

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York
Department of English

English Composition 1
Eng 101-1711
Fall 2016 Friday 5:30-9:10
3 Credits/3 Hours
Prerequisites: Score of 56 or higher on CATW

Prof. Jessica Denzer
Office: N763 (199 Chambers)
Office Hours: Tue/Fri. 11:30-12:30 & by appointment
Mailbox in N751 (English Department)
Phone 347-821-2809
Email: jdenzer@bmcc.cuny.edu
Essay Email: professordenzerpapers@gmail.com

Course website: <https://denzerenglish101bmcc.wordpress.com>

Course Description

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.

Required Texts and Materials

- All course readings will be available via the class website. You are responsible for printing out all course material and being fully prepared for class. If you do not print out the material and come fully prepared for class, you will be asked to leave and will be counted absent for that day.
- **1** notebook for note taking
- **1** folder for storing course handouts and course work. I expect you to be organized and be able to pull out readings and notes from previous classes at any moment. Therefore, you need to have a folder with all readings covered in class in order to be fully prepared for class. If I ask you to refer to an older reading and you are unable to produce the reading, you will lose your participation points for that day.
- A college level dictionary for the final exam and practice exam

Recommended Texts and Materials

All of these books can be found in the library

- *The Little Seagull Handbook* (Second Edition), Bullock, and Brody, Weinberg, W. W. Norton & Company; Third Edition (2/1/2015)
- *40 Model Essays, A Portable Anthology* by Jane E Aaron and Ellen Kuhl Repetto
- *MLA Handbook*, Eighth Edition. Modern Language Association
- *They Say/I Say*, Third Edition by Graff, Birkenstein, and Durst

Online Resources:

- Purdue OWL Style Guide: <https://owl.english.purdue.edu/owl>
- MLA Style Guide: style.mla.org
- Course Websites: <https://denzerenglish101bmcc.wordpress.com>
- I will be adding more online resources to the website throughout the semester, so please continually check the class notes section of the website

Course Requirements

- 3 out-of-class essays (graded as drafts and upon revision) and 1 in-class practice essay for the final exam.
- Informal writing exercises (summary, response) to accompany reading assignments.
- In-class writing including group work.
- Final Portfolio
- 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:

College Attendance Policy

At BMCC, the maximum number of absences is limited to one more hour than the number of hours a class meets in one week. For example, you may be enrolled in a three-hour class. In that class, you would be allowed 4 hours of absence (not 4 days). In the case of excessive absences, the instructor has the option to lower the grade or assign an F or WU grade.

- **To repeat, you are allowed four hours (not classes) of absence without penalty. If you exceed the allowed absences, your grade will be lowered a full letter grade and, if absences exceed 5, you will fail the course.**
- Attendance includes being present and prepared for class, arriving to class on time, and remaining for full class sessions. I will take attendance at the beginning of class. If you are late, you are responsible for making sure that I marked you on the attendance sheet before leaving that day.

If you have to miss class, you must contact me with the appropriate documentation before class has started. If you fail to notify me before class has begun, your absence will be counted as unexcused. More than two late arrivals will be counted as an absence. If you consistently arrive late to my class, you are risking failure of your entire participation grade, and potentially the failure of this course.

You are responsible for any work assigned during an absence. If you miss class, you must contact another student to obtain missed course material and notes. You may come see me during my office hours to discuss what you missed, but you need to reach out to another student to get notes, assignments, etc. **Do not email me asking to explain to you the entire lecture of what we discussed in class.** Every lecture will be posted under class notes on the course website, as well as all assignments and readings. You need to contact another student in your class to gain any other information, and then come see me during my office hours to go over anything that you didn't understand.

Communicating with me: I am available to meet with you during my office hours and by appointment. Feel free to contact me via email at jdenzer@bmcc.cuny.edu with questions or concerns regarding your coursework or to set up an appointment. I will usually respond to emails within 24 hours during the week and 48 hours on weekends. When you e-mail me, please provide a relevant subject line and provide your name, course, and section number. Please do not contact me to ask, "what did we do in class today?" All information is available to you on the course website. If there are any questions or concerns about the information posted, you may contact me with relevant questions. I will be happy to answer as much as I can via email, and would love to speak with you during my office hours or by appointment.

