

City University of New York (CUNY)

CUNY Academic Works

Open Educational Resources

City College of New York

2020

The Chronology of Harlem

Danielle Carr
CUNY City College

[How does access to this work benefit you? Let us know!](#)

More information about this work at: https://academicworks.cuny.edu/cc_oers/266

Discover additional works at: <https://academicworks.cuny.edu>

This work is made publicly available by the City University of New York (CUNY).
Contact: AcademicWorks@cuny.edu

City College of New York
Engl 11000- CN2
Freshman Composition- Fall 2020

Course: Engl 110, Section CN2

Classroom:

Schedule: Tuesdays and Thursdays, 8:00am-9:15am

Writing Instructor: Danielle Carr

Office Location: NAC 6/335a

Office Hours: Thursdays 9:45a-10:45a, and by appointment

Email: dcarr@ccny.cuny.edu

Phone: 914-462-7330, and office extension

Course Description:

Our time spent in freshman composition will focus on the development of: the student's skills surrounding the rhetorical situation, audience, purpose, the theory of writing, critical and analytical reading and listening, of essential steps in the writing process, effective writing, synthesizing material from various sources, the ability to locate and evaluate relevant library and online research. By the end of the course, students should not only have built upon their proficiency in these areas but also be confident in utilizing this knowledge in the construction and completion of a writing portfolio and self assessment.

First-Year Composition Mission Statement

First-year composition courses at CCNY teach writing as a recursive and frequently collaborative process of invention, drafting, and revising. Writing is both personal and social, and students should learn how to write for different purposes and audiences. Since writing is a process of making meaning and communicating, FYC teachers respond mainly to the content of students' writing as well as to recurring surface errors. Students should expect frequent written and oral responses on the content of their writing from their teachers and peers. Classes rely

heavily on a workshop format. Instruction emphasizes the connection between writing, reading, and critical thinking; students should give thoughtful, reasoned responses to the readings. Both reading and writing are the subjects of class discussions and workshops, and students are expected to be active participants in the classroom community. Learning from each other will be a large part of the classroom experience. There will be hybrid assignments which will require posting and discussion on Blackboard.

How This Course Works:

Due to the Covid 19 pandemic, the fall 2020 semester will be conducted in a unique way. For students, this means that our class meetings will usually take place synchronously, or at the scheduled time in the “virtual classroom” on Zoom where attendance will be taken. There will also be days that the class will meet asynchronously, where there will be no “formal meeting,” but there will be an assignment due and that will count as both attendance and classwork grade for the day. The traditional, literal, face to face (f2f) classroom meetings are being temporarily replaced by zoom meetings in the virtual classroom. Hopefully, this won’t change too much of your class experience. There will be a major group assignment mid semester. Groups will be determined by the instructor and will remain for the duration of the project (barring any unusual occurrences). Students will still be responsible for attending all scheduled, synchronous f2f classes on zoom and handing in all work ON TIME and properly done, via email or on Blackboard. You will also be responsible for posting projects and presentations in specific folders and also posting responses to these projects. I will let you know when these postings are due, keep in mind they are mandatory as they are part of your homework and participation grades. Asynchronous assignments will also have time sensitive deadlines. These responses can transfer to discussions held in class, so they must be thought provoking and thorough. However, it is extremely important for students to attend all synchronous class meetings, as these meetings are when students will learn the required genre work for the class and discuss the assignments for the course.

Required Textbook(s): Instructor Developed coursepak (which will also be posted online) with genre and topic specific texts.

