

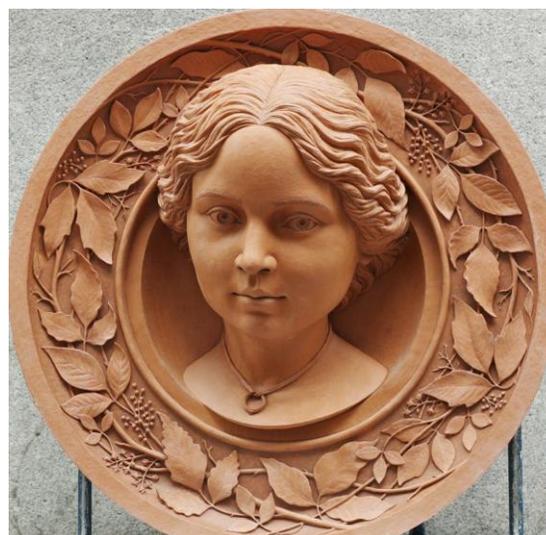
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Office: H459; Hours MW 1-2 p.m.	MW 10-11:15; 11:15-12:50
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Pathways to Freedom

Stories of Struggle and Protest in Brooklyn and the Mid-Atlantic

Course Description

Welcome to English 16C, a composition course that will introduce you to key aspects of academic writing (inquiry, analysis, synthesis, and argument); critical thinking (abstract reasoning, evaluation, thesis development); information literacy and research skills (use of library resources, electronic databases, and MLA-style documentation); and various rhetorical elements and strategies (purpose, audience, voice) that help constitute effective writing. Throughout the course, you will develop reflective writing processes and knowledge of technical aspects of writing such as quoting, paraphrasing, summarizing, citing sources, and crafting good, cohesive sentences.



"Pinky," by Meredith Bergmann, 2010

You have opted to register for a special section of English 16, which is part of a learning community called Pathways to Freedom and a larger project sponsored by the Brooklyn Historical Society called Students and Faculty in the Archives (SAFA). In this section of English 16C, in addition to the regular curriculum, you will also work with primary sources and archival materials in the BHS library.

As part of Pathways to Freedom, you will also be taking History 1 and Orientation Seminar in the fall; next spring, you will take Core Seminar 50, History 2, and Coop 1. These courses will be linked and 60 students altogether will participate throughout the year. We hope you will get to know one another, the LIU faculty, and the BHS staff over the next several months and that Pathways to Freedom will be a rich entrée for you into your college career. The pathways we will travel together in English 16C and COS 50 go from the 18th century slave trade to the Great Migration of African Americans from the South to the North and on to the Civil Rights Movement of the 20th century.

The geographical focus of our journey will be Brooklyn, New York. In English 16C, we will travel back in time to the period when "Breuckelen" was predominantly farmland and Dutch was spoken more than English. We will glimpse everyday life in Brooklyn in the 18th and 19th centuries, examine slave bills of sale to see what we can glean from them, and consider the impact on Brooklyn history of the anti-slavery and abolition movements. In COS 50, we will travel north with African Americans escaping Jim Crow and find out what they encountered once they got to Brooklyn. For your final project, you will work in teams to conduct oral history interviews with Brooklyn civil rights activists, which will become part of the same historical record you will have studied.

Required Texts & Materials

- ❑ *Narrative of the Life of Frederick Douglass, an American Slave & Incidents in the Life of a Slave Girl* (Modern Library Mass Market Paperbacks) [note: you will use this same book for your History class]
- ❑ LIU English Department Handbook
- ❑ Photocopied & electronic essays to be supplied
- ❑ *Webster's Dictionary* or equivalent
- ❑ A class notebook, pens, a library bar code, and a flash drive

Required Writing

- ❑ One 3-5 page reader response essay with draft (involving two or more texts)
- ❑ Annotated bibliography (with a tentative thesis and/or research question)
- ❑ One 6-8-page research essay utilizing a range of rhetorical strategies and a minimum of four sources, which must include at least one course text; one primary source (e.g., an original speech or text); one library source (e.g., academic database), and one Internet source (e.g., web page) or other medium (e.g., film)
- ❑ Informal self-assessment journal on meeting course goals & objectives
- ❑ Six blog posts in response to course readings and class activities
- ❑ Reflective essay on integrating learning across disciplines
- ❑ Final **Portfolio**, to be drawn from the above list as follows: (reader response paper, with one draft; in-class essay; research proposal + annotated bibliography; research essay, with 2 drafts attached; reflective essay—*please submit reflective essay to both History and ENG 16C instructors*)