Class Room Etiquette: You must be professional, attentive, and courteous in class. I expect all students in my class to treat each other with respect. Respecting someone else's thoughts and ideas is just as important as your own participation. If there is any disrespect shown during class time, via Black Board responses, or on peer-reviewed projects, the incident will be dealt with immediately. You must come to class on time, do not leave early, and go to the bathroom before class begins. Do not leave the classroom unless there is an emergency. You are expected to come prepared to class, with all the necessary materials and readings.

Technology: All students are expected to use their BMCC emails. Not checking your BMCC email is not an excuse for being uninformed or missing assignment information. I will often be communicating with you via your email, so you need to check it regularly.

We will be using a lot of technological formats and databases that require access to a computer. There are many computer labs on campus, so if you do not have access to a personalized computer, you need to utilize the resources available through campus.

All assignments and readings can be found on the course website. You will also be posting assignments on BB and will be using the CUNY Black Board and CUNY 1st systems. We will also learn about the technology available to BMCC students through the library and the library databases, and you will need to utilize these resources for specific assignments. You need to familiarize yourself with these online formats so that you can correctly upload your assignments. **It is your responsibility to print out any reading or information you need to finish your assignments and prepare for class.** While I understand that technology is not perfect, and there will be moments of extreme and dire stress over the performance of a computer or the Internet, it is not an excuse for handing in late work. You need acquaint yourself with the technology available to you on campus, as well as your CUNY login and email. You also need to make sure you are managing your time and saving your documents using the resources available to you in order to avoid disaster. **Technological failures will not be accepted as an excuse for late work.** There are several computer labs on campus, including in the library where a librarian will be happy to assist you.

Technology in the Classroom: You must turn off cell phones and electronic equipment. Remove headphones before entering class. **No computers or recording devices allowed.** Class time is a time for discussion. There is a lot of material to cover so I need everyone be fully prepared and alert when class begins. Therefore, there will be **no computers, tablets, or smart phones allowed during class time**. If you see you on a device, even for a second, you will be asked to leave and your attendance for the day will be counted as absent.

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.

Essays: You will be assigned **THREE** formal essays and **ONE In Class Essay**. The length of these essays will vary throughout the semester and will correlate to the particular readings and topics we are discussing in class during the time of assignment. Each of these essays will be written over several drafts for a final essay grade. These drafts will ask you to revise and revisit your ideas and thesis, and you will be asked to construct new ideas and reevaluate your work for each draft. Revisions will not be a matter of simple grammar correction, and for most of the revisions you will be asked to rewrite and restructure sections of your essay. Any draft turned in with only grammar changes will not be counted as a draft and you will lose points to your overall grade.

The following are formal essay requirements that must be executed exactly to avoid penalty:

All essays must follow the following format:

- Font: Times New Roman, 12 point
- 1 inch margins, double spaced, and all pages must be numbered
- Heading must have the following information: your name, a line reading "ENGL 101.1306 Essay # __", my name, and the due date.
- All papers must follow MLA format and citation guidelines. We will be learning all about proper MLA format, and all information will be posted on the course website. If you have any questions about this format, you will need to come see me during my office hours or bring your questions up during our MLA discussions. There are several outside resources available to you that will be posted in the course website or can be found in the library. For example, you may find more information on MLA from Purdue OWL MLA Guide, *The Little Seagull Handbook*, the BMCC Writing Center, the *MLA Handbook* and the MLA online style guide. **Failure to use correct formatting will result in a deduction of your overall grade.**

All Essays must be turned-in in the following manner:

- All essays must be emailed to me ½ an hour before the start of class on the day they are due. **Our class begins promptly at 5:30 PM, so your papers must be sent to me no later than 5:00 on the day they are due.**
- All essays must be emailed to the following address: professordenzerpapers@gmail.com
- The file of the essay must be saved as "[Last Name] Essay__"
- All essay files must be sent to me as a Microsoft Word (doc. or docx.). **I will not accept any other format.** Microsoft Office Online, which includes Word, is available to you for free through BMCC. If you do not already have access to Microsoft Word, you need to visit <https://ccc.bmcc.cuny.edu/v2/Office365> and follow the steps to download Office.
- The subject of the email must read; "ENGL 101.1306 [your name] Essay #__"
- Your essay must be emailed to me on time. If your essay is even on minute late it will be counted as late. If you send me the file in the wrong file format, even if it is on time, it will be counted late. If you send your paper to the wrong email address, it will be counted late.

