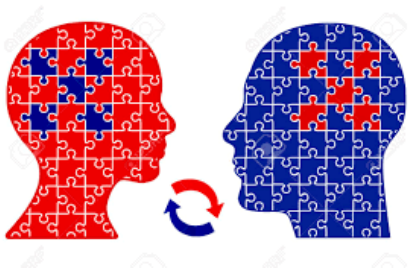
Expository Writing
English 120 X-72

Semester/Year: Fall 2025
Meeting Days & Times: Wednesdays at 11:30 AM - 2:20 PM
Location: Hunter North RM C103

Instructor's Name: Sanjida Yasmin Office Location: HW 1235
Email: sanjida.yasmin19@hunter.cuny.edu
Office hours: by appointment, virtual & in-person: Wednesdays, 2:30-3:30 PM

Welcome to ENG 120: Expository Writing. The goal of Expository Writing is to help students acquire the confidence and flexibility to communicate effectively in a wide range of genres and forms. In this course, you'll write weekly —both in class and outside class— to practice text analysis, reflective writing, source-based writing, and more, which will help you develop several formal pieces including a staggered research paper. You will take each project through multiple drafts, receiving feedback along the way from your peers and from me.



Writing is a collective activity. You will need to carve out both time and patience to read, write, and respond to each other's writing during class as writing is a social process. As writers, we need readers- someone who can show how our writing can be better. In class, you will be writers as well as readers for each other, and are always encouraged to seek out assistance at the Rockowitz Writing Center.

Participation is essential. In every aspect of the class—meeting weekly reading and writing deadlines, responding to peers' drafts thoughtfully, and reviewing each other's work carefully—your participation is crucial. You will have the best chance to grow as writers if you participate fully and actively. I want you to conclude the semester feeling proud of the effort you put out and the advancement you achieved.
All classes are held in-person, unless otherwise stated by me.

Course Goals:
The goals of English 120 are to promote students' abilities to do the following:

- Develop nuanced and persuasive research questions and thesis statements
- Identify, evaluate, and effectively incorporate a variety of sources to explore the research question and thesis statement
- Apply effective evidence to academic writing situations
- Organize arguments logically and effectively
- Choose effective style and grammar for academic audiences
- Incorporate peer and instructor feedback
- Reflect on the writing and revision process

Required Textbooks:
Graff and Birkenstein, *They Say, I Say: The Moves that Matter in Academic Writing* (6th edition) and *The Little Seagull Handbook*, 5th edition. ISBN: 978-1-324-07709-1 Net: $40.00

Course Requirements:

Along with daily participation and in-class reading and writing exercises, students are required to submit a final portfolio containing: 1) a pre-semester reading response; 2) a 10-page documented research paper with a Work Cited page and several drafts; 3) an annotated bibliography and 1- to 2-page synthesis; 4) a rhetorical listening paper; and 5) a post-semester reading response with final reflection.
Please save all of your work throughout the semester.

Grading Policy:

Class participation	15%
In-class writing, group exercises, and homework	10%
Drafts and draft workshopping	10%
Paper #1 Analysis	10%
Annotated Bibliography with Synthesis	15%
Rhetorical Listening Paper	5%
Final research paper	25%
Final portfolio essay with revised reading response	10%

Class Participation
Your attendance and active participation are vital to your success in the course. While work will be submitted electronically, this is not an online course. You need to show up to class to participate. Class participation includes: arriving promptly with the necessary materials (including drafts and sources); demonstrating that thorough reading of the assigned texts has been done; participating in draft workshops, and in both small and large group discussions; asking relevant questions; listening carefully and courteously to others; volunteering to read aloud or record notes; using electronic devices only for sanctioned tasks or having them silent and put away; in general refraining from distracting behavior of all types (eating, chatting, etc.); and showing respect to your classmates. To receive a high participation grade, you must qualitatively contribute to class discussions.

In-class work, homework, drafts, and peer-editing
We will do a variety of exercises in and out of class. You will also be writing and critiquing multiple drafts of the formal essay assignments. Homework assignments are essential to the activities we will complete in class, so coming to class without the assignment will result in both a 0 for the homework assignment, and a 0 for in-class work and a 0 in participation for that day.

You will also be working in writing groups with your peers. On a draft workshop day, you are required to participate and to come to class with a complete, typed draft (including bibliography) of the assignment (printed or electronic copies on your laptop only). Missing a workshop session or coming without a draft or with an incomplete draft will result in a 0 for the homework assignment, a 0 for in-class comments, and a 0 for draft workshopping and a 0 for participation for that day. We will discuss and practice helpful peer editing techniques in class.