Course Overview (see detailed calendar, pp. 6-7)

Unit 1: Slavery in Brooklyn and the Mid-Atlantic Region (weeks 1-4)

Unit 2: The Debate Over Slavery and the Civil War: Analyzing Political Rhetoric (weeks 5-8)

Unit 3: Researching and Analyzing the Slavery Debate (weeks 9-14)

Learning Goals

As already stated, the learning goals of this course are to be able to write clear, reasonably correct, critical-analytical, college-level essays. You will learn about the process of *revision* by generating lots of writing and choosing which pieces you want to develop through multiple drafts. You will also acquire basic and some more advanced research skills, including how to work with archives and how to conduct oral history interviews; and you will learn digital literacy skills that will enable you to create and share web-based content. Note that the last three italicized objectives are specifically related to Pathways to Freedom. By the end of the semester, you should be able to demonstrate that you can:

- Apply rhetorical elements such as purpose, audience, context, and voice across several genres, including personal narrative, variations of the essay, and research writing.
- Comprehend, critically analyze, and interpret reading and other material.
- Apply research skills and concepts, including thesis-development, integration of sources, summary, paraphrase, quotation, documentation, and how to avoid plagiarism.
- Control conventions of format and writing including syntax, grammar, mechanics, and punctuation.
- *Reflect specifically on the strategies to undermine or preserve the institution of slavery in Brooklyn and the mid-Atlantic colonies.*
- *Distinguish between primary (including archival) and secondary sources.*

- *Comprehend, interpret, and evaluate online documents.*

For a complete list of English 16 goals and objectives, see “English 16 Outcomes” on Blackboard.

Student and Teacher Responsibilities

Your responsibilities as students are:

- To attend each class, arrive punctually, and participate actively
- To participate in all required Brooklyn Historical Society visits and other class trips
- To respect your classmates and me (e.g., do not talk when another person is talking, raise your hand, be courteous to everyone)
- To refrain from eating in class (drinks are allowed)
- To turn off your cell phones and any other electronic devices at the door except when you are using them for class purposes
- To bring all required texts to class
- To be sure to have a library bar code in order to access electronic books and print copies of readings the day we are scheduled to discuss them
- To bring a pen and notebook to every class
- To complete and submit all reading and writing assignments on time
- To be present and fully prepared to workshop your essay on scheduled dates
- To notify me by email or phone if you are absent to find out what you missed

My responsibilities as your teacher are:

- To ensure a safe, supportive learning environment
- To respond to your writing regularly and in a timely fashion
- To discuss your writing or any other concern during office hours or by appointment

English 16C Lab

Because English 16C is an “accelerated” course, a lab follows directly after the class from 11:15 a.m. to 12:50 p.m. The lab is designed to continue the work we begin in class as well as to provide time for one-on-one instruction; to focus on particular areas in writing, reading, research, and the course theme that you are having difficulty with; and to complete some of your homework assignments.

Blackboard and SAFA Electronic Sites

We will be using a combination of Blackboard and SAFA electronic sites for course materials, blogging, and posting work. All course materials and electronic readings will be posted on Blackboard. You will also keep a personal journal on Blackboard reflecting on your progress in meeting the course goals and objectives. Blogs will be posted on the SAFA site. When a blog is assigned, you will post one initial response to the prompt within one week; you must then respond to at least two of your classmates. Initial posts should be between 250 and 300 words; responses may be shorter but should be reflective and analytical. Blog = “web” + “log” and is an online discussion. The more you engage in this web-based conversation with each other the livelier the blog will be!

BHS Archives, Class Trips, and Colloquia

One of the most exciting aspects of the SAFA project is the integral role the Brooklyn Historical Society archives play in it. We will be visiting the BHS library once this semester to conduct primary research on

slave bills of sale dating back to the 18th century; the following day you will return to BHS with your History class to examine runaway slave ads, giving you an opportunity to juxtapose these two types of artifacts and consider their relationship to each other. These visits are mandatory; missing them will put you at a great disadvantage in completing the required coursework. In addition to the BHS trip, we will take a walking tour of the Underground Railroad in Brooklyn. Because we are part of a larger learning community, we will also meet periodically with other sections of English 16C to share ideas and collaborate on research plans. You *may* qualify to participate in a summer fellowship at BHS in which selected students will create a public exhibition based on their research and receive a \$1,000 stipend.

