CRN: 82821  SECTION: 67  COURSE NUMBER: ENGL-002  COURSE TITLE: Freshman Composition

SEMESTER: FALL  YEAR: 2011

SCHOOL: College of Arts and Sciences  DEPARTMENT: English  INSTRUCTOR: Vilageliu-Diaz

WEB SITE:

EMAIL: a_vilageliu-diaz@howard.edu

INSTRUCTIONAL METHODS

Blackboard
Writing Across the Curriculum
Group projects
Undergraduate Research
Guest Speaker
Student Presentation
Portfolio
Rubric
Green-Certified
Intellectual Openness & Cultural Diversity
Historical Awareness
Composition
Speaking
Technological Competence

KEYWORDS

writing,
migration,
interdisciplinary

*This syllabus is to be used for informational purposes only!

* Students will receive the official syllabus from their teacher.

SYLLABUS DETAILS
Howard University
Department of English
Freshman English 002 - Interdisciplinary Sections

Course information

Freshman Composition ENGL 002-67 CRN 82821 MWF 9:10-10:00 am DGH 105
Freshman Composition ENGL 002-12 CRN 82582 MWF 10:10-11:00 am DGH 105
Freshman Composition ENGL 002-30 CRN 82786 MWF 1:10-2:00 pm DGH 240
Freshman Composition ENGL 002-28 CRN 82595 MWF 2:10-3:00 pm DGH 240

Credit Hours: 3
Semester: Fall 2011

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Office hours: MWF 11:00-12:00 pm
Twitter: FreshmanComp

Course Overview
The eloquence of the spoken word and the devotion to writing—the art of language by line—are highly valued in African American culture. James Baldwin succinctly expresses the importance of these values when he tells us, “People evolve a language in order to describe and thus control their circumstances, or in order not to be submerged by a reality that they cannot articulate.” You are heirs of a long tradition of peoples who equate reading and writing with the expression of self-identity, self-possession, self-empowerment, and self-esteem. It is also a tradition that considers the self uncultivated unless, in the words of William Edward Burghardt DuBois, it acquires broad sympathy (an understanding of others through the understanding of the self)—knowledge of the world that was and is (historical consciousness) and of that self’s relation to the world. The mission of all writing courses in the Department of English at Howard University is to carry forward and transmit to you a liberating tradition in reading and writing skills. You may then use these skills in your and the world’s best interest.

This section of Freshman English 002 seeks to enhance further this mission of transmitting to you the liberating possibilities of reading and writing skills by introducing to you interdisciplinary ways of thinking critically and of approaching writing and research.

Course Description
Freshman English 002 is designed to help students develop expository writing skills. Expository Writing conveys information or explains what is difficult to understand. To prepare you to explain your ideas clearly, Freshman English 002 stresses critical thinking; provides instruction in logic, grammar, and documentation (where necessary); and encourages debate and discourse about contemporary issues, especially about issues of concern to the African American
community. Freshman English 002 also lays the foundation for success in Freshman English 003, upper-level courses at Howard University, and, after graduation, in whatever career endeavors you pursue.

Each year, students in this course read a common text to encourage debate and to participate in and contribute to contemporary discourse about that text. This year’s text is Isabel Wilkerson’s *The Warmth of Other Suns: The Epic Story of America’s Great Migration*, and this section of Freshman English 002 will focus its interdisciplinary efforts on activities related to this text. All students in the course are encouraged to participate in the Freshman English Common Text Conference by making an oral presentation and/or by submitting a written paper for evaluation. This year, there will be special interdisciplinary project sessions of the conference and a separate award for the best interdisciplinary research project by a group or individual.

