

Nelson Hilton – Using <emma>

Here we are at the <emma> portal (www.emma.uga.edu) and about to login:

The screenshot shows a Mozilla Firefox browser window displaying the <emma> portal. The browser's address bar shows the URL <http://www.emma.uga.edu/cocoon/emma/home>. The page features a login form with fields for Username (nhilton), Password (masked with asterisks), and Institution (The University of Georgia), along with a Login button. Navigation links include 'New Student?', 'New Instructor?', and 'Forgot password?'. A 'Welcome to <emma>' section describes the application's capabilities: writing, editing, and posting compositions; collaborating on and evaluating texts; web-based collecting, modifying, distributing, rendering, and archiving of student and professional writing; and creating and maintaining portfolios. A 'News' section announces a <emma> workshop on May 15-16, 2006, and mentions the pilot use of OpenOffice Writer. The footer contains copyright information for the University of Georgia (2001-2006), mentions the jEdit editor and Apache Cocoon/Postgress, and features a 'built with cocoon' logo.

welcome to <emma>™ - Mozilla Firefox

File Edit View Go Bookmarks Tools Help

http://www.emma.uga.edu/cocoon/emma/home

Username: nhilton Password: ***** Institution: The University of Georgia Login

New Student? New Instructor? Forgot password? Contacts Help

Welcome to <emma>™

<emma> (Electronic Markup and Management Application) enables

- writing, editing and posting compositions
- collaborating on and evaluating texts
- web-based collecting, modifying, distributing, rendering and archiving of student and professional writing
- creating and maintaining portfolios

<emma> puts people and texts together.

<emma>™
electronic markup and management application

News

The <emma> project is hosting an <emma> workshop on May 15 - 16 (Monday-Tuesday), 2006. The workshop will cover technical and pedagogical aspects of teaching composition with <emma> and will prepare participants to begin using the application immediately. [Read More....](#)

The <emma> project is piloting the use of OpenOffice Writer for document creation. All <emma> documents will be created with OpenOffice beginning in the summer of 2006.

:: More About <emma>™ :: Installers :: Documentation ::

Original Material Copyright © 2001-2006 University of Georgia. All Rights Reserved.
The <emma> editor is jEdit and is released under the terms of the GNU General Public License.
The <emma> website is powered by Apache Cocoon and Postgress.

built with
cocoon

Having logged-in, I see a list of past classes taught using <emma>; note links to research materials on right, including specific sections of *The St. Martin's Handbook* used in first-year composition. Errors in documents can be hot-linked to pertinent sections in the handbook.

<emma> :: - Mozilla Firefox

File Edit View Go Bookmarks Tools Help

http://www.emma.uga.edu/cocoon/emma/archive~

Manage courses Documents Using <emma>

My classes My documents Class documents Course materials My profile Help My archive Logout

<e>

Nelson Hilton
Instructor

Academic Symposium (08:00 AM SP06)
Academic Symposium (08:00 AM SP06)
Demo (08:00 AM SP06)
AMDSP06 (01:01 AM SP06)
ENGL1050H (09:05 AM FA05)
ENGL1050H (SP05)
ENGL4890 (FA04)
ENGL6450 (FA04)
ENGL1050H (SP04)
BIOL2107H (SP04)
ENGL4890 (FA03)
ENGL1050H (SP03)
ENGL4490 (FA02)
ENGL6450 (FA01)

Global Links

- :: <e> Homepage
- :: Academic Honesty
- :: Codes for Special Characters
- :: Online Tutoring

Research Links

- :: Galileo
- :: MLA
- :: Academic Search Premier
- :: JSTOR
- :: Literature Subject Guide
- :: Research Help
- :: Research Conference
- :: MLA Citations Handout

St. Martin's Links

- :: Table of Contents
- :: Portfolios
- :: Punctuation
- :: Constructing Sentences
- :: MLA Format for Works Cited
- :: St. Martin's Homepage
- :: SM Exercise Central

:: Accessibility :: More About <emma>™ :: Installers

Original Material Copyright © 2001-2005 University of Georgia. All Rights Reserved.
The <emma> editor is jEdit and is released under the terms of the GNU General Public License.
Beginning in the summer of 2006, the <emma> editor will be OpenOffice Writer.

