



North Central State College
MASTER SYLLABUS
2019-2020

- A. Academic Division: Liberal Arts
- B. Discipline: English
- C. Course Number and Title: ENGL1010 English Composition I
- D. Course Coordinator: Beth Franz
Assistant Dean: Dr. Steve Haynes

Instructor Information:

- Name: Click here to enter text.
- Office Location: Click here to enter text.
- Office Hours: Click here to enter text.
- Phone Number: Click here to enter text.
- E-Mail Address: Click here to enter text.

- E. Credit Hours: 3
- F. Prerequisites: ENGL 0040 (minimum grade of C-) or qualifying placement test scores
- G. Syllabus Effective Date: Fall, 2019
- H. Textbook(s) Title:

On Campus Sections

ENGL/WRIT Value Bundle

- Authors: MacMillan
- Copyright Year: 2018
- ISBN: 9781319286828 (Only available at the Campus Bookstore)

* The above bundle includes the components below*

Brief Bedford Reader 13th - ISBN: 9781319031183

Easy Writer 7th - ISBN: 9781319149505

Writers Help 2.0 4-Year Access Code - ISBN: 9781457694400

Off Campus Sections (High Schools)

CCP High Schools may be using an older edition of the required textbooks.

- I. Workbook(s) and/or Lab Manual: None
- J. Course Description: This is a basic course in expository writing and critical reading. Students read a variety of nonfiction works and write summaries, analyses, and essays in response to their reading. Students learn to read actively and accurately and to organize, develop, and revise coherent papers appropriate for a college-educated audience. (OTM for First Writing Course TME001)

K. College Wide Learning Objectives:

College-Wide Learning Outcomes	Assessments - - How it is met & When it is met
Communication – Written	Written Communication VALUE Rubric, Final Portfolio, weeks 15-16
Communication – Speech	
Intercultural Knowledge and Competence	
Critical Thinking	
Information Literacy	
Quantitative Literacy	

L. Course Outcomes and Assessment Methods:

Upon successful completion of this course, the student shall:

Outcomes	Assessments – How it is met & When it is met
1. Identify and analyze the elements that affect the writing situation—purpose, audience needs, stance, style, and format/structure.	Assigned essays and reading responses and discussions of the readings throughout the semester (Weeks 5, 10, 15, and 16)
2. Demonstrate the relationship between critical thinking, reading, and writing techniques.	Assigned papers and exercises, as well as class discussions (Weeks 5, 10, 15, and 16)
3. Use a flexible and recursive process for writing.	Assigned papers and exercises (Weeks 5, 10, 15, and 16)
4. Use collaborative techniques in the writing process.	Group discussion of reading and writing assignments, brainstorming, peer review of drafts, and analysis of review comments (Weeks 5, 10, 15, and 16)
5. Demonstrate a knowledge of conventions—organization, format, grammar, citations, mechanics, style, syntax, and MLA citations.	Accurate use of the conventions of formal writing in assigned papers and exercises (Weeks 5, 10, 15, and 16)
6. Use electronic technology in the research and writing process.	Use of word processing and editing tools for composition and revision, use of discussion board (or equivalent tools) for generating and discussing ideas for more formal assignments, and use of an e-portfolio for assessment (Weeks 5, 10, 15, and 16)
7. Write a minimum of 20 pages of formal text.	Required minimum lengths on assignments throughout the semester

M. Topical Timeline (Subject to Change):

PLEASE NOTE: In order to reinforce skills, the teaching of writing uses a recursive process; therefore, tasks identified below are **NOT** intended to be viewed as sequential; rather, **the assignment of these tasks must be handled with flexibility and must also be repeated (so that they can be reinforced) throughout the term.**

- Writing as process (Weeks 1-5, 6-10, and 11-15)
- Critical reading skills (Weeks 1-5, 6-10, and 11-15)
- Reading interpretation and analysis: genre, organization, style, and rhetorical context (Weeks 1-5)
- Paraphrasing, Quoting, Summarizing, and Citing Sources (Weeks 4-10)
- Responding to Sources (Weeks 1-5, 6-10, and 11-15)
- Planning and drafting—thesis statements, coherence, development, and organization (Weeks 1-5, 6-10,

