteria") required.

**Note 1:** a quick reminder from WRAC is in order for those with an interest in **Supply Chain Management**.

Here are the SS19 dates for Supply Chain Management Association General Membership Meetings that are open to our FYW students to attend.

SS19
19-Feb-19 Tuesday 6:00-8:30PM BCC N124
13-Mar-19 Wednesday 6:00-8:30PM BCC N124
19-Mar-19 Tuesday 6:00-8:30PM BCC N124
16-Apr-19 Tuesday 6:00-8:30PM BCC N124

Additionally, we can provide this link to the SCMA website: [http://msuscma.com/](http://msuscma.com/)

Please, direct your FYW students interested in Supply Chain to these meetings for Supply Chain Information.

As always, please advise your FYW students NOT to contact Supply Chain professors for interviews for their Professional/Disciplinary Literacies projects.

**Note 2:** another note regarding those in the **Nursing Program** or other biological sciences.

The College of Nursing Website has been updated with dates for students to interview a faculty member at the College of Nursing. (Students can) to go to [www.nursing.msu.edu](http://www.nursing.msu.edu) and click on “students” up at the top left of the homepage. They will then see “Faculty Interview Request” under “Academic Services” on the left hand side of the page. When they click on the interview request it will take them to the page where they can choose a date and register.

Interview dates and times are as follows:
• Monday, February 18\textsuperscript{th} from 9:00am-10:00am in room A230 of the Life Science Building
• Wednesday, February 27\textsuperscript{th} from 4:00pm-5:00pm in room A230 of the Life Science Building
• Thursday, February 28\textsuperscript{th} from 3:00pm-4:00pm in room A236 of the Life Science Building
COLLABORATIVE:  
IDENTIFYING A PROBLEM & PROPOSING A SOLUTION

Your group is to identify a problem affecting the immediate community—however you choose to define "community," but within limits. That is, it could deal specifically with some aspect of Michigan State University, or with East Lansing, or it could concern a matter within the Lansing–East Lansing Metropolitan Statistical Area (of Eaton, Clinton, and Ingham Counties), but no larger demographic region. Researching a topic for a population any larger would be for an upper-division course or even a graduate thesis, so let's think of something appropriate to our scale and station. Remember, your group is to develop a genuinely workable potential solution to the problem you identify.

To this end, your group will begin by coming up with an informal PROPOSAL after developing (and documenting the thought processes regarding) a series of questions and answers regarding the problem the group has identified. You will use this Q&A to generate ideas for your selected problem topic (subject to my approval—I'll approve nearly anything, but be reasonable: you cannot, for example, realistically expect the taxpayers of Eaton, Clinton, and Ingham Counties to pay for free in-state college tuition at Michigan State University, as MSU is, by definition, a state university). Note that your informal proposal will be presented to the class and myself toward the end of the first P3 (Project 3) day.

Your group will also determine the correct audience for the Collaborative Proposal/Solution. This could be ASMSU, the MSU Board of Trustees, the Mayor of Lansing or East Lansing (or both), the Greater Lansing Food Bank or Historical Society or Housing Coalition, and so on; whomever is appropriate for your issue. Needless to say, this will require your group to be absolutely familiar with that audience. In fact, you should write your Collaborative Proposal/Solution as if they were genuinely going to read it, because it’s possible they will. This effort needs to be really well-written, thoroughly researched, and solidly workable at the scale you have determined.

Once proposals are established, you are to work in your groups outside of class to develop a WORKING DRAFT for your proposed solution to this local problem. The "divisions of labor," such as they are, for this Working Draft will be determined within the group. (Hint: in groups larger than three members, it is
best to have clusters of a couple of people doing specific and agreed-upon work, then sharing what was learned with everyone else in the group. This is repeated until all aspects of the work have been accomplished to the group's mutual satisfaction.)

Note: if an individual feels they are being unfairly burdened with more work than others, they are to see or email me during class immediately, providing specific evidence of this perceived unfairness; I will only serve as facilitator, rather than arbiter, for such disputes. While groups may have a leader, they are also mini-democracies. For more, please refer back to the sections of the course syllabus listed under "Course Expectations."

Working Drafts, worth 20 points (10% of the P3 grade), will be shared during class workshops and all group members will be responsible for uploading copies to a page devoted to it on their website. Again, all group members receive the same number of points for this draft.

