

NEW YORK CITY COLLEGE OF TECHNOLOGY
OF THE CITY UNIVERSITY OF NEW YORK

POST OBSERVATION CONFERENCE MEMORANDUM

Date of Discussion 10/29/19

Observation date 10/22/19

Candidate's Name Rebecca Mazumdar

Department English

Representatives Present _____

Course & Section ENG 3401 Section D614


Name of Observer: Caroline Hellman

Name of Observee: Rebecca Mazumdar

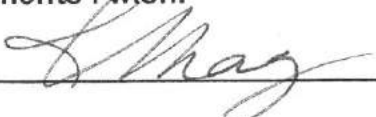
Date Observation Filed 3/16/17 with Chairperson Leston

P&B member or other assigned by chairperson

(Attach additional pages if necessary.)

Signed  Professor
Title

I understand that my signature means only that I have read this memorandum and that I may attach any comments I wish.

Staff Member's Signature  10/29/2019
6/96 date

sense of community in the classroom.

3. **SUBJECT MASTERY** (accuracy of presented material, use of appropriate terminology, competence in use of equipment)
 Excellent Very Good Satisfactory Unsatisfactory

Prof. Mazumdar is a seasoned instructor, passionate about and well-versed in her material. In reviewing for the midterm exam, she ensured that students were aware of concepts at the core of the course, and defined key words (e.g., synthesis) so that students were comfortable with terminology. She is teaching a variety of challenging texts (and podcasts) appropriate for an ENG 3401-level class and connecting class material to current events, popular culture, and the national conversation.

4. **ORGANIZATION AND DEVELOPMENT OF MATERIAL** (clear statement of objectives, logical sequence, budgeting of time, review, summary, and outside assignments as appropriate)
 Excellent Very Good Satisfactory Unsatisfactory

The professor was clear in her expectations for the class, and adapted on her feet to changing circumstances (students absent for scheduled presentations). She not only budgeted her own time well but also brought up time management with the class, in her discussion of how to approach the midterm. She encouraged students to outline their ideas before embarking on the essay itself, and also spoke about the amount of time to devote to each part of the essay.

5. **PRESENTATION OF MATERIAL** (level and clarity of presentation, appropriate use of learning aids)
 Excellent Very Good Satisfactory Unsatisfactory

Prof. Mazumdar drew on an array of learning aids (OpenLab, handouts) to keep things lively. During this class, she varied lecture, discussion, and student group work. The professor took time to address all questions that students posed.

6. **STUDENT-INSTRUCTOR INTERACTION** (relevance, variety, and clarity of questions, appropriate recognition of student contributions)
 Excellent Very Good Satisfactory Unsatisfactory

Prof. Mazumdar encouraged all student contributions, and promoted the involvement of the entire class. It was clear from the active participation of the majority of students in the class, in addition to the spirited, animated group work, that a positive classroom environment had been established.

7. **OVERALL EVALUATION** (categories 1 through 6)

- Excellent
- Very Good
- Satisfactory
- Unsatisfactory

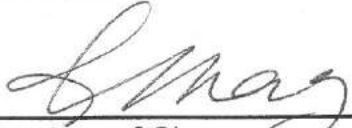
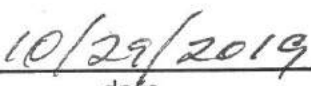
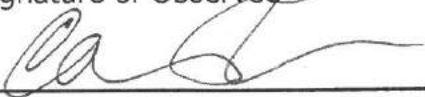
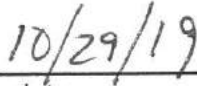
Professor Mazumdar is not only instructing students in crucial writing and critical thinking skills, but also broadening their horizons. She is a kind professor who dedicates ample thought and care to her teaching. City Tech is very fortunate to have her.

I observed Prof. Mazumdar several years ago and she was excellent then; it was a pleasure to see the ways in which her teaching has evolved. She is truly an extraordinary professor who is a role model for both her students and colleagues.

8. **SPECIFIC RECOMMENDATIONS FOR IMPROVEMENT** (use additional pages if necessary)

None.

I have read and have been given a copy of the above report, and so signify by my signature below. I understand that I may attach additional comments to this document.

