



Millions of people will be coming to Detroit this month for Super Bowl XL. If you could introduce them to Detroit, what would you show them?

This semester we are going to be looking at Detroit through various lenses. Through the exploration of different themes, we will be working towards a larger final project--a Detroit brochure luring visitors to explore our city as we know it. You will be responsible for weekly blog postings (for our purposes, please use the free service at blogsme.com) in which you will record your own "best of Detroit" lists (best place for a cup of coffee, best place for live jazz, best rooftop for star gazing, etc.). These blogs are to be not only to start conversations in class, but also to continue those conversations as you are encouraged to visit each other's blogs and comment as you wish. We will be reading *Reading City Life* to further explore how cities are perceived and the difficulties we may encounter as we market Detroit. Since this is a writing course, there will be three short papers (two pages each) corresponding to the themes mentioned below. Your final project will be a larger production (a 3,000 word brochure) and will incorporate the various types of texts we will be discussing throughout the semester.

We will begin by asking: what is composition? What is writing *today*? What counts as a text? How can we most effectively tell our stories (or for us, sell our city)? How important is it to incorporate written and visual texts when composing?

Course Description

ENG 1020 prepares students for academic writing as required in college classes. It puts considerable emphasis upon the relationship between reading and writing, specifically upon the readers' expectations about the structure of written texts; the writer's reliance upon previous written texts to produce new writing; and the process of collecting, interpreting, and disseminating information through written texts.

Course Information

ENG 1020, CRN 22223, Section 007
MWF 8:30-9:25 337 State Hall

Instructor Information

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Texts (Available at Marwil's, located at the corner of Cass and Warren)

Bruch, Patrick and Richard Marback, eds. *Reading City Life*. New York: Pearson Longman, 2005.

Ruszkiewicz, John, Maxine Hairston, and Daniel Seward, eds. *SF Writer*. Prentis Hall, 2004.

Attendance

Please attend class each meeting and arrive promptly. Please respect your classmates by arriving to class on time and prepared to participate. If you must miss a class, it is your responsibility to contact another class member and review what you missed. If you miss more than three classes, your grade will be lowered one letter grade for each subsequent absence.

Plagiarism: University Policy

Be responsible--do *your own work*. For a detailed description of Wayne State's policies regarding plagiarism and academic responsibility, please visit:

<http://www.doso.wayne.edu/judicial/academic-integrity.htm>

Assignments and Grading

Three shorter papers: (300 points/100 each): All papers must be typed--no exceptions. There are many computers available on campus so please plan accordingly if you need to use them. I will not accept handwritten assignments.

Detroit History: In this assignment you will relate the history of some aspect of Detroit. You should present an informative piece of writing about your particular topic which discusses its past, present, and possible future state. Possible topics may fall under the larger themes of place, person (or people), event, or idea. 2 pages.

All Eyes on Detroit: Select a major event where there was a lot of attention focused upon our city. Describe the event, the significance of it, and how it was (or was not) represented in the media. You should conduct some research in order to fully grasp how your event was/was not represented. 2 pages.

Detroit Entertainment: Select a song, movie clip, photograph, or another piece of artwork in which Detroit is represented in some way. Discuss how Detroit is used and what message is being shared about our city to those unfamiliar with it. 2 pages.

Blog usage: (200 points/100 for responses, 100 for "best of") You will be occasionally assigned questions pertaining to the reading assignments and will be asked to respond on your blogs. The aim of these responses is to make you think critically about texts and your reactions to them. Blogs are a great forum for informal thoughts about formal topics, so please use the space to respond honestly and openly about the questions. Also, you will be responsible for twice-weekly blog posts pertaining to your final project. As previously mentioned, use your space to note your "best of" lists. Be creative. This is not limited to just places/issues on campus (though feel free to include them) but to encourage you to think more broadly about your surroundings. Since you will be spending at least this semester in the area, engage in your surroundings and share your experiences. Remember, this will only help in the creation of your final project. You will not be graded on the content your postings, but will receive credit only with the completion of these assignments.

Final assignment: (400 points) Create a brochure as an invitation for future visitors to Detroit. Throughout the semester we will be sharing ideas about the creation of this brochure, what to include, and how important the incorporation of visual and written texts are to your presentation. It is

to your advantage to select a topic early to alleviate your workload at the end of the semester. 3,000 words.

Final assignment presentation: (50 points) You will give a short 5-7 minute presentation on your final assignment where you will sell us your Detroit. Your final project is to be completed at the time of your presentation.

Peer Review: (100 points) On the days noted as peer review, please bring in a completed version of your paper. It is your responsibility as a student to come prepared and ready to participate. The main goal of these sessions is to receive and offer feedback from and to your peers in regards to your paper. You will then have one week to revise and turn in a clean, polished paper. Please do not abuse the peer review sessions by coming into class with only preliminary ideas about your paper. Your paper should be a completed draft suitable for exchange.

