

Prof. Deborah Mutnick	English Composition 16C.001
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 Beyond

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, along with this class, you will 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 some 60 students 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 smooth entry for you into your college career. The pathways we will travel together in English 16C and COS 50 go from the 17th and 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

- ❑ Basker, James G. Ed. *American Antislavery Writing: Colonial Beginnings to Emancipation*. NY: Penguin, 2012.
- ❑ Douglass, Frederick. *Narrative of the Life of Frederick Douglass*. 1845. Mineola, NY: Dover Publications, 1995.
- ❑ 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
- ❑ Four 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: (in-class essay; research proposal (including annotated bibliography); research essay, with 2 drafts attached; your two best blog posts; 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

We will be using Blackboard 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 and you will be periodically blogging on course readings and themes. Blog posts are typically between 250 and 500 words. 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 twice this semester to conduct primary research on slave bills of sale dating back to the 18th century; you will also visit 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.

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-/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%; blog posts = 15%; attendance and class participation = 15%.

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. I urge all of you to utilize the Writing Center's resources, including *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@liu.edu.

Tentative Schedule

Date	In Class	In Lab	Reading Due	Writing Due
Unit 1: Slavery in Brooklyn & Mid-Atlantic Region				
WEEK 1 W 9/4	Introductions; Early Assessment	Intro Blackboard. Group responses to <i>Slave Ship</i> stories & intro.	(To be done in class) Rediker, "Introduction" & "Chapter 1," <i>The Slave Ship</i> (each of 4 groups reads intro & 4 stories).	
M 9/9	Watch <i>Slavery and the Making of America</i> , part 1 – Elizabeth Call, prep for BHS Library	Discuss Foner. Summary & paraphrase.	Foner, "Freedom: America's Evolving and Enduring Idea"	
WEEK 2 W 9/11	BHS VISIT #1 See handout		Declaration of Independence	
M 9/16	Reflect on BHS visit. Give overview of NYS slavery 1640-1827. Discuss Declaration of Independence.	Show Purdue PPT on rhetorical situation. Discuss Staples in relation to Dec. of Ind.	Review Declaration of Independence; Staples, "To Be a Slave in Brooklyn"	Blog #1 – Slavery in Brooklyn & Mid-Atlantic Region – Rediker, Staples, & "Slave Bills of Sale"
WEEK 3 W 9/18	Archival, primary, and secondary sources. Discuss Gellman.	Assign response paper & discuss in light of rhetorical strategies. Work on Blog #2.	Gellman, "The Problem of Abolition"	
M 9/23	Discuss 1799 Act for the Gradual Abolition of Slavery in light of Gellman. Discuss Wheatley Discuss Blog #1 & 2	Discuss writing process. Introduce Bitzer & assign excerpts for 9/30. Prepare for BHS visit by listing questions about slave bills of sale	1799 Act for the Gradual Abolition of Slavery." AAW ¹ : Wheatley, p. 54	Blog #2 – 1799 Act & Gellman (background info) in light of Declaration of Independence
WEEK 4 W 9/25	BHS VISIT #2 Follow-up BHS activity		<i>Narrative of the Life of Frederick Douglass, an American Slave</i> , Ch. 1-7	
M 9/30	Discuss Douglass; AAW: Townsend & Townsend, "The Anti-Slavery Alphabet," p. 479.	Show Purdue PPT 2 nd time. Discuss Bitzer and rhetorical elements & strategies	Douglass, Ch. 8 through Appendix Bitzer, "The Rhetorical Situation."	
Unit 2: The Debate over Slavery and the Civil War				
WEEK 5 W 10/2	Discuss Jefferson "Notes"	Review writing process – summary, paraphrase, quotation	Jefferson, "Notes on the State of Virginia."	Response paper - Draft in progress (will be checked in class)
M 10/7	Discuss Banneker	Work on draft	AAW: Banneker, "Letter to Thomas Jefferson," p. 129.	Working draft of response paper
WEEK 6 W 10/9	Workshop	Workshop	AAW: Walker, "Walker's Appeal," p. 262 (to be discussed Monday)	Response Paper Draft

¹ AAW = *American Antislavery Writings*

Date	In Class	In Lab	Reading Due	Writing Due
M 10/14	Anti-slavery positions: Discuss Walker and Stewart	Continue discussion of anti-slavery positions	Review Walker, "Walker's Appeal"; Stewart, "Address"	
WEEK 7 W 10/16	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
M 10/21	Discuss Douglass; prepare for debate	Mock debate	AAW: Douglass, "What to the Slave is the Fourth of July?" p. 596.	Return reader response drafts
WEEK 8 W 10/23	Assign research paper. Discuss and select one primary source.	Editing workshop & grammar review.	Select five possible primary sources to build your research paper.	
M 10/28	LIU Library Visit #1	Contextualizing primary documents with secondary sources; annotate the source.		Work on revising response paper
Unit 3: Researching and Analyzing the Slavery Debate				
WEEK 9 W 10/30	Discuss Strausbaugh Editing Workshop	Editing Workshop	Strausbaugh, "On the Trail..."	Annotate and evaluate primary source (speech, letter, essay, etc.) – submit on Blackboard
M 11/4	Discuss annotated bibliography. Format & Works Cited. Discuss Melville.	In-class research (search, read, annotate at least one secondary source)	AAW Melville, "Benito Cereno," p. 725	Response Paper Final
WEEK 10 W 11/6	Discuss Parker. Introduce mobile app integrative assignment.	Perform part or all of historical figure's speech/letter/essay, etc.	AAW: Parker, "Passages in the Life of a Slave Woman," p. 666.	Library Assignment: • Tentative research question • Discussion of secondary sources & plans for keyword searches • Annotated primary source
M 11/11	LIU Library Visit #2	Work on mobile app	Secondary sources	Research Proposal (Tentative thesis/research question & annotated bibliography, including primary & secondary sources) Note: you may submit 1 secondary source by 11/18.
WEEK 11 W 11/13	Compromise of 1850 & Fugitive Slave Law. Discuss secondary sources. Presentations thesis/ research question and at least one source.	Work on research essay	Compromise of 1850 – explore the Library of Congress Web Guide (URL on Blackboard) Secondary sources	Blog #4 – 12 Years a Slave
M 11/18	Workshop research paper		Secondary sources	Research Paper Draft
W 11/20	Workshop research paper			Slave Bill of Sale Summary
WEEK 12 M 11/25	Show <i>Glory</i>	Cont. workshop		Return Research Paper Draft
W 11/27 NO CLASS THANKSGIVING				

Date	In Class	In Lab	Reading Due	Writing Due
WEEK 13 M 12/2	Discuss Du Bois	Show <i>Slavery by Another Name</i>	Du Bois, “The Freedmen’s Bureau”	Blog #5 (Integrative assignment - TBA)
W 12/4	Discuss Blog #5	Listen to ex-slave oral history and discuss oral history as archival material	NYT article on FWP ex-slave oral history interviews: American Memory website – narratives TBA.	Site visit photo & reflection
WEEK 14 M 12/9	In-class essay	Discuss Morning	Morning, “Conceptions of Race”	
W 12/11	Story Circles about race and racism – Joint Session	Story Circles about race and racism		Final Portfolio (including reflective essay)