

**BOROUGH OF MANHATTAN COMMUNITY COLLEGE  
ENGLISH DEPARTMENT**

Instructor: Prof. Barnes  
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Office Phone: 212-220-800 ext. 1415  
Office Hours: Tu 12PM-2PM (on campus and on Zoom)  
We 9AM-10AM (on Zoom)

English Dept. Phone: 212-220-8270  
Course/Section: ENG101- 1022  
Credits: 3 Hours: 4  
Office: N482

**Intensive English Composition (ENG101)  
Tuesdays and Thursdays 10AM – 11:40AM  
70 Murray M320**

**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 ENG 101 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 utilizing two texts and your own thesis and ideas.

**PREREQUISITES AND/OR CO-REQUISITES:**

Prerequisite: English Proficiency Index 65+

**REQUIRED TEXTS & MATERIALS:**

These books will be available for purchase and/or rent in the College Bookstore on the 2<sup>nd</sup> floor of the main building. Students who wish to purchase books from another bookseller should be mindful of delivery dates; and that they will be required to use the books in the first weeks of the course.

This course is hosted on BMCC’s OpenLab: [English Composition ENG 101-1022 Spring 2023 with Prof. Barnes – A BMCC OpenLab course site \(cuny.edu\)](#)

There are no required textbooks for this course. This is an Open Educational Resource (OER) and Zero Textbook Cost (ZTC) course. All course materials, including required readings and final exam materials, are posted on our course site the OpenLab.

**USE OF TECHNOLOGY:**

You are expected to have a current e-mail account (either your BMCC e-mail or one which you have made the default through CunyFirst) which you check regularly, especially between class meetings. I will send mass e-mail through CunyFirst, so make sure your email is active and working. You are expected to have a CUNY portal account and to know how to use Blackboard. We may or may not use it in this class, but you will be expected to use it in other classes. To find out about Blackboard go to the following site: <http://www.bmcc.cuny.edu/distance/getting-started/blackboard.html>. If you have difficulties with technology, you should visit the Instructional Technology Help Desk in S141.

## **SKILLS AND HABITS STUDENTS WILL DEVELOP IN THIS COURSE:**

- Thesis development (the thesis is a position the student clearly takes and then supports and develops throughout the essay or paper)
- Being aware of the audience the student is writing for and the purpose of the essay
- Reporting, analyzing, and responding to ideas from texts
- Finding and discussing connections between texts and responding to those connections
- Essay structure to allow controlled development of a thesis
- MLA in-text citation (both quotation and paraphrase)
- MLA style for titles and papers

## **OFFICIAL BMCC ATTENDANCE POLICY:**

Participation in the academic activity of each course is a significant component of the learning process and plays a major role in determining overall student academic achievement. Academic activities may include, but are not limited to, attending class, submitting assignments, engaging in in-class or online activities, taking exams, and/or participating in group work. Each instructor has the right to establish their own class participation policy, and it is each student's responsibility to be familiar with and follow the participation policies for each course.

Classes begin promptly at the times indicated in the Schedule of Classes. Arrival in classes after the scheduled start time constitutes lateness. Latecomers may, at the discretion of the instructor, incur an official absence.

### **Professor's Policy Details:**

- Attendance and class participation are a key to your success in this course. This means attending class on time and twice per week, contributing to class assignments and group work, submitting coursework by the due date, and contributing to our online conversation board;
- Ideally, you wouldn't miss any course assignments. I have tried to make all course materials meaningful, and believe you will benefit from completing all relevant tasks.
- However, life happens. The world doesn't stop just because you have an essay to write. So there needs to be some flexibility. How much? It's hard to say as every one of you is a unique human being with your own unique circumstances.
- That said, there is a point at which you may have missed too many class sessions and assignments to be able to pass the course. This is not about whether you are a good person or not. It's a judgment about what it means to have this course on your transcript. How can you receive credit for work you haven't completed, right?
- If you miss 1 class, you don't have to do anything, but if you wish, let me know what is happening and reach out for help if needed. If this is a peer review day, please e-mail me your draft before 9:30am that day and inquire about receiving credit for that peer review session.
- If you miss more than 1 class, do get in touch with me so that we can create a plan of action. I want you to be successful.
- If you miss more than two consecutive class sessions, you will likely be in danger of failing the course. Please reach out to me to discuss the next steps.

## **BMCC ACCESSIBILITY STATEMENT:**

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 requests.

*Contact:*

Email: [accessibility@bmcc.cuny.edu](mailto:accessibility@bmcc.cuny.edu)

Website: <https://www.bmcc.cuny.edu/student-affairs/accessibility/>

Phone: (212) 220 – 8180

N.B.: Students who are entitled to reasonable accommodation **are responsible for** bringing the appropriate form for the professor to fill out to arrange for taking exams outside of class.

## **GENDER-INCLUSIVITY:**

BMCC community members have the right to use and be referred to according to their preferred name, title, and/or personal pronouns. Everyone also has the right to use all spaces according to their self-identification, including restrooms and locker rooms. To learn more about how to change your preferred name and affirm your gender identity at CUNY (including requesting a new ID card and/or email address), go here: <https://www.bmcc.cuny.edu/student-affairs/lgbtq/>

Anyone who has experienced harassment related to gender or sexual identification, who needs assistance, or who wishes to file a complaint, can contact the Office of Compliance and Diversity: <https://www.bmcc.cuny.edu/about-bmcc/compliance-diversity/>.

