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# ENGLISH COMPOSITION

Fall 2021

Borough of Manhattan Community College  
The City University of New York  
Department of English

Professor Jean Kahler  
jkahler@bmcc.cuny.edu

<b>English 101-1000</b>	<b>English 101-1221</b>
Meets online via Zoom <b>Thursdays 10-11:40 am</b>	Meets online via Zoom <b>Mondays 12-1:40 pm</b>

Office hours: Thursdays, 12-2, via Zoom

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## Course Description

*English Composition is the standard freshman writing course. The course introduces students to academic writing. By its conclusion, students will be ready for English 201 and for the writing they will be asked to do in advanced courses across the curriculum. Students completing ENG101 will have mastered the fundamentals of college-level reading and writing, including developing a thesis-driven response to the writing of others and following the basic conventions of citation and documentation. They will have practiced what Mike Rose calls the "habits of mind" necessary for success in college and in the larger world: summarizing, classifying, comparing, contrasting, and analyzing. Students will be introduced to basic research methods and MLA documentation and complete a research project. Students are required to take a departmental final exam that requires the composition of a 500 word thesis-driven essay in conversation with two texts.*

*Prerequisite: Pass the CATR and CATW or Accuplacer tests*

Our particular class will examine themes related to language, identity, intersections of art and social change, and whatever else you come up with. We will read personal and expository essays, lyrical and documented forms. We will read poetry; perhaps we will listen to radio. I certainly hope we will have some good arguments. The final exam readings are Hadiya Roderique's "The Case for Black Joy" and Erich Fromme's "Disobedience As A Psychological And Moral Problem."

The coursework consists of readings, participation in our online classes, posting on our class website, formal essays, an exhibit in our online gallery, and the final exam. (Don't panic! We will do it together, step by step.)

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You know, I do speak the Queens English. It's just the wrong Queens, that's all. It's over the 59th Street Bridge. It's not over the Atlantic Ocean.

-- Cyndi Lauper

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### Required Texts:

This is a zero textbook cost course, meaning you don't have to buy anything. (Yay!) All course readings will be available on our class website. If you have access to a printer, I strongly recommend printing them out, to that it is easier for you to take notes.

For the timed essay and the final exam, you are strongly encouraged to have a paper dictionary.

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### Grade Breakdown

Blog comments, and other small assignments	30%
Class Participation	10%
Unit 1 first draft	2%
Unit 1 published	8%
Gallery exhibit (documented essay) first draft	2%
Gallery exhibit published	8%
Unit 3 (timed essay) first attempt	2%
Unit 3 (timed essay) second attempt	8%
Department Final Exam	30%

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### Class Policies

- **Blog post comments:** Our main way of discussing the readings and sharing ideas outside of our zoom class will be comments -- and replies to comments! -- on our Wordpress site. Each week you will have posts you are required to read and respond to. In addition to writing your own responses, you will read your classmates' and respond to theirs. You know, like a conversation ;)
  - I'm experimenting with more collaborative grading processes this semester; we will discuss how to evaluate this work.
- **Quizzes and Surveys:** Sometimes I may give you quizzes and surveys. They aren't hard! You retake the quizzes as many times as it takes for you to get all the questions right. You should do them. They are for a reason.
- **Show up. Do The Work.** Please notice that I've made 40% of your grade mostly come down to showing up and doing the work. You're welcome.

- **Major Papers/Projects:** Unless you have previously contacted me to request an extension, I will deduct points for late work.
- **Office Hours:** I will hold office hours via Zoom every week. Please come! You don't need an appointment! You don't need a special invitation! This is your chance to ask me questions and generally hang out a bit with whoever else shows up. (If you need to have a private conversation with me, we can also arrange that.)
- In order to give you any accommodations related to disability, I need to have a letter of accommodation from the **Office of Accessibility**. PLEASE contact them early in the semester if there's any chance you are eligible. You are entitled to these under federal law; it's not special treatment or some kind of favor. <https://www.bmcc.cuny.edu/student-affairs/accessibility/> Thank me later.

**Use of Technology:** For this asynchronous online class, you will need a working computer and access to the US internet. You must be able to access BMCC's Blackboard system, watch videos, open PDF and .docx documents, and read internet links. **You must also be able to use BMCC's Open Lab.** I expect your camera to be on during our Zoom classes; if you need an exception, please contact me about it. You will always need a working microphone. Students are expected to use their BMCC/CUNY email address (or have this account forwarded to an email you do use, or set up your Blackboard profile to use a different email).

**Communicating with me:** I am available to meet with you via Zoom conference during my office hours. and by appointment. Feel free to contact me via email at [jkahler@bmcc.cuny.edu](mailto:jkahler@bmcc.cuny.edu) to set up an appointment. When you e-mail me, please include a relevant subject line and your name.

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## College Policies

### **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, <https://www.bmcc.cuny.edu/academics/policies/policy-on-plagiarism/>. Plagiarism carries a range of penalties commensurate with severity of the infraction. The instructor may require the work to be redone, reduce the course grade, fail the student in the course, or refer the case to the Faculty-Student Disciplinary Committee. Cases referred to that committee could result in suspension or expulsion.

**Please note: It is my policy to seek the maximum sanction for any instance of plagiarism. At a minimum, you will fail the assignment; more severe infractions may result in failing the course. If you are confused or concerned about whether something violates academic standards, please talk to me about it before handing the work in.**

## Accessibility

Students who need academic accommodations in connection with a disability must initiate the request with BMCC's Office of Accessibility (OA). Students need to register with the Office of Accessibility in order to officially disclose their disability status to the College and to determine eligibility for appropriate reasonable accommodations (including any prior IEPs or 504s). Please contact the OA at the start of the semester (or as soon as possible) to coordinate any accommodation request/s. **Office of Accessibility. [www.bmcc.cuny.edu/accessibility](http://www.bmcc.cuny.edu/accessibility), Room N360 (accessible entrance: 77 Harrison Street), 212-220-8180, [accessibility@bmcc.cuny.edu](mailto:accessibility@bmcc.cuny.edu).**

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My mom is Dominican-Cuban, my dad is from Chile and P.R., which means: I'm Chile-...Domini-Cu-Rican! But I always say I'm from Queens!

-- Carla, from the musical In The Heights

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## Departmental Student Learning Outcomes

- Organize, develop, and revise at least three thesis-driven essays (approximately 3000 words) that include substantial support and use a variety of rhetorical strategies [Measurements: formal papers including drafts and revisions, one timed essay, departmental final exam]
- Summarize, paraphrase, and quote from readings [Measurements: graded essays; discussion board; departmental final exam]
- Critically analyze numerous readings [Measurements: discussion board, graded essays, final exam]
- Demonstrate a command of edited American English, using vocabulary and syntax appropriate to college-level work [Measurements: discussion board, graded essays, departmental final exam]
- Demonstrate a knowledge of the MLA conventions of citation and documentation [Measurements: graded essays, departmental final exam]

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## General Education Outcomes

- Communication Skills: Students will write, read, listen, and speak critically and effectively. [Measurement: discussion board, graded essays, departmental final exam]
- Information & Technology Literacy- Students will be able to collect, evaluate and interpret information and effectively use information technologies [Measurement: discussion board, Documented essay]
- 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 community, belonging, and social responsibility]

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## Pathways Outcomes

- Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence. [Measurements: discussion board; graded thesis-driven essays; presentation; departmental final exam]

- 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: discussion board; thesis driven essays-drafts and revisions on assigned readings; departmental final exam]
- Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.[Measurements: documented essay]
- 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: graded essays, department final exam.]