

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

DEPARTMENT of PAN AFRICAN STUDIES

FALL 2009

PAS 155, FRESHMAN COMPOSITION

PROFESSOR IFAGBOYEDE

TICKET #: 11551

COURSE #: 155

TIME: 11:00 -1:45

DAY: F

PLACE: SH 310

INSTRUCTOR OFFICE:

SH 211

TELEPHONE:

TBA

OFFICE HOURS:

**F 9:00 – 10:00 (or by
appointment)**

EMAIL:

faola.ifagboyede@csun.edu

PAS DEPT. OFFICE:

SUSANA HALL, 221

PAS DEPT. CHAIR:

Dr. Tom Spencer-Walters

ADMINISTRATIVE STAFF:

Ms. Anita Hart

DEPT. TELEPHONE:

x3311

FRESHMAN COMPOSITION

PAS 155

PAS 155 is a directed writing course designed to teach students how to write effectively in edited American English, to find facts enabling them to develop ideas; organize and present assignments at the college level. In addition, students will use technology to elevate skills in writing and research. The prerequisites for PAS 155 are (1) a score of 151 or higher on the English Placement Test or (2) a passing grade of credit on the 098 course level. PAS 155 is available for General Education, Basic Subjects.

PROJECTED STUDENT OUTCOMES

As determined by the Task Force on University Writing at CSUN, the student has ten Primary Objectives for taking this course:

1. To increase one's ability to analyze and comprehend college-level textbooks
2. To develop through culturally diverse readings an awareness of rhetorical strategies and how language is used.
3. Will increase the critical reasoning skills as they reflect the interdependence of critical thinking and written discourse
4. Will build confidence, reduce writing anxiety, and strengthen personal voice
5. Will reinforce the theory and practice of writing as a recursive process
6. Will enable students to understand diverse contexts for writing including times writing and the development of appropriate strategies for multiple writing purposes and appropriate audiences
7. Will develop fluency and style by encouraging rhetorical and text variety, vocabulary empowerment, and using edited American English
8. Will increase proficiency in research techniques required by various university disciplines as well as familiarizing students with appropriate sheets
9. Will facilitate the use of basic computer applications such as word processing, email and using the internet
10. Promote writing as a means of participation in democracy and as a tool for social change

MEETING STUDENT LEARNING OUTCOMES

Five essays:	25 points
<ol style="list-style-type: none"> a. Definition b. Comparison—Contrast c. Argumentation - Persuasion d. Narrative e. Cause and Effect 	
Five peer evaluations	25 points
Final Exam	10 points
Research paper	15 points
Research paper activities	5 points
Writing portfolio	5 points
One library field trip	5 points
<u>Sula</u> : Literary interpretation of human motives	10 points

GRADING POLICY

Students will earn grades from A to F using the plus minus formula:

A	100 – 95 points	A-	94 – 89 points
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B+	88 – 83 points	B	82 - 77 points	B-	76 – 71 points
C+	70 - 65 points	C	64 - 59 points	C-	58 - 53 points
D+	52 - 47 points	D	46 - 41 points	D-	40 - 35 points
F	34 points				

BOOKMARKS

FURLOUGH DAYS: Due to the budget crisis, all employees of the CSU system are obligated to honor mandated furlough days. On those designated days, this class will not meet. Even though the class will not meet on furlough days, make certain homework assignments are up to date and you fulfill required assignments.

ATTENDANCE AND PARTICIPATION: You are required to attend class regularly. This is especially important due to furlough days when the class will not meet. PAS 155 is not a lecture-based course and final grades will be impacted by in-class participation activities, in-class homework assignments, and discussions revolving around in-class peer interaction. More than five absences are unacceptable and risk of failing is imminent. You are required to discuss absences with me. It is your responsibility to obtain missed notes and information from a peer if you miss class. Inform me of any religious days you observe and that might require you to be absent.

