Brooklyn College  
The City University of New York

English 1010  
Professor Schecter  
Spring 2019  
3 hours and conference; 3 credits  
Office Hours: W 10am-11am

Professor Schecter  
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Bulletin Description: Workshop in expository writing: strategies of, and practice in, analytical reading and writing about texts. Fundamentals of grammar and syntax. Frequent assignments in writing summaries, analyses, comparisons of texts, and such other expository forms as narration, description, and argumentation. Emphasis on writing as a process: invention, revision, editing. Satisfies Pathways Required Core English composition requirement. (Not open to students who have completed English 1.7.)

Discussion: This class will serve as an introduction to college-level composition. During this course students will practice and perfect strategies for writing expository essays and for engaging with different kinds of texts. Students will read actively and think critically about course reading and assigned writing. Students will write both in and out of class, with an emphasis on drafting and revision. Class will be split between writing, working in groups, and discussing readings and student work. Students will focus on the following: reading critically and writing analytically; developing and supporting theses and arguments; summarizing, paraphrasing, and synthesizing information from a variety of sources; structuring persuasive and cohesive essays; incorporating and integrating evidence into their writing using MLA documentation; editing and revising; using appropriate conventions of language, including correct grammar, spelling, and punctuation.

Course Objectives

Students who successfully complete this course will be able to:

• Read and think critically
• Understand how language operates
• Express ideas—both orally and in writing—correctly, cogently, persuasively, and in conformity with the conventions of the discipline
• Conduct research

Course Requirements & Policies

Materials

1. Course Packet (password: eng1010):  
   https://libguides.brooklyn.cuny.edu/1010/schecter_erica

Attendance & Punctuality: Students who miss class or arrive late will receive a zero on the daily in-class quiz (see below).
**Participation:** Participation includes completing and commenting on the assigned reading, contributing to class discussion through listening and responding to classmates or the instructor, bringing required materials to class, and engaging in peer review and group activities.

**NOTE:** Cellphones must be silenced and put away during class. The use of cellphones and other electronics is not permitted in the classroom, except under exceptional circumstances. Students should inform the instructor about these circumstances.

**Reading:** Class discussion is a critical element of this course, and participation is essential. Students are expected to have closely read and be ready to discuss all readings on the day they are assigned. There will be daily reading quizzes. Students should print the assigned reading and bring it to every class.

**Assignments:**

**Essays & Other Writing:** Students will write the following: a personal narrative (750-1000 words), two summaries (250-500 words each), an argumentative essay (1000-1250 words), and a compare and contrast essay (1000-1250 words). Students will revise each of these essays. These essays must be typed, double-spaced, in 12-point font, and formatted with one-inch margins. In addition, students will have an in-class essay exam. There will be additional in-class writing assignments and reading responses.

**NOTE:** Essays are due at the beginning of class. Students should bring a hard copy to class, and email a digital copy to the instructor before class.

**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 the final grade for the class.** The instructor will discuss the test format in class.

**Daily Quizzes:** There will be a two-question quiz at the beginning of each class period to test that students have completed and understood the assigned reading. Students will receive 50 points for showing up and writing their name (**NOTE: it is therefore in students’ best interests to attend class even if they did not complete the reading**), and 25 points for each question they get right. The first question will be asked promptly at 11:00 a.m. and questions will not be repeated; therefore students should be at their desks and ready to write at 11:00 a.m.

**LOOP workshop:** The Brooklyn College Bulletin states the following:

All students in English 1010 will complete the required Brooklyn College library orientation, which will introduce them to the services and resources of the library, including access to and ethical use of its print and electronic resources.
Grading: The Brooklyn College policy on grading for English 1010 is as follows:

Grades for English 1010 are: A+, A, A-, B+, B, B-, C+, C, C-, NC or F. Note that the minimum passing grade is C-. Students who have completed all the course work but are not yet writing at the college level will receive a grade of NC; students who have not completed the course work will receive a grade of F.

Students who do not pass English 1010 must repeat it the following semester. The course may not be taken more than three times; students who receive three grades of F, NC and/or WU may be dismissed from the college.

NOTE: Essays turned in after 9:30a.m. on the day they are due will receive a 20 percentage point penalty. Late work will not be accepted after one week has passed from the original due date. If students miss a class during which an essay is to be submitted, students are still responsible for submitting (e-mailing) the essay on the same day AND bringing a hard copy of it the next time they attend class.

Possible final grades are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>A</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C</th>
<th>C+</th>
<th>C-</th>
<th>NC</th>
<th>F</th>
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</thead>
<tbody>
<tr>
<td>Percent</td>
<td>93-100</td>
<td>90-92</td>
<td>88-89</td>
<td>83-87</td>
<td>80-82</td>
<td>78-79</td>
<td>73-77</td>
<td>70-72</td>
<td>60-69</td>
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Grading Breakdown:

Essays: 60%
- Personal Narrative: 10%
- Two Summaries: 10% (5% each)
- Argumentative Essay: 15%
- Compare and Contrast In-Class: 10%
- Compare and Contrast Take-Home: 15%

Final Exam: 20%

Daily Quizzes: 20%

Total: 100%

Plagiarism: Brooklyn College's statement on plagiarism is as follows:

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 implementing that policy can be found at this site: http://www.brooklyn.cuny.edu/bc/policies.

