# **English 110 – Expository Writing**

**3 credits/4 hours**

Hostos Community College, CUNY

Meeting times: XXXX

Meeting location: XXXX (list classroom for face-to-face courses or digital platform for online courses)

Semester: XXXX

Instructor: XXXX

Office: XXXX

Office Hours: XXXX

Phone: XXXX

Email: XXXX

## A Note for Instructors

Highlighted information can be modified. It is information for faculty, and it **should not** appear on the syllabus you distribute to students.

This document has been formatted to be accessible for students who use screen readers following principles established by [Universal Design for Instruction](https://en.wikipedia.org/wiki/Universal_design_for_instruction). Accessible documents have the dual function of being easier for everyoneto read and follow, so when you modify what’s written below, please be sure to retain the “headings” to keep the hierarchy of information consistent. Following UDI best practices, websites hyperlinks are formatted as descriptive text. URLs are written out as plain text where necessary for people who are reading a hard copy of the syllabus. More information about creating accessible Word documents can be found by following the [School of Professional Studies’ thorough instructions](https://spsfaculty.commons.gc.cuny.edu/wp-content/blogs.dir/1145/files/2018/05/Creating-Accessible-Word-Documents.pdf). Information about [creating accessible PDFs from Word Documents, accessible Blackboard design, and more](https://spsfaculty.commons.gc.cuny.edu/accessibility/) can be found on the SPS website as well.

## Fourth Hour Statement of Purpose

The fourth hour is a regular contact/teaching hour that will extend English 110’s focus on writing as a process with an emphasis on scaffolding and revision done in class at the direction of the instructor. The formal writing for the course should be the result of scaffolding assignments such as freewriting, annotating readings, brainstorming, prewriting, outlining, research, drafting, creating an annotated bibliography, revising, and thesis crafting, etc.

\*Please note that English 110 remains a 3-credit course with the addition of the 4th hour.

## Prerequisite/Corequisite

Placement

## Course Description

English 110, a foundational writing course, is designed to strengthen students’ composing skills so that they will produce increasingly complex and better-structured essays. Reading and responding to interdisciplinary texts representing various rhetorical modes, students will practice paraphrasing and summarizing these texts, enrich their vocabulary, and improve their writing, revision, and proofreading skills. Additionally, students will be introduced to the use of print and on-line secondary sources. Upon completion of this course, students will be able to respond critically, in writing, to a variety or texts, integrating their own ideas with those presented in the readings.

\*Please note that ENG110 is a nonfiction course.

## A Note on Course Sequence – English 110 and English 111

English 110 and English 111 make up the Writing Composition sequence at Hostos Community College. English 110, “Expository Writing,” teaches students to “respond critically, in writing, to a variety of texts integrating their own ideas with those presented in the readings.” In English 111, students will apply these critical skills to works of literature in the form of literary analysis and close reading. Students will continue to develop their summarizing, paraphrasing, quoting, citation, and critical thinking skills throughout the sequence.

## Course Text(s) and Material(s)

List here along with price, ISBN, and link to Hostos bookstore or other booksellers. Note any technological requirements such as access to Blackboard or a device for reading digital documents. (Instructors should note that we have developed an Open Educational Resource (OER) course that uses free, online OER materials for English 110 that you are invited to use. That syllabus, which also includes the information below, is available on the Hostos English Commons website [add link]. For those teaching asynchronously, please note that we have a prefabricated Blackboard course shell available that includes these OER texts.)

## Asynchronous Statement (for online classes only)

This statement should only be here if your class is online AND asynchronous (it does not require students to meet at the same time and place over the internet). If your course is online and synchronous (requires joint meeting online at a specific time), or if it is in-person (takes place on campus), this statement does not apply and **should be removed**.

Please note that this course has been designated as an Asynchronous course. This means that instead of meeting in a face-to-face classroom (or virtually online at a specific time), all of our coursework takes place in the online environment of Blackboard.

## Student Learning Objectives

In this course, students will

* 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 improves one’s own and other’s 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, purpose, audiences, and media,
* formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

\*Instructors can determine how to appropriate research components for their own classes. For examples of the wide variety of research-skill assignments, please contact the course managers.

