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:	Thomas Shields		
Course Number:	ENGL 1010-925B	**Course Title:**	English Composition I
Semester / Session:	Autumn 2026	**Start / End Date:**	10/19/2026-12/11/2026

Instructor Information

Name:	Thomas Shields	**Credentials:**	BA English OSU; MA English Morehead St
Phone Number:	567.274.3376	**E-Mail Address:**	tshields@ncstatecollege.edu
Office Location:	F135G	**Office Hours:**	TTH 9:00-11:30

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

Weeks	Topics	Assignment	Due Date
1	Summary and Rhetorical Analysis	Reading, 2 Discussion Posts, Summary, Outline, Drafting	Discussions TTH Summary and Outline Sunday
2	APA formatting, Outlining, Drafting, Peer Editing, Revision	Reading, 1 Discussion Post, Drafting, Draft/Writing Conference, Tutoring, Peer Editing, Revision	Discussions TTH . Peer Editing Fri Essay 1 Sun
3	Perspectives and Genres	Reading, 2 Discussion Posts, Perspectives, Outline, Drafting	Discussions TTH Perspectives and Outline Sunday
4	Thesis Statements, Outlining, Drafting, Peer Editing, Revision	Reading, 1 Discussion Post, Drafting, Draft/Writing Conference, Tutoring, Peer Editing, Revision	Discussions TTH Conference/Tutoring by appt. Peer Editing Friday Essay 2 Sunday
5	Annotated Bibliography, Research, and Argument	Reading, Research and Reading for Essay 3, Annotated Bibliography,	Discussions TTH Annotated Bibliography and Outline Sunday
6	Thesis Statements, Outlining, Drafting, Peer Editing, Revision	1 Discussion Post, Drafting, Draft/Writing Conference, Tutoring, Peer Editing, Revision Essay 3,	Discussions TTH Conference/Tutoring by appt. Peer Editing Friday Essay 3 Sunday
7	Visual Analysis, Multimodal Project	2 Discussion Posts, Visual Analysis, Outline, Preparing Multimodal Project, Revisions Essay 1 and 2	Discussions TTH Conferencing/Tutoring by appt. Outline Sunday

Weeks	Topics	Assignment	Due Date
8	Thesis Statement Outlining, Drafting, Peer Editing, Revision	Drafting, Preparation and Finalizing of Multimodal Project, Revisions of Essay 1, 2, and 3	Conference/Tutoring by appt. Peer Editing and Q/A Wednesday Revision Essay 1 TH Revision Essay 2 TH Revision Essay 3 TH Multimodal TH

II. Grading and Testing Guidelines:

Final Grade Calculation

Activity	Qty	Points	Percentage
Participation Discussions: 1-2 weekly readings Accountability: 1 question weekly assignment list Attendance Essay Reflections	10-20	5-10 pts. each	In Participation which is 5% of final course grade
PreWriting Assignments 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 Summary Perspectives Annotated Bibliography Visual Analysis	4	10-25 pts. each	In Scaffolding/Preparation Assignments (Required Exercises) which is 15% of final course grade
4 Major Assignments Rhetorical Analysis Essay 10 % Genre Essay 15% Synthesis Essay 20 % Multimodal Project 20%	4	100 pts. each	In Major Assignments which is 65% of final course grade divided as follows Rhetorical Analysis Essay 10 % Genre Essay 15% Synthesis Essay 20 % 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. Understanding Varied Perspectives
   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:

1. Class attendance is necessary to acquire the knowledge required to read academic theory and research, develop one's own writing voice and an understanding of various writing processes/approaches, develop various structures/genres of writing including digital, visual, or multimodal,

2. Students are responsible for participation and actively learning and applying the various techniques.

3. **Participate in class.** Asynchronous students MUST complete the first week assignments before Monday of Week 2 of the term or you will be withdrawn for non-attendance.

   Absence for any reason is unexcused. However, incidents of documented hospitalization, death in the immediate family, or other life-threatening issue causing one to miss class will be dealt with on an individual basis.

   If you have work, childcare, or life issues which interfere with your attendance and/or work in this class, please reconsider your schedule and have back up plans for your personal life. For each of the 3 credit hours of this class, you should anticipate 2-4 hours of work outside the class – for asynchronous this means 3 hours independent study, plus 9-12 hours per week outside of class.

   Additionally, for each of the three major essays, ALL students are required and earn points for individual writing conferences with your instructor and tutoring/writing coaching conferences with our embedded tutor (see also Tutoring).