Late papers are penalized as follows:

- Late papers will be lowered one full letter grade.
- Papers handed in more than 2 calendar days late will receive an F. Papers received more than 4 days late will be given a 0

****Secondary Revisions:** At the end of the semester you will be allowed to turn in a secondary final revision for one of your essays for a higher grade. The essay you revise must meet specific requirements in order to qualify for revision. Please note that a revision is not simply a post-final-draft grade. If you choose to revise your essays, you must rewrite the paper, not simply correct grammatical errors and change a few sentences here and there. This requires you to address my comments and your own reevaluation of your work and

the text that the essay focuses on. If you choose to revise, I encourage you to come speak with me about your paper during my office hours and to visit the BMCC Writing Center during your revisions.

The requirements for revision are as follows:

- You may only revise one essay assigned
- You must receive a grade of B or lower on the essay to qualify for revisions. This grade is the final grade, before penalties. This means if your paper originally received a B+ but the final grade was a C+ because of a late penalty, than you paper does not qualify for revisions.
- Revisions must be turned in no later than 5:00 PM on the day they are due. Any revision turned in after 5:00 will not be considered.
- Your revisions must be emailed with the following subject line: “ENGL 101.1306 [your name] Essay #__Revision”, and the file must be saved as “[Last Name] Essay__ Revision”
- All revisions grades will be averaged with the original paper grade for a single final grade.

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. The readings this semester are “[Here Is New York \(excerpt\)](#)” by E. B. White and “[Kickflipping New York](#)” by Akiko Busch. The readings are available on the course website and can also be picked up in the English Department.

Blog: Beginning in approximately the third week of class, you will be required to keep a weekly journal, in the form of an online blog on Blackboard. For this blog, you will be tracking and researching a current issue in your community or the world that is important to you. Each entry will begin with an MLA citation for an article, essay, book, or other source followed by your thoughts about it.

Weekly entries will be due by midnight each Friday. I will assist you in finding your topic through freewriting and will provide more details on the expectations for blog entries before you begin. Regular reading of the newspaper (free CUNY access to the *NY Times*) and library research will be required to be informed of the factual information and differing opinions on the topic. At two points in the semester, you will also be asked to respond to one another’s blogs. This journal will be the basis of your documented essay, Essay #4.

Grading

• Essays and Final Portfolio	40%
• Informal Writing	15%
• Attendance and Class Participation	15%
• Departmental Final Exam	30%

Important Note: I understand that our lives are complicated and this class is not the only thing (nor the most important thing) in your life. If something happens during the course of the semester that keeps you from being able to keep up or fulfill the requirements of the course, you need to come speak with me. Please do not just disappear or avoid talking to me about whatever issues are keeping you from fulfilling class expectations. If you keep silent, I will not be able to help you, and you will be risking failure of the course. While I will do the best I can to help you, it may be in your best interest to withdraw and take the course during another semester when you will be able to fulfill the requirements and affectively pass the class. Therefore, please keep these dates in mind:

August 31, Last day to drop with 75% tuition refund

September 1, Drop Withdrawal (WD) period begins. Grade of WD is assigned to students who officially withdraw.