**Course Goals and Objectives**

This course is designed to help students develop expository writing skills through critical thinking and reading and to lay the foundation for writing in Freshman English 003 and upper-level courses throughout the University and in meeting the writing demands of the 21st century global community. Students who complete this course successfully by earning the grade of or higher should be able to do the following:

* Write substantive, well-organized, clear, logical, and grammatically correct expository essays that use Standard English;
* Employ the basic modes of exposition: comparison and contrast, classification, process analysis, cause and effect analysis, and definition. These modes may be studied not as separate types of essays but as thinking and writing strategies;
* Read with attention to ideas, structure, and style and recognize the ways that writers convey their ideas and explain what is difficult to understand;
* Respond critically to print and non-print texts by summarizing, paraphrasing, analyzing, synthesizing, and evaluating the texts;
* Study exemplary expository writing and to learn how to emulate it;
* Improve expository writing through drafting and revision; and
* Reinforce writing and oral skills by integrating multimedia in the composing process.

**Specific Course Outcomes**

Achievement of the goals and objectives above should yield the following outcomes. Accordingly, students should be able to do the following:

* Clearly and fully explain an opinion, using expository strategies;
* Consistently organize ideas logically and effectively and connect them with clear transitions;
* Effectively support the main points of the essay;
* Demonstrate superior control of language, including diction and syntactic variety;
* Demonstrate superior facility with the conventions of Standard Written English (grammar, usage, and mechanics);
* Read critically and interpret fiction and non-fiction;
* Develop a sense of diction or appropriate usage;
* Clearly identify and insightfully analyze important features of a text or topic;
• Respond critically to fictional and non-fictional reading selections through summary and paraphrase;
• Synthesize information to express and support a point of view;
• Evaluate essays and other selected writing;
• Use library resources (including electronic databases) for basic research;
• Document sources in the MLA style and integrate them effectively;
• Lead class discussions, debates, or panels (with preparation guides where appropriate);
• Give an effective PowerPoint presentation that incorporates not only text but also graphics and/or sound effects. The presentation should be related to an essay the student plans to write or has just written.

Interdisciplinary Course Goals and Objectives
As an interdisciplinary course, this section also observes the following goals and objectives of the University-wide interdisciplinary initiative.

Goal 1: To engage students in interdisciplinary ways of thinking critically about research. Students will:
• generate research questions by analyzing a problem from more than one disciplinary perspective;
• infer what researchers from two or more disciplines would need to know to solve a problem; and
• integrate into their projects research approaches from two or more disciplines, etc.

Goal 2: To empower students, through information literacy, to become self-directed life-long learners. Students will:
• determine the nature and extent of the information needed;
• access needed information effectively and efficiently;
• evaluate information and its sources critically and incorporate information into their knowledge base and value system;
• use information effectively to accomplish a specific purpose; and
• understand many of the issues (e.g., economic, legal, and social) surrounding the use of information and access and use information ethically and legally.

Goal 3: To educate students to conduct, write about, and present research. Students will:
• formulate appropriate research questions or hypotheses;
• synthesize and evaluate the related literature;
• design a viable research study;
• apply appropriate research methodologies;
• interpret primary sources, data, or artifacts from the perspectives of the discipline(s);
• compose a research project that fulfills the purposes and conventions of scholarly activity; and
• prepare a presentation that demonstrates satisfactory oral, written, quantitative, and visual communication skills.

Course Requirements
Over the course of the semester, all students will compose a minimum of three essays, each of which will combine several modes of exposition. Students will complete a fourth writing
assignment that takes a different expository form and that involves interdisciplinary research and that builds on the final interdisciplinary research project. To complete these projects, students are also required to attend at least three interdisciplinary learning community activities. Students are expected to write essays both in class and out of class and to revise their drafts. All students are required to maintain a self-assessment portfolio that includes all graded essays and two one-page self-assessments, one at mid-term and another as an exit requirement. Students are also required to complete The Library Information Tutorial (TILT).

Required Texts

Supplemental Texts and Materials
A standard dictionary of American English, such as The American Heritage Dictionary of the English Language

The Howard University Freshman English Self-Assessment Portfolio or an acceptable alternative (as determined by your instructor)

The Howard University English 002 Grammar Guide, available in the Writing Center or from your instructor electronically

Writing Submissions and Grading Procedures

Submission of Essays
To develop a professional attitude toward the details of form and to facilitate the Department's grading of papers, you will be required to adhere to certain specifications as are indicated in the following paragraphs.

