Baruch College
The City University of New York
Spring 2026
English 2150, Composition II, Section HMWJ

Modality: In-person on Mondays and Wednesday, 9:55 to 11:35 a.m., through May 18.
Location: 17 Lexington Avenue, room 312.
Professor: Christopher Moore
Email: christopher.moore@baruch.cuny.edu (best way to reach me)
Office hours: Mondays, 11:45 a.m. to 12:45 p.m. We can also have phone or Zoom calls at other times.

Expect in this writing composition course to write, write, talk about writing and then write some more. We will also edit, research, critique, laugh, debate and then…write again. You will craft written submissions, express yourself through words, learn to back up your views with research and find fresh ways to communicate. We will do a great deal of in-class writing, including both small pieces and also for-credit assignments.

Our class theme this semester: change. The idea of it, the thrill of it, the promise of it, the challenge of it (there are bad changes as well as good ones), the reality of it. Change is, after all, a constant—we face it again and again, whether we like it or not. We will think of the theme in a broad sense, but also apply it to our lives in specific ways. We will delve into changes we have had and those we hope to experience, exploring the idea of transitioning from one state to another. We will write about changes experienced in our personal lives, political and/or social changes needed in New York City and beyond, and practical strategies for bettering ourselves and our world.

We will create a writing workshop atmosphere, promoting what works well and offering constructive and usable criticism of one another's work.

We will read in order to learn more about writing. The class will receive regular readings from The New York Times and other sources. *Activate your student subscription to the* Times *through the library website so that you can select a change-related story for the class to read.*
This syllabus outlines the plan for our semester—and our academic adventure—together.

Learning outcomes

After completing ENG 2150, you should be able to:

- Critically analyze texts in a variety of genres: Analyze and interpret key ideas in various discursive genres (e.g. essays, news articles, speeches, documentaries,

plays, poems, short stories), with careful attention to the role of rhetorical conventions such as style, tropes, genre, audience and purpose.
- Use a variety of media to compose in multiple rhetorical situations: Apply rhetorical knowledge in your own composing using the means of persuasion appropriate for each rhetorical context (alphabetic text, still and moving images, and sound), including academic writing and composing for a broader, public audience using digital platforms.
- Identify and engage with credible sources and multiple perspectives in your writing: Identify sources of information and evidence credible to your audience; incorporate multiple perspectives in your writing by summarizing, interpreting, critiquing, and synthesizing the arguments of others; and avoid plagiarism by ethically acknowledging the work of others when used in your own writing, using a citation style appropriate to your audience and purpose.
- Compose as a process: Experience writing as a creative way of thinking and generating knowledge and as a process involving multiple drafts, review of your work by members of your discourse community (e.g. instructor and peers), revision, and editing, reinforced by reflecting on your writing process in metacognitive ways.
- Use conventions appropriate to audience, genre, and purpose: Adapt writing and composing conventions (including your style, content, organization, document design, word choice, syntax, citation style, sentence structure, and grammar) to your rhetorical context.

Main writing projects

- **Personal narrative**

An essay, rooted in your own life, about a change you have experienced or witnessed firsthand.
Word count: 800 to 1,000.

- **Letter calling for change**

A letter to a public official or publication or political or social organization, calling for a specific and, in the student's view, needed change. To receive full credit, you must send the letter to the addressee.
Word count: 600 to 750.

- **Poem**

A poem calling for a change, personal or political—or both.
Word count: 12 to 500.

- **Survey**

A survey you conduct about a potential local, state or national change. This assignments will include a written introduction reporting on what was discovered.
Word count: 300 to 700.

- **A critical analysis**

You will explore two literary works about change of some kind, comparing them in a video or audio presentation. Share this work on Brightspace.
Word count: 900 to 1, 000 words.

- **Researched argument essay**

An argument essay making an argument for a specific change needed in New York City. This piece will relate to the political reality of the moment: a new mayor is in the first year of his administration. These essays are rooted in research. **The annotated bibliography for this essay is a separate, graded assignment.**
Word count: 1,000 to 1,250.

- **Answers to questions**

Each class will begin with a question, designed to net responses from students. Class to class, you must be on time to complete this work. Over time, you will accumulate many answers to different kinds of questions, some of them touching on our theme of change. Keep track of each writing exercise, and at semester's end you will have a complete catalogue of your answers—to include in a final digital portfolio.

