



## North Central State College

### MASTER SYLLABUS

2025-2026

A. Academic Division: Liberal Arts

B. Discipline: English

C. Course Number and Title: ENGL1010 English Composition I

D. Assistant Dean: Laura Irmer

E. Credit Hours: 3

F. Prerequisites: Qualifying placement test scores  
OR

Co-requisites: ENGL-0010

G. Last Course/Curriculum Revision Date: Summer 2025

Origin date: 01/03/2011

H. Textbook(s) Title:

Open Education Resources (available for download or view)

*Write What Matters*

- Authors: Minervini, A, Long, L., Gladd, J.
- Copyright Year: 2020
- Edition: 1st
- ISBN: (Digital)
- OER LINK: <https://idaho.pressbooks.pub/write/>

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, end of the term.
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 term (early and late term).
2. Demonstrate the relationship between critical thinking, reading, and writing techniques.	Assigned papers and exercises, as well as class discussions (throughout the term).
3. Use a flexible and recursive process for writing.	Assigned papers and exercises (throughout the term).
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 (throughout the term).
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 (throughout the term).
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 (throughout the term).
7. Write a minimum of 20 pages of formal text.	Required minimum lengths on assignments throughout the term.

M. 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

N. College Procedures/Policies:

North Central State College believes that every student is a valued and equal member of the community.\* Every student brings different experiences to the College, and all are important in enriching academic life and developing greater understanding and appreciation of one another. Therefore, NC State College creates an inclusive culture in which students feel comfortable sharing their experiences.

Discrimination and prejudice have no place on the campus, and the College takes any complaint in this regard seriously. Students encountering aspects of the instruction that result in barriers to their sense of being included and respected should contact the instructor, assistant dean, or dean without fear of reprisal.

\* *Inclusive of race, color, religion, gender, gender identity or expression, national origin (ancestry), military status (past, present or future), disability, age (40 years or older), status as a parent during pregnancy and immediately after the birth of a child, status as a parent of a young child, status as a foster parent, genetic information, or sexual orientation*

**Important information regarding College Procedures and Policies can be found on the syllabus supplement located at**

<https://ncstatecollege.edu/documents/President/PoliciesProcedures/PolicyManual/Final%20PDFs/14-081b.pdf>



North Central State College  
SYLLABUS ADDENDUM

Academic Division: Liberal Arts Discipline: ENGLISH  
Course Coordinator: Thomas Shields  
Course Number: ENGL 1010-CN1 Course Title: Basic Composition 1  
Semester / Session: Fall / 16wk Session Start / End Date: 08/11/2025-12/12/2025

**Instructor Information**

Name: Alle McGregor Phone Number: 740-485-2088  
E-Mail Address: phenney@ncstatecollege.edu  
Office Location: Kehoe 236 Student Hours: 12:05PM - 12:45PM & 2:00 PM-3:30 PM Tues/Thurs,  
Zoom Classroom: Fridays 11:40 AM to 12:30PM

**I. Topical Timeline (Subject to Change):**

Weeks	Topics
1	Summary and Rhetorical Analysis
2	MLA formatting, Outlining, Drafting, Peer Editing, Revision
3	Perspectives and Genres
4	Thesis Statements, Outlining, Drafting, Peer Editing, Revision
5	Annotated Bibliography, Research, and Argument
6	Thesis Statements, Outlining, Drafting, Peer Editing, Revision
7	Visual Analysis, Multimodal Project
8	Thesis Statement Outlining, Drafting, Peer Editing, Revision

**II. Course Assignments:**

1. Quizzes: Weekly Quiz on readings, assignments, etc.
2. Tests: No tests but 3 major Essays and 1 major Multimedia Assignment
3. Skills Testing: Writing assignments test various skill sets from critical thinking to grammar
4. Independent Studies: None
5. Homework: All preparatory assignments are connected to one of the 4 major assignments.

