**ENGL 1012: English Composition II**

Section TR9B, Fall 2025

**Professor:** Justin Gallagher

**Class Time & Location:** Tuesdays and Thursdays 9:30-10:45 am, Boylan 2154

**Office Hours:** Tuesdays 11:00 am -1:00 pm, Boylan 2311, or by appointment

**Email:**                        jugallagher@gmail.com

**Course Description**

In this course, you will continue building on the expository writing and critical thinking skills you developed in English 1010. Together, we will explore these skills through class discussions, group activities, writing assignments, and presentations. The semester will conclude with a research paper that you will work on step by step. By engaging with a variety of texts, you will strengthen your abilities in critical thinking, argumentation, and research in a supportive and collaborative environment. The course will help you develop [key skills for career success](https://www.naceweb.org/career-readiness/competencies/career-readiness-defined) including critical thinking, communication, equity & inclusion, teamwork, leadership, professionalism, career & self-development, and technology.

**Course Objectives**

Students who successfully complete this course will be able to:

* Develop and support arguments
* Summarize, paraphrase, and synthesize information from a variety of sources
* Structure persuasive and cohesive essays
* Identify a thesis, whether explicit or implied
* Incorporate and integrate evidence into their writing using MLA documentation
* Use appropriate conventions of language, including correct grammar and punctuation

**Bulletin Description**

Writing-intensive seminar focusing on a topic chosen by the instructor. Provides students with an opportunity to explore a particular subject in depth and further develop skills of critical thinking, research techniques, and clear expression necessary for academic writing. Students should take English \*1012 [2] directly after completing English 1010 [1]. Satisfies Pathways Required Core English composition requirement.

**Pathways English Composition Student Learning Outcomes**

* Read and listen critically and analytically, including identifying an argument’s major assumptions and assertions and evaluating its supporting evidence.
* 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.
* Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
* Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media. Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

**Required Materials**

You will find links to most of the course readings on the digital version of the syllabus on Brightspace. Those readings that aren’t linked on the syllabus will be posted in the Course Readings module on Brightspace. You must bring a copy of the reading, something to write with, and paper to class every day. You will also need to activate your CUNY New York Times account. Directions for doing this can be found [here](https://libguides.brooklyn.cuny.edu/newspapers/currentnews).

**Course Requirements**

1.  Attendance & Participation 20%

Your attendance and active participation are key to your success in this course. To make the most of our time together, please come to class prepared, having read and reflected on the materials, so you can fully engage in our discussions and activities.

* To help you arrive class on time, there will be beginning-of-the-class activities used for attendance.
* To support your active participation for the entire class period, arriving late or leaving the class for more than 15 minutes will be marked for ½ absence.
* As a way of encouraging everyone to successfully complete the course, those missing more than four class meetings will be asked to retake the course. There will be no distinction between excused and unexcused absences.
* Participation will be evaluated based on how well you are prepared for classes, actively engaging in activities, listening respectfully, and contributing to the conversation.
* Please review the section on “nonattendance because of religious beliefs” from the [bulletin](http://www.brooklyn.cuny.edu/web/off_registrar/2022-2023_Undergraduate_Bulletin.pdf) (page 71) and [Student Bereavement Policy](https://www.brooklyn.cuny.edu/web/about/initiatives/policies/bereavement.php).

2. Reading Quizzes and In-Class Writing 10%

Class will often begin with a short quiz on the day’s reading or low stakes writing assignment.

3. Writing Assignments 60%

Throughout the course, all assignments are designed to help you gradually build toward your research paper. These writing assignments will include analyzing and synthesizing arguments, responding to them, constructing your own, and eventually completing a research paper. The course schedule at the end of this syllabus outlines the due dates for each assignment, and detailed instructions will be shared in class and posted on Blackboard/Brightspace for your reference. To support you in staying on track, please note that late submissions may incur a penalty.

* Respond to an argument 10%
* Topic proposal 5%
* Annotated bibliography 15%
* Thesis statement 5%
* Research Paper 25%

4. Research Presentation 10%

You will have the opportunity to share a 5-minute presentation in class about your research paper. In your presentation, you will tell us why you chose your topic, how it connects to our class discussions and impacts your audience, and give a brief summary of your argument. To wrap up, you will reflect on your research process, consider what you might approach differently next time, and explore how the skills and insights you have gained could apply beyond this class.

