Course Pre-requisites, Co-requisites, and/or Other Restrictions
3 credits (6 billable credits); pre-req: placement test; co-req: ENG 092, unless exempt

Course Description
English 091 is a course that emphasizes analytical and critical thinking through writing assignments designed to utilize skills from across the disciplines. The student will learn how to use assignments and readings as the basis for composing organized and well-developed essays. Students work individually and in collaborative groups to evaluate and challenge ideas. From a technical perspective, students will likewise learn how to revise and edit their work effectively. Additionally, students will be provided with practice in grammar, vocabulary enrichment, and sentence structure. The course will support students' successful performance on the CUNY CAT-W writing test and provide a foundation for further academic work. Students who do not pass the CAT-W do not pass ENG 091.

Course Objectives*
- To help students to understand the writing process
- To understand that writing is a tool used to generate thought as well as to record it
- To show evidence of developing the skills needed for planning and editing compositions with clarity, correctness, and precision
- To demonstrate an ability to read analytically and critically
- To develop the following writing skills:
  - Writing properly constructed sentences, cohesive paragraphs, and effective essays
  - Understanding the correct use of punctuation, subject-verb agreement, verb forms, pronoun references, articles, and prepositions
  - Recognizing the connection between thinking, speaking and writing
- To show evidence of the improvement of writing skills which will serve students personally, academically, and professionally for the rest of their lives
- To pass the CAT-W exam

Student Learning Outcomes
Students exiting Developmental Writing are able to produce an essay that:
- demonstrates an ability to understand rhetorical contexts, including the concepts of voice, audience, and purpose;
- demonstrates a basic understanding of essay structure including introduction, body and conclusion, using appropriate transitions between parts of the essay;
- demonstrates an ability to write a clear thesis statement;

* Adapted from the CUNY English Disciplinary Council Statement of Competencies for Exit from
• demonstrates an ability to use textual evidence in support of a position, concept, or assertion;
• demonstrates an ability to paraphrase and/or summarize a text with accuracy and fidelity in support of a position, concept, or assertion;
• demonstrates an ability to employ logic in support for the thesis and in evaluating textual evidence for the essay;
• demonstrates critical and analytical thinking skills by effective use of a variety of methods or rhetorical strategies;
• demonstrates generally correct use of edited American English.

Text requirements (available in Hostos Bookstore)


Course requirements
Participation and in-class work 20%
Includes:
• Pop Quizzes
• In-Class Assignments
• Short Writing Assignments
• Attendance

Mid semester portfolio 30%
• Reflection on progress, 1-2 typed pages
• Two exams written in class and graded
• Essay on human interest, at least 3 typed pages
• Researched essay on a First-Person reflective Essay, at least 3 typed pages has MLA works cited page with at least 2 reliable sources includes two early drafts with reader feedback demonstrates improvement through revision

End of semester portfolio 50%
• Reflection on progress, 1-2 typed pages
• Two exams written in class and graded
• Researched essay on politics, at least 3 typed pages has MLA works cited page with at least 3 reliable sources includes two early drafts with reader feedback demonstrates improvement through revision
• Essay on public policy, at least 3 typed pages
**Guidelines for final drafts of essays**
- Use Purdue University’s website for writing and grammar guidelines [http://owl.english.purdue.edu](http://owl.english.purdue.edu)
- Use Assessments of Information Literacy to practice skills for research [http://jfmueller.faculty.noctrl.edu/infolitassessments.htm](http://jfmueller.faculty.noctrl.edu/infolitassessments.htm)
- Use standard pages with 1” margins on top, sides, and bottom and 12 pt. font
- Use MS Word for e-mailed assignments
- Meet page requirements and, please, use no paper clips or plastic covers

**Attendance**
Students are expected to attend all class meetings. Classes begin at the time indicated in the official schedule of classes. Arrival in class after the scheduled starting time constitutes lateness. The maximum number of absences is limited to 15% of the number of scheduled class hours per semester. A student who is absent more than the allowed 15% is deemed excessively absent. This policy is adapted from the College Catalog.