	
_____ Signature of Observee	_____ date
	
_____ Signature of Observer	_____ date

10/22/2019 // Midterm Exam Review

A reminder about the format for the exam:

Part I – closed book, 36 points, roughly 15 minutes: 4 “mini-quizzes”, top three scores are counted

Part II – open book, open notes, 64 points, roughly 60 minutes: 1 essay, written in response to 1 of 3 questions.

I expect you to use a thesis statement, quotations that you explain to support that thesis, and recognizably organized paragraphs. Plan on spending roughly 15 minutes planning and 45 minutes writing.

Types of questions to anticipate:

Ways in which *The Handmaid's Tale* and *Serial* overlap:

1. Setting?
2. POV?
3. Characterization?
4. Plot?
5. Style?
6. Theme?

Working in your group, generate a potential exam essay question to propose to the class. After class (before midnight tonight), post your exam question to our class blog on OpenLab. All students can vote for their preferred question (before midnight Wednesday night) by commenting with a reason why the question would be appropriate for the exam.

Your group's question:

Law through Literature ENG 3401 / D614, Fall 2019

Tuesdays and Thursdays, 4:00 – 5:15 pm, Midway 307

Professor Rebecca Mazumdar, Ph.D. (rmazumdar@citytech.cuny.edu – allow 24 hours for response)

Office hours: Tuesdays and Thursdays, 2:00 to 3:45 pm, and by appointment

Office location: Namm 528 // Mailbox location: Namm 512 // Office phone: 718-260-5118

Prerequisites: Students in this course must have successfully completed English 1121 or a 2000-level English class.

Course description and objectives:

You're probably already familiar with the College's description of this course:

An exploration of concepts of justice, higher law, customary law and written law expressed through works of fiction and non-fiction. The course seeks to enhance the student's sensitivity to issues of ethics, gender bias and class consciousness as they affect the administration of justice. Readings improve communication skills and strengthen legal skills of identifying, articulating and locating problems in the context of underlying legal issues. Written assignments emphasize expository writing skills.

(Learning Outcomes Document)

What this description means for this specific section of 3401 is that you'll read a number of literary texts that explore controversial issues related to law and the legal system. We'll discuss these texts alongside their cultural, social, and political contexts, in order to apply their lessons to your careers as legal professionals.

I expect you to participate in class to show that you understand the assigned readings and can analyze them on multiple levels. We will use the elements of fiction (plot, setting, point of view, characterization, theme, and style) to analyze assigned readings. We'll also discuss various genres and engage in comparative analysis. You'll be expected to use these skills in formal writing assignments and exams. Please refer to the Learning Outcomes handout for a full explanation of these goals, since they are key to our class and to each of our assignments.

You will do a lot of work in this class. College classes expect two hours of homework for every hour of class time; since we're in class 2.5 hours a week, that means an average of five hours of homework each week. Factor this commitment into your schedule now.

Required course materials (books have been ordered through the City Tech bookstore; you must use these editions, even if you purchase or borrow them somewhere else):

- Margaret Atwood, *The Handmaid's Tale*. 978-0385490818. \$8.58.
- Imbolo Mbue, *Behold the Dreamers*. 978-0525509714. \$17.00.
- Arthur Miller, *The Crucible*. 978-0142437339. \$9.01.
- *Serial* podcast, season one. Twelve episodes, available free at www.serialpodcast.org
- A writer's manual, like *Rules of Thumb* or the Purdue Online Writing Lab (OWL) <http://owl.english.purdue.edu/owl/>
- A reliable computer, with internet (email) access and a printer. Save electronic files of all your work.
- A folder or notebook devoted to this class.
- Supplemental materials on our Open Lab site.

*If you choose to use an eReader, that's fine. However, please know that you cannot use any electronic devices, at all, on any exam in this class. This means that you will need to prepare for these exams, which include open-book sections, accordingly.

