Welcome!

Hello everyone,

“The Purpose of Education” is an evolution of a baseline syllabus I created last year called the “Rhetorics of the University.” The tone of this syllabus is rather optimistic. While “Rhetorics of the University” asked students to critically evaluate the university, the “Purpose of Education” addresses some of the challenges facing higher education today (free speech, trigger warnings, sexual assault, to name a few) but also explores emerging alternatives to standard education and knowledge via Wikipedia and podcasts.

This leads me to the main differences between the two syllabi: the Wikipedia Project and the Podcast Project. Both of these projects could be easily adapted to new course inquiries or readings. (And I encourage you to adapt or change whatever you like.) I am excited about these two projects in relation to this particular course inquiry because it asks students to create what they will already be analyzing. My hope is that these projects inspire rich conversations about access, process, the promise (and failure) of these medias to accommodate new populations, and the role they play in a more traditional, privileged education, i.e. an undergraduate degree.

I’ve provided a fairly detailed schedule, but please don’t feel obligated to follow it to the letter. Due dates can be changed to accommodate your own sense of your graduate course obligations, or how much time you’ll need to respond to student work. I’ve also scattered marginal comments (visible with Microsoft Review) throughout with recommendations for how to frame or negotiate various parts of the assignments.

Best,

Réme Bohlin
reme.bohlin@uconn.edu
The University of Connecticut’s First-Year Writing (FYW) seminars are characterized by collaborative, student-driven inquiry. As a general education course, FYW prepares students for future academic work by asking them to use writing to enter into and contribute to active academic conversations. The instructor in an FYW seminar provides a site and offers contexts with readings, central questions, and directed discussion for the development of this ongoing work. Through cycles of writing, feedback, and reflection, students pursue writing projects in which they select and define places where they might advance the class conversation. Writing projects in this course will be grounded in a semester-long inquiry of a fairly specific topic.

Course Inquiry

“The Purpose of Education” begins by delving into the centuries old debate about what education should do for students, teachers, and society. We’ll begin with Plato’s “Allegory of the Cave,” a text that still shapes our ideas of education and its purpose, and consider its relevance in the twenty-first century. We’ll then move beyond traditional ideas about education to consider how some new medias are transforming how we learn, research, and write. You will experiment with these new medias by becoming a Wikipedia editor (aka Wikipedian) in the second unit, and creating and recording a podcast episode in the third and final unit.

Course Learning Objectives

Approach Composition as a Complex Process

▪ Practice composing and writing as creative acts of inquiry and discovery through written, aural, visual, video, gestural, and spatial texts
▪ Consider projects and problems from multiple ways of knowing
▪ Develop new methods for all forms (including digital) of textual analysis, synthesis, and representation
▪ Formulate strategies for the conceptual, investigative, practical, and reflective work of writing

Identify Yourself as a Writer

▪ Contribute to others’ knowledge and understanding through your research and compositions
Practice ethical scholarship and develop a strong identity as a responsible maker of meaning.

Engage with a Conversation
- Discover, analyze, and engage with others’ ideas in productive ways through complex texts.
- Approach and use texts as ways to analyze, interpret, and reconsider ideas.
- Extend your ideas to new ground in the context of others’ work.

Critically Examine Different Ways of Knowing
- Identify and analyze conventions of disciplines.
- Interrogate genre expectations, including how knowledge is created and how evidence is used to forward work in academic disciplines.
- Evaluate the functional components of format, organization, document design, and citation.

Use Technology Rhetorically
- Recognize that technologies are not neutral tools for making meaning.
- Assess the context and mode of technology you are using to compose.
- Respond to situations with productive choices to deliver meaningful texts.
- Employ the principles of universal design to make your work accessible and legible to the widest possible audience.

Course Texts
- Provided on HuskyCT
  - Plato’s “The Allegory of the Cave”
  - Fareed Zakaria, “A Brief History of Liberal Education”
  - Stanley Fish, “Free Speech Is Not an Academic Value”
  - Sara Ahmed, “Against Students”

Disability and Accessibility
The First-Year Writing program is committed to making educational opportunities available to all students. If you have a physical, psychological, medical or learning disability that may impact your course work, please contact the Center for Students with Disabilities (Wilbur Cross 204, 860-486-2020). They will work with you to accommodate your needs and provide me with a letter describing those accommodations. All information and documentation is confidential. Please contact me as soon as possible in the semester so that I can also make the necessary arrangements for your comfort in our classroom.

