



## North Central State College

**MASTER SYLLABUS**

**2026-2027**

- A. Academic Division: Liberal Arts
- B. Discipline: English
- C. Course Number and Title: ENGL1030 English Composition II
- D. Assistant Dean: Laura Irmer, MFA, MA
- 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   | Average       |
| 67–69   | D+    | 1.33   | Below Average |
| 63–66   | D     | 1.00   | Below Average |
| 60–62   | D-    | 0.67   | Below Average |
| 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 -924        | Course Title:     | Basic Composition II       |
| Semester / Session: | Fall 2026 / Session A | Start / End Date: | 08/17/2026 thru 10/09/2026 |

**Instructor Information**

|                  |                |                 |                                                                                                                                                                 |
|------------------|----------------|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Name:            | Pamela Henney  | Credentials:    | B.S. English Education, M.A. Rhetoric & Composition, 18 hours at Masters level Literature                                                                       |
| Phone Number:    | 567-876-1115   | E-Mail Address: | phenney@ncstatecollege.edu                                                                                                                                      |
| Office Location: | 135H Fallarius | Office Hours:   | TR 1- 3 p.m. in person or online @ <a href="#">Henney Office Hour Link</a> , W 1-3 p.m. online ONLY @ <a href="#">Henney Office Hour Link</a> or by appointment |

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

| Weeks | Topics                                                                                              | Assignment                                                                                                                                       | Due Date |
|-------|-----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| 1     | Arguments and Proposals                                                                             | Class Intro Discussion<br>Weekly Check In<br>Exercise in Developing an Argument<br>Argument Proposal                                             | Aug. 22  |
| 2     | Analysis and Outlining Arguments                                                                    | Rhetorical Analysis Exercise 1 & 2<br>Critical Analysis 1<br>Outline for Argument Essay<br>Weekly Check In                                       | Aug. 29  |
| 3     | Drafting and Conferences                                                                            | Critical Analysis 2<br>Plagiarism Quiz<br>Argument Quiz<br>AI Project<br>Writing/Drafting Conferences<br>Tutoring Conferences<br>Weekly Check In | Sept. 5  |
| 4     | Peer Editing and Revision                                                                           | Writing/Drafting Conferences<br>Tutoring Conferences<br>Peer Editing Argument Essay<br>Final Argument Essay<br>Weekly Check In                   | Sept. 12 |
| 5     | Primary and Secondary Research Concerns, Institutional Review Board requirements, and Source Issues | Determine need for IRB Approval<br>Researched Argument Proposal<br>Research Note Card Exercise<br>Weekly Check In                                | Sept. 19 |
| 6     | Note taking Approaches and Annotated Bibliographies                                                 | Notetaking Activity<br>Researched Argument Paper Outline<br>Writing/Draft Conferences<br>Tutoring Conferences<br>Weekly Check In                 | Sept. 26 |
| 7     | Drafting and Conferences                                                                            | Research Presentation<br>Writing/Draft Conferences<br>Tutoring Conferences<br>Peer Editing<br>Weekly Check In                                    | Oct. 3   |
| 8     | Peer Editing and Revision                                                                           | Final Researched Argument                                                                                                                        | Oct. 7   |

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## II. Grading and Testing Guidelines:

### Final Grade Calculation

| Activity                                                                                                                                                    | Qty | Points                                                  | Percentage |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|---------------------------------------------------------|------------|
| Proposals<br>Argument Proposal<br>Researched Argument Proposal<br>IRB Determination Activity                                                                | 2   | 25 pts.<br>100 pts.<br>10 pts.                          | 6.5%       |
| Rhetorical Analysis<br>Rhetorical Analysis 1<br>Rhetorical Analysis 2<br>AI Practice Project                                                                | 3   | 25pts<br>25pts<br>10 pts                                | 5%         |
| Annotated Bibliographies<br>Critical Analysis 1<br>Critical Analysis 2<br>Researched Argument Annotated Bibliographies                                      | 3   | 30pts<br>30pts<br>100pts                                | 10%        |
| Outlines<br>Argument Essay Outline<br>Researched Argument Paper Outline                                                                                     | 2   | 20pts<br>10 pts                                         | 7%         |
| Argument Paper                                                                                                                                              | 1   | 100pts                                                  | 15%        |
| Notetaking                                                                                                                                                  | 1   | 35 pts                                                  | 5%         |
| Presentation                                                                                                                                                | 1   | 100 pts                                                 | 15%        |
| Drafts and PreWriting<br>Writing Conference 1<br>Writing Conference 2<br>Tutoring Conference 1<br>Tutoring Conference 2<br>Peer Editing 1<br>Peer Editing 2 | 6   | 10pts<br>10 pts<br>10 pts<br>10 pts<br>10 pts<br>10 pts | 10%        |
| Researched Argument Paper                                                                                                                                   | 1   | 100 pts                                                 | 20%        |
| Participation<br>Class Introduction<br>Exercise in Developing an Argument<br>Argument Quiz<br>Plagiarism Quiz<br>7 Weekly Check Ins                         | 11  | 10pts<br>25 pts<br>20 pts<br>20 pts<br>35 pts           |            |

## III. Examination Policy:

- No exams for this course other than the four major assignments noted in section 2 above..

## IV. Class Attendance and Homework Make-Up Policy:

### Attendance and Participation

Regular attendance and participation are essential for success in this course. Class activities are designed to help you develop critical reading, research, writing, and revision skills, as well as explore a variety of writing genres and formats. Students are expected to:

- Complete assigned readings and coursework.
- Actively participate in discussions, workshops, peer reviews, and other learning activities.
- Apply course concepts and writing strategies to their work.
- Do your own work.  
NCSC [Academic Integrity](#)  
NCSC [Plagiarism](#)

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NCSC ENGLISH DEPARTMENT [AI Usage](#)  
NCSC [Academic Honesty/Dishonesty](#)

### First-Week Requirement

To remain enrolled in the course, you must complete the required first-week assignments (Critical Thinking and Writing Exercise) by the Monday of Week 2. Students who do not meet this requirement may be withdrawn for non-attendance.