Required assignments:

Project 1 (Oppression Journal): 15%

Project 2 (Podcast "Transcript"): 20%

Research Project (Oral presentation and written report published on Open Lab): 15%

Midterm exam: 10%

Final exam: 15%

Participation: 10%

Unannounced reading quizzes: 15% (quizzes cannot be made up; lowest quiz grade will be dropped)

Students with disabilities: City Tech is committed to supporting the educational goals of enrolled students with disabilities in the areas of enrollment, academic advisement, tutoring, assistive technologies and testing accommodations. If you have or think you may have a disability, you may be eligible for reasonable accommodations or academic adjustments as provided under applicable federal, state and city laws. You may also request services for temporary conditions or medical issues under certain circumstances. If you have questions about your eligibility or would like to seek accommodation services or academic adjustments, please contact the Center for Student Accessibility at 300 Jay Street room L-237, 718 260 5143 or <http://www.citytech.cuny.edu/accessibility/>.

Class policies:

Regular attendance: This course is designed as a seminar-type class, which means that active participation is necessary if you and your peers are to succeed in this class. I expect you to come to class prepared (which means you've read the assigned readings and you've completed any homework assignments). I also expect you to come to class on time and stay for the duration of our meeting. I take attendance at the start of class; if you're not in your seat when I take attendance, you will be marked absent. If you arrive after attendance is taken, you'll be marked late. If you do miss a class, please know that you are responsible for the information we covered while you were gone. If your religion is not directly recognized by the school calendar, and you anticipate missing classes for religious reasons, please see me as soon as possible. Absences will be excused only in the case of unavoidable, unforeseeable emergencies affecting you or an immediate family member; documentation is required. If you stop attending class and do not return, without officially withdrawing, you will receive a WU grade.

Responsible scholarship: I expect you to complete all assignments on time, and to do so honestly. We will discuss academic integrity and plagiarism early in the semester. Know now, however, that I will not tolerate any academic dishonesty in my course. The school's statement on academic integrity is in the box below: ***in this class, an act of academic dishonesty will result in a grade of zero (0) on the affected assignment and a report filed with the school's Academic Integrity Officer.*** A second act of academic dishonesty in this class will result in additional sanctions. If you have any questions about plagiarism and how to avoid it, please ask me.

New York City College of Technology Policy on Academic Integrity

Students and all others who work with information, ideas, texts, images, music, inventions and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The complete text of the College policy on Academic Integrity may be found in the catalog.

Another aspect of responsible scholarship is doing your best to meet course requirements. If you find you are having trouble keeping up with your assignments, please see me during office hours. Requests for extensions will only be considered if they are received at least 24 hours before the original due date. Formal papers are due in hard copy (stapled) at the start of class on the days indicated on the course calendar, and must adhere to MLA guidelines. Late papers will not be accepted.

Writing: This course is designated as writing intensive. We will use writing to help us learn about our literary texts, even as we use literature to teach us about our own writing. You must submit two successful, complete papers and a completed research project in order to pass this class. Larger formal assignments will be scaffolded, which means that you'll work on them incrementally, turning in outlines, drafts, or other early-stage procedural drafts before submitting the final draft. These drafts are just as important as the final submission, and therefore are required parts of the writing projects.

Letters of recommendation: In the future, a potential employer or school may ask you for a letter of recommendation from a professor. If you wish to ask me for a letter of recommendation, please be prepared. I'll need the name and address to which the letter should be sent, as well as a deadline. Regardless of which professors you ask for such letters, you should be prepared to provide this information when you request the letter. I'll also ask you to visit me during office hours (or make an appointment) so I can write a letter specific to your strengths and goals. Please notify me at least a month before the letter is due; it should go without saying that I write letters only on behalf of students who passed my class in good standing.

Extra credit: You are only eligible for one extra credit opportunity. Extra credit opportunities must be accessible to the entire class and therefore cannot be offered on an individual basis.

- Option 1: A comment on a classmate's research paper (on Open Lab) in which you use the IQIAA method to demonstrate the relationship between a presentation and the assigned reading will be eligible for up to 10 points in participation.
- Option 2: A hand-written diagram of the excerpted passage on a quiz will be eligible for up to full credit on that quiz. Diagrams must follow all rules for sentence diagramming and include every word of the quoted passage.
- Option 3: A 300-word response to "Margaret Atwood on What *The Handmaid's Tale* Means in the Age of Trump," posted to OpenLab, using at least one quotation from the novel to expand or complicate a point from the article. This option is worth up to 10 points in participation.
- Option 4: Occasionally, classroom activities will carry the possibility of extra credit as well.

