

**English 14.018—English Composition**  
**Fall 2011**

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Office Hours:

**Required Texts/Materials**

Davis, Thulani, *1959*  
Articles listed in syllabus, printed out or accessed on an e-reader  
A good college dictionary, such as *Webster's Collegiate Dictionary*  
One 8 ½ x 11 notebook for informal writing

**Course Description and Goals:**

This semester, we are part of a learning community the theme of which is *leadership*. Clearly this is a huge topic, and you'll be approaching it from many angles this and your other classes. Here, we'll be reading and writing about the connection between leadership and literacy, delving into the Civil Rights movement in Brooklyn (you'll be conducting some research in the archives at the Brooklyn Historical Society), and exploring the qualities that make a good leader. You'll learn how to be careful listeners and readers, how to sift through conflicting information and points of view, and how to express your own position in a careful and clear manner.

English 14 is a course in reading *and* writing. By the end of the semester, you should be fluent, critical readers of several genres, with strategies for appropriating new language, concepts, and discourses. In order to accomplish this goal, you will:

- build skills of fluency, comprehension, and interpretation, with an increasing emphasis on analysis;
- understand the need to reread and appropriately mark and annotate a text to develop a “reading”;
- become conversant with several genres, including fiction, nonfiction narrative, and the analytical essay;
- practice using texts both as source material and writing models;
- practice close reading strategies such as paraphrasing, summarizing, marginal notation, and locating key words; and
- practice library, Internet, and research skills, including evaluating, analyzing, and synthesizing primary and secondary sources.

In addition, you should be able to write clear, reasonably correct, thesis-driven, expository essays. In order to accomplish this goal, you will:

- learn the importance of purpose, audience, context, and voice
- use writing for inquiry, learning, thinking, and communicating;
- understand writing as a staged process involving invention, drafting, revising, and editing; learn to use rhetorical strategies of definition, division, and classification;
- engage in peer editing and writing workshops;
- learn basic library, Internet, and research skills and concepts, including thesis development, integration of primary and secondary sources, citation, documentation, and how to avoid plagiarism;
- develop control over the conventions of format and writing, including syntax, grammar, mechanics, and punctuation; and
- become acquainted with a variety of writing technologies, including basic word processing and computer skills, Web navigation, and multi-media tools like PowerPoint.

### Course Policies:

1. Reading material. The course readings are listed in the schedule, and you need to download them and print them out or be able to access them on an e-reader. I will also post the links to the class Facebook page for easier access. Bottom line: you need some version of the reading for the day to refer to in class, and you need to be able to take notes on it. I can help you with some programs that allow you to annotate text on e-readers.
2. Attendance. You are expected to be here on time for each class period. After your fifth absence, your final grade will be lowered one letter; after your sixth absence, you will lose two letter grades; and after your seventh absence, you will fail the course. Please make an effort to contact me at the number or email address above if you must miss a class (and please do not call the English Department's main number to report absences). I will count the minutes you are late (or leave early), and these will add up to absences.
3. Computer Access and an Email Account. As almost all the work you hand in must be typed, you will need to be familiar with a word-processing program and have access to a computer and printer. You will also be asked to submit a working email address (one that contains your name, please) so that I can create a class listserv. We will occasionally have Mac laptops in class so that you can write, for example, your in-class essays on them.
4. Timeliness. Your work must be ready to hand in at the beginning of class on the day on which it is due. Late papers (including drafts) will be penalized 1/3 of a letter grade for each class they are late, and papers will not be accepted more than two weeks after the original due date. **You must complete all writing assignments to pass the course.**
5. Classroom Etiquette. As this is college, I don't expect this to be an issue. However, there are some requests I would like to make:
  - a) Please don't talk while others are speaking or working. If this becomes a problem, I will require you to move your seat.

- b) Please keep eating in class to a minimum. You may bring a small snack or a drink, but you may not bring hot food or full meals.
- c) **All cell phones and pagers must be turned off.**
- d) All headphones must be removed and CD players turned off and put away.
- e) No work for other classes may be done during this class.