**Statement on Accommodation**
It is the policy of the College to accommodate students with disabilities, pursuant to federal and state laws. Any student with a disability who needs accommodation, for example, in accessing print or non-print texts, test taking, viewing material, etc., should inform the instructor at the beginning of the course. The student should also register with the Office of Students with Disabilities, which is located in the D (Savoy) Building.

**Statement on Plagiarism and Cheating**
There are very severe penalties imposed on a student found guilty of violating the College’s policy regarding academic integrity. This policy is spelled out in the College Catalog and on the home page of the Hostos website. Students are expected to familiarize themselves with this policy.

**Hostos Academic Learning/Writing Center**
Tutorial services are available at the HALC in all subjects offered at Hostos Community College. The Learning Center in C-596 houses three computer labs equipped with interactive software used for mathematics practice, foreign language acquisition and ESL preparation along with tutorial rooms. Tutors work either one-on-one or in small groups to provide general course review and pre-exam preparation. Students are welcome to attend the Learning Center days, evenings, and weekends including Sunday throughout the semester and participate in intersession workshops including CAT-W/COMPASS/CMAT examination preparation, study skills and basic computing. [http://www.hostos.cuny.edu/halc/](http://www.hostos.cuny.edu/halc/)
Schedule of assignments (due on the day they are listed)
The Best American Essays 2013 = BAE
How to Read a Paragraph = HTRAP

W 8/28 Go over syllabus
   First day of classes
Th 8/29 In-Class Practicum test for ENG 091

M 9/2 College closed
T 9/3 BAE: Vargas, “Outlaw.” In-class Worksheet: Finding Main Ideas
W 9/4-F 9/6 No classes

First Person Perspective
M 9/9 BAE: Sennett “Humanism”
T 9/10 In-Class Practice on Writing/Reading Student 1st Person Perspectives
W 9/11 BAE: Slater “Killing My Body to Save My Mind”
Th 9/12 In-Class examination on reading in this section
F 9/13-Sa 9/14 No classes

Reading Paragraphs 1
M 9/16 In-Class Work: Reading, Writing, and Asking Questions
T 9/17 HTRAP pgs. 1-20. (Last day to drop classes)
W 9/18 Paragraph Reading Practice (Find on Blackboard)
Th 9/19 HTRAP pgs. 21-32 (In-class work on readings)

M 9/23 In-Class Student Work: Analyzing/Shaping Paragraphs
T 9/24 BAE: Prose “Other Women”
W 9/25 In-Class Student Work: Grammar, Meaning, and Speaking ‘I’
Th 9/26 HTRAP pgs. 45-50 & 54-58

M 9/30 Examination on readings in Paragraphs section

Researching
T 10/1 In-Class Work: How to Research in College
W 10/2 What makes Good Research (From Blackboard)
Th 10/3 BAE: Epstein “Duh Boring”

M 10/7 BAE: Keizer “Getting Schooled” / Work on research skills
T 10/8 In-Class Work: What Makes a Good Reflective Essay/ Brainstorming
W 10/9 The ‘Listacle’ Web Style (Blackboard) / Work on research skills
Th 10/10 Reflection on Progess 1-2 pgs Due.

M 10/14 College closed
T 10/15 “Finding What is Important.” (In-Class) College follows Monday schedule
W 10/16 Examination on readings/work in this section
Th 10/17 First Page Workshop for Mid-Semester Portfolio (1-2 pgs) †

M 10/21 MLA Style Workshop: Bring First Page, plus copies of all your sources
T 10/22 Work on reflective essay for portfolio
W 10/23 Conferences# 1Mid semester portfolio due (with comments)
Th 10/24 Conferences# 2Mid semester portfolio due (without comments)

Investigative topics
M 10/28 BAE: Yang “Paper Tigers” / Work on research skills
T 10/29 Workshop: In-Class Work and Reading on ‘The Sentence’
W 10/30 Reading on Blackboard: West “Rape Jokes” (on Blackboard)
Th 10/31 BAE: Murray “How Doctors Die”/ Work on Research Skills