Formatting and Submitting Formal Essays and Drafts

Final drafts **MUST BE TYPED and DOUBLE-SPACED** (12 pt. Times Roman font, one-inch margins all around. Indent paragraphs; do not skip extra lines between them; be sure to number pages). Write all drafts on a computer to make revising easier (although you may certainly start drafts with pen and paper if you prefer). First drafts should be as fully developed as possible and follow all formatting guidelines. All drafts and revisions must be submitted on Blackboard before class meets at noon the day they are due; late papers result in a half point deduction. If you are presenting an essay, you will need to submit your essay to me at least two days prior to the date of the workshop in order for me to circulate it to the class; everyone is responsible for printing drafts and bringing them or an electronic device on which they can be read to workshops.

WAC Statement

English 16 is a writing intensive course and fulfills part of LIU-Brooklyn's writing-intensive requirement. For graduation, all students are required to take nine credits of writing-intensive courses: English 16, Core Seminar (COS 50) and one writing-intensive course in the major.

Plagiarism

The Council of Writing Program Administrators defines plagiarism thus: "In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source" ([www. wpacouncil.org](http://www.wpacouncil.org)). This is a good definition, and you should keep it in mind as you write. *If the idea and/or the writing is not your own, you need to document it; if you are not sure and cannot ask me, document to be safe.* Plagiarism is theft and can lead to failing the class and even to suspension. If I find that you have plagiarized writing in this course, the plagiarized paper will be graded F. If you do it again, you will fail the course, and I will submit a report to the Chair of the English Department, who will report your name to the Dean.

Grading

A/A-/B+/B/B-/C+/C/C-/D/F/UW/W/I. The "W"(Withdrawal) grade indicates that a student has officially withdrawn from the course, while a "WF"(Withdrawal Failing) indicates that a student has officially withdrawn with a failing grade. The "UW"(Unofficial Withdrawal) indicates that a student did not officially withdraw but stopped attending classes. The "I" (Incomplete) indicates that a student did not complete the requirements of the course and must complete them before the end of the next semester, at which time, if the student does not do so, the grade will become an F. Please note that the Incomplete is reserved for students with good attendance records who have kept up with their work but experience an emergency that prohibits completion of the coursework.

You will be evaluated on the basis of formal writing, informal writing, class participation, and attendance.

The portfolio constitutes 50% of your final grade. Your final grade will be calculated as follows: portfolio = 50%; reader response paper (not submitted in the portfolio) = 20%; SAFA blog posts = 15%; attendance and class participation = 15%. Your portfolio will be evaluated by me and two or three other English Department faculty.

Your final grade may be affected by failure to meet your responsibilities as follows:

- Every two times you are late to class will count as one absence.
- More than the equivalent of two weeks' absences may result in failing the course.
- Repeated violations of any of your responsibilities, such as using a cell phone or texting in class, may affect your final grade.
- Coming to class without required texts or other materials will result in being marked unprepared and may affect your final grade.
- For every day an assignment is late, a half point will be deducted from your grade.

Computer Connections

We will be using the course management system, Blackboard, and a SAFA website, which will allow us to communicate electronically. You must use your LIU email address in order to access Blackboard and SAFA. It is the only email address with which you may communicate to your classmates or me. If you do not have access to the Internet at home, please see me about using L.I.U. account and using computers on campus. **You must check Blackboard and SAFA for this class on a daily basis. All class correspondence will be through Blackboard and many resources will be posted there.**

L.I.U. Writing Center

The L.I.U. Writing Center is located in H218C (next to the cafeteria). I urge all of you to utilize the Writing Center's resources, which include *free* weekly tutoring sessions, drop-in appointments, small groups, and workshops.