GET
OpenOffice.org

The <emma> website is powered by Apache Cocoon and Postgress.

built with
cocoon

Opening a class, we see a complete list of all the students' contributions. Notice that papers after being submitted were commented on by the instructor, but commenting could just as easily have been required by a peer or peers. The student's portfolio is represented by the three revisions and the reflective piece whose title appears at the top.

The screenshot shows a Mozilla Firefox browser window displaying the Emma LMS interface. The address bar shows the URL <http://www.emma.uga.edu/cocoon/emma/myarchive>. The page title is "<emma> :: - Mozilla Firefox".

The main navigation bar includes: Manage courses, Documents, Using <emma>, My classes, My documents, Class documents, Course materials, My profile, Help, My archive, and Logout.

On the left side, the instructor's name is Nelson Hilton. Below it, there are dropdown menus for course selection (ENGL1050H (09:05 AM FA05)) and buttons for "Find my documents", "View class portfolio", and "Display class zine".

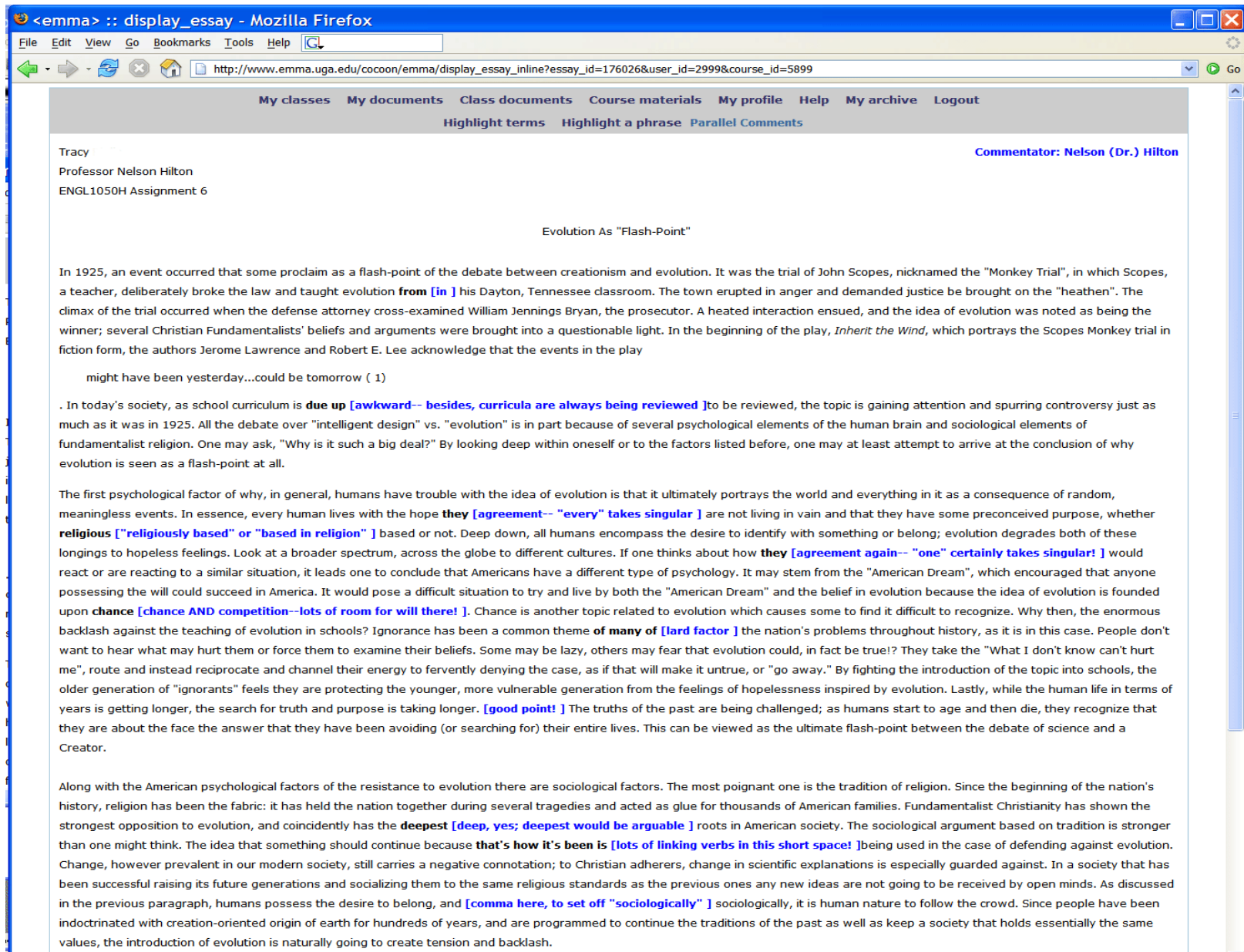
The main content area lists several student submissions:

- How Cookies Remind Me of English 1050** | PDF | PDF single-spaced | Zine
 Edit: 14 F Tracy
 Submitted: 2005-12-10 04:43 PM
- Untitled** | PDF | PDF single-spaced | Zine
 Edit: 9 F Tracy
 Submitted: 2005-12-09 05:45 PM
- Brave New World as 'Meme'. Revision of assignment 7** | PDF | PDF single-spaced | Zine
 Edit: 12 F Tracy
 Submitted: 2005-12-09 05:40 PM
- Evolution As Protagonist. Revision of Assignment 5** | PDF | PDF single-spaced | Zine
 Edit: 11 F Tracy
 Submitted: 2005-12-09 05:30 PM
- Is Victor Really the Modern Prometheus? Revision of assignment 2** | PDF | PDF single-spaced | Zine
 Edit: 10 F Tracy
 Submitted: 2005-12-09 04:53 PM
- The "New Good Genetics", is it Really "Eu"?** | PDF | PDF single-spaced | Zine (comments)
 Edit: 8 C F Tracy
 Commentator: Nelson Hilton
 Submitted: 2005-12-04 02:18 PM
- The "New Good Genetics", is it Really "Eu"?** | PDF | PDF single-spaced | Zine
 Edit: 8 F Tracy
 Submitted: 2005-12-03 12:23 AM
- Brave New World as 'Meme'** | PDF | PDF single-spaced | Zine (comments)
 Edit: 7 C F Tracy
 Commentator: Nelson Hilton
 Submitted: 2005-11-20 05:48 PM
- Brave New World as 'Meme'** | PDF | PDF single-spaced | Zine
 Edit: 7 F Tracy
 Submitted: 2005-11-18 07:44 PM
- Evolution As "Flash-Point"** | PDF | PDF single-spaced | Zine (comments)
 Edit: 6 C F Tracy
 Commentator: Nelson Hilton
 Submitted: 2005-11-06 02:05 PM
- Evolution As "Flash-Point"** | PDF | PDF single-spaced | Zine
 Edit: 6 F Tracy
 Submitted: 2005-11-04 11:02 PM
- Evolution As Protagonist** | PDF | PDF single-spaced | Zine (comments)
 Edit: 5 C F Tracy
 Commentator: Nelson Hilton
 Submitted: 2005-10-22 10:40 PM
- Evolution As Protagonist** | PDF | PDF single-spaced | Zine
 Edit: 5 F Tracy
 Submitted: 2005-10-22 02:45 AM
- The Cycles of Life and Nature Portrayed by Alfred Tennyson** | PDF | PDF single-spaced | Zine (comments)
 Edit: 4 C F Tracy
 Commentator: Nelson Hilton
 Submitted: 2005-10-09 04:51 PM

