# Syllabus English 1010: Composition (0437) TR11A

<table>
<thead>
<tr>
<th>Semester: Fall 2010</th>
<th>Instructor: B. Balthazar Becker</th>
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<tbody>
<tr>
<td>Dates: Tuesday/Thursday</td>
<td>Email: <a href="mailto:bastian.balthazar.becker@live.com">bastian.balthazar.becker@live.com</a></td>
</tr>
<tr>
<td>Time: 11:00-12:15pm</td>
<td>Office: 2311, Boylan Hall (Adjunct’s Office)</td>
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<tr>
<td>Location: 417A (Whitehead)</td>
<td>Office Hours: Tuesday, 2:00-3:00pm</td>
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## Course Description

This course will serve as an introduction to composition at the college level. During this course we are going to practice and perfect strategies for writing expository essays and for engaging with different kinds of texts. The course focuses on methods of organization, analysis, research skills, and the production of short expository essays; readings consider issues of contemporary social and cultural concern. Our time in class will be split between writing, discussion of the readings and of our own writing, and work in groups.

By the end of the semester you should be able to

- engage in writing as a process, including considering audience, drafting, revising, editing, and proofreading.
- engage in the collaborative, social aspects of writing, and use writing as a tool for learning.
- use language to explore and analyze contemporary multicultural, global, and international questions.
- gather, summarize, synthesize, and explain information from various sources.
- use grammatical, stylistic, and mechanical formats and conventions appropriate for a variety of audiences.
- critique your own and others’ work in written and oral formats.
- produce coherent, organized, readable prose for a variety of rhetorical situations.
- reflect on what contributed to your writing process and evaluate your own work.

## Required Texts


Starting September 7th, *Rereading America* and *Writing and Revising* can be purchased at Shakespeare & Co. Booksellers (150 Campus Road, Brooklyn) or at the Brooklyn College Bookstore (Boylan Hall, particular for students who use vouchers).
**Assignments**

**Participation**
Participation consists of attendance, tardiness, group and peer response participation, daily activities and general readiness for class. This grade basically reflects your conduct in class, as well as your adherence to class logistics (see below).

**Essays**
You will be required to submit eight 600-800 word essays in this class. Three of these essays you will write in class, five at home. The essays you write at home must be typewritten, using a 12 point font and double-spaced.

**Assignments**
You will also be required to complete in-class writing assignments and short take-home prompts. These assignments will generally be about a page in length and will not be graded, but their completion will count towards your final grade.

One of these assignments will be to participate in the Library’s Online Orientation Program (LOOP).

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<tr>
<th>Participation &amp; Assignments</th>
<th>Essays</th>
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<tr>
<td>30%</td>
<td>70%</td>
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To pass this course you need to pass the final “Exit” exam. A passing grade is a C-.

**Course Logistics**

**Conduct**
We will work on your writing as a group. Therefore, you should be prepared to make constructive comments about the material we look at. For instance, the peer review sessions that we will do in class will require you to provide constructive and informed feedback on the writing of your peers.

**Professional/Academic Courtesy**
Disable all electronic devices (cell phones, iPods, etc.) before entering the classroom. Consider your fellow students as colleagues and treat them respectfully. In-class participation is expected.

**Attendance**
You are allowed to miss up to three meetings. If you miss more than three classes, I will lower your grade by half a letter for each additional absence. If you arrive late that will count as a partial absence.

**Class Preparation**
Assigned readings on the syllabus should be completed before each class period. You will be expected to discuss the content of the readings and to apply the material and strategies we discuss in class to your own writing.

**Late Work**
I will not accept late work. If you know in advance that an assignment will be late, contact me before the due date so that we can discuss arrangements.
Communication
I strongly encourage you to ask questions and bring up issues in class. Email is the best way to contact me outside the classroom. In addition, I am happy to conference with you after class and during office hours.

Food
Since our class is at midday I allow you to bring and eat food as long as it is not obtrusive (smell, sound, etc.) and does not impair your participation. If necessary, I might retract this concession again.

Learning Center
The Learning Center offers Brooklyn College students free peer tutoring in courses across the curriculum. The Learning Center provides a handsome and comfortable environment well stocked with computers and reference materials. Students can get help with every stage of the writing process from brainstorming to outlining to composing to proofreading; students can get help in other subjects by working with tutors individually or in small groups.

Guidelines for Writing From Sources and Avoiding Plagiarism
The following descriptions are designed to help explain plagiarism and its consequences to help you avoid it in your writing for this course. We will devote class time to learning and understanding how to use sources in your writing, how to research and take notes effectively, how to use and cite electronic resources, and how to get help from various writing aids and resources.