In-class Writing: (50 points) These short essays will be given both as scheduled and sometimes at random. You will not be graded, but will receive credit only for the completion of the assignment.

Grading Scale:

1100-1000: A
 990-900: B
 890-800: C
 790-700: D
 Below 690: E

Please be advised that *late papers are inexcusable*. Plan ahead and act responsibly. However, I understand that extenuating circumstances occur so please make every effort to contact me.

Semester Calendar

(Note: where readings are listed, please come to class that day having read that selection)

Week One: What is composition?

M: 9 January Introduction to course
W: 11 January *Convergences* selection: Method, Medium, and Message
F: 13 January In-class workshop: Setting up blogsome accounts

Week Two: Homeplace

M: 16 January NO CLASS
W: 18 January In-class writing: what does 'homeplace' mean to you?
F: 20 January *Reading City Life (RCL)* Jim Burklo, "Houselessness and Homelessness"

Week Three: City Face-lifts

M: 23 January Peer-review: Paper #1 Detroit History
W: 25 January *RCL* Bloods and Crips, "Bloods/Crips Proposal for LA's Face-Lift"
 Discussion: Does Detroit need a face-lift?
F: 27 January Group work: Based on the discussion from last class, select one topic, conduct web research, and propose a face-lift to be shared with the class.

Week Four: City Life

- M: 30 January Paper #1 Due: Detroit History
 Discussion: How do different forms of entertainment present city life? Why or why not are these convincing? Are they truthful?
- W: 1 February *RCL* Jan Rosenberg, "Park Slope: Notes on a Middle Class 'Utopia'"
- F: 3 February In-class writing: Describe your version of 'city life'
 (p.s.: Super Bowl this Sunday)

Week Five: City Celebrations

- M: 6 February Group work: How did Detroit handle the Super Bowl? Was there something you would have done differently?
- W: 8 February Discussion: How has the country looked at Detroit lately?
 Collect 'celebration material' for discussion on Friday
- F: 10 February Last Day Paper #1 Revisions Accepted
 Discussion: How are celebrations represented? Do they differ from your experiences if you were there?

Week Six: Crime

- M: 13 February *RCL* Tim Wise "School Shooting and White Denial"
- W: 15 February Group discussions: What problems do you anticipate trying to attract people to Detroit? Will national crime statistics be a deterrent?
- F: 17 February *RCL* Intro to section on crime
 In-class writing: Reactions and opinions

Week Seven: Detroit Represented

- M: 13 February Peer-review: Paper #2 All Eyes on Detroit
- W: 15 February Discussion: How is Detroit recognized positively and negatively nationally?
- F: 17 February Group work: Select another large city, conduct web research, and examine how it is recognized. How does it align with Detroit? How does it differ?

Week Eight: Off-the-map

- M: 27 February Paper #2 Due: All Eyes on Detroit
 Discussion: What are some things about Detroit that only 'natives' know?
- W: 1 March Group work: Web search investigating themes discussed on Monday
- F: 3 March In-class writing: Why is it important to look at non-landmarks? Why should tourists be interested?

Week Nine: Citizenship and community

- M: 6 March Discussion: What is citizenship? community?
- W: 8 March *RCL* Peter Medoff and Holly Sklar "Pathfinders"
- F: 10 March Last Day Paper #2 Revisions Accepted
 Group work: Web research to investigate how Detroit promotes citizenship and community

Week Ten: NO CLASS

M: 13 March **SPRING BREAK**
 W: 15 March **SPRING BREAK**
 F: 17 March **SPRING BREAK**

Week Eleven: Detroit in Art

M: 20 March **Discussion: How has Detroit been represented in art?**
 W: 22 March **Peer-review: Paper #3 Detroit Entertainment**
 F: 24 March **Mini-presentations: Come prepared to share your entertainment selection**

Week Twelve: Soundtrack

M: 27 March **Paper #3 Due: Detroit Entertainment**
 Group work: What are Detroiters listening to? Create a 12-song soundtrack reflective of our city.
 W: 29 March *RCL* Patricia J. Williams "Hate Radio"
 F: 31 March **In-class writing: After this week's discussions, can music define a city? How?**

Week Thirteen: Selling Detroit

M: 3 April ***Please come to class prepared with final project ideas and questions***
 Demonstration: Practice presentation
 W: 5 April **Discussion: So...what's your project going to be?**
 F: 7 April **Last Day Paper #3 Revisions Accepted**
 Discussion: Why is presentation of a brochure important? How can it instantly deter a future visitor?

Week Fourteen: Class Conferences

M: 10 April **Conference dates/times chosen**
 Other Final Assignment issues
 W: 12 April **CLASS CANCELED: Scheduled conferences**
 F: 14 April **CLASS CANCELED: Scheduled conferences**

Week Fifteen: Presenting Detroit

M: 17 April **Scheduled Presentations**
 W: 19 April **Scheduled Presentations**
 F: 21 April **Scheduled Presentations; Last day of class**