4. **Participating will help you meet the expectations of the major and minor course assignments.** Participation is more than merely showing up – even in a hybrid or asynchronous class. You are expected to take an active part in your own learning experience. Likewise, participation in an asynchronous course should include weekly discussions via email with your instructor about your critical thinking, critical reading, and critical writing progress, in addition to keeping up with the assignments.

   We will use many hybrid tools via Canvas, but merely being able to turn in an assignment does not ensure you have approached it correctly and successfully learned the lesson. Participation also offers you a chance to ask questions and truly understand all that you are meant to do in each specific assignment.

5. **Late Assignment Policy.** Make sure that you get assignments in on time. I am fair in setting deadlines which are typically negotiated by the whole class; therefore, they should be workable for everyone.

Assignment deadlines are posted on each assignment instruction sheet and Canvas submission window. Typically, the submission window is open 12 hours after the "deadline" noted. The deadline noted is merely so a start date is noted in the Canvas To Do List.

Regardless of Canvas noting assignments late, only after the grace period is over and the submission window closes will the late paper penalty apply. Therefore, late assignments in writing classes are also a major inconvenience for the instructor, as well as a sign of disrespect, and your classmates who struggle to get assignments in on time.

Additionally, late assignments cost you points, in terms of your final course grade. That said, I would rather grade a paper we are both comfortable with than grade something haphazardly slapped together at the last minute. If you're having difficulty with your paper, you may request an extension, but ONLY if you ask for it before it is due. Extensions are generally granted only if you have already been working with a writing coach or the instructor.

NEVER EMAIL ASSIGNMENTS AFTER THE WINDOW HAS CLOSED. Assignments emailed without instructor permission will NOT be opened, reviewed, or graded.

Penalty: I reserve the right to deduct 10 percent from the assignment's grade for each calendar day the assignment is late. Just to be clear: For an essay worth 100 points, if you miss turning it in on Monday and turn it in on Tuesday, the penalty is 10 points. If you wait and turn the essay in on Friday, the penalty is 25 points. Losing this many points on an assignment in a writing class such as this can one jeopardize your chance to pass the course.

Assignments more than two weeks overdue will NOT be accepted (Documented emergency or death in the immediate family are the only exceptions.)

Many assignments are preparatory assignments which help you build and create a strong essay. These must be completed with as much attention to the writing as with the essays. Preparatory work, including: Discussions, Notetaking, Annotated Bibliographies, Analyses, Proposals, Drafts, Peer Editing. Most prep work must be completed PRIOR to drafting the essay. Certain assignments (in class writings, quizzes, discussions, and reflections) cannot be turned in late or made up after the rest of the class has already submitted those assignments. For example, reflecting before Peer Editing is important but impact is lost if you do not reflect until days later after the Peer Editing session.

Documented emergency absences will be offered an alternative.

6. **Tutoring is required in this course and earns points.** In every English 1010 and 1030 class, a writing coach from the Fallarius Tutoring/Writing coaching Center is embedded to help during writing sessions in class. They are knowledgeable, helpful, and experienced in working with me and my classes.

   Additionally, the Tutoring Center has regular online hours during each term, which will be explained by the writing coach in the first week of class. Tutoring has earned a negative reputation in America. Our educational system through secondary level stigmatizes tutoring and writing coaching as ONLY helpful for remediation. This is not the case worldwide. A writing coach is highly respected and required in other educational systems. **The tutor or writing coach should be viewed as someone to bounce ideas with and who can make suggestions to push you through writer's block or other writing issue.** This is far from remediation.

   Writing coaches are an active part of the invention and writing process as a whole. Please use them as such. However, if you do have writing issues requiring remediation, the writing coaches can address those issues as well. Writing coaching may be assigned depending on critical thinking, critical reading, and academic writing needs.

   Each writing coaching session does count as participation whether writing coaching is online or in person at NCSC Tutoring Center.

V. Classroom Expectations:

1. **Commit to an ongoing process of exploration, discovery and improvement in your own writing** without over-relying on a writing coach, instructor, or someone else. Participation is especially necessary during draft and editing sessions. If you are struggling to create the draft, the worst choice for your progress is to not come to class, office hours, and/or miss your writing conference.

How can your instructor and writing coach help you if you are not in class to ask questions and find help? Multiple studies of college student success practices show that students who miss one or more weeks of work in class over the course of the semester generally find that their final course grade suffers tremendously.

Naturally, if you have a standard meeting time or even for writing conferences BE ON TIME and PARTICIPATE – get involved in the discussions about writing and about the readings. Also, watch the Vlogs and videos posted in Canvas.