Course Policies:
Attendance/Tardiness
You should avoid missing class sessions, except in exceptional circumstances. Students who miss classes often find they do not do as well on the written work in the course and excessive lateness and absences affect your class participation grade. If you must miss a class, see a classmate about what you missed. Do not email me to explain your absence unless a situation arises that will cause you to miss several classes. You cannot make up work missed. Missing a class designated as a workshop or coming to class without a draft to workshop will result in a letter-grade deduction on the paper assignment.

Please do your best to avoid being late. If you are late, join class with no disruption or distraction.

Late Work
No late work is accepted. Work is considered late the minute class begins on the due date.

Electronics Policy
You are also welcome (and encouraged) to bring laptops or tablets to class if you would like to use them to take notes, reference readings, complete in-class work, or to bring your drafts and sources to class (rather than printing them out). Phones can be used for referencing readings or taking notes but not for anything I have to read, such as drafts. If you are not using electronic devices for one of these reasons, then they should be off and put away.

In addition, readings will be available on Blackboard. You do not need to print out readings to bring to class but should have access to them. You can print out a separate page of quotes that you want to discuss (anything you would have highlighted in a hard copy), bring an electronic copy of the reading, or notes on the readings. You are welcome to print out readings but are not required to.

Electronic Communication
All electronic communication in this class, whether it is a blog, Blackboard post, or email to your professor, should be written in Standard Written English--no abbreviations or textisms. Capitalize properly. Any communication not following these rules will go unanswered or ungraded.

Please put ENGL 120 in the subject line of all emails and allow 48 hours for a response. I do not respond to email over weekends or holidays.

Treat emails as a professional context. Begin with a greeting, and end with your name.

Office Hours
My office hours and location are listed above. You may stop by my scheduled office hours at any point--no appointment needed.

Hunter College Policies:
Plagiarism: Your own work consists of two things: your ideas and your words. Using ideas that are not your own without citing them and using language that is not your own without using quotation marks, is a form of cheating called plagiarism.

Plagiarism includes word-for-word copying and/or paraphrasing of someone else's ideas without acknowledging the source. If in doubt, cite the source. It also includes having another person write or dictate all or part of one's composition—or using AI software to write all or part of your essay for you. Using paraphrasing software or Grammarly, since it alters your own language, is a form of plagiarism as well and will result in the same consequences as other forms of plagiarism.

I have found that students tend to plagiarize when they are under stress. If you feel overwhelmed or are having trouble writing your essay, talk to me. You can bring ideas, drafts, outlines--even only an assignment prompt--to the writing center for tutoring or to my office hours.

Hunter College Academic Integrity Statement: Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The college is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures.

Hunter College Academic Accommodation Statement: In compliance with the American Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, Hunter College is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or

medical conditions. It is recommended that all students with documented disabilities (Emotional, Medical, Physical and/or Learning) consult the Office of ACCESSability located in Room 1214B East to secure necessary academic accommodations. For further information and assistance please call (212-772-4857) /TTY (212-650-3230).

Hunter College Policy on Sexual Misconduct: In compliance with the CUNY Policy on Sexual Misconduct, Hunter College reaffirms the prohibition of any sexual misconduct, which includes sexual violence, sexual harassment, and gender-based harassment retaliation against students, employees, or visitors, as well as certain intimate relationships. Students who have experienced any form of sexual violence on or off campus (including CUNY-sponsored trips and events) are entitled to the rights outlined in the Bill of Rights for Hunter College.

a. Sexual Violence: Students are strongly encouraged to immediately report the incident by calling 911, contacting NYPD Special Victims Division Hotline (646-610-7272) or their local police precinct, or contacting the College's Public Safety Office (212-772-4444).

b. All Other Forms of Sexual Misconduct: Students are also encouraged to contact the College's Title IX Campus Coordinator, Dean John Rose (jtrose@hunter.cuny.edu or 212-650-3262) or Colleen Barry (colleen.barry@hunter.cuny.edu or 212-772-4534) and seek complimentary services through the Counseling and Wellness Services Office, Hunter East 1123.

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<u>How to be successful in this class:</u>

1. Come to class on time and prepared to participate. Participation includes having assignments completed, bringing needed materials, contributing to discussions in a positive manner, and working on what is assigned during the class period.
2. Keep this syllabus and any changes made to it on hand. Know when writing assignments are . Know when reading should be completed.
3. Keep all of your work. Do not throw anything away.
4. Ask questions. It is your responsibility to find out what you need to know in order to be successful in your academic endeavors, as well as in the other areas of your life. Check the class Blackboard site at least once a week.

If any problems should arise, you may contact me--or I may contact you--to discuss them. If a problem seems too difficult for us to resolve, mediation is available through the English Department.

Course Schedule:
***This schedule is subject to change at the instructor's discretion. All changes will be announced in class.
**All page numbers refer to *They Say, I Say;* B refers to Brightspace.