The Writing Center
The Writing Center employs tutors who work with students on their papers at any stage of the writing process—from brainstorming to reviewing final drafts to helping with specific difficulties.
you may have. This service is free and highly recommended for all students. You can sign up for an appointment on the Writing Center website.

**Integrity and Respect**

In this class, you may come into contact, and perhaps conflict, with communities whose ideals and perspectives may differ radically from your own. This will be a topic of discussion and interest, but it may also be uncomfortable, and we will seek to find meaning in those uncomfortable moments. As a class, we will maintain a sympathetic and compassionate outlook and keep an open mind throughout the course. I will post trigger warnings about any upcoming texts, but if at any time you feel triggered by course content or discussion, please alert me and we will work out an alternative.

Additionally, in accordance with UConn policies and Title IX, this course will be a designated safe space for all students, regardless of background, ability, sexual orientation, gender identity, religion, socioeconomic status, race, or ethnicity. If you feel you have experienced discrimination or harassment at UConn, you can find support and resources at the Office of Institutional Equity. You may also contact Health Services, Counseling & Mental Health Services, and/or the Women's Center. Please note that I am a mandatory reporter to the Office of Institutional Equity if I become aware of issues that may pose a danger to a student's health or safety.

**Academic Integrity**

While studying and making use of the ideas and texts of others is central to the writing we will be doing in this course, this must be done in an ethical and appropriate way. Please review and abide by the University’s code on academic misconduct (plagiarism and misuse of sources), which will be distributed in class and can also be found on the UConn Community Standards website; you will be held responsible for understanding these materials. Plagiarizing the work of others—passing off someone else’s work as your own—is a very serious offense, and anyone found plagiarizing will fail the essay or the course. Please let me know if you have questions about what constitutes appropriate use and citation of other people’s work.

**Multilingual Scholarship**

This classroom is a multilingual and translingual space, and we speak and write across languages. I encourage you to speak to me about any concerns you have with language use (reading, speaking, and/or writing) in this course, and I encourage you to be respectful of your colleagues in this multilingual space.

**Course Components**

**Participation**
This is a seminar rather than a lecture course. Most of the learning in a seminar comes from the experience of making and doing rather than from “lessons provided by an expert.” Thoughtful discourse is an essential part of this class, and you will frequently work in groups of various sizes, which means you will need to be considerate of and attentive to others. It is your responsibility to keep up with the reading, to contribute to class conversation in the form of analytical comments or questions, and to attend class regularly and on time.

**Reading**
Although ENGL 1010/1011 is described as a writing course, the writing you do here has a very close relationship to reading. Lisa Ede says that like writing, reading “is an act of composing, of constructing meaning through language and images” (16). The process of writing begins with careful reading of a situation, written text, or various media. You will be reading to find ways into the conversation in which an author or text is participating. Many of these texts are multi-layered and complex, and you should expect to read most texts more than once.

**Writing**
You will compose four major projects totaling the equivalent of 30 pages of revised, polished prose in this course. In order to accomplish this, you will be doing ample writing along the way, including in-class writing, homework assignments, and drafts of these major projects.

**Revision**
Each major writing project will go through a drafting process in which you shape your ideas and experiment with ways to best communicate this work. You should expect to put significant time and effort into the revision process and for projects to shift, change, and develop as you revise. Only the final projects will be assigned a grade, but all of your work may contribute to your final grade in the course.

**Conferences and Peer Review**
Conferences and peer review are integral to the goals of this course. Through the drafting process of each major project, we will use small group or individual conferences during, in addition to, or in place of regular class meetings. The quality of your involvement in these processes is a crucial factor in your participation grade in this course.

**Information Literacy**
ENGL 1010/1011 provides the first stage of the University’s Information Literacy competency, including attention to university research and digital literacy. You should expect to use outside sources and scholarly research to inform your work throughout the semester. While all assignments will provide opportunities for developing Information Literacy skills, we will have at least one assignment that will be built with this specific purpose in mind.

**Reflective Component**
The reflective portion of the course includes any time spent on characterizing, reconsidering, or qualifying one’s work. Reflection happens throughout the semester, usually in ways that complement writing projects by providing opportunities for a writer to imagine alternatives or trace lines of thought or activity.

