North Central State College

| MASTER SYLLABUS | 2026-2027 |
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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 |
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| 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 |
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| 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**

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|---|---|---|---|
| **Academic Division:** | Liberal Arts | **Discipline:** | English |
| **Course Coordinator:** | Thomas Shields | | |
| **Course Number:** | ENGL 1010 | **Course Title:** | Basic Composition I |
| **Semester / Session:** | Fall 2026 / Session B | **Start / End Date:** | 10/19/2026-12/11/2026 |

**Instructor Information**

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| **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 (make appointment please – no drop ins) | **Office Hours:** | TR 1- 3 p.m online ONLY @ Henney Office Hour Link, W 10 am-12 p.m. online ONLY @ Henney Office Hour Link or by appointment |

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

| Week | Reading Focus | Writing Focus | Other Prep | Due Dates |
|---|---|---|---|---|
| **Week 1** | *Monsters: A Bedford Spotlight Reader* – Intro to Students pp. 26-30<br>Intro to Chapter 1 pp.31-32<br>King's "Why We Crave Horror Movies" pp. 33-35<br>Del Toro & Hogan's "Why Vampires Never Die" | *Write What Matters* – Rhetorical Analysis and Persuasive Appeals Essay 1 Instructions<br><br>Helpful:<br>SQR3 approach to college reading;<br>Reading College Assignments Rhetorically;<br>Reading Rhetorically: How to Read Like a Writer | Video: "What is Rhetorical Analysis"<br>Video: "Four Parts of Rhetorical Analysis" | **August 22, 2026**<br><br>**Start Up Discussion** Class Introductions and **Week 1 Monsters Discussions; Visual Analysis; Outline for Essay 1**<br><br>Extra Credit (due end of term): Understanding Growth Mindset for Learning; Critical Reading Exercise<br>Critical Thinking Activity |
| **Week 2** | *Monsters: A Bedford Spotlight Reader* – Monsters Intro to Chp. 2;<br>"My Zombie, Myself" pp. 49-50 | *Write What Matters!*- What is exigence?; Audience; Developing a Thesis; Drafting Part 1-3 Sample Essay | Videos – "Outlining vs. Freewriting"<br>"On Writing Conferences" | **August 29, 2026**<br><br>**Week 2 Monsters Discussion**<br>**Conferences/Draft Check**<br>**Tutoring Conference**<br>**Peer Editing**<br>**Completing Essay 1**<br>**Reflection on Essay 1** |
| **Week 3** | *Monsters: A Bedford Spotlight Reader* – Intro to Chp 3 pp. 68-69<br>Genoway's "Here Be Monsters" pp. 70-73 | *Write What Matters*: - Generating Ideas; Organizing, Structure, and Genre; Building Confidence; What is an Essay? | Videos – "Understanding Summary"<br>"How to Summarize" | **Sept. 5, 2026**<br><br>**Week 3 Monsters Discussions**<br>**Summary Assignment**<br>**Outline for Essay 2** |

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| | | What is a Summary?<br>Essay 2 Instructions | | |
| **Week 4** | *Monsters: A Bedford Spotlight Reader* –<br>Monsters Intro to Chp. 4<br>Poole's "Monstrous Beginnings" pp. 103-113 | *Write What Matters* -<br>Plagiarism;<br>Higher Level Source Integration<br>Sample Essays | Videos –<br>"Improve Your Academic Writing"<br>"What is an Essay?"<br>"How to Synthesize Sources"<br>"How to Write In-text Citations" | **Sept. 12, 2026**<br><br>**Week 4 Monster Discussion**<br>**Conference/Draft Check**<br>**Tutoring Conferencing**<br>**Peer Editing**<br>**Completing Essay 2**<br>**Reflection on Essay 2** |
| **Week 5** | *Monsters: A Bedford Spotlight Reader* –<br>Monsters Intro to Chp. 5;<br>Jarrett's "The Lure of Horror" pp. 238-246;<br>Fahy's ""Hobbes, Human Nature, and the Culture of American Violence in Truman Capote's *In Cold Blood*" pp. 265-271 | "Social Change"<br>"Starting a Conversation"<br>Essay 3 Instructions | Videos-<br>"Synthesis as Writing Preparation"<br>"Putting Sources in Conversation"<br>"Commentary Made Easy"<br>"Generating Conversations Between and Among Sources"<br>"How to Synthesize Sources"<br>"Annotated Bibliography APA 7th edition" | **Sept. 19, 2026**<br><br>**Week 5 Monster Discussions**<br><br>**Annotated Bibliography Assignment**<br><br>**Outline Essay 3** |
| **Week 6** | *Monsters: A Bedford Spotlight Reader* –<br>Asma's "Monsters and the Moral Imagination" pp. 59-66<br>Berger's "Why We Still Need Monsters" pp. 302-312 | Sample Essays | Videos-<br>"Incorporating Research Sources"<br>"Hacks to Flawlessly Integrating Sources"<br>"Quote Sandwich" | **Sept. 26, 2026**<br><br>**Week 6 Monsters Discussions**<br>**Conference/Draft Check**<br>**Tutoring Conferencing**<br>**Peer Editing**<br>**Completing Essay 3**<br>**Reflection on Essay 3** |
| **Week 7-8** | | "Introduction and Strategies for Multimodal Composing"<br>"Oral and Academic Presentations"<br>*Write What Matters* –<br>"Persuasive Appeals"<br>"Effective Visual Aids"<br>"Revising and Editing: Fives Steps for Academic Writing" | Videos –<br>"Sample Monster Themed Multimodal Presentations AND Writer's Statements"<br>"Revising and Editing an Essay" | **October 7, 2026**<br>**Outline for Visual Essay 4**<br>**Conference/Draft Check**<br>**Tutoring Conferencing**<br>**Peer Editing**<br><br>**Revision Essay 1**<br>**Revision Essay 2**<br>**Revision Essay 3**<br><br>**Completing Visual Essay 4: Multimodal Project** |

