

ENL 202: Writing Across the Curriculum: Documenting Schooling

ENL 202 is designed to give students the opportunity to combine interdisciplinary writing and subject matter in order to work with specific community/cultural problems. This course takes up the question of public reform, both in the public arena and in education. We'll look at areas typically identified as in need of reform such as street life and the public school system, and question how past approaches have failed or succeeded to grasp such issues. We will then document a current educational issue in the Detroit area in order to better understand how these efforts succeed or fail.

Whether you plan on pursuing a career in education or whether you plan on working in another field, the work we do in this class will focus on shaping what matters to most people: the education process. Even though considerable attention and resources are devoted to critiquing and refining education, little seems to change. Our challenge will be to address the problems in Detroit education through the genre of the documentary.

This is a **writing** course. As such, you will be asked to produce a significant amount of writing. You will also be required to participate actively in class discussions (both face to face and via email) regarding each other's writing.

This course requires you to work extensively with computers. While you don't need any prior knowledge regarding how to make a website or participate on an email listserv, you must be willing to actively learn these technologies during this semester and actively use them. Thus, you will need to devote time in your schedule for sending weekly emails and for applying what you learn in class regarding website creation.

This course also requires you to do extensive out of class work and preparation. You will only read two required books for this course. The rest of the semester will be spent researching your project, plotting your project, putting together your project, and receiving and soliciting feedback on your work as it progresses.

All students must have a University of Detroit Mercy FTP account and an email account.

Texts

School: *Uptaught* - Ken Macrorie

Street: *Sidewalk* - Mitchell Dunier

Possible additional handouts/online readings regarding education and the Detroit public school system

Additional Items to Purchase

Camera (digital or regular) you can use for taking photos for your webumentary. Cheap one use cameras can be purchased for around \$10-15 at drugstores or other shops.

Several 3.5" floppy disks

A grammar handbook like *A Writer's Reference* by Diana Hacker.

Rules and Requirements:

1. Attendance is mandatory. Class discussion depends on the entire class being present. Because this course meets twice a week, you are allowed two unexcused absences throughout the course. After that, your final grade will drop by one letter grade for each additional absence. Prolonged absences due to illness or absences due to having to attend a university sponsored event (athletics, theater, music, field trip) will be excused if you provide me with proper documentation from an appropriate authority. You are responsible for all work due for any missed class as well as for the homework for the following class. You are also responsible for any work covered during the class you missed. You should get the phone numbers of a couple of your classmates in case you miss a class. You can also contact me by e-mail.
2. Don't be late to class. The class depends on your presence in order to conduct peer review and other in class activities. Three tardies will count as one unexcused absence.

3. Assignments are due on the class day they have been assigned for. Late work will not be accepted.
4. All assignments (unless otherwise noted) must be typed on white 8 1/2 X 11" paper, be double spaced, have 1" margins, and be according to MLA style.
5. All students are expected to honor the University's Honor Code. All work must be your own. Copying work without giving credit is considered plagiarism. Evidence of plagiarism will be dealt with according to the university's regulations.
6. Turn off your cell phones when you come to class. There is zero tolerance for cell phones going off in class and points will be deducted from your final grade if your phone does go off.
7. Many different opinions will be expressed in this class. Students are expected to respect the views of other students. Sexist and racial hate speech will not be tolerated. A difference of opinion will naturally result and is expected and encouraged. But students must still respect the view points of the other students in the class.
8. The classroom is not a space for public grievances. If you are upset with a grade or some other class related issue, you should make an appointment with me so that we can discuss the problem. If you are not satisfied with the results of that meeting, you can then follow university procedures for grievances. Do not, however, make the class space or the email listserv a place for your complaints. Doing so will result in grade penalties. Anyone who uses the class listserv in order to complain about me, a grade, class, or other students will be removed from the listserv and given a 0 for email as well as a 0 for participation.

Assignments

Proposal (100 points). Proposal for project with annotated bibliography. Describes webumentary objectives and plan to follow.

Webumentary (200 points). Online web-based documentary which documents a specific issue/effort at reform/problem in the Detroit-Metro school system (public, private, secondary, or higher education).

Weekly presentations (100 points) Weekly presentations on your work either in class or by email. Responses required as well. The form will be determined and assigned in class.

Email (100 pts)

You are required to post at least 2 emails each week on the class listserv. The listserv will help us talk about the readings and the work we are doing. It is an open forum for collaboration and idea sharing. Frivolous emails with no substance (such as writing only "I like/don't like this reading" or "class was good" with no reason or justification) don't count. No personal grievances or attacks on the instructor or classmates will be tolerated. If such attacks occur, the guilty part will be removed from the listserv and given a 0 for email.

Participation (100 pts)

Come to class ready to participate. Take notes on readings and bring ideas to discuss. This class is not a lecture class, so your participation is mandatory.

