



## North Central State College

### MASTER SYLLABUS

2025-2026

- A. Academic Division: Liberal Arts, Education, Professional & Public Services
- B. Discipline: English
- C. Course Number and Title: ENGL0010 College Composition I Lab
- D. Assistant Dean: Laura Irmer
- E. Credit Hours: 1
- F. Prerequisites: None
- Co-Requisites: ENGL 1010
- G. Last Course/Curriculum Revision Date: Summer 2025 Origin date: 08/19/2012
- H. Textbook(s) Title: Students will use the same books as are used in ENGL1010 English Composition I
- I. Workbook(s) and/or Lab Manual: None
- J. Course Description: This supplementary lab is aimed at providing additional practice and consultation in writing effective, clearly organized essays. The lab provides a review of expository writing skills: paragraph and essay structure; sentence structure; and grammar, spelling, and mechanics to support the sophisticated patterns and variations in paragraphing, planning/writing/revision techniques that are emphasized in ENGL1010.
- K. College-Wide Learning Outcomes:

| College-Wide Learning Outcome          | Assessments - - How it is met & When it is met |
|----------------------------------------|------------------------------------------------|
| Communication – Written                |                                                |
| 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<br>& When it is met                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| 1. Identify and analyze the elements that affect the writing situation—purpose, audience needs, stance, style, and format/structure. | Exercises related to analyzing readings and student papers, middle to late in the term.                                            |
| 2. Demonstrate the relationship between critical thinking, reading, and writing techniques.                                          | Discussion and exercises related to the readings assigned, middle to late in the term.                                             |
| 3. Demonstrate and use a flexible and recursive process for writing.                                                                 | Exercises on thesis and topic sentence development, paragraph-to-paragraph coherence, and outlining, middle to late in the term.   |
| 4. Demonstrate and use collaborative techniques in the writing process.                                                              | Exercises on brainstorming, interviewing, and peer review techniques, middle to late in the term.                                  |
| 5. Demonstrate a knowledge of conventions—organization, format, grammar, citations, mechanics, style, syntax, and MLA citations.     | Exercises on writing confidence and learning styles, and on-time draft essays for review and analysis, middle to late in the term. |
| 6. Demonstrate an understanding of and use electronic technology in the research and writing process.                                | Exercises on searching techniques, selection of evidence, and incorporation of quoted material, middle to late in the term.        |

M. Recommended Grading Scale:

100-70 P Pass  
0-69 F Fail

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 0010-911  | Course Title:     | English Composition I   |
| Semester / Session: | Fall 2025      | Start / End Date: | 10/13/2025 – 12/12/2025 |

**Instructor Information**

|                  |                 |                 |                                 |
|------------------|-----------------|-----------------|---------------------------------|
| Name:            | Tim Christensen | Phone Number:   | (614)483-9128                   |
|                  |                 | E-Mail Address: | tchristensen@ncstatecollege.edu |
| Office Location: |                 | Student Hours:  | 3                               |

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

| Weeks | Topics                                             |
|-------|----------------------------------------------------|
| 1     | Introduction to the course; Genre Essay Prewriting |
| 2     | Genre Essay                                        |
| 3     | Rhetorical Analysis Essay Prewriting               |
| 4     | Rhetorical Analysis Essay                          |
| 5     | Synthesis Essay Prewriting                         |
| 6     | Synthesis Essay                                    |
| 7     | Multimodal Project Prewriting                      |
| 8     | Multimodal Project                                 |

**II. Course Assignments:**

1. Multimodal Project: 20%
2. Essay 3: Synthesis Essay: 20%
3. Essay 2: Rhetorical Analysis Essay: 15%
4. Essay 1: Genre Essay: 10%
5. 4 Scaffold Assignments (Pre-Writing): 15%
6. Prewriting/Drafting/Peer Editing/Introductory Writing Assignment: 15%
7. Discussion Posts: 5%

**III. Grading Guidelines:**

**Grading Criteria for Papers**

**An “A” Paper**

- Has a title and opening sentences that work smoothly together to indicate the direction, scope, and tone of the whole piece. The reader feels the writer’s assurance and understands the writer’s intent.
- Utilizes relevant information.
- Is logically organized and features smooth transitions between sentences and paragraphs. The reader does not stumble or hesitate over the sequence of facts or ideas.
- Contains varied sentence structures, with rhythm and emphasis appropriate to the meaning, and fluent phrasing.
- Displays word choices that are accurate and sensitive to connotations and nuance.
- Employs standard grammar and mechanics (mechanics include spelling, punctuation, and formatting).

An “A” paper is not necessarily flawless; there is no such thing in writing. However, it does reflect a writer who is in full control of his or her material and language.

#### A “B” Paper

- Has most of the characteristics of an “A” paper.
- Contains adequate information, but it may be a little thin, and examples or illustrations may be slightly forced, inappropriate, unclear or exaggerated.
- Employs sentences that are occasionally awkward or wordy.
- Utilizes workable and clear word choices, with a few exceptions.
- Displays occasional mechanical errors.
- Lacks grammatical errors.

#### A “C” Paper

- Has frequent awkward sentences.
- Has barely adequate information.
- Employs organization that occasionally is not clear, causing readers to stop and reread the material to ascertain the meaning.
- Contains little variety in its sentence structure.
- Exhibits wordiness, clichés, and limited vocabulary.
- Displays some grammatical and mechanical errors.

#### A “D” Paper

- Gives an impression of haste, carelessness, lack of attention, or an inability to craft direct, simple sentences.
- Is barely adequate in the categories listed above.
- May make some sense, but only when the reader struggles to find the sense. The writer has minimal control of his or her material.
- Contains frequent grammatical and mechanical errors.

#### V. Late Paper/Assignment Policy:

Assignments are due on the date given. If you’re having difficulty with a paper or other assignment, you may request an extension, but only if you ask for it before the due date. I reserve the right **to deduct five percentage points for each calendar day an assignment is late.**

Since **this is an asynchronous online class**, it is important to keep up with the work. A class like this comes with more flexibility in terms of how you use your time (since there are no class meetings); however, this also means you have to be more self-motivated and that you have more personal responsibility in terms of your time management.

Note that **I have made assignments available until the next assignment is due**; that means you need to keep up with the written work. **Since this is an 8-week class, expect 2 assignments per week.**

#### VI. Discussion Board Guidelines:

In a class like this one, in which ideas are discussed and individual interpretations are welcome, it is important that we all do what we can to create an environment characterized by tolerance and respect for one another’s opinions.

**In this class, the majority of your interaction with classmates will come through our discussion board.** The discussion board is a space for us to collaboratively generate ideas and questions about the literature we read in this class, ask questions of each other, and consider ideas that are new and sometimes different from our own.

Invariably, we will sometimes agree, sometimes disagree, and, hopefully, be open to hearing other views and re-considering our own views. This is not a bad thing. Arguments can help us see new things, sometimes, if we approach them with an open mind. **It is therefore important that we treat each other respectfully within this collaborative space.**

See the **Professionalism & Communication Etiquette** page on our course’s Canvas site for the **North Central State College Student Code of Conduct.**