

Brooklyn College
The City University of New York

English 1010
Fall 2022
3 hours and conference; 3 credits
Office Hours:

Professor X
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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. (Only open to ESL students)

Discussion: This class will serve as an introduction to college-level composition. During this course students will practice and perfect strategies for writing expository essays and for engaging with different kinds of texts. Students will read actively and think critically about course reading and assigned writing. Students will write both in and out of class, with an emphasis on drafting and revision. Class will be split between writing, working in groups, and discussing readings and student work. Students will focus on the following: reading critically and writing analytically; developing and supporting theses and arguments; summarizing, paraphrasing, and synthesizing information from a variety of sources; structuring persuasive and cohesive essays; incorporating and integrating evidence into their writing using MLA documentation; editing and revising; using appropriate conventions of language, including correct grammar, spelling, and punctuation.

Course Objectives

Students who successfully complete this course 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

Course Requirements & Policies

Materials

1. Freshman Common Reading
2. Course Packet (required):
3. Grammar Handbook (required):
4. **Attendance & Punctuality:** If you miss more than four classes, you will receive no credit for participation. Two latenesses 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.

NOTE: Cellphones must be silenced and put away during class. The use of cellphones 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 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), 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. The instructor will not accept essays submitted via email.

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: 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 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 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.

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.

NOTE: Essays turned in late will be penalized half a letter grade for each class meeting 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.

Possible grades are as follows:

	A	A-
	93-100	90-92
B+	B	B-
88-89	83-87	80-82
C+	C	C-
78-79	73-77	70-72
D+	D	D-
68-69	63-67	60-62
F		
Below 60		

Grading Breakdown:

Essays: 60%

- Personal Narrative: 10 %
- Summaries: 10%
- Argumentative Essay: 20%
- Compare and Contrast: 20%

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: 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>.

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

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>

Important Dates:

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 website.

Course Schedule

Week 1: Intro & Diagnostic Essay & Freshman Common Reading

Class topics:

- a. Introduction to the class: goals, requirements, etc.
- b. Syllabus
- c. Student and instructor introductions
- d. Reflections on writing: process, argument, rhetorical modes and strategies

Weeks 2 Freshman Common Reading: Focus on close reading, annotating, summary

Class topics:

- e. Intro & diagnostic essay
- f. Close reading & annotation
- g. Crafting a personal essay
- h. Stages of writing: What does revision mean?
- i. Plagiarism

Assignment: Personal Narrative (2 drafts)

Reading: Freshman common reading & two short essays or one long essay related to the themes of the common reading.

Week 3-4 Summary: Focus on close reading, annotation, short summary

Class topics:

- a. Close reading and annotation
- b. Summary vs paraphrase
- c. Summary vs analysis
- d. Reverse outlining (argument, sub argument, counter argument, evidence)

Assignments: 2-3 short summaries (take home and in class)

Reading: One short essay per day from “Analysis, Short.”

Weeks 5-8: Argument & Analysis: Focus on argument, thesis statements, evidence, structure

Class topics:

- a. Peer review
- b. Structure (process analysis)
- c. Revision
- d. Argument
- e. Thesis statements
- f. Selecting evidence
- g. Citation from primary sources
- h. Effective quotation from primary sources

Assignments: Analytical Essay (2 drafts)

Reading:

Weeks 5 & 6: one short analysis per day.

Weeks 7 & 8: one long analysis per week.

Weeks 9-12: Compare and Contrast: Focus on argument, evidence, structure

Class topics:

- a. Texts in Conversation
- b. Argument (vs. explanation & persuasion)
- c. Comparative thesis statements
- d. Structure
- e. Peer Review

- f. In-class writing strategies
- g. In-class essay
- h. Effective use of quotations
- i. Signal phrases & other templates

Assignments: In-Class Compare and Contrast & Take-home Compare and Contrast (2 drafts)

Readings:

Week 9: One long essay from “Analysis, Long.”

Week 10: One more difficult and longer essay from “Analysis, Long.”

Week 11: Two short essays from “Analysis, short” related to one of the previous two essays.

Week 12: One short essay from “Analysis, short” & one long essay from “Analysis, Long” about related topics.

Week 13: Research & Catch-up

Class topics

- a. Catch up
- b. Introduction to research & MLA citation

Reading: Instructor’s choice

Week 14: Exam prep

Class topics:

- a. Rubrics
- b. Sample essays
- c. Strategies to prepare for exam & for student discussion of exam text

Reading: Essays from old final exams, sample student exams, & first essay from fall 2018 final exam.

Class time: Student discussion of long essay for final exam (last day).

Note: Instructor may not discuss the final exam with students.