

LaGuardia Community College
English Department
ENG 102.5824 – Composition II (Writing Through Literature)
Fall 2018 – Session I

Class Days: Fridays, 5:45-9:05pm

Classroom: E-262

Instructor: Kahdeidra Monét Martin, M.S. Ed. (she, her, Professor Martin)

Office Hours: by appointment

Phone: 347-722-5322 (via text for emergencies only)

Email: kamartin@lagcc.cuny.edu

Course Websites: Our two course websites include Blackboard and a site at www.cunyhumanitiesalliance.org (exact URL TBD)

Course Description

We are living in exciting times! Folks are as hot as fish grease, and these activists ain't takin no prisoners! They came to kick ass and take names later. Where do *you* stand in all of this? And how do writers respond to and reflect the pressing social movements of their time? Our course theme is **“Black Lives Matter: Tracing the Literary Roots of Rage and Resistance.”** We will explore foundational literary and non-fiction texts that chronicle the history of Black freedom struggles in the U.S. And that's not all. We will examine an array of primary source documents that provide socio-historical context for the literature. This reading list is not for the faint of heart....revolutionary writing can be vulgar and vulnerable, beautiful and bombastic, and we are called to sift through the complexity to find meaning. Are you up for the task?

This course is designed to assist you in developing the critical reading and process writing skills necessary for success in college level courses. You will practice close reading, comprehension, and textual analysis skills. In addition, you will produce written and oral analyses that integrate textual evidence using appropriate MLA formatting.

Course Outcomes

By the end of this course, you will be able to:

1. Use the writing process to plan, construct, and revise written paragraphs, short response papers, and essays.
2. Apply advanced close reading strategies and literary analysis of fiction, poetry, and drama.
3. Compose various types of written responses that explain, analyze, and synthesize concepts and themes from texts.
4. Integrate textual evidence into your writing to explain, support, or prove your perspective, using appropriate MLA formatting and citation.

Required Texts

1. The fiction text *The Hate U Give* by Angie Thomas.
2. The drama anthology *Facing Our Truth: Ten Minute Plays on Trayvon, Race, and Privilege* by Pamamat et al. (USD \$9.95) You can purchase the text at the following link: <http://www.samuel french.com/p/58272/facing-our-truth-ten-minute-plays-on-trayvon-race-and-privilege>

3. All other reading materials are in the course packet or on the course website as PDF files.

Required Supplies

1. One single-subject notebook for the course that you will use to complete in-class writing and double-entry journals.
2. Two folders for the course (One will be for course handouts, and the other will be used for your Portfolio at the end of the semester.)
3. Pens and pencils!

The Writing Center – Room B-200

The Writing Center provides free tutoring in writing, and I encourage you to seek assistance in revising at least one of your essays. In some cases, I may give students a referral slip for support in specific areas.

Cell Phones

In accordance with the Student Code of Conduct, use of cellular telephones, audible pagers, or other forms of audible electronic devices in classrooms or learning centers **must be previously approved by the instructor** or other authorized administrator. **Cell phones are to be turned on silent before entering the classroom.**

Attendance Policy

Students are expected to attend all classes, for the duration of the period, and to arrive on time. I will take attendance during the first five minutes of the class. **A pattern of latenesses will lower your attendance grade. Any student who misses more than 6 hours of class with unexcused absences automatically will receive a failing grade.** Arriving late will also count towards the 6 hour limit. I will only excuse absences in extreme circumstances or for religious observance, with appropriate documentation for both.

Please review the course schedule in advance and inform me of any unavoidable conflicts with exams, or assignment deadlines because of religious holidays or a disability. Known conflicts must be reported by the end of the first week of classes.

Academic Integrity

This class will be conducted in compliance with LaGuardia Community College's academic integrity policy. Please review the brochure for more information.

Plagiarism: 'Plagiarism' includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Using proper MLA format is the only way to avoid plagiarism. Reference this website and others for help with MLA format:

1. Purdue Online Writing Lab (OWL) website: <https://owl.english.purdue.edu/owl/resource/560/01/>

“When in Doubt, Cite!”

Cheating: Cheating includes any attempt to defraud, deceive, or mislead a professor in arriving at an honest grade assessment. Giving unauthorized help to other students also constitutes cheating.

Declaration of Pluralism (from the College Catalogue)

We are a diverse community at LaGuardia Community College. We strive to become a pluralistic community. We respect diversity as reflected in such areas as race, culture, ethnicity, gender, religion, age, sexual orientation, disability and social class.

As a pluralistic community, we will:

- **Celebrate**: individual and group diversity.
- **Honor**: the rights of people to speak and be heard on behalf of pluralism.
- **Promote**: inter-group cooperation, understanding and communication.
- **Acknowledge**: each other’s contributions to the community.
- **Share**: beliefs, customs and experiences which enlighten us about members of our community.
- **Affirm**: each other’s dignity.
- **Seek**: further ways to learn about and appreciate one another.
- **Confront**: the expression of dehumanizing stereotypes, incidents where individuals or groups are excluded because of difference, the intolerance of diversity and the forces of racism, sexism, heterosexism, homophobia, disability discrimination, ageism, classism, and ethnocentrism that fragment the community into antagonistic individuals and groups.

