

ENG 100c: Identity, Intersectionality and Activism

St. John's University

First Year Writing

Instructor: Catherine C. Saunders

Spring 2017

Office Hours: Tuesday: 11-12 pm

Friday: 11-12 pm (and by appointment)

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Course Overview

This course cultivates a critical commonplace to explore and define “change.” From legalizing same-sex unions to “Black Lives Matter,” we currently reside at the intersection of change and stagnancy, truth and fallacy, past and present and the individual and the collective. We begin to examine change with self-analysis from an individualistic perspective, eventually expanding to consider “self” as a collective entity. This course will incorporate identity, intersectionality and activism to contemplate the product and process of change. In contemplating identity, intersectionality and activism students will write your way into history, emerging not only as a critical writer but a critical thinker.

Learning Objectives:

After taking first year writing, students will be able to:

1. Tackle writing as a process not a product
2. Implement writing and rewriting as core components to shape and expand ideas
3. Critically engage themselves and the world around them
4. See themselves as a writers adept to render their truth
5. Read and discuss expository essays as entrance into critical conversation and academic dis course.

One-on-One Writing Conferences

You must attend *three conferences* with me throughout the semester. I will announce each conference a week in advance. Sign-up sheets will be handed out during class and I will post the conference schedule on blackboard.

Before a writing conference: Have **at least one question** or topic that you would like to review or discuss.

Course Policies

Readings and Responses

Reading is an essential component to the writing process. As a result, this course requires that you read frequently and critically. **You are responsible for reading all course readings and preparing a thoughtful journal response.** This response may discuss what you liked, how it pertains to your areas of interest, questions you have or that you hated it. Responses must reflect critical thought and be a page in length. All Journals must be submitted electronically by noon on days that our classes meet.

I read all journals, and all journals that render textual analysis receive full credit. Summary journals will not receive full credit. With that said, only a few journals during the semester will yield comments and critical queries from me. Use these comments and critical queries to polish 2 journals for the midterm. All polished journals must appear electronically and tendered in hard copy form for midterm review. (Any changes to these policies will be posted on BB as announcements)

Please submit all journals by 9am on the following class date. For example, if assigned on Friday, please submit by 9am on Tuesday.

****Your postings are only visible to the instructor.**

Academic Honesty

It is imperative that *your* ideas remain central throughout the course. With this said, you will engage in critical conversations with others regarding your topic, but it is imperative that you credit others for their ideas (as others will credit you one day!). Early in the course you will learn to issue due diligence to outside sources. Generally, when in doubt, cite. On the STJ Library website St. John's defines plagiarism as follows: "Plagiarism is incorporating someone else's work into your work without giving proper credit to the original source."

Submitting Assignments

For most assignments I request electronic and hard copies. You will mostly receive my feedback electronically to expedite the revision process and to ensure that both teacher and student have copies of all work.

Drafts

Drafts must be submitted for all papers. Unless indicated otherwise, all drafts must be complete in length.

Accountability

Please check your email and blackboard regularly. Blackboard contains all course readings and activities. Please check regularly for any forms, information or assignments you may need before attending class.

Should you need to contact me I will review and respond to all emails within 24 hours. If you do not receive a response feel free to email me again. Also, I return all papers with comments before the next paper is due. If you do not receive a commented draft please email me or speak to me before or after class.

Attendance

This course is a communal environment anchored in discussion and workshops. In order to properly participate in the course you must be present and on time. If you are more than 15 minutes late you will be marked absent.

Also, being present means to actively engage in the course. Thus, occupying yourself with social media or technology during class time is unacceptable. If observed on a single occasion this behavior will yield a warning. Anything after the initial warning constitutes an absence.

If you miss more than 3 classes, you fail the class. If you miss more than 2, your grade may suffer.

Late Work

Late assignments are not accepted. All assignments must be submitted by the designated due date. Each assignment will specify the requirements (page minimum, due date). All assignments must be submitted in size 12 Times New Roman.

