

PAN AFRICAN STUDIES 155

A.1

California State University Northridge

Course Syllabus

FALL 2009

Ticket Number: 11550
INSTRUCTOR: **K.E. Carter**

Hours: 11:00am-12:15am
Office: **SH273**
Office Hours: 8:00—10:45am, F

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COURSE DESCRIPTION:

PAS 155 is a directed writing course designed to teach students to examine, to analyze, and to write and present materials clearly, logically, and persuasively. The course will focus on journal writing, essay structure and analysis, writing style, and research methods and procedures. The course is open to students who scored 151 or better on the California State University English Placement Test (EPT); or, a grade of "credit" (CR) in 098(if appropriate). Students may receive credit for only one course chosen from among the equivalent courses offered in 155 by the Asian American Studies, Chicano/a Studies, English, and Pan African Studies departments. The EPT (English Placement Test) is required of all students who take 155, except those exempt through AP or EEE. Exempt status must be verified through official procedures.

Required Textbooks:

1. *Personal Perspectives & Inquiries (Writing Concerns) 2010*
2. Brown, Claude, Manchild in the Promised Land, A Touchstone Book published by Simon & Schuster, New York, N, © 1965 by Claude Brown;
3. Gibaldi, John, *The MLA Handbook for Writers of Research Papers/Sixth Edition*, The Modern Language Association of America, New York, NY: 1995;
4. Nadell, Judith, John Langan and Eliza A. Comodromos, *The Longman Writer, Rhetoric, Reader and Research Guide, Brief Edition, 7th Edition*, Pearson Longman, New York, NY, © 2009.

Course Objectives:

As determined by the Task Force on University Writing at California State University, Northridge, the student has ten (10) primary objectives in taking this course. Those objectives are:

- ✓ *The course will increase the student's ability to analyze and comprehend college-level texts;*
- ✓ *The course will develop, through culturally diverse readings, the awareness of rhetorical strategies as well as the abuses and uses of language;*
- ✓ *The course will increase the critical reasoning skills as they reflect the interdependence of critical thinking and written discourse;*

- ✓ *The course will build confidence, reduce writing anxiety, and strengthen personal voice;*
- ✓ *The course will reinforce the theory and practice of writing as a recursive process;*
- ✓ *The course will help students understand the many contexts for writing, including timed writing, and develop appropriate strategies for the writer's multiple purposes and audiences;*
- ✓ *The course will develop fluency and style by encouraging sentence variety, increasing vocabulary, and using Edited American English;*
- ✓ *The course will increase proficiency in research techniques required by various University disciplines and familiarizes students with appropriate style sheets;*
- ✓ *The course will definitely facilitate the use of basic computer applications – word processing, email, and Internet access – and other technological media including HyperNews and PowerPoint; and*
- ✓ *The course will promote writing as a means of participation in democracy and as a tool for social change.*

Course Outcomes

As determined by the Task Force on University Writing at California State University, Northridge, the student may expect to realize 21 outcomes as a direct result of meeting the stated objectives for this course. Those outcomes include the following:

- ✓ *A developed facility at examining explicit relationships that exist between general concepts and specific details;*
- ✓ *An enhanced understanding of the relationships among sentence structures, word choice, and meaning;*
- ✓ *The ability to read critically about ideas and issues, including multicultural perspectives; analyze and synthesize information; draw inferences from data; draw conclusions from arguments; and distinguish fact from fiction;*
- ✓ *The ability to analyze message, audience, language choice, tone, purpose, and author's ethos in selections from a text;*
- ✓ *The ability to comprehend and critically assess writings that reflect multicultural images and perspectives;*
- ✓ *The ability to recognize logical fallacies, biased language, idioms, slang, jargon, and tone;*
- ✓ *The ability to develop ideas with logical support, including the use of informed opinion, facts, and their interpretations;*
- ✓ *The ability to write critically about ideas, including multicultural perspectives; analyze and synthesize information; draw inferences from data; draw conclusions from arguments; and distinguish facts from opinion;*
- ✓ *The ability to write both independently and in collaboration with others;*
- ✓ *The ability to assess and address appropriately the character and needs of an explicit audience;*
- ✓ *A facility in using different genres in writing (e.g., autobiography, editorials, and case studies) for different academic disciplines or discourse communities;*
- ✓ *The ability to apply the concepts of subordination/coordination; abstract/concrete words; general/specific examples; and cohesion;*
- ✓ *Development of vocabulary appropriate to the subject and/or topic;*
- ✓ *The ability to effectively use the syntactic and mechanical conventions of Edited American English (e.g., grammar, usage, mechanics, and diction);*

