

## English 110-13 & 41

Daily Schedule

Fayetteville State University

Fall 2004

Dr. Floyd Ogburn

08/16: Course and personal introductions

**HW:** 1. Read the Preface to *Narrative*. 2. Answer on paper the following questions. You will have to use an Encyclopedia or the Internet to answer the first one: Who is William Lloyd Garrison and why does he stress that “Mr. Douglass has very properly written his own Narrative” and “that it is essentially true in all its statements”? What purpose does Wendell Phillips’ letter serve?

08/18: Class discussion of questions. Please submit the questions (**set 1**—5 points) at the end of class

**HW:** 1. Read chapter 1 in *Narrative*. 2. Select **ONE** of the following topics and answer the questions regarding it: **Unclear Ancestry**--Why is Douglass uncertain of his age? How does he feel about his uncertainty? Who is Douglass’ father? What are the implications of men like Douglass’ father upon slavery? **(Slave) Mother-Child Relationship**--What is the nature of the relationship between Douglass and his mother, Harriet Bailey? **Rape, Power, and Capitalism**--Explore the reasons behind Captain Anthony’s brutal flogging of Douglass’ Aunt Hester.

08/20: Group reports by topic

**HW:** Bring to class 3 complete sentences (**set 2**—5points): Sentence 1 should tell where your father is from and describe your relationship with him. Sentence 2 should tell where your mother is from and describe your relationship with her. Sentence 3 should state your view of slavery and indicate whether you think it still impacts American society.

08/23: Voluntary oral reports. Submit all reports at the end of class to get instructor’s signature.

**HW:** Write ONE paragraph describing how ONE of the sentences could lead to a narrative essay, minimum 1,000 words.

08/25: Writing Workshop: using paragraphs to plan (develop criteria) for the narrative essay

**HW:** Construct rough outline with thesis.

08/27: Class meets in Computer Lab 312 Butler--Common Freshman English Pre-Test

08/30: Writing workshop: adding, re-arranging, deleting information from outlines

**HW:** Construct a new outline (attach the previous one)

09/01: Writing Workshop: drafting (discovery or rough draft)

09/03: Computer Lab 312 BU—writing workshop

**HW:** Do draft #1, Essay #1

09/06: Labor Day—No class

09/08: Workshop--draft #1, Essay #1 due, group editing—thesis & supporting details

**HW:** do draft #2

09/10: Class meets in Computer Lab—workshop—draft #2, editing/proofreading. Submit draft #2 and prior materials at the end of class.

**HW:** 1. Read chapters 2 & 3, *Narrative*. 2. Do **set 3 questions**—5 points)

### Chapter II

- Songs of Joy or Songs of Sorrow
  - Colonel Lloyd’s main plantation is called the “Great House Farm” by the slaves. The ones “selected to go the “Great House Farm” went enthusiastically. On their way, they would fill the “dense old woods” with sounds of “the highest joy and deepest sadness,” always interweaving references to the Great House: “I am going away to the Great House Farm! / O, yea! O, Yea! O!”

**Explain Douglass’ comment: “I have often been utterly astonished, since I came to the north, to find persons who could speak of the singing, among slaves, as evidence of their contentment and happiness.”**

### Chapter III

- To Tell the Truth
  - Colonel Lloyd—hypocrite that he is—will not abide theft or lies by his slaves. **What is the effect of his hypocrisy upon the physical, mental, and ethical well-being of the slaves?**