Feedback

Much of the course lies in providing and receiving feedback from your peers. In doing so, I ask that you be "critically kind." This means that you challenge your classmates without judgement or cruelty. This in no way encourages you to agree with your classmates or to bask in praise during workshops. Rather, critical kindness asks that you challenge your classmates through critical queries that guide them in the rethinking and rewriting process.

Confidentiality

You may read or hear something in discussion that may be tempting to repeat. I encourage you to deflect this temptation into the form of critical queries and feedback during workshops. In short, what is said in class stays in class. What someone writes in an essay, stays on the page.

Oral Presentations

You will have two oral presentations to make during the semester. Both oral presentations will require you to critically engage a media source of your choice. In doing so, consider how your selection engages the course themes. These presentations reflect significantly on your grade and should assert your ability to be both creative and critical.

Peer Edits

Peer Edits are a fun way to exchange ideas and share your work with peers. Peer edits are a mandatory component of First Year Writing. The course outline contains specifics regarding when peer edits are due. Please upload all essays to your designated group on the essay's due date. For example, if the essay is due on Tuesday, January 3rd please upload one copy to the Assignments folder and another to your respective group. Groups are always located under the "Groups" tab on Blackboard.

Electronic Engagement

All course assignments will be posted on Blackboard. I will occasionally request that you bring your laptops to class for peer edits. All notice will be provided via email or Blackboard posting. It is your responsibility to check both frequently.

In the event of oral presentations, uploads or peer edits that involve electronics it is imperative that you make sure your device is fully charged, and if using a visual aid provide time to set up. Also, be sure to have all links and documents readily available for in-class workshops or activity.

Materials

All required readings will be uploaded onto Blackboard. **You are responsible for reading and printing these items before class.** Some of the selected readings may convey an influx of information in a small space. To prepare for class ask yourself what the piece was about and highlight sections you found interesting or incendiary.

Student Resources

The Writing Center

I want you to experience the writing help available in the Writing Center firsthand, so you need to go there at least once this semester. Writing Center tutors can give you one-on-one help with any stage in the writing process: from brainstorming ideas for an essay topic, to drafting the essay, revising it, or editing it. Most likely, these visits will inspire you to make a habit of attending the Writing Center regularly in your St. John's writing career after this course ends. You may even decide to work there as a tutor later on. To make an appointment, stop into St. Augustine Hall, call 718-990-2171, or go to <http://stjohns.edu/academics/centers/iws/writingcenter/students> .

Learning Communities

While the classroom is certainly a learning community, it is not the only platform to explicate your cause. Throughout the semester there will be a number of events that will aid in expanding and challenging your ideas and subject. The course requires that you attend at least *two* events to

broaden your perspective as an individual and scholar. Any events in which you attend and submit a brief (1 page) write-up (journal) or incorporate into your papers will reflect positively on your grade.

The Freshman Center

The St. John's website says: "The University Freshman Center was created to fulfill the commitment made by St. John's University to mentor and guide first-year students through their transition from high school to college. Our mission is to welcome each and every student into the St. John's University community and assist with students' overall transition, acclimation, and integration into the University setting."

If you are in your first year at St. John's, you should have been assigned an advisor. If you have completed your first year, your advisor is in the academic major you declared. If you are not sure who your advisor is, please contact the University Freshman Center:

St. Augustine Hall, Room 104 <http://www.stjohns.edu/academics/centers/dass/ufc>.

The Center for Counseling and Consultation Marillac Hall, Room 130 (718) 990-6384

The St. John's website says: "The staff at the Center for Counseling and Consultation is dedicated to helping St. John's students who may be experiencing personal or emotional difficulties that interfere with their ability to perform well. Our services include assessment, individual and group counseling, crisis intervention, consultation and referral. Psychiatric consultation is also available when appropriate. All services are free and confidential within the limits of legal and ethical restrictions. The Center operates within a short-term counseling model and students with more longstanding or specialized issues will be helped to find more appropriate resources within the community."

Midterm Portfolio

- ***You will receive a B*** for your midterm grade if you submit 2 polished (journal) responses
- A project proposal
- PSA video + Comment on 2 peer videos
- An oral presentation feedback (response and comment)

Final Portfolio

For your final portfolio, construct a webpage that asserts initiative on your chosen issue. Assignment detailed on grid below.