**Grades and Evaluation**
All grades are entered as letter grades A-F. Only final drafts of major projects will receive a letter grade. If you have questions about your grade over the course of your semester, please don’t hesitate to get in touch. See [Course Policies](#) for grading information on Participation and In-Class Writing.

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage of Grade</th>
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<tbody>
<tr>
<td>Major Assignments</td>
<td>75</td>
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<tr>
<td>2 Reading Journal Essays</td>
<td>15</td>
</tr>
<tr>
<td>Assignment 1</td>
<td>15</td>
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<tr>
<td>Assignment 2</td>
<td>25</td>
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<tr>
<td>Assignment 3</td>
<td>20</td>
</tr>
<tr>
<td>In Class Writing</td>
<td>10</td>
</tr>
<tr>
<td>Participation</td>
<td>15</td>
</tr>
</tbody>
</table>

**Course Policies**

**Participation**
An “A” in participation represents consistent, thoughtful, and substantive contributions to in-class discussions, group work, and in individual free writes. Take the class seriously and you will receive full credit for participation.

**Attendance, Tardiness**
Class attendance is important and affects your participation grade. You are responsible for work missed as a result of an absence. Excessive or habitual lateness will be counted as absences. Allowances will be made for religious observances, medical or family emergencies, and mandatory athletic commitments with advanced notice.

**In-Class Writing**
This is the daily work of the class. During each class period you will be asked to answer discussion questions, read and revise others’ work, brainstorm for a larger project, etc. I will occasionally collect this writing and review it. Each piece of in-class writing is graded on a 5-point scale. These assignments and their points make up your in-class writing grade. You can make up in-class writing for half credit in case of absence.

Late Work
It is crucial that you turn assignments in on time. Failing to do so will affect your grade and limit your ability to participate in class. All formal and informal assignments must be ready to turn in no later than the stated deadline. If you have a serious need for an extension, you must contact me and receive approval at least 24 hours before the due date. There are no retroactive extensions. In the event of a crisis, contact me as soon as possible, and we will work out a solution.

NB: As responsible students, you are expected to back up your digital documents. Late papers due to computer crashes or other electronic issues will still be penalized. Google Drive, Dropbox, or an external hard drive are all excellent options for saving your work.

Late Rough Drafts
Late drafts upset the schedule of revision and conferences. If you submit your draft late you will lose a letter grade from your final paper grade. Should you fail to submit a draft in time for a group conference, you will still be required to read and comment on your peers’ papers and to attend the conference.

Late Final Drafts
Each day that a final draft is late will result in the loss of half a letter grade. For example, if your paper is a “B” it will be a “B-” if it is one day late.

Phones, Tablets, and Other Electronics
Occasionally you’ll need a laptop in order to participate in class activities, particularly for The Wikipedia Project and the Podcast Project. If you do not have a laptop, you can rent one from the Homer Babbidge Library for four hours at a time. Most of class time will be spent in group work, class discussion, freewriting, etc. During these activities phone and laptop use can be distracting, and I will ask you to put them away if necessary. Excessive or inappropriate use of electronics will negatively impact your participation grade.

Email Etiquette
When you email instructors and professors, please remember to provide a subject line, a salutation, and a sign off. If it’s a question that can be answered by the syllabus or course
policies, I will usually direct you there, so save yourself some time by checking the syllabus documents first.

**Course Concerns**
If you have any questions about the course or your final course grade, please see me as soon as possible. If that conversation is not productive, please see or contact an Assistant Director of First-Year Writing to further discuss the issues at firstyearwriting@uconn.edu or 860-486-2859.

**Class Schedule**

*This schedule is subject to change. All changes to due dates or assignments will be announced in class and on HuskyCT.