**Writing Assignments and Portfolio:** You will do a number of writing assignments this semester, including:

- Three formal essays (4-6 pages in length), with at least two drafts
- At least three in-class essays, including a two-stage course-specific essay and the English Department Exit Exam
- Meta-text for each formal essay (in class)
- Informal writing (notebook entries, reading response, peer review, etc.)
- Reflection on your work at the Brooklyn Historical Society
- Web site text for the BHS project
- Self-assessment

At the end of the semester, you will submit a portfolio that contains the following:

- Your self-assessment
- Two of the three formal essays, revised, with at least two drafts and the in-class meta-texts
- The BHS material that you produced both individually as a group
- One two-stage in-class essay
- The English Department Exit Exam

If you fail to submit a *complete* portfolio by the due date on this syllabus, you will fail the course.

**Revision Policy:** If you earn a grade with which you are not satisfied, you may revise the paper for a higher grade, following this procedure: 1) Meet with me within ten days of receiving a grade to discuss the essay and come up with a revision plan; 2) Turn in the revision on the date we agree on, usually about two weeks after the appointment. Revisions must be significant to earn a higher grade; simply correcting typos and grammar/mechanics is not enough! You may **not** wait until the end of the semester to decide to revise all your papers. These revisions are in addition to the revisions required for the portfolio. You may not revise any individual essay more than twice.

**Grades:** At the end of the semester, you will receive one of the following grades: A/A-/B+/B/B-/C+/C/C-/D/F//U/W/WF/UW/I. The U (Unsatisfactory Progress) grade is given to students who have completed all of the coursework but who have not made sufficient progress to move on to English 16. You may only get one U grade per course. The W (Withdraw) grade

indicates that a student has officially withdrawn from the course, while a WF (Withdraw Failing) indicates that a student has officially withdrawn with a failing grade. The UW (Unofficial Withdraw) 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 the grade will become an F. Please note that I reserve the Incomplete for students who have kept up with their work and who have good attendance records but who experience some emergency at the end of the semester that prohibits them from completing the coursework. In other words, don't disappear in, say, March and then come to me in May expecting to be able to make up the work.

Your final grade will be determined by the following scale: final portfolio 60%, formal papers 30%, journals and in-class writing 10%.

**Writing Center:** You are not required to attend the Writing Center, but it is highly recommended. It is located on the second floor of the H building. Enrollment is free, and you'll meet for one hour/week with a tutor. In addition, students enrolled for weekly tutoring have access to the Writing Center's computer lab and printers. Drop in hours are also available on a limited basis.

**Plagiarism:** Plagiarism is the use of another person's ideas or words as your own—and it will not be tolerated. The English Department has instituted a plagiarism program, which we will be completing early in the semester. In these workshops, we will be discussing the correct way to quote, paraphrase, and cite texts, and I will expect you to follow these guidelines carefully. While I will be understanding of honest mistakes (e.g. punctuating quotes and citations), I will not excuse blatant acts of plagiarism (such as copying a paper or part of a paper from another student or from a website or websites). If you plagiarize once, you will fail that paper (even if you are caught at the first draft stage), and, although you may still choose to complete the assignment for the writing practice, this paper will not be eligible for inclusion in the final portfolio. If you plagiarize a second time, you will fail the course.

## Technology Procedures and Requirements

You will need a **Gmail account** and a **Facebook account**. Even if you already have one or both of these, **please create new accounts that you can use for this class only**. I don't want your private lives spilling over into the class—that is, I don't want your pictures of Friday night out with the ladies to appear on the class's FB page!! If you have trouble with any of these instructions, please see me so I can help you set up your accounts.

Please follow the instructions below for Gmail and Facebook

### 1. Gmail:

- Go to Google.com
- At the top of the page, you should see a list of options. Select “Gmail”
- At the bottom right hand corner of the Gmail page, there is a large button that says “Create an Account”. Click on this.
- Follow the sign up directions. When you choose your login name, make sure that it actually contains your name. No SexyBaby@gmail, please!!