**III. Grading and Testing Guidelines:**

4 Major Assignments 65%  
Rhetorical Analysis Essay 10 %  
Genre Essay 15%  
Synthesis Essay 20 %  
Multimodal Project 20%

Scaffolding/Preparation Assignments 15%  
Summary  
Perspectives  
Annotated Bibliography  
Visual Analysis

Participation Assignments 5%  
Discussions

Course Number: 1010CN1  
Semester / Session: Fall 2025

Course Title: Composition 1  
Start / End Date: 08/11/25-12/12/25

Attendance  
Essay Writing Reflections

PreWriting Assignments 15%  
Peer Editing reflections  
Peer Editing Accountability  
Tutoring  
Draft Check Writing Conferences

IV. **Examination Policy:** No traditional exams in this course.

V. **Class Attendance and Homework Make-Up Policy:**

1. **Class attendance and participation is necessary to acquire the knowledge.**
2. **Participate in class.** Students MUST attend at least one of the first three classes AND complete the first week assignments before Friday of Week 2 of the term or you will be withdrawn for non-attendance. For each of the 3 credit hours of this class, you should anticipate 2-4 hours of work outside the class – for asynchronous this means 3 hours independent study, plus 9-12 hours per week outside of class. Attendance matters. Excused absences include School sponsored extracurriculars and genuine emergencies (illness, bereavement, court, safety/housing, major transport issues). Please report the situation to me in advance—or as soon as you're able—by email with dates and brief details; a coach/faculty note or short self-attestation is fine. Make-up work or extensions will be arranged. Frequent absences (~20%+) require a success plan.
3. **Participating will help you meet the expectations of the major and minor course assignments.** Participation is more than merely showing up – even in a hybrid or asynchronous class. You are expected to take an active part in your own learning experience. Likewise, participation in an asynchronous course should include weekly discussions via email with your instructor about your critical thinking, critical reading, and critical writing progress, in addition to keeping up with the assignments. We will use many hybrid tools via Canvas, but merely being able to turn in an assignment does not ensure you have approached it correctly and successfully learned the lesson. Participation also offers you a chance to ask questions and truly understand all that you are meant to do in each specific assignment.
4. **Late Assignment Policy.** Late Work & Extensions  
24-hour grace: You may submit up to 24 hours late with no penalty—no email needed.  
After the grace: From 24–72 hours late = –10% per 24 hours. More than 72 hours late isn't accepted without an approved extension. Extensions (show your work): If you've been actively working with a tutor or with me, you may earn an extension. I need to see progress, such as: Drafts or revision history Writing Center/tutor confirmation or appointment screenshot Notes, outline, or plan How to request: Message me before the deadline (or within 24–48 hours for emergencies) with what you've completed, where you got help, and a realistic new due date (usually 2–5 days).  
Bottom line: Communicate early and show effort—I'll meet you halfway.
5. **Tutoring is required in this course and earns points.** In every English 1010 and 1030 class, a writing coach from the Fallarius Writing coaching Center is embedded to help during writing sessions in class. They are knowledgeable, helpful, and experienced in working with me and my classes. Additionally, the Tutoring Center has regular online hours during each term, which will be explained by the writing coach in the first week of class. Tutoring has earned a negative reputation in America. Our educational system through secondary level stigmatizes tutoring and writing coaching as ONLY helpful for remediation. This is not the case worldwide. A writing coach is highly respected and required in other educational systems. The tutor or writing coach should be viewed as someone to bounce ideas with and who can make suggestions to push you through writer's block or other writing issue. This is far from remediation. Writing coaches are an active part of the invention and writing process as a whole. Please use them as such. However, if you do have writing issues requiring remediation, the writing coaches can address those issues as well. Writing coaching may be assigned depending on critical thinking, critical reading, and academic writing needs. Each writing coaching session does count as participation whether writing coaching is online or in person at NCSC Tutoring Center.
6. **Commit to an ongoing process of exploration, discovery and improvement in your own writing** without over-relying on a writing coach, instructor, or someone else. Participation is especially necessary during draft and editing sessions. If you are struggling to create the draft, the worst choice for your progress is to not come to class, office hours, and/or miss your writing conference. How can your instructor and writing coach help you if you are not in

class to ask questions and find help? Multiple studies of college student success practices show that students who miss one or more weeks of work in class over the course of the semester generally find that their final course grade suffers tremendously. Naturally, if you have a standard meeting time or even for writing conferences BE ON TIME and PARTICIPATE – get involved in the discussions about writing and about the readings. Also, watch the Vlogs and videos posted in Canvas. You will earn attendance and participation points if you are present and participating in the class activities. To do otherwise sends the message that you don't respect the instructor, your fellow students, or the job of being in college ... and will be acknowledged in the "participation" portion of your course grade.

