**Course Description**

Writing is both a mode of thinking through which we create knowledge, as well as a practice of doing that involves the use of language and the creation of text. Writing is used to make money, shape politics, create beauty, distort perceptions, unsettle values, and to persuade. It is the most versatile tool to help in solving practical problems and is used in all aspects of our lives. We send messages to those we love, we write down things we might forget, we fill out application forms burdened with our dreams and desires. It is everywhere, and we are often forced to confront its difficulties and tribulations, especially at work or in school. It is also nowhere; we might have written something today and have already forgotten about it. Closely related to writing, but somewhat distinct from it, is a similar use of language and text: reading. We read and we write at the same time. Sometimes we read – to gather information, to spur inspiration – before we actually begin writing. But even when we read before we write, we have occasion to write while we read. We make notes, we underline things, and we doodle in the margins. We quickly realize that we cannot write without reading at the same time. They feed each other.

In this course we will tread this porous boundary between reading and writing. We will familiarize ourselves with some of the basic forms of writing and learn ways of reading that attend to the texture of language and the context of history and politics. The readings for this course include a selection of fiction and non-fiction that attend to the relation between culture – the ways in which humans live and express themselves – and politics – the ways in which humans organize social life. Culture and politics are deeply intertwined and collectively they allow us to understand how we frame our identity and its position within society as a whole. Our readings will raise issues such as the experience of immigration, the possibility of social change, and the influence of art on society, among many others. By reading and writing about culture and politics we will ask and answer questions such as, how do we use writing to create knowledge? How do we learn by writing? How do we adapt specific forms of writing to express our ideas with clarity? And how is the ability to write valued in different settings?

**Course Objectives**

Students who successfully complete this course will be able to:

- Express ideas—both orally and in writing—correctly, cogently, persuasively, and in conformity with the conventions of the discipline
- Read and think critically to be prepared to succeed in a variety of college-level assignments
Course Requirements & Policies

Materials

1. Freshman Common Reading: Chimamanda Ngozi Adichie, *Americanah* (required)
2. Course Packet (required): Online at http://libguides.brooklyn.cuny.edu/1010/home

Attendance & Punctuality: If you miss more than four classes, you will receive no credit for participation. Two late arrivals count as one absence. Arriving more than 10 minutes late counts as an absence. A pattern of lateness will affect your grade.

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.

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 unannounced reading quizzes. Bring the assigned reading to every class.

Assignments:

*Essays & Other Writing:* Students will write the following: a personal narrative (750-1000 words), two summaries (250-500 words each), two analytical essays (1400-1500 words each), and two in-class compare and contrast essays. Students will revise many of these writings. 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. Students will be asked to complete other assignments, such as journal entries, in-class writing, and reading responses.

**NOTE:** Essays are due at the beginning of class. Essays should be emailed to the professor.

*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.

*LOOP workshop:* This is an extra-credit opportunity that will introduce you to the services and resources of the library, including access to and ethical use of its print and electronic resources.

Grading:

The grades for this course 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. A more detailed grading rubric will be discussed prior to the first assignment.
ENGL 1010 in the General Education Curriculum:
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.

English 1010 is an Academic Foundations course. 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.

Grading Breakdown:
Essays: 60%
   1 Personal Narrative: 10%
   2 Summaries: 10% (5% each)
   2 Analytic Essays: 20% (10% each)
   2 Compare and Contrast Essays: 20% (10% each, best 2 of 3 will be counted)
Final Exam: 20%
Other Assignments: 10%
   This includes take-home assignments, in-class writing, and quizzes.
Attendance & Participation: 10%
   This includes attendance, promptness, participation in class discussions and group work, etc.

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 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:

Student Bereavement Policy:
Brooklyn College’s statement on non-attendance because of bereavement is located here:
http://www.brooklyn.cuny.edu/web/about/initiatives/policies/bereavement.php
Important Dates

- Monday, August 27  Weekday classes begin
- Sunday, September 2  Last day to add a course
- Wednesday, September 5  Conversion Day; Classes follow a Monday Schedule, Last day to file for elective course Pass/Fail
- Saturday, September 8  Weekend classes begin
- Sunday, September 16  Last day to drop a course without a grade.
- Tuesday, November 6  Last day to withdraw from course with a W (non-penalty) grade.

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

**Week 1: Introductions**

**Monday 8/27**

- a. Introduction to the class: goals, requirements, etc.
- b. Syllabus
- c. Student and instructor introductions

**Wednesday 8/29**

- a. Reading – Adichie, “Real Food”
- b. Reflections on writing: process, argument, rhetorical modes and strategies
- c. Assignment – in class short writing assignment

**Week 2: First-Year Common Reading: Americanah**

**Monday 9/3 – NO CLASS**

**Wednesday 9/5**

- a. Reading – Americanah - Chapters 1-15
- b. Introduction to close reading & annotation: identifying plot, setting, character, and mood
- c. Assignment – in class annotation and close reading assignment

**Week 3: Focus on close reading, annotation, personal narrative**

**Monday 9/10 – NO CLASS**

**Wednesday 9/12**
a. **Reading** – *Americanah* – Chapters 16 – 30
b. Discussion on why write a Personal Narrative?
c. Discussion on Plagiarism and Originality
d. **Assignment** – Personal Narrative (Draft 1) – **due 9/17 beginning of class**

