Course Overview
This class will serve as an introduction to college-level composition. We will work on strategies for writing expository essays and develop practical methods for producing solid work. We will also read a wide variety of texts, keeping in mind that one of the best methods for becoming a better writer is to become a better reader. We will write in class, frequently. We will write outside of class, frequently. You will revise your work as much as possible. In class, we will sometimes speak as a group; we will sometimes break into smaller groups; you will sometimes simply write on your own.

What does this mean? What we will actually be reading? Is there some sort of subject on which we will focus? A theme?

Well – no. There will, of course, be correspondences between essays we read, points of connection. As we move forward, you may start to see similarities in their positioning – in where they put themselves in relation to the world, in how they define what exactly the world is. But these ideas and themes and analyses are there for us to find, for you to discover. I am eager to learn as well.

Course Objectives
1. Students will develop the ability to read with purpose and write with clarity
2. Students will formulate concrete procedures for the process of writing essays
3. Students will gain the ability to synthesize information from a variety of sources
4. Students will learn how to argue a point in a cohesive, structured, explicit manner
5. Students will achieve insight into the editing process via peer and instructor edits
6. Students will become more adept at using the conventions of standard English
7. (Bonus) Students will gain a greater sense of what good writing can do in the world

Required Materials
1. *Americanah*, Chimamanda Ngozi Adiche: (required)
   (You should have received a free copy of this book when you registered; if you do not have this book, go to 3208 Boylan to pick up your free copy.)
2. Course Reader
3. A dedicated journal for in-class writing assignments. I will often collect our in-class writing.

Course Requirements & Policies

Attendance & Punctuality
You should be present at every class. That said, I understand that extenuating circumstances arise and you may be absent up to 3 times without penalty; the next 2 absences will each lower your final grade by half a letter. If you are absent more than 5 times, you will not pass the class. Also, I expect you to come to class on time. **Two late arrivals equal one absence, and a pattern of lateness will affect your grade negatively.** Arriving more than 20 minutes late counts as an absence.
Effort
Showing up is certainly a great start - but participating in our discussions, even if you’re unsure of your ideas, will make this class enjoyable for you, your classmates, and me. I welcome questions, protests, manifestos, counterarguments, experimental monologues - as long as they’re on topic.

PLEASE NOTE: No cellphones are allowed in this class. You will do all in-class writing by hand, not on a computer, and all of the reading will be distributed via hard copy. You should not need a computer. Please let me know if there are extenuating circumstances that make it necessary for you to have one.

Assignments

Reading
You are expected to have closely read and be ready to discuss all readings on the day they are assigned. There will be unannounced reading quizzes. Bring the assigned reading to every class.

Email Journal
In addition to your essays and assignments, you will be responsible for emailing me a 150 word reflection every week by Sunday at 6pm. That means you can email it any time up until then. It can be about the reading, the assignment you’re working on, the class discussion, or something more specific.

Writing

**Essays:** You will write five essays in this class. Each essay will be assigned via a detailed sheet containing important specifications (essay type, word count, etc.) Essays must be typed, double-spaced, in 12-point font, and formatted with one-inch margins. I do not accept emailed work unless you have my express permission. You will also write one in-class essay, partly as a way to practice for the final exam.

**Assignments:** You will also be required to complete in-class writing assignments and short take-home prompts.

**Final Exam:** English 1010 students must take a final exam. The exam is based on responses to two pieces of writing: one 5-7 page essay, distributed one week before the end of the term, and a second 1-2 page piece, distributed along with the question on the day of the exam. **The exam will count for 20% of your final grade for the class.** We will discuss the test format in class.

Grading

C- is the lowest possible passing grade for the course. English Department policy states that a student with a final grade below a C- receive an N/C (no credit); the student may take the course up to three times. An F grade will be given in the case of too many absences or failure to complete assignments. A grade of NC may be given if the student’s work is not at a passing level, but the student has good attendance and has completed all assignments. Students receiving an F or an NC grade must retake English 1010; students may take English 1010 up to three times.
Essays: 60% of your grade

Late work
Essays turned in late will be penalized half a letter grade for each class meeting they are late. Late work will not be accepted after one week has passed from the original due date.

If you miss a class during which an essay is to be submitted, you are still responsible for submitting (e-mailing) the essay on the same day AND bringing a hard copy of it the next time you attend class.