On the right side, there are two link sections:

- Global Links**: <e> Homepage, Academic Honesty, Codes for Special Characters, Online Tutoring.
- Research Links**: Galileo, MLA, Academic Search Premier, JSTOR, Literature Subject Guide, Research Help, Research Conference, MLA Citations Handout.
- St. Martin's Links**: Table of Contents, Portfolios, Punctuation, Constructing Sentences, MLA Format for Works Cited, St. Martin's Homepage, SM Exercise Central.

Student paper with in-line comments--



The screenshot shows a Mozilla Firefox browser window with the address bar displaying http://www.emma.uga.edu/cocoon/emma/display_essay_inline?essay_id=176026&user_id=2999&course_id=5899. The page content includes a navigation menu with items like "My classes", "My documents", "Class documents", "Course materials", "My profile", "Help", "My archive", and "Logout". Below the menu, there are options for "Highlight terms", "Highlight a phrase", and "Parallel Comments". The main content area shows the name "Tracy" and "Professor Nelson Hilton" on the left, and "Commentator: Nelson (Dr.) Hilton" on the right. The title of the essay is "Evolution As 'Flash-Point'". The text of the essay discusses the Scopes trial and the evolution debate, with several in-line comments in blue text. The comments include: "from [in]", "might have been yesterday...could be tomorrow (1)", "due up [awkward-- besides, curricula are always being reviewed]", "they [agreement-- 'every' takes singular]", "they [agreement again-- 'one' certainly takes singular!]", "of many of [lard factor]", "The truths of the past are being challenged; as humans start to age and then die, they recognize that they are about the face the answer that they have been avoiding (or searching for) their entire lives.", "that's how it's been is [lots of linking verbs in this short space!]", and "[comma here, to set off 'sociologically']".

My classes My documents Class documents Course materials My profile Help My archive Logout

Highlight terms Highlight a phrase Parallel Comments

Tracy
Professor Nelson Hilton
ENGL1050H Assignment 6

Commentator: Nelson (Dr.) Hilton

Evolution As "Flash-Point"

In 1925, an event occurred that some proclaim as a flash-point of the debate between creationism and evolution. It was the trial of John Scopes, nicknamed the "Monkey Trial", in which Scopes, a teacher, deliberately broke the law and taught evolution from [in] his Dayton, Tennessee classroom. The town erupted in anger and demanded justice be brought on the "heathen". The climax of the trial occurred when the defense attorney cross-examined William Jennings Bryan, the prosecutor. A heated interaction ensued, and the idea of evolution was noted as being the winner; several Christian Fundamentalists' beliefs and arguments were brought into a questionable light. In the beginning of the play, *Inherit the Wind*, which portrays the Scopes Monkey trial in fiction form, the authors Jerome Lawrence and Robert E. Lee acknowledge that the events in the play

might have been yesterday...could be tomorrow (1)

. In today's society, as school curriculum is due up [awkward-- besides, curricula are always being reviewed] to be reviewed, the topic is gaining attention and spurring controversy just as much as it was in 1925. All the debate over "intelligent design" vs. "evolution" is in part because of several psychological elements of the human brain and sociological elements of fundamentalist religion. One may ask, "Why is it such a big deal?" By looking deep within oneself or to the factors listed before, one may at least attempt to arrive at the conclusion of why evolution is seen as a flash-point at all.

