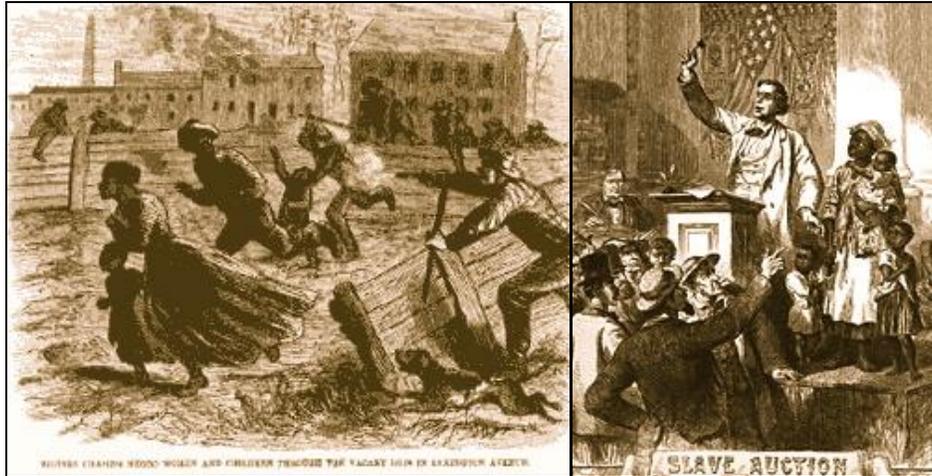


Prof. Bokor/Campbell/Mutnick

English Composition 16C.001,  
002, 003  
MW 10-11:15; 11:15-12:50\*  
Fall 2011  
Room H

Office:  
Email:  
Office Hours:

## Pathways to Freedom: Brooklyn Stories of Struggle and Protest



### 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. 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 English 16C, you will work with primary sources and archival materials in the BHS library; conduct oral history interviews; and gain digital literacy skills.

This fall, you will also be taking History 1 and Orientation Seminar as part of Pathways to Freedom; 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 18<sup>th</sup> 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 20<sup>th</sup> 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 18<sup>th</sup> and 19<sup>th</sup> centuries, study historic maps of the 21<sup>st</sup> century urban city we inhabit today, examine slave and indentured servant bills of sale to see what we can glean from them, and consider the impact on Brooklyn history of Irish immigration, the anti-slavery and abolition movements, the Draft Riots of 1863, the Civil War, and Reconstruction. 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

- ❑ Craig Wilder, *A Covenant with Color: Race and Social Power in Brooklyn*
- ❑ Isabelle Wilkerson, *The Warmth of Other Suns: The Epic Story of the Great Migration*
- ❑ Diana Hacker, *A Writer's Reference*. 6<sup>th</sup> Ed.
- ❑ Photocopied & electronic essays to be supplied
- ❑ *Webster's Dictionary* or equivalent
- ❑ A class notebook, pens, and a library bar code

### Required Writing

- ❑ One 3-5 page reader response essay with draft (involving two or more texts)
- ❑ One 3-5 page research essay proposal (tentative thesis; plan of development; annotated bibliography)
- ❑ One 6-8-page final project with drafts based on research and consisting of a chapter to a fictional oral history. The project will utilize a range of rhetorical strategies and a minimum of four sources, which must include at least one archival source from BHS, one library source (e.g., academic database), and one interview, internet source (e.g., web page), or other medium (e.g., film). This project will be digitally uploaded onto the SAFA website.
- ❑ Meta-text for research proposal and essay
- ❑ 10 Blackboard journal entries in response to course readings
- ❑ Final **Portfolio**, to be drawn from the above list as follows: (one reader response, with one draft; in-class essay; research proposal; research essay, with two drafts attached, research essay meta-text)

**Course Overview** (see detailed calendar, p. 5)

**Unit 1:** Slavery in Brooklyn: Exploring Economic, Social, and Political Causes (weeks 1-4)

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

**Unit 3:** Race and Class in Everyday Life: Research on Historic Figure for Fictive Oral History (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 five 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 Brooklyn history and generally on the material and global processes of history.*
- *Distinguish between primary (including archival) and secondary sources.*
- *Understand oral history as a tool for eliciting primary source material.*
- *Comprehend, interpret, and evaluate online documents.*
- *Apply digital tools to collect materials and create and design digital presentation.*

### **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. For the lab, which we see as a crucial component of the learning community, the class will be divided into two groups of ten that will meet in separate rooms. Your lab instructor Michael Grove and I will be working with all of you at different times over the next 14 weeks. The lab is designed to provide

time for one-on-one instruction as well as to continue the work we begin in class; 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 Trail Electronic Sites**

We will be using a combination of Blackboard and SAFA Trail sites for course materials, blogging, and posting work. All course materials and electronic readings will be posted on Blackboard. For each specified reading, you will participate in the SAFA Trail blog. In general, your response should include 1) a brief summary of the text; 2) your analysis of the text; 3) your thoughts about the subject of the text in relation to other course readings and class discussions; and 4) at least two quotations from the text effectively integrated into your own ideas. However, these elements may vary for particular readings. All final projects will be posted on the SAFA Trail site, and we will collaborate on the site's design.