Supplemental Readings will be made available on Blackboard or uploaded to the course website:

<https://harlmchronolgy.commons.gc.cuny.edu/>

Semester Calendar

Thursday, August 27- **First Day of Classes!**

Tuesday, September 1

Thursday, September 3

Tuesday, September 8

Thursday, September 10

Tuesday, September 15

Thursday, September 17

Tuesday, September 22

Thursday, September 24

Tuesday, September 29- **No Class! Follow a Monday Schedule!**

Thursday, October 1

Tuesday, October 6

Thursday, October 8

Tuesday, October 13

Thursday, October 15

Tuesday, October 20

Thursday, October 22

Tuesday, October 27

Thursday, October 29

Tuesday, November 3- **Election Day! There IS School!! **Special assignment**

Thursday, November 5

Tuesday, November 10

Thursday, November 12

Tuesday, November 17

Thursday, November 19

Tuesday, November 24

Thursday, November 26- **No Class- Thanksgiving Break!**

Tuesday, December 1

Thursday, December 3

Tuesday, December 8

Thursday, December 10

Tuesday, December 15

Thursday, December 17- **Last Day of Classes**

Class Policies

Lateness and Absences

- According to the CUNY CCNY Undergraduate Bulletin:
<http://www.ccny.cuny.edu/registrar/upload/2013-2015-Undergraduate-Bulletin.pdf> (page 215)

Students are expected to attend every class session of each course in which they are enrolled and to be on time. An instructor has the right to drop a student from a course for excessive absence. Students are advised to determine the instructor's policy at the first class session. They should note that an instructor may treat lateness as equivalent to absence. No distinction is made between excused and unexcused absences. ***Each instructor*** retains the right to establish his or her own policy, but students should be guided by the following general College policy: **In courses designated as clinical, performance, laboratory or field work courses, the limit on absences is established by the individual instructor. For all other courses, the number of hours absent may not exceed twice the number of contact hours the course meets per week. When a student is dropped for excessive absence, the Registrar will enter the grade of "WU".**

In other words: each student can miss up to FOUR classes. Any absences OVER FIVE will result in a failure of the course. Students are expected to be in class ON TIME and remain for the duration of class. IF there is an unavoidable issue which prevents the student for remaining in the class for the entire period (as in necessity for lateness or early departure) please let the instructor know prior to arrival via email.



Food and Drink

←----- Don't let this be you!!!

Eating/Drinking is allowed in class but do not let it be a distraction to you or your classmates. Also, **clean up after yourselves!** Classrooms are communal spaces and NOT your personal bedrooms, hotel rooms, or kitchens. They need to be kept clean by ALL who use them.



Electronic Devices

If it beeps, vibrates, rings, plays music, or has a screen, mute it before you enter class. Cell phone use is prohibited during class. Silence your cell phone before you enter the room. If there is an emergency, quietly step out of the room to handle it. Tablets and computers can be used as note-taking devices or E-book readers if that is how students wish to transcribe information or read text. However, those devices can only be used SOLELY for that purpose, no web surfing, social media, or any other recreational use during class time. When those devices are not needed, they should be “sleeping,” face down, and out of reach.

The Welcoming Way

**Don't Yuck
Anyone's Yum**

“Don't Yuck My Yum”

Each and every one of us, including myself, comes from a diverse background, environment, and has a unique life experience and skill set which contributes to our worldview and opinion. As members of a classroom community, school community, and society, etc., it is our duty to remember this and respect all viewpoints, even if we don't agree with them. Remember, there are constructive ways to criticize.



Assignments and Due Dates

Assignments are due on the due date both in print and on blackboard unless previously arranged with the instructor. I am giving students the entire day on the due date to turn in assignments: From 12:01am to 11:59pm on the due date. Therefore, by giving you an entire 24 hours to turn in your assignments, not having computer and/or printer access is NOT an excuse for late work. The campus is full of computer and print labs, save your work, and plan for all possible technological possibilities. In the case that any student will be absent on a due date, submit work early! I prefer not to read on screen, so emailed work is frowned upon. **ASK PERMISSION BEFORE YOU EMAIL WORK!** If you are submitting print work AFTER class and I'm not there for you to put it in my hands, you **MUST** put it in my mailbox across from the English department (NAC 6/219) and **MAKE SURE** someone **signs** and **dates** your submission. Work **without** a time and date stamp will be considered late. It will also be graded after everyone else's as you will have to wait for me to get back to campus, retrieve it, read it, etc. Work submitted after the due date will be deducted by 5%. Excessively late assignments result will result in a deduction of points (for example, if the assignment was out of 100 points, you might only start with 90 points) **IF** the assignment is accepted at all. First draft due dates are listed on the weekly assignment schedule below, final draft due dates are due **1-2** class meetings after you receive your essays back with comments. The exact dates will be announced in class.

