**Course Description & Objectives:** In this course, you’ll learn to read carefully and write clearly. I expect that you’ll become a thorough and considerate close-reader of texts, an analyst and critic able to write in conversation with a community of writers, and foremost, an effective writer able to synthesize your unique perspectives with those of a larger writing community.

By the end of the semester, you will be able to:

- Compose a scholarly essay with an original thesis, a well-supported argument
- Read and think critically
- Understand how language works
- Express your ideas both orally and in writing—correctly, logically, persuasively, and in conversation with the writing community
- Understand research

**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.)

**Materials:**

1. Freshman Common Reading: Chimamanda Ngozi Adichie, *Americanah* (required)
2. Course Packet (required): Online at  
   [https://libguides.brooklyn.cuny.edu/1010/index_readings](https://libguides.brooklyn.cuny.edu/1010/index_readings)
   [https://libguides.brooklyn.cuny.edu/1010/grammar_handbook](https://libguides.brooklyn.cuny.edu/1010/grammar_handbook)

**Attendance & Punctuality:** If you miss more than four classes, your grade will drop one letter. Two tardies count as one absence. Arriving more than 10 minutes late counts as an absence. A pattern of lateness will affect your grade. Missing six classes will result in failure.

**Participation:** By enrolling in this class, you are staking a claim to your education. You would do yourself and your classmates a disservice by not actively participating in the class. We are participating in a conversation larger than ourselves through our readings, discussions, and writing, so I expect the following from you:

- Read each text closely and critically.
• Be present for class, and present in mindset, which means focusing on the work in front of you not on electronics or work for other classes.
• Engage in discussion. If you’re anxious about engaging, see me during office hours so we can work out an accommodation.
• Take each assignment, both at home and in class, seriously.

NOTE: No cell phones during class. Be an adult, if you have to take a call, go outside. Cell phone use during class will result in an absence.

Reading: Class discussion is a critical element of this course, and participation is essential. I expect you 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.

Reading Discussion Leaders: You’ll be expected to take an active part in the readings by leading discussions with your peers in class. Leaders will be expected to read the texts carefully, coordinate with their partners to plan the discussion, conduct the discussion in a respectful manner, facilitate a line of inquiry based on how the class responds to the text, and turn in a typed copy of their questions prior to the day they lead discussions. **This will count for 10% percent of your grade.**

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), 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. 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. Please email them to me in word (doc/docx) format.

**Final Exam:** All 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 counts for 20% of your final grade.** I’ll discuss the test format in class.

**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 English Department’s grading scale ranges from A through C-, NC (no credit,) and F. NC is a non-passing but non-punitive grade. It will appear on your transcript but will not affect your grade-point average. NC is intended for students who do all the work for the course but are not yet writing at C level. F means that you did not complete the work for the course and/or were excessively absent. There is no D grade.
**NOTE:** Please submit all work on time. Late work will suffer half a grade each day it's late. On the fifth day you receive a failing grade on the assignment and cannot make it up. If you’re absent the day an assignment is due, you must arrange to submit it to me beforehand.

Possible grades are as follows:

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<thead>
<tr>
<th>Grade</th>
<th>A</th>
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<tr>
<td>93-100</td>
<td>90-92</td>
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<tr>
<td>B+</td>
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<td>88-89</td>
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<td>78-79</td>
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<td>F</td>
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<td>Below 60</td>
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**Grading Breakdown:**

**Essays: 60%**
- Personal Narrative: 10%
- Summaries: 10%
- Argumentative Essay: 15%
- Compare and Contrast: 15%
- In-Class Compare and Contrast: 10%

**Final Exam: 20%**

**Discussion Leadership: 10%**
- See above Reading section

**Attendance & Participation: 10%**
- This includes attendance, promptness, includes in-class writing, participation in class discussions and group work, etc.

**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](http://www.brooklyn.cuny.edu/bc/policies). The work we will do together in the craft of writing is real labor. You wouldn’t tolerate someone else taking credit for or stealing the products of your*
labor, therefore I will not tolerate plagiarism or cheating and consequences for such behavior will be severe.

**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](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](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.

**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](http://www.brooklyn.cuny.edu) website.

**Resources:**

- **Learning Center:** The Learning Center (1300 Boylan) provides free peer tutoring in writing by trained students. Students may attend weekly or on a drop-in basis. If you’re interested in weekly tutoring sessions, please see me for a referral. You may make appointments for drop-in sessions by calling the Learning Center at 718-951-5821, by emailing LC@brooklyn.cuny.edu, or by requesting an appointment at the Learning Center’s front desk.