Grading Scale

- A: 550 - 600
- B+: 500 - 550
- B: 450 - 500
- C+: 400 - 450
- C: 350 - 400
- D: 300 - 350
- F: - 300

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ENL 202

T Sept 2: First day of class

R Sept 4: HTML

T Sept 9: HTML

R Sept 11: HTML

T Sept 16: *Uptaught*

R Sept 18: *Uptaught*

T Sept 23: *Uptaught*

R Sept 25: *Uptaught*

T Sept 30 Panel Presentation

R Oct 2: Panel Presentation

T Oct 7: Proposal draft due

R Oct 9: Proposal draft due

T Oct 14: *Sidewalks*

R Oct 16: *Sidewalks*

T Oct 21: *Sidewalks*

R Oct 23: *Sidewalks*

T Oct 28: In class documentary

R Oct 30: In class documentary

T Nov 4: Web

R Nov 6: Web

T Nov 11: Panel Presentation

R Nov 13: Panel Presentation

T Nov 18 Webumentary peer review

R Nov 20 Webumentary peer review

T Nov 25

R Nov 27 No class Thanksgiving

T Dec 2 Demonstration of Webumentary

R Dec 4 Demonstration of Webumentary

Dec 8 last day

Proposal

Propose a webumentary which deals with some issue related to education in the Detroit-Metro area.

Basic components of a proposal:

- Introduction - introduces idea, why is it important, background information, sets the stage for the proposal
- Body - the proposal itself - what you intend to do and how
- Results - what you believe your project will accomplish, add to, compliment, etc.
- Annotated Bibliography - list of works (newspaper articles, magazine articles, books, TV shows, films, etc.) you will consult as you create your webumentary. Annotated means you include 2-3 sentences for each entry describing the reference.

Webumentary

Create a webumentary based on your proposal.

A webumentary is a documentary written for the Web. The basic principles of composing a documentary exist, but the webumentary includes other elements specific to how one presents information on the Web: links, images, scripts, etc.

Basic elements of a documentary:

- A recorded study of an education-related issue in the Detroit-Metro area. Break down into a specific issue.
- Question or issue to be examined in this study (focus of proposal)

What kind of issue?

Some ideas (but not the only ideas):

Public policy

A specific school (problem/current issue/status)

Board of Education related issue

Equality issue

Funding issue

Student-centered issue

Specific educator(s)

SAT/ACT/Standardized Testing

Technology and education

- Fieldwork: Study of people, events, places, etc. related to your subject matter.
- Collection of data (information, interviews, material items)
- Interviews (so important it is listed twice)
- Context - putting your study into context with relevant research or temporal matters
- Observations based on one's study - synthesis of data, research, and interviews which form the core of the documentary
- Told as narrative
- Persuasive - constructing an argument
- Usually includes "I" (the person making the documentary is in the narrative)

Types of Documentary (borrowed from Bill Nichols *Introduction to Documentary*):

Base your work on one type.

- Poetic - In place of narrative continuity, uses associations and juxtapositions to tell a story.
- Expository - Addresses viewer directly, has strong narrative voice (often a voice over), attempts to be objective (or acts as if objective) and strongly argumentative.
- Observational - Attempts to observe a situation with minimal interference from writer. Acts as if this is a "as it happens" document.

- Participatory - Writer is actively a part of the documentary. A strong sense of the writer is present; the writer may be self-reflexive about the documentary's content. Strong interaction between writer and subject matter.
- Reflexive - Reflexive not only about the relationship between writer and content, but also self-reflexive about the process of making a documentary (problems, success, ethical issues, etc.) Often self-reflexive about the documentary form itself (is it real? is it staged?)
- Performative - Often has strong autobiographical elements. Very subjective and sees the construction of meaning as a subjective experience. The writer's responses to the subject matter are meant to engage us as well.

Basic web elements:

- Website which presents one's documentary
- Menu for navigation purposes
- Usage of hyperlinks to connect sections of webumentary
- Fragmented pages which reflect the different reading experience associated with the Web
- Usage of images found on the Web or elsewhere **AND** which you take with your own camera
- Usage of sound (if possible)

Class requirements for webumentary:

- At least 3000 words
- The webumentary is proofread completely and free of grammatical, spelling, punctuation, language problems
- The webumentary is organized
- The webumentary asks and works with a specific question regarding a specific education issue
- The webumentary meets the criteria of a webumentary noted above

Other options:

For students who already know how to use other multimedia authoring tools like Flash or Photoshop, you are welcome to do so. These are not required, however, but may be used if you already know how.

ENL 202: Writing Across the Curriculum: Documenting Schooling Resources

Links and Readings

Some of these links and readings may give you ideas about what to write about.

Links

Detroit Public Schools
Metro Detroit School Links
Whole Schooling in Detroit
Schools of the 21st Century: The Annenberg Challenge

Readings

"Detroiter's Classes Help Kids in the Inner City Succeed"
"Governor Joins Calls for Board to Resign"
"Budget Burden Hits Classroom"
"Teachers Strain Under Cuts, Rules"
School Bosses Live It Up On Public Dime
Detroit school menus cited for healthy food
"Contracts Up in the Air as School Year Nears"
"Detroit school board demands sweeping concessions from teachers"
"Privatization Can Teach New Detroit School Board a Lesson"
"School Shootings and White Denial"
and related article:
"Blinded by Whiteness"
"Now, strip, kids"
"God bless vouchers"
"School Crisis, What Crisis?"
"Detroiters Crucial to School Reforms"
"A Reform Idea for Detroit Schools"

Technology

WebMonkey HTML Basics
Network Writing Environment HTML Help
Javascript.com
Javascript Source
Javascript City
Dynamic Drive DHTML
DHTML Central
How to Make an Image Rollover
How to Make an Imagemap
BigNoseBird HTML tricks
Tips and Tricks
HTML tricks
Pure CSS Popups
Using Stylesheets
W3 Introduction to Stylesheets
Stylesheet Layout Techniques
Steve's Free Web Templates

Home