7. **Online classroom etiquette** Mute the microphone when not speaking. Video may be off when not speaking but as a courtesy to classmates turn the video on when speaking. Be aware of delays and try not to talk over each other. In my class, ask questions throughout the discussion, unless I tell you otherwise. Additionally, sadly I need a policy for this, please always be appropriately clothed for public viewing (casual is fine, but no PJs or similar) in a setting appropriate for learning (not in bed) and preferably be alone. Children, family, and pets interrupting you while you are in the hybrid class session. This is often unavoidable. Mute your mic (and camera) and deal with the issue in a calm way and return to class as soon as possible. If necessary, leave the session and return later. Text me or the embedded writing coach if there is a more major issue which will hinder you from returning to class, such as a child is injured requiring first aide or similar incident.
8. **Photographing and Recording** Photographing or recording any part of class work, lecture, etc. is strictly prohibited by students unless specifically requested via NCSC Specialized Services for adaptive learning requirement. However, if you ask first, I do permit recording of Writing Conferences so you can refer to the discussion as you revise. I do record each class session and post it on Canvas for students to revisit since we cover so much in a single class each week. However, this is not meant as permission to miss class for those in the hybrid class. Additionally, posting any part of class work, lecture, etc. on social media or any other internet or organization site is likewise strictly prohibited in the spirit of FERPA privacy laws.
9. **WiFi Issues** Similarly, if your WiFi or something else drops the signal or otherwise "boots you off," please text me or our writing coach, and try to return at least 3 times. If you are "booted off," three times, then stay off and watch the recording of class when it posts the next morning. Also, clear the cache in your internet browser before attempting to come to class which will eliminate some issues with getting "booted off" the internet.
10. **Weather-related class attendance issues:** Hybrid Class: If the college is officially closed, then the hybrid session will be rescheduled and recorded. However, we may not be closed but may have issues like a thunderstorm knocking out the WiFi or a power outage. In those instances, a text to inform either the instructor or writing coach is helpful, followed by a scheduled conversation with the same as soon as possible to understand all that you've missed for class. Similarly, if your WiFi or something else drops the signal or otherwise boots you off, please text me or our embedded writing coach, and try to return at least 3 times. If you are booted off, three times, then stay off and watch the vlog
11. **College Now CLASSROOMS Bad Weather Policy:** If your home high school cancels for weather, you may join our class via Zoom at the regular time. Notify me before class (or ASAP) with your high school name and the date. How to join: Use the Zoom link posted on Canvas; come ready to participate (chat/voice). Attendance: Zoom participation counts as present. Some in-class activities may have remote alternatives. Tech issues: If power/internet fails, email me when able; we'll arrange make-ups. If the college moves remote/closed, the entire class meets on Zoom.
12. **Classroom Safety Issues (NCSC recommended safety practices) Run, Hide Fight**  
Threatening situation in class In the event that there is a situation involving a violent intruder or threatening situation, we need to be aware of some things that we can do to protect ourselves. If something is dangerous is happening to a student during our hybrid class section, or writing conference, the recording will continue to run to document the incident for NCSC incident reporting purposes (as required by NCSC classroom policy). If the incident is a life or property danger, 911 will be called and appropriate follow up measures will be taken (closing class early, recording for incident reports, etc.).

## VI. Classroom Expectations:

### Growth Mindset

Do you ever wonder why some students seem to not progress in their learning while other make amazing progress? Some students arrive in college with a fixed mindset while others have a growth mindset. A fixed mindset limits one's ability to see success and move toward it. A growth mindset opens one's vision and one's mind to use everything one knows, experiences, and learns to progress and reach their potential.

**Course Number:** 1010CN1  
**Semester / Session:** Fall 2025

**Course Title:** Composition 1  
**Start / End Date:** 08/11/25-12/12/25

Specifically, in this English course, we will be employing some growth mindset tools and some mindfulness focusing exercises. These will help us transition from the learning to write frame of a writing course and progressing to a writing learn understanding of college composition. This requires levels of critical thinking that we've perhaps never tried. All the exercises and activities help us create a set of tools for use in writing in any course in college, as well as any career position after college.