- and 11-15)
- Audience considerations—writing expectations/conventions (Weeks 1-5, 6-10, and 11-15)
- Writing an analytical or evaluative reading response essay (Weeks 1-5)
- Writing a comparative analysis essay (Weeks 6-10)
- Writing a multiple-source synthesis essay (Weeks 11-15)
- Mechanical/grammatical/style issues (Weeks 1-5, 6-10, and 11-15)

N. Course Assignments:

1. First-week **Reflective Essay** (minimum of 2 typed pages)
2. Mid-term (in-class) **Reflective Essay** (minimum of 3 typed pages)
3. Final **Reflective Essay** (minimum of 4 typed pages)

4. **Reading Response Essay** (minimum of 3 typed pages)
5. **Comparative Analysis Essay** (minimum of 4 typed pages)
6. **Synthesis Essay** (minimum of 4 typed pages)

7. **Writer’s Notebook** (per individual instructor’s requirements)
8. **Summary-Analysis Assignments** (per individual instructor’s requirements)

9. **Participation in class discussions** of published readings
10. **Participation in peer reviews** of writing assignments
11. **Writing process documents**—consisting of outlines, drafts, and revisions

O. Recommended Grading Scale:

NUMERIC	GRADE	POINTS	DEFINITION
93–100	A	4.00	Superior
90–92	A-	3.67	Superior
87–89	B+	3.33	Above Average
83–86	B	3.00	Above Average
80–82	B-	2.67	Above Average
77–79	C+	2.33	Average
73–76	C	2.00	Average
70-72	C-	1.67	Below Average
67–69	D+	1.33	Below Average
63-66	D	1.00	Below Average
60-62	D-	0.67	Poor
00-59	F	0.00	Failure

P. Grading and Testing Guidelines :

Students will receive grades (A – F) for the course. However, **a grade below C- will NOT satisfy the prerequisite for ENGL1030**; in order to continue to the next course in English, a student must obtain a grade of C- or better.

The percentage values for the various course components are shown in the table below. Individual faculty members will assign specific weight to those components left to them to “weight” individually BEFORE the term begins. **This includes all components in the first category, “Various Pre-writing and Participation Assignments,” as long as the total category constitutes anything between 20 and 30% of the final course grade. This also includes the specific weight assigned to Essay 3, as long as that “weight” falls somewhere in range of 10-15% of the final course grade. Needless to add, the total course grade MUST equal 100%.**

	Assignment	Recommended Percentages
(25-30%)	Various Pre-writing and Reflective Writing Assignments:	
	First-week Reflective Essay	2%
	Participation in discussion boards and other pre-writing assignments	3%
	3 Summary-Analysis Assignments (Pre-Writing)	3%
	Mid-term (in-class) Reflective Essay	5%
	Attendance, participation, and in-class discussion	6%
	Assignments in <i>Writer's Help</i> , including pre- and post-tests	6%
(30-35%)	Major Essay Assignments:	
	Essay 1: Reading Response Essay (final draft)	10%
	Essay 2: Comparative Analysis Essay (final draft)	10%
	Essay 3: Synthesis Essay (final draft)	15%
(40%)	The Final Portfolio Assignment:	
	NOTE: The Final Portfolio contains further revisions of the 3 Major Essay Assignments (even after the essays have already been graded), along with the Final Reflective Essay.	40%
	TOTAL	100%

Contents of the Portfolio:

Toward the end of the semester in ENGL1010, students will prepare an electronic portfolio of documents that will become the basis of a writer's conference in the final week of ENGL 1010. Some ENGL1030 instructors may request the opportunity to review the ENGL1010 portfolio in order to make the transition to ENGL1030 more effective. Technical program faculty may also wish to review the portfolio. Students may also use this same electronic portfolio to assemble folders with work done for various classes in the student's program that may be used as needed for employment interviews or shared with prospective colleges and employers upon graduation from North Central State College.

1. Final Reflective Essay:

A very important item in the electronic portfolio is the Final Reflective Essay, in which students reflect on their progress during the semester. Please refer to the guidelines for this assignment.