Academic Integrity

Plagiarism is the unacknowledged use of another person's words or ideas. You can use other people's ideas as much as you want and/or need to. Just make sure to **properly** give credit where credit is due. Words copied verbatim from another source must be quoted and the source must be cited. When you paraphrase words/ideas from another source, you must acknowledge the original author unless the ideas are common knowledge (information found in three or more different places). If you collaborate with another author to produce written work, you must acknowledge that person's contribution. If there is any further question about the parameters of academic dishonesty reference page 230 of the CUNY Policy on Academic Integrity appears on page 230 of the City College of New York Undergraduate Bulletin 2013-2015.

- <http://www.cuny.edu/registrar/upload/2013-2015-Undergraduate-Bulletin.pdf>

All writing submitted for this course is expected to be your own. If a student's submission contains any forms of plagiarism, he/she is at minimum subject to a failing grade for the project and/or course, and worst case scenario, academic suspension or expulsion. Part of the function for this course is to teach students how maintain academic integrity and to cite sources **properly** according to the standards of the Modern Language Association (MLA) in order to avoid cases of inadvertent plagiarism, As part of this course, we will discuss strategies for adhering to

standard conventions for responsible source use and for maintaining academic integrity and how to avoid inadvertently plagiarizing someone else's work.

If you need ANY help at all *outside* of the classroom pertaining to anything at all, from writing issues and tutoring, to feeling overwhelmed, or *anything* in between, utilize these resources...

The Writing Center

<http://www.ccny.cuny.edu/writing/>

The CCNY Writing Center offers a supportive learning environment where students can have one-on-one tutoring sessions with writing consultants. It is a great resource for you to obtain extra help as you write and revise your papers. They DO NOT proofread your papers, but offer assistance on improving certain aspects of them. They also offer ESL tutoring. To set up an appointment or semester-long sessions, contact them in person at the Writing Center, which is located in the NAC, 3rd floor plaza or call (212) 650-8104. They will be partially open starting 9/8, and fully operational starting 9/15. I strongly advise you contact them as soon as possible, even if you don't have anything specific you need assistance with yet.

Gateway Advising Center, NAC 1/220

<http://www.ccny.cuny.edu/gateway/>

Students without a declared major can receive academic advising, especially if you have questions about your course of study, core requirements, etc.

AccessAbility Center Tutoring Services, NAC 1/218

<http://www.ccny.cuny.edu/accessability/>

Provides one-on-one tutoring and workshops to all registered students with learning or physical disabilities.

SEEK Peer Academic Learning Center, NAC 4/224

Phone: 212-650-5786; Email: seekpals@ccny.cuny.edu

Offers counseling and peer tutoring for students in need of academic and financial support who have registered for the SEEK Program.

Campus Counseling Center, Marshak J-15

Phone: 212-650-8222, Email: counseling@ccny.cuny.edu

<http://www.ccny.cuny.edu/counseling/>

The Counseling Center offers short term individual and group counseling to help students deal with their personal and adjustment issues that may interfere with their ability to progress academically to their fullest potential.

Instructor, see front page for contact information and location

If there's something you feel I can't help you with during class time, please do NOT hesitate to reach out and contact me. I frequently answer email and I love hard working students.

Engl 110 satisfies the English composition requirement. By the end of the semester, students should be able to the following Course Learning Outcomes:

- Explore and analyze, in writing and reading, a variety of genres and rhetorical situations.
- Develop strategies for reading, drafting, collaborating, revising, and editing.
- Recognize and practice key rhetorical terms and strategies when engaged in writing situations.
- Engage in the collaborative and social aspects of writing processes.
- Understand and use print and digital technologies to address a range of audiences.
- Locate research sources (including academic journal articles, magazine and newspaper articles) in the library's databases or archives and on the Internet and evaluate them for credibility, accuracy, timeliness, and bias.
- Compose texts that integrate your stance with appropriate sources using strategies such as summary, critical analysis, interpretation, synthesis, and argumentation.
- Practice systematic application of citation conventions.

