Course Overview
This class will serve as an introduction to college-level composition. During this course you will practice and perfect strategies for writing expository essays and for engaging with different kinds of texts. You will read actively and think critically about your reading and writing. You will write both in and out of class, with an emphasis on drafting and revision. Our time in class will be split between writing, work in groups, and discussion of the readings and your own work.

Course Objectives
Students who successfully complete this course will be able to:
- Read critically and write analytically
- Develop and support theses and arguments
- Summarize, paraphrase, and synthesize information from a variety of sources
- Structure persuasive and cohesive essays
- Identify a thesis, whether explicit or implied
- Incorporate and integrate evidence into their writing using MLA documentation
- Edit and review their writing using peer and instructor critiques
- Use appropriate conventions of language, including correct grammar, spelling, and punctuation

Course Requirements & Policies
Materials

Attendance & Punctuality: You should be present at every class. That said, I understand that extenuating circumstances arise, and you may be absent up to 3 times without penalty; the next 2 absences will each lower your final grade by half a letter. Also, I expect you to come to class on time. **Two late arrivals equal one absence, and a pattern of lateness will affect your grade negatively.** Arriving more than 15 minutes late counts as an absence.

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:** Phones must be silenced and put away during class. The use of phones 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 printed, closely read, and be ready to discuss all readings on the day they are assigned. There will be unannounced reading quizzes. **You must 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), an argumentative essay (1000-1250 words), a comparative 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 final essay exam. Students will be asked to complete other assignments, such as journal entries, in-class writing, and reading responses.
**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 essay prompt on the day of the exam. **The exam will count for 20% of the final grade for the class.** We will 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:** English 1010 courses follow a strict grading policy. The passing grade range for 1010 is A to C-. Students who don’t pass will receive an F or an NC and must repeat the course. The grade of F is a result of excessive absence, incomplete course assignments and/or plagiarism. A grade of NC is “no credit”. This grade is usually given to students who complete assignments but their work is not at a passing level yet.

**NOTE:** Essays turned in late will be penalized half a letter grade for each class period they are late. 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.

**Grading Breakdown:**

**Essays:** 50%
- Personal narrative: 10%
- Argumentative essay: 15%
- In-class comparative essay: 10%
- Comparative essay: 15%

**Final Exam:** 20%

**Other Assignments:** 10%
This includes take-home assignments, in-class writing, and quizzes.

**Attendance & Participation:** 20%
This includes attendance, promptness, 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)

**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:** [http://www.brooklyn.cuny.edu/web/about/initiatives/policies/bereavement.php](http://www.brooklyn.cuny.edu/web/about/initiatives/policies/bereavement.php)

**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.
**Resources**

**Office Hours:** I encourage you to use my office hours so that we can discuss your work and any questions you have. I am also happy to find another time to meet with you if you are unable to come to my office hours.

**Help with Writing:** The Learning Center (1300 Boylan) has writing tutors available to help you with your writing on both a drop-in and ongoing basis.

**Students with 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 discuss your specific accommodation with me.

**CUNY Citizenship Now:** If you have questions about immigration status or DACA for yourself or for someone else, please visit the website of **CUNY Citizenship Now**: [http://www1.cuny.edu/sites/citizenship-now/](http://www1.cuny.edu/sites/citizenship-now/)

“CUNY Citizenship Now! provides free, high quality, and confidential immigration law services to help individuals and families on their path to U.S. citizenship. Our attorneys and paralegals offer one-on-one consultations to assess participants’ eligibility for legal benefits and assist them in applying when qualified.”

**Class Schedule (Please note: class schedule is subject to change.)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Discussion</th>
<th>Assignment/Reading due</th>
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<tbody>
<tr>
<td><strong>week 1</strong></td>
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<tr>
<td>wed, aug 28</td>
<td>Introduction to course &amp; syllabus</td>
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<tr>
<td><strong>week 2</strong></td>
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<tr>
<td>* mon sept 2</td>
<td>College Closed - No Class *</td>
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<tr>
<td>wed, sept 4</td>
<td>In-class writing</td>
<td>“Becoming” ch 1-4</td>
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<tr>
<td>* thurs, sept 5</td>
<td>Close reading &amp; annotation</td>
<td>“Becoming” ch 5 &amp; LOOP due</td>
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<td><strong>week 3</strong></td>
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<tr>
<td>mon, sept 9</td>
<td>The personal narrative</td>
<td>“Becoming” ch 6-8 &amp; 12</td>
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<td>wed, sept 11</td>
<td>Language &amp; voice</td>
<td>Ocean Vuong, “A Letter to My Mother That She Will Never Read” &amp; Amy Tan, “Mother Tongue”</td>
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<td><strong>week 4</strong></td>
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<td>mon, sept 16</td>
<td>Plagiarism</td>
<td><strong>Essay 1 due</strong></td>
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<tr>
<td>wed, sept 18</td>
<td>College Closed - No Class</td>
<td>College Closed</td>
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<tr>
<td><strong>week 5</strong></td>
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<td>mon, sept 23</td>
<td>Revision/ Essay 1 feedback</td>
<td>Amy Chua, “Why Chinese Mothers are Superior”</td>
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<td>wed, sept 25</td>
<td>Paraphrase vs. Summary vs. Analysis</td>
<td>Colson Whitehead, “City Limits”</td>
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<td><strong>week 6</strong></td>
<td></td>
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<tr>
<td>*mon, sept 30</td>
<td>College Closed - No Class*</td>
<td><strong>Revision of Essay 1 due</strong></td>
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<tr>
<td>wed, oct 2</td>
<td>Summary vs. Analysis</td>
<td>College Closed</td>
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</tbody>
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week 7
mon, oct 7    Persuasion    Coates, Ta-Nehisi, “The Case for Reparations”
*wed, oct 9   College Closed - No Class*  College Closed

week 8
*mon, oct 14 College Closed - No Class*  College Closed
wed, oct 16  Argument    John Gatto, “Against School”

& Summary 1 due

week 9
mon, oct 21  Thesis Statements    Cormac Cullinan, “If Nature Had Rights”
wed, oct 23  Citations & Quotations    Tristan Korten, “In Florida, Officials Ban Term ‘Climate Change’”

& Summary 2 due

week 10
mon, oct 28  Peer Review    Essay 2 due - bring 3 copies for peer review

week 11
mon, nov 4   Revision / Essay 2 Feedback    David Foster Wallace, “Consider the Lobster”
wed, nov 6   Revision & Writing Strategies    Lars Eigner, “On Dumpster Diving”

week 12
mon, nov 11  Structure    Revision of Essay 2 due

week 13
wed, nov 20  Peer review    Essay 3 due - bring 3 copies for peer review

week 14
wed, nov 27  Revision / Essay 3 Feedback

week 15
mon, dec 2   In class comparative essay    Revision of Essay 3 due
wed, dec 4   TBD

week 16
mon, dec 9   Final Exam Prep
wed, dec 11  Last Class

*Final Exam: Thurs, Dec 19 10:30am-12:30pm location TBD*