## II. Grading and Testing Guidelines:

Final Grade Calculation

| Activity | Qty | Points | Percentage |
|---|---|---|---|
| Participation<br>Discussions: 1-2 weekly readings<br>Accountability: 1 question weekly assignment list<br>Attendance<br>Essay Reflections | 10-20 | 5-10 pts. each | In Participation which is 5% of final course grade |
| PreWriting Assignments<br>Peer Editing reflections, Peer Editing Accountability, Tutoring Draft Check Writing Conferences | 14-16 | 5-10 pts. each | In PreWriting which is 15% of final course grade |
| Scaffolding/Preparation Assignments<br>Summary<br>Perspectives<br>Annotated Bibliography<br>Visual Analysis | 4 | 10-25 pts. each | In Scaffolding/Preparation Assignments (Required Exercises) which is 15% of final course grade |
| 4 Major Assignments<br>Rhetorical Analysis Essay 10 %<br>Genre Essay 15%<br>Synthesis Essay 20 %<br>Multimodal Project 20% | 4 | 100 pts. each | In Major Assignments which is 65% of final course grade divided as follows Rhetorical Analysis Essay 10 %<br>Genre Essay 15%<br>Synthesis Essay 20 %<br>Multimodal Project 20% |

1. **Topic description #1**
   a. Academic Reading
   b. Summarizing Academic Readings
   c. Rhetorical Analysis of Academic Readings
   d. Developing and Using Varied Writing Processes

2. **Topic description #2**
   a. Summarizing Academic Readings
   b. Understanding Varied Essay Structures/Genres
   c. Developing One's Own Writing Voice
   d. Developing and Using Varied Writing Processes

3. **Topic description #3**
   a. Understanding Academic Research (beginning)
   b. Credible Use of Sourcing
   c. Understanding Basic Argument
   d. Developing One's Own Writing Voice
   e. Developing and Using Varied Writing Processes

4. **Topic description #4**
   a. Reviewing Visual Analysis
   b. Understanding Digital, Visual, or Multimodal Essays
   c. Developing One's Own Writing Voice
   d. Developing and Using Varied Writing Processes
   e. Revising Essays

## 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
  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 Online or Hybrid Course

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.
- 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**

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.