Paper grades: Your formal projects will ask you to complete multiple components, including idea pages, outlines, drafts, and peer reviews. Those components will contribute to the overall project grade alongside the paper they lead to. Those papers will be evaluated according to the following rubric. Please read it carefully and let me know if you have any questions.

- A, A- Papers earning an A or an A- are excellent examples of critical literacy in action. They carefully and intelligently respond to the ideas in the readings and are easy and enjoyable to read. Organization is smooth and the argument is well-polished and convincing. These papers demonstrate the student's mastery of the goals for the course as outlined by CUNY. A paper would earn an A- rather than an A if it met these standards but fell short in an area of sentence-level revision (e.g., minor typographical errors, occasional editing missteps).
- B+, B, B- Papers earning grades in the B range (B+, B, or B-) are good; they set themselves apart by being thoughtful and interesting, though they may still have some rough spots. Overall, the paper succeeds, even if some kinks still need to be ironed out. These papers are more successful than papers earning grades in the C range, because these papers take risks with original analyses or interesting responses to the readings. These papers are less successful than papers earning grades in the A range, because they still need attention to significant paragraph- or sentence-level issues like organization, appropriate use of evidence, appropriate levels of analysis, frequent editing and proofreading missteps, or unclear phrasing. Within this range, papers earn a B+ when these paragraph and sentence level issues occur infrequently but still impede the writer's attempts to communicate; papers earn a B- when the issues occur more frequently, substantially impeding communication.
- C+, C Papers earn a C+ or a C when they meet the requirements of the assignment, but they do so unspectacularly. Such papers are considered average. These papers often have one or more weaknesses on the global level that substantially affect(s) the paper's readability. If your thesis is unclear, if your argument vacillates, if you summarize more than you analyze... these issues often negatively affect the success of a paper. These papers are more successful than papers earning a D because they do, in fact, meet all the requirements of the assignment; these papers are less successful than papers earning grades in the B range because they don't take risks with original analyses or interesting responses to readings and because they present substantial global weaknesses that impede the writer's ability to communicate his or her ideas.
- D If a paper earns a D in this class, it is because it clearly failed to meet the requirements of the assignment. It may have dramatically fallen short of the page requirement or have lacked a thesis statement or argument entirely. Papers earning grades in the D range demonstrate an honest attempt to address the assignment, though they need substantial global and paragraph level revisions in order to meet CUNY's requirements for this course. Papers earning a D are less successful than papers earning a C because they don't meet the requirements of the assignment or the course; they are, however, more successful than papers earning an F because they demonstrate a good faith attempt to complete the assignment.
- F Papers earning an F clearly fall short of meeting the requirements of the assignment. They have no focus and demonstrate no engagement with the assigned readings at all. These papers are less successful than papers earning a D, because they fail to demonstrate any attempt to meet the standards of the course or the requirements of the assignment.

<i>Mtg #</i>	<i>Date</i>	<i>Reading</i> (Check Open Lab before each class for announcements and reports from your peers.)	<i>Assignments Due Today</i>	<i>Classroom Activities</i>	<i>Student Presentations at the Start of Class Today</i>
1	8/27	Syllabus		Course introduction; discuss comic strip assignment	
2	8/29	Charters, "The Elements of Fiction" (handout)	Introduction email to Prof. Mazumdar, with research project selection	Elements of Fiction activity	
3	9/3	Atwood, chapters 1-8	Open Lab membership; comic strip assignment	Discuss Atwood; Project 1 assigned and discussed today	
4	9/10	Atwood, chapters 9-16. Optional: "Margaret Atwood on What <i>The Handmaid's Tale</i> Means in the Age of Trump"	Optional response paper due as a post on Open Lab by 11:59 pm tonight	Practice quiz	(1) The Stonewall Riots; (2) The History of Birth Control in the US
5	9/12	Atwood, chapters 17-24.		Discuss the significance of first person POV in Atwood	(3) Rape culture
6	9/17	Atwood, chapters 25-32.	Idea page for Project 1	Understanding the jeremiad genre	(4) Suffrage
7	9/19	Atwood, chapters 33-40		Plagiarism quiz	(5) Feminism in America
8	9/24	Finish Atwood, including "Historical Notes"	Draft of Oppression Journal	Peer Review	
9	9/26	<i>Serial</i> , Episodes 1-2		Finish Atwood discussion and introduce <i>Serial</i>	
10	10/3	<i>Serial</i> , Episodes 3-4	Publish Oppression Journal to Open Lab by midnight tonight.	Translating elements of fiction to a nonfiction broadcast	(6) The Innocence Project; (7) Cell-tower Evidence Issues
11	10/10	<i>Serial</i> , Episodes 5-7	Annotation; submit Part I peer review handout today.	Continue discussing Adnan's case	(8) Legal Procedure (TBD); (9) Polygraph tests
12	10/15	<i>Serial</i> , Episodes 8-10		Debate	
13	10/17	<i>Serial</i> , Episodes 11-12	Explication rough draft.	Peer Review	
14	10/22	Watch HBO's <i>The Case Against Adnan Syed</i>	Post Explication to Open Lab by midnight tonight.	Discuss the impact of <i>Serial</i>	(10) True-crime podcasts; (11) True-crime movies
15	10/24	Midterm Exam	Midterm Exam. Submit Part II peer review handout today.	Midterm Exam	Midterm Exam