Date	Topic	Readings	Assignments
Wed. 8/27	Course Introductions		
Wed. 9/3	Introduction to Critical Reading and Writing	Irvin, "What is 'Academic' Writing?" (B) TSIS Chapter 13: Entering Class Discussions (188-192) Dana L. Cloud, "The Rhetoric of Civility as Soft Oppression"	**Pre-Semester Reading Response on Cloud**
Wed. 9/10	Summary and Analysis	TSIS Chapter 1: Starting with what Others are Saying, and Chapter 2: The Art of Summarizing (19-46) Obama, A More Perfect Union" Carroll, "Backpacks vs. Briefcases: Steps Towards Rhetorical Analysis" (B)	Revised summary and response from previous class Note how Obama sets up the "they say"
Wed. 9/17	Reading Scholarly Sources	Obama, 2016 New Hampshire Speech (B) Harper, "We Are All Bound Up Together" (B) Leake, "Empathizer-in-Chief: The Promotion and Performance of Empathy in the Speeches of Barack Obama" Ramos, "Building a Culture of Solidarity"	Using Leake's discussion of empathy, consider: How do Michelle Obama and Harper use empathy? Relate to ethos, pathos, and logos
Wed. 9/24 **No classes scheduled**			
Wed. 10/1 **No classes scheduled**			
Wed. 10/8	Quoting and Paraphrasing	TSIS Chapter 3: The Art of Quoting (47-58) Stedman, "Annoying Ways People Use Sources" King, "Letter from a Birmingham Jail" Alexander, "The New Jim Crow" (330-343) Coryell, "All Words Matter: The Manipulation behind 'All Lives Matter'" (344-357)	Outline of Paper Quoting and Paraphrasing exercise with writing from last class, and add King and Alexander Put Ramos in conversation with Coryell
Wed. 10/15	Asking a Research Question	"Asking a Research Question" (B) Tannen, "The Argument Culture: Agonism and the Common Good" Romano, "Why We Can't Stop Fighting About Cancel Culture"	Essay #1 Rough Draft Bring *They Say, I Say* and *Little Seagull* to class Discussion questions on Tannen and Romano

		MET Class Trip	
Wed. 10/22	Library Instruction: Meet in Library	"How Do I find Sources" (B) "One Perfect Source?" (B) Haller, "Toward Rhetorical Source Use: Three Student Journeys"	Stases Worksheet on research questions What are the methods Haller's students use for researching and incorporating sources? Initial draft of 3 research questions
Wed. 10/29	Using & Citing Sources & Synthesis	"How to Use a Source: The BEAM Method" (B) Hall Buck and Vaccino-Salvadore, "'Doing Research Is Fun; Citing Sources Is Not': Understanding the Fuzzy Definition of Plagiarism" Daniels, "The Algorithmic Rise of the 'Alt-Right'" "Tools of Displacement" (B) Gladwell, "Small Change: Why the Revolution Will Not Be Tweeted (B)	Bring two peer-reviewed articles on your topic to class and a Working bibliography in MLA format of your sources Prepare to synthesize articles in class
Wed. 11/5	Peer Review Workshop	Irvin, "Changing Your Mindset About Revision" Chapter 4: "Three Ways to Respond" (59-73) Hanlon, "The Trigger Warning Myth"	Essay #2 & Annotated Bibliography Draft Discussion questions on articles
Wed. 11/12	Arranging Longer Essays	Guptill, Listening to Sources, Talking to Sources Chemerinsky, "Hate Speech is Protected Free Speech, Even on College Campuses" Post, "There is No First Amendment Right to Speak on College Campuses "Rhetorical Listening" (Ch. 1, Ratcliffe and Jensen) Methods of Arrangement (B) Swales, CARS model (B)	Draft of Rhetorical Listening paper and outline of final paper Respond to readings from last class and today in a non-pro-con argument
Wed. 11/19	Drafting and Revising	Chapter 5: "Distinguishing What You Say from What They Say" (74-83) Chapter 11: "The Art of Metacommentary" (154-155)	Revised research question and detailed outline of Final Paper Final draft of Rhetorical Listening paper
Wed. 11/26	Style, Voice, and the Revision Process	Chapter 12: "Revising Substantially" (165-187) Chapter 7: "Using Personal Stories to Energize Your Argument" (97-111)	Rough draft of Research Paper with personal story
Wed.. 12/3	Reflecting on The Writing Process	Reread Cloud, "The Rhetoric of Civility as Soft Oppression" Cicchino, "I Passed First-Year Writing—What Now?: Adapting Strategies from First-Year Writing to Writing in the Disciplines"	**Final draft of Research Paper** Revision of Pre-Semester Reading Response on Cloud

Wed. 12/10	Final Review/Last Day		Final Draft of Portfolio