# Schedule of Activities and Assignments

Revised Summer 2026

| | **Focus** | **Reading Assignments**<br>all due before class starts | **Assignments** |
|---|---|---|---|
| | | **Week 1** | |
| | Course introduction<br><br>Arguing and Argument Intro<br><br>Understanding Proposals<br><br>Review Summarizing and Rhetorical Analysis | Review: *Write What Matters:* Persuasive Appeals and Rhetorical Analysis<br><br>*Write What Matters*: Tips for Writing Academic Persuasive Essays<br><br>*Write What Matters:* Proposal Argument<br><br>Articles needed for argument essay<br><br>Argument Essay Instructions | Reviewing Summary and Analysis Exercises due<br><br>Choosing a Topic<br><br>Choosing, reviewing, and engaging sources and submit initial list of sources<br><br>**Argument Proposal due**<br><br>**Week 1 Introductions due**<br><br>**Week 1 Discussion due**<br><br>**Start Reading Journal**<br><br>**Week 1 Accountability due** |
| | | **Week 2** | |
| | Arguing and Argument Approaches<br><br>Outlining<br>Drafting, Editing, Revising<br><br>Critiquing Arguments | *Write What Matters:* Introduction to Arguments and Argument Types<br><br>*Write What Matters*: Using Sources Ethically and Avoiding Plagiarism<br><br>*Write What Matters*: Principles fo Using AI in the Workplace and the Classroom<br><br>NCSC AI Usage Policy | **Argument Quiz due**<br><br>**Outline of argument due**<br><br>**Plagiarism Quiz due**<br><br>Start Drafting/Editing/Revising and APA document Set Up and Conferencing<br><br>**Critiquing Argument Discussion 1 due**<br>**Week 2 Accountability due** |

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| **Week 3** | | | |
| | Drafting, Editing, Revising<br><br>Writing Conferences<br><br>Tutoring Conferences | *Write What Matters:* Conceptualizing Concerns as Dialogue<br><br>*Write What Matters:* Organizing and Elaborating on Concerns and Objections<br><br>*Write What Matters:* Considering Multiple Views and Avoiding Bias<br><br>*Write What Matters:* Ethics & Importance of Arguments Across Moral Tribes<br><br>*Write What Matters:* Establishing Lines of Communication with Opposition's Traditional Allies<br><br>Review: *Write What Matters*: Writing with Sources | **Critiquing Argument Discussion 2 due**<br><br>***Drafting Argument***<br><br>**Writing/Draft Conferences due**<br><br>**Tutoring Conferences due**<br><br>**Week 3 Accountability due** |
| **Week 4** | | | |
| | Peer Editing<br><br>Revision<br><br>Writing Conferences<br><br>Tutoring Conferences | The craft of editing<br>The attitude of the editing writer<br>Common solutions to editing problems<br>Interview your draft<br><br>Video<br>On Peer Editing | Continue Drafting, Editing and Revising<br><br>**Peer Editing Argument Essay due**<br><br>**Final Argument Essay due**<br><br>**Week 4 Accountability due** |

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| **Week 5** | | | |
| | Research Writing<br><br>Finding Sources<br><br>Note Card Project<br><br>Research Proposal<br><br>Review: Source Integration | Rogerian Argument format<br><br>Introduction to Writing to Inquire<br><br>Inquiry Process in Academic Writing<br><br>Tips for Developing Research Questions<br><br>Research Paper and Presentation Instructions<br><br>Video<br>Research Proposal Writing<br>Research Ethics | Choosing a Topic<br>Developing Research Questions<br><br>Start Note Card Project and Annotated Bibliography<br><br>**Week 5 Discussion due**<br><br>**Research Argument Proposal due**<br><br>**Week 5 Accountability due**<br><br>Writing Conference<br>Tutoring Conference |
| **Week 6** | | | |
| | Note Card Project<br><br>Annotated Bibliography<br><br>Outlining<br>Drafting, Editing, Revising | Review: *Write What Matters:* Summary Writing<br><br>Types of Sources<br><br>Sources and Information Needs<br><br>Precision Searching<br><br>Search Tools | **Finalize Note Card Project due**<br><br>**Outline due**<br><br>Drafting/Editing/Revising Research Paper and Presentation<br><br>Writing Conference<br>Tutoring Conference<br><br>**Week 6 Accountability due** |

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| | | Evaluating Sources<br><br>Tracking Sourcing with Annotated Biography<br><br>Video<br>Annotated Bibliography<br>APA | |
| **Week 7** | | | |
| | Drafting, Editing, Revising Essay and Presentation<br><br>Writing Conferences<br><br>Tutoring Conferences | Sample Research Papers<br><br>Sample Research Presentations<br><br>Function of Informative Speeches<br><br>Effective Visual Aids<br><br>Techniques for Building Confidence | **Annotated Bibliography due**<br><br>Drafting/Editing/Revising Paper and Presentation<br><br>**Presentation due**<br>**Researched Argument**<br>**Draft due**<br><br>Writing Conferences<br>Tutoring Conferences |
| **Week 8** | | | |
| | | | **Peer Editing Researched Argument due**<br><br>**Revision of Argument Essay due**<br><br>**Researched Argument Final Due** |

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| **Final Grades due in MyNC before Monday following Week 8** |