Respect

**Respect your classmates and instructor.**

Some basic rules, include not interrupting or talking over anyone speaking to the entire class, having microphones muted when not speaking to avoid feedback, and eliminate distractions like chewing in the mic, dogs barking, screaming children, etc. Questions on topic, naturally, are acceptable.

More importantly, classroom content and writing discussions require sincere respect and tolerance of ideas, concepts, beliefs, which may be very different from your own. Importantly, we must share a safe place to explore new and varied ideas within this class and course. The most challenging activity for this is our peer edits/reviews. Simply because you do not agree with the content of an essay does not mean that essay does not have strong merit in the overall continuing conversation on the topic in academia.

Peer edits/reviews, like grading from an instructor, look at the successful or unsuccessful use of rhetorical tools and writing to effectively discuss an aspect of a topic. Whether a peer editor or instructor is persuaded to change one's position is NOT the goal; effective writing is the goal.

**Communication**

All communication with the instructor MUST include the student name, Course, and Section. The preferred method of communication is to Text Alle McGregor at 740-485-2088. Subsequent responses in the same email thread do not require the formalities. Emailing, texting, and calling are acceptable between 9 a.m. and 10 p.m. I should respond within the hour of a communication, but responses may take up to 24 hours.

**English 1010-CN1**

ALLE McGregor | Fall · 2025 | 8:00-9:15 AM | Kehoe 242 | Office Hours

**12:05PM - 12:45PM & 2:00 PM-3:30 PM Tuesday/Thursday, Kehoe Center for learning Room 242.**

**Online Zoom Classroom: Fridays 11:40 AM to 12:30PM**

Contact Info: 7404852088

Email: [jmcgregor@ncstatecollege.edu](mailto:jmcgregor@ncstatecollege.edu)

# College Composition I — 16-Week Canvas Schedule Gaming Theme

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Major Projects: Rhetorical Analysis • Evaluation Essay • Synthesis Essay • Final Multimodal Project (Create a Game or Propose a Rule Change)

Note: This schedule mirrors weekly Canvas modules. Quizzes have been removed per your request.

Week	Module Title	Pages (Canvas)	Discussions	Assignments & Due Items
1	Introduction to the Course & Rhetoric in Games	<ul style="list-style-type: none"><li>• Syllabus &amp; Course Schedule</li><li>• What Is Rhetoric? (Ethos, Pathos, Logos)</li><li>• Course Theme Overview: The Rhetoric &amp; Evolution of Games</li><li>• APA Basics (7th ed.)</li></ul>	<ul style="list-style-type: none"><li>• Your Favorite Game and Why You Play It</li></ul>	<ul style="list-style-type: none"><li>• Rhetorical Appeals Practice (short paragraph)</li><li>• Select candidate texts for the Rhetorical Analysis</li></ul>
2	Analyzing Arguments in Gaming Media	<ul style="list-style-type: none"><li>• Rhetorical Situation in Game Media (exigence, audience, purpose)</li><li>• Selecting a Text for Analysis (articles, videos, commentary)</li><li>• Summary vs. Analysis Refresher</li></ul>	<ul style="list-style-type: none"><li>• Which Gaming Journalist/Streamer Do You Trust?</li></ul>	<ul style="list-style-type: none"><li>• Rhetorical Analysis Topic Proposal</li><li>• Rhetorical Analysis Working Outline</li></ul>
3	Crafting a Thesis for Rhetorical Analysis	<ul style="list-style-type: none"><li>• From Observation to Argument</li><li>• Writing Strong Thesis Statements</li><li>• Intros &amp; Conclusions in Analytical Writing</li></ul>	<ul style="list-style-type: none"><li>• Best/Worst Game Trailers — What Works?</li></ul>	<ul style="list-style-type: none"><li>• Rhetorical Analysis Thesis &amp; Outline (expanded)</li><li>• Body Paragraph Draft (textual evidence + rhetorical appeals)</li></ul>
4	Structuring & Peer Review (Rhetorical Analysis)	<ul style="list-style-type: none"><li>• Essay Structure &amp; Cohesion</li><li>• Integrating Game-Related Examples into Analysis</li></ul>	<ul style="list-style-type: none"><li>• Peer Review — Rhetorical Analysis Drafts</li></ul>	<ul style="list-style-type: none"><li>• Rhetorical Analysis — Full Draft</li><li>• Rhetorical Analysis — Final Submission (end of week)</li></ul>