## Pathways Learning Outcomes

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| **ENG 100/110 Pathways Learning Outcomes** | **Title and Brief Description of Assignments that Address These Outcomes** |
| 1. Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
 | This must be filled out with the appropriate assignments |
| 1. 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.
 |  |
| 1. Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
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| 1. Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
 |  |
| 1. Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.
 |  |

## Americans With Disabilities Act Statement

As required by the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, reasonable accommodations are provided to ensure equal opportunity for students with verified disabilities. If you have a disability that requires accommodations, contact the [Accessibility Resource Center](https://www.hostos.cuny.edu/Administrative-Offices/Accessibility-Resource-Center-%28ARC%29) [https://www.hostos.cuny.edu/Administrative-Offices/Accessibility-Resource-Center-(ARC)] (Building D, room 101P) at (718) 518-4454 (Voice/TTY).

If you are already registered with the ARC and have a letter from them verifying that you are a student with a disability, please present the letter to the instructor as soon as possible. The instructor will work with you and the ARC to plan and implement appropriate accommodations.

## Grading

The specific weight of each type of assignment must be included on the syllabus, as shown below. Please note that the English Department places heavy weight on the importance of feedback, comments, and revision in helping students develop their writing skills. **The following are requirements for writing assignments and grading in English 110. These CANNOT be modified and should not appear on the syllabus given to students.**

* Formal writing assignments in English 110 should largely consist of essays in which students demonstrate skills such as summary, analysis, evaluation, synthesis, and thesis-driven argumentation. The course places a strong emphasis on scaffolding formal writing assignments through drafting, revision, peer review, and instructor feedback.
* By the end of the semester, students should have written at least 12 pages of formal writing (double-spaced, 12 pt. font). Instructors typically assign 3-4 formal essays. Grades for this formal writing should make up 60-70% of the final grade.
* 10-20% of the final grade should be made up of informal activities like low-stakes writing, in-class writing, journaling, outlining, drafting, annotating, scaffolding work, quizzes, homework, discussion board responses, etc. Informal activities may be graded regularly or simply checked for completion. Informal activities should often connect to the formal writing assignments students complete, but not all of them must.
* No in-class or timed formal writing assignments are required, but instructors may incorporate them as formal writing or as drafts for scaffolded formal writing assignments if they wish.
* Students are required to learn research skills. How students acquire these skills is up to the instructor. Instructors may choose to use a research paper or specific single research assignment, or they may teach research skills using assignments throughout the semester.
* The final exam should count separately as 10-20% of the final grade but counts toward the 12 required pages of formal writing.

Students must perform all work adequately and in a timely manner in order to receive a passing grade. Each student will be given equal consideration regardless of need, personal situation, GPA, program requirements, etc. Final grades are A, A-, B+, B, B-, C+, C, D, F, WU, INC. [Further information about assessment policies and grades at Hostos is available on the college website](http://www.hostos.cuny.edu/Administrative-Offices/Office-of-the-Registrar/Academic-Info/Grades-Policy).

* Essays: 60%-70%
* Informal writing, quizzes, and other assignments: 10%-20%
* Final Exam: 10-20%

\*Note to instructors: Double check that everything adds up to 100%!

**Deadline to withdraw from course: XX/XX/XX**

### A General Note about Grades at CUNY

* **The “WU” grade**: According to [CUNY policy](https://www.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/registrar/resources/CUNY-Uniform-Grade-Glossary-and-Guidelines-08012018-1.pdf), a “WU” is “to be assigned to students who participated in an academically related activity at least once, completely stopped participating in academically related activities any time before the culminating academic experience of the course, i.e. final exam, final paper, etc., and did not officially withdraw.”
* **“F” versus “WU” grades**: According to the [CUNY policy](https://www.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/registrar/resources/CUNY-Uniform-Grade-Glossary-and-Guidelines-08012018-1.pdf), “A WU grade should never be given in place of an ‘F' grade. The ‘F' grade is an earned grade based on poor performance and the student not meeting the learning objectives/outcomes of the course throughout the entire academic term/session. If the student has participated in an academically related activity at least once or if there is documented evidence of the student’s participation in a course, and he/she has ceased participating in the course, at the end of the term, the unofficial withdrawal grade reported must be a ‘WU.’ When a student does not officially withdraw from a course and fails to complete the course requirements, the instructor assigns the ‘WU’ grade on the final grade roster.”
* **The “D” grade**: A student that earns a “D” grade is entitled to receive a “D.” Our departmental research indicates that students who receive “WU” and “F” grades in composition courses have a 5% chance of graduating whereas those who receive “D” grades have much better outcomes.