<i>Mtg #</i>	<i>Date</i>	<i>Reading</i> (Check Open Lab before each class for announcements and reports from your peers.)	<i>Assignments Due Today</i>	<i>Classroom Activities</i>	<i>Student Presentations at the Start of Class Today</i>
16	10/29	Miller, Act 1		Introduction to Miller	(12) Theocracy
17	10/31	Miller, Act 2		Project 2 assigned and discussed in class	(13+14) The Salem witch trials
18	11/5	Miller, Act 3	Idea page for Project 2	Continue discussing Miller and Cold War politics	(15) Arthur Miller and HUAC; (16) Witch trials in European history
19	11/7	Miller, Act 4	Discussion questions	Finish discussing Miller	
20	11/12		Annotated Outline for Project 2	Finish discussing Miller in context of American Dream	(17) The history of the phrase "American Dream"
21	11/14	Mbue, chapters 1-8			(18) DACA
22	11/19	Mbue, chapters 9-16	Draft of Podcast due at the start of class	Peer Review	(19) The "border crisis"
23	11/21	Mbue, chapters 17-24			(20) The 2008 Economic Collapse
24	11/26	Mbue, chapters 25-32	Podcast due at the start of class		(21) The history of immigration to the US
25	12/3	Mbue, chapters 33-40			(22) Ellis Island and immigration in NYC
26	12/5	Mbue, chapters 41-48			(23) The Asylum Process
27	12/10	Mbue, chapters 49-56			(24) Cameroon history (25) Cameroon culture
28	12/12	Mbue, chapters 57-Finish	Last day to submit any extra credit assignments		
29	12/17			Reviewing for the final exam	
30	12/19	Final Exam	Final Exam	Final Exam	Final Exam

Open Lab Instructions

This semester, we'll use City Tech's Open Lab to continue our classroom discussions and as a resource hub for course materials. *One of your required assignments this semester is participation in the class blog on Open Lab, so it is essential that you activate your membership and check the page regularly.* First, you'll need to sign up for Open Lab and request membership to our class. Here's how you can do that.

1. You must activate your City Tech email account. You must be able to log into your account and read emails. I cannot help you with this. If you have problems with your account, visit the Welcome Center on the first floor of the Atrium building.
2. Sign up for Open Lab at <http://openlab.citytech.cuny.edu/register/>
3. After you sign up, you'll need to log on to your City Tech email account and click on the registration link you receive from Open Lab.
4. Log on to Open Lab at <http://openlab.citytech.cuny.edu/>
5. In the search box at the top right of the page, search for your professor's last name: Mazumdar.
6. In your professor's list of courses, choose yours.
7. Select "Request Membership" to gain access to your class. After I've added you to the class, you'll have access to the course material.
8. When viewing our course on Open Lab, make sure you click "Class Site" to see the full site.