M 11/4 Reading on Blackboard: Violence in Video Games /Work on research skills
T 11/5 Reading on Blackboard: Violence in Movies/TV
W 11/6 Reading on Blackboard: Violence in Sports/ Work on research skills
Th 11/7 Grammar & Sentence Workshop Re-Dux

M 11/11 Examination on readings in this section

Public policy topics
T 11/12 BAE: Angell “The Crazy State”
W 11/13 Bob Drury's "The Signature Wound"
TH 11/14 BAE: Edmunson “Who are You?”
F 11/15 Last day to withdraw from classes

M 11/18 Reading on Blackboard: Vanity vs Self-Improvement
T 11/19 MLA Workshop Re-Dux
W 11/20 BAE: Anastas “Foul Reign of Self Reliance”
Th 11/21 Examination on reading in this section

CATW boot camp
M 11/25 CATW Boot Camp
T 11/26 CATW Boot Camp II
W 11/27 College on Friday schedule
Th 11/28-Su 12/1 College closed

M 12/2 CATW Boot Camp III
T 12/3 Rough Draft of Portfolio Due (3 pgs) This is the last possible date to give me assignments on which you want comments for your portfolio
W 12/4 Work on reflective essays for portfolio & Conferences
Th 12/5 Work on reflective essays for portfolio & Conferences

† This is the last possible date to give me assignments on which you want comments for your portfolio
M 12/9 Rough Draft Revisions (Grammar, MLA, & Formatting)
T 12/10 Work on reflective essays for portfolio & Last Questions
W 12/11 **End of semester portfolio due** (with comments)
Th 12/12 **End of semester portfolio due** (without comments)
Su 12/15 Classes end
M 12/16-M 12/23 Final exams
Mid semester portfolio assignments, due Wed. 10/23 or 10/24
You are responsible for preparing assignments in advance of the portfolio deadlines, for attending examination dates prepared, and, in the case of assignments requiring multiple drafts with feedback, you are responsible for giving drafts to me in advance for my feedback.

Reflection on progress, 1-2 typed pages
Write a full essay in which you reflect on the work you have done this semester in this class. Which reading and writing assignments in this portfolio did you find especially difficult or easy and why? What strategies did you use when reading, writing, and revising that worked well or didn't work well for you and why? What goals will you set for yourself in future reading, writing, and revising assignments at school, home, or work? In your essay, you may use examples from your in-class work, essays, comments on essays, and notes on readings.

Two exams written in class and graded
Researched essay on a topic of your choosing, at least 3-4 typed pages
Your essay must have MLA works cited page with at least 2 reliable sources, include two early drafts with reader feedback (from our Review Days), and demonstrate improvement through revision.

Your essay must be an approved topic of your choosing. It must come from one of the following areas: politics, sports/music/tv culture, history, or business ethics. One of your sources may be an essay we’ve read in class.
End of semester portfolio assignments, due Wed. 12/11 or 12/12
You are responsible for preparing assignments in advance of the portfolio deadlines, for attending examination dates prepared, and, in the case of assignments requiring multiple drafts with feedback, you are responsible for giving drafts to me in advance for my feedback.

Reflection on progress, 1-2 typed pages
Write a full essay in which you reflect on the work you have done this semester in this class. Which reading and writing assignments in this portfolio did you find especially difficult or easy and why? What strategies did you use when reading, writing, and revising that worked well or didn't work well for you and why? What goals will you set for yourself in future reading, writing, and revising assignments at school, home, or work? In your essay, you may use examples from your in-class work, essays, comments on essays, and notes on readings.

Two exams written in class and graded
Research essay on politics, at least 3-4 typed pages
Your essay must have MLA works cited page with at least 3 reliable sources, include two early drafts with reader feedback, and demonstrate improvement through revision.

Yang’s “Paper Tigers,” Angell’s “The Crazy State”, “ and West’s “Rape Jokes” " are articles based on work politics. Reading these pieces may be uncomfortable, partly because they describe vulnerable people. Write a full essay on Drury’s article in which you explain whether you nonetheless think that topics like this must be reported. Despite how uncomfortable it may be to read about, is it important for even those people not going into combat to know about, and, if so, then why? One of the sources may be your chosen “primary” article.