- ✓ *The ability to integrate one's own ideas with those of others, using appropriate documentation;*
- ✓ *The ability to effectively use library and online resources;*
- ✓ *The ability to use a style sheet consistently, such as MLA or APA style sheets;*
- ✓ *Knowledge and mastery of basic word processing, email, HyperNews, PowerPoint and the Internet;*
- ✓ *The ability to use computer technology in the writing process, including research and documentation;*
- ✓ *An awareness and appreciation of diverse cultures and contexts of human experience;*
- ✓ *The ability to show ways that writing can contribute to society and be an instrument for change; and*
- ✓ *Lastly, the student will be able to demonstrate the ability to write for possible publication.*

COURSE REQUIREMENTS:

1. The student is to complete Pre-Semester and Post-Semester Diagnostics Skills testing. These tests call for the student to purchase two (2) Scan-Tron Form 882s. Failure to take these tests will result in an "Incomplete" for the course;

2. The student is to obtain three (3) large Blue Books for Pre-Semester, Midterm, and Departmental Common Essay examinations. No essay examination may be taken without a large (i.e., 8 1/2" x 11") Blue Book. Failure to take any of these examinations will result in an "Incomplete" for the course.

3. The student will sit for two course-based examinations to include a midterm objective examination and the final course examination. Failure to take either the midterm or the final examination will result in a "Failure" for the course.

4. The student must obtain a _____, single-subject spiral notebook to be used for the Student Journal/Vocabulary Builder comprised of entries assigned by the course instructor. This Journal will be graded at Midterm and at the end of the course. The student who fails to submit the Journal at the end of the semester will receive an "Incomplete" for the course, as this is a term project. **The Journal must be brought to all class meetings;**

5. The student is to develop and produce two (2) written assignments/in-class essays drawn from the various expository styles. No writing assignment will be accepted more than one week after the actual due date unless accompanied by a written medical excuse! The student who fails to submit **ALL** written assignments will receive an "Incomplete" for the course.

When you receive your paper(s) back you are expected to carefully read your instructor's comments and, using these as a guide, revise your essay and return the revised copy **and** the original at the assigned class meeting. **ALL** papers written will be placed in your portfolio in the instructor's office and returned following the Final Examination period. These papers will be used in your conferences and may be reviewed and further reworked at any time during the semester.

ALL work is due as assigned!!! Late work will be graded down (2 point off the initial grade for each late class meeting).

ALL written assignments are to be typed or done in ink!

6. Homework will be assigned on the **Weekly Syllabus**. Each group's homework assignment will be followed by an in-class quiz. These weekly quizzes will test your knowledge of the assigned reading, and each quiz (5 in total) will be worth a total of 100 points. **All quizzes and examinations will be based on assigned readings and exercises and class lectures.**

7. **Writing Portfolio: Perhaps, the most important aspects of the course. This requirement will be explained on a separate handout. This assignment involves an essay and two research projects.**

7. Collaborative Efforts: Students will be assigned to Learning Teams. Each study group will be responsible for:

I. In-class presentations on:

Group 1:	Parts of Speech:	10/05/2009
Group 2	Effective Thesis Statements and Topic Sentences:	10/05/2009
Group 3	Effective Introductions	10/05/2009
Group 4	Effective Conclusions	10/12/09
Group 5	Correcting Sentence Faults	10/12/09

Learning Teams should use creativity and textbook/reference book information to present key concepts about selected topic to their classmates. The use of handouts and overheads are encouraged (Handout duplication requests must be made at least **two** days before the presentation). Each presentation is worth a maximum of **20** points. Groups will be graded on content, clarity, creativity, and cohesion.

8. CHEATING IS GROUNDS FOR AUTOMATIC FAILURE AND COURSE EXPULSION!!!

GRADE-POINT BREAKDOWN

ESSAYS:

Midterm	24 points
Common Essay	48 points

ESSAY WRITING ASSIGNMENTS (including in-class essays):

2 at 12 pts each	24 points
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Research Assignments/Papers 50 points

WRITER'S JOURNAL 30 points

QUIZZES 30 points (3)

PARAGRAPHS/MISC. 50 points (5)

COLLABORATION 25 points

EXAMS:

Midterm Objective	50 points
Final Objective	75 points
Portfolio	100 points (including Self-Reflective Essay)
TOTAL POINTS:	566

Therefore, grade/point conversions are as follows:

A	509--566	Be advised that the instructor maintains the right to use his personal discretion. Therefore, other factors such as work habits, efforts, and patterns of improvement---will also be considered when determining the final grade.
A-	485--508	
B+	465--484	
B	452--464	
B-	432--451	
C+	412--431	
C	392--411	
C-	372--391	
D+	352--371	
D	331--351	
F	Under 331	

"INCOMPLETES" will apply to (1) previously indicated situations and (2) in cases where a student is doing passing work but because of medical or other legitimate emergencies has to miss one or two assignments.