Plagiarism: Plagiarism is not tolerated at Brooklyn College. If you are caught handing in work that you have plagiarized from any source, you will fail the assignment in question, possibly the entire class, and may be subject to disciplinary action by the college. Here is the College's statement on plagiarism:

The faculty and administration of Brooklyn College support an environment free from cheating and plagiarism. Each student is responsible for being aware of what constitutes cheating and plagiarism and for avoiding both. The complete text of the CUNY Academic Integrity Policy and the Brooklyn College procedure for policy implementation can be found at [www.brooklyn.cuny.edu/bc/policies](http://www.brooklyn.cuny.edu/bc/policies). If a faculty member suspects a violation of academic integrity and, upon investigation, confirms that violation, or if the student admits the violation, the faculty member must report the violation.


Non-attendance due to bereavement: Please read the information on the Brooklyn College website ([http://www.brooklyn.cuny.edu/web/about/initiatives/policies/bereavement.php](http://www.brooklyn.cuny.edu/web/about/initiatives/policies/bereavement.php)) regarding the Student Bereavement Policy.

Resources

Office Hours: I am in my office during my office hours. What a concept! I encourage you to seek me out to discuss your writing, your reading, the course in general, or anything else. If my scheduled hours do not work for you, please email me so we can set up a meeting.

Help with Writing: The Learning Center (1300 Boylan) has writing tutors available to help you with your writing on both a drop-in and ongoing basis.

Students with Disabilities: In order to receive disability-related academic accommodations students
must first be registered with the **Center for Student Disability Services**. Students who have a documented disability or suspect they may have a disability are invited to set up an appointment with the Director of the Center for Student Disability Services, Ms. Valerie Stewart-Lovell at 718-951-5538. If you have already registered with the Center for Student Disability Services, please provide me with the course accommodation form and discuss your specific accommodation with me.

**CUNY Citizenship Now:** If you have questions about immigration status or DACA for yourself or for someone else, please visit the website of **CUNY Citizenship Now**: http://www1.cuny.edu/sites/citizenship-now/

“CUNY Citizenship Now! provides free, high quality, and confidential immigration law services to help individuals and families on their path to U.S. citizenship. Our attorneys and paralegals offer one-on-one consultations to assess participants’ eligibility for legal benefits and assist them in applying when qualified.

(Please note: all elements of this syllabus, including the schedule below, are subject to change.)

**Class Schedule**

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<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
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<td>8/27</td>
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Chimamanda Ngozi Adichie, *Americanah*  
(Intro to course) |
| 8/29   |  
*Americanah*  
Essay Workshop |
| 9/3    |  
No classes held - college closed. |
| 9/5    |  
*Americanah*, Adichie, “Real Food” |
| 9/10   |  
No classes held. |
| 9/12   |  
**Personal Narrative Draft 1 Due**  
*Americanah* |
| 9/17   |  
*Americanah*, Christina Henriquez, “Lunch” |
| 9/19   |  
No classes held. |
| 9/24   |  
**Personal Narrative Revision Due**  
Rebecca Solnit, “Men Explain Things To Me” |
| 9/26   |  
Discussion Questions |
| 10/1   |  
**Summary 1 Due**  
Barry Schwartz, “The Tyranny of Choice” |
| 10/3   |  
Rachel Carson, “The Obligation to Endure”  
Essay Workshop |
10/8  No classes held - college closed.

10/10  Summary 2 Due
       George Orwell, “Politics of the English Language”

10/15  George Saunders, “The Braindead Megaphone”

10/17  Analysis Draft 1 Due
       George Saunders, “The Braindead Megaphone”

10/22  Kwame Anthony Appiah, “The Case for Contamination”

10/24  Analysis Revision Due
       Kwame Anthony Appiah, “The Case for Contamination”

10/29  James Baldwin, “Notes of a Native Son”

10/31  James Baldwin, “Notes of a Native Son”

11/5   Jamaica Kincaid, “The Ugly Tourist”

11/7   Manuel Muñoz, “Leave Your Name at the Border”

11/12  Compare and Contrast Draft 1 Due
       Amy Chua, “Why Chinese Mothers are Superior”

11/14  Sherry Turkle, “Growing Up Tethered,” (from Alone Together)
       Essay Workshop

11/19  Mona Elthaway, “Twitterholics Anonymous”

11/21  Compare and Contrast Revision Due

       ~Thanksgiving Break~

11/26  Essay Workshop

11/28  In-Class Compare and Contrast Essay

12/3   Research/MLA workshop


12/10  Final exam prep reading TBA

12/12  Final Class. Students discuss final exam reading in small groups.

12/14  Final Exam 10:30 – 12:30