## Writing Format Requirements

Specific writing format requirements must be provided. Sample requirements appear below that can be kept or modified:

All work must be typed, double-spaced, with a font size of 12; margins should be 1-inch. The student’s name, instructor’s name, course title, and due date should be at the top of the first page.

If you are looking for guidelines to instruct your students on grammar and citation, faculty members have found the Purdue OWL and Excelsior OWL sites useful.

## Course Policies

Instructors should clearly indicate policies regarding communication between them and the students, the existence and purpose of office hours, attendance and participation, and late work. Other policies may be added at the instructor’s own discretion. Some samples appear below.

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### Communication

Sample:

Emails sent from personal addresses have the potential to get placed into the spam folder by the Hostos Email System. It is suggested that students use their Hostos email to contact me. For the quickest response to your email queries, use the following template for the subject of the email: “Eng 110: \_\_\_\_\_\_\_.”

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### Office Hours

Sample:

Office hours are for YOU! It’s your time. Come to my office hours for any reason concerning the class.

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### Attendance

An attendance policy must be provided in accordance with the college’s policies and specified depending on whether a course meets face-to-face or meets online. Keep the appropriate policy below and remove the other one.

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### In-Person Attendance Policy

Students are expected to participate in all class meetings in the courses for which they are registered. Classes begin at the times 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, and a student absent more than the indicated 15% is deemed excessively absent. Participation is monitored from the first official day of classes. In the case of excessive absences or lateness, the instructor has the right to lower the grade, assign a failing grade, or assign additional written work or readings.

Absences due to late registration, change of program, or extenuating circumstances, will be considered on an individual basis by the instructor.

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### Online Attendance Policy

A student attends an online course by participating in class or otherwise engaging in an academically related activity. Examples of such activity include but are not limited to: contributing to an online discussion board; submitting an assignment; taking a quiz; viewing and/or downloading a lecture; attending the virtual office hours. These academically related activities are readily tracked and documented through Blackboard.

Simply logging into an online class or website is not sufficient, by itself, to demonstrate academic attendance by the student. For example, if a student simply logs into an online course and logs out, without any further activity, the student did not attend the online class on that day.

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### Participation

Instructors should clarify their expectations about participation in accordance with the [Hostos Participation policy](https://www.hostos.cuny.edu/Administrative-Offices/Office-of-the-Registrar/Academic-Info/Attendance#:~:text=Hostos%20Community%20College%20is%20a,for%20which%20they%20are%20registered.&text=Any%20work%20missed%20during%20any,made%20up%20by%20the%20student.) and be explicit about how “participation” is assessed (sample below).

As a member and participant in an active learning community, students are responsible for actively contributing to the life of the course. Active participation may include asking questions relevant to our readings, offering personal analysis or opinion, reading aloud excerpts from materials, or discussing course content in a remote medium, such as the Blackboard discussion board.

A note for instructors about “participation” at CUNY:

**“Verification of Enrollment”** (VOE) occurs around the fourth week of classes. The college requires that you document which students have participated in “academically related activities.” What does this mean? According [to CUNY policy](https://www.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/registrar/resources/CUNY-Uniform-Grade-Glossary-and-Guidelines-08012018-1.pdf):

* In a course that meets face-to-face: “Academically related activities include . . . physically attending a class where there is opportunity for direct interaction between the instructor or students” and “submitting an academic assignment.”
* In an asynchronous course, “academically related activities” include “engaging in an online academically related activity, or initiating contact with the instructor to ask a question about the academic subject studied in the course or ask a course-related question.”
* The English Department requires that, at the end of the semester, you turn in an attendance record (for face-to-face and synchronous courses) along with a copy of the gradebook to help in case of student complaints.

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### Late Work

Sample:

The most effective way to successfully complete this course is to submit assignments on time. However, life can happen and can happen at the worst time. I am willing to accept late work if a schedule can be created that works for both of us. At the end of the semester, students will have the opportunity to revise an assignment to improve the grade.

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### Academic Integrity

The following can be modified in accordance with college policies on the academic integrity website, but a statement concerning penalties for academic dishonesty should be included in the syllabus. You can copy and paste it from the link below. It is strongly recommended that instructors review these policies early in the semester to promote a culture of academic honesty in their courses.

As members of a learning community, students are responsible for understanding and following the [Hostos College policies on academic integrity](https://www.hostos.cuny.edu/Administrative-Offices/SDEM/Student-Life/Student-Codes-of-Conduct/Academic-Integrity-Policy) [https://bit.ly/3hK4vxH], including cheating and plagiarism.