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				• Writer's Reflection (RA)
<b>5</b>	Evaluation Writing & Criteria	<ul style="list-style-type: none"> <li>• What Is an Evaluation? (vs. review)</li> <li>• Choosing Evaluation Criteria (fairness, balance, engagement, accessibility)</li> <li>• Source Vetting with SIFT</li> </ul>	<ul style="list-style-type: none"> <li>• The Best &amp; Worst Game Rules You've Encountered</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation Essay Topic Proposal</li> <li>• Evaluation Criteria Chart (3+ criteria)</li> </ul>
<b>6</b>	Evidence & Integration for Evaluation s	<ul style="list-style-type: none"> <li>• Using Evidence to Support Evaluations</li> <li>• Quotation Integration &amp; Signal Phrases</li> <li>• Model Evaluation Paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Troubleshooting Criteria/Evidence Alignment</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation Essay Outline</li> <li>• Evaluation Essay — First Draft</li> </ul>
<b>7</b>	Peer Review (Evaluation ) & Revision	<ul style="list-style-type: none"> <li>• Revision Strategies for Criteria-Driven Essays</li> <li>• Editing Clinic (clarity, concision, flow)</li> </ul>	<ul style="list-style-type: none"> <li>• Peer Review — Evaluation Drafts</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted Revisions to Evaluation Draft</li> <li>• Instructor Conference/Office Hours (as scheduled)</li> </ul>
<b>8</b>	Finalize Evaluation Essay	<ul style="list-style-type: none"> <li>• Revising for Clarity &amp; Impact</li> <li>• APA Integration in Evaluation Writing</li> </ul>	<ul style="list-style-type: none"> <li>• When Should Rules Change? (ethics &amp; design)</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation Essay — Final Submission (end of week)</li> <li>• Writer's Reflection (Evaluation)</li> </ul>
<b>9</b>	Introduction to Synthesis	<ul style="list-style-type: none"> <li>• What Is Synthesis? Combining Multiple Perspectives</li> <li>• Finding Academic Sources on Game/Sport Evolution</li> <li>• Beyond Patch Notes: Locating Scholarly Conversations</li> </ul>	<ul style="list-style-type: none"> <li>• How Has Your Favorite Game Changed Over Time?</li> </ul>	<ul style="list-style-type: none"> <li>• Synthesis Essay Topic Proposal</li> <li>• Working Thesis &amp; Research Plan</li> </ul>
<b>10</b>	Annotated Bibliography & Organization	<ul style="list-style-type: none"> <li>• Annotated Bibliography Guide (4+ credible sources)</li> <li>• Organizing by Theme vs. Chronology</li> </ul>	<ul style="list-style-type: none"> <li>• Source Share &amp; Feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Annotated Bibliography (4+ sources)</li> <li>• Synthesis Essay Outline</li> </ul>
<b>11</b>	Drafting the Synthesis — Integration	<ul style="list-style-type: none"> <li>• Weaving Sources &amp; Synthesis Moves</li> <li>• Avoiding Patchwork Quotation</li> </ul>	<ul style="list-style-type: none"> <li>• Draft Exchange — Synthesis</li> </ul>	<ul style="list-style-type: none"> <li>• Synthesis Essay — First Draft</li> <li>• Final Project Introduction &amp; Proposal (Create a</li> </ul>