September 7, Last day to drop with a 50% tuition refund

September 14, Drop Withdrawal period ends; Last day to drop without the grade W appearing on official transcript; last day for 25% tuition refund

November 10, Last day to withdraw with a grade of W

Tentative Schedule of Readings, Assignments, and Class Work (subject to change):

Date	Class Topic	Reading	Assignments	Essay Due Date
Fri 8/26	Intro to Class and Diagnostic			
Fri 9/2	5:30-7:00: What is Academic Writing: Joining the Conversation 10 minute break 7:10-9:10: Thinking Critically and Exploring Ideas	TS/IS: Introduction, Ch 1 & Ch 12 <i>Attention, Teenagers: Nobody Really Looks Like That:</i> NYT <i>Becoming Disabled:</i> NYT	TS/IS p15 exercise posted on website Response to both essays: Instructions posted on website Identify 2 articles from the recent news that focus on some aspect of the body and identity. Write about 1 page explaining why they are interesting to you (exact instructions on website)	Essay 1 Assigned: Descriptive Essay
Fri 9/9	5:30-7:15: Writing a Descriptive Essay: Exploring an idea through definition and description 10 minute break 7:10-9:10: Summary, Quotations, and Your Own Ideas <ul style="list-style-type: none"> Documentation/ Anti-plagiarism 	TS/IS Ch 2 & Ch 3 <i>Kettle Holes</i> , by Melissa Febos <i>Girl</i> , by Alexander Chee: Guernica	TS/IS exercise posted on website Response to both essays: Instructions posted on website. Blogging Begins: Details on Black Board and website: Due 9/16	
Fri 9/16	5:30-7:00: Organizing and Planning: Responding to Others 10 minute break 7:10-9:10: Thinking about the Text: Reading for Conversation	TS/IS Ch 4 & Ch 14 <i>You Throw, Girl: An Olympic Shot-Putter's Feminist Mission</i> , by Mary Pilon: The New Yorker <i>The Humiliating Practice of Sex-Testing Female Athletes</i> , by Ruth Padawer: NYT	TS/IS Exercises posted on website Response to both essays: Instructions posted on website. Grammar Worksheet: Website 1st nd Blog Post due by midnight 2 nd Blog details posted: Due 9/23	
Fri 9/23	5:30-7:00: Introduction and Conclusions Peer Review and Revision Exercise 10 minute break 7:10-9:10 Working Through Multiple Realities: Compare and Contrast	TS/IS Ch 5 & 6 <i>My Parents' Mixed Messages on the Holocaust</i> by Jason Stanley: NYT <i>Relations</i> , by Eula Biss	TS/IS Exercise: Posted on website Response to both essays: Instructions posted on website 2nd Blog Post due by midnight 3rd Blog details posted Due 9/30	Essay 1 Draft Essay 2 Assigned
Fri 9/30	5:30-7:00: Audience and Purpose: Explaining why it matters 10 minute break 7:10-9:10: Anticipating Objections: Peer Review P. 1	TS/IS Ch 7 & 8 <i>Stranger in the Village</i> , by James Baldwin <i>Black Body: Rereading James Baldwin's "Stranger in the Village"</i> by Teju Cole: The New Yorker	Response to both Essays: Instructions on website Essay 2 Worksheet 3rd Blog Post due by midnight 4th Blog details posted: Due 10/7 2nd Blog details posted due 10/7	Essay 1 Revisions Due Sunday 10/2 by midnight Essay 2 Assigned