PUNCTUALITY: Be on time. If you are late, wait outside the door until you are admitted. Repetitious tardiness will affect your grade.

ETHICS: Courtesy toward peers and *yours truly* is required.

CELL PHONES Make certain that phones are on the silent mode before entering the classroom. Repetitive phone or pager rings will impact your grade. If your cell phone does not have a silent mode, turn it completely off. A word to the wise: Do not answer your phone while the class is in-session.

EMAILS: Do not abuse this privilege. Emailing is not a substitute for an office visit if you need advisement for a course related issue. Make certain that you do not email me with personal issues not related to this class. Address all emails to Professor Ifagboyede. Use English grammar and avoid text messaging.

STUDENT EMAIL: You are required to obtain a CSUN student email account. Do not use personal email addresses for this class.

IN-CLASS RESPONSIBILITIES: You are required to bring your textbook(s) to each class session unless otherwise specified. Bring writing tools and paper to all class meets. It is your responsibility to inform me of any issues you have requiring my in-put.

PLAGIARISM: Plagiarism is defined as “intentionally or knowingly representing the words, ideas, or work of another as one’s own in any academic exercise. Academic dishonesty is severely frowned on in education and penalties are exacted. Faculty has the option of using classroom sanctions or elevating the case to campus authorities.

SUBMITTING ASSIGNMENTS: When asked to do so, place assignments on the front desk/table. Unstapled assignments will not be accepted. Do not place work in folders or plastic protectors. All work must be typed. Handwritten work will not be accepted under any circumstance.

HOMEWORK ASSIGNMENTS: In order to successfully pass this class, you are required to complete all assignments. Missed or late homework assignments will not be considered and are non-negotiable unless there is an extreme medical emergency. Emergencies related to work/job, family obligations, and transportation will not be considered. Do not send your homework assignments by other students. Do not email any homework assignments.

CLASS BREAK: The class will have one twenty-minute break from 11:50 to 12:10. It is imperative that you be in your seat at the end of the break. Do not open the door after 12:10 and interrupt class after the break ends. This will impact your grade. If you bring food or drink into the classroom, make certain that you trash your garbage.

GROUP/PEER ACTIVITIES: You are required to participate in all group/peer activities. Your presence is important to your peers, so make certain your attendance is exemplary.

PAS DEPARTMENT BLUE BOOK ESSAY EXAMS: Bring a blue book on the specified dates. Use large blue books only. Small blue books will not be accepted. Use blue or black ink only. Dictionaries are not allowed. Do not write anything on the front cover of the blue book. Write your name, date, course ticket number, and instructor's name on the inside back cover of your blue book. There will be no make-up PAS department blue book exams. Three points per missed blue book exam will be deducted from your point average.

PAS WRITING CENTER: You are required to make an appointment with writing consultant for one assigned essay of your choice and the research paper. Obtain documentation from the consultant showing that you participated in a writing consultation. Attach documentations to the essay and research paper. These assignments will not be accepted without the documented confirmation. PAS Writing Center is located in SH 273; x2085.

DISABILITIES: If you have a disability, please inform me and register at the Office of Disabilities located in BH 110; 2684 (V/TTY).

LAP TOPS: Before bringing computers to class, you are required to get a clearance from me and sit in a designated area of the classroom. Do not use the computer for any purpose other than recording notes pertaining to this class.

WITHDRAWAL: You are required to follow university dates and guidelines if you withdraw from this course; otherwise, you will earn a UW.

SYLLABUS & COURSE MATERIALS: Due to the extremity of the budget crunch, you are required to download your syllabus and all other designated course material. Request all materials via WebCT.

REQUIRED TEXTS

Morrison, Toni. Sula.

Gibaldi, John. MLA Handbook for Writers of Research Papers. The Modern Language Association of America, New York, NY, 2003.

Lunsford, R. and Bill Bridges (eds.). The Longwood Guide to Writing. Longwood Publishers: New York, NY, 2004.