2. Revised Essays:

In addition to the Final Reflective Essay, the portfolio must also contain the following 3 major essays: (1) the Reading Response Essay, (2) the Comparative Analysis Essay, and (3) the Synthesis Essay. Instructors will have already graded these essays during the term, but students are encouraged to continue to revise the essays as they become more skilled as writers, even once those essays have received an official "grade" at some point during the semester. Instructors will provide feedback during writing consultations. The final essays submitted in the portfolio (in the final weeks of the term) should be revised significantly (since they were last seen by the course instructor) in order to represent the student's best effort and best work.

Late portfolios, including the final reflective essay, will NOT be accepted unless the student can document that an emergency situation, such as an accident occurring on the way to the college, prevented that student from submitting the portfolio on time.

The last week of the term is used for (scheduled) individual conferences with each student in the class. During these conferences, the contents of the portfolio will be discussed, along with any concerns the student might have about his/her final grade and/or any suggestions the instructor might have to offer to the student, moving forward.

Q. Examination Policy:

In addition to the major writing assignments that you must complete throughout the term, you will produce 3 personal reflective essays: one in the first week, one at mid-term, and one in the week prior to the end of the term. The mid-term essay must be written in class. [*See additional policies from individual instructors attached at the end of this syllabus.*]

R. Class Attendance and Homework Make-Up Policy:

Attendance will be taken, and regular attendance is quite important if you hope to meet the course goals. You must turn in each of your required essays by the date on the course schedule. Failure to produce the 3 required major essays, as well as the 3 reflective essays on schedule could jeopardize your ability to successfully complete this course. [*See additional policies from individual instructors attached at the end of this syllabus.*]

S. Classroom Expectations:

All students are expected to demonstrate professional behavior and use language appropriate for the classroom learning experience. [*See additional policies from individual instructors attached at the end of this syllabus.*]

T. College Procedures/Policies:

Important information regarding College Procedures and Policies can be found on the [syllabus supplement](https://sharept.ncstatecollege.edu/committees/1/curriculum/SiteAssets/SitePages/Home/SYLLABUS%20SUPPLEMENT.pdf) located at <https://sharept.ncstatecollege.edu/committees/1/curriculum/SiteAssets/SitePages/Home/SYLLABUS%20SUPPLEMENT.pdf>

The information can also be found [Choose an item.](#)

North Central State College

English Department Plagiarism Statement

Definition

Plagiarism includes, but is not limited to, submitting, without appropriate acknowledgment, any written, visual or oral material that has been copied in whole or in part from the work of others (whether such source is published or not) even if the material is completely paraphrased in one's own words. This includes another individual's academic composition, compilation, or other product, or a commercially prepared paper. Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.

Such practices constitute plagiarism regardless of motive. Those who deny deceitful intent, claim not to have known that the act constituted plagiarism, or maintain that what they did was inadvertent are nevertheless subject to penalties when plagiarism has been confirmed.

When you turn in your paper to your instructor, you are promising that the whole paper is in your words, except for those places where you quote or paraphrase. That's what is implied by your name being on the paper, and that's what your instructor assumes. However, if your instructor discovers that you have used someone else's words or ideas, then you have broken your promise.

Procedure for Handling Plagiarism

- a. Any plagiarized paper receives a 0%, and a report will be placed in the student's file in Student Records.
- b. An instructor who charges a student with plagiarism must indicate why the instructor believes that it is not the student's work.
- c. Students who wish to disprove a charge of plagiarism must provide the instructor with whatever proof is requested.
- d. Students may appeal to the Dean of Liberal Arts if they are unsatisfied with the instructor's determination of plagiarism.
- e. Under College policy, the student may present his or her case through the Appeals procedure to the Committee for Academic Misconduct.

Special rules may be enforced for particular courses. This is especially true in courses where research papers are a significant portion of the grade, such as ENGL1030, as well as additional 2000-level English courses.

Even if you do not copy words out of a book, but copy from another student, that is still plagiarism, and your essay will fail.

Remember—You have read this statement and are aware of the policy. A “first offense” plea is not a defense.