Welcome to the class! This course will introduce you to academic writing; by its conclusion, you will be ready for English 201 and for writing in advanced courses across the curriculum. You will master the fundamentals of college-level reading and writing. You will practice the habits necessary for success in college and in the larger world: summarizing, classifying, comparing, and analyzing. This semester’s course is broadly organized around the themes of self-reliance and the relationship between the individual and society. Through reading and analyzing texts that relate to our course theme, you will improve your abilities for critical thinking. You will become a competent and confident reader and writer and view reading and writing as acts of self-discovery.

Prerequisites

- Score of 56 or higher on CATW

Required Texts and Materials

- You should have a folder or folders for storing course handouts and course work and a one subject notebook/loose-leaf paper for in-class writing assignments.
- You will need a college level dictionary to bring with you to the final exam and practice exam.

<table>
<thead>
<tr>
<th>Course Learning Outcomes (After successfully completing this course, you can expect to be able to…)</th>
<th>Measurements (means of assessment for learning outcomes listed in first column)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Organize, develop, and revise thesis-driven essays that include substantial support and use a variety of rhetorical strategies.</td>
<td>1. 3 out-of-class essays, 1 in-class essay, departmental final examination.</td>
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<tr>
<td>2. Summarize, paraphrase, and quote from readings.</td>
<td>2. Graded essays, out-of-class and in-class writing exercises, departmental final examination.</td>
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<tr>
<td>3. Critically analyze numerous readings.</td>
<td>3. Out-of-class and in-class writing exercises, class discussion of readings, graded essays, departmental final examination.</td>
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<tr>
<td>4. Demonstrate a command of edited American English, using vocabulary and syntax appropriate to college-level work.</td>
<td>4. Graded essays, departmental final examination.</td>
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<tr>
<td>5. Demonstrate a command of the MLA conventions of citation and documentation.</td>
<td>5. Out-of-class graded essays.</td>
</tr>
</tbody>
</table>
Below are the college’s general education goals that students who successfully complete this course can expect to have achieved:

<table>
<thead>
<tr>
<th>General Education Learning Outcomes</th>
<th>Measurements (means of assessment for general education goals listed in first column)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication Skills</strong> - Students will be able to write, read, listen and speak critically and effectively.</td>
<td>Class discussion of readings, graded essays, departmental final examination.</td>
</tr>
<tr>
<td><strong>Arts &amp; Humanities</strong> – Students will be able to develop knowledge and understanding of the arts and literature through critiques of works of art, music, theatre or literature.</td>
<td>Class discussion of readings, graded essays, departmental final examination.</td>
</tr>
<tr>
<td><strong>Values</strong> - Students will be able to make informed choices based on an understanding of personal values, human diversity, multicultural awareness and social responsibility.</td>
<td>Graded essays in response to course theme of ethics, education, and empowerment.</td>
</tr>
</tbody>
</table>

**Course Requirements**

- 4 out-of-class essays (graded as drafts and upon revision) and an in-class practice essay for the final exam.
- Informal writing exercises (summary, response) to accompany reading assignments.
- In-class writing including group work.
- Active participation in class discussions: Your ideas matter!
- Departmental Final Exam that requires you to compose, draft and edit a thesis-centered essay of at least 500 words.

**Course Policies**

- **Attendance and Punctuality:** You are expected to attend class regularly and on time. More than 4 absences could result in the lowering of your grade or failing the course.
- You are responsible for any work assigned during an absence. If you miss class, you may contact me via email or ask another student what you have missed.
- You must be professional, attentive, and courteous in class.
- Try not to leave the room during class.
- Put cell phones on vibrate and turn off electronic equipment. Remove headphones before entering class.
- No recording devices allowed.
- **Academic Adjustments for Students with Disabilities.** Students with disabilities who require reasonable accommodations or academic adjustments for this course must contact the Office of Accessibility. BMCC is committed to providing equal access to all programs and curricula to all students.

- **BMCC Policy on Plagiarism and Academic Integrity Statement.** Plagiarism is the presentation of someone else’s ideas, words or artistic, scientific or technical work as one’s own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has guides designed to help students to appropriately identify a cited work. The full policy can be found on BMCC’s web site, www.bmcc.cuny.edu.
Grading

- Formal Essays 40%
- Informal Writing 20%
- Reading Responses 10%
- Departmental Final Exam 30%

Grading System

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
<td>3.70</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
<td>3.30</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
<td>2.70</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
<td>2.30</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
<td>1.70</td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
<td>1.30</td>
</tr>
<tr>
<td>D</td>
<td>63-66%</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>60-62%</td>
<td>0.70</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Requirements

Formal Essays: You will write 4 formal thesis-driven essays. Three will go through multiple drafts and range from three to four typewritten pages, and one will be written in class under similar conditions as the final exam and may be revised after. Drafts and revisions will be mandatory, as will peer review sessions. Failure to provide drafts on due dates or to be present and active in peer review will result in lowered grades for essays. Informal essays and reading response papers may not be revised.