09/13: Selected oral reports, class discussion

**HW:** Make a list of incidents in your own life that involve being misunderstood or hypocrisy.

09/15: Oral reports regarding lists, class discussion

- HW:** Select one incident and do a discovery draft: who, what, why, when, where, and how?
- 09/17: Class meets in computer lab—essay #1 returned, reviewed, revised, and resubmitted (in depth revisions due 9/20 at the beginning of class)  
**HW:** Continue work on discovery draft for essay #2
- 09/20: Workshop—sharing and embellishing discovery drafts  
**HW:** complete draft #1, essay #2
- 09/22: Workshop—identifying thesis and main supports, checking coherence  
**HW:** Work on introductory paragraph(s)
- 09/24: Class meets in computer lab—work on draft #2; essay #1 returned with final grade  
**HW:** Complete draft #2
- 09/27: Workshop—editing/proofreading draft #2, essay #2. Submit at the end of class.  
**HW:** 1. Read chapters 4-6, *Narrative*. 2. Do **set 4 questions**—5 points:  
**Chapter VI**
- The Epiphany
    - **What does Douglass discover to be “the white man’s power to enslave the black man”?**
- 09/29: Select oral reports and applications to 21<sup>st</sup> century America. Submit set 4 questions at the end of class.  
**HW:** Bring to class ideas related to chapter 6 for essay #3 topics.
- 09/30: Fall Convocation, 3 p.m. You must attend, wear, formal dress (i.e., church), sit quietly, and take notes on the Chancellor’s speech (set 5 questions—5 points) . Please gather in front of Capel after convocation for group photos.**
- 10/01: Class meets in computer lab; draft #2, essay #2, returned, reviewed, revised, and resubmitted (in depth revisions due 10/4)
- 10/04: Essay #2 returned with final grade (those submitted 10/01); class discussion—convocation  
**HW:** 1. Read chapter 7, *Narrative*. 2. Do **set 5 questions** (1 extra credit):  
**Chapter VII**
- The Classroom Without Walls
    - **Explain in detail the methods Douglass uses to learn to read and write.**
    - **Do you find his methods credible, realistic for his time? (1800s)? Explain.**
    - **Do you think his methods have applications to today’s youth? Explain.**
- 10/06: Selected oral reports—set 5 questions; submit questions at the end of class.  
**HW:** Bring to class ideas related to chapter #7 for essay #3 paper topics.
- 10/08: Midterm grades posted; class discussion—writing prompts for essay #3  
**HW:** 1. Do a discovery draft for essay #3.
- 10/11-12: Fall Break
- 10/13: Sharing of discovery drafts  
**HW:** 1. Continue work on discovery drafts, essay #3
- 10/15: Class meets in computer lab (BU 312); writing workshop, draft #2—thesis, support, introductions, conclusions  
**HW:** Do draft #1.
- 10/18: Writing workshop—peer response to draft #1  
**HW:** Do draft #2
- 10/22: Last day to withdraw from classes; class meets in computer lab—editing/proofreading exercises; draft #2, essay #3 due at the end of class  
**HW:** 1. Read chapter 8 & 9, *Narrative*. 2. Do **set 6 questions** (3 extra credits):  
**Chapter VIII**
- The Color of Slavery
    - Because Captain Anthony dies without a will instructing the dispensation of his property, Douglass has to return to Colonel Lloyd’s plantation to attend the “valuation” of Anthony’s property. He concludes: “At this moment, I saw more clearly than ever the brutalizing effects of slavery upon both slave and slaveholder.”

**List and react to the graphic examples Douglass uses to illustrate the above statement.**

#### **Chapter IX**

- Religion and Dates
- 1 Timothy 6

- 1 Let as many servants as are under the yoke count their own masters worthy of all honour, that the name of God and his doctrine be not blasphemed.
- 2 And they that have believing masters, let them not despise them, because they are brethren; but rather do them service, because they are faithful and beloved, partakers of the benefit. These things teach and exhort.

In August 1832, Captain Auld experienced a religious conversion. **Describe the effect of his conversion upon his views of slavery? Is religion used similarly today?**

10/23: HOMECOMING!!

10/25: Selected oral reports, set 6 questions—those selected to report should submit questions at the end of class.

10/27: Selected oral reports, set 6 questions—those selected to report should submit questions at the end of class.

Essay #3 returned with final grade.

10/29: Class meets in computer lab; essay #3 returned, reviewed, revised, and resubmitted.

**HW:** 1. Read chapter 10, *Narrative*. 2. Do **set 7 questions** (2 extra credits)

11/01: Selected oral reports, set 7 questions

11/03: Selected oral reports, set 7 questions

**HW:** Make a list of ideas for paper topics related to sets 6 & 7 questions.

11/05: Last day for WN requests; class meets in computer lab; workshop—writing prompts—essay #4

**HW:** 1. Read the appendix, *Narrative*. 2. Do **set 8 questions** (2 extra credits):

**Appendix**

- Christianity
  - Douglass concludes,

What I have said respecting and against religion, I mean strictly to apply to the slaveholding religion of this land, and with no possible reference to Christianity proper; for, between the Christianity of this land, and the Christianity of Christ, I recognize the widest possible difference—so wide, that to receive the one as good, pure, and holy, is of necessity to reject the other as bad, corrupt, and wicked.

- **Imagine that you are a contemporary of Douglass (say, 1830s). Would you agree or disagree with the above statement? Now, consider Douglass' statement from your current perspective? Do you still respond to the statement the same way? Explain. Try to use contemporary examples to support your answer.**

11/08: Registration for spring semester begins; workshop—refine writing prompts for essay #4

**HW:** Do discovery draft for essay #4.

11/10: Workshop—sharing and critiquing discovery drafts

**HW:** Begin draft #1, essay #4

11/12: Class meets in computer lab—workshop, drafting and peer collaboration

**HW:** Complete draft #1

11/15: Workshop—draft #1, essay #4

**HW:** Develop a set of questions that you would like to have answered regarding your essay. These questions should be ones designed to improve essay focus and critical thinking.

11/17: Workshop—responding to peer questions

**HW:** Do draft #2

11/19: Class meets in computer lab; proofreading and editing exercises

**HW:** Do a final draft of essay #4; this draft is due Monday and will receive a final grade.

11:22: Workshop—final proofreading and editing with instructor's assistance. Note. The grade assigned by the instructor will be final. I have intentionally not given you the close assistance on this essay as on prior ones. I wish to see how many skills and processes you have internalized.

11/23: Selected individual conferences. Last day for WN appeals AND last day to withdraw from the University

11/24–28: No class—Happy Turkey Day!!!!

11/29: Post-test preview

12/01: Post-test; essay #4 returned with final grade; portfolios submitted. Happy Holidays!!!!