Lederer, Richard. And John Shore. Comma Sense. St. Martin's Press: New York, NY, 2005.

CAMPUS CLOSINGS

Labor Day 9/7 Veterans Day 11/11 Thanksgiving 11/26 – 11/27

Religious Observances: Advise me for an excused absence

SCHEDULE of READINGS, ACTIVITIES AND EVENTS

NOTE: The syllabus is not written in stone. Adjustments to this document will occur during the semester. You will be notified of any modification in advance. Remember, we are in unchartered waters due to the budget crisis, and there will be furlough days that I am obligated to honor. In these instances, there will be no class meeting. You are obligated to maintain all homework assignments whether the class meets or not.

All homework must be typed and placed in your portfolio. You are required to use all of the following for indentifying assignments:

Name:	Identifying title
Date:	

WEEK ONE: 9/1 (F)

INTRODUCTION

Group activity

Required PAS Department blue book

HW: Course assessment essay. DUE:9/4

Download syllabus: WebCT

Download Sula. A Literary Analysis of Human Motives: WebCT

Download research paper: WebCT

Read LR Chapter 1: "Becoming a Strong Reader."

LR Journal Assignment #1: Pre-Reading Journal Entry. Complete and file in portfolio. Title file: journal entries

Respond to Questions for Close Reading p. 10. File in portfolio. Title file: Longman Writer

Respond to Questions about the Writer's Craft p. 10

WORK-IN-PROGRESS: *America and the Dynamics of Racism*

READ LR: Pgs. 528 - 536

Required PAS diagnostic test

Discussion: "Family Counterculture"

Introduce Part I: Sula: Literary Interpretation of Human Values

Introduce Research Activities & Research Paper

Documentary: A Conversation with Toni Morrison

LR Course Notes: Introduction to Pre-writing

In-class LR: Read up to "Discover Your Essay's Limited Subject (p. 23) Chapter 2

DUE: Course assessment essay

HW LR: Read pgs. 23 - 33

Complete: Activities – Getting Started

Through Prewriting (1) Sets A & B (p. 33)

HWLR: Read pgs. 36 - 42

Complete: Activities – Identifying A Thesis (3) (p. 43)

WORK-IN-PROGRESS: *America and the Dynamics of Racism*

READ LR: Pgs. 536 - 549

Documentary: *Mammy Water: In Search*

WEEK TWO: 9/4

WEEK THREE: 9/1

Of Nigerian Water Spirits

Introduce Narrative Essay Writing Prompt:

My Journey to CSUN

In-class Discussion: (pgs.33 & 43)

LR Course Notes: Narration p. 191

In-class prewriting: Narrative Essay

HW Narrative Essay: Revised draft is due

Week 5. Make an appointment at the PAS

Writing Center (SH 273) or at the Learning

Resource Center (BH 4th fl.) for a writing

consultation during Week 4. Be certain to

obtain a confirmation receipt documenting

your writing tutorial. Essays will not be

accepted without the confirmation. Revise

Essay and bring to class Week 5 for peer

Evaluation. Final draft is due Week 6.

HW LR: Read pgs. 191 – 225; 45 – 52

Complete Activities: Supporting The

Thesis Statement (1) and (2) p. 52

WORK-IN-PROGRESS: *America and the*

Dynamics of Racism

READ LR: Pgs. 549 - 556

FURLOUGH DAY: CLASS WILL

NOT MEET

Narrative Writing Consultation must occur

Week Four. Don't forget signed writing

Receipt.

WEEK FOUR: 9/18

HW:

LR: Read pgs. 150 – 157

Complete the following: Make a list of the

Figures of speech discussed on p. 157:

Create a list of ten examples for each:

metaphor, personification, simile

Read pgs. 346 – 354; 364 – 367

Respond to Questions for Close Reading:

1-5 p. 368 Respond to question #4

About the Writer's Craft: Respond to #4

p. 368

Documentary: *A Question of Race*

Peer evaluation: Narrative essay

In-class discussion: p. 368 #'s 1-5.