Student Support Services

If you have a documented disability/impairment and require accommodations, please provide me with an Accommodation Letter from Student Support Services (SSS). The office is located on the ground floor of the Pharmacy Building, Room B-04; (718) 488-1044.
Hours of operation: Monday-Thursday 9-6, & Friday 9-5.
Email address: studentsupportservices@brooklyn.liu.edu

Tentative Schedule

Date	In Class	In Lab	Reading Due	Writing Due
Unit 1: Slavery in Brooklyn & Mid-Atlantic Region				
WEEK 1 W 9/5	Introductions; Early Assessment	Intro to SAFA & Blackboard; Discuss the skills of summary and annotation.		
M 9/10	Watch <i>Slavery and the Making of America</i> , part 1	Group responses to <i>Slave Ship</i> stories & intro – To be presented in class.	Rediker, “Introduction” & “Chapter 1,” <i>The Slave Ship</i> (each of 4 groups reads intro & 4 stories tba);	
WEEK 2 W 9/12	Discuss readings via small group blogging practice in response to Hodges	Discuss Staples Start on Blog #1	Hodges, Chapter 3, <i>Root & Branch</i> (Ch. 4, optional); Staples, “To Be a Slave in Brooklyn”	
M 9/17	Discuss quotation; practice in workshop. Discuss Declaration of Independence. Overview of NYS slavery 1640-1827. Assign response paper.	Group activity in response to slave biographies in light of NYHS fact sheet and the Declaration of Independence.	“The Declaration of Independence” & drafts; NYHS Fact Sheet; NYS Laws Affecting Blacks in Manhattan; Dorothy Creole, Moorehouse’s Peg, Jack De Voo	Blog #1 – Slavery in Brooklyn & Mid-Atlantic Region
WEEK 3 W 9/19	10-10:30 a.m.—SAFA pre-visit with Julie Golia and Robin Katz. Discuss Declaration and 1799 Act as primary docs. Discuss summary.	Show Purdue PPT on rhetorical situation; discuss rhetorical strategies in light of response paper and Bitzer handout.	1799 Act for the Gradual Abolition of Slavery; Roff, “Archives, Documents...”	
M 9/24	BHS Visit – See handout			Blog #1 Responses
WEEK 4 W 9/26	Follow-up BHS activity; discuss Jefferson, “Notes...”	Plagiarism packet; Discuss Blog #1		
M 10/1	Watch <i>Slavery and the Making of America</i> , part 2	Discuss Jefferson and Stewart	Jefferson, “Notes on the State of Virginia”; Stewart, “Address”	Blog #2 – Draw conclusions from your BHS visit about slavery (Due 10/5)
Unit 2: The Debate over Slavery and the Civil War				
WEEK 5 W 10/3	Discuss Banneker.	Looking back, looking forward: a review of unit 1 and what’s next.	Banneker, “Letter to Thomas Jefferson”	
M 10/8	Writing Process; applying rhetorical strategies; in-class exercises;	Work on draft		Working draft of response paper
WEEK 6 W 10/10	Workshop	Workshop Introduce blog #3		Response Paper Draft
M 10/15	Anti-slavery positions: Discuss Walker, Beecher & Garrison. Discuss Blog #2	Continue discussion of anti-slavery positions	Walker, from <i>Walker’s Appeal</i> ; Beecher, Liverpool speech; Garrison, <i>Liberator</i> excerpts	Blog # 2 Responses
WEEK 7 W 10/17	Pro-slavery positions: Discuss Fitzhugh & Christy	Prepare for mock debate	Fitzhugh, from <i>Sociology for the South</i> ; Christy, from <i>Cotton Is King</i>	Blog #3 – Debating slavery Return reader response drafts

M 10/22	Discuss Douglass; prepare for debate	Mock debate	Douglass, "What to the Slave is the Fourth of July"	Blog #3 Responses (to inform the mock debate)
WEEK 8 W 10/24	Introduce research paper; <i>Unchained Memories</i>	Editing workshop & grammar review.		
M 10/29	LIU Library Visit #1	Contextualizing primary documents with secondary sources; annotate the source		Draft #2 of reader response paper
Unit 3: Researching and Analyzing the Slavery Debate				
WEEK 9 W 10/31	Discuss Douglass		<i>Narrative of the Life of Frederick Douglass, an American Slave</i> , Ch. 1-7	
M 11/5	Walking Tour of Underground Railroad		Strausbaugh, "On the Trail..."	
WEEK 10 W 11/7	Discuss Douglass & secondary sources	Annotated Bibliography	Douglass, Ch. 8 through Appendix	Annotated Bibliography (Primary Sources)
M 11/12	LIU Library Visit #2	Work on annotated bibliography	2 secondary sources	Blog #4–Douglass & Jacobs; Library Assignment: briefly reflect on secondary sources you will look for in library & plans for keyword searches
WEEK 11 W 11/14	Discuss secondary sources; in-class presentations thesis/ research question and at least one source.	Work on research essay	Review sources	Tentative thesis/research question & plan of development
M 11/19	Workshop Research Proposals	Continue full class workshop		Research Proposal (Tentative thesis/research question, plan of action, and annotated bibliography, including primary & secondary sources)
W 11/21	NO CLASS	THANKSGIVING BREAK		
WEEK 12 M 11/26	Workshop research essay	Cont. workshop		Blog #4 – responses; Research Paper Draft
W 11/28	Workshop research essay	Cont. workshop		Blog #5 (Integrative assignment)– How have your views about U.S. and Brooklyn history changed this semester? How does the past influence the present?
WEEK 13 M 12/3	Workshop research essay	Cont. workshop		
W 12/5	Discuss Blog #5 Reflective Essay	Work on essay in class; Zine-making workshop		
WEEK 14 M 12/10	In-class essay	Listen to ex-slave oral history and discuss oral history as archival material	NYT article on FWP ex-slave oral history interviews	
W 12/12	Story Circles about race and racism	Story Circles about race and racism	Morning	Final Portfolio (including reflective essay)