## **BMCC POLICY STATEMENT ON PLAGIARISM:**

Plagiarism is the presentation of someone's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, requires citations of the original source.

*Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student from responsibility for plagiarism.*

The determination of whether the alleged act of plagiarism involves the presentation of another person's words or work as one's own is a factual determination. In such instances, the Dean of Students may refer the allegation to the Faculty-Student Disciplinary Committee (see Article 15.4 of the Bylaws of the Board of Trustees). The determination of whether the alleged act of plagiarism involves the presentation of another person's ideas as one's own is an academic judgment. In such instances, the Dean of Students will refer the matter to the appropriate academic department for review. If the department determines that plagiarism has occurred, the department's regular procedures in terms of grading and grade appeals should be followed.

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has guidelines designed to help students appropriately identify a cited work.

**ASSIGNMENTS & GRADING:**  
**Assignments and Grading**

Assignment	Due Date	Value
Literacy Narrative	Feb 2 <sup>nd</sup>	5%
Conversation on the OpenLab	Multiple dates	10%
Critical Analysis Essay (3 pages)	Feb 23 <sup>rd</sup>	10%
Draft + Peer Review 1	Feb 16 <sup>th</sup>	4%
Informative Essay (4 pages)	March 14 <sup>th</sup>	15%
Draft + Peer Review 2	March 7 <sup>th</sup>	4%
Argumentative Essay (5 pages + works cited page)	April 25 <sup>th</sup>	20%
Draft + Peer Review 3	April 18 <sup>th</sup>	4%
Works cited page	March 30 <sup>th</sup>	1%
Essay Outline	April 4 <sup>th</sup>	5%
Reflection (in class)	April 25 <sup>th</sup>	2%
Departmental In-Class Final Exam (90-min exam will take place on the last day your class meets during the regular semester, not during Final Exam Week)	LAST DAY OF CLASS	20%

**COMMUNICATION:**

E-mail policies: I encourage you to discuss any challenges you may be having with me, via e-mail, office hours, or after class. Being able to reach out to your professors is an essential skill to success in college. Please address me as Professor Barnes.

**CLASSROOM ETIQUETTE POLICIES:**

We are all adults. Let's treat each other with respect. We will discuss class etiquette together.

**POLICIES REGARDING LATE ASSIGNMENTS, EXTENSIONS, AND/OR EXTRA CREDIT:**

Ideally, you submit all work on time. But, again, stuff happens. If you need an extension, let me know. I tend to think about late work as having two types: the type that isn't really going to matter to anyone if it's a bit late (suggested deadlines) and the type that actually does matter (hard deadlines). Please see the Cruelty-free class info on our course site on the OpenLab for more information. Also, feel free to ask me. In terms of revisions, I am happy to accept as many revisions as you need to be successful in this class.

**Extra credit:** there will be several extra credit opportunities throughout the semester.

**STUDENT LEARNING OUTCOMES:**

- Organize, develop, and revise at least three thesis driven papers that include substantial support and use a variety of rhetorical strategies. (Measured in papers 1-3)
- Summarize, paraphrase, and quote from readings (Measured in papers 1-3, research project)
- Critically analyze numerous readings (Measured in papers 1-3 discussions, research project,)
- Demonstrate a command of edited American English, using vocabulary and syntax appropriate to college level work (Measured in papers 1-3, informal writing, research project)
- Demonstrate a command of the MLA conventions of citation and documentation (Measured in papers 1-3, research project)

**GENERAL LEARNING OUTCOMES:**

- Communication Skills. Students will be able to write, read, listen and speak critically and effectively. (Measured in papers 1-3, discussions, research project)
- Values. Students will be able to make informed choices based on understanding of personal values, human diversity, multicultural awareness and social responsibility. (Measured in papers 1-3, research project)
- Arts and Humanities. Students will be able to develop knowledge and understanding of the arts and literature through critiques of works of art, music, theatre, or literature. (Measured in papers 1-3, responses, research project)
- Information and Technology Literacy. Students will be able to collect, evaluate, and interpret information and effectively evaluate information technologies. (Measured in papers 1-3, responses, research project)