- **Complete digital portfolio**

At the semester's end, each student will present a digital portfolio (through a PDF or Google Docs format), with all main assignments included. Keep track of all that you write along the way.

Attendance

Attendance is mandatory—and crucial. Be here and be on time. You are part of a larger writing community here, and that means participating and engaging with the work of others. You will not understand assignments if you are not here. If you do need to miss class or are running late, you will get two absences or late arrivals as grace periods with no effect on your grade. Each class beyond those two that you miss will equal two points off your final grade.
Being on time is key. Each class you're late to, beyond first five minutes, will cost one point off a final grade. The good news: if you come to every class and arrive early or on time, you will get five points added to your final grade as extra credit at the end of the semester.

Texts and course readings

Readings about change will be shared on Brightspace and presented in the classroom. Also important: closely assessing this syllabus (there will be a quiz). You will help select readings about change too, including in a five-point assignment where you present an article about change of some kind.

Also, expect to read in your individual subject areas for your own work, especially with the researched argument. When the class is discussing a text, it's important to have an accessible copy, either printed out or on a device (a tablet, reader, or laptop—and not a phone).

Our digital doings: Brightspace and beyond

This class will use Brightspace and your Baruch email. Both are important; you are responsible for maintaining access to each digital location, and providing at semester's end a digital portfolio of your work. You *do* need a functioning computer or tablet for this class; we will be writing in each session, beginning right away. We will do low-stakes assignments, but also work in the room together on major assignments.
Baruch email should be synched with the Brightspace course and you should use your Baruch email for this course.

The Writing Center
Writers at all levels of experience need feedback on their writing. Asking for and receiving feedback is not a sign of weakness and it does not equal weak writing; it's actually a sign of wisdom and makes your writing much stronger. You can and should receive feedback on writing from professional writing consultants (some of whom also teach first-year writing courses).
You can log onto the Writing Center on to their website, writingcenter.baruch.cuny.edu, to learn more.

Plagiarism and academic dishonesty

If you use the work of others, then you must cite that work. All work in this course is original, composed for the first time for this course, and is entirely your own, to the extent that anything we write is entirely our own. All students enrolled at Baruch are expected to maintain the highest standards of academic honesty, as defined in the Baruch Student Handbook. Plagiarism is the act of presenting another person's ideas, research or writing as your own, such as:

- § Copying another person's actual words without the use of quotation marks and footnotes (a functional limit is four or more words taken from the work of another);
- § Presenting another person's ideas or theories in your own words without acknowledging them;
- § Using information that is not considered common knowledge without acknowledging the source.

Plagiarism is a serious offense that, if done knowingly and depending on the severity and other factors, can result in a failing grade (or worse) and a mark on your permanent academic record. If you ever have any questions or concerns about plagiarism, please ask me.

Artificial intelligence (AI)

You should familiarize yourself with Baruch College policies about artificial intelligence. Individual professors have different ideas about what is appropriate. In this writing class, you are expected to craft your own sentences and, when needed, research independently to back up your points. There may times when you use AI tools to brainstorm ideas or gather a sense of available research, but sentences should be your own—and you should be careful to give credit to the work you find and then utilize, using an appropriate academic format.

Accessibility

Baruch College is committed to making individuals with disabilities full participants in the programs, services, and activities of the college community through compliance with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act (ADA) of 1990. It is the policy of Baruch College that no otherwise qualified individual with a disability will be denied access to any program, service, or activity offered by the university. Individuals with disabilities have a right to request accommodations. If you require any special assistance or accommodation, please contact the following office: the Office of Services for Students with Disabilities at (646) 312-4590, and let your needs be known as early as possible, ideally during the first three weeks of the semester.

For additional information, see:
http://www.baruch.cuny.edu/facultyhandbook/DisabilitiesInformation.htm

Back up your work

As you may have learned the hard way in the past, it's a good habit to save important files such as course work to a location aside from your laptop or whatever computer you may use for your classes—for example, Google Drive and/or an external hard drive. Hard drives crash, thumb drives get lost, and unfortunately laptops can get stolen.

Grading policy

Students will be graded on a 100-point system. Each assignment is worth a certain number of points. To earn the highest number of points possible, students must finish assignments on time and demonstrate learning objectives outlined in this syllabus. Do not expect a professor necessarily to read late assignments.