### 2. Facebook

- Go to facebook.com
- Follow the directions for signing up. Please use the Gmail address you created, above for your English 14 FB account.
- As with Gmail, please use your real name. You might have to play around with this a little so that it is distinct from your regular FB account. In my real life, for example, I used both my maiden and married name. For this class, I'm simply “Melissa Berninger”
- Once you have an account, search for “Melissa Berninger” and send me a friend request. There are several Melissa Berningers on Facebook—I'm one of the ones with no profile picture (yet); when you click on it, though, you'll see that I've listed my “employment” as LIU and my “education” as Penn State (MA in English) and LIU (MS in Library and Information Science).

Ok, so now what?

We'll be using the **Gmail** accounts to share essays using GoogleDocs. On this more later.

We'll be using **Facebook** as an occasional alternative to pen-and-paper notebook entries. I'll also be posting our readings there so that you can link to them easily. When I give a paper assignment, I'll put that up in the “Notes” section. This way, you'll have easy—and constant—access to all the course materials.

As you respond to my posts, make sure you read what your classmates have said so that you can respond to them, too. I want this to resemble a conversation rather than just a series of individual

answers to my questions. I'll log on and comment occasionally, and I'll be keeping track of who posts and when. **I expect you to comment at least once on each post.** Oh, and be civil. You can disagree with each other, of course—in fact, I expect that you will—but please do so respectfully. You'll get only one warning, then I'll “defriend” you and you'll lose points from the “Journal” portion of your final grade.

## **Brooklyn Historical Society**

LIU Brooklyn has entered into a partnership with the Brooklyn Historical Society (BHS). Funded by a grant from the Fund for the Improvement of Post-Secondary Education (FIPSE), the project, called Students and Faculty in the Archives (SAFA), will run for three years and is designed to introduce students to archival research and to the wonderful collections housed at the BHS.

For us, this means that we will visit the BHS twice during the semester and will be using archival material to explore both our course theme and further our reading/writing goals. While you won't be doing formal research (I spent a week this summer identifying the material you'll be using) you will be using the materials I've selected as the basis for several projects: the second of your formal essays, a short reflection on your experience in the archives, and the text (written as a group) for the class web page, which I will edit and post.

The material we'll be using comes from the Arnie Goldwag/Brooklyn Congress of Racial Equality (CORE) Collection, which includes letters, fliers, clippings, pamphlets, etc. related to the activities of CORE in Brooklyn in the early 1960s. Topics covered include desegregation in housing and education, a Christmas boycott, and CORE's attempt to create a city-wide traffic jam to block the 1964 World's Fair—all topics we'll be reading about in preparation for our visits to the library and you'll be writing about in your assignments.

Although I'll be asking you to look at some specific parts of the BHS web site as we get closer to our visit, I encourage you to check them out at [brooklynhistory.org](http://brooklynhistory.org). Lately, I've been having a lot of fun with their online image gallery (<http://brooklynhistory.pastperfect-online.com/>), where you can find lots of photos of early Brooklyn, searchable by neighborhood!