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
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</table>
| August 27 | Monday    | Class Introductions
|           |           | Syllabus                                                            |
|           |           | First Day Writing Sample                                            |
| August 29 | Wednesday | Ede, “Reading Rhetorically” pp. 16-41                               |
| September 3 | Monday   | Labor Day/No Class                                                  |
| September 5 | Wednesday | Plato, “Allegory of the Cave”                                       |
| September 10 | Monday   | Zakaria, “A Brief History of Liberal Education”                     |
|           | Add/Drop Closes | Last Day to turn in Reading Response 1                            |
| September 12 | Wednesday | Ede, “Academic Writing: Committing to the Process” pp. 88-104        |
| September 17 | Monday   | Ede, “Strategies for Revising, Editing, and Proofreading” pp. 287-318 |
| September 19 | Wednesday | **DUE Draft of Assignment 1**                                      |
|           |           | Peer Review                                                         |

Commented [1]: This schedule was organized with the idea that Monday’s class takes place in the Active Learning Classroom.
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
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<tbody>
<tr>
<td>September 24</td>
<td>Monday</td>
<td>DUE Final Draft of Assignment 1</td>
</tr>
<tr>
<td>September 26</td>
<td>Wednesday</td>
<td>Introduce Wikipedia Project/Course Dashboard</td>
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<tr>
<td>October 3</td>
<td>Wednesday</td>
<td>Ahmed, “Against Students”</td>
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<tr>
<td>October 8</td>
<td>Monday</td>
<td>Ede, “Doing Research: Joining the Scholarly Conversation” pp. 183-215 Wikipedia Training: Evaluating Articles and Sources Plagiarism and Copyright Violation</td>
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<tr>
<td>October 10</td>
<td>Wednesday</td>
<td>DUE Assignment 2.1: Proposal</td>
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<td>October 15</td>
<td>Monday</td>
<td>Ede, “Analyzing and Synthesizing Texts” pp. 105-143</td>
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<tr>
<td>October 17</td>
<td>Wednesday</td>
<td>DUE Assignment 2.2: Annotated Bibliography</td>
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<tr>
<td>October 22</td>
<td>Monday</td>
<td>Time in class to improve/create Wikipedia Article</td>
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<tr>
<td>October 24</td>
<td>Wednesday</td>
<td>Peer Review of Wikipedia Project Fish, “Freedom of Speech is Not an Academic Value” Last Day to turn in Reading Response 2</td>
</tr>
<tr>
<td>October 29</td>
<td>Monday</td>
<td>Time in class to improve/create Wikipedia Article</td>
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<tr>
<td>October 31</td>
<td>Wednesday</td>
<td>Last Day to Drop</td>
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<tr>
<td>October 31</td>
<td>Wednesday</td>
<td>DUE Assignment 2.3: Wikipedia Project Reflection on Wikipedia Project</td>
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</tbody>
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Commented (2): The training videos in the Course Dashboard are quite short. This might be an ideal day to go over how to use library resources.
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>November 5</td>
<td>Monday</td>
<td>Introduce Podcast Project Ede, “Strategies for Multimodal Composing” pp. 319-335</td>
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<tr>
<td></td>
<td></td>
<td>Experimenting with Audacity/File Management</td>
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<td>Interview Techniques/ Vox-pop Interviews</td>
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<td></td>
<td>One Minute Interview Activity</td>
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<tr>
<td>November 7</td>
<td>Wednesday</td>
<td>Stuff You Missed in History Class, “Emma Lazarus”</td>
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<td></td>
<td>Podcasts &amp; Story-telling</td>
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<tr>
<td>November 12</td>
<td>Monday</td>
<td>Survey on Audacity</td>
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<td></td>
<td>One minute Podcast</td>
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<td>November 14</td>
<td>Wednesday</td>
<td>DUE Assignment 3.1: The Podcast Project Script</td>
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<tr>
<td></td>
<td></td>
<td>Write a “Listener’s Survey”</td>
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<tr>
<td>November 19-21</td>
<td></td>
<td>Thanksgiving Break</td>
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<tr>
<td>November 26</td>
<td>Monday</td>
<td>Time to produce podcast</td>
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<tr>
<td>November 28</td>
<td>Wednesday</td>
<td>DUE Assignment 3.2: Podcast Preview</td>
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<tr>
<td></td>
<td></td>
<td>Administer “Listener Survey”</td>
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<tr>
<td>December 3</td>
<td>Monday</td>
<td>Time to produce podcast</td>
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<tr>
<td></td>
<td></td>
<td>“Show notes” examples</td>
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<tr>
<td>December 5</td>
<td>Wednesday</td>
<td>Course Wrap-Up</td>
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<tr>
<td>December 14</td>
<td>Friday</td>
<td>Finals Week</td>
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<tr>
<td></td>
<td></td>
<td>DUE Assignment 3.3: Final Podcast and Show Notes</td>
</tr>
</tbody>
</table>