Grading

You are ***guaranteed a B*** if you do the following:

- Miss no more than 2 classes
- Thoughtfully participate in class discussions
- Actively engage your classmates and the course (no cellphones, iPad, Instagram)
- Come prepared for class (papers printed and this week's reading printed)

- Place time and effort in workshopping peer edits
- Generally avoid careless errors in your work
- Implement sources with discernment and purpose
- Submit First and Final Drafts on time
- Attend all one-on-one conferences on time and prepared
- Work with a Writing Center consultant
- Attend at least 2 Learning Community Events
- Submit your final portfolio on time

You will earn *lower than a B* for the following;

- Excessive absences or tardiness
- Missing or late assignments
- Not thoughtfully responding to peer drafts or not responding at all
- Little to no revision in drafts
- Failing to attend conferences or arriving without the required preparation
- Not attending required Learning Communities
- Submitting work with careless errors
- Distracted during class time/workshops

You will earn *higher than a B* for the following:

- Rendering feedback to peer drafts that foment critical thought
- Implementing sources that are exceedingly complex or resounding
- Demonstrating significant improvement from First to Final Drafts
- Arriving early and prepared for class/presentations
- Attending and engaging with more than 2 Learning Communities
- Submitting assignments that insightfully engage alternative or incendiary perspectives
- Challenging yourself to write beyond your critical comfort zone

Point System

Points

In-Class Assignments: 100 points

(5) 20 points each

Peer Edits: 200 points

(5) 40 points each

Journals: 500 points

50 points each (10)

Essays: 1,000 points

200 points each (5)

175-200: E

150-174: G

100-150: C

Below 100: May re-write for grade increase

All rewrites must be submitted one week following grade release and demonstrate substantial improvement not just a few minor improvements.

Conferences: 600 points

3 total: 200 points each

Midterm Portfolio: 200 points

175-200: E

150-174: G

100-150: C

Presentations: 200 points

2 total: 100 points each

Writing Center: 100 points each (Mandatory for at least a B)

You must attend at least once

Additional Appointments earn you 10 points.

Learning Communities: 200 points. (Mandatory for at least a B)

100 points each

You must complete 2

Additional Communities earn you 20 points

Final Portfolio: 300 points

3100 points for at least a B

3300 + higher than a B points guarantees you at least a B

Maximum: 3400 (not counting additional work)

Assignment Overview

Assignment	Requirements	Due Date
Self-Portrait Essay	3 pages	Friday, February 3rd
Oral Presentation	3 minutes maximum Introduce and critically engage proposed topic	Friday, February 3rd
Meme Presentation	3 minutes maximum Introduce and critically engage proposed topic	Tuesday, February 14th:
Media Analysis	3 pages Choose a form of media relevant to your area of interest to explicate. You may choose a scene from a movie, twitter post, video, music video, news story, interview or anything you find interesting.	Friday, February 16th:
Project Proposal/Midterm Portfolio	2 minute Youtube video (PSA) uploaded to Blackboard by noon Proposal Form Uploaded to Dropbox Oral presentation feedback a one page (single spaced) reflective essay	Friday, February 24th:
Identifying the Issue	2 pages + 2 sources	Tuesday, March 7th
Analyzing An Issue	3 pages +3 sources	Friday, March 31st:
Solving an Issue	2 pages + 2 sources	Friday, April 21st:

Assignment	Requirements	Due Date
Final Portfolio	<p>Create a website/webpage dedicated to your selected cause. This webpage should consist of the following:</p> <p>PSA: Proposal Video Mission/Statement of Goals A manifesto Letter Visual: Image, Mural, Sketch that illustrates your cause 5 best journals Identify, Analyze and Solve the Issue Essay Self-Portrait Essay Snippet Theme Song Reflection Essay **anything else you choose</p> <p>Email the link by noon and prepare a 2 minute presentation to deliver at our in-class conference on the last day of class</p> <p>Suggested platform: Wordpress You may use Blogger, Weebly, or Tumblr also.</p>	Friday, April 28th