The first psychological factor of why, in general, humans have trouble with the idea of evolution is that it ultimately portrays the world and everything in it as a consequence of random, meaningless events. In essence, every human lives with the hope they [agreement-- "every" takes singular] are not living in vain and that they have some preconceived purpose, whether religious ["religiously based" or "based in religion"] based or not. Deep down, all humans encompass the desire to identify with something or belong; evolution degrades both of these longings to hopeless feelings. Look at a broader spectrum, across the globe to different cultures. If one thinks about how they [agreement again-- "one" certainly takes singular!] would react or are reacting to a similar situation, it leads one to conclude that Americans have a different type of psychology. It may stem from the "American Dream", which encouraged that anyone possessing the will could succeed in America. It would pose a difficult situation to try and live by both the "American Dream" and the belief in evolution because the idea of evolution is founded upon chance [chance AND competition--lots of room for will there!]. Chance is another topic related to evolution which causes some to find it difficult to recognize. Why then, the enormous backlash against the teaching of evolution in schools? Ignorance has been a common theme of many of [lard factor] the nation's problems throughout history, as it is in this case. People don't want to hear what may hurt them or force them to examine their beliefs. Some may be lazy, others may fear that evolution could, in fact be true! They take the "What I don't know can't hurt me", route and instead reciprocate and channel their energy to fervently denying the case, as if that will make it untrue, or "go away." By fighting the introduction of the topic into schools, the older generation of "ignorants" feels they are protecting the younger, more vulnerable generation from the feelings of hopelessness inspired by evolution. Lastly, while the human life in terms of years is getting longer, the search for truth and purpose is taking longer. [good point!] The truths of the past are being challenged; as humans start to age and then die, they recognize that they are about the face the answer that they have been avoiding (or searching for) their entire lives. This can be viewed as the ultimate flash-point between the debate of science and a Creator.

Along with the American psychological factors of the resistance to evolution there are sociological factors. The most poignant one is the tradition of religion. Since the beginning of the nation's history, religion has been the fabric: it has held the nation together during several tragedies and acted as glue for thousands of American families. Fundamentalist Christianity has shown the strongest opposition to evolution, and coincidentally has the deepest [deep, yes; deepest would be arguable] roots in American society. The sociological argument based on tradition is stronger than one might think. The idea that something should continue because that's how it's been is [lots of linking verbs in this short space!] being used in the case of defending against evolution. Change, however prevalent in our modern society, still carries a negative connotation; to Christian adherers, change in scientific explanations is especially guarded against. In a society that has been successful raising its future generations and socializing them to the same religious standards as the previous ones any new ideas are not going to be received by open minds. As discussed in the previous paragraph, humans possess the desire to belong, and [comma here, to set off "sociologically"] sociologically, it is human nature to follow the crowd. Since people have been indoctrinated with creation-oriented origin of earth for hundreds of years, and are programmed to continue the traditions of the past as well as keep a society that holds essentially the same values, the introduction of evolution is naturally going to create tension and backlash.

Student paper with comments in parallel display--

The screenshot shows a Mozilla Firefox browser window with the address bar displaying http://www.emma.uga.edu/cocoon/emma/display_essay_default?essay_id=176026&user_id=2999&course_id=5899. The page content includes a navigation menu with options like 'My classes', 'My documents', and 'Logout'. The main text is titled 'Evolution As "Flash-Point"' and discusses the Scopes Trial and the role of evolution in American society. On the right side, there are 11 numbered comments in blue text, such as '1 in', '2 awkward-- besides, curricula are always being reviewed', and '9 deep, yes; deepest would be arguable'.

Tracy
Professor Nelson Hilton
ENGL1050H Assignment 6

Commentator: Nelson (Dr.) Hilton

Evolution As "Flash-Point"

In 1925, an event occurred that some proclaim as a flash-point of the debate between creationism and evolution. It was the trial of John Scopes, nicknamed the "Monkey Trial", in which Scopes, a teacher, deliberately broke the law and taught evolution **from**¹ his Dayton, Tennessee classroom. The town erupted in anger and demanded justice be brought on the "heathen". The climax of the trial occurred when the defense attorney cross-examined William Jennings Bryan, the prosecutor. A heated interaction ensued, and the idea of evolution was noted as being the winner; several Christian Fundamentalists' beliefs and arguments were brought into a questionable light. In the beginning of the play, *Inherit the Wind*, which portrays the Scopes Monkey trial in fiction form, the authors Jerome Lawrence and Robert E. Lee acknowledge that the events in the play

might have been yesterday...could be tomorrow (1)