Commented [3]: Here’s a great article from the New York Times that inspired much of the content of this Unit:
https://www.nytimes.com/2018/04/19/learning/lesson-plans/project-audio-teaching-students-how-to-produce-their-own-podcasts.html

Commented [4]: Feel free to pick any episode of Stuff You Missed, or any episode of your favorite podcast.
I chose Stuff You Missed because it is an example of how podcasts present themselves as alternatives to traditional education, which fits the course inquiry.
I would also play clips of other podcasts in class this week to discuss what makes a good podcast.

Commented [5]: I recommend giving students a brief survey on any lingering questions or issues they’ve run into using Audacity. This way you can address tech (or other) questions before they snowball into bigger problems.

Commented [6]: Have students practice editing in Audacity by asking them to produce a one minute podcast.
They can work with the interview they recorded during the One Minute Interview Activity, as well as any other sounds you provide in a shared folder.

Commented [7]: I recommend checking out the “Listener Survey” found on the website for Stuff You Missed or another podcast site.
Students can use this survey as an example for creating their own “Listener Survey”—a way to guide a draft workshop of their podcasts in progress on 12/28.
**Reading Journal Essays**

You must complete two Reading Journal Essays over the course of the semester. For each essay, analyze the argument of an assigned reading, its persuasiveness, and its contribution to our ongoing discussion of the course inquiry, the Purpose of Education.

Some questions to consider:

- ★ What are some assumptions or values you bring to the text? Or what are the assumptions or values of the author?
- ★ How does this article relate to class conversations or our other readings thus far?
- ★ What is new or interesting in this text? What is infuriating or troublesome to you?
- ★ What has this author overlooked, and/or what do they help make visible for you?

You are not required to answer all of these questions, nor limited to them. Successful Reading Journal Essays will be polished, thoughtful, and have a clear argument. You may revise one of your Reading Journal Essays within one week of receiving grade/comments from me. Your second grade replaces the first.

Articles eligible for this assignment are: Plato’s “The Allegory of the Cave,” Zakaria’s “A Brief History of Liberal Education,” Sara Ahmed’s “Against Students,” and Stanley Fish’s “Free Speech is Not an Academic Value.”

**Submission Guidelines:**

- ★ Due to HuskyCT before class on the day we discuss the assigned article. For example, if you choose to write a Reading Journal Essay on Sara Ahmed’s “Against Students,” you should submit it to HuskyCT before the beginning of class on October 3rd. You must turn in at least one Reading Journal Essay by September 10.
- ★ 2-3 pages
- ★ Times New Roman, size 12 font, 1 inch margins, double-spaced
- ★ MLA Citation Style
Assignment 1: The “Allegory of the Cave” Project

For Plato, education can powerfully transform people and society; and anyone who has successfully left the “cave” must return in order to educate their peers.

In this assignment, I would like you to consider the continued relevance of Plato’s “Allegory of the Cave” in our modern world. How might Plato’s conception of education still be important? In what ways does it seem out of touch or impractical given the very real demands of career and/or family? How might it help us (or not) tackle or understand today’s most pressing political issues?

Successful projects will:

★ Enter and engage in the conversation about the purpose of education. You must cite from Plato’s “Allegory of the Cave,” but Zakaria’s “A Brief History of Liberal Education” may also provide useful context for the age-old debate about the world and work challenges facing young people.

★ Contextualize. What, for you, are the most pressing concerns, personal and/or political, that education must prepare you and others for? How does “The Allegory of the Cave” address those concerns?

★ Theorize about the continued relevance of “The Allegory of the Cave,” how it might be updated, or what should replace it.

Submission Guidelines:

★ 4-5 pages
★ Times New Roman, double-spaced, size 12 font, 1 inch margins
★ MLA citation style
★ 3-4 page draft due in class on 9/19
★ Final draft due to HuskyCT by 11:59 PM on 9/26

Commented [8]: For Instructors: There is a potential for a lot of overlap and/or connections between student Reading Journal Essays and this first major project. It’s up to you how you’ll negotiate those potential connections. I believe the Reading Journal Essays will be a good “first run” for more polished and interesting arguments to come in this major project.
Assignment 2.1: Proposal for Wikipedia Project

After moving through the Wikipedia Training on our Course Dashboard, you should choose an article to “improve,” or a “notable” topic on which to create an article. You might begin by exploring the articles I’ve found and listed in our Course Dashboard, but these are just suggestions.