Handwritten Papers
Submit all handwritten papers on 8 ½ x 11” white college-ruled theme paper with margins. Paper torn from notebooks and legal pads is, therefore, unacceptable. Regulation theme paper will be used for essays as well as for other written assignments, such as exercises, quizzes, and examinations. You should use black or blue ink. Any assignment or paper written in pencil will not be accepted. You should write on one side of the paper on every other line. You should make written work legible and neat; therefore, be sure to observe the margins. When you make corrections, draw a line through words or phrases that are to be deleted, and insert corrections directly above. Do not “block out” words; do not draw several lines through words, and do not use parentheses to indicate cross-outs. Insert missing words immediately above the line, and center them over the point in the text where they are omitted. Be sure to endorse your essays with your name, your ID number, your instructor's name, the course and section number, the essay type or topic, and the date. If the essay is a revision, it should be identified as such.
Typewritten Papers
Essays written outside of class must be typed. Typed papers should be submitted on 8 ½ x 11” white paper only, should observe 1” top/bottom, left/right margins; and should use appropriate fonts and font sizes, such as Times New Roman 12 pt font. You are responsible for correcting (in ink) all typographical errors. Number all pages with your last name and the page number ½ inch down on the top right of each page. Double-space your entire paper, including the heading on the first page. Do not use a cover page. The heading on the first page should include your name, your instructor’s name, your course name and number-section, and the date. The heading should be followed by a centered title (not underlined and without quotation marks). See Writing Matters for an annotated example.

The Self-Assessment Portfolio
During the semester, you should keep all coursework in a Self-Assessment Portfolio. The topic of the assignment and the date should be recorded on each essay in the folder, and revisions should be labeled accordingly. Your instructor will ask you to use the folder for self-evaluation and other instructional purposes. At the end of the semester, you will be required to submit the folder to your instructor for review as an exit requirement. Before submitting your folder, be sure to record all of your grades and the corresponding title of the assignment. Since your instructor will provide you with a detailed articulation of the grade distribution for your specific section of this course, effective use of your self-assessment portfolio will ensure that you are aware of your standing in the course throughout the semester. Since your instructor is a “Green Teacher,” you are strongly encouraged to create an e-portfolio on www.pbworks.com (free) to be submitted at the end of the semester.

Evaluation of Essays
An analytic rubric will be used to evaluate essays in 002. A copy of that rubric appears at the end of this syllabus. Your instructor will review the rubric with you after your diagnostic essays have been written, scored, and returned to you. Additional commentary related to the rubric is available on the online portal on the Department’s website. A specialized rubric will be used to grade your interdisciplinary research project; a copy of that rubric is also attached.

Grading
All grades will be posted on Blackboard. The weight of each grade will be distributed as follows:
• 2 Essays - 30%
• 1 Letter -15%
• Interdisciplinary project- 15%
• Interdisciplinary group project – 15%
• 10 Quizzes - 20%
• Participation - 5%
(Includes attendance, peer review, and timeline)

Student Resources and Classroom Policies and Procedures

The Writing Center
The Writing Center’s services are free and available to all Freshman English students; the Center
is located in Locke Hall, room 100. Your instructor may refer you to the Center if he/she determines you need assistance with some aspect of your writing. If you are referred to the Center by your instructor, you must go, or you risk having your grade lowered. Tutors at the Writing Center will not proofread your paper; however, they will gladly provide assistance with specific problems (such as errors in grammar, usage, style, and mechanics). They will also help you to create viable topic sentences and thesis statements, to improve your organization and development, to navigate the research and writing process, and to understand and interpret your instructor’s assignments and comments. Your instructor will provide additional information concerning the Center’s hours of operation and location.

Attendance and Participation
Students are required to attend class promptly and regularly, to read all texts thoughtfully, and to participate actively in class discussions without exception. In the event of absences, students are responsible for the entire work assigned or covered during the class period(s) of absence. Excused absences must be officially documented. Students will be allowed to make up missed assignments and exams only when they have submitted adequate (to be determined by the instructor) documentation. Any student who does not take a scheduled mid-term or final examination must obtain the approval of his or her instructor in order to take a substitute examination. A student who does not secure such approval will receive a grade of zero for the examination missed. Students who miss more than 3 classes (on MWF) or 2 classes (on T/TH) may find difficulty earning a passing grade in this course.

