North Central State College

MASTER SYLLABUS	2026-2027

A. Academic Division: Liberal Arts

B. Discipline: English

C. Course Number and Title: ENGL1010 English Composition I

D. Assistant Dean: Laura Irmer, MFA, MA

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	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:	Steven Haynes	**Dean:**	Laura Irmer
Course Number:	ENGL 1010	**Course Title:**	English Composition I HYBRID
Semester / Session:	Fall 2026/ Session B	**Start / End Date:**	10/19-12-12

Instructor Information

NAME: Charmae Cottom E-Mail: ccottom@ncstatecollege.edu

Phone Number: 440.263.9131 Office Hours: 9am -9pm call or text

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

WEEKS	TOPICS	ASSIGNMENTS	DATES
1	Why Do We Create Monsters?	Reflective Essay	Oct 25
2	Is the Monster Animal or Human?	Summary and Response Essay	Nov 1
3	Building and Supporting an Argument	Argumentative Essay	Nov 8
4	The Art of Rhetoric	Rhetorical Essay	Nov 15
5	Video and Media	Genre Essay	Nov 22
6	Evaluating Sources	MultiModel Proposal/ Visual Essay	Nov 29
7	Argument and Counter Argument	Annotated Bibliography	December 5
8	Synthesizing Research	MultiModel Presentation	December 12

II. Grading and Testing Guidelines:

Final Grade Calculation

Activity	Quantity	Points	Percentage
Class participation	**16**	**320**	**5%**
Essays	**6**	**600**	**90%**
Other assignments	**16**	**160**	**5%**

III.

Topic Description #1 – Monsters as Cultural Mirrors.
a.Examine how monsters in literature and media reflect the fears, anxieties, and values of the societies that create them.
b.Analyze examples of monsters from different time periods to determine what cultural issues they represent.
• Discuss how historical context influences the creation and interpretation of monsters.

Topic Description #2 – Building and Supporting an Argument
a. Develop a clear and debatable claim about the role or meaning of monsters in culture.
b. Use credible sources and textual evidence to support the argument and address counterarguments.
• Practice integrating quotations, paraphrasing research, and properly citing sources.

Topic Description #3 – Multimodal Communication
a. Combine written analysis with visual, audio, or digital elements to strengthen the presentation of ideas.
b. Evaluate how images, video, and design choices can enhance an argument about monsters and culture.

IV. Examination Policy: The reasons for which a student will be excused from taking an examination are:
a. Hospitalization (with documented verification)
b. Death in the immediate family (with documented verification)
c. Personal illness or illness in immediate family (doctor's excuse required)

A student who misses an examination for any reason is responsible for:
a. Contacting me as soon as possible to explain the absence.
b. Providing appropriate documentation when required.
• Scheduling and completing the make-up examination.

No makeup opportunity will be given for absences of weekly quizzes.
a. Weekly quizzes are intended to encourage regular attendance and preparation.
b. Students who are absent on the day of an unscheduled quiz will receive a zero.
• Exceptions may only be considered for documented emergencies approved by the instructor.

V. Class Attendance and Homework Make-Up Policy

1. Class attendance is necessary to acquire the knowledge required to:
a. Participate meaningfully in class discussions, activities, and group work.
b. Understand course material, assignments, and expectations.
• Develop critical thinking and writing skills through regular engagement with course content.

2. Students are responsible for:
a. Obtaining notes, assignments, and announcements missed during an absence.
b. Submitting homework by the assigned due date whenever possible.
• Communicating with the instructor regarding missed work and arranging make-up assignments when appropriate.

VI. Classroom Expectations
1. Respectful and Professional Behavior
a. Treat classmates and the instructor with respect during discussions and activities.
b. Listen actively and allow others the opportunity to share their ideas.
• Maintain a positive and inclusive learning environment.

2. Preparation and Participation
a. Come to class prepared by completing assigned readings and homework.
b. Participate in discussions, group work, and in-class activities.
• Contribute thoughtful ideas and questions related to the course topics.

3. Academic Integrity
a. Submit original work and properly cite all sources used in assignments.
b. Avoid plagiarism, cheating, or unauthorized use of outside materials.
• Follow institutional policies regarding academic honesty and ethical scholarship.

VII. Artificial Intelligence (AI) Policy

Artificial intelligence (AI) tools, including ChatGPT, Microsoft Copilot, Google Gemini, Grammarly AI, and similar tools, may be useful for learning when used appropriately. In this course, AI may be used as a **learning and revision tool**, but it may not replace the student's own thinking, reading, writing, or analysis.

Permitted uses of AI may include:

- Brainstorming possible topics or questions before beginning an assignment.
- Asking for explanations of unfamiliar concepts or writing terminology.
- Receiving general feedback on grammar, punctuation, organization, or clarity.
- Generating questions to help a student think more deeply about a reading.

- Practicing or reviewing course concepts.
- Using AI to identify areas of a student's own draft that may need revision.

Prohibited uses of AI include:

- Having AI write all or part of an essay, discussion post, response, or other graded assignment.
- Copying AI-generated text and submitting it as the student's own writing.
- Having AI summarize or analyze a reading and submitting that response as the student's own analysis.
- Using AI to generate a thesis, paragraphs, evidence, or conclusions that the student presents as his or her own original work.
- Using AI to complete an assignment when the instructor has specifically designated the assignment as **AI-free**.
- Submitting fabricated, inaccurate, or unverifiable information generated by AI.

Disclosure of AI Use

If a student uses AI for an approved purpose on an assignment, the student must disclose that use. The disclosure should identify the AI tool used, explain how it was used, and, when requested by the instructor, provide the prompts and/or AI-generated material used during the process.

Students remain responsible for everything they submit. AI tools can produce inaccurate, biased, incomplete, or fabricated information. Students must independently evaluate and verify information generated by AI.