Emailing your professor

By August 29, please send me one paragraph to introduce yourself to me. Use this opportunity to practice appropriate email etiquette:

- Use your official school email address (or an address that uses your name or a professional title; avoid using personal accounts with screen names that might be considered offensive or that contain a long series of numbers).
- In the subject line, indicate which class and section you're in, and the general topic of your message.
- Use an appropriate greeting, and address your audience respectfully. In this case, "Dear Professor Mazumdar" would be appropriate.
- The content of your message should be clearly organized, free of grammatical and typographical mistakes, and direct.
- Sign your name to your email. You should always do this, but it is especially important if your name is not in your email address.

These guidelines should be used any time you email any of your professors. Failure to follow these guidelines could mean a delay in getting a response. If I can't identify you in your email, I may not respond at all.

Information about the Research Project

15% of your semester grade will come from your work on this research project. The project has two parts: an oral presentation in class, using visual aids (Power Point, Prezi, or handouts), and a blog post published on our Open Lab site, available to the entire class as reference. You should also post your visual aids with your blog post, so we'll have access to them.

The Blog Post: Around 1000 words; 70 points

At least two days before your scheduled presentation, you should post your research report as a blog post on our Open Lab page. (You should also post your visual aids for the presentation, but these can be added later, as a comment on your post.) Consider this a formal research paper: this means that you must correctly quote, cite, and provide bibliographic information for all of your sources. Failure to do so will constitute academic misconduct, and will result in a zero for the entire research project as well as a complaint filed with the school's academic integrity officer. Your post should be composed thoughtfully in a Word document before being pasted into the Open Lab platform: this means that you'll be evaluated on your organization and clear presentation of information.

Please remember: we all know how to Google something. Your report should not simply repeat the information from Wikipedia; instead, buttress the statistical or factual information with your interpretation of the event or issue. What were the primary concerns? Who were the key players? How did your event/person/issue change the lives of people who experienced it, or people who lived afterwards? Which legal issues are connected to your topic? You will be evaluated on your ability to balance the factual, encyclopedic repetition of facts with your own subjective interpretation and analysis of those facts. You must use at least one source found through the library's databases.

The Oral Presentation: Five minutes, visuals; 80 points

The presentation should be prepared (e.g., not improvised) and practiced. It should take 5 minutes (not 3, not 8; practice your presentation so you'll know it's exactly 5 minutes long), and should provide the important highlights of your topic. If you use any video or audio clips, the time they take will not count toward your five minutes. I've selected topics that will provide important context for our assigned readings, so your presentation should (a.) assume that the class has read your blog post, and (b.) focus on the connection between your topic and our reading for the day. This means that you should not simply read your blog post; you should instead explain how your blog post helps us to make sense of a particular part of the assigned text. You must include the following:

- Brief summary of the online report
- Quotation from the assigned reading for the day of your presentation, with explication
- A proposed essay question for the midterm or final exam, based on your research and the assigned text.

** To select a presentation topic (and, therefore, to select your presentation date), you must include your top three preferences for a research topic in your introductory email to me. Presentations will be assigned on a first-emailed, first-served basis. Emails sent during our class time will be read last.

Presentation date / relevant author	Topic	Due date of Open Lab post	
1. 9/10 (Atwood)	The Stonewall Riots	9/10	Hermena Smith
2. 9/10 (Atwood)	The history of birth control in the USA	9/10	Aries Cruz
3. 9/12 (Atwood)	Rape culture in the USA	9/10	Deborah Rios
4. 9/17 (Atwood)	Suffrage in the USA	9/15	Kemba Charles
5. 9/19 (Atwood)	Feminist movement in the USA	9/17	Zetreen Henriques
6. 10/3 (Koenig)	The Innocence Project	10/1	Faheem Ahmed and Kaya Peterson (two separate presentations)
7. 10/3 (Koenig)	Cell-Tower Evidence Issues	10/1	Tenzin Choezin
8. 10/10 (Koenig)	Procedure (TBD)	10/8	
9. 10/10 (Koenig)	Polygraph tests	10/8	Steven Carpio
10. 10/22 (Koenig)	True crime podcasts	10/20	Loubna Derta
11. 10/22 (Koenig)	True crime movies	10/20	Neil Ortiz
12. 10/29 (Miller)	Theocracy	10/27	Yimara McMitchell and Katherine Pomaville (two separate presentations)
13. 10/31 (Miller)	Salem witch trials	10/29	Mannie Arzu
14. 10/31 (Miller)	Salem witch trials	10/29	Mohan Vishal
15. 11/5 (Miller)	Arthur Miller and HUAC	11/3	Riana Medford
16. 11/5 (Miller)	Witch trials in European history	11/4	Catherine Sosa
17. 11/12 (Mbue)	History of "The American Dream"	11/10	Brianna Askew
18. 11/14 (Mbue)	DACA	11/12	Jamie Yang
19. 11/19 (Mbue)	The "border crisis"	11/17	Kareen Joseph
20. 11/21 (Mbue)	2008 Economic collapse	11/19	Kayla Nelson
21. 11/26 (Mbue)	The history of immigration to the US	11/24	Lizar Alexander and Pedro Ruiz (two separate presentations)
22. 12/3 (Mbue)	Ellis Island and immigration in NYC	12/1	Brittany Boothe
23. 12/5 (Mbue)	The Asylum Process	12/3	Fengxia Jin and Deja Washington (two separate presentations)
24. 12/10 (Mbue)	Cameroon history	12/8	Tanya Tacuri
25. 12/10 (Mbue)	Cameroon culture	12/8	Trina Roberts