We believe that by carrying out these actions, we—as students, faculty, and staff—can achieve social change and the development of a society in which each individual can achieve her or his maximum potential.

Disability Services (M-102)

As a pluralistic community, we are committed to ensuring access to programs and services for all students, including those who have Individual Education Plans (IEPs) or 504 plans. If you are entitled to accommodations for this class, you must obtain appropriate documentation from the Office for Students with Disabilities (OSD). Please note that I am a trained teacher of special education, and I am committed to providing differentiated and inclusive lessons for all students. Don’t be shy! 😊

Grading

Criteria	Percentage
Informal Writing & Attendance	10
In-Class Final Exam	20
Essay 1 - [600-800 words]	15
Essay 2 - [800-1000 words]	20
Essay 3 - Research [1200 words]	25
In-Class Presentation	5
Portfolio & Course Reflection	5
TOTAL	100

Grading Scale

Grading Scale	
A	93% and above
A-	90% - 92.9%
B+	87% - 89.9%
B	84% - 86.9%
B-	80% - 83.9%
C+	77% - 79.9%
C	73% - 76.9%
C-	70% - 72.9%
D	65% - 69.9%
F	Below 64.9%

Assignments

Informal Writing Assignments

Informal Writing Assignments include double-entry journals, reflections, creating writing, and other activities. These writings focus more on fostering critical thinking skills and allow you to reflect on a selected reading passage or story selection. We will often share our reflections, journal assignments, and other writing assignments in class. Each time that you read a text, you will record and respond to at least four quotations in your notebook, writing quotations on the left side of the page and responses on the right side. This is a double-entry journal. Your journal entries will assist you in gathering evidence for written essays.

In-Class Final Exam

For your Final exam, you will write an in-class essay. You will plan, draft, and edit an essay of at least 600 words based on readings that we have completed in the class.

Essays

You will write three take-home essays during the semester. Essay 1 will be at least 600 words; Essay 2 will be at least 800 words; and Essay 3, a research paper, will be at least 1200 words. Full descriptions of each assignment will be posted online and discussed in class. We will hold in-class writing workshops the week before each essay is due in order to provide peer feedback on your work. Having a completed essay draft and giving thoughtful feedback are required. For all graded essays, students may meet with me to discuss a plan for revision. Revised essays may receive a maximum of 5 percentage points. **Upload all essays to Blackboard.**

In-Class Presentation

Once during the semester, you will facilitate a presentation on a topic related to class readings or your essay topic. You will have 8 min. maximum to present your topic in any format that you choose (audio, visual, literary, dramatic, kinesthetic, or a combination of several styles). Be creative! There are just two guidelines. First, you must integrate evidence from three different sources in your presentation. Second, you must submit a brief description of your plans no later than the Wednesday before you present.

Portfolio

Save all of your drafts and revisions! You will submit a portfolio at the end of the semester. The portfolio gives you the ability to examine your writing process and view your level of growth as the semester progresses. The portfolio will consist of two pieces of informal writing (journal entries, reflections) and all three of your take-home essays. Portfolio assignments must include all organizers, pre-writing, draft revisions, graded rubrics, and final drafts. In addition, you will submit a course reflection that includes a thoughtful reflection of our teaching and learning together this semester.

All take-home writing assignments must be uploaded to the course website by 11:59 pm on the due date. Late papers will lose points each day. In addition, all papers must be typed in 12 point readable font (Calibri, Times New Roman, etc.) and adhere to MLA format. This syllabus is subject to change. According to my professional judgement, I will adjust readings and assignments to better suit the needs and interests of our learning community.