LR Course Notes: Comparison – Contrast

p. 346

Writing Prompt: Comparison – Contrast essay Due Week 6

In-class group activity LR: Comparison – Contrast Activities # 2. p. 362. Group will discuss and develop purposes for comparing and or contrasting a. b. c. & d. After discussion, each person will compile their own individual list of purposes.

HW LR:

Read pgs. 346 – 363; 528 -

Complete comparison-contrast list #2 p. 362

Writing: Comparison-Contrast essay

Group Activity discuss response:

WEEK FIVE: 9/25

1. In your opinion, is “race” a reality?
2. Does science believe there is any such thing as race? Thoroughly explain
3. Why do you think whites did not want African Americans to vote?
4. Do you see signs of a “race war” in America?
5. What is “otherness” in terms of racist behavior?

WORK-IN-PROGRESS: *America and the Dynamics of Racism*

READ LR: Pgs. 556 - 563

In-class peer evaluation: Compare-Contrast Essay

Documentary: *The Angry Eye*

LR course notes: Pg. 455

In-class LR read: pgs. 455 - 460

In-class LR Activity: p. 491 #'s 1 & 2

In-class Discussion: p. 491 #'s 1 & 2

Writing Assignment: Argumentation and Persuasion essay p. 501: #5. Due Week 7

HW:

LR: Read pgs. 461 – 478

Complete Activities: p. 491 #5

WORK-IN-PROGRESS: *America and the Dynamics of Racism*

LR: Read pgs. 563 – 573

Complete Activities: Pg. 573 #1, 2, 4

Email via attachment your research paper argument

WEEK SIX: 10/2

Writing Assignment: Argumentation and Persuasion essay Due Week 7

Revise: Compare-Contrast essay Due Week 8

WEEK SEVEN: 9/10

FURLOUGH DAY

You are required to report to the Oviatt Library for a tutorial on research methods and strategies. Class will meet in Lab. B from 11:00 to 12:15. Be certain to take your topics with you. The library tutorial is a mandatory requirement for this course. Sign-in attendance form will be at the library. Be on time.

At 12:30 return to the class room and do the peer evaluation for the argumentation - persuasion essay. You are free to leave after the peer evaluation is completed. Peer evaluations are due Week 8 for a letter grade.

HW

Revise: Argumentation – Persuasion essay

LR: Read p. 651 “*OUT, OUT-“1* by Robert Frost

Complete Writing Assignments on “*OUT, OUT* p, 652 #'s 1 & 2

WORK-IN-PROGRESS: *America and the Dynamics of Racism*

LR: Read pgs. 576 – 586

WEEK EIGHT: 9/16

Due: Argumentation – Persuasion essay

Writing Assignment: Cause and Effect essay. Write an essay on the causes of racial profiling and argue if racial profiling is *or* is not a justifiable practice. In the

course of your essay, be sure to cite examples of hypothetical or actual situations in order to reinforce your position. You should also acknowledge and where appropriate, refute opposing points of view.
Due Week 9

Mid-term Blue Book

HW:

Writing: Cause & Effect essay

Read pgs. 382 – 383; 412 – 414

Questions for Close Reading Pg. 414
complete #'s 1, 2, 3, 4, 5.

LR: Read pgs. 383 – 392

LR: Read pgs. 110 – 120

Complete Activities: p. 135-136 #'s 1. a. b.
c. d. e; 2. a. b. c. d

WORK-IN-PROGRESS: *America and the Dynamics of Racism*

LR: Pgs. 587 – 593

Peer evaluation: Cause & Effect

Documentary: *How Did Race and Racism Get Started?*

Group activity: Discuss and respond to all of the following:

1. What was the dominant perspective/theme of Dr. Graves?
2. Discuss the two patterns of pseudo science.
3. How do you think racism got started?

