Fall 2013 - AFRAS 120
Schedule # 20082 Section # 2
Composition
MWF 2-2:50pm
Building: MCN (Montezuma Classrooms North) - Room: 112

Professor Ajani Brown, MFA
Office: AL (Arts & Letters) 360
Office Hours: MWF, 12:45-1:45pm or by appointment.
Office Phone: (619)594-6554
Email: A.A.Brown.MFA@gmail.com

Required Texts:

Course Description:
AFRAS 120 is designed to develop college level writers. This course will enhance reading skills and the ability to respond, in writing, to academic texts. Through instruction and practice, students will be able to compose essays in a variety of forms. Writing is a process best explored through reading and discussion followed by expository exercises. Additionally, learning to write within a community of thinkers allows for a constructive, positive environment in which students can thrive. Further, students will use tools, revision techniques and organization to improve their compositional aptitude.

Course Objectives:
Students in AFRAS 120 should be able to compose well unified essays which include the following:

1. An overall plan with a clear beginning, middle and end.
3. Several major points in support and advancement of the thesis.
4. An appropriate use of specific detail in support or illustration of the major points.
5. Adequately developed, unified, and coherent paragraphs.
6. Effective transitions between sentences and paragraphs.
7. A varied and controlled use of sentences.
8. Diction and tone which are appropriate for audience and subject matter.
10. Ideas worthy of a university level audience.

AFRAS 120 will fulfill the General Education area of Communication and Critical Thinking. Upon completion of this course students will be able to: 1) Craft well reasoned arguments for specific audiences; 2) Analyze a variety of texts commonly encountered in the academic setting; 3) Situate
discourse within social, generic, cultural, and historical contexts; 4) Assess the relative strengths of arguments and supporting evidence.
Students will write five academic essays of varying lengths: Personal Narrative, Definition, Expository, Comparison contrast/explicative and Argumentative.
By the end of the semester, students will be able to demonstrate their ability to think critically, analyze issues and present them in writing.

Course Goal:
To develop academic level reading, writing and critical thinking skills through guided exploration of concepts from African & African American culture.

Accessibility:
Students who need accommodations for disabilities should contact me privately to discuss specific accommodations for which they have received authorization. If you have a disability, but have not contacted Student Disability Services, please do so before making an appointment to see me.

Evaluation:
In order to assess learning and assist in developing an inner dialogue with course content, you will be responsible for the following assignments.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points:</th>
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<tbody>
<tr>
<td>In Class Writings (5)</td>
<td>(5 x 10) 50</td>
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<tr>
<td>Freewriting #1</td>
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<td>Freewriting #2</td>
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<td>Freewriting #3</td>
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<td>Freewriting #4</td>
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<td>Freewriting #5</td>
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<tr>
<td>In Class Writings - Section II (5)</td>
<td>(5 x 10) 50</td>
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<tr>
<td>Reflection Log #1</td>
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<td>Reflection Log #2</td>
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<td>Reflection Log #3</td>
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<td>Reflection Log #4</td>
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<td>Reflection Log #5</td>
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<tr>
<td>Reader Responses (Short Essays) (5) 250 Words</td>
<td>(5 x 10) 100</td>
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<td>Reader Responses #1</td>
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<td>Reader Responses #2</td>
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<td>Reader Responses #3</td>
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<td>Reader Responses #4</td>
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<td>Reader Responses #5</td>
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<tr>
<td>Essays (5) 500 Words</td>
<td>(5 x 50) 250</td>
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<td>Personal Narrative</td>
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Examples Essay 50
Definition Essay 50
Compare & Contrast Essay 50
Argumentative Essay 50
Class Participation (Includes attendance/punctuality, participation, peer reviews, being prepared to discuss readings) 50

Total = 500

Grade Scale: 500-450 (100% - 90%) points = A; 449-440 (89 - 88%) points = A-; 439-400 (87%- 80%) points = B; 399-390 (79% - 78%) points = B-; 389-350 (77%-70%) points = C; 349-340 (69%-68%) C-; 339-300 (67% -60%) points = D; 299-290 (59%-58%) points = D-; 289-0 (57% - 0) = points F.

Revisions:
One revision of an out of class essay may be submitted. Each revision is due the class meeting after the day graded essay was returned. Both the revision and the graded essay must be turned in if the student wishes to receive credit for the revision. If the student chooses to revise, the grade on the revised essay will replace the original grade.

Attendance:
Because mastering skills in writing requires regular, sustained effort, students in AFRAS 120 must attend class regularly and punctually. A student who has more than three unexcused absences will find it difficult to pass this course. Unexcused absence #4 will lower the student’s final grade by five points. Unexcused absence #5 will lower the student’s final grade by another five points, and so on. The point: if you want to be successful in this course, you need to be present.