Week	Reading Assignments	In-Class Resources	Topics & Concepts	Written Assignments
1 9/14	Course Introduction and Syllabus Review	<ul style="list-style-type: none"> All About Lamar (Part I) 	<ul style="list-style-type: none"> Community Building Hip Hop Music 	
2 9/21	<ul style="list-style-type: none"> THUG, Ch. 1 -4 	<ul style="list-style-type: none"> All About Lamar (Part II) Shared Reading THUG, Ch. 5-6 BPP Primary Documents Film: <i>BackLight: Black Lives Matter</i> 	<ul style="list-style-type: none"> Story and Novel Terms Black Lives Matter Platform Black Panther Party 10 Point Program Double-Entry Journals, Book Clubs, and Essay 1 Prompt 	
3 9/28	<ul style="list-style-type: none"> THUG, Ch. 7- 10 	<ul style="list-style-type: none"> Book Club Fiction BINGO! Shared Reading THUG, Ch. 11-12 "The Negro" (Emanuel) Film: <i>Ethnic Notions</i> (Briggs) 	<ul style="list-style-type: none"> Fiction Racialized Caricatures 	Double-Entry Journals Ch. 1-10
4 10/5	<ul style="list-style-type: none"> THUG, Ch. 13- 17 	<ul style="list-style-type: none"> Writing Workshop—Essay 1 Book Club Shared Reading THUG, Ch. 18-20 3 Presentations (30 min.) 	<ul style="list-style-type: none"> Fiction Distribute Metrocards and Movie Tickets 	Essay 1 Draft
5 10/12	<ul style="list-style-type: none"> THUG, Ch. 21- 24 	<ul style="list-style-type: none"> Book Club Shared Reading THUG, Ch. 25 & 26 3 Presentations (30 min.) Introduce Movie Review and Walker's "Appeal" 	<ul style="list-style-type: none"> Fiction 	Essay 1 Due
6 10/19	<ul style="list-style-type: none"> "He Paid Me Seven (Parody)" "Run, Nigger Run!" "Wild Negro Bill" "Appeal" (Walker) 	<p>NO CLASS! Class Trip: THUG Movie Premiere</p>	<ul style="list-style-type: none"> Poetry ANTEBELLUM ARDOR 	Double-Entry Journals Ch. 11-26
7 10/26	"Tiger," "If We Must Die" (McKay); "To You" (Horn); "Dinner Guest: Me," "Who But the Lord?" "Angola Question Mark," "Warning" (Hughes); "Crispus Attucks McCoy" (Brown)	<ul style="list-style-type: none"> Book Club Examine ANTEBELLUM ARDOR works Garvey & DuBois primary documents 4 Presentations (40 min.) 	<ul style="list-style-type: none"> Poetry Rhetorical Appeals SOAPSTONE Analysis NEW NEGRO HEROES 	Movie Review
8 11/2	"Black Art" (Baraka); "Panther Man" (Emanuel); "One-Sided Shoot-out" (Lee) "For Malcolm X," "For Andy Goodman..." (Walker); "Malcolm," "The Nigga Section"	<ul style="list-style-type: none"> Book Club Writing Workshop—Essay 2 "Shining Prince" primary documents 4 Presentations (40 min.) 	<ul style="list-style-type: none"> Poetry SOAPSTONE Analysis BLACK POWER POETRY 	Essay 2 Draft

	(Smith); "Saint Malcolm," "Utopia" (Amini); "The True Import..," "My Poem" (Giovanni)			
9 11/9	"A Bronzeville Mother...," "The Last Quattrain...(Brooks); "The Death of Innocence" (Giovanni); "But He Was Cool" (Lee); "Nigger," "Black Magic" (Sanchez); "Libation Sankofa," "Ovaheated," "Real Talk," "Saltwater Rivers" (Martin)	<ul style="list-style-type: none"> • Book Club • Emmitt Till primary docs & updates • Consumptive Poems Trio: Reed, Giovanni, Mutabaruka • 4 Presentations (40 min.) 	<ul style="list-style-type: none"> • Poetry • SOAPSTone Analysis • BLACK POWER POETRY 	Essay 2 Due
10 11/16	<ul style="list-style-type: none"> • The Ballad of George Zimmerman-O'Brien • Colored-Miller • Dressing-Mansour & Manassah 	<p>ONLINE CLASS! (Assignment TBD) I will be attending the NCTE conference in Houston. For attendance credit, you must submit all online work before 9:05pm.</p>	<ul style="list-style-type: none"> • Drama 	Essay 3 Outline Due
11 11/23	NO CLASS!	Thanksgiving Recess		
12 11/30		<ul style="list-style-type: none"> • Reader's Theater • Workshop—Essay 3 • Trayvon Martin primary docs • 4 Presentations (40 min.) • Film: <i>Rest in Power: The Trayvon Martin Story</i> (Episode 1) 	<ul style="list-style-type: none"> • Drama 	Essay 3 Draft
13 12/7	<ul style="list-style-type: none"> • Night Vision-Morisseau • No More Monsters Here-Gardley • Some Other Kid-Patmatat 	<ul style="list-style-type: none"> • Reader's Theater • 4 Presentations (40 min.) • Film: <i>Rest in Power: The Trayvon Martin Story</i> (Episode 6) • Final Exam Prep 	<ul style="list-style-type: none"> • Drama 	All Essay 1 and 2 revisions due
14 12/14		<ul style="list-style-type: none"> • In-Class Final Exam • Individual Conferences & Portfolios <p>FINAL CLASS CELEBRATION 😊</p>		Essay 3 Due by <u>Wednesday, December 12th</u>.
15 12/17-12/19	Individual Conferences & Portfolios			

# Words	# Pages double-spaced	# Paragraphs
250	1	3
600 - 800	~ 2 ½ - 3 ½	4 - 6
1200	~ 4 ½	9 - 10

