

LaGuardia Community College
English Department
ENG 101.0768 – Composition I (Introduction to Expository Writing)
Fall 2017 – Session I

Class Days: Mondays & Wednesdays

Class Times: 9:15am – 11:30am

Classroom(s): E-265

Instructor: Professor Kahdeidra Monét Martin, M.S. Ed.

Office Hours: Mondays 11:30 am- 12:30pm in the library
(and by appointment)

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

Email: KMartin1@gradcenter.cuny.edu

Course Website: <https://commons.gc.cuny.edu/groups/fall-2017-composition-i-laguardia-professor-martin/>

Course Description

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 learn and 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.

Our class theme is “Apples, Peaches, and Mangoes: Critical Perspectives on African-Descended Identity in New York City.” We will examine texts that describe and interrogate the cultural and political expressions of African-descended communities in the city, with a focus on historicizing the relationships between Black / African-Americans and Caribbean Americans. We will explore the following essential questions:

- What have been the historical images of Blacks in the U.S., and where did they come from?
- What are the similarities and differences in the experiences of Black /African American youth and Caribbean American youth?
- In what ways do the texts serve as “windows,” “mirrors,” or “single stories” to our own experiences?

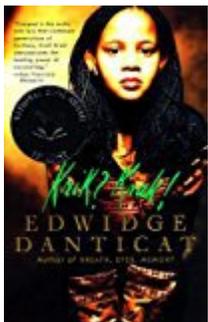
Course Outcomes

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 comprehension and critical reading strategies by analyzing and discussing college-level texts.
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 Text

1. *Krik? Krak!* by Edwidge Danticat (Vintage, 1996) and (Vintage, 2015). You may use either edition.



Note: You must purchase or borrow a hard copy of this text. I encourage you to search on line for cheaper prices, ie. Amazon. I will provide electronic copies of all other required reading.

Required Supplies

1. One single-subject notebook for the course that you will be required to hand in for notebook checks throughout the semester
2. Two folders for the course. One will be for course handouts. The other will be used for your Portfolio at the end of the semester
3. One college level pocket dictionary. You can choose either *American Heritage* or *Webster's*
4. 1 pack of 12 count colored 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. Attendance will be taken during the first five minutes of the class. **A pattern of latenesses will lower your attendance grade. Any student who misses more than two weeks of the course (8 hours for a 4 hour class) automatically will receive a failing grade.** Arriving late will also count towards the 8 hour limit. Generally, I do not distinguish between excused or unexcused absences, and I will only excuse absences in extreme circumstances or for religious observance.

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. MLA format can be found in at least two places:

1. *Patterns for College Writing: A Rhetorical Reader and Guide (13th Edition)* by Laurie G. Kirszner and Stephen R. Mandell (excerpts available on course website)
2. 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 Midterm Exam	20
In-Class Final Exam	20
Essay 1 - [600-800 words]	10
Essay 2 - [800-1000 words]	15
Essay 3 - Research [1200 words]	15
Two In-Class Presentations	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, 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 two 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. In addition, you will write five short reflections of at least 250 words. **Post reflections to the website.**

In-Class Midterm and Final Exams

For your Midterm and Final exams, you will write two in-class essays. You will plan, draft, and edit an essay of at least 600 words based on a reading 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. Students who receive a grade of B- or lower on an essay may contact me to discuss a plan for revision. **Submit essays via email.**