Non-attendance Because of Religious Beliefs: Brooklyn College’s statement on non-attendance because of religious belief is located on page 66 of the Brooklyn College Undergraduate Bulletin: http://www.brooklyn.cuny.edu/web/off_registrar/2017-2018_Undergraduate_Bulletin.pdf
Student Bereavement Policy: Brooklyn College’s statement on non-attendance because of religious belief is located here: http://www.brooklyn.cuny.edu/web/about/initiatives/policies/bereavement.php

Important Dates

- Monday, January 28  Weekday classes begin
- Thursday, January 31  Last day to add a course
- Monday, February 4  Last day to file for elective course Pass/Fail
- Friday, February 1  Last day to drop a course without a grade.
- Friday, February 15  Last day to withdraw from course with a W (non-penalty) grade.

NOTE: English 1010 is an Academic Foundations course. Brooklyn College’s policy on withdrawing from English 1010 is as follows:

Students are not permitted at any time to delete, drop, or withdraw from an assigned Academic Foundations course without obtaining permission of the academic department involved and consulting the Center for Academic Advisement and Student Success.

The full academic calendar, including many other important dates, and the undergraduate final exam “grid” are available on the Office of the Registrar’s website.

Course Schedule

Classes 1-5: The Hero’s Journey (Personal Essay)

Monday, January 28 (Class 1)  Introduction to course goals, requirements, and syllabus. Student and instructor introductions. Diagnostic Essay. HW: Douglass, “Learning to Read and Write”

Wednesday, January 30 (Class 2)  Name Game. The Hero’s Journey. Discuss Douglass. HW: Read Alexie, “Superman and Me”

Monday, February 4 (Class 3)  Name Game. Discuss Alexie. Close reading & annotation. HW: Read Lake, “An Indian Father’s Plea” and Whitehead, “City Limits”

Monday, February 11 (Class 5) Draft One due. Discuss El-Ghobashy. What is revision? In-class peer revision.
HW: Essay Draft Two

**Classes 6-8:** Summary. Focus on close reading, annotation, summary.

Wednesday, February 13 (Class 6) Essays due. Summary vs. paraphrase. Summary vs. analysis. Trump Video.
HW: Read & summarize Staples, “Confederate Monuments”

Wednesday, February 20 (Class 7) Discuss Staples. Discuss Summaries. Roxane Gay.
HW: Read and summarize Furgurson, “The End of History”

Monday, February 25 (Class 8) Discuss Furgurson. Discuss summaries. Reverse Outlining.
HW: Read Gatto, “Against School” and watch Alike, “How Society Kills Our Creativity”

**Classes 9-16:** Argument & Analysis: Focus on argument, thesis statements, evidence, structure.

HW: Read Lukianoff and Haidt, “The Coddling of the American Mind”

HW: Read Appiyah, “The Case for Contamination,”


HW: Finish reading excerpt from Sapiens by Harari. Bring Thesis and 2 Arguments to Class.

Wednesday, March 13 (Class 13) Discuss Harari. Questions about essay. Finding your third argument.
HW: Essay Draft One.
HW: Read Schwartz, “The Tyranny of Choice”

Wednesday, March 20 (Class 15)  Discuss Schwarz. Questions about Essays.  

Monday, March 25 (Class 16)  Essays due. Introduction to counterargument.  
HW: Read Senator Collins’s speech on Justice Kavanaugh

Classes 17-25: Texts in Conversation (Compare and Contrast)

Wednesday, March 27 (Class 17)  Discuss Collins.  
HW: Read Chua, “Why Chinese Mothers Are Superior” and Slater, “The Trouble with Self-Esteem”

Monday, April 1 (Class 18)  Discuss Slater in conversation with Chua. How to write a compare and contrast essay. Counterarguments for “The Case for Reparations.”  
HW: Read Coates, “The Case for Reparations.”

Wednesday, April 3 (Class 20)  Discuss Coates. Taking Notes.  
HW: Read Michaels, “The Trouble with Diversity.”

Monday, April 8 (Class 21)  Discuss Michaels in Conversation with Coates. How to write a text in conversation essay. Outline an essay.  
HW: Orwell, “Politics and the English Language” and Solomon, “Thugs, Students”

Wednesday, April 10 (Class 22)  Discuss Orwell and Solomon. Outline essay. Share exam rubric.  
HW: Read Pollan, “Nutritionism Defined” (handed out in class)

HW: (optional) continue working on essay

Wednesday, April 17 (Class 24)  In-Class Essay.  
HW: Happy Break!

Classes 26-29: Intro to research, and preparation for the final exam.


Wednesday, May 8 (Class 28)  Draft Two due. Questions about final. HW: Read first essay for Final Exam

Monday, May 13 (Class 29)  Student-led discussion of first essay for final exam. Note: Instructor may not discuss the final exam with students. HW: Reread and Annotate first essay for exam.

Friday, May 17  Final Exam 8am-10am, Room TBD