

English 3010: Intermediate Writing for Urban Scholars/Leaders
Topic: Envisioning a Better Detroit
Winter, 2007 Syllabus

Prof. Ruth E. Ray
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10503.2 Maccabees Bldg., 5057 Woodward
Office hours in the CCBE office, UGL: T and TH,
10:30-11:30 (by appointment)

Class meets: T and TH, 11:45-1:10
2145 Honors Seminar Room and
Hannan House, 4750 Woodward Ave. (days TBA)

Required Textbooks Available at Marwil Bookstore:

P. Mattessich and B. Monsey, Community Building: What Makes It Work?
M. Shuman, Going Local: Creating Self-Reliant Communities in a Global Age
A. Raimes, Keys for Writers, 5th ed.

General Course Description:

Prereq: English 1050 or equivalent. This is an intermediate course in critical thinking, reading and writing that builds on skills you began to develop in freshman composition. Areas of emphasis include: reading, summarizing, analyzing and synthesizing texts; research writing; and visual and oral presentations. Besides writing assignments, this course requires group collaboration to produce PowerPoint documents for public presentation.

English 3010 meets the University General Education Requirement in Intermediate Composition and prepares students for the writing-intensive course in their major fields in which they “demonstrate an ability to communicate effectively with specialized or professional audiences.” Students will also practice skills they must demonstrate on the University’s English Proficiency Exam, although this is not a preparation course for the exam.

To pass English 3010 with a C or higher, students must produce original written documents totaling at least 8,000 words, in multiple drafts; turn these assignments in on time; and write thoughtfully, competently and grammatically, with a minimum degree of error.

Specific USL Course Description:

This section of English 3010 is a service-learning course, designed specifically for Urban Scholars/Leaders students. In this course, you will do a semester-long service-learning project, which will be the focus of your reading, writing, and other assignments. Here’s what you need to know:

What is service-learning? Service-learning combines hands-on experience in a community setting with academic work related to the community site. Unlike volunteers, service-learners are getting as much as they give: you offer something of value to the community site where you participate, and in return, you get the chance to develop several kinds of skills, including academic skills like

researching, analyzing texts, and writing, as well as practical skills like understanding and negotiating with people from different backgrounds, presenting your ideas in public, and working effectively with organizations.

Why service-learning? Because it combines doing with critical analysis of what you are doing, service-learning is one of the best ways to promote long-term learning. Learning research shows that people grasp and retain new knowledge to some extent when they see or hear it, more when they write about it, even more when they apply it, and most of all when they teach it to someone else. You will get the chance to do all of these kinds of learning in your service project for the course. Research on service-learning shows that taking a service-learning course is linked to a slight increase in grades in all courses, more involvement with academics, and more interaction with instructors. So this course may improve your performance in all your University courses!

Service-Learning Project

For your service project, you will be helping to develop a Town Hall meeting on the subject of “Envisioning a Better Detroit” that involves both students and community members. You will complete several related assignments and activities that will help you develop your skills as a *social-change agent* and prepare your contributions to the Town Hall meeting.

Research, Writing and Speaking Assignments:

1. Summary and analysis of a speech on civic activism. Length: 3-4 pages, typed
*Assigned speech by Dr. C.T. Vivian, 12-1, Friday, Jan. 12, SCB Ballroom
2. Summary and analysis of an approved website on Detroit (choose one):
Length: 3-4 pages, typed
<http://www.detroitmi.gov>
<http://www.detroit1701.org>
<http://www.cityscapedetroit.org>
<http://www.cityconnectdetroit.org>
<http://www.detroit.k12.org.mi.us>
<http://www.physics.wayne.edu/aboutDetroit.html>
<http://www.city.mission.org>
<http://www.cityyear.org/site/detroit>
3. Short paper and powerpoint presentation on factors in successful community-building (primary source: *Community Building: What Makes it Work*)
Paper: 3-4 pages, typed
Powerpoint: 10-12 slides with images
4. Short paper and powerpoint presentation and discussion (based on your survey and interview research) of what college students (ages 18-25) think of Detroit. To be presented at Hannan House.
Paper: 3-4 pages, typed
Powerpoint: 10-12 slides with images