Course Evaluation
At the end of the semester, all students should participate in the online course evaluations process conducted by the College of Arts & Sciences and used by the Department to strengthen our ability to achieve learning outcomes effectively.

Incomplete Grades
Incomplete grades (plus the tentative grade for the work completed to date) will be submitted only in instances where documented emergencies occur near the end of the semester. Said emergencies must preclude the student from completing the final requirements of this course on time. Accordingly, an overwhelming majority of the course’s requirements must have already been met before the emergency. The written request (with accompanying documentation and justification) to be assigned an incomplete with a letter grade must occur prior to the submission of final grades. The date for which all work must be completed will be determined by the instructor but must not exceed the limits for “Special Grade Report” submissions determined by the Office of the Provost.

Statement on Plagiarism
Plagiarized papers (work copied from a written text without documentation, a classmate’s work, or the internet) will earn a zero for the paper and potentially an “F” for the class. A record of this plagiarism will become a part of your record in the English Department and potentially in the office of the chairperson of your major department and in the office of the Dean of your College. A second occurrence of plagiarism in the class or in the English Department will result in a failing grade for the class and a recommendation of expulsion from the University. See the Plagiarism handout for a detailed explanation of the offense. You should also familiarize
yourself with the Academic Code of Conduct at this link: http://www.howard.edu/policy/academic/student-conduct.htm.

If your instructor uses Blackboard, s/he will likely use the Safe Assign tool to deter and detect plagiarism. Within Blackboard, Safe Assignments automatically checks students’ papers for plagiarism as students submit them online or when instructors submit selected papers to the database. All submitted papers are checked against (a) public webpages, (2) ProQuest’s scholarly databases, (3) a database of all papers submitted by students at Howard, and (4) a database of papers volunteered by students at Blackboard, Inc.’s client institutions.

Cell Phone Use in the Classroom
Under no circumstances should a student text or talk on his/her cell phone during regular class time. All cell phones should be silenced, or turned off during regular class time. Should a student receive what seems to be an emergency phone call, he/she should exit the classroom quietly and respectfully, keeping in mind that he/she is disrupting the class and should only exit for this purpose under extreme circumstances. Students are expected to remove all Bluetooth devices upon entering the classroom.

Mp3 Player Use in the Classroom
Students should not come to class nor sit through class with headphones in his/her ears. In the event that a student does wear headphones in the classroom, the instructor may ask the student to leave the classroom regardless of whether the connected Mp3 player was on or not.

Accommodations for Students with Disabilities
Howard University is committed to providing an educational environment that is accessible to all students. In accordance with this policy, students in need of accommodations due to a disability should contact the Office of the Dean for Special Student Services for verification and determination of reasonable accommodations as soon as possible after admission to the University, or at the beginning of each semester. The Dean of the Office of Special Student Services, Dr. Elaine Borne Heath, can be reached at (202) 238-2420.
Green Teaching and Learning
In my classes we try to adopt the following green practices (at least as many as we can!):

1. Access syllabus, assignments, and readings on Blackboard;
2. Consider buying the e-book version of an assigned text if available;
3. Use spell-check and grammar-check prior to printing out to avoid printing out multiple drafts;
4. Print double-sided copies of your final drafts;
5. Recycle paper and use recycled paper;
6. Take notes and write in-class essays on your laptop computer;
7. If you print at home, select “draft mode” to save ink and recycle ink cartridges;
8. Try to bike, walk, or use public transportation to come to class instead of driving;
9. Use the stairs instead of the elevator;
10. Drink filtered water from a reusable bottle to avoid expensive water in bottles that crowd landfills;
11. Avoid the harmful chemicals in produce (http://www.organic.org/articles/showarticle/article-214), cosmetics and personal care products (http://www.cosmeticsdatabase.com), as well as in hair and cleaning products;
12. Reduce paper and plastic bags with reusable shopping bags;
13. Buy from local farmers (http://dc.about.com/od/restaurants/a/FarmersMktsDC.htm) to reduce the carbon footprint of transportation. Try to only eat fruits and vegetables that are in season;
**NALYTIC RUBRIC FOR THE EXPOSITORY ESSAY (ENGLISH 002)**