Once you’ve chosen an article, check out its “Talk” page. On the “Talk” page, Wikipedians discuss the “to do” list for the article. Sometimes they point out problems with organization, missing citations and sections, or inappropriate POVs. Or perhaps there is an issue with the article that isn’t on the Talk page, but that you’d like to address.

In 2-3 pages, propose an article you will improve or create. Summarize the “conversations” happening on the “Talk page,” and which edits, revisions, and additions you plan to take on for the article. If you’re revising or adding something not discussed on the “Talk” page, explain what it is and why. You will need to use at least five outside sources for your improving/creating, so make sure to propose substantive revisions if you choose to improve an article.

Submission Guidelines
- Submit to HuskyCT by 11:59 PM on 10/10
- Times New Roman, size 12 font, double-spaced, 1 inch margins
- 2-3 pages
Assignment 2.2: Annotated Bibliography
Collect and curate a bibliography of at least 10 sources from which you will be working to improve and/or create your Wikipedia article. The majority of your sources should be peer-reviewed journals or book chapters. However, it may be appropriate to quote or cite from news articles, interviews, etc.

Of those 10 sources, pick 3 and write an annotation for each. Each annotation should be approximately 100 words and both summarize the main argument(s) of the source, and assess its usefulness and relevance for your article.

Submission Guidelines
★ Submit to HuskyCT by 11:59 PM on 10/17
★ Times New Roman, size 12 font, double-spaced, 1 inch margins
★ At least 300 words total (100 per annotation)
★ Citations should be in MLA style

Commented [12]: For Instructors: I recommend letting them know that they are not expected to read all 10 for this assignment. Rather, finding and citing 10 (potentially) relevant sources, then annotating three helps them practice their skills at gathering and then winnowing down to the most appropriate sources.
Assignment 2.3: The Wikipedia Project

For the Wikipedia Project, you can choose either to create a new Wikipedia article, or “improve” an existing one. In either case, the article should be on a topic related to the course theme, the Purpose of Education.

Successful projects will:

★ Collect and curate a bibliography of at least 10 sources from which you will be working to edit and/or create your Wikipedia page. The majority of your sources should be peer-reviewed, although it may be appropriate to quote or cite from news articles, interviews, etc. You must cite from a minimum of 5 of your 10 sources.

★ Enter into and engage in an existing conversation. By “conversation,” I mean both the existing, reliable sources you’ve curated from the UConn library, and the conversation happening among contributors on the “Talk” page of your article.

★ Offer a thorough and rich context on your chosen topic. This will require bringing together many sources and voices. To do this well you will need to keep track of your source citations and to make connections between multiple sources. Additionally, the organization you impose on your sources will be key to creating a successful (i.e. readable and useful) article for others.

★ You will also circulate your work by linking your article to others when appropriate. Additionally, you will be required to edit/suggest on at least two other students’ Wikipedia pages during the Peer Review process.

Below is a sampling of pages you might choose to edit and/or explore for ideas on new pages to create. A complete list is available on our Course Dashboard.

● Liberal education
● Adult education
● Computer Literacy
● Curriculum
● Educational Reform
● Education Policy
● Student Loan
● Academic Freedom
● Professor Watchlist
● Female Education
● Trauma Trigger
● Campus Sexual Assault

Good to Know:
It’s important to remember that your work on Wikipedia is not static. As you create or edit your chosen article throughout this unit, you may find that other Wikipedians not in the class delete and/or edit your work. Don’t worry. Your work will not be graded on “what sticks” in Wikipedia. The Course Dashboard will track your edits and allow me to see and evaluate all of your contributions, even the ones deleted by other editors.

Due to Wikipedia’s Conflict of Interest (COI) rules, as a student at UConn you cannot improve or create an article about your university or topics related to UConn. For example, you couldn’t improve the article on Susan Herbst.

**Submission Guidelines:**

- Submit to Course Dashboard by 11:59 PM on 10/31
- Meet Wikipedia conventions (subheadings, NPOV, Wikipedia etiquette on the “Talk” page, etc.)
- You should cite at least 5 sources from your curated bibliography. Incorporating these sources, whether you are improving or creating an article, should represent substantive revisions or additions.