. In today's society, as school curriculum is **due up**² to be reviewed, the topic is gaining attention and spurring controversy just as much as it was in 1925. All the debate over "intelligent design" vs. "evolution" is in part because of several psychological elements of the human brain and sociological elements of fundamentalist religion. One may ask, "Why is it such a big deal?" By looking deep within oneself or to the factors listed before, one may at least attempt to arrive at the conclusion of why evolution is seen as a flash-point at all.

The first psychological factor of why, in general, humans have trouble with the idea of evolution is that it ultimately portrays the world and everything in it as a consequence of random, meaningless events. In essence, every human lives with the hope **they**³ are not living in vain and that they have some preconceived purpose, whether **religious**⁴ based or not. Deep down, all humans encompass the desire to identify with something or belong; evolution degrades both of these longings to hopeless feelings. Look at a broader spectrum, across the globe to different cultures. If one thinks about how **they**⁵ would react or are reacting to a similar situation, it leads one to conclude that Americans have a different type of psychology. It may stem from the "American Dream", which encouraged that anyone possessing the will could succeed in America. It would pose a difficult situation to try and live by both the "American Dream" and the belief in evolution because the idea of evolution is founded upon **chance**⁶. Chance is another topic related to evolution which causes some to find it difficult to recognize. Why then, the enormous backlash against the teaching of evolution in schools? Ignorance has been a common theme **of many of**⁷ the nation's problems throughout history, as it is in this case. People don't want to hear what may hurt them or force them to examine their beliefs. Some may be lazy, others may fear that evolution could, in fact be true!? They take the "What I don't know can't hurt me", route and instead reciprocate and channel their energy to fervently denying the case, as if that will make it untrue, or "go away." By fighting the introduction of the topic into schools, the older generation of "ignorants" feels they are protecting the younger, more vulnerable generation from the feelings of hopelessness inspired by evolution. Lastly, while the human life in terms of years is getting longer, the search for truth and purpose is taking longer.⁸ The truths of the past are being challenged; as humans start to age and then die, they recognize that they are about the face the answer that they have been avoiding (or searching for) their entire lives. This can be viewed as the ultimate flash-point between the debate of science and a Creator.

Along with the American psychological factors of the resistance to evolution there are sociological factors. The most poignant one is the tradition of religion. Since the beginning of the nation's history, religion has been the fabric: it has held the nation together during several tragedies and acted as glue for thousands of American families. Fundamentalist Christianity has shown the strongest opposition to evolution, and coincidentally has the **deepest**⁹ roots in American society. The sociological argument based on tradition is stronger than one might think. The idea that something should continue because **that's how it's been is**¹⁰ being used in the case of defending against evolution. Change, however prevalent in our modern society, still carries a negative connotation; to Christian adherers, change in scientific explanations is especially guarded against. In a society that has been successful raising its future generations and socializing them to the same religious standards as the previous ones any new ideas are not going to be received by open minds. As discussed in the previous paragraph, humans possess the desire to belong, and¹¹ sociologically, it is human nature to follow the crowd. Since people have been indoctrinated with creation-oriented origin of earth for hundreds of years, and are

1 in
2 awkward-- besides, curricula are always being reviewed
3 agreement--
"every" takes singular
4 "religiously based" or "based in religion"
5 agreement again--
"one" certainly takes singular!
6 chance AND competition--lots of room for will there!
7 lard factor
8 good point!
9 deep, yes; deepest would be arguable
10 lots of linking verbs in this short space!
11 comma here, to set off "sociologically"

for further information contact nhilton@uga.edu