LETTER GRADES COORDINATE WITH THIS SCHEME AS FOLLOWS: 100-90 = A; 89-80 = B; 79-70 = C; 69-60 = D; 59-BELOW F

<table>
<thead>
<tr>
<th>VALUE</th>
<th>CRITERIA</th>
<th>Excellent</th>
<th>Strong</th>
<th>Satisfactory</th>
<th>Failing, Inadequate</th>
<th>Failing, Seriously Flawed</th>
<th>Total Failure</th>
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<td>18-20 pts.</td>
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<td>Total 100-90</td>
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<td>B</td>
<td>C</td>
<td>D</td>
<td>59 and below</td>
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<tr>
<td>16-17 pts.</td>
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<td>89-80</td>
<td>Strong</td>
<td>Satisfactory</td>
<td>Failing, Inadequate</td>
<td>Failing, Seriously Flawed</td>
<td>59 and below</td>
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<tr>
<td>14-15 pts.</td>
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<td>79-70</td>
<td>Satisfactory</td>
<td>Inadequate</td>
<td>Failing, Seriously Flawed</td>
<td>Total Failure</td>
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<td>12-13 pts.</td>
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<td>69-60</td>
<td>Failing</td>
<td>Seriously Flawed</td>
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<td>1-11 pts.</td>
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<td>59 and below</td>
<td>Total Failure</td>
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**ORGANIZATION:**

OVERALL & WITHIN PARAGRAPHS:

Weight = 20 pts Consistently organizes ideas logically and effectively and connects them w/ clear transitions; articulates an effective thesis statement:
18-20 pts. Usually organizes ideas logically and connects them with appropriate transitions; articulates an effective thesis statement:
16-17 pts. Organizes ideas satisfactorily but may not always connect them with transitions; articulates an effective thesis statement:
14-15 pts. Has limited organization of ideas; does not articulate an effective thesis statement:
12-13 pts. Is very disorganized: weak to no evidence of organization; does not articulate an effective thesis statement: 1-11 pts. Responds off topic; does not articulate a thesis statement; evidences plagiarism:
0 pts.

**DEVELOPMENT A:**

Analysis and Supporting Evidence

Weight = 20 pts. Uses topic sentences effectively to identify clearly and analyze insightfully
important features of the text or topic; effectively develops the topic sentences; constructs an analysis in writing: 18-20 pts. Uses topic sentences effectively to identify and analyze important features of the text or topic; effectively develops the topic sentences; logically constructs an analysis in writing: 16-17 pts. Uses topic sentences to identify and analyze important features of the text or topic; develops the topic sentences; logically constructs an analysis in writing: 14-15 pts. Does not identify or analyze most of the important features of the text or topic and offers support of little relevance or value for main points of the essay; does not develop topic sentences: 12-13 pts. Does not understand, identify or analyze main features of the text or topic and/or provides little, erroneous, or illogical support for the main points of the essay; does not develop topic sentences: 1-11 pts. Provides no evidence of ability to identify or analyze features of the text or topic and/or provides no support; off topic; evidences plagiarism: 0 pts.

DEVELOPMENT B:
Expository Strategies and Documentation (as needed)
Weight = 20 pts. Clearly and fully explains an opinion, using expository strategies appropriately; consistently uses documentation effectively: 18-20 pts. Fully explains an opinion, using expository strategies appropriately; usually uses documentation effectively: 16-17 pts. Adequately explains an opinion, using expository strategies appropriately; adequately uses documentation: 14-15 pts. Does not adequately explain an opinion, only superficially explains; uses documentation somewhat ineffectively: 12-13 pts. Barely explains or relies on narration, description, and illustration instead of exposition; uses documentation ineffectively: 1-11 pts. Provides no explanation; responds off topic; does not use required documentation; evidences plagiarism: 0 pts.