- **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 we will discuss your specific accommodation.
Course Schedule (Subject to Change)

Week 1:

- MON 8/27: Introduction to the class: Syllabus, Hello!: Student and instructor introductions, Diagnostic essay
- WED 8/29: So what’s this essay thing about?: process, argument, rhetorical modes and strategies, Wait, I need to take notes?: Close reading and annotation, Intro to *Americanah*, **Reading due:** *Americanah*: Chapters 1, 9, 17

Week 2:

- WED 9/5: Close reading & annotation, Recognizing ourselves: Crafting a personal essay, **Assignment due:** *1st Draft Personal Essay*, **Reading due:** *Americanah*: Chapters 19, 20, 21, 31, 32; Vuong: “A Letter to my Mother That She Will Never Read”

Week 3:

- WED 9/12: Writing process & the joy of revision, Plagiarism, **Assignment due:** *2nd Draft Personal Essay*, **Reading due:** *Americanah*: Chapters 33, 34, 35, 36, 37; Whitehead: “City Limits”

Week 4:

- MON 9/17: What’s the difference?: Summary vs paraphrase & Summary vs analysis, Reverse outlining (argument, sub argument, counter argument, evidence), **Reading due:** *Americanah*: Chapters 39, 40, 42, 50; Solnit: “Men Explain Things to Me”

Week 5

- MON 9/24: Arriving at thesis statements, Making Arguments & Analysis **In class assignment:** Summary, **Assignment due:** Take Home Summary, **Reading due:** Staples: “Confederate Memorials as Instruments of Racial Terror”
- WED 9/26: Peer review, Revision review, **In class assignment:** Summary, **Reading due:** Furgurson: “The End of History?”

Week 6

- MON 10/1: Thesis Statements: claims and mini claims and structure, First Student Led Discussion, **Assignment due:** Thesis worksheet, **Reading due:** Morris: “Liar, Liar Pants on Fire”
- WED 10/3: Selecting evidence, Quotation, Credit where credit’s due: citations, **Assignment due:** Evidence worksheet, **Reading due:** Sontag: “On the Pain of Others”

Week 7
• WED 10/10: Teamwork makes the dream work: Intro to Peer review, Assignment due: Analytical Essay Draft, Reading due: Saunders: “The Braindead Microphone”

Week 8
• MON 10/15: Peer Review session, Reading due: Danticat: “Another Country”
• WED 10/17: Putting it all together: Structure, Reading due: Baldwin: “Stranger in the Village”

Week 9
• MON 10/22: Revision group discussion, Assignment due: Analytical Essay
• WED 10/24: Texts in Conversation, Comparative thesis statements, Reading due: Cole: “Black Body: Rereading James Baldwin’s ‘Stranger in the Village”

Week 10
• MON 10/29: Beyond apples and oranges: Analysis in the compare and contrast essay, Argument (vs. explanation & persuasion), Reading due: Coates: “The Case for Reparations”
• WED 10/31: In class compare & contrast

Week 11
• MON 11/5: The anatomy of a speech. Reading due: King: “I Have a Dream”
• WED 11/7: Who said it best?: Effective use of quotations, Off topic: Signal phrases & transitions Reading due: Gay: “The Careless Language of Sexual Violence”

Week 12
• MON 11/12: What do you mean I have to write for hours?: In-class writing strategies, Reading due: Orwell: “Politics in the English Language”
• WED 11/14: Peer Review, Assignment due: Compare and Contrast draft, Reading due: Solomon: “Thugs, Students, Rioters, Fans: Media’s Subtle Racism in Unrest Coverage”

Week 13:
• MON 11/19: Catch up, Reading due: Munoz: “Leave Your Name at the Border”
• WED 11/21: Introduction to research & MLA citation, Reading due: Dolnik: “Deafness as Culture”

Week 14: Exam prep
• MON 11/26: Rubrics, Let’s see how they did: Sample essay grading exercise, Reading due: Past essays (TBD)
• WED 11/28: @#$% gets real: Strategies to prepare for exam & for student discussion of exam text, Assignment due: Compare and Contrast Essay, Reading due: Past essays (TBD)

Week 15

• MON 12/3: Practice exam from past essays
• WED 12/5: So what had happened was: Exam grading feedback

Week 16

• MON 12/10: AGAIN?: Practice exam from past essays
• WED 12/12: Class time: Student discussion of long essay for final exam (last day). Sorry, folks. I’m sworn to silence. Reading due: Final Exam long essay TBD
• FRI 12/14: Final Exam: 10:30-12:30 (LOCATION TBD)