Grading Rubric for English 16/16X

	ADVANCED	PROFICIENT	EMERGING	ATTEMPTED
Focus, Purpose, Thesis (Controlling Idea)	Engaging, full development of a clear research-driven thesis appropriate to assignment purpose.	Competent, well-developed, research-driven thesis; thesis represents sound, adequate understanding of the chosen topic.	Mostly intelligible ideas; thesis is weak and may not reflect research topic, unclear, too broad.	Mostly simplistic and unfocused ideas; little or no sense of purpose or control of thesis or thesis is missing or not discernible.
Content, Support & Development (evidence)	Originality and depth of ideas supported by consistent evidence; ideas work together as a unified whole and demonstrate ability to integrate texts; points supported; support is valid and specific.	Ideas supported sufficiently by appropriate sources and work together to demonstrate ability to interact with those sources; support is sound, valid, and logical.	Main points and ideas are only indirectly supported and may not relate to research topic; fair interaction with texts; support isn't sufficient or specific, but is loosely relevant to main points.	Insufficient, non-specific and/or irrelevant support with little or poor interaction with texts. May make illogical generalizations unconnected to evidence.
Structure, Organization	Sequenced organization appropriate to assignment; paragraphs are well developed and divided; ideas are linked with smooth, effective transitions.	Competent organization without sophistication. Competent paragraph structure; satisfactory transitions.	Limited attempts to organize around a research-driven thesis; paragraphs are mostly stand-alones with weak or non-evident transitions.	Organization, while attempted, is unsuccessful. Paragraphs are simple, disconnected and formulaic. Poor transitions and sequence. May be confusing and/or disjointed.
Audience, Tone, Point-of-View	Clear discernment of distinctive audience; tone and point-of-view are appropriate to the assignment.	Effective and accurate awareness of general audience; tone and point-of-view satisfactory.	Little or inconsistent sense of audience related to assignment/purpose; tone and point-of-view not refined or consistent.	Shows little awareness of a particular audience; tone and point-of-view inappropriate or inconsistent for research essay.
Sentence Structure (Grammar)	Eloquently structured sentences; rich, well-chosen variety of sentence styles and length.	Effective and varied sentences; infrequent, if any, sentence structure errors.	Formulaic or tedious sentence patterns; shows some errors in sentence construction; some non-standard syntax.	Contains many errors of grammar and sentence structure that interfere with meaning. Heavy reliance on simple sentences and/or numerous fragments or run-ons.
Mechanics & Punctuation	Strong control over mechanics and punctuation; virtually free of punctuation, spelling, capitalization errors; appropriate format and presentation for assignment.	Contains only occasional spelling, punctuation, and/or capitalization errors. Few formatting errors. Most errors careless.	Contains several punctuation, spelling, and/or capitalization errors; several errors in formatting or formatting is inconsistent.	Contains many, often serious errors of punctuation, spelling, and/or capitalization; formatting is mostly incorrect and inconsistent.
Vocabulary & Usage	Exceptional vocabulary range; accurate, correct and effective word usage.	Good vocabulary range and accurate usage.	Ordinary vocabulary range, mostly accurate; some errors of diction and usage.	Limited vocabulary; numerous errors of diction and usage that may interfere with readability.

* Please bear in mind that rubrics are abstract grids applied to actual writing. They should always be considered in local contexts, including particular cohorts of students; and they should be used as teaching tools as well as for assessment purposes.