



North Central State College

**MASTER SYLLABUS**

**2025-2026**

- A. Academic Division: Liberal Arts
- B. Discipline: English
- C. Course Number and Title: ENGL1030 English Composition II
- D. Dean: Dr. Steven Haynes
- E. Credit Hours: 3
- F. Prerequisites: ENGL1010 (with a C- or better)
- G. Last Course/Curriculum Revision Date: Fall 2023                      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/>

Open Education Resources (available for download or view)

*Deliberate Rhetoric, Arguing about Doing*

- Authors: Kock, C.
- Copyright Year: 2017
- Edition: Vol. 5
- ISBN: (e-book) 978-0-920233-81-8
- OER Link: <https://windsor.scholarsportal.info/omp/index.php/wsia/catalog/book/19>

- I. Workbook(s) and/or Lab Manual: None
- J. Course Description: This is a course in argument and research writing. Students read issue-based works and write summaries, responses, and an argument and research paper. Students learn to organize research projects, find and evaluate sources, incorporate ideas and quotations from sources, document their sources in APA style, analyze and use argumentative strategies and persuasive appeals, and prepare and revise effective, coherent papers. (OTM for Second Writing Course TME002)

K. College-Wide Learning Outcomes:

| <b>College-Wide Learning Outcomes</b>  | <b>Assessments - - How it is met &amp; When it is met</b>                                   |
|--|---|
| Communication – Written                | Written Communication VALUE Rubric, Final Draft of the APA Research Paper, end of the term. |
| Communication – Speech                 |   |
| Intercultural Knowledge and Competence |   |
| Critical Thinking                      |   |
| Information Literacy                   | Information Literacy VALUE Rubric, APA Annotated Bibliography, middle of the term.          |
| Quantitative Literacy                  |   |

L. Course Outcomes and Assessment Methods:

Upon successful completion of this course, the student shall:

| <b>Outcomes</b>  | <b>Assessments – How it is met &amp; When it is met</b>  |
|--|--|
| 1. Identify and analyze the elements that affect the writing situation—purpose, audience needs, stance, style, and format/structure—and use effective argumentative strategies and persuasive appeals. | Assigned papers and summaries/analyses as well as final research presentation and discussions of the readings, throughout the term.  |
| 2. Demonstrate the relationship between critical thinking, reading, and writing techniques; find, evaluate, and use source material to support and develop ideas.                                      | Close and thoughtful reading of assigned texts, and conducting research to find sources to support an argument in assigned papers, class discussion throughout the term, and a presentation on research process and findings, throughout the term. |
| 3. Use a flexible, recursive process for writing.  | Completion of successive writing stages in assigned papers—generating ideas, planning, drafting, revising and editing, middle and end of the term.   |
| 4. Use collaborative techniques in the writing process.  | Group discussion of reading and writing assignments, brainstorming, and collaboration on audience considerations related to topics, peer review of drafts and analysis of review comments, middle and end of the term.                             |
| 5. Demonstrate a knowledge of conventions—organization, format, grammar, citations, mechanics, style, syntax, and APA citations.   | Use of conventions in written papers throughout the term.  |
| 6. Use electronic technology in the research and writing process, including library catalogs, databases, and Internet search tools.  | Use of Internet tools for research, use of word processing and editing tools for composition and revision, and use of threaded discussions for review and collaboration, throughout the term.  |
| 7. Write a minimum of 24 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 1030-920 Course Title: Basic Composition 1  
Semester / Session: Spring 2023 / Session A Start / End Date: 1/17/23-3/12/23

**Instructor Information**

Name: Pamela Henney Phone Number: 567-876-1115  
E-Mail Address: phenney@ncstatecollege.edu  
Office Location: 137F Fallarius and online Student Hours: MW 12-12:45 pm TR 12:30-1:15 p.m.

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

| Weeks | Topics   |
|-------|--|
| 1     | Summary and Rhetorical Analysis                                |
| 2     | APA 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%  
Weekly Reading Quizzes  
Discussions

Course Number: \_\_\_\_\_  
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Start / End Date: \_\_\_\_\_