### Absences

All absences are generally considered unexcused. Exceptions may be made for documented emergencies, such as hospitalization, a death in the immediate family, or other serious circumstances. These situations will be handled individually.

Because this course requires a significant time commitment, students should plan ahead for work, family, and personal responsibilities. For a 3-credit-hour course, expect to spend approximately 9–12 hours per week completing coursework outside of class.

### Required Conferences and Tutoring

For each major essay, students are required to:

- Meet with the instructor for an individual writing conference.
- Meet with the embedded writing coach/tutor for a tutoring session.

These conferences are part of the course requirements and earn participation points.

### Participation in an asynchronous

Participation involves more than simply submitting assignments. Students are expected to:

- Engage actively with course materials.
- Communicate with the instructor as needed.
- Participate in discussions and other learning activities.
- Ask questions and seek clarification when necessary.

Regular participation helps ensure you understand assignment expectations and develop stronger writing skills.

### Late Assignment Policy

Submit all assignments by the deadline listed in Canvas and on the assignment instructions. Once the submission window closes, a penalty of up to **10% per calendar day** may be deducted from the assignment grade.

Assignments more than **two weeks late** will not be accepted unless there is a documented emergency or death in the immediate family.

### Grace Period:

Most assignments include a submission window that remains open beyond the listed deadline.

**Late penalties do not apply until the grace period ends and the submission window closes.**  
Therefore, pay close attention to the **"Available Until"** date and time in Canvas.

### Extensions:

Extensions may be requested before an assignment is due. Extensions are typically granted only to students who have been actively working with the instructor or writing coach.

### **Do Not Email Assignments:**

**Do not email assignments after the Canvas submission window has closed** unless you have received prior instructor approval. Unauthorized emailed assignments will not be graded.

### **Preparatory Assignments**

Preparatory work is an important part of the writing process and may include:

- Discussions
- Notes and research activities
- Annotated bibliographies
- Analyses and proposals
- Drafts
- Peer reviews
- Reflections

Many of these assignments must be completed on time because they support later course activities. Some assignments, such as quizzes, in-class writings, discussions, and reflections, cannot be made up after the class activity has occurred. Students with documented emergencies will be offered alternative arrangements when possible.

### **Tutoring Requirement**

Tutoring is a required part of this course and earns participation points.

The embedded writing coach and the Tutoring/Writing Center are available to help you:

- Develop ideas
- Strengthen drafts
- Overcome writer's block
- Improve critical reading, thinking, and writing skills

Writing coaching is not just for students who are struggling; it is a valuable resource for all writers. Each tutoring session, whether completed online or in person, counts toward your participation grade.

## **V. Classroom Expectations:**

### **Engage in the Writing Process**

Writing is a skill that improves through practice, revision, and reflection. You are expected to take ownership of your learning and actively participate in all stages of the writing process.

- Attend class, writing conferences, and tutoring sessions.
- Complete drafts, revisions, and editing activities.
- Ask questions when you need help.
- Watch assigned videos and review course materials in Canvas. Students who consistently participate and seek support are more likely to succeed in the course.

### **Adopt a Growth Mindset**

This course is designed to help you grow as a reader, thinker, and writer. Be open to feedback, new ideas, and challenges. Mistakes are part of the learning process, and improvement is expected throughout the semester. The skills you develop in this course will support your success in college, your career, and lifelong learning.

### **Respect Others**

A respectful classroom is essential for learning.

Students are expected to:

- Listen attentively when others are speaking.

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- Avoid interrupting or talking over classmates and the instructor.
- Respect viewpoints that may differ from their own.
- Provide constructive and professional feedback during peer reviews.

When reviewing a classmate's work, focus on the effectiveness of the writing rather than whether you agree with the writer's opinions.

### **Communication**

When contacting the instructor, include:

- Your name
- Course number
- Section number

Email is the preferred method of communication. Use professional and respectful language in all emails and messages. Communication is generally welcome between **9:00 a.m. and 8:00 p.m.** Responses are typically provided within 24 hours.

### **Online Classroom Etiquette**

For online or hybrid meetings:

- Mute your microphone when not speaking.
- Turn on your camera when speaking, if possible.
- Be respectful and avoid talking over others.
- Ask questions and participate in discussions.
- Attend class from an appropriate learning environment and wear attire suitable for a college classroom.

If family members, pets, or other interruptions occur, mute your microphone and camera if needed, address the situation, and return to class as soon as possible.

### **Recording and Privacy**

Students may not photograph, record, or share class sessions, course materials, conferences, or tutoring sessions without instructor approval or approved accommodations.

Recording of individual writing conferences may be permitted with prior instructor approval. Any sharing or posting of conference recordings or course-related materials is strictly prohibited.

### **Technology Issues**

If you lose internet access or are disconnected during class:

1. Notify the instructor or writing coach as soon as possible.
2. Attempt to reconnect several times.
3. If you cannot return, review any posted recordings or materials and contact the instructor for guidance.

### **Weather and Emergencies**

If the college closes because of weather or other emergencies, follow any instructions provided by the college and instructor regarding class meetings, conferences, or assignment deadlines.

If an emergency prevents you from attending class or completing course requirements, notify the instructor as soon as possible.

### **Classroom Safety**

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The safety and well-being of all students is a priority. If a serious safety concern or emergency occurs during a class session or conference, college emergency procedures will be followed and appropriate authorities may be contacted when necessary.