In-Class Presentations

Throughout the semester, you will present on two topics related to your essays. You will have 8 min. 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 Monday 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 or 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 emailed or 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	Monday-Day 1	Wednesday-Day 2	Topics & Concepts	Written Assignments
1 9/11, 9/13	Course Introduction and Syllabus Review Review Reflection 1	<ul style="list-style-type: none"> • <i>Patterns</i>, Chapter 1 • Gates- “What’s in a Name?” • Guy (1983)-<i>A Measure of Time</i> excerpt 	<ul style="list-style-type: none"> • Close Reading • Narration • POV vs. Perspective • Social identities • Paragraph structure 	
2 9/18, 9/20	Reflection 1 Due <ul style="list-style-type: none"> • <i>Patterns</i>, Chapters 2 and 3 • Malcolm X (1964)- “My First Conk” • Paul (2012) – “It’s Not Me, It’s You” 	NO CLASSES	<ul style="list-style-type: none"> • Invention & Arrangement • Internalized racism • Stereotype threat • Essay structures 	9/18 Reflection 1 Due
3 9/25, 9/27	Writing Workshop—Essay 1 <ul style="list-style-type: none"> • Bishop (1990) – “Windows, Mirrors...” • Cambridge (1988) – “Clarise...” 	<ul style="list-style-type: none"> • Tschida et. al. (2014) - “Building on..” • Everett – “Windows and Mirrors” 	<ul style="list-style-type: none"> • Argumentation • Migration and Immigration 	9/25 Essay 1 Draft
4 10/2, 10/4	Essay 1 Due <ul style="list-style-type: none"> • Dove- “Parsley” & “Claudette Colvin...” • Woodson (2014) - “What If?” & “Bushwick History Lesson” • Lorde- “Power” 	Presentations: Social Identity (14 max.)	<ul style="list-style-type: none"> • Poetry • Race and class • SOAPSTone Analysis 	10/2 Essay 1 Due *10/6 (Fri) Reflection 2 Due
5 10/9, 10/11	COLLEGE CLOSED	Presentations: Social Identity (14 max.) <ul style="list-style-type: none"> • Childress- “Like One of the Family” & “Pocketbook Game” • Danticat (1996)- “New York Day Women” 	<ul style="list-style-type: none"> • Narration • Race and class • SOAPSTone Analysis 	*10/13 (Fri) Reflection 3 Due
6 10/16, 10/18	Writing Workshop—Essay 2 <ul style="list-style-type: none"> • <i>Patterns</i>, Drafting and Revision 	Essay 2 Due <ul style="list-style-type: none"> • Miner (1956)- “Body Ritual...” 	<ul style="list-style-type: none"> • Drafting and Revision • POV vs. Perspective 	10/16 Essay 2 Draft 10/18 Essay 2 Due
7 10/23, 10/25	Practice Midterm Present IRAC Assignment	MIDTERM	<ul style="list-style-type: none"> • IRAC Analysis 	*10/27 (Fri) Research Proposal Due
8 10/30, 11/1	Storytelling Readings TBD	ONLINE CLASS: IRAC Assignment Due Professor Martin will be presenting at the KOSANBA & Haitian Studies Association Conference.	<ul style="list-style-type: none"> • African Traditional Religions • Ancestral veneration 	11/1 IRAC Assignment Due (10am for posts; 11:30am for two comments to peers)

9 11/6, 11/8	Film: <i>Ethnic Notions</i> (Briggs, 1986) <ul style="list-style-type: none"> • Lorde- “Uses of the Erotic..” • DeCosta-Willis (1992)-“Erotique Noir” 	Essay 3 Outline Due <ul style="list-style-type: none"> • Warner (2001)-“Taking a Six for a Nine” • Hammonds (1997)-“Genealogy of Black Female Sexuality” 	<ul style="list-style-type: none"> • Visual & Musical Media • Caricatures & Stereotypes • Historicizing Black Sexuality 	11/8 Essay 3 Outline Due
10 11/13, 11/15	Writing Workshop—Essay 3 <ul style="list-style-type: none"> • Adichie (2009)-“The Arrangers of Marriages” • Danticat (1994)- “Caroline’s Wedding” 	Presentations: Research Topic (14 max.)	<ul style="list-style-type: none"> • Literary Criticism • Marriage & Family 	11/13 Essay 3 Draft *11/17 (Fri) Reflection 4 Due
11 11/20, 11/22	Essay 3 Due Film: <i>Black in Latin America</i> <ul style="list-style-type: none"> • Student choice of one story from <i>Krik? Krak!</i> • DeGraff- “The Myth of the Creole Exception” 	Presentations: Research Topic (14 max.) <ul style="list-style-type: none"> • Student choice of one story from <i>Krik? Krak!</i> 	<ul style="list-style-type: none"> • Literary Criticism • Haitian Exceptionalism 	11/20 Essay 3 Due *11/24 (Fri) Reflection 5 Due
12 11/27, 11/29	Reader’s Theater <ul style="list-style-type: none"> • Student choice of one story from <i>Krik? Krak!</i> 	Portfolio Due; All essay revisions due Reader’s Theater <ul style="list-style-type: none"> • Student choice of one story from <i>Krik? Krak!</i> 		11/29 Portfolio Due; all essay revisions due
13 12/4, 12/6	Practice Final Exam Individual Conferences	FINAL CLASS Individual Conferences Movie & Donuts!		
14 12/11, 12/13	NO CLASSES-READING DAY	FINAL EXAMS Start Good Luck!		

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