## Schedule

Date	Class	Reading Due	Writing Due
Th 9/8	CANCELLED		
T 9/13	Introductions/Diagnostic		
Th 9/15	Assign essay 1	Frederick Douglass, Chapters VI and VII from the <i>Autobiography of Frederick Douglass</i> <a href="http://sunsite.berkeley.edu/Literature/Douglass/Autobiography/">http://sunsite.berkeley.edu/Literature/Douglass/Autobiography/</a>	
T 9/20	Plagiarism packet	Malcolm X, "Learning to Read" <a href="http://www.scribd.com/doc/16351970/Learning-to-Read">http://www.scribd.com/doc/16351970/Learning-to-Read</a>	
Th 9/22	Summary, paraphrase, quotation introduced.	Martin Luther King, "Letter from Birmingham Jail" <a href="http://abacus.bates.edu/admin/offices/dos/mlk/letter.html">http://abacus.bates.edu/admin/offices/dos/mlk/letter.html</a>	
T 9/27	Workshop essay 1	Malcolm Gladwell, "The Revolution Will Not Be Tweeted" <a href="http://www.newyorker.com/reporting/2010/10/04/101004fa_fact_gladwell">http://www.newyorker.com/reporting/2010/10/04/101004fa_fact_gladwell</a>	<b>Essay 1 draft</b>
Th 9/29	Workshop essay 1	Brian Purnell, "'Drive Awhile for Freedom': Brooklyn CORE's 1964 Stall-In and Public Discourses on Protest Violence" <a href="http://www.gothamcenter.org/festival/2001/confpapers/purnell.pdf">http://www.gothamcenter.org/festival/2001/confpapers/purnell.pdf</a>	
T 10/4	Primary vs. secondary sources; MLA citations	"Civil Rights: The Flop" <a href="http://www.time.com/time/magazine/article/0,9171,870942,00.html">http://www.time.com/time/magazine/article/0,9171,870942,00.html</a>	
Th 10/6	Assign BHS writing components	Complete the online exercise on primary sources at this url: <a href="https://www.surveymonkey.com/s/bhs2011">https://www.surveymonkey.com/s/bhs2011</a> It should take about 15-20 minutes, and will help you show what you know about reading source materials. Please be prepared to put in the UserID I have given you — it will be my last name and a number, such as [teachername]18. Check with me if you do not know your UserID.  "All About CORE" (pamphlet) <a href="http://www.crmvet.org/docs/coreaac.pdf">http://www.crmvet.org/docs/coreaac.pdf</a>	<b>Essay 1 due</b>
T 10/11	<b>BHS Visit</b>	Look at the description of the Arnie Goldwag CORE collection.	

		<a href="http://brooklynhistory.org/library/wp/?s=core&amp;submit.x=0&amp;submit.y=0&amp;submit=Search">http://brooklynhistory.org/library/wp/?s=core&amp;submit.x=0&amp;submit.y=0&amp;submit=Search</a>  Look at the summary of the Brooklyn Civil Rights movement at this link: <a href="http://www.alicebernstein.net/scblacknews-BrooklynCORE-Part2Remembering-Civil-Rights-In-Brooklyn.html">http://www.alicebernstein.net/scblacknews-BrooklynCORE-Part2Remembering-Civil-Rights-In-Brooklyn.html</a>	
Th 10/13	<b>Practice in-class essay</b>	Images from the Civil Rights Movement: <a href="http://www.crmvet.org/index.htm">http://www.crmvet.org/index.htm</a>	
T 10/18	<b>LIU Library Session</b>	<b>Reading on civil Rights in Brooklyn</b>	<b>Draft of item description</b>
Th 10/20	Workshop item descriptions	Article from library database, tba	
T 10/25	<b>BHS Visit</b>		
Th 10/27		Complete the online exercise on primary sources at this url: <a href="https://www.surveymonkey.com/s/bhs2011B">https://www.surveymonkey.com/s/bhs2011B</a> It should take about 15-20 minutes, and will help you show what you know about reading source materials. Please be prepared to put in the UserID I have given you — it will be my last name and a number, such as [teachername]18. Check with me if you do not know your UserID.  Reading on Civil Rights in Brooklyn	<b>Draft of essay 2</b>
T 11/1	Workshop essay 2	Thulani Davis, <i>1959</i>	<b>BHS reflection due</b>
Th 11/3	Workshop essay 2	<i>1959</i>	
T 11/8	<b>Practice in-class essay</b>		<b>Essay 2 due</b>
Th 11/10		<i>1959</i>	
T 11/15		<i>1959</i>	
Th 11/17		<i>1959</i>	
T 11/22	Workshop essay 3		<b>Draft of essay 3</b>
Th 11/24	<b>Thanksgiving</b>	<b>No Class</b>	
T 11/29	Workshop essay 3	<i>1959</i>	<b>Web site text due</b>
Th 12/1	Workshop web site text	Pre-reading for two-stage essay	
T 12/6	<b>Two-stage in-class essay</b>		<b>Essay 3 due</b>

Th 12/8	<b>Two-stage in-class essay</b>	Pre-reading for Impromptu essay (handout)	
T 12/13	Workshop self-assessment letter		<b>Self-assessment letter draft</b>
T 12/15	<b>Impromptu Essay</b>		<b>Portfolio Due</b>