LISTEN UP...

THE INSTRUCTOR:

EDUCATION:

B.A.: University of Redlands Major: Soc., Phil., History; Minor: Literature

M.A.: Claremont Graduate School Major: Professional Education

ABD: UCLA Major: Administrative and Policy Studies in Education

OTHERS: CSULB, CSUDH, and UCSD

COMMUNITY COLLEGE TEACHING AREAS OF CERTIFICATION (Since 1976)

*Professional Education, Ethnic Studies, History, Philosophy, Sociology,
Humanities*

*Division Chair, Social Sciences (Administration of Justice, Economics, History,
and Political Science*

Director, PACE Program

CSUN: (Since 1985) Developmental Reading, Developmental Writing,

Composition, Study Skills, Critical Thinking and Race

UNIVERSITY OF PHOENIX: (Since 1993) Communications and General Studies

RULES OF CONDUCT and CLASSROOM CONSIDERATIONS

I. THE BASICS

- A. This is college, not high school! Therefore, students are expected to leave high school behavior where it belongs - in high school!
- B. Students will be treated as adults until, and unless, they indicate that they should be treated otherwise.
- C. Students are expected to arrive to class on time, and not fall victim to the tardy or absence "gremlins." If there is an entity preventing an individual from being responsible, punctual, or present, we need to identify it - so that we can imprison or eradicate it, which will allow the individual student to arrive to class on time, and on a consistent basis.

Fiction and creativity should be practiced in the appropriate writing classes - they have no place in the operation of classes not designed to promote instructional pursuits. Creative and/or fictionalized excuses for being tardy, being absent, or, generally, being a non-product student will not earn an individual an "A" grade, will not allow a student to graduate from college, and will not allow a student to earn the kind of job paying that individual the kind of salary he or she desires.

D. Reading assignments are not designed because the instructor has nothing better to do: they are designed as instructional complements to lectures and related activities. Therefore, failure to "keep up with" or "do" writing assignments (or, other types of homework), represents lowbrow behavior at its best, because such behavior is guaranteed to result in failure.

E. **DO THINGS RIGHT - THE FIRST TIME!** Don't mess up now, and have to repeat what you could do now at a later date! It is true that it is "better late than never" - however, think of the time and energy

that is lost because of the failure to deal with situations appropriately - the first time!

II. The “STUPIDS”

A. Receiving an average or below-average grade on an examination and bragging that you neither purchased nor read the course textbook.

B. Missing a class, returning and asking the instructor, “Did we do anything important?” or “Did I miss anything important?”

C. Coming to class with less than a half-hour left in the period, and expecting the instructor to allow you to sign the roll sheet or be given credit for attendance.

D. Talking in class, interfering with the instructor’s lecture, and expecting the instructor to accept this type of behavior. Random conversations are best conducted in one’s living room, at a club, at a party, in a restaurant, or on a street corner - not in a place of learning!

E. Loud-talking in the hallways while classes are being conducted. Yelling to friends who are at the end of the building - during class time - is impolite behavior! There are students trying to listen to lectures and/or films. Why should you be allowed to disrupt this learning activity?

F. Films are shown for instructional purposes. Students conducting personal conversations during films are rude, crude, disrespectful, and deserving of failing grades. You don’t do it at the movies - which are, in most cases, not a learning experience. Why should you do it during class time?

G. Disrupting others while they are expressing their opinions. While all opinions should not be “weighed” the same - everyone is entitled to express his or hers. If you expect fellow students to respect what you have to say - you should respect what they have to say. Let people have their “say”!

H. CELL PHONES

Out of consideration for others, please turn your cell phone to the vibrate mode. If they do not have a silent or vibrate mode, please turn them off.

These items tend to distract the other students when they ring during class discussions or study group activities.

I have a cell-phone! However, I do not bring it to class with me. Anyone who knows me should know that during certain times of the day that I am teaching. If they know that I am teaching it is DISRESPECTFUL to call me during work, and I do not appreciate those who treat me in such a manner. If there are those who supposedly love and respect you, but seek to disrupt your education for anything other than an emergency – they do not RESPECT you. If you are respected, such individuals would not seek to interfere with your education. . .and that of others!