**REVISION PLANS** to the "Collaborative Working Draft," worth 30 points (15% of the P3 grade), will be shared during class workshops and—yet again—each group member will upload a copy to a page devoted to it on their website. Your group's Revision Plans are somewhat based upon our "usual" ideas for reflection, but with a couple of obvious differences. That is, your group will obviously identify what you've done so far, how you did it, and how well you've done it. But since you actually have an opportunity to "do it again," it pays to get more "granular" in your revision plans. This is accomplished by considering: (1) what parts of both the paper and the process are going really well versus what is not; (2) what's really needed for success versus what's fully covered already; and (3) what steps must be taken to most clearly communicate what the specific problem is, for whom it is a problem, what your group is proposing as a "do-able" solution, and whom that solution would impact (in terms of social improvement or justice, costs—emotional, monetary, &c.—to students or tax-payers or businesses, &c.). The better developed your Revision Plans are, the more likely your Final Draft will be successful!

Because all group members receive the same number of points for this draft, it is again imperative that everyone contributes *equally in the manner best suited to them*. Free and fair active participation where
procedures apply equally to all members is something democracy is all about. (So is voting a member out of their leadership role, if need be.)

After additional sessions of working in groups outside of class, the "Collaborative FINAL DRAFT," worth 70 points (35% of the P3 grade), will then be uploaded to the proper digital destination.

Criteria for Success — "Collaborative: Identifying a Problem and Proposing a Solution"
The Working Draft, Revision Plans, and Final Draft all require more formal structures than the Personal Statement did. As a result, please follow these (somewhat familiar) requirements for submissions ONLY if you assemble it as a PDF and choose not to make it a webpage:
• 1 inch margins all around.
• 1/2 inch header (title centered, group name on the right) and footer (page number on the right); no header or footer on the first page.

Whether a PDF or a webpage, your final draft should follow these requirements:
• 12 point Times/Times New Roman or Helvetica/Arial font (consistent throughout).
• Upper-left corner of Title Page is single-spaced and has your Group Name with individuals’ names indented beneath, then (not indented) the class (e.g., WRA101:038), my name, the date, followed by a double-space, then your creative but topic-related title centered and bold, another double-space, and then your essay, double-spaced throughout.
• MLA style.
• A Works Cited page which includes citations from no fewer than:
  • 3 popular sources.
  • 3 scholarly sources.
  • 3 trade journals.
  • 1 interview (from one of your "Personal Statement" sources), though more great quotes would be a terrific idea.
• Word ranges are indicated below under "Evaluating."
INDIVIDUAL:

PERSONAL REFLECTION ON PROJECT 3
(as well as your thoughts on what P3 "really needed")

In short, you are to offer your private thoughts reflecting on all aspects of Project 3. This includes all reflections on your Personal Statement and the audience you chose to address with it, working with your group on the collaborative aspects of P3—including everything from the Proposal (as well as determining the correct audience for the Final Draft), the Working Draft, Revision Plans for the Working Draft, and through all the processes to the Final Draft. Obviously, this is again your opportunity to explain our time-honored questions of "what did I do?" "how did I do it?" "how well did I do it?" and "if I had to start all over, what would I do differently?" Consider also what you learned about your (potential) major and the folks who do that sort of thing for an actual, honest-to-goodness living. Think about how your Personal Statement could be the seed for an ongoing curriculum vita to continue throughout your professional career (or careers, for that matter).

Criteria for Success — Personal Reflection on P3 and What You Think a Revision Plan for the "Collaborative Final Draft" Really Needed

Be thorough when answering all the reflection questions. Be honest as well. Be nice to others when suggesting what proportions were accomplished with the drafting. Be willing to suggest genuine strategies for improvement to others and to yourself.

PLEASE REMEMBER, this will be a regular MSWord file submitted via D2L; your group members won’t see what you write unless you share it with them.

Beyond that, the usual:
• 1 inch margins all around.
• 1/2 inch header (title centered, group name on the right) and footer (page number on the right); no header or footer on the first page.
• 12 point Times/Times New Roman or Helvetica/Arial font (consistent throughout).
• Upper-left corner of Title Page is single-spaced and has your name, then the class (e.g., WRA101:047), my name, the date, followed by a double-space, then your creative but topic-related title centered and bold, another double-space, and then your reflections, double-spaced throughout.
• Word ranges are indicated below under "Evaluating."
### EVALUATING PROJECT 3

<table>
<thead>
<tr>
<th>ITEM</th>
<th>WORD RANGE</th>
<th>SUBMISSION FORMAT</th>
<th>POINTS</th>
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<td>&quot;Bio&quot; section of your personal webpage</td>
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<td><strong>Every</strong> group member puts the same material on a section of their webpage devoted to it.</td>
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<tr>
<td>Revision Plan to &quot;<strong>Collaborative</strong>&quot; Working Draft</td>
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<td><strong>Personal</strong> Reflection on P3, Including Your Revision Plan to the &quot;<strong>Collaborative</strong>&quot; Final Draft</td>
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<td>Microsoft Word doc submitted in D2L</td>
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**Total 200**

**Reminder:** group members receive the same points in the three shaded rows.

**Note:** this assignment is 2661 words.