



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:	Tom Shields		
Course Number:	ENGL 1010	Course Title:	English Composition I
Semester / Session:	Fall 2025 Session B	Start / End Date:	10/13/2025 thru 12/12/2025

Instructor Information

Name:	Kimberly Beal	Credentials:	
Phone Number:	419-610-5375	E-Mail Address:	kbeal@ncstatecollege.edu
Office Location:	N/A	Office Hours:	N/A

I. Topical Timeline / Course Calendar (Subject to Change):

Weeks	Topics	Assignment	Due Date
1	Rhetorical Analysis	Rhetorical Analysis Essay Outline	10/15
2	Rhetorical Analysis	Scaffolding #1; Rhetorical Analysis Draft	10/20; 10/22
3	Genre	Genre Essay Outline; Rhetorical Analysis Final	10/29
4	Genre	Scaffolding #2	11/03
5	Genre; Synthesis	Genre Essay Draft	11/10
6	Synthesis	Scaffolding #3; Genre Essay Final	11/17; 11/19
7	Synthesis	Synthesis Essay Outline	11/24
8	Synthesis; Multi-Modality	Synthesis Essay Draft; Multi-Modal Proposal	12/01; 12/03
9	Multi-Modality	Synthesis Essay Final; Scaffolding #4; Multi-Modal Final	12/08; 12/10

II. Grading and Testing Guidelines:

Final Grade Calculation

Activity	Qty	Points	Percentage
Scaffolding Assignments	4	200	20%
Outlines	4	100	10%
Drafts	3	150	15%
Finals	4	450	45%
Attendance and Participation	1	100	10%

- All essays will be graded using the Essay Evaluation form found on Canvas**
 - You cannot resubmit an assignment for regrading.
 - Essays must be the proper length, or they will not be graded.
 - Drafts are graded using the same requirements as final essays but are worth fewer points.
 - You are expected to use the comments and feedback from previous assignments to help you improve upcoming assignments.
 - All essay—including drafts—must have both in-text citations and a Works Cited page or the assignment will earn a 0
- Expectations for smaller assignments will be listed on the assignment instructions.**
 - These assignments will be graded on how well the instructions are followed and the effort put into completing them.

III. Examination Policy:

- There are no examinations for this course.

IV. Class Attendance and Homework Make-Up Policy:

1. Class attendance is necessary to acquire the knowledge required to learn and improve writing skills.
 - a. Attendance will be taken each class meeting.
 - b. Attendance will be taken using sign-in sheets.
 - Students are responsible for making sure they sign in each day.
2. Students are responsible for turning assignments in on time
 - a. Assignments are due the day they are listed on the course schedule.
 - b. Any assignment that is turned in late will be docked 10% for each day it is late.
 - c. No assignment will be accepted after 1 week.
 - d. Extensions can be given, but the student must contact me before the assignment due date to request one.

V. Classroom Expectations:

1. Essays will be submitted to Canvas as Word documents.
 - a. PDF files are permitted if the student cannot use Word.
 - b. No other file formats will be accepted.
2. Plagiarism is a serious problem that will have serious consequences
 - a. Accidental plagiarism
 - Incorrect in-text citation formatting
 - Incorrect Works Cited entry format
 - This type of plagiarism are teachable moments and will result only in the loss of a few points.
 - b. Plagiarism due to laziness or carelessness
 - No in-text citations
 - No Works Cited page
 - Missing citations or Works Cited entries.
 - This type of plagiarism will result in a 0 on the assignment.
 - c. Blatant cheating
 - Submitting another student's work as your own.
 - Taking text or ideas from a source and passing them off as yours.
 - Buying papers.
 - This type of plagiarism will result in a 0 on the assignment and possibly failing the course.
3. Paper Topics
 - a. Students should choose paper topics that are meaningful to them, rather than topics they deem "easy" to research.
 - b. There are certain topics that are off limits because they are topics that are so commonly discussed that there is very little room for original thought or because they are topics that revolve around strongly held beliefs that can prevent students from researching them objectively.
 - c. These topics include
 - The death penalty
 - Legalizing marijuana or other drugs
 - Lowering or raising the drinking age.
 - Lowering or raising the driving age
 - Same sex marriage/LGBTQ rights
 - Abortion
 - Global warming
 - Gun control
 - Paying college athletes
4. Topics that might touch on these areas, but not focus on them, may be permitted.

English 1010-915 Schedule

Date	Read Before Class	Class Topic	Assignments Due By Midnight
Week 1			
10/13	1. Critical Reading 17. Introduction” What is Rhetoric? 19. The Rhetorical Situation 21. Exigence 22. Purpose 23. Audience 24. Genre 25. Persuasive Appeals 26. Reading Rhetorically, or How to Read like a Writer 48. Rhetorical Analysis 96. Identifying Your Audience and Readers 97. Appealing to Your Audience	Course Introduction Critical Reading Introduce Rhetorical Analysis	
10/15	Asma (PDF on Canvas) Rappoport (PDF on Canvas) 2. Generate Ideas 4. Organize	Discuss Asma and Rappoport Outlining	Rhetorical Analysis Essay Outline
Week 2			
10/20	3. Develop Thesis 5. Drafting Part 1: Getting Started 6. Drafting Part 2: Introductions 121. Citing Sources in Modern Language Association (MLA) Style	MLA Formatting Thesis Statements Introductions	Scaffolding #1
10/22		Peer Review Rhetorical Analysis Drafts	Rhetorical Analysis Draft
Week 3			
10/27	43. Definition 52. Cause and Effect 55. Evaluation	Introduce Genre Essay Essay Genres	

	57. Comparison and Contrast		
10/29	King and del Toro and Hogan (PDF on Canvas) Krotoski and Crouch (PDF on Canvas)	Essay Readings	Genre Essay Outline Rhetorical Analysis Essay Final
Week 4			
11/03	7. Drafting Part 3: Paragraphing 8. Peer Feedback, Revising and Editing	Revision and Editing	Scaffolding #2
11/05		Body Paragraphs Conclusions	
Week 5			
11/10		Peer Review Genre Essay Drafts	Genre Essay Draft
11/12	81. Precision Searching 82. Search Tools 84. Tracking Research with Annotated Bibliographies	Introduce Synthesis Essays Research Introduction	
Week 6			
11/17	58. Synthesis. 83. Evaluating Sources 93. Using Sources Ethically and Avoiding Plagiarism	Evaluating Sources Synthesis	Scaffolding #3
11/19		Counter Arguments	Genre Essay Final
Week 7			
11/24	89. Three Forms of Integration: Summary, Paraphrase, and Direct Quotations 90. Signal Phrases and Transitions	Source Incorporation	Synthesis Essay Outline
11/26	Thanksgiving Break, No Class		
Week 8			
12/01		Peer Review Synthesis Essay Drafts	Synthesis Essay Draft
12/03		Introduce Multi-Modality Project Multi-Modality	Multi-Modal Proposal
Week 9			
12/08		Peer Review of Multi-Modal Projects	Synthesis Essay Final

			Scaffolding #4
12/10		Course Conclusion	Multi-Modal Final