English 1010 Syllabus
Monday/Wednesday 12:50-2:05pm (75 min)
Boylan 2150

Instructor: Amanda Killian
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Office Hours: Monday 11:45-12:45, or by appointment

Course Description
In English 1010 we will workshop expository writing and explore strategies and practices in analytical reading and writing on texts. We will also compare grammar and syntax between texts and when and why grammar and syntax change. We will have frequent writing assignments including summaries, analyses, comparisons of texts, and with narration, description, and argumentation. We will learn that writing is a process that includes close reading, critical thought, revision, and editing. This course satisfies the Required Core English composition requirement.

Course Objectives
Students who complete this course successfully 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

Required Texts
1. Michelle Obama, *Becoming*
2. Online Course Packet, *LibGuides*

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

Final Exam  20%

Other Assignments  10%
This includes in-class free writes, peer reviews, and quizzes.

Attendance and Participation  10%
This includes punctuality, attendance, classroom discussion, and group work.
**Attendance and Punctuality**

This class is heavily based in discussion and attendance, and as such participation is mandatory. If you are going to be absent for any reason, you must email me beforehand to not receive an unexcused absence. You are allowed four unexcused absences before it begins to negatively affect your grade. Your grade will be dropped by one letter for every absence after that. If you are more than 10 minutes late you will be marked absent. Please be on time! **If there are any extenuating circumstances, I would be happy to work with you, but please let me know about this in a timely manner. It is very difficult to accommodate circumstances if they are brought to my attention at the end of term, or following my alert to a missing assignment.**

**Grades**

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. The minimum passing grade is C-. Students who have completed all the coursework, but are not yet writing at the college level will receive a grade of NC. Students who have not completed the coursework 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 without a passing grade. This may result in dismissal from the college.

**Plagiarism**

The following information may be found at:

- Plagiarism is the act of presenting another person’s ideas, research, or writings as your own. The following are some examples of plagiarism, but this is NOT a complete list:
  - Copying another person’s actual words without the use of quotation marks and footnotes attributed the words to their source
  - Presenting another person’s ideas or theories in your own words without acknowledging the source
  - Using information that is not common knowledge without acknowledging the source
  - Failing to acknowledge collaborators on homework and laboratory assignments

**Internet plagiarism** includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and “cutting and pasting” from various sources without proper attribution. This includes translating work in other languages and presenting it as your own.

**Plagiarism is not tolerated at Brooklyn College in any form. If you plagiarize, you will fail the class with no exceptions.**
**Students With Disabilities**
If you have a disability that I should be aware of, please reach out to me directly and register with the Director of the Center for Student Disability Services, Ms. Valerie Stewart-Lovell at 718-951-5538. After you have registered, please provide the correct documentation to me. If you have any issues with this process, I am here to help!

**Religious Holidays**

**Assignments**

**Readings:** You will be expected to come to class prepared, having read the assigned texts outlined below and ready to discuss. You will be graded on how well you contribute to class discussion.

**Peer Review:** You will be assigned peer review exercises throughout the semester. Attendance is mandatory on these days for you to receive credit. If you have an excused absence on a peer review day you may make arrangements with one of your classmates outside of class to complete the assignment, however, I must approve this.

**Essays:** Throughout the semester you will write and revise the following take-home essays
- 1 personal narrative (750-1000 words)
- 2 summaries (250-500 words each)
- 1 argumentative essay (1000-1250 words)
- 1 compare and contrast essay (1000-1250 words)

If you are unhappy with the grade you receive on an essay, you have to meet with me outside of class to discuss how you plan to revise your essay for a better grade. **I will not accept emailed or late essays unless there are extenuating circumstances that I have been alerted to before our class meeting time on the assignment due date.**

**Final exam:** The Final exam will be an in-class compare and contrast essay worth 20% of your overall grade. If you would like to prepare in advance for this you may read more information here ([http://depthome.brooklyn.cuny.edu/english/composition/exitexam.html](http://depthome.brooklyn.cuny.edu/english/composition/exitexam.html)), but we will review this in class.

**Cell Phones and Devices**
Please put away all cell phones and devices and turn them off during class. As this is a requirement course based in close reading and analysis, you are not permitted to use devices to refer back to texts during in-class discussions. **NO DEVICES ARE PERMITTED UNLESS NEEDED FOR DISABILITY PURPOSES.** Failure to follow this rule will result in an unexcused absence for the day. Please respect the class by printing out readings for reference during discussions. If this is an issue for you, please speak to me directly prior to class.
Class 1 WED AUG 28
- Introductions & Reading Habits
- Review of syllabus
- In-class writing diagnostic

Class 2 WED SEPT 4
- DUE: Diagnostic writings
- **READING**: Michelle Obama, *Becoming* (Preface pp. iv-xiii, Chapt. 1 pp. 3-16)
- The language of difference and disagreement