## SCHEDULE OF CLASSES:

Date	In Class	Submit
<b>Unit 1: Your Story</b> <b>Week 1</b> Th Jan 26	Introductions Course Overview Student Questionnaire OpenLab + Blackboard Overview	<b>Write:</b> introduce yourself on the OpenLab <b>Read</b> Discussion board practice: read “Proficiency” by Shannon Nichols. <b>Conversation 1:</b> response to the reading on OL.
Tu Jan 31	Read and discuss: “From Math and Science to Writing” Discuss rhetorical situations Begin drafting your literacy narrative	<b>Submit your literacy narrative</b> on Blackboard by Thursday, February 2 <sup>nd</sup>
<b>Unit 2: Critical Analysis Essay/ The Stories of Others</b> <b>Week 2</b> Th Feb 2	Introduction to Critical Analysis Essay/ Essay 1 What is academic writing? Overview of a critical analysis essay Short film analysis	Read “The Danger of a Single Story” by Chimamanda Ngozi Adichie Annotate: 1 thing you related to, 1 thing you learned, and 1 thing you’d like to know more about
Tu Feb 7	Watch/ reread “The Danger of a Single Story”	<b>Conversation 2:</b> Summary and Response
<b>Week 3</b> Th Feb 9	Continue discussing assigned reading + summarizing and paraphrasing Generate ideas for your critical analysis essay.	Expand on your summary and response: <b>Write: Critical Analysis Essay Draft 1. Bring 2 drafts to class on Thursday, February 4<sup>th</sup>.</b>
Tu Feb 14	Discuss: What is an arguable thesis? Thesis workshop.	Revise your essay
<b>Week 4</b> Th Feb 16	<b>Peer Review 1:</b> bring 2 drafts of your essay to class today. Peer Review Reflection	Revise your draft. <b>Submit your Critical Analysis Essay on Blackboard by Thursday, February 23<sup>rd</sup>.</b>
Tu Feb 21	<i>Classes follow Monday schedule</i>	
<b>Unit 3: Informative Essay/ Stories on Social Media</b> <b>Week 5</b> Th Feb 23	Introduction to Informative Essay <b>Read: “Misinformation and biases infect social media, both intentionally and accidentally”</b> + communal graphic organizer	Play Fakey! <b>Conversation 3:</b> respond to “Misinformation and biases infect social media, both intentionally and accidentally” + Fakey
Tu Feb 28	Brainstorm interview questions and conduct interviews Analyze data	Begin drafting your essay
<b>Week 6</b> Th March 2	Watch + read: <u>“Impact of Social Media on Youth” by Katanu Mbevi / TEDxYouth@BrookhouseSchool</u>	Write: Informative Essay Draft 1. Bring 2 drafts of your essay to class on Tuesday March 7 <sup>th</sup> .

	Summarizing and paraphrasing	
Tu March 7	<b>Peer Review 2:</b> bring 2 drafts of your essay to class today.	<b>Revise</b> your Informative Essay
<b>Week 7</b> Th March 9	Discuss: How to incorporate research into your essay? Quoting, Summarizing, Paraphrasing, and MLA	<b>Submit Informative Essay on Blackboard by March 14<sup>th</sup></b>
Tu Mar 14	Midterm Review Meetings	Midterm Survey
<b>Unit 4: Argumentative Essay/ The Feminist Story</b> <b>Week 8</b> Th Mar 16	Introduction to Argumentative Essay Short film analysis. Debate teams	Read/ watch: “We should all be feminists” by Chimamanda Ngozi Adichie <b>Conversation 4:</b> write a letter to Ms. Adichie
Tu Mar 21	Discuss assigned reading: quoting, summarizing and paraphrasing Argumentative essay guidelines	
<b>Week 9</b> Th Mar 23	Read “Stop Fem-Splaining: What ‘Women Against Feminism’ Gets Right” by Cathy Young	
Tu Mar 28	Research guidelines overview. Find and explore your source. Annotated Bibliography: purpose and examples.	Begin <b>researching</b> your topic. Find at least one source about your topic. Write and submit your works cited page on the OpenLab.
<b>Week 10</b> Th Mar 30	<i>Bring your source to class.</i> Prewriting strategies overview Thesis Workshop + Essay Outline Workshop	<b>Submit: Essay Outline</b> on the OpenLab.
Tu Apr 4	Discuss and Practice: Synthesizing Ideas, Quoting, Paraphrasing and Summarizing. <i>Bring your source to class.</i>	<b>Write:</b> Argumentative Essay Draft 1. For Peer Review 3: bring 2 drafts of your essay to class on Tuesday, April 18 <sup>th</sup> .
<i>Apr 5-13</i>	<i>Spring Break</i>	Enjoy! + Write
<b>Week 11</b> Tu Apr 18	<b>Peer review 3:</b> Peer Review 3: bring 2 drafts of your essay to class today. Discuss: plagiarism	Continue revising your essay.

Th Apr 20	Read sample argumentative essay How can you revise yours? Group conferences.	<b>Write:</b> Finalize your Argumentative Essay and Works Cited Page. <b>Submit the essay on Blackboard by Tuesday, April 25.</b>
<b>Week 12</b> Tu Apr 25	Discuss: Course Learning Outcomes & reflection	
<b>Unit 5: The art of writing your own story</b> Th Apr 27	Final Exam Prep begins “How To Make Hard Choices” by Ruth Chang	<b>Conversation 5:</b> Summary and Response to “How to Make Hard Choices”
<b>Week 13</b> Tu May 2	Quoting, Summarizing, Paraphrasing	
Th May 4	“Are We In Control Of Our Own Decisions” by Dan Ariely	.
<b>Week 14</b> Tu May 9	Quoting, Summarizing, Paraphrasing	
Th May 11	Synthesizing ideas	.
<b>Week 15</b> Tu May 16	<b>Final Exam</b>	