**Week 4: Personal Narratives continued**

**Monday 9/17**

a. **Reading** – *Americanah* – Chapters 16 – 30
b. The Process of Revision
c. **Assignment** - Personal Narrative (Final Draft) – **due 9/24 beginning of class**

**Wednesday 9/19 – NO CLASS**

**Week 5: Summary**

**Monday 9/24**

a. **Reading** - Anzaldua, Gloria, “How to Tame a Wild Tongue”
b. Discussion ways to summarize
c. **Assignment** – in-class summary exercise of Anzaldua

**Wednesday 9/26**

a. **Reading** – Hurston, Zora Neale, “How it Feels to Be Colored Me”
b. Discussion on summary vs. paraphrase
c. **Assignment** – Summary of Hurston – **due 10/1 beginning of class**

**Week 6: Summary continued**

**Monday 10/1**

a. **Reading** - Appiah, Anthony K., “The Case for Contamination”
b. Discussion on reverse outlining (argument, sub argument, counter argument, evidence)
c. **Assignment** – in class group exercises on reverse outlining

**Wednesday 10/3**

a. **Reading** - Coates, Ta-Nehisi, “The Case for Reparations”
b. Discussion on thesis statements
c. **Assignment** – Summary of Coates – **due 10/10 beginning of class**

**Week 7: Analysis**

**Monday 10/8 – NO CLASS**

**Wednesday 10/10**

a. **Reading** - Douglass, Frederick, “Learning to Read and Write”
b. Discussion on summary vs. analysis

c. **Assignment** – in class workshop on analysis

**Week 8:** Analysis continued

**Monday 10/15**

a. **Reading** - Carr, Nicholas, “Is Google Making Us Stupid?: What the Internet is doing to our brains”
b. Discussion on Audience and Exigency
c. **Assignment** – in class activity - storyboarding Carr’s argument – seeing how it all fits together and identifying the crucial underlying questions

**Wednesday 10/17**

b. Discussion on Politics and Power – the stakes of analysis
c. **Assignment** – Analytic Essay #1 - Due 10/22 beginning of class.

**Week 9:** Analysis continued

**Monday 10/22**

a. **Reading** - Michaels, Walter Benn, “The Trouble with Diversity”
b. Continued discussion on Politics and Power with a specific focus on identity
c. Discussion on agreement and disagreement with specific arguments

**Wednesday 10/24**

a. Peer Review of Analytic Essay #1
b. **Assignment** - Revised Analytic Essay #1 (final draft) due 10/29 beginning of class

**Week 10:** Analysis Continued (focus on childhood and family)

**Monday 10/29**

a. **Reading** - Vuong, Ocean, “A Letter to My Mother That She will Never Read”
b. Discussion on quotation and citation
c. **Assignment** – in class exercises on MLA format

**Wednesday 10/31**

a. **Reading** - Chua, Amy, "Why Chinese Mothers Are Superior"
b. Discussion on analysis vs. summary vs. personal narrative
c. **Assignment** – Analytical Essay #2 – due 11/5 beginning of class
Week 11: Compare and Contrast

Monday 11/5
a. LOOP workshop – EXTRA CREDIT OPPORTUNITY
b. Reading - Baldwin, James, Stranger in the Village
c. Reading - Cole, Teju, “Black Bodies: Rereading James Baldwin’s Stranger in the Village”
d. Discussion on texts in conversation.

Wednesday 11/7
a. Reading - Baldwin, James, Stranger in the Village
b. Reading - Cole, Teju, “Black Bodies: Rereading James Baldwin’s Stranger in the Village”
c. Discussion on texts in conversation.

Week 12: Compare and Contrast continued

Monday 11/12
a. Reading - Baldwin, James, “Stranger in the Village”
b. Reading - Cole, Teju, “Black Bodies: Rereading James Baldwin’s Stranger in the Village”
c. Assignment – in class written exercises on texts in conversation and comparative thesis statements

Wednesday 11/14
a. In class Compare and Contrast Test #1

Week 13: Compare and Contrast continued

Monday 11/19
a. Peer Review of Compare and Contrast Test #1

Wednesday 11/21
a. Reading - Kincaid, Jamaica “The Ugly Tourist”
b. Reading - Danticat, Edwige, “Another Country”

Week 14: Compare and Contrast continued

Monday 11/26
a. Reading - Kincaid, Jamaica “The Ugly Tourist”
b. Reading - Danticat, Edwige, “Another Country”

Wednesday 11/28
a. In class Compare and Contrast Test #2
Week 15: Compare and Contrast continued

Monday 12/3

a. Peer Review of Compare and Contrast Test #2

Wednesday 12/5

a. Reading - TBD

Week 16: Final Exam Prep and Closing Remarks

Monday 12/10

a. In Class Compare and Contrast Test #3

Wednesday 12/12

a. Closing remarks – the necessity and importance of critical reading and thoughtful writing
b. Final questions about the course and exam

FINAL EXAM DATE 14/12/2018 10:30am -12:30pm