**ENGL 1012 Policies**

To pass this course, you’ll need to earn a minimum grade of C-. If you complete all the coursework but are not yet writing at a college level, you’ll receive a grade of NC. If coursework is incomplete, the grade will be an F. Students who do not pass ENGL 1012 will need to retake it the following semester. Since repeating a course can affect financial aid eligibility, it’s important to schedule an appointment with a financial aid adviser to discuss your options. If you receive two grades of F, W, WU, or NC for this course, you’ll also need to meet with the Director of Composition to plan your path forward.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Grade | A | B | C | NC | F |
| A | A- | B+ | B | B- | C+ | C | C- | NC | F |
| Percent | 93-100 | 90-92 | 88-89 | 83-87 | 80-82 | 78-79 | 73-77 | 70-72 | 60-69 | <60 |

**NOTE: English 1012 is an Academic Foundations course. Brooklyn College’s policy on withdrawing from English 1012 is as follows:** Students are not permitted at any time to delete, drop, or withdraw from an assigned Academic Foundations course without obtaining permission of the academic department involved and consulting the Center for Academic Advisement and Student Success.

**Course Policies**

Communication

Email is the best way to reach me if you have any questions or concerns about the course. You will email me when you are running late, need to miss class (please let me know in advance if possible), need an extension on an assignment, or are facing any challenges that are affecting your ability to do well in this class. I always respond to emails within 24 hours during the work week. If you do not hear back from me, it is possible I did not receive your message, so feel free to send it again—I want to make sure I am here to support you!

Late Submission and Resubmission

Late work is always accepted, but please note that 10% of the total grade will be deducted for every two weeks it is late. For example, an assignment graded at 80 would become 70 if it is two weeks late, or 60 if it is three weeks late. If you are making up multiple assignments, please email me to confirm the schedule. I want to make sure I can offer feedback before you submit subsequent assignments. If you receive a grade below 70 on an assignment, you are welcome to resubmit it for a chance to improve.

Technology Access

Regular access to a computer and the internet is important for completing assignments, and I recommend using a computer rather than a phone for your work. If you need one, you can borrow a laptop for a short-term loan from the New Media Center on the second floor of the library. Also, remember that headphones or earphones should be put away during class to help maintain a focused environment.

Grammar

If you want to write fluidly in English, you need to practice writing without outside help. For this reason, please do not use Grammarly or other translation and grammar-checking apps that take away opportunities to practice writing on your own. I will help you identify your common patterns of grammar errors, and you will not be penalized for them.

Use of AI

Do not use translation apps, grammar-checking software, or other websites to improve the “quality” of your paper. If I have reason to believe you may be doing this, I will ask you to have a conversation with me about it. You are expected to generate your own work in this class. When you submit any kind of work, you are asserting that you have created it completely on your own unless you indicate otherwise using quotation marks and proper citation for the source(s) you used to help you. Submitting content that has been generated by someone other than you, or that was created or assisted by an AI generative tool is cheating and constitutes a violation of Academic Integrity.

Academic Integrity

When submitting any work for this class, it is important that you create it entirely on your own. If you use outside sources, be sure to properly cite them with quotation marks and the correct references. Using work created by someone else or receiving help from a tutor or AI tools like ChatGPT, Grammarly, Google Translate constitutes a violation of Academic Integrity. This includes, but is not limited to, plagiarism, cheating on exams, falsifying information, and unauthorized collaboration. You can review CUNY’s academic integrity policy [here](https://www.cuny.edu/about/administration/offices/legal-affairs/policies-resources/academic-integrity-policy/). If there is a violation, it will be reported to the college’s Academic Integrity Office and repeat offenses may result in failure of the assignment or course.

Pronouns and Names

All students should be referred to by the names and pronouns they use**.** I will gladly honor your request to address you by your chosen name or gender pronoun. Please advise me of this at any point in the semester so that I may make appropriate changes to my records.

Diversity and Inclusion

Since this class is discussion-based, we will occasionally engage in challenging conversations about difficult topics and interact with people whose views may differ from your own. We will work together to create a learning environment that supports a diversity of thoughts, perspectives and experiences, and honors different identities (including race, gender, class, sexuality, religion, ability, etc.).