Assessment:

Report on Open Lab

- Comprehensive treatment of topic: ____/20
- Appropriate academic research methods (reliable sources, proper acknowledgement and citation style): ____/20
- Length (1000 words): ____/10
- Clearly organized: ____/10
- Shows signs of revision, editing, and proofreading (is polished and free of errors): ____/10

Oral presentation

- Effective visual aids: ____/20
- Makes clear connection to the assigned reading for the day: ____/20
- Effectively summarizes the written report on Open Lab: ____/20
- Length (five minutes): ____/10
- Shows signs of rehearsal, practice (is polished and confident): ____/10

Additional info: When posting your report to Open Lab, please use Tags (on the right) to help us organize our blog. Tag your report with any of the available tags you think are relevant, or make your own.

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12	10/15	<i>Serial</i> , Episodes 8-10		Continue discussing Adnan's case	(7) Cell-tower Evidence Issues (Tenzin)
13	10/17	<i>Serial</i> , Episodes 11-12	Explication rough draft.	Peer Review	(9) Polygraph tests (Steven)
14	10/22	Watch HBO's <i>The Case Against Adnan Syed</i>	Post Explication to Open Lab by midnight tonight.	Discuss the impact of <i>Serial</i>	(10) True-crime podcasts (Loubna); (11) True-crime movies (Neil)
15	10/24	Midterm Exam	Midterm Exam. Submit Part II peer review handout today.	Midterm Exam	Midterm Exam
16	10/29	Miller, Act 1		Introduction to Miller	(12) Theocracy (Yimara, Katherine P)
17	10/31	Miller, Act 2		Project 2 assigned and discussed in class	(13+14) The Salem witch trials (Mannie, Mohan)
18	11/5	Miller, Act 3	Idea page for Project 2	Continue discussing Miller and Cold War politics	(15) Arthur Miller and HUAC (Riana); (16) Witch trials in European history (Catherine S)
19	11/7	Miller, Act 4	Discussion questions	Finish discussing Miller	
20	11/12		Annotated Outline for Project 2	Finish discussing Miller in context of American Dream	(17) The history of the phrase "American Dream" (Brianna)
21	11/14	Mbue, chapters 1-8			(18) DACA (Jamie)
22	11/19	Mbue, chapters 9-16	Draft of Podcast due at the start of class	Peer Review	(19) The "border crisis" (Kareen)
23	11/21	Mbue, chapters 17-24			(20) The 2008 Economic Collapse (Kayla)
24	11/26	Mbue, chapters 25-32	Podcast due at the start of class		(21) The history of immigration to the US (Lizar, Pedro)
25	12/3	Mbue, chapters 33-40			(22) Ellis Island and immigration in NYC (Brittany)
26	12/5	Mbue, chapters 41-48			(23) The Asylum Process (Fengxia, Deja)
27	12/10	Mbue, chapters 49-56			(24) Cameroon history (Tanya) (25) Cameroon culture (Trina)
28	12/12	Mbue, chapters 57-Finish	Last day to submit any extra credit assignments		
29	12/17			Reviewing for the final exam	
30	12/19	Final Exam	Final Exam	Final Exam	Final Exam