Insufficient Citation and Undocumented Paraphrasing: Students are expected to cite both written (print and electronic), oral, and visual sources consulted in writing papers. All borrowed ideas—both direct quotations and paraphrasing from another’s work—require accurate citation, and direct quotations require quotation marks. Fully paraphrase and summarize borrowed ideas to avoid stylistic plagiarism, which is using the same words and sentence structure as the source. Drafts of papers with insufficient citation or undocumented paraphrasing will require mandatory revisions; final papers will receive an F.

Patchwriting, or Cutting and Pasting: Cutting and pasting passages from your source into your own paper and turning in the paper as your own is plagiarism. Students are expected to accurately and amply paraphrase borrowed material using their own stylistic features rather than the source’s style and language and cite this material accurately. In addition, students are expected to develop their own framework for their papers rather than borrowing their source’s argument wholesale (even if acknowledged). Drafts with these problems will require mandatory revision; final papers will receive an F.

False Submissions, Ghostwriting, or Fraud: Students are expected to write their own original papers for each assignment, from development of ideas and research to revision. If students turn in final papers written by someone else (i.e. acquired or bought through the internet, an organization, friends, family members, another student, etc.), the paper will receive an F for the course and face disciplinary action. If you have any doubt about whether or not you’re plagiarizing, talk with me.
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<tr>
<th>Week</th>
<th>Basic Course Schedule</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>Introductions &amp; Assessment</strong></td>
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<tr>
<td>Th., 08/26</td>
<td>Syllabus, policies, introduction, diagnostic essay.</td>
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<td>2</td>
<td><strong>How Does It Feel to Be a Problem?</strong></td>
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<td>Tu., 08/31</td>
<td>Reading due: Chapters: “Preface”, “Rasha”, &amp; “Sami” (Bayoumi, p. 1-80)</td>
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<tr>
<td>Th., 09/02</td>
<td>Reading due: Chapters: “Yasmin,” Akram” &amp; “Lina” (Bayoumi, p. 81-186) Assignment A due.</td>
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<td>3</td>
<td><strong>Myth of the Melting Pot</strong></td>
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<tr>
<td>Tu., 09/07</td>
<td>Reading due: Chapters: “Omar” &amp; “Rami” (Bayoumi, p. 187-258)</td>
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<tr>
<td>Th., 09/09</td>
<td>No class</td>
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<td>4</td>
<td><strong>Week 5</strong></td>
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<tr>
<td>Tu., 09/21</td>
<td>Reading due: “Reading Processes” (WR p. 11-25)</td>
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<td>Th., 09/23</td>
<td>Reading due: Patrick J. Buchanan, “Deconstructing America” (RA, p. 462-472)</td>
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<td>Bharati Mukherjee, “Two Ways of Belonging” (BB, p. 298-301)</td>
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<td>6</td>
<td><strong>Week 6</strong></td>
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<tr>
<td>Tu., 09/28</td>
<td>Reading due: “Critical Thinking Processes” (WR p. 26-40)</td>
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<td>Hua Hsu, “The End of White America” (RA, p. 497-511) Assignment C due.</td>
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<td>Th., 09/30</td>
<td>Reading due: Aurora Levins Morales, “Child of the Americas” (RA, p. 511-514)</td>
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<td>Maxine Hong Kingston, “No Name Woman” (BB, p. 238-250)</td>
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**Week 7**

**Myths of Gender**

Tu., 10/05
Reading due:
“Strategies for Generating Ideas” *(WR, p. 41-59)*
Judith Ortiz Cofer, “The Story of My Body” *(RA, p. 537-545)*
*Third Essay: Final Draft.*

Th., 10/07
Reading due:
Jamaica Kincaid, “Girl” *(RA, p. 524-526)*
Jean Kilbourne, “Two Ways a Woman Can Get Hurt” *(RA, p. 575-600)*

**Week 8**

Tu., 10/12
Reading due:
“Strategies for Planning” *(WR, p. 60-82)*
Dave Barry, “Lost in the Kitchen” *(RA, p. 82-84)*
*Assignment D due.*

Th., 10/14
Reading due:
Natalie Angier, “Men, Women, Sex, and Darwin” *(BB, p. 29-42)*
Aaron H. Devor, “Becoming a Member of Society” *(RA, p. 527-536)*

**Week 9**

Tu., 10/19
Reading due:
“Strategies for Drafting” *(WR, p. 83-100)*
Dan Kindlon, “The Decent of Men” *(RA, p. 618-629)*
*Fourth Essay: In-class.*

Th., 10/21
Reading due:
Reihan Salam, “The Death of the Macho” *(RA, p. 629-238)*

**Week 10**

**Myths of the Environment**

Tu., 10/26
Reading due:
“Strategies for Developing” *(WR, p. 101-136)*
Graeme Wood, “Moving Heaven and Earth” *(RA, p. 756-763)*
*Assignment E due.*

Th., 10/28
Reading due:
Vicki Hearne, “What’s Wrong with Animal Rights?” *(BB, p. 192-202)*
Peter Singer, “Animal Liberation” *(BB, p. 384-399)*