## College Resources

### Hostos Writing Center

The Hostos Academic Learning Center offers students one-on-one and small-group tutoring as well as in-center workshops and online writing resources. In order to maximize student potential in this course, frequent visits to the [Writing Center](https://hostos.mywconline.com/) (located within HALC) are encouraged.

* [Writing Center Website](https://hostos.mywconline.com/) [https://hostos.mywconline.com/]
* Office: C596
* (718) 518-6678

### Carlos E. González Counseling Center

Personal issues may impact academic performance. The Counseling Center provides on-going personal and academic counseling on an individual and group basis. Counseling is provided in a private and supportive environment in which students may focus on academic and career issues, family problems, personal development concerns and other matters of importance to them.

* [Counseling Center Website](https://www.hostos.cuny.edu/Administrative-Offices/SDEM/Counseling-Services/) [https://www.hostos.cuny.edu/Administrative-Offices/SDEM/Counseling-Services/]
* Office: C330
* (718) 518-4461
* infocounseling@hostos.cuny.edu

### Hostos One Stop Center

One Stop offers supportive services to ensure that students have a successful college experience and are able to complete their degree.

Our One Stop Center provides FREE referrals to services that can help address the needs of Hostos students so that they can remain in school and succeed academically.

Located in the **Savoy Building (1st floor intake),** and organized by **Madeline Cruz, the Center offers the following f**reebenefits screenings: food stamps, Medicaid, housing, public assistance, social security, disability SSI, school lunch, transportation, mental health care, domestic violence services, foster-care placement, food vouchers, debt solution, credit report, financial planning, maintaining small business, free tax preparation, legal advice and much more.

Walk-ins are accepted. Appointments can be scheduled by calling our **One Stop Center at (718) 319-7981.**

* [One Stop Center](https://www.hostos.cuny.edu/Programs/One-Stop-Resource-Center) [https://www.hostos.cuny.edu/Programs/One-Stop-Resource-Center]
* Savoy 1st Floor
* (718) 319-7981
* Madeline Cruz, mcruz@hostos.cuny.edu

### Accessibility Resource Center

The [Accessibility Resource Center](https://www.hostos.cuny.edu/Administrative-Offices/Accessibility-Resource-Center-%28ARC%29) provides essential support for students who have documented disabilities. Students using ARC graduate at higher rates, have higher GPAs than the average Hostos student, and get help with job placement. Their website reminds us that “Prior documentation such as an Individualized Education Program (IEP) or a history of receiving accommodations from a former school may also be considered when registering for services. If you cannot provide documentation for your disability you are not necessarily excluded from ARC services.”

* [ARC Website](https://www.hostos.cuny.edu/Administrative-Offices/Accessibility-Resource-Center-%28ARC%29) https://www.hostos.cuny.edu/Administrative-Offices/Accessibility-Resource-Center-(ARC)
* Office: 120 Walton Ave., D101P
* (718) 518-4454 (Voice/TTY)
* arc@hostos.cuny.edu

## Schedule of Classes

Include either a weekly or daily schedule in your syllabus. ([This convenient syllabus-date website here can help with organizing the schedule in advance](http://wcaleb.rice.edu/syllabusmaker/generic/).) Assigned reading and writing assignment **deadlines,** **especially for the major essays and drafts***,* should be specified. A prefabricated version of English 110 is available, along with a prefabricated Blackboard course site, for instructors who are interested. Please contact the course managers for access and further information.

It is advisable to include a statement that reminds students that the syllabus is subject to change during the semester (sample given):

This syllabus is a guide or working document for both instructor and student, but it may warrant review and revision by the instructor, according to the topics and issues that are raised in class.

### Week 1: Introduction

**Dates**

### Week 2: XXX

**Dates**

### Week 3: XXX

**Dates**

### Week 4: XXX

**Dates**

### Week 5: XXX

**Dates**

### Week 6: XXX

**Dates**

### Week 7: XXX

**Dates**

### Week 8: XXX

**Dates**

### Week 9: XXX

**Dates**

### Week 10: XXX

**Dates**

### Week 11: XXX

**Dates**

### Week 12:XXX

**Dates**

### Week 13: XXX

**Dates**

### Week 14: XXX

**Dates**

### Week 15: XXX

**Dates**

### Week 16: XXX

**Dates**

## FINAL EXAM: TBA

Details about the final exam will be available later in the semester.