WEEK NINE: 10/23

4. Is there a solution to this social problem? Explain your reasoning.
5. Have you ever felt that you were being discriminated against while involved in an ordinary event such as shopping, looking for a job, eating at a restaurant, in an academic setting, looking for an apartment etc.? Describe the incident.
6. Where do you think America stands on the race issue in 2009?

HW:

Revise Cause & Effect essay

LR: p. 136 Complete #4

Complete group response to documentary.
Type and file in portfolio.

WORK-IN-PROGRESS: *America and the Dynamics of Racism*

Writing the 1st draft of research paper

Documentary: *Without Fear or Shame: 1920 – 1937*

Group Activity Discuss the following:

1. What does this film tell you about African American people living during the 1920s which Morrison so vividly writes about in *Sula*?
2. Define the Harlem Renaissance era.
3. Discuss at least two new perspectives of the Harlem Renaissance era that you were exposed to in the documentary.
4. Use an example from *Sula* that references this time period in terms African American culture during the 1920s.

WEEK TEN: 10/30

LR Writing Assignment: Definition essay.
P. 458 Additional Writing Topics: Focusing on definition. Select a topic from the list of general assignment topics and write an essay. Due Week 11.

In-class reading and notes: pgs. 419 - 427

HW:

LR: pg. 434 Revising Activities # 4.

Complete group activity response to documentary. Type and file in portfolio

Writing: Definition essay.

LR: Read pgs. 121 – 134

LR: p. 136 #2.

WORK-IN-PROGRESS: *America and the Dynamics of Racism*

Writing the first draft

Documentary: *Ethnic Notions*

Group Activity: Discuss the most hurtful racial stereotype you or someone you know has experienced. Detail when it happened, what happened, and the resolution.

What has this documentary exposed you to in terms of stereotypes?

How can we eliminate stereotypes?

Peer evaluation: Definition

Course notes: Annotated Bibliography

HW:

Make an appointment for research paper writing tutorial for week twelve @ PAS

WEEK ELEVEN: 11/6

Writing Center (SH 273) or LRC (BH 4th floor)

Writing assignment: Revise Definition essay

Due: Week twelve

Group activity response to documentary:
Type and file in portfolio

LR: Complete #7 p. 137; #8 p. 137

WORK-IN-PROGRESS: *America and the Dynamics of Racism*

Writing the first draft

Required: Writing Tutorial

Peer Evaluation: Definition essay

LR: (bring #2 pencil for editing purposes)

In- class: Read pgs. 139 - 148

Complete: #1 pg. 148

HW:

WORK-IN-PROGRESS: *America and the Dynamics of Racism*

Using #2 pencil, proofread and edit your research paper. Use editing and revision symbols on the inside back cover of the Longman Reader

WEEK TWELVE: 11/13

WEEK THIRTEEN: 11/20

Documentary: *The Angry Eye*

Group discussion -- Address the following questions:

1. What did you learn about racism?
2. Did researching and writing about *America and the Dynamics of Racism* give you insight into this complex issue?

Thoroughly explain your new insight if any.

3. How do you think racism started?

4. What is the solution?

Required: Bring research paper to class for peer evaluation

WEEK FOURTEEN: 11/27

Thanksgiving Recess

HW:

WORK-IN-PROGRESS: *America and the Dynamics of Racism*

Respond to the class group discussion on racism in a typed double-spaced essay. Due Week 15

WEEK FIFTEEN: 12/1

DUE: *America and the Dynamics of Racism*

DUE: Portfolio: All essays and peer reviews

DUE: Writer's Notebook: completed homework assignments

Collaborative Group Work: *Sula*

HW:

Literary Analysis: *Sula* Due Week Sixteen

Collaborative Group Work: *Sula*

Peer evaluation: *Sula* Literary Analysis

WEEK SIXTEEN: 12/8

FINAL:

DEC. 11 2009 10:15 -12:15