Resources

You may [**borrow a laptop**](https://libguides.brooklyn.cuny.edu/newmediacenter/laptoploan) for a short-term loan from the New Media Center (2nd fl. library). If you have any technology issues including Blackboard and email, please contact the [**Information Technology Services (ITS)**](https://students.brooklyn.edu/article-categories/technology/) (4th fl. Library, (718) 951-5861, netgroup@brooklyn.cuny.edu). Don’t hesitate to reach out for help—ITS is there to support you in resolving any tech challenges you may encounter.

You can get various kinds of research support from the [**library**](https://library.brooklyn.cuny.edu/). All students in ENGL 1012 will have a class session at the library led by a librarian to learn effective research strategies for successful searches through the libraries' catalog and databases. During the session, you will focus on a research topic, develop key search terms, and learn to distinguish between primary and secondary sources, as well as scholarly, popular, and journalistic sources. You can continue to work with librarians on your research throughout the semester—they are a great resource and are always happy to assist you in refining your research strategies and finding the materials you need.

You have access to free tutoring at the [**Learning Center**](https://www.brooklyn.edu/lc/) (Boylan 1300). You can get help with every stage of the writing process. You are encouraged to schedule an appointment for regular weekly meetings or an individual session. All writing sessions are conducted on a 1:1 basis and last for one hour. Our best writers are often regular visitors to the Learning Center.

If you are going through a difficult time and need mental health support, you can contact [**Personal Counseling**](https://www.brooklyn.edu/dosa/health-and-wellness/personal-counseling/). All services are free and confidential. Initial appointments for services must be made in person (James Hall 0203). It's important to seek support when you need it, and reaching out can make a big difference in managing challenges.

If you had an IEP in high school or now deal with a condition requiring academic accommodation, register with the [**Center for Student Disability Services (CSDS)**](https://www.brooklyn.edu/dosa/student-support-services/csds/)(Roosevelt 138). If you have a documented disability or suspect you may have a disability, you are invited to schedule an interview by calling (718) 951-5538 or emailing CSDS. If you have already registered with CSDS, email CSDS or testing accommodation so that you will receive a course accommodation letter to provide to your professors. Specific accommodations can be discussed when appropriate. You are also welcome to come and share with me what has been helpful for your learning. I am committed to creating an environment that is accessible, one in which we all can thrive.

[**Health Clinic**](https://www.brooklyn.edu/dosa/health-and-wellness/health-clinic/) (114 Roosevelt Hall) is a primary care facility where you may receive evaluation and treatment for acute and chronic medical conditions as well as guidance on practices that promote good health and disease prevention – free of charge. Call the clinic at 718.951.5580 or email bchealthclinic@brooklyn.cuny.edu.

For more resources and support, you can check out the [**Immigrant Student Success Office**](https://www.brooklyn.cuny.edu/web/about/offices/studentaffairs/student-support-services/isso.php)(117 Roosevelt Hall), [**LGBTQ Resource Center**](http://www.brooklyn.cuny.edu/web/academics/centers/lgbtqcenter.php) (219 Student Center), [**Women’s Center**](https://www.brooklyn.cuny.edu/web/academics/centers/womenscenter.php)(227 Ingersoll Hall Extension), and the [**Food Pantry**](https://www.brooklyn.cuny.edu/web/about/offices/studentaffairs/student-support-services/food-pantry.php)(312 Student Center).

**Course Schedule**

Week 1

Tuesday, August 26, 2025

Introduction to English 1012

Thursday, August 28, 2025

Diagnostic essay

Week 2

Tuesday, September 2, 2025

Brian Morton, [A Modest Exercise in Freedom](https://www.dissentmagazine.org/article/a-modest-exercise-in-freedom/)

Thursday, September 4, 2025
Nesrine Malik, [The Myth of the Free Speech Crisis](https://www.theguardian.com/world/2019/sep/03/the-myth-of-the-free-speech-crisis)

Week 3

Tuesday, September 9, 2025

  Carissa Veliz, [If AI is Predicting Your Future, are You Still Free?](https://www.wired.com/story/algorithmic-prophecies-undermine-free-will/)

