English 1010 Syllabus
Tu. and Th.8 a.m.-9:15 a.m. 3407 Boylan Hall
Instructor: Patrick Redmond
patrick.redmond@brooklyn.cuny.edu
Office Hours: Tuesday, (TBA) 2311 Boylan

Course Description:
English 1010 is a 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.

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:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Essays</td>
<td>60%</td>
</tr>
<tr>
<td>Personal Narrative: 10 %</td>
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<tr>
<td>Summaries: 10%</td>
<td></td>
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<tr>
<td>Argumentative Essay: 15%</td>
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<tr>
<td>Compare and Contrast: 15%</td>
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<tr>
<td>In-Class Compare and Contrast 10%</td>
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<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Other Assignments</td>
<td>10%</td>
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<tr>
<td>This includes in-class writing, peer reviews, and quizzes.</td>
<td></td>
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<tr>
<td>Attendance and Participation</td>
<td>10%</td>
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<tr>
<td>This includes punctuality, attendance, classroom discussion, and group work.</td>
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</tbody>
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Redmond 1
**Attendance and Punctuality:** Since this class will be largely taught through discussion, attendance and participation are 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, so please be here on time. **If there any extenuating circumstances I will be happy to work with you, but please let me know about this in a timely manner.**

**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. Note that 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; students who receive three grades of F, NC and/or WU may be dismissed from the college.

**Plagiarism:** The following information may be found at: [http://depthome.brooklyn.cuny.edu/pub/documents/academicintegrity.pdf](http://depthome.brooklyn.cuny.edu/pub/documents/academicintegrity.pdf)

- Plagiarism is the act of presenting another person’s ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive 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.

**Note:** I will not tolerate any form of plagiarism. 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 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.

**Assignments**

**Daily Readings:** You will be expected to come to class prepared with the daily readings done 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 the following take-home essays: 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). You will be required to revise each of these essays. In addition, you will have an in-class compare and contrast essay, along with in-class final exam.

If you are unhappy with the grade you receive on an essay, you may 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.**

**Final exam:** The Final exam will be an in-class compare and contrast essay worth 20% of your overall grade. For more information please visit: [http://dephome.brooklyn.cuny.edu/english/composition/exitexam.html](http://dephome.brooklyn.cuny.edu/english/composition/exitexam.html)

**Cell Phones and Devices:** Please keep all cell phones and devices put away and turned off during class (unless I say you may use them for research purposes). Failure to follow this rule will result in an unexcused absence for the day.

**Semester Breakdown**

**8/27/19**
- Review of the syllabus
- Student introductions
- First day diagnostic writing assignment

**8/29/19**
- Discuss diagnostic essay
- Reflections on writing: process, argument, rhetorical modes and strategy
- What is a personal narrative?
- Begin close reading of *Becoming*
9/3/19
-Close reading of Becoming
-LOOP Assigned

9/5/19
Monday Schedule

9/10/19
-Close reading of Becoming
-Personal narrative assigned

9/12/19
-Roxanne Gay, “Peculiar Benefits”
- Summary vs. analysis and paraphrase
- LOOP Assigned

9/17/19
-Personal Narrative Due
-Rebecca Solnit, “Men Explain things to me”
- Summary Assigned (250-500 words) of Rebecca Solnit’s, “Men Explain Things to Me”

9/19/19
-Solnit Continued
- Summary due
- LOOP due
- Summary assigned (250-500 words) on Lars Eighner, “On Dumpster Diving”

9/24/19
- Lars Eighner, “On Dumpster Diving”
- Summary due

9/26/19
- Revision of personal narrative due
- Argument vs. persuasion and explanation
- Greg Lukianoff & Jonathan Haidt, from “The Coddling of the American Mind”
- Begin discussion on argument structure
- Begin Reverse Outlining

10/01/19
No Class
10/03/19
- Thesis statement construction
- Continuing discussion on argument structure
- Continue Reverse Outlining

10/08/19
No Class

10/10/19
- Rachel Louise Carson, “The Obligation to Endure”
- Argumentative thesis statement construction

10/15/19
- Selecting evidence
- Citing primary sources
- Plagiarism quiz in class

- Argumentative essay assigned

10/17/19
- Roxanne Gay, “The Careless Language of Sexual Violence”
- Considering audience

10/22/19
- Argumentative essay due
- Peer review
- Revision discussion

10/24/19
- David Foster Wallace, “Consider the Lobster”

10/24/19
- “Consider the Lobster” cntd.
- Argumentative revision due

10/29/19
- Compare and contrast beginning discussion
- Begin discussion on texts in conversation
- Ernest B. Furgurson, “The End of History?”
- Brent Staples, “Confederate Monuments as Instruments of Racial Terror”

10/31/19
- Texts in conversation cntd.
- Ernest B. Furgurson, “The End of History?”
- Brent Staples, “Confederate Monuments as Instruments of Racial Terror”
11/05/19
- Compare and contrast thesis statements
- Structure of compare and contrast
- James Baldwin, “Notes On a Native Son”

11/07/19
- James Baldwin, “Notes On a Native Son” cntd.
- Brent Staples, “Just Walk on By”

11/12/19
- Effective use of quotations discussion
- Signal phrases
- Nicholas Carr, “Is Google Making us stupid?”
- Mona Eltahawy, “Twitterholics Anonymous”

11/14/19
- Continuing conversation on Carr and Eltahawy
- Compare and contrast essay assigned

11/19/19
- Tristan Korten “In Florida, Officials Ban Term ‘Climate Change’”
- Akiba Solomon “Thugs, Students, Rioters, Fans: Media’s Subtle Racism in Unrest Coverage”

11/21/19
- Continuing discussion on Korten and Solomon
- Compare and contrast essay due
- Compare and contrast essay peer review

11/26/19
- Compare contrast revision due
- Beginning research discussion
- All final revisions/make up due

11/28/19
- No Class

12/03/19
- Handout long essay for practice test
- In class writing strategies for final essay

12/05/19
- In-class compare and contrast essay
12/10/19
- Review in class essay
- Final questions
- Handout long essay for final exam

12/12/19
- Student discussion of long essay

12/13/18
- Reading day

12/17/19
- Final exam week

***Syllabus is subject to revision.***