If you forget these instructions and happen to forget that your phone is not on the silent or vibrate mode, turn it off as quickly as possible (Repeated violators will be asked to leave the class). DO NOT ANSWER YOUR PHONE IN MY CLASSROOM! Also, do not feel that because someone calls you during class that you have been given reason and/or permission to leave the classroom and hold a 10 – 15 minute conversation. Those making a practice of such behavior will be considered tardy or, depending upon the length of time “gone,” absent!

I. Lap-top computers: While it is permissible to bring laptops to class, they should not be – during class---used to:

1. Chat with others online;
2. Visit MySpace, YouTube, Twitter, Facebook, or other such Internet locations;
3. Work on homework or papers from another class.

Failure to adhere to these stipulations will result in the prohibition of laptop in-class use.

J. iPods and other advanced technological instruments: **Earphones should**

be removed from ears once the class begins! Classroom instruction should not be interrupted by unnecessary noises—concentration should be focused on what is being “said” and “done.” The assumption that any particular activity is not “relevant” to what a student may think is the purpose of the class, will not be entertained. These matters fall within the power of the classroom instructor.

III. Improper behavior will result in low/failing grades. This is not the street corner - don't treat it as such!

IV. Guaranteed to Reduce Your Grade Activities/Behavior:

- a. Sleeping (including the placing of the head on a desk) in class;
- b. Using a laptop to visit chat rooms or to complete homework for other classes;
- c. Doing homework in class;
- d. Text-messaging;
- e. Extended and extensive class “leaves” (restroom, phone class, etc.);
- f. Earphones on during class;
- g. Excessive tardies and absences;
- h. Improper comportment

PERSONAL RESPONSIBILITY established in college can be beneficial in the work world! In the work world - you cannot “check in” or “check out” whenever the feeling “hits” you. It is important that you be on time, do the work, and do it satisfactorily.

In the work world - you cannot do work when you feel like doing work!

In the work world - you cannot speak to your “boss” in a manner manifesting disrespect!

In the work world - you cannot schedule appointments that constantly conflict with your work hours!

CLASS PERSPECTIVES

I. I view the classroom as the “last refuge” for intelligent conversation: it is not my responsibility to allow erroneous information and fallacious thinking to dominate our discussions---you can get enough of that at home, at work, etc.

A. Statements like, “I like a political party that stands for something” and “It (whatever is being discussed) doesn't mean that...” will be challenged. The Devil stands for “something”---should we applaud or evaluate what “something” stands for? And, if “something” doesn't mean that “something” else will result---why not apply critical thinking skills (deductive and/or inductive) in an effort to determine what is likely to happen!

II. There is a difference between “Education” and “Certification.” Some individuals enroll in college for the purpose of having their established beliefs reinforced---not to hear, see, examine or analyze different information (sources) and perspectives. In other words, many such individuals involve themselves in higher education, not for the purpose of obtaining accurate information and developing critical thinking skills (Education), but simply to obtain a “piece of paper” indicating that they spent a certain amount of time in a classroom setting (Certification). Education, in my opinion, is MORE valuable than Certification.

III. Do not assume that what I say in class is a “personal” belief----part of my approach to teaching is to present concerns in a “what if” style...or to present positions that have little, if anything, to do with my personal beliefs...My intent is to “force” you to think about various topics from different perspectives...

IV.... You have a “right” to disagree with anything that is said in class...However, when you do----DO NOT “HALF-STEP”...

- A. Be informed **and** logical about what is being presented **AS well as** what you are presenting (Old, out-dated information should not be used as the basis for argumentation);
- B. Think about the **consequences** of what you say and what you believe;
- C. Don't make a habit of attempting to define the **past** in terms of **today**.

V. It is important that you have an “open mind” about what being presented...in class, on television, on the radio----each topic/subject should be evaluated individually, not on the basis of political ideology.

VI. My “Pet Peeves”----

A. Talk show hosts are in the “entertainment,” not information business. Therefore, if you quote a talk show host (or, information heard on a talk show)----to validate/substantiate its “correctness”----research it to insure that it is legitimate. Generally, I suggest that students **do not quote talk show hosts** in efforts to support their positions;

B. **My basic belief is that “Nothing, in the classroom, is ‘sacred.’ This means that I will discuss ANY topic that relates to our discussions.**

PERSONAL RESPONSIBILITY, in my mind, includes the need to----IF ONE IS REALLY INTERESTED IN THE TRUTH AND/OR DEALING WITH AN ISSUE FROM A LOGICAL AND INTELLIGENT PERSPECTIVE----evaluate statements made by talk show hosts and political leaders!