5. Short paper and powerpoint presentation and discussion (based on your survey and interview research) on what midlife people (ages 35-55) think of Detroit. To be presented at Hannan House.
 Paper: 3-4 pages, typed
 Powerpoint: 10-12 slides with images
6. Summary and analysis of the Town Meeting. Length: 3-4 pages, typed
 * Town Meeting scheduled for Thursday, April 17, 1-3 p.m. Location TBA
7. Final research paper on making Detroit a self-reliant community (primary source: *Going Local: Creating Self-Reliant Communities in a Global Age*)
 8-10 pages, typed, including bibliography, in MLA documentation style

Paper Format

- Typed, double-spaced, 12-point type, with one-inch margins, paper clipped or stapled. Name and date in the upper-left corner. Titled.
- Please don't use plastic covers – Thanks!
- Revisions: please include earlier draft with comments and highlight all changes. (Required for credit.)

Powerpoint Format

We will talk in class about how to design powerpoint presentations, as well as strategies for engaging in discussions around slides. I will distribute standard criteria for all Powerpoint presentations. You will be graded based on these criteria, as well as how well you present the slides.

Grading

You must hand in all assignments at class time on the due date. We will first workshop papers in class on the Tuesday of the week they are due; you will then revise and you turn them in on Thursday for a grade. **I do not accept electronic submissions, and I do not accept late papers.** You may resubmit assignments 1, 2, and 3 once to raise your grade. **All revisions are due by class time on Tuesday, April 15.** The grade on your revised draft will replace your earlier grade. If you do not turn in an assignment, you will receive an F on the assignment, and you may not turn it in later as a “resubmit.” You may not resubmit the public presentation assignments or the final research paper.

Each assignment counts toward your course grade as follows:

1. Speech summary/analysis: 5%
2. Website summary/analysis: 5%
3. Paper and powerpoint on factors in community-building: 10%
4. Paper and powerpoint on making Detroit a community for students: 20%
5. Paper and powerpoint on making Detroit a community for midlife adults: 20%
6. Town Meeting summary/analysis: 10%
7. Research paper: 25%
8. Attendance and participation: 5%

Course Policies:

- **Attendance counts:** after 3 missed classes, your grade will drop 1/2 mark for each additional missed class. If you miss five classes, fall too far behind, come unprepared, or disrupt class, I will ask you to drop the course. Please arrive on time, with all your materials, and stay for the full class.
- Be prepared to share your writing and talk in class and in public.
- Make sure all pagers, cell phones, watches, etc., won't sound during class time **(please don't take or make calls or text message during class!)** Please do not leave the classroom during class, except in the case of emergencies.
- You can get an incomplete only if you have attended nearly all of the class sessions and turned in at least 75% of the work.

Writing Assistance

I will comment on the first draft of each paper you submit, and I will be glad to talk with you about how to revise. I encourage you to take full advantage of the services provided by our writing tutor, **Tracey Ward**. Work with her on your papers before you submit them for a grade, as well as on the revisions. She can also help you make sense of the course readings and outline your papers and presentations.

Extra Credit

There are several opportunities for extra credit this semester. You can attend one or more of the following events and write a 3-4 page paper on it. See me for details of time and location, as well as requirements for the paper. All extra credit assignments must be submitted by Tuesday, April 24.

Talk on civic engagement, Hannan House, Thursday, Feb. 1, 10-11:30

Michigan Campus Compact conference on service-learning, Schoolcraft Community College, Thursday, Feb. 8 or Friday, Feb. 9

Detroit Writers Journal Presentation for African-American History Month, Hannan House, Friday, Feb. 9, 11-12

Global Youth Service Day, Friday, April 20, Saturday, April 21, or Sunday, April 22

Extra credit assignments add an additional 10% to your final grade.

Class Schedule

Week One

T 1/9/07

Course introductions

Survey for students in a service-learning class

Homework:

Read and annotate "Creating Lifespan Communities" (handout) and bring to class.