Commented [13]: For Instructors: The Wikipedia Education project recommends *not* assigning a word count for improving or creating content in Wikipedia. I’ve used “substantive” here to suggest that whichever option they choose it should represent a fair amount of work and time. You’ll be able to assess everyone’s proposed revisions in the Proposal assignment and be able to guide them to do more or less based on how ambitious their proposals are.
Assignment 3.1: Podcast Script

To prepare for recording and editing your podcast, write a script. Some questions to consider as you draft your script:

- What is your host persona? How will you communicate your persona to your listener? How will you introduce yourself and the title of your podcast?
- What parts of your interview(s) will you use? When will it come in?
- What other sounds or music will you incorporate?
- How will you cite or incorporate your outside sources?
- How are you going to tell your story?

Submission Guidelines
- Submit to HuskyCT by 11:59 PM on 11/14
- Times New Roman, size 12 font, 1 inch margins
- Minimum three pages*
- Podcast Script due to HuskyCT by 11:59 PM on 11/14

*Three pages of script may not equal three minutes of podcast. This assignment is intended just to get you started, and you might not be done scripting at the end of three pages. You’re only responsible for three pages for this stage of the project, but feel free to turn in more.
Assignment 3.2: Podcast Preview
This is an opportunity to share your podcast-in-progress and get some feedback from other creators/listeners in the class. In addition to having two to three minutes of your podcast ready for others to listen to on your laptop, also bring in five paper copies of your “Listener Survey.” You will administer your Listener Survey in your draft workshop groups. After students complete the survey, you should have a conversation where listeners provide their first responses, questions, suggestions for improving your podcast.

Submission Guidelines
★ 2-3 minutes of your podcast-in-progress
★ Copies of your Listener Survey
★ Podcast Preview due in class 11/28

Commented [15]: For Instructors: If you're pressed for time in class, you could also have them create Listener Surveys in Google Forms and have people fill them out for homework. Students could upload their audio file to a HuskyCT discussion board along with a link to their survey. They could then read the responses to those surveys at the beginning of class, and discuss the results with their group members.
Assignment 3.3: The Podcast Project

The podcast *Stuff You Missed in History Class* positions itself as a radical alternative to learning, a corrective to traditional education. Even a podcast like *Serial* positions itself as “outside the system,” and therefore with the ability to talk about taboo topics and untold or suppressed stories.

For this assignment, you will write, record, and produce a 3-5 minute podcast using the free sound-editing program Audacity. In addition to your podcast, you will also write “show notes.” Show notes briefly describe the topic of the episode, cite or link outside sources, and demonstrate why listeners should tune in.

In terms of content, you have a couple of options. Here are my recommendations:

★ **Remix**
For this option, you can choose to take inspiration from your previous projects for the class. For example, maybe you really enjoyed improving that Wikipedia article on “Trauma Trigger” but now you’re ready to abandon NPOV in favor of producing your own take on the topic. How might you re-contextualize your research in a podcast? What story needs to be told that can’t be found in more traditional venues? Whose voices need to be heard or foregrounded?

★ **À la Stuff You Missed**
Ready to stop talking about issues with higher education? Like the creators of *Stuff You Missed*, you could produce a podcast that offers itself as an alternative to mainstream education. The content is up to you, but make sure you’re telling a story that does more than regurgitate high school history (or any other subject).

Successful podcasts and/or show notes will:

★ Incorporate at least one interview and 2-3 reliable outside sources
★ Have a clear narrative structure
★ Engage current conversations on your story
★ Offer a new or non-traditional take on your story
★ Demonstrate knowledge of and facility with podcast conventions as explored in class (host persona, intro/outro music, interview conventions, etc.)

**Submission Guidelines**

Podcast

★ 3-5 minutes
★ Incorporate at least one interview
★ Use of other sounds (e.g., intro/outro music)
★ Use and cite 2-3 reliable sources

Show Notes
★ 300-500 words
★ Times New Roman, size 12 font, 1 inch margins
★ Engagingly describes your episode
★ Demonstrates why people should listen
★ Lists sources cited in the episode
★ Final Podcast and Show Notes due to HuskyCT by 11:59 PM on 12/14