STYLE:
Language Control
(Syntax & Diction)

Weight = 20 pts. Demonstrates superior control of language, including diction and syntactic variety: 18-20 pts. Demonstrates clear control of language, including diction and syntactic variety: 16-17 pts. Demonstrates adequate control of language, including diction and syntax but may lack syntactic variety: 14-15 pts. Uses language imprecisely and/or lacks sentence variety: 12-13 pts. Has serious or severe and frequent problems in the use of language and sentence structure: 1-11 pts. Has no sentence structure; incorrect diction a problem; evidences plagiarism: 0 pts.

GRAMMAR AND MECHANICS
(Punctuation)

Weight = 20 pts.
Demonstrates superior facility with conventions (grammar, usage, and mechanics): 18-20 pts. Demonstrates facility with the conventions of standard English but may have minor flaws: 16-17 pts. Displays control of the conventions of standard written English but may have some flaws: 14-15 pts. Has occasional major errors or frequent minor errors in grammar, usage and mechanics: 12-13 pts. Has numerous errors in grammar, usage and mechanics that interfere with meaning or result in incoherence: 1-11 pts. Has illegible and gross errors in grammar, usage and mechanics; evidences plagiarism: 0 pts.

Student Name/ID: _____________________________ @ __________ Essay Type or Number: __________________ Rater: __________ Total Score: __________

CLASS SCHEDULE

Week One
08/22 Diagnostic exam
08/24 Introduction to the course and to interdisciplinary theory
08/26 Using technology workshop: Using Blackboard, creating a timeline, and a family history website
Understanding the rubric: grade sample paper at home
Assignment: Start your family tree (Use www.myheritage.com)

Week Two
Start character timeline based on The Warmth of Other Suns
08/29 Understanding critical reading: Read and analyze “The Transformation of Silence into Language and Action” (Revelations 149)
Writing Center opens
08/31 Writing the paragraph and the thesis statement (Writing Matters 33-75)
09/02 Conducting research, using the MLA style, and avoiding plagiarism (WM 342, 306)
Assignment due: Peer review revised diagnostic

Week Three: Expository Modes
Assignment: Continue timeline and family website. Revise diagnostic essay.
09/05 Expository mode: Process (WM 240-271)
09/07 Expository mode: Causal analysis (WM 272-307)
09/09 Expository mode: Definition (WM 308-339)
Assignment due: Submit revised diagnostic essay with plagiarism report (SafeAssign).
Week Four: Expository Modes  
Assignment: Continue timeline and family website. Draft your second essay and conduct research.
09/12 Expository mode: Classification (WM 340-373)  
09/14 Expository mode: Comparison and Contrast (WM 374-447)  
09/16 Introduction to The Great Migration

Week Five: The Great Migration & Warmth Part I  
Assignment: Continue timeline and family website  
09/19 Discussion of Carter G. Woodson’s “The Migration of the Talented Tenth” (Revelations 39)  
09/21 Discussion of The Warmth of Other Suns Part I  
Assignment due: Peer review of second essay  
09/23 Opening Convocation (classes suspended from 10 am-1 pm)  
Read and discuss additional materials related to The Great Migration (to be posted on Blackboard’s Discussion Board or personal website’s blog with link on Blackboard)

Week Six: Culture & Warmth Part II  
Assignment: Continue timeline and family website  
09/26 Critical reading and discussion of process essay: Bernice Reagon (R 71)  
09/28 Critical reading and discussion of comparison and contrast essay: Jannette L. Dates and William Barlow (R 191)  
09/30 Discussion: Paul Laurence Dunbar’s “The Haunted Oak” and Part II of The Warmth of Other Suns  
Assignment due: Submit your second essay with plagiarism report (SafeAssign)