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.** If you are in class for less than 90 percent of a class session, you will be counted as absent. 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. Absence for any reason is unexcused. However, incidents of documented hospitalization, death in the immediate family, or other life-threatening issue causing one to miss class will be dealt with on an individual basis. If you have work, childcare, or life issues which interfere with your attendance and/or work in this class, please reconsider your schedule and have back up plans for your personal life. 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.
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.** Make sure that you get assignments in on time. I am fair in setting deadlines which are typically negotiated by the whole class; therefore, they should be workable for everyone. Assignments are due on the deadline with date/time given but the submission window remains open for a 12 hour grace period. Regardless of Canvas noting assignments late, only after the grace period is over and the submission window closes will the late paper penalty apply. Therefore, late assignments in writing classes are also a major inconvenience for the instructor, as well as a sign of disrespect to your instructor and your classmates who struggle to get assignments in on time. Additionally, late assignments cost you points, in terms of your final course grade. That said, I would rather grade a paper we are both comfortable with than grade something haphazardly slapped together at the last minute. If you're having difficulty with your paper, you may request an extension, but ONLY if you ask for it before it is due. Extensions are generally granted only if you have already been working with a writing coach or the instructor. NEVER EMAIL ASSIGNMENTS AFTER THE WINDOW HAS CLOSED. Assignments emailed without instructor permission will NOT be opened, reviewed, or graded. I reserve the right to deduct 10 percent from the assignment's grade for each calendar day the assignment is late. Just to be clear: For an essay worth 100 points, if you miss turning it in on Monday and turn it in on Tuesday, the penalty is 10 points. If you wait and turn the essay in on Friday, the penalty is 25 points. Losing this many points on an assignment in a writing class such as this can one jeopardize your chance to pass the course. Assignments more than two weeks overdue will NOT be accepted (Documented emergency or death in the immediate family are the only exceptions.) Many assignments are preparatory assignments which help you build and create a strong essay. These must be completed with as much attention to the writing as with the essays. Preparatory work, including: Discussions, Notetaking, Annotated Bibliographies, Analyses, Proposals, Drafts, Peer Editing. Most prep work must be completed PRIOR to drafting the essay. Certain assignments (in class writings, quizzes, discussions, and reflections) cannot be turned in late or made up after the rest of the class has already submitted those assignments. For example, reflecting before Peer Editing is important but impact is lost if you do not reflect until days later after the Peer Editing session. Documented emergency absences will be offered an alternative.
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

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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:**
11. 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
12. **Classroom Safety Issues** (NCSC recommended safety practices)
13. **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.).

Course Number: \_\_\_\_\_  
Semester / Session: \_\_\_\_\_

Course Title: \_\_\_\_\_  
Start / End Date: \_\_\_\_\_

## 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.

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 email to phenney@ncstatecollege.edu. Email in a professional or academic situation requires a specific format including a greeting, the body of the email in paragraphs, and a signatory note in the initial email and initial response. Subsequent responses in the same email thread do not require the formalities. Emailing, texting, and calling are acceptable between 9 a.m. and 8 p.m. I should respond within the hour of a communication, but responses may take up to 24 hours. Communication after 8 p.m. usually will not be answered until the next morning.

## Schedule of Activities and Assignments (Revised Fall 2025)

|               | Focus                           | Reading and Video Assignments<br>all due before class starts | Assignments   |
|---------------|---------------------------------|--|---|
| <b>Week 1</b> |                                 |  |   |
|               | Course introduction             | Summary Writing  | Reviewing Summary and Analysis Exercises due  |
|               | Arguing and Argument Intro      | Persuasive Appeals   | Choosing a Topic  |
|               | Review Summarizing              | Rhetorical Analysis  | Choosing, reviewing, and engaging sources and submit initial list of sources                        |
|               | Rhetorical Analysis             | Argument in Academic Circles                                 | <b>Argument Proposal due</b><br>Writing and Tutoring Conferences available for proposal discussions |
|               | Argument Proposal               | Introduction to Arguments                                    | <b>Week 1 Introductions</b>   |
|               |                                 | Proposal Argument  | <b>Week 1 Discussion</b>  |
|               |                                 | Articles needed for argument essay                           | <b>Rhetorical Analysis 1</b>  |
|               |                                 | Argument Essay Instructions                                  |   |
|               |                                 | Videos<br>On Writing Conferences                             |   |
| <b>Week 2</b> |                                 |  |   |
|               | Arguing and Argument Approaches | Basic Elements of an Argument Essay                          | <b>Outline of argument due</b>  |
|               | Outlining                       | Tips for Writing Academic Arguments                          | <b>Rhetorical Analysis 2</b>  |
|               | Drafting, Editing, Revising     | Classic Aristotelian Argument form                           | Start Drafting/Editing/Revising and APA document Set Up   |
|               | Annotated Bibliographies        | Toulmin Argument form  | <b>Critiquing Argument Discussion 1</b>   |
|               |                                 | Sample Essays on Canvas                                      | <b>Tutoring Conference</b>  |
|               |                                 | Citing & Reference Techniques for APA                        | <b>Writing Conference</b>   |
|               |                                 | Videos<br>APA<br>Plagiarism                                  |   |