Grading Breakdown

Students will be assigned a grade for Engl 110 based on their completion of their assignments, participation, and attendance according to the following breakdown:

Attendance and Participation 15%	94%-100%	A	66%-69%	D+
Course/ Homework/ In-Class Writing 10% (including online submissions)	90%-93%	A-	60%-65%	D
Literacy Narrative 10%	86%-89%	B+	0%-59%	F
Group Argumentative Essay Project 20%	85%-83%	B		
Annotated Bibliography 5%	80%-82%	B-		
Final Project 20%	76%-79%	C+		
	73%-75%	C		
Exploratory Essay 20%	70%-72%	C-		

Required Assignments

In addition to smaller assignments that will be handed out throughout the course of the semester, usually as “scaffolding” for larger assignments, there will be 4 major assignments given with the goals of reinforcing lessons, meeting learning outcomes, and increasing writing, analytical, and rhetorical skills. These will be done in a series of drafts with scaffolding assignments in order to both lead up to the assignments and provide students opportunities for revision.

- Literacy/Autobiographical Narrative- 3 pages
 - The literacy narrative is a reflective essay told in first person that tells a story about your personal experience with reading, writing, rhetoric. The essay may focus on a specific class you’ve taken, a particular text you’ve read, a speech you gave or heard, an influence that informs your reading and writing today, or even a particular teacher that helped shape your experience with reading and writing. You could even narrate bad experience, it’s solely up to you. Remember, the goal is to *tell a story!* There’s no set structure so have fun with this assignment.



- Exploratory/Discussion Essay and Powerpoint- 4 pages
 - The exploratory essay presents information and a neutral summary to readers. You will investigate an idea/topic and inform the reader of it. This assignment will require preliminary research and include an annotated bibliography as well as an MLA works cited page. Students will be pre assigned topics by the instructor. A 4-6 minute presentation is required with this project.



- Group Argumentative Essay/Presentation Project- 5 pages
 - The critical essay is a type of expository essay that presents an analysis of a text. You will develop a thesis and support your thesis with outside sources. Essentially, you will be making an argument and persuading your reader. You will expand your research in order to make your argument. Groups and topics will be pre selected by the instructor. A 4-6 minute presentation is required with this project.

- Annotated Bibliography- 1-2 pages
 - The pre-cursor to both of the previously mentioned essays, you will essentially develop a detailed compilation of outside sources that you will use in your essays. Sources must be relevant to the topic, scholarly, meticulously selected, and carefully evaluated, and reflected as such in the annotations.
- Final research project: “My hood.”
 - Students will incorporate all 4 of the genres learned in this course to paint a picture of their neighborhoods. This will include a brief narrative about themselves, an expository essay about the history of their neighborhood, an argument for or against the changes that have occurred in their neighborhood, portrayed through digital media on a CUNY commons website. Can/must include visuals such as photos, videos, primary and secondary source documents, and a works cited list that lists relevant sources that are properly composed in MLA format. This will be displayed through the CUNY commons format.

*** All written assignments must be typed using Microsoft Word in 12 point, Times New Roman font, double spaced, with one inch margins, as per MLA guidelines.

**On draft work-

“Almost all good writing begins with terrible first efforts. You need to start somewhere. Start by getting something — anything — down on paper. A friend of mine says that the first draft is the down draft — you just *get it down*. The second draft is the up draft — you *fix it up*. You try to say what you have to say more accurately. And the third draft is the dental draft, where you check every tooth, to see if it’s loose or cramped or decayed, or even, God help us, healthy.”

– Anne Lammott, *Bird by Bird: Some Instructions on Writing and Life*



*** Also, while the course objectives do not state that I am trying to create professional grammarians, **ALL** writing for this course **MUST** be written in Standard English and not in text slang or colloquial spelling.