### **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 twice during the semester to conduct primary research on archival materials dating back to the 18<sup>th</sup> century, and you are encouraged to return on your own to continue researching your topic. These visits are mandatory; missing them will put you at a great disadvantage in completing the required coursework. In addition to the BHS trips, we hope to visit the Weeksville Heritage Center and other relevant museums and places in the metropolitan area. 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 six-week summer seminar 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). 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 & SAFA digital presentation = 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, which will allow us to communicate electronically. You must use your LIU email address in order to access Blackboard. 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 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.

**NOTE: If there is any student who feels that she or he may need an accommodation for any type of disability, please make an appointment to see me during my office hours.**

## Tentative Schedule

Date	In Class	Reading Due	Writing Due
<b>Unit 1: Slavery in Brooklyn</b>			
W Sept. 7	Introductions; Diagnostic		
M Sept. 12	Introduce reader response #1; Introduce SAFA Trails & Blackboard; Discuss readings	Rediker, "Introduction," <i>The Slave Ship</i> ; Newall, "Rhetoric"; Plato, "Myth of the Metals"	
W Sept. 14	Review websites; Discuss readings; Orientation to Archives	"The Declaration of Independence"; "Declaration of the Rights of Man"	Blog post #1
M Sept. 19*	Plagiarism Exercise; Discuss Wilder and other readings. <b>BHS Visit #1</b>	Reynolds & Sauter, "Engaging Undergraduates..."; Wilder, Chapter 1	
W Sept. 21*	Plagiarism Exercise; Discuss Wilder, etc. <b>BHS Visit #1</b>		
M Sept. 26	Discuss BHS Visit; Summary, Paraphrase, Quotation	Slave Bill of Sale; Indenture; Map of Brooklyn ca. 1800	Blog post #2
W Sept. 28	Workshop 1		
M Oct. 3	Workshop 2	Wilder, Chapter 2	Reader Response #1 Draft
<b>Unit 2: The Debate over Slavery &amp; the Civil War</b>			
W Oct. 5	Discuss Wilder, Jefferson, & Banneker. Introduce historic figures for fictional oral history research project	Jefferson, "Notes on Virginia"; Banneker, "Letter to Thomas Jefferson"	Blog post #3
M Oct. 10	Anti-slavery positions: Discuss Walker in light of Beecher & Garrison	Walker, from <i>Walker's Appeal</i> ; Beecher, Liverpool speech; Garrison, <i>Liberator</i> excerpts	
W Oct. 12	Pro-Slavery Positions: Discuss Fitzhugh & Christy	Fitzhugh, from <i>Sociology for the South</i> ; Christy, from <i>Cotton Is King</i>	Blog post #4
M Oct. 17	Discuss Douglass (Class) LIU Library Visit (Lab)	Douglass, "What to the Slave is the Fourth of July"	
W Oct. 19	Oral History Workshop at LIU	Wilder, Chapter 3	Blog post #5
M Oct. 24*	<b>BHS Visit #2</b> Listen to BHS Crown Heights Oral History; In-class essay on Wilder, Ch. 3	Review Oral History materials	
W Oct. 26*	<b>BHS Visit #2</b> Listen to BHS Crown Heights Oral History; In-class essay on Wilder, Ch. 3	Review Oral History materials	Blog post #6

--	--	--	--

<b>Date</b>	<b>In Class</b>	<b>Reading Due</b>	<b>Writing Due</b>
M Oct. 31	Workshop 3 Story Circles based on Historic Figures	Wilder, Chapter 4	Draft Primary Source Annotated Bibliography and Foreword to Fictional Oral History
<b>Unit 3: Race &amp; Class in Everyday Life [note: the research unit will overlap with unit 2: The Debate over Slavery]</b>			
W Nov. 2	Workshop 4 Oral History Questions		
M Nov. 7	LIU Library Visit #2	Find secondary sources to contextualize oral history	Blog post #7
W Nov. 9	Discuss secondary sources & historical context; Review oral history methods and purpose	1 to 2 secondary sources	
M Nov. 14	Workshop 5	Review sources	Annotated Bibliography
W Nov. 16	Workshop 6		Fictional Oral History Audiotape
M Nov. 21	Workshop 7		Chapter Draft
W Nov. 23	NO CLASS		
M Nov. 28	Discuss Wilder	Wilder, Chapter 5	Blog post #8
W Nov. 30	Workshop 8		Digital Presentations/revised chapters & oral history
M Dec. 5	Workshop 9		Digital Presentations/revised chapters & oral history
W Dec. 7	Workshop 10		Digital Presentations/revised chapters & oral history
M Dec. 12	In-class essay		Blog post #9
W Dec. 14	Reflections	Start reading Wilkerson over winter break (thru Part Two)	Blog post #10

**\*As a cohort of 60 students following the same curriculum, we have split the classes into two groups**

**for the BHS visits. Thus, Monday, 32 students will go to BHS, and 28 students will stay at LIU for instruction. On Wednesday, 28 students go to BHS, and 32 students stay at LIU for instruction.**