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				Game or Rule Change)
<b>12</b>	Peer Review & Submission (Synthesis)	<ul style="list-style-type: none"> <li>• Revision Strategies for Synthesis</li> <li>• Final APA Checklist</li> </ul>	• Peer Review — Synthesis Drafts	<ul style="list-style-type: none"> <li>• Synthesis Essay — Final Submission (end of week)</li> <li>• Writer's Reflection (Synthesis)</li> </ul>
<b>13</b>	Multimodal Composition Skills	<ul style="list-style-type: none"> <li>• Final Project Guidelines &amp; Examples</li> <li>• Tool Tutorials (slides/video/audio/infographic)</li> </ul>	• Final Project Brainstorm & Feedback	<ul style="list-style-type: none"> <li>• Final Project Outline</li> <li>• Asset List (media, visuals, data)</li> </ul>
<b>14</b>	Build & Iterate — Prototyping	<ul style="list-style-type: none"> <li>• Storyboarding &amp; Prototyping</li> <li>• Accessibility &amp; Audience Considerations</li> </ul>	• Progress Check Thread	<ul style="list-style-type: none"> <li>• Draft Presentation/Prototype</li> <li>• Optional Revisions to Prior Essays</li> </ul>
<b>15</b>	Polish & Peer Test	<ul style="list-style-type: none"> <li>• Visual/Audio Rhetoric Tips</li> <li>• Practice Delivery &amp; Timing</li> </ul>	• Peer Testing Session (feedback on clarity & design)	<ul style="list-style-type: none"> <li>• Finalize Project Assets</li> <li>• Speaker Notes or Script</li> </ul>
<b>16</b>	Finals Week — Presentations & Reflection	<ul style="list-style-type: none"> <li>• Submission Instructions</li> <li>• Course Reflection Prompt</li> </ul>	• Showcase Thread (if asynchronous)	<ul style="list-style-type: none"> <li>• Final Multimodal Project — Submission &amp; Presentation</li> <li>• Course Reflection (short)</li> </ul>

Assignment Due date list:

📅 **Aug 17, 2025 (Week 1)** — Rhetorical Appeals Practice (short paragraph); Select candidate texts for the Rhetorical Analysis

📅 **Aug 24, 2025 (Week 2)** — Rhetorical Analysis Topic Proposal; Rhetorical Analysis Working Outline

📅 **Aug 31, 2025 (Week 3)** — Rhetorical Analysis Thesis & Outline (expanded); Body Paragraph Draft (textual evidence + rhetorical appeals)

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📅 **Sep 7, 2025 (Week 4)** — Rhetorical Analysis — Full Draft; **Rhetorical Analysis — Final Submission**; Writer's Reflection (RA)

📅 **Sep 14, 2025 (Week 5)** — Evaluation Essay Topic Proposal; Evaluation Criteria Chart (3+ criteria)

📅 **Sep 21, 2025 (Week 6)** — Evaluation Essay Outline; Evaluation Essay — First Draft

📅 **Sep 28, 2025 (Week 7)** — Targeted Revisions to Evaluation Draft; Instructor Conference/Office Hours (as scheduled)

📅 **Oct 5, 2025 (Week 8)** — **Evaluation Essay — Final Submission**; Writer's Reflection (Evaluation)

📅 **Oct 12, 2025** — *(No submissions — Fall Break window)*

📅 **Oct 19, 2025 (Week 9)** — Synthesis Essay Topic Proposal; Working Thesis & Research Plan

📅 **Oct 26, 2025 (Week 10)** — Annotated Bibliography (4+ sources); Synthesis Essay Outline

📅 **Nov 2, 2025 (Week 11)** — Synthesis Essay — First Draft; Final Project Introduction & Proposal (Create a Game or Rule Change)

📅 **Nov 9, 2025 (Week 12)** — **Synthesis Essay — Final Submission**; Writer's Reflection (Synthesis)

📅 **Nov 16, 2025 (Week 13)** — Final Project Outline; Asset List (media, visuals, data)

📅 **Nov 23, 2025 (Week 14)** — Draft Presentation/Prototype; Optional Revisions to Prior Essays

📅 **Nov 30, 2025 (Week 15)** — Finalize Project Assets; Speaker Notes or Script

📅 **Dec 7, 2025 (Week 16)** — **Final Multimodal Project — Submission & Presentation**; Course Reflection (short)

## **Grading Percentages of Each assignment group:**

Attendance & Participation 5%

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Prewriting Drafting 15%

Required Scaffolding Exercises 15%

Rhetorical Analysis 10%

Essay 2 Genre 15%

Synthesis Essay 20%

Multimodal Project 20%