Thursday, September 11, 2025
Vinson Cunningham, [What do Commercials About AI Really Promise?](https://www.newyorker.com/culture/critics-notebook/what-do-commercials-about-ai-really-promise)

 **Argument response due**

Week 4

Tuesday, September 16, 2025
 Elizabeth Weil, You Are Not a Parrot

Thursday, September 18, 2025

Hard Fork Podcast, 6.7.25: [Hard Fork Live with Sam Altman and Brad Lightcap of OpenAI](https://www.nytimes.com/2025/06/27/podcasts/hardfork-live-sam-altman.html)

Week 5

Tuesday, September 23, 2025

**No class**

Thursday, September 25, 2025

[Congressional Apology to Native Peoples](https://www.congress.gov/bill/111th-congress/senate-joint-resolution/14/text)

Laili Long Soldier, from *Whereas* **Topic proposal due**

Week 6

Tuesday, September 30, 2025
Colin Thubron, [The Artificiality of Nations](https://www.nybooks.com/articles/2024/10/17/the-artificiality-of-nations-case-for-open-borders/)

Thursday, October 2, 2025

**No class**

Week 7

Tuesday, October 7, 2025

 Suketu Mehta, Jobs, Crime, Culture: The Threats that Aren’t

Thursday, October 9, 2025
Laila Lalami, [I’m a Muslim and Arab American. Will I Ever be an Equal Citizen?](https://www.nytimes.com/2020/09/17/magazine/im-a-muslim-and-arab-american-will-i-ever-be-an-equal-citizen.html)

Week 8

Tuesday, October 14, 2025

**No class**

Thursday, October 16, 2025

 David Wallace Wells, The Uninhabitable Earth

 **Annotated bibliography due**

Week 9

Tuesday, October 21, 2025

John Valliant, [We Built Our World With Fire](https://www.theguardian.com/us-news/2025/jan/11/we-built-our-world-with-fire-now-heat-destroying-our-lives)

Thursday, October 23, 2025

David Gelles and Maxine Joselow, [Inside the “Radical Transformation” of America’s Environmental Roll](https://www.nytimes.com/2025/08/03/climate/trump-epa-endangerment-finding-climate-change.html?searchResultPosition=1)

Week 10

Tuesday, October 28, 2025

Liz Pelly, [The Problem with Muzak](https://thebaffler.com/salvos/the-problem-with-muzak-pelly) Thursday, October 30, 2025
 Wesley Morris, [Why is Everyone Always Stealing Black Music?](https://www.nytimes.com/interactive/2019/08/14/magazine/music-black-culture-appropriation.html)

 **Thesis statement due**

Week 11

Tuesday, November 4, 2025

Teju Cole, [Seeing Beyond the Beauty of Vermeer](https://www.nytimes.com/2023/05/25/magazine/vermeer-beauty-brutality.html?ref=oembed)

Thursday, November 6, 2025
Amia Srinivasan, [The Right to Sex](https://www.lrb.co.uk/the-paper/v40/n06/amia-srinivasan/does-anyone-have-the-right-to-sex)

Week 12

Tuesday, November 11, 2025

Matthew Desmond, [Why Poverty Persists in America](https://www.nytimes.com/2023/03/09/magazine/poverty-by-america-matthew-desmond.html)

Thursday, November 13, 2025

 Mark Greif, [Gut-Level Legislation](https://www.nplusonemag.com/issue-4/politics/gut-level-legislation-or-redistribution/)

Week 13

Tuesday, November 18, 2025

 David Graeber, Bullshit Jobs

Thursday, November 20, 2025

Galen Strawson, [Just Live](https://drb.ie/articles/just-live/)

Week 14

Tuesday, November 25, 2025

**Research paper workshop- first draft due in class**

Thursday, November 27, 2025

 **No class**

Week 15

Tuesday, December 2, 2025
Jenny Odell, [Dear Future](https://www.smh.com.au/culture/books/dear-future-here-s-the-one-lesson-i-want-to-pass-on-to-you-20230515-p5d8f9.html)

Thursday, December 4, 2025

Presentations

Week 16

Tuesday, December 9, 2025
Presentations

Thursday, December 11, 2025

Presentations

**Final drafts of research papers due**