Weekly Assignment Schedule

Date	In Class	Assignment
Week 1		
Thursday 8/27	Review syllabus, ice breaker, assign and explain diagnostic essay assignment, introduce Langston Hughes poem “Theme for English B” as it relates to the homework assignment	Read Hughes’ poem “Theme for English B,” complete Diagnostic essay, which is an introductory letter to the instructor, 750 words: introduce yourself to me: who you are, what you like, if you have siblings, what are your goals, etc, and you must take at least one page and discuss an item that is important to you, describe it and discuss why it is important to you- <u>THIS ITEM CANNOT BE YOUR CELL PHONE! -YOU MUST BRING THE ITEM WITH YOU TO CLASS!!</u> <i>Due: Tues 9/1</i> and read <i>NFG</i> 3-9, 45-52, (uploaded pages), and the following links:
Week 2		
Tuesday 9/1	In class discussion on audience and genre. In class exercise. Student presentations ½	Read links on on Literacy Narratives https://penlighten.com/how-to-write-literacy-narrative-with-examples https://owlcation.com/humanities/Write-a-Good-Literacy-Narrative
Thursday 9/3	Discuss lit narratives. Student presentations ½	Read ch 43 (upload) in <i>NFG</i> . Read works by Angelou and Douglass on the course website and do genre analysis.
Week 3		
Tuesday 9/8	Discuss texts and genre analysis	Read Alexie and Malcolm X and do genre analysis.
Thursday 9/10	Discuss texts and genre analysis. Discuss project #1, literacy narrative.	Read student samples uploaded on Blackboard/course website do genre analysis and annotations. Literacy Narrative first draft due to instructor via email Sunday 9/13, draft 2 due in class Thursday 9/17 for in class peer review workshop, post digital copies on BB for student access. <u>Final draft due Tuesday 9/22.</u>

Week 4		
Tuesday 9/15	Group Work on Literature and Student samples, in class presentations	<p>Read the following links</p> <p>Generating Ideas: https://writingcenter.unc.edu/tips-and-tools/brainstorming/</p> <p>https://writingcommons.org/article/plan-your-writing/</p> <p>Editing & Proofreading: https://writingcenter.unc.edu/tips-and-tools/editing-and-proofreading/</p> <p>https://writingcenter.unc.edu/tips-and-tools/revising-drafts/</p> <p>Beginning & Ending: https://writingcommons.org/article/how-to-write-an-engaging-introduction/</p> <p>https://writingcommons.org/article/how-to-write-a-compelling-conclusion/</p> <p>2nd draft due 9/16, post on BB</p>
Thursday 9/17	In class peer review	<p><u>Final draft due 9/22</u> Read handouts: Dutch in Harlem, the first blacks in New York</p>
Week 5		
Tuesday 9/22	<p>Final draft due: literacy narrative on BB. Discussion on previous night's reading and next assignment-annotated bibliography, instructor selections on topics</p>	<p>Read handouts: Dutch and Brits in Harlem, annotated bibliography https://writingcommons.org/article/create-an-annotated-bibliography/</p>
Thursday 9/24	Discussion on previous night's reading	<p>Read handouts: Jews in Harlem, Blacks in Harlem, Philip A Peyton, Great Migration, quoting and plagiarism, mla https://writingcommons.org/article/summarizing/</p> <p>https://writingcommons.org/article/when-is-quoting-preferable-to-paraphrasing/</p> <p>https://writingcommons.org/article/when-to-paraphrase/</p>

		https://writingcommons.org/article/example-s-of-effective-summaries-and-paraphrases-mla-style/
Week 6		
Tuesday 9/29	NO CLASS! Follow a Monday Schedule	<p><u>Read:</u> Handouts on New Negro, Harlem Renaissance, and finding sources:</p> <p>https://writingcommons.org/article/understanding-library-resources/</p> <p>https://owl.purdue.edu/owl/research_and_citation/conducting_research/research_overview/sources.html</p> <p>https://owl.purdue.edu/owl/research_and_citation/conducting_research/searching_online/searching_with_a_search_engine.html</p> <p>Annotated bibliography Thurs 10/8, one draft</p>
Thursday 10/1	Library Visit	<p>Annotated bibliography due 10/8, read handouts on expository essay and evaluating sources</p> <p>https://owl.purdue.edu/owl/general_writing/academic_writing/essay_writing/expository_essays.html</p> <p>https://writingcenter.unc.edu/tips-and-tools/evaluating-print-sources/</p> <p>https://owl.purdue.edu/owl/research_and_citation/conducting_research/evaluating_sources_of_information/general_guidelines.html</p> <p>https://owl.purdue.edu/owl/research_and_citation/conducting_research/evaluating_sources_of_information/evaluating_digital_sources.html</p>
Week 7		
Tuesday 10/6	Continue discussion on Harlem early history and expository essay, discussion on project #3: multimodal expository essay	