| Week 3 |   |   |   |
|--------|---|---|---|
|        | <p>Drafting, Editing, Revising</p> <p>Writing Conferences</p> <p>Tutoring Conferences</p> | <p>Conceptualizing Concerns as Dialogue</p> <p>Organizing and Elaborating on Concerns and Objections</p> <p>Considering Multiple Views and Avoiding Bias</p> <p>Ethics &amp; Importance of Arguments Across Moral Tribes</p> <p>Establishing Lines of Communication with Opposition's Traditional Allies</p> <p>Argument as Conversation</p> <p>Review: Chap. X: Writing with Sources</p> <p>Review: They Say/I Say Chaps. 7-10</p> | <p><b>Critiquing Argument Discussion 2</b></p> <p><b>Types of Arguments and Argument Quiz</b></p> <p><b>AI Project</b></p> <p><b>Plagiarism Quiz</b></p> <p><b>AI Exercise Due</b></p> <p><b>Drafting Argument</b></p> <p><b>Writing Conferences</b></p> <p><b>Tutoring Conferences</b></p> |
| Week 4 |   |   |   |
|        | <p>Peer Editing, Revising</p> <p>Writing Conferences</p> <p>Tutoring Conferences</p>      | <p>Donald Murray articles</p> <p>Video On Peer Editing</p>  | <p>Continue Drafting, Editing and Revising</p> <p><b>Writing Conferences</b></p> <p><b>Tutoring Conferences</b></p> <p><b>Peer Editing</b></p> <p><b>Submit Argument Essay</b></p>  |

| Week 5 |  |   |  |
|--------|--|---|--|
|        | Research Writing                                   | Rogerian Argument format                              | Choosing a Topic<br>Developing Research Questions  |
|        | Finding Sources                                    | Introduction to Writing to Inquire                    | Start Note Card Project and Annotated Bibliography   |
|        | Note Card Project                                  | Inquiry Process in Academic Writing                   | <b>Research Argument Proposal</b><br>Writing and Tutoring conferences available for proposal discussions |
|        | Research Proposal                                  | Tips for Developing Research Questions                |  |
|        | Source Integration                                 | Research Paper and Presentation Instructions          |  |
|        |  | Video<br>Research Proposal Writing<br>Research Ethics |  |
| Week 6 |  |   |  |
|        | Note Card Project                                  | Types of Sources                                      | <b>Finalize Note Card Project due</b>  |
|        | Annotated Bibliography                             | Sources and Information Needs                         | <b>Outline due</b><br><br>Drafting/Editing/Revising Research Paper and Presentation                      |
|        | Outlining<br>Drafting, Editing, Revising           | Precision Searching                                   | <b>Writing Conference</b><br><b>Tutoring Conference</b>  |
|        |  | Search Tools  |  |
|        |  | Evaluating Sources                                    |  |
|        |  | Tracking Sourcing with Annotated Biography            |  |
|        |  | Video<br>Annotated Bibliography<br>APA                |  |
| Week 7 |  |   |  |
|        | Drafting, Editing, Revising Essay and Presentation | Sample Research Papers                                | <b>Annotated Bibliography due</b>  |
|        | Writing Conferences                                | Sample Research Presentations                         | Drafting/Editing/Revising Paper and Presentation   |
|        | Tutoring Conferences                               | Function of Informative Speeches                      | <b>Peer Editing</b><br><br><b>Writing Conferences</b><br><b>Tutoring Conferences</b>                     |
|        |  | Effective Visual Aids                                 |  |
|        |  | Techniques for Building                               |  |

|  |  |            |  |
|--|--|------------|--|
|  |  | Confidence |  |
|--|--|------------|--|

|  |  |                                      |  |
|--|--|--------------------------------------|--|
|  |  |                                      |  |
| <b>FinalsWeek</b>  |  |                                      |  |
| Peer Editing,<br>Revising<br><br>Writing<br>Conferences<br><br>Tutoring<br>Conferences |  |                                      | Presentations during Class<br><br>Writing Conferences<br><br>Tutoring Conferences<br><br>Peer Editing<br><br>Editing and Revising<br><br>Last Date to Turn in Research<br>Essay and Presentation May 10<br>NO EXCEPTIONS |
| <b>Grades Due in My NC</b>   |  | May 15th: Grades due in MyNC by noon |  |

**Notable Dates:**

January 16<sup>th</sup>: Martin Luther King Jr. Day **NO CLASS (but still responsible for first week activities)**

February 20<sup>st</sup>: Presidents Day **CLASS IN SESSION**

February 24<sup>th</sup>: Faculty/Staff Inservice **NO CLASS**

May 12<sup>th</sup>: Last day of Spring Semester