Final Exam: The departmental final, graded by the instructor and an additional reader who is another current 101 instructor, is a 90-minute essay exam administered during the last week of class. It asks students to write a fully developed essay (of approximately 500 words) in response to a question based on two interrelated readings selected each semester by the Composition Committee. This semester’s readings will be E.B. White “Here is New York” and Akiko Busch “Kickflipping New York.”
Late Assignments
In the event that you are not able to submit your assignment in a timely fashion, and you have a documented excuse, you must speak with me to make prior arrangements. I DO NOT ACCEPT LATE PAPERS VIA E-MAIL OR MAIL BOX IN ROOM N751. Late papers are dropped one entire letter grade (i.e., “A” will be a “B,” etc.). Papers submitted after the designated date when you validate your excuse and I agree to take your late paper will not be accepted and will receive an automatic 49% which is an “F.” In addition, even with a revised essay, the highest grade you can get is a “B.” If the paper was originally late and you already received a “B,” you cannot submit the essay for revision.

DO NOT SUBMIT ANY LATE PAPERS IN MY PHYSICAL MAILBOX IN ROOM N751; OR ELECTRONIC MAIL!

Tentative Schedule of Readings, Assignments, and Class Work (subject to change):
Mon. Aug. 29: Introduction to Class/ Course Expectations. NY Times Article: “7 Things Graduating Seniors Should Know About College”
Wed. Aug. 31: Writing Diagnostic. Charles Murray: Are Too Many People Going to College?
Wed. Sept. 7: Labor Day (NO CLASS) Read Thesis Statement-Chp.2
Wed. Sept. 21: In-class assignment on Langston Hughes’s “Salvation.” RR#2: Narration
Mon. Oct. 3: NO CLASSES SCHEDULED
Mon. Oct. 10: Columbus Day (NO CLASS)
Wed. Oct. 19: RR#4: Writing about Literature. Essay Components: Citation
Wed. Oct. 26: RR#4: Writing about Literature is due. Reading TBA
Mon. Nov. 7: **RR# 5: Argumentation is due.** Writing about Film. Review of Papers.
Wed. Nov. 9: Film: *The Central Park Five*
Mon. Nov. 14: Film: *The Central Park Five* continued. **Essay #3: Argumentation-topic:** TBA
Mon. Nov. 21: **Draft of Essay #3 is due.** Writing a Paper Using Research continued.
Wed. Nov. 23: **Essay #3 is due.** Jo Goodwin Parker: “What is Poverty.” In-class writing assignment-Essay #4: Definition-topic: TBA
Mon. Nov. 28: Prepare for Final. E.B. White “Here is New York”
Wed. Nov. 30: **Draft of Essay #4 is due.** Paul Krugman: “Poverty is Poison.”
Mon. Dec. 5: **Essay #4 is due.**
Mon. Dec. 12 Prepare for the Final, TBA
Wed. Dec. 14 Prepare for the Final, TBA
Mon. Dec. 19 Prepare for the Final, TBA
Wed. Dec. 21 **DEPARTMENTAL FINAL EXAM/ Last day to submit revisions.**

**Please visit the class website for readings, additional copies of the course syllabus, assignments and the final exam readings. You may print the required documents and bring them to class. The class website for Professor Cunningham’s English Composition 101 class is as follows:**

https://bmccenglish.wordpress.com/
**Rubric for Reading Responses**

<table>
<thead>
<tr>
<th></th>
<th>2</th>
<th>1</th>
<th>0.5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Discusses major concepts from the chapter and analyzes</td>
<td>Discusses a statement from the chapter</td>
<td>Does not discuss content from the chapter</td>
</tr>
<tr>
<td><strong>Self Reflection</strong></td>
<td>Reflects on own knowledge <strong>and</strong> new learning as it relates to the chapter</td>
<td>Reflects on own knowledge <strong>or</strong> new learning as it relates to the chapter</td>
<td>Does not Reflect on own knowledge or new learning as it relates to the chapter</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>Contains correct grammar, punctuation, and spelling</td>
<td>Contains some (1-3) errors in grammar, punctuation, and spelling</td>
<td>Contains many (&gt;3) errors in grammar, punctuation, and / or spelling</td>
</tr>
</tbody>
</table>

**NOTE:** Select only one chapter if two are listed and type a one page reading response about one major theme or concept from the chapter.