**Week 11**

Tu., 11/02
Reading due:
“Strategies for Revising” *(WR, p. 137-154)*
Bill McKibben, “From *The End of Nature*” *(RA, p. 743-756)*
*Fifth Essay: Final Draft*

Th., 11/04
Reading due:
Nydia M. Velázquez, “In Search of Justice” *(RA, p. 764-771)*
## Week 12

**Tu., 11/09**  
**Reading due:**  
“Strategies of Editing and Proofreading” (WR, p. 155-189)  
Joy Williams, “Save the Whales, Screw the Shrimp” (RA, p. 703-714)  
*Assignment G due.*

**Th., 11/11**  
**Reading due:**  
Derrick Jensen and Stephanie McMillan, “From *As the World Burns*” (RA, p. 715-743)

## Week 13  
**The Myth of Equal Opportunity**

**Tu., 11/16**  
**Reading due:**  
“Strategies for Arguing” (WR, p. 190-203)  
*Sixth Essay: In-class*

**Th., 11/18**  
**Reading due:**  
Michael Moore, “Idiot Nation” (RA, p. 128-147)

## Week 14

**Tu., 11/23**  
**Reading due:**  
“Strategies for Integrating Sources” (WR, p. 204-217)  
Barbara Ehrenreich, “Serving in Florida” (BB, p. 151-161)  
*Assignment H due.*

**Th., 11/25**  
*No class (Thanksgiving)*

## Week 15

**Tu., 11/30**  
**Reading due:**  
Maria L. La Ganga, “Tent City, USA” (RA, 357-360)  
*Seventh Essay: Final Draft*

**Th., 12/02**  
**Reading due:**  
Studs Terkel, “Stephen Cruz” (RA, p. 366-372)  
Kathleen R. Arnold, “From *America’s New Working Class*” (RA, p. 361-366)

## Week 16  
**Revision**

**Tu., 12/07**  
**Eighth Essay: Final Draft**  
Reading due:  
2009 Exit Exam (BB)

**Th., 12/09**  
Group discussion centering around your first ‘Exit’ essay.

## Week 17  
**Final Exam**

**We., 12/15**  
**Exit Exam.** Time and place TBA.
Abbreviations
RA = Rereading America
WR = Writing and Revising
Bayoumi = How Does It Feel to Be a Problem?
BB = Text to be found on Blackboard

Important Dates
09/01/2010 Last day to drop for 75% tuition refund.
09/08/2010 Last day to drop for 50% tuition refund.
09/15/2010 Last day to drop for 25% tuition refund.
09/16/2010 Last day to drop without the grade of ‘W.’

Marking Legend
1) Word Choice – your word/words are too simple, complex, or aren’t exactly appropriate for rhetorical situation
2) Repetitious or Redundant – a word, phrase, or idea announces itself in too close proximity to an identical or nigh on identical word, phrase, or idea – too much of this makes your writing insignificant
3) Connectivity – one sentence, phrase or idea does not follow one closely preceding it particularly well. This can also suggest that you are going off topic. (if the problem occurs in the form of an inappropriate idea shift, this can often be solved by creating a new paragraph)
4) Paragraph Organization – you have too many differing ideas in the same paragraph
5) Informal – your language is too informal for your rhetorical situation (i.e. you use inappropriate diction, colloquialisms – slang, too much 1st or 2nd person, contractions, etc.)
6) Wordiness – you have too many useless words in the sentence, which often leads to confusing sentences (this can often be corrected with pronouns)
7) Abrupt Introduction – your introduction is too abrupt (i.e. you ask a blunt question, start with your thesis statement, show lack of subtlety, etc.) This does not only apply to abrupt introductory paragraphs but to abrupt introductions of themes or ideas.
8) Incomplete Thesis statement – your thesis statement does not provide enough information to guide the reader through the entire paper
9) Trite – you are using ideas, phrases, images, etc. that have been overused (this is especially obvious when you are not using your own life experience – it often makes you sound like a hallmark card)
10) Ineffective Conclusion – your conclusion is too formulaic or does not properly wrap up the ideas of your paper
11) Adverb Trouble – you have an adverb in the wrong place
12) Comma Splice – there is a comma where it doesn’t belong
13) Comma Negligence – you need a comma and don’t have one
14) Essay Format – you essay is too short, long, has inappropriate margins, font, or font-size, ...
15) Clunky Definitions – you define a term in a way that is incongruous with the term or with how you defined it earlier in your paper, or you don’t provide a definition when you need one.
16) Elaboration Negligence – the topic of your paragraph requires more elaboration than you’ve given it
17) Logical Inconsistency – there is a logical fallacy 18) Unclear – a sentence, idea, or paragraph is unclear
19) Unassertive – you use the conditional too much or your wording indicates wishy-washiness.
20) Citation Needed – you either have a quote with no citation or you need a secondary source to bolster your argument.