# **English 10 – Accelerated Writing Skills**

**A Supplement to ENG110**

**0 Credits/2 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.

## Prerequisite/Corequisite

Placement

Qualified students must register for both the ENG 110 and the linked ENG 10 section taught by the same instructor.

## Welcome to ENG10

One benefit of the ENG10 co-requisite model is the opportunity for students to build community and support one another in a smaller group setting. To this end, please consider including a statement that welcomes your students to the course and explains the role of ENG10 in an encouraging way. A sample can be found below. Other examples of syllabus statements that are intended to foster collaboration, trust, and inclusivity can be found in this [blog post](https://catherinedenial.org/blog/uncategorized/what-do-our-syllabi-really-say/) by Professor Cate Denial of Knox College, who has written and spoken extensively on the philosophy of a “Pedagogy of Kindness.”

Welcome to ENG10! In this course, we will work together to practice the reading and writing strategies we will be learning in ENG110. This can include reading and taking notes on ENG110 course material as a class or in small groups, spending time in class writing, drafting, or workshopping essays, and having conversations about our experiences as readers and writers. This course is intended to support your success in ENG110, so please feel free to ask questions about the readings, assignments, or any aspect of the writing process.

## Course Description

The Accelerated Learning Program (ALP) links ENG 110: Expository Writing and a non-credit bearing course, ENG 10: Accelerated Writing Skills.  ENG 10 integrates developmental students into a college-level English course.  The main objective of ENG 10 is to reinforce the skills learned in the required composition course by providing faculty-led, individualized instruction in a section capped at ten students.  The three additional hours of instruction will reinforce reading, composition, and revision strategies so that students will be able to produce essays expected of students who successfully complete ENG 110, Expository Writing.

## 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.

## 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

* Understand relations between ideas within texts, such as cause and effect, similarities and differences, definitions and examples, chronologies and classifications.
* Distinguish between different types of written texts, such as recognize primary and secondary source distinctions and understand disciplinary exam rhetoric.
* Demonstrate an ability to read and write analytically and critically.
* Understand that reading and writing are recursive, social processes that require feedback from others.

## 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-(ARC)) [https://www.hostos.cuny.edu/Administrative-Offices/Accessibility-Resource-Center-(ARC)] (Building D, Room 101-L) 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

**Note To Instructors on Grading in ENG10:** Unlike ENG110, the grading options for ENG10 are **P (Pass) or R (Retake**). While students’ participation in ENG10 is intended to support the work of ENG110, please note that ENG110 and ENG10 are considered distinct courses for which students will receive separate grades. Therefore, it is recommended that instructors keep a detailed gradebook for evaluating students’ progress in ENG10. Examples of work that can be assessed in ENG10 include: annotations of readings, reading/vocabulary quizzes, journals, in-class writing/activities, scaffolding (drafts/revisions), writing workshop participation, and general class participation.

The Grading section of your ENG10 syllabus should include a statement reminding students that ENG10 is a pass/retake course, as well as a breakdown of how their ENG10 grade will be determined. The samples below can be kept or modified according to the specific assignments in your ENG10 course:

As a reminder, ENG10 is a **supplement** to ENG 110. This course, ENG10, is **pass/retake** (unlike English 110).

* Scaffolding and Revision of ENG110 Essays: 60%
* In-Class Writing: 20%
* Final Exam Review and Practice: 10%
* Class Participation: 10%

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

## 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.

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 10: \_\_\_\_\_\_\_.”

### Office Hours

Sample:

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

### 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.

### 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.

### 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: C-596A
* (718) 518-6678
* [writingcenterhostos@gmail.com](mailto:writingcenterhostos@gmail.com)

### 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: C-330
* (718) 518-4461
* [infocounseling@hostos.cuny.edu](mailto: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** freebenefits 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) 518-4141.**

* [One Stop Center](https://www.hostos.cuny.edu/Programs/One-Stop-Resource-Center) [https://www.hostos.cuny.edu/Programs/One-Stop-Resource-Center]
* Savoy Building, 1st Floor Intake
* (718) 518-4141
* [mcruz@hostos.cuny.edu](mailto:mcruz@hostos.cuny.edu)

### Accessibility Resource Center

The [Accessibility Resource Center](https://www.hostos.cuny.edu/Administrative-Offices/Accessibility-Resource-Center-(ARC)) 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-(ARC)) [https://www.hostos.cuny.edu/Administrative-Offices/Accessibility-Resource-Center-(ARC)]
* Office: 120 Walton Ave., D-101L
* (718) 518-4454
* [arc@hostos.cuny.edu](mailto: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.

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.