Here is an outline of assignments with their corresponding points:

- Personal narrative—10 points
- Letter calling for change—5 points
- Poem or Song Lyrics—5 points
- Survey—10 points
- A critical analysis (video/audio)—15 points
- Researched argument—20 points
- Annotated bibliography for researched argument—10 points
- *New York Times* presentation—10 points
- Syllabus quiz—5 points
- Answers to classroom questions—5 points
- Complete digital portfolio—5 points

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Policies: questions and answers

What if I miss class?

- Your course projects will be sequential and in-class activities will build toward larger assignments. Class time and online discussions will be highly interactive, requiring frequent participation, discussion, composing in and outside of class, and responding to your classmates' work. For this reason, students are expected to attend all class meetings and post writing assignments by the due dates.
- *If you must miss class*, be sure that you have a "classroom buddy," someone to talk to if you are not here at some point.

What if I need to drop the course?

If you feel you must drop or withdraw from this course, you must do so by the dates on the Baruch academic calendar. Merely ceasing to attend class is not the same as dropping or withdrawing; dropping and withdrawing are separate, formal administrative procedures. Dropping is officially removing the course from your schedule within the first three weeks of class with no grade of W appearing on your transcript; withdrawing is officially removing the course from your schedule any time between weeks 3 and 11, and as a result, receiving a permanent "W" on your transcript for the course.

What should my work look like? How do I submit writing pieces?

Major writing assignments will be delivered through Brightspace. Always present your work in a readable format.

Can I turn work in late? What if I have technology issues?

No. All work is due at the time specified within the assignment details.
Please note that technology issues, including files you turn in that the professor cannot open, do not constitute an excuse for late work.

How much time will the class require?
The college standard is that students spend about two hours working outside of class for every hour spent in class. For a four-hour course, that equals an average eight hours of time outside of class per week.

Class schedule and due dates

Week 1: Getting acquainted

Monday 1-26-26
Meeting, greeting and surviving the snow (?).

Wednesday 1-28-26
The syllabus (and a quiz is coming).

Week 2: The power of story

Monday 2-2-26
Learning about the personal narrative.

Wednesday 2-4-26
Writing due today on Brightspace: personal narrative.

Week 3: Letters and the direct appeal

Monday 2-9-26
In class today: Starting student reading contributions.

Wednesday 2-11-26
Writing due today on Brightspace: Letter calling for change.

Week 4
Monday 2-16-26
Presidents Day. *No class.*

Wednesday 2-18-26
Writing due today on Brightspace: Poem or song lyrics.

Week 5: When brainstorming pays off

Monday 2-23-26
Getting ideas for assignments, and finding inspiration.

Wednesday 2-25-26
Deciding on a survey subject.

Week 6: How the survey succeeds

Monday 3-2-26
The work of delving into texts.

Wednesday 3-4-26
Writing due today on Brightspace: Survey with introduction.

Week 7: Getting critical

Monday 3-9-26
In class today: The reason for readings.

Wednesday 3-11-26
Reviewing student success so far.

Week 8: Analyzing the analysis

Monday 3-16-26
In-class conferences about what's coming next.

Wednesday 3-18-26
Presentation due today on Brightspace: A critical analysis of two works about change (video/audio).

Week 9: A Midterm Self-Assessment

Monday 3-23-26
Your thoughts on your work, revealed.

Wednesday 3-25-26
Picking an argument to make.

Week 10: Why and when research matters

Monday 3-30-26
The research that backs up an opinion.

Wednesday 4-1-26
Spring recess begins today. No class today—or through April 9.

Week 11: A different bibliography

Monday 4-13-26
What "annotated" really means.

Wednesday 4-15-26
Writing due today on Brightspace: Annotated bibliography for researched argument.

Week 12: The researched argument arrives

Monday 4-20-26
Self-assessments on the bibliographies you submitted.

Wednesday 4-22-26
Writing due today on Brightspace: Researched argument.

Week 13: The need for revision

Monday 4-27-26
In class today: Testing our own ideas.

Wednesday 4-29-26
Where we are with readings—especially those selected by students.

Week 14: Your answers, collected

Monday 5-4-26
Peer review on researched arguments.

Wednesday 5-6-26
Writing due today on Brightspace: Answers to classroom questions.

Week 15: Lessons learned

Monday 5-11-26
In class today: Picking our favorite readings.

Wednesday 5-13-26
Writing due today on Brightspace: Complete digital portfolio.

Please keep in mind: this syllabus, including the class schedule, is subject to change.