Entrenched, negative ethnic and gender **stereotypes** should be left where they belong (I'll leave that location to your imagination). However, one should be careful not to “wear” such concerns on their “sleeves.” Discussing an issue does not mean that the issue is being advocated and/or promoted! I know, and have known, **all kinds of people----black, white, brown, yellow, polka-dot...and, I know that ANY effort to judge ANY of these individuals on the basis of generalizations is to do disservice to them all!** I also know that I have never had a student in my class that possessed four-legs, a tail, and barked when spoken to!

155 COURSE OUTLINE BY WEEKS

WEEK I:

08/24/09	Monday	Course Introduction
08/26/09	Friday	Bring large Blue Book for Pre-Semester essay

WEEK II:

08/31/09	Monday	Student Introductions/Collaborations
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			Carter's Dislikes/Correction Symbols Readings: Pages 2 – 36 Internet Assignment--TBA
WEEK III:	09/02/09	Wednesday	
	09/07/09	Monday	Holiday (Labor Day)
	09/09/09	Wednesday	Journal Writing (Bring spiral notebook) General Discussion of the "Essay Quiz #1: On reading Assignments NO MAKE-UP UNLESS STUDENT HAS OFFICIAL/APPROPRIATE PAPER- WORK! Discussion Readings: 59 - 62
WEEK IV:			
	09/14/09	Monday	Definition/Examples of KEY DEFINITIONS Creating Techniques and the Stages of Writing Return of Pre-semester Essays Reading: "The Descriptive Essay," Page 124 - 125
	09/16/09	Wednesday	Internet Assignment--TBA Paragraph Assignment #1(10 pts.): Due Monday Readings: Pages 114 - 116
WEEK V:			
	09/21/09	Monday	Thesis Statements, Topic Sentences Design Analysis: Figurative Language & The Language of Literature Paragraph Assignment #2 (Due Wednesday)
	09/23/09	Wednesday	In-Class Essay NO MAKE-UP UNLESS STUDENT HAS OFFICIAL/APPROPRIATE PAPERWORK! Reading: Pages 232-238 Paragraph Assignment #3(10 pts.): Due Monday Reading: Pages 151 - 155
WEEK VI:			
	09/28/09	Monday	Quiz #2 (NO MAKE-UPS) The Importance of Research Basics Preparing for the Portfolio
	0930/09	Wednesday	The Persuasive Argument and Research Primary and Secondary Sources Reading: Pages 232-238
WEEK VII:			
	10/05/09	Monday	Groups 1, 2, 3 presentations Reading: "The Comparision and Contrast Essay," page 130 - 132
	10/06/09	Wednesday	Internet Assignment---TBA Reading: "The Persuasive Essay," pages 137 - 139
WEEK VIII:			
	10/12/09	Monday	Groups 4 and 5 presentations Reflections on presentations Research Assignment #1 Reading: Writing the Research Paper, Read Pages: 154 – 156 BRING LARGE Blue Books to Next Class

WEEK IX:	10/13/09	Wednesday	Midterm Essay
	10/19/09 10/21/09	Monday Wednesday	Critical Thinking and Writing Internet Assignment--TBA First Half of Research Assignment is due!
WEEK X:	10/26/09	Monday	Midterm Objective Examinations First Half of Research Assignment is due! Reading: " The Cause & Effect Essay, " pages 133-135 Paragraph #3 (Due on Wednesday)
	10/28/09	Wednesday	Fallacies in Writing The Annotative Bibliography
WEEK XI:	11/02/09	Monday	Completed Research Assignment is due! Discussion of Research Assignment #2 Self-Reflection.
	11/04/09	Wednesday	Internet Assignment--TBA Reading: " The Assertion With Evidence Essay, " page 135 -136
WEEK XII:	11/09/09	Monday	Quiz #3 Return of Research Assignment #1 Reading: <i>PP</i> , pages 178 – 180 Paragraph Assignment #4 (Due on Wednesday)
	11/11/09	Wednesday	In-Class Essay
WEEK XIII:	11/16/09	Monday	Reflections on In-Class Essay Research Concerns
	11/18/09	Wednesday	Internet Assignment---TBA
WEEK XIV:	11/23/09	Monday	Self-Reflective Essay
	11/25/09	Wednesday	Research Concerns Bring Large Blue Book to next class!
WEEK XV:	11/30/09	Monday	Common Essay NO MAKE-UP UNLESS STUDENT HAS OFFICIAL PAPERWORK.
	12/02/09	Wednesday	Portfolios are due! "Final Things"
WEEK XVI:	FINALS WEEK		