Essay Writing Requirements:
Out of class essays are to be typed and double-spaced, using a 12 point Times Roman font. Late assignments will not be accepted without my prior consent.

Academic Expectations:
Plagiarism is defined as the act of incorporating ideas, words, or specific substance of another, whether purchased, borrowed, or otherwise obtained, and submitting same to the university as one’s own work to fulfill academic requirements without giving credit to the appropriate source. Plagiarism shall include but not be limited to
(a) submitting work, either in part or in whole, completed by another;
(b) omitting footnotes for ideas, statements, facts, or conclusions that belong to another;
(c) omitting quotation marks when quoting directly from another, whether it be a paragraph, sentence, or part thereof;
(d) close and lengthy paraphrasing of the writings of another;
(e) submitting another person's artistic works, such as musical compositions, photographs, paintings, drawings, or sculptures; and
(f) submitting as one's own work papers purchased from research companies.

Plagiarism will not be tolerated and will result in the failure of the assignment in question. Repeat cases will result in failure of the course!

This course will refer to topics from across the Africana Departmental Curriculum and also issues that touch courses from other disciplines. Some issues and topics have no clearly defined answers. We will discuss and write about these as a class. Let us respect each other's thoughts. Disagree academically if we must, but offer sound disputations in defense of a position.

Other Requirements:
Please be courteous and respectful to your classmates and the instructor at all times. Feel free to disagree with issues raised in class, but do so in a responsible way.

Course Outline: RA (Reading Assignments); IC (In-Class Writing Assignment)

Week 1: (Aug. 26 – Aug. 31) Essay Preparation #1 – Personal Narrative

M Introduction to the Course: Attendance, Syllabus, Class Structure and Expectations

IC Free Writing #0: What is your experience and goals with regard to writing? Tell me about your writing habits.

W Personal Narrative Discussion (Voice, Audience and Context)

RA: (1): Planning Writing pp. 1-11

F Discuss Assigned Readings

Introduction to MLA format/ How to use Pocket Keys for Writers text

IC: Brainstorming: Personal Narrative

RA: (1): Discovering the Writer in Me by Terry McMillan pp. 274
(2): My Self Education by Malcom X pp. 284

Week 2: (Sept. 2 – Sept. 6)

M No Class

RA: (1) Mother to Son by Langston Hughes pp. 131
(2) The Positive Environment by Camille Gray pp.141
(3) Finishing School by Maya Angelou pp. 120
(4) Stone City by Jerome Mason pp. 127

W Peer Review 1st Draft Personal Narrative Essay
F Essay #1 - Personal Narratives – 500 Words - DUE
Discuss Assigned Readings from Monday

Week 3: (Sept. 9 – Sept. 13) Essay Preparation #2 - Examples

M IC: Freewriting #1
RA: (1) Black Men and Public Space by Brent Staples pp. 93
(2) I am a Black Woman by Mari Evan pp. 62

W Discuss Assigned Readings
RA: (1) A Summer Tragedy by Arna Bontemps pp. 158
(2) Just Don’t Never Give Up On Love by Sonia Sanchez pp. 169
(3) We Wear the Mask by Paul Dunbar pp. 205
(4) Freedom by Joyce Jarrett pp. 201

F Reader Response #1 DUE

IC: Brainstorm: Examples Essay
RA: (1) To know one’s History is to Know Oneself by John Clarke pp. 254

Discuss Assigned Readings

Week 4: (Sept. 16 – Sept. 20)

M 1st Draft Peer Review -- Examples Essay
RA: (1) Double Consciousness by W.E.B. DuBois pp. 300
(2) Garvey Speaks at Madison Square Garden by Marcus Garvey pp. 307

W Discuss Assigned Readings.

IC: Freewriting #2

F Essay #2 - Examples Essay – 500 Words – DUE
RA: (1) Black Talk by Geneva Smith at 389
(2) Respect on the Streets by Elijah Anderson pp. 97
(3) The Question of Name: African or African American? pp. 338

Week 5: (Sept. 23 – Sept 27) Preparation Essay #3 - Definition

M Discuss Assigned Readings
RA: (1) When the “Paranoids” turn out to be right by Brent Staple pp. 380
(2) Emmett Till is Dead by Anne Moody pp. 177

W IC: Brainstorm: Definition Essay
RA: (1) The Tradition of IFA by Karl Nichols pp. 251

F IC: Freewriting #3
Discuss Assigned Readings

Week 6: (Sept. 30 – Oct. 4)

M Reader Response #2 DUE

1st Draft Peer Review -- Definitions Essay
RA: (1) Islam and the African American Woman by Vernell Munadi pp. 81
   (2) Are Black males becoming an endangered species? pp. 102
   (3) Incident by Countee Cullen pp. 339

W   Discuss Reading Assignments
RA: (1) What's American About America? By Ishmael Reed pp. 407
   (2) Sometimes Symbols Don’t Symbolize Much of Anything by William Rasberry pp. 368