Course Outline

Friday, January 20th: Course Introduction

In-class excerpts: ***Glenn Ligon “Untitled”***
Langston Hughes “Salvation”

Reading: Dick Gregory, “Shame”

Tuesday, January 24th: In-class Workshop: Casting a Critical Gaze on Yourself

Reading: Maxine Hong Kingston, “No Name Woman”

Friday, January 27th: Self-Portrait Essay First Draft Due

Reading: Bharti Mukherjee, “ Two Ways to Belong in America”

Tuesday January 31st: Begin Media Analysis Unit: Multimedia SlideShow

*****Peer Edits due at noon**

Select a form on media in which you plan to explicate for your next paper. Email/post to designated partner before Friday's class.

Reading: Ta-Nehisi Coates "Nina Simone's Face"

Friday, February 3rd: **Oral Presentations**
Final Draft Self-Portrait Due

Tuesday, February 7th: **First Draft: Media Analysis**
In- Class Workshop
Conference sign-up
Preparing for a Conference

*****Peer Edit Due by Friday at Midnight**

Friday, February 9th: Conferences (9-2:30 pm)

Reading: Susan Blackmore "Strange Creatures"

Tuesday, February 14th: **Presentation: Memes**

Reading: **W. E. B. Dubois "Of the Dawn of Freedom"**

Friday, February 16th: **Final Draft Media Analysis**
Identifying the Issue Unit
Overview/Workshop

Reading: Malcolm X: "The Ballot or the Bullet"

***** Bring laptops to next class to conduct peer edit**

Tuesday, February 21st: Question Workshop
Identifying and Investigating Issues
First Draft: Identifying the Issue

Reading: Dr. Martin Luther King Jr, "The Purpose of Education"

Friday, February 24th: **Workshop**
Mid-Term Reflection

PSA + Project Proposal

Mid-winter Recess: February 24th-March 4th

Tuesday, March 7th : Final Draft: Identifying the Issue
Introduce the Annotated Bibliography
Library Workshop

Find one source that contemplates your issue. Bring to our next class with 3-5 sentences that summaries the source and delineates what it adds to your project.

Friday, March 10th: Analyzing the Issue Unit

****Prepare annotated bibliography and questions for Conferences**

Tuesday, March 14th: Conferences (9-2:30 pm)
Bring your annotated bibliography + Outline of Essay

Friday, March 17th: Workshop:
Bring annotated bibliography and essay Introduction (hard copy)

Reading: Malcolm Gladwell “Small Change: Why the Revolution Will Not Be Tweeted”

Tuesday, March 21st: First Draft: Analyze the Issue
Workshop/ Reflecting on Your Portfolio thus far

******Bring laptop for in-class peer- edit***

Reading (s):

- ***James Baldwin “Letter to My Nephew on the One Hundredth Anniversary of the Emancipation”***

****Bring your laptop to our next class if you wish to type the exercise**

Friday, March 24th: In-Class Essay Writing

Reading: Audre Lord: “ The Master's House”

Tuesday, March 28th: **Workshop**

Friday, March 31st: **Final Draft Analyzing the Issue**
Self-Edit Workshop
Introduce next Unit

Reading: Gloria Anzaldua “How to Tame a Wild tongue”

Tuesday, April 4th: **Discuss Reading**
In-Class Activity

In-Class: Jonathan Swift, “A Modest Proposal”
Manifesto of the Communist Party
The Maxims of Ptahhotep

Reading (s): bell hooks “Love as the Practice of Freedom”
Toni Morrison “No Place for Self-Pity, No Room for Fear

Friday, April 7th : Solve the Issue Draft/Workshop

Tuesday, April 11th: Conferences (9-2:30pm)
First Draft: Solve the Issue

Friday, April 14th: No Class

Reading: Chimamanda Ngozi Adichie, “We Should All Be Feminists”

Tuesday, April 18th: Resolving the Issue Workshop
*****Peer Edits due by noon**

Friday, April 21st: Preparing your presentation
Final Draft: Solve the Issue

Tuesday, April 25th: Course Reflection Assignment
Optional Q&A

Friday, April 28th: Portfolios Due
Class Conference