Fri 10/7	5:30-7:00: Connecting All the Parts- Peer Review 2 and Revision Ex 10 minute break 7:10-9:10: Supporting Your Argument: Thesis, Support, and Transitions <ul style="list-style-type: none"> Documentation, MLA, and anti-plagiarism 	TS/IS Ch 9 <i>The Easiest Way to Get Rid of Racism? Just Redefine It</i> , by Greg Howard: NYT <i>Citizen</i> Excerpt, by Claudia Rankine	TS/IS: use a section of your essay #2 to complete exercise 2 in chapter 8. (Bring a printed version to class with you) Response to Essays: Instructions on website Research: List of sources you have gathered and recorded in your blog 4th blog post due by midnight	Essay 2 Draft Documented Essay (Essay 4) Assigned
Fri 10/14	NO CLASS: Classes follow Tuesday Schedule			
Fri 10/21	Library Day: Meeting in the Library		Bring your research and notes from your blog posts	Essay 2 Revisions
Fri 10/28	5:30-7:00: Film Le Haine 10 minute break 7:10-9:10: Film: Le Haine- Class Discussion	<i>France's 'Burkini' Bans Are About More Than Religion or Clothing</i> , by Amanda Taub: NYT	Library Worksheet: Website Grammar Worksheet: Website Response to essay: Instructions on Website	
Fri 11/4	5:30-7:00: In Class Essay 10 minute break 7:10-9:10: Reexamining your Argument: Revising Thesis and Support	TS/IS Ch 10 & 11 "Why You Should Have Children"/"Why You Shouldn't Have Children," Excerpt from <i>How to be a Woman</i> by Caitlin Moran	For In Class Essay: You may bring any notes and readings pertaining to the subject matter of the Essay and a Dictionary Research: Work cite page due Response to essays: Instructions on website	In Class Essay 3
Fri 11/11	5:30-7:00: Peer Review and Revision Ex: Supporting Your Argument: Thesis, Support, and Transitions Cont. <ul style="list-style-type: none"> Documentation, MLA, and anti-plagiarism 10 minute break 7:10-8:10: Another Way to Make a Point: Exploring the Photo Essay 8:10-9:10: Exam Prep	Final Exam Readings <i>Mortal to Divine and Back: India's Transgender Goddesses</i> , by Candice Feit: NYT	TBA: Check Email and Website if not otherwise instructed Response to Essay: Instructions on Website	Essay 4 Draft
Fri 11/18	Exam Prep	Final Exam Readings	TBA: Check Email and Website if not otherwise instructed	
Fri 11/25	NO CLASS: Thanksgiving Break			
Fri 12/2	Exam Prep	Final Exam Readings	TBA: Check Email and Website if not otherwise instructed	Essay 4 Revision
Fri 12/9	Final Exam			
Fri 12/16	Final Class Meeting (Final Papers Returned)			

Student Learning Outcomes

Students who successfully complete this course will be able to:

Departmental Outcomes:

- Organize, develop, and revise at least four thesis-driven essays that include substantial support and use a variety of rhetorical strategies [Measurements: three out-of-class essays including drafts and revisions, one in-class essay also revised, departmental final exam]
- Summarize, paraphrase, and quote from readings [Measurements: journal; graded essays, homework assignments, departmental final exam]
- Critically analyze numerous readings [Measurements: graded essays, in-class group exercises, final exam]
- Demonstrate a command of edited American English, using vocabulary and syntax appropriate to college-level work [Measurements: graded essays, departmental final exam]
- Demonstrate a knowledge of the MLA conventions of citation and documentation [Measurements: graded essays, departmental final exam]

General Education Outcomes:

- Communication Skills: Students will write, read, listen, and speak critically and effectively. [Measurement: class discussion, graded essays, departmental final exam]
- Information & Technology Literacy- Students will be able to collect, evaluate and interpret information and effectively use information technologies [Measurement: Journal; Essay #4]
- Values: Students will make informed choices based on an understanding of personal values, human diversity, multicultural awareness, and social responsibility. [Measurement: graded essays in response to course themes of moral decisions, obedience v. disobedience, and social responsibility]

Pathways Outcomes:

- Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence. [Measurements: news/research journal; homework assignments summarizing/analyzing/responding to readings by Orwell, Twain, King and others; graded thesis driven essay; departmental final exam based on readings by Fromm and Mandela]
- Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts. [Measurements: four thesis driven essays- drafts and revisions on assigned readings and film; self and peer review assignments providing written feedback on own and others' drafts; departmental final exam]
- Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources. [Measurements: on-going news/research journal exploring problem/injustice identified by individual student in college library, databases, and *New York Times* or other newspaper; persuasive "letter" making argument in relation to this problem/injustice using sources explored and documented in journal]
- Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media [Measurements: revised graded essays in different rhetorical modes and situations; departmental final exam]
- Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation. [Measurements: essays #1-3 in response to ideas of course readings by Orwell, Twain, etc. thesis driven essay #4 on current problem/injustice modeled on King's "Letter to a Birmingham Jail" that support an original thesis about topic researched and followed in news over several weeks with support documented utilizing conventions of MLA ethical attribution and citation.]