Read "Summary and paraphrasing," pp. 134-139 in Keys

Read "Organizing your essay with ideas, not sources," pp. 147-149 in Keys

TH 1/11/07

Discussion of how to write a summary/analysis of a speech

In-class impromptu writing based on "Creating Lifespan Communities"

Homework:

Write summary/analysis of speech, based on your notes

Read: "Evaluating Web sources" and "Anatomy of a Web site," pp.122-126 in Keys

FRI 1/12/07

Take notes on Dr. Vivan's speech at MLK luncheon, 12-1, SCB Ballroom. Meet at 11:45 in Honors office. Wear dressy casual attire (no jeans, please)

Week Two

T 1/16/07

Discuss impromptu essays

Workshop Assignment 1

Discuss how to read and evaluate a website

Homework:

Revise Assignment 1

Select website for Assignment 2

TH 1/18/07

Assignment 1 due for grade

Discuss selected websites and criteria for Assignment 2

Practice reading and evaluating websites

Homework:

Write summary/analysis of assigned website

Week Three

T 1/22/07

Workshop Assignment 2

Discuss strategies for surveys and interview research

Homework:

Revise Assignment 2

TH 1/24/07

Assignment 2 due for grade

Assignment 1 returned

Discuss strategies for survey and interview research

Homework:
Read Chaps. 1 and 2 in Community Building, pp. 1-18 and definitions section, p. 55-65

Week Four

T 1/30/07

Discuss assigned readings
Discuss strategies for survey and interview research

Homework:
Read Chaps. 3 and 4 in Community Building, pp. 19-54 and methodology section, pp. 65-70

***TH 2/01/07 – Class meets for Brownbag lunch and general discussion of civic engagement at the Hannan House, 12-1:15.**

Assignment 2 returned
Criteria for Assignment 3, short paper

Homework:
Distribute surveys and/or conduct interviews with college students
Write short paper for Assignment 3

Week Five

T 2/06/07

Short paper for Assignment 3 due for workshopping
Discuss criteria for Powerpoint presentations

Homework:
Revise short paper
Distribute surveys and/or conduct interviews with college students

TH 2/08/07

Short paper for Assignment 3 due in my mailbox, Honors Office, by 5 p.m.
No class meeting. MCC Service-Learning Conference, Schoolcraft Community College

***Perfect opportunity for extra credit!**
Homework:
Create individual Powerpoint presentation for Assignment 3
Distribute surveys and/or conduct interviews with college students. Collate survey results and begin drawing conclusions from interviews.

Week Six

T 2/13/07

Workshop individual Powerpoint presentations
Discuss presentation style

*TH 2/15/07

Class meets for Brownbag lunch and general discussion on Detroit transportation at the Hannan House.
Individual Powerpoint presentations due for grade. Burn on CD or download to Blackboard site.
Criteria for Assignment 4 distributed

Homework:
Write short paper for Assignment 4

Week Seven

T 2/20/07

Workshop short paper for Assignment 4
In-class work on Group Powerpoint presentations for Assignment 4
Homework:
Revise short paper for Assignment 4
Work on Group Powerpoint presentations for Assignment 4

TH 2/22/07

Short paper for Assignment 4 due for grade
In-class work on Group Powerpoint presentations for Assignment 4
Homework:
Complete Group Powerpoint presentation for Assignment 4.

Week Eight

T 2/27/07

Comments on Powerpoint Presentation, Assignment 3 returned
In class: Rehearse Powerpoint presentations for Assignment 4
Homework:
Revise and Rehearse Group Powerpoint Presentations for Assignment 4.
Download to Blackboard site, burn on CD, and email to me by Wednesday, 3 p.m.

*TH 3/1/07

Class meets for Brownbag lunch at Hannan House to give Group Powerpoint presentations. Presentations will be evaluated on site by community participants and me.

Week Nine

T 3/6/07

Scheduled individual conferences
Short paper, Assignment 4 returned
Evaluations of Powerpoint presentations returned
Homework:
Read handouts on Town Hall meetings

TH 3/8/07

Discuss strategies for surveys and interviews of midlife adults
Midterm course evaluations
Midterm self-assessments
Homework for spring break:
Distribute surveys and conduct interviews with midlife adults
Read handouts on Town Hall meetings

Week Ten – 3/12-3/17 -- Spring Break – No classes