	assignment, and instructor selections	
Thursday 10/8	Review intro and conclusion paragraphs, move towards building and identifying thesis statements	Write thesis statement for essay, bring to class on a sheet of paper, also, type and email to instructor, continue research and research grid, revise intro and conclusion paragraphs if necessary
Week 8		
Tuesday 10/13	In class workshop on thesis statements Continue discussion: Building body paragraphs, sentences, and TIED structure	Write 3 body paragraphs, complete formal outline, bring introduction, conclusion, thesis statement, post on Blackboard, comment on 3 student posts, and completed pre/post packet to class. Completed draft due for peer review on 10/24, bring 2 copies. Final due on 10/29
Thursday 10/15	Discussion: in text citations and works cited.	Draft work due 10/24, final draft due 5 paragraph expository essay due 10/29
Week 9		
Tuesday 10/20	<u>**MEET IN NAC 1/301!**</u> Wrap up expository essay discussion, examine CUNY Commons page, in class peer review	5 paragraph expository essay due 10/29
Thursday 10/22	Expository essay due, begin discussion on researched critical analysis	Read 8 white clergymen “An Appeal for Law and Order and Common Sense,” “A Call to Unity” and King “Letter from Birmingham Jail” https://genius.com/Alabama-clergymen-an-appeal-for-law-and-order-and-common-sense-annotated https://ibs.cru.org/files/7814/9063/9009/Letter_Birmingham_Jail.pdf
Week 10		
Tuesday 10/27	Discussion: how to express and include opinion in your paper and expand annotated bibliography, “they say, I say” the argumentative essay genre and how to express and include stance in your paper	Read samples posted on blackboard, annotate
Thursday 10/29	Discussion- continue on the argumentative essay and CUNY Commons page	1 st Drafts for argumentative essay due 11/14, bring 3 copies for peer review

Week 11		
Tuesday 11/3	discuss powerpoint presentation/genre	Draft due 11/14- bring 3 copies. Final critical analysis research paper due 11/19
Thursday 11/5	Continue discussion on powerpoint	1 st draft due 11/14, 3 copies
Week 12		
Tuesday 11/10	Peer review workshop	Final drafts in print and Powerpoint due 11/19 by 9am via email
Thursday 11/12	Powerpoint presentations in class	
Week 13		
Tuesday 11/17	Powerpoint presentations in class	
Thursday 11/19	** MEET IN NAC 1/301** Work on CUNY Commons Site	
Week 14		
Tuesday 11/24	Thanksgiving Break- No Class!!	
Thursday 11/26	Discuss CUNY commons sites, self-reflection and portfolio projects, continue website skeletons in class	Draft website due, in class peer review, 12/10
Week 15		
Tuesday 12/1	Continue Discussion	Peer review, Final due 12/12
Thursday 12/3	In class peer review	Final due 12/12
Week 16		
Tuesday 12/8	Complete and submit websites, absolute final day for submissions	
Thursday 12/10		
Tuesday 12/15		
Week 17		
Thursday 12/17		 <p>Enjoy winter break!</p>

research, note taking, and outlining for paper on topic, continue pre post form and research grid, read *NFG* 35-36

building introduction and conclusion paragraphs, discuss research grid

Write introduction paragraph, minus thesis statement, and **conclusion paragraph. Post on discussion board, must comment on THREE student works! Research, note taking, and outlining on topic. (this part is ongoing) continue filling out both forms