Week Seven: History & Warmth Part III  
Assignment: Continue timeline and family website. Draft third essay and conduct research.  
10/03 Critical reading and discussion of classification essay: Lerone Bennett (R 21)  
10/05 Critical reading and discussion of classification essay: Bejamin Quarles (R 99)  
10/07 Discussion: Ralph Ellison’s “What America Would Be Like Without Blacks” (Revelations 79-83) and Part III of The Warmth of Other Suns

Week Eight: Politics & Warmth Part IV  
10/10 Columbus Day holiday  
10/12 Critical reading and discussion of cause and effect essay: Randall Robinson (R 295)  
Pick one of the following readings for discussion: Frederick Douglass (R 33), WEB DuBois (R 37) or Rayford W. Logan (R 109)  
10/14 Discussion: Part IV of The Warmth of Other Suns and Langston Hughes’s “The South.”  
Pick one of the following readings for discussion: Malcolm X’s “Message to the Grass Roots” (Revelations 67-9) or Nathan McCall’s “Faking the Funk: The Middle Class Black Folks of Prince George’s County” (Revelations 257-65).  
Assignment due: Peer review (Blackboard’s Discussion Board)  
MIDTERM (online): Write self-assessment (blog), update timeline and family website

Week Nine: Warmth Part V
Assignment: Continue timeline
10/17 Discussion: Part V of The Warmth of Other Suns
10/19 Family project presentations (in alphabetical order)
10/21 Family project presentations (in alphabetical order)
Assignment due: Submit interdisciplinary project with plagiarism report (SafeAssign)

Week Ten: Other Migrations
Assignment: Timeline must be complete for participation credit
10/24 Discussion: “Black and Latino” (R 189) and “Latinegras” (R 299)
10/26 Discussion: “Many U.S. Blacks Moving to South, Reversing Trend” (online)
10/28 Assignment: Start working with your group (fourth non-traditional essay assignment: PowerPoint/Keynote/Prezi on “other” migrations)

Week Eleven: Women’s Studies
10/31 Discussion: Rosemarie Freeney-Harding (R 43)
Register for Spring 2012 (Review 003 themes online before registering)
11/02 Discussion: Elise Johnson McDougald (R 239)
11/04 Discussion: Joyce Ladner (R 85)
Assignment: Meet with your group

Week Twelve: Psychology and Spirituality
11/07 Discussion: Martin Luther King, Jr. (R 63) – definition expository mode
11/09 Discussion: Cornell West – cause and effect expository mode
11/11 Veteran’s Day holiday
Assignment due: Peer review group presentation (Blackboard’s Discussion Board)

Week Thirteen: Writing Outside the Classroom
11/14 Writing letters, websites, blogs, projects (Writing Matters 452)
Complete course evaluation
11/16 Attend Freshman English Common Text Conference
11/18 Revise group presentation.
Assignment due: Letter to raise awareness and in-class peer review

Thanksgiving Recess
11/21 Meet with professor to discuss assignments/grades
11/23 Meet with professor to discuss assignments/grades
Assignment due: Revised letter with plagiarism report (SafeAssign)

Week Fourteen
11/28 Group multimedia presentations
11/30 Group multimedia presentations
Assignment due: E-portfolio submission (it must include final self-assessment)

Final exam: 12/05 (8-10 am; Locke Hall, Room B-16)
Final grade: 12/12 (View Blackboard for grade breakdown)
An additional schedule with site visits and lectures will be distributed separately.

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Contract for ENGL002 Fall 2011
(PRINT AND TURN IN THIS SIGNED CONTRACT DURING THE FIRST WEEK OF CLASSES)

I understand that I am responsible for

- accessing syllabus and assignments online;
- preparing for class by reading syllabus ahead of time;
- reading all assignment instructions;
- completing all homework;
- reading my professor’s comments online;
- asking my professor for help writing, researching, and using online resources;
- being respectful towards my professor and classmates;
- avoiding plagiarism.

Name____________________Signature_____________________ Date_________

I understand that and that I may get a lower grade or even fail if I do not

- Come to class on time;
- Take assigned quizzes;
- Submit all essays within deadlines;
- Avoid plagiarism.

Name____________________Signature_____________________ Date_________

I have read the course syllabus

Name____________________Signature_____________________ Date_________