Class 3 THURS SEPT 5 (Monday Schedule)
- **READING**: Michelle Obama, *Becoming* (Chapt. 2-3 pp. 17-41)
- Short summary assigned
- Introduction of writing process, argument, rhetorical modes, and strategy
  - Personal narrative

Class 4 MON SEPT 9
- DUE: Short summary of *Becoming*
- **READING**: Michelle Obama, *Becoming* (Chapt. 4-5 pp. 42-67)

Class 5 WED SEPT 11
- **READING**: Michelle Obama, *Becoming* (Chapt. 6-7 pp. 68-83)
- Personal narrative assigned
- Introduce Library Orientation and assign LOOP

Class 6 MON SEPT 16
- **READING**: Roxanne Gay, “Peculiar Benefits”
- Summary vs. analysis and paraphrase
- Assigned Summary 1 (250-500 words) of Rebecca Solnit’s, “Men Explain Things to Me”

Class 7 WED SEPT 18
- DUE: Personal narrative
- Assign Summary 2 (300-500 words) of Lars Eighner, “On Dumpster Diving”

Class 8 MON SEPT 23
- DUE: Summary 1 + LOOP (Library Orientation)
- Introduce the thesis statement
- In-class reverse outline “Men Explain Things to Me”

Class 9 WED SEPT 25
- **READING**: Lars Eighner, “On Dumpster Diving”
- DUE: Summary 2

Class 10 MON SEPT 30 NO CLASS
Class 11 WED OCT 2
  ● **READING**: Greg Lukianoff & Jonathan Haidt, excerpt from “The Coddling of the American Mind”
  ● Analysis exercise assigned (400-600 words)
  ● Argument / persuasion / thesis structure

Class 12 MON OCT 7
  ● **READING**: Errol Morris, “Liar, Liar Pants on Fire”
  ● Argument construction and proper quotation

Class 13 WED OCT 9 NO CLASS

Class 14 MON OCT 14 NO CLASS

Class 15 WED OCT 16
  ● **DUE**: Analysis Exercise
  ● **READING**: Rachel Louise Carson, “The Obligation to Endure”
  ● Argumentative construction
  ● Selecting evidence and citation
  ● Assign Argumentative essay (1000-1250 words)

Class 16 MON OCT 21
  ● **READING**: Roxanne Gay, “The Careless Language of Sexual Violence”
    ○ Audience and argument
  ● In-class plagiarism quiz:

Class 17 WED OCT 23
  ● **READING**: Claudia Rankine, *Citizen*
    ○ Audience: you, me, we, us

Class 18 MON OCT 28
  ● **DUE**: Argumentative essay (1000-1250 words)
  ● **READING**: David Foster Wallace, “Consider the Lobster”

Class 19 WED OCT 30
  ● “Consider the Lobster” continue discussion and peer work

Class 20 MON NOV 4
  ● **DUE**: Argumentative Essay REVISION
  ● **READING**: Ernest B. Furgurson, “The End of History?”
    Brent Staples, “Confederate Monuments as Instruments of Racial Terror”
  ● Texts in conversation and comparison discussion
Class 21 WED NOV 6
- Texts in conversation continue with Furgurson and Staples
- In-class comparative thesis statements

Class 22 MON NOV 11
- READING: James Baldwin, “Notes On A Native Son”

Class 23 WED NOV 13
- READING: Brent Staples, “Just Walk on By”
- Continue Baldwin comparison

Class 24 MON NOV 18
- READING: Nicholas Carr, “Is Google Making us stupid?”
  Mona Eltahawy, “Twitterholics Anonymous”
- Peer group work on effective use of quotations discussion
- Signal phrases and statements compared to thesis statements

Class 25 WED NOV 20
- Continue Carr and Eltahawy
- Assign Compare and contrast essay (1200-2100 words)

Class 26 MON NOV 25
- READING: Tristan Korten “In Florida, Officials Ban Term ‘Climate Change’”
  Akiba Solomon “Thugs, Students, Rioters, Fans: Media’s Subtle Racism in Unrest Coverage”

Class 27 WED NOV 27
- READING: Continue Korten and Solomon
- DUE: Compare and contrast essay (1200-2100 words)
- Peer review of student essays

Class 28 MON DEC 2
- DUE: Compare contrast revision due
  ○ ALL FINAL REVISIONS DUE
- Review citations and quotation

Class 29 WED DEC 4
- In-class practice test
- Writing strategies for final essay

Class 30 MON DEC 9
- In-class compare and contrast essay
- Final exam questions
- Hand-out long essay for final exam
Class 31 WED DEC 11
- Review in class essay
- Long essay discussion and peer group work

DEC 14-20
- FINAL EXAM WEEK

This syllabus is subject to revision please check LIBGUIDES for any updates throughout the semester: https://libguides.brooklyn.cuny.edu/c.php?g=858673&p=6912846