F   Essay #3 -- Definitions Essay -- 500 Words -- DUE
   Discuss Reading Assignments

Week 7: (Oct. 7 – Oct. 11) Preparation Essay #4 -- Comparison & Contrast
M   Reader Response #3 DUE

IC: Freewriting #4
RA: (1) To Those Sister of My Sisters Who Kept Their Naturals by Gwendolyn Brooks pp. 264
   (2) A Difference of Opinion by Toni Morrison pp. 361
   (3) Brer Rabbit and the Goobers pp. 343

W   IC: Brainstorm – Comparison & Contrast Essay
RA: (1) Debut by Kristin Hunter
   Discuss Assigned Readings

F   RA: (1) African American Youth Resist Standard English by Felicia Lee pp. 325
   (2) The Revolt of the Evil Fairies by Ted Poston pp. 414
   Discuss Assigned Readings

Week 8: (Oct. 14 -- Oct. 18)
M   Reader Response #4 DUE

1st Draft: Peer Review -- Comparison & Contrast Essay

W   RA: (1) Society Rejects Mixed Children by Mia Elliot pp. 412
   (2) Slavery & Womanhood by Angela Davis pp. 56
   (3) Betrayal? When Black Men Date White Women by pp. 390
   Discuss Assigned Readings

F   Essay #4 -- Compare & Contrast Essay -- 500 Words -- DUE
RA: (1) On Being Brought From Africa to America by Phillis Wheatly pp. 39
   (2) And Aren’t I A Woman by Sojourner Truth pp. 43
   (3) The Spirit of the March Must Be Kept Alive by Margaret Lee pp. 59
   (4) Becoming a Republican by Tony Brown pp. 312

M   Discuss Assigned Readings
RA: (1) If We Must Die by Claude McKay pp. 207
   (2) The Rap of Frederick Douglass by Roger Smith pp. 209

W   Lecture: Writing About Emotionally Charged Topics -- Shaping an Argument
RA: (1) U.N.I.T.Y. by Queen Latifah pp. 212
(2) Reparations for Slavery by Andeer Henderson pp. 215
Discuss Assigned Readings

Week 10: (Oct. 28 – Nov. 1)
M Lecture: Putting it in Perspective/Conducting Research: Analyzing Opinion versus Factually Supported Arguments
W IC: Free Writing #5
RA: (1) Jazz and the Cold War: Trick Bag by Elliot Bratton pp. 371
(2) Black is Beautiful -- All Shades by Andrea Robinson pp. 432
Discuss Assigned Readings
F IC: Brainstorm — Argumentative Essay
RA: (1) The True Nature of Racism by Benjamin Lee pp. 443
(2) Am I Blue by Alice Walker pp. 449

Week 11: (Nov. 4 – Nov. 8)
M Reader Response #5 DUE
1st Draft Peer Review — Argumentative Essay
W IC: Reflection Log #1 — Writing About a Message
F Essay #5 — Argumentative Essay — 500 Words — Due
RA: (1) Multiculturalism: What is it, and is it Good or Bad? by Henry Gates pp. 447
(2) Coward from the Colleges by Langston Hughes pp. 454
Discuss Assigned Readings

Week 12: (Nov. 11 – Nov. 16)
M No Class
W IC: Reflection Log #2 — Editing Experiences/Challenges
F RA: (1) My Blackness is the Beauty of this Land by Lance Jeffers pp. 440
(2) My Life in Black and White by Pauli Murray pp. 434
Discuss Assigned Readings

Week 13: (Nov. 18 -- Nov. 22)
M IC: Reflection Log #3 — Self Identity/Growth/Writing Toward Self Actualization
W RA: (1) The Criminal Justice System and Poor Blacks by Marshall Mercy pp. 199
(2) Public Schools For African American Males: Are they Necessary? by Byron Thompson
Discuss Assigned Readings
F RA: (1) The Ghost of Orion by John Edgar Wideman pp. 350
(2) I Get Born by Zora Neale Hurston pp. 345
Discuss Assigned Readings

Week 14: (Nov. 25 — Nov. 29) Thanksgiving Week
M    TBA
W    TBA
F    No Class

Week 15: (Dec. 2 – Dec. 6)

M    IC: Reflection Log #4 – Is Popular Culture Appropriate for Scholarly Critique?
W    RA: (1) Positive Affirmations Between African American Men and Women by Jason Orr pp. 174
     (2) The Dynamic Tension in the Black Church by Michael Battle pp. 240
     Discuss Assigned Readings

F    IC: Reflection Log #5 – My Writing Abilities that need more work and strengths to build on.

Week 16: (Dec. 9 – Dec. 11) End of Semester

M    Office Hour Meetings – By Appointment
W    Office Hour Meetings – By Appointment