You will earn attendance and participation points if you are present and participating in the class activities. To do otherwise sends the message that you don't respect the instructor, your fellow students, or the job of being in college … and will be acknowledged in the "participation" portion of your course grade.

Growth Mindset
Do you ever wonder why some students seem to not progress in their learning while other make amazing progress? Some students arrive in college with a fixed mindset while others have a growth mindset. A fixed mindset limits one's ability to see success and move toward it. A growth mindset opens one's vision and one's mind to use everything one knows, experiences, and learns to progress and reach their potential.

Specifically, in this English course, we will be employing some growth mindset tools and some mindfulness focusing exercises. These will help us transition from the learning to write frame of a writing course and progressing to a writing learn understanding of college composition. This requires levels of critical thinking that we've perhaps never tried. All the exercises and activities help us create a set of tools for use in writing in any course in college, as well as any career position after college.

Respect your classmates and instructor.
Some basic rules, include not interrupting or talking over anyone speaking to the entire class, having microphones muted when not speaking to avoid feedback, and eliminate distractions like chewing in the mic, dogs barking, screaming children, etc. Questions on topic, naturally, are acceptable.

More importantly, classroom content and writing discussions require sincere respect and tolerance of ideas, concepts, beliefs, which may be very different from your own. Importantly, we must share a safe place to explore new and varied ideas within this class and course. The most challenging activity for this is our peer edits/reviews. Simply because you do not agree with the content of an essay does not mean that essay does not have strong merit in the overall continuing conversation on the topic in academia.

Peer edits/reviews, like grading from an instructor, look at the successful or unsuccessful use of rhetorical tools and writing to effectively discuss an aspect of a topic. Whether a peer editor or instructor is persuaded to change one's position is NOT the goal; effective writing is the goal.

Communication
All communication with the instructor MUST include the student name, Course, and Section. The preferred method of communication is email to phenney@ncstatecollege.edu via your Outlook Student Email. Email in a professional or academic situation requires a specific format including a greeting, the body of the email in paragraphs, and a signatory note in the initial email and initial response.

Subsequent responses in the same email thread do not require the formalities. Emailing, texting, and calling are acceptable between 9 a.m. and 8 p.m. I should respond within the hour of a communication, but responses may take up to 24 hours. Communication after 8 p.m. usually will not be answered until the next morning.

Online classroom etiquette Mute the microphone when not speaking. Video may be off when not speaking but as a courtesy to classmates turn the video on when speaking. Be aware of delays and try not to talk over each other. In my class, ask questions throughout the discussion, unless I tell you otherwise.

Additionally, sadly I need a policy for this, please always be appropriately clothed for public viewing (casual is fine, but no PJs or similar) in a setting appropriate for learning (not in bed) and preferably be alone.

Children, family, and pets interrupting you while you are in the hybrid class session. This is often unavoidable. Mute your mic (and camera) and deal with the issue in a calm way and return to class as soon as possible. If necessary, leave the session and return later.

Text me or the embedded writing coach if there is a more major issue which will hinder you from returning to class, such as a child is injured requiring first aide or similar incident.

Photographing and Recording Photographing or recording any part of class work, lecture, etc. is strictly prohibited by students unless specifically requested via NCSC Specialized Services for adaptive learning requirement. However, if you ask first, I do permit recording of Writing Conferences so you can refer to the discussion as you revise. However, **posting any part of a writing or tutoring conference, or similar on social media or any other internet or organization site is strictly prohibited** in the spirit of FERPA privacy laws.

WiFi Issues Similarly, if your WiFi or something else drops the signal or otherwise "boots you off," please text me or our writing coach, and try to return at least 3 times. If you are "booted off," three times, then stay off and watch the recording of class when it posts the next morning. Also, clear the cache in your internet browser before attempting to come to class which will eliminate some issues with getting "booted off" the internet.

Weather-related class attendance issues: If the college is officially closed, then writing conferences may still continue or you may reschedule.

If we have issues like a thunderstorm knocking out the WiFi or a power outage. In those instances, a text to inform either the instructor or writing coach is helpful, followed by a scheduled conversation with the same as soon as possible to understand all that you've missed for class.

Similarly, if your WiFi or something else drops the signal or otherwise boots you off, please text me or our embedded writing coach, and try to return at least 3 times. If you are booted off, three times, then stay off and watch the vlog

Classroom Safety Issues (NCSC recommended safety practices) Threatening situation in class/conference: In the event that there is a situation involving a violent intruder or threatening situation, we need to be aware of some things that we can do to protect ourselves.

If something is dangerous is happening to a student during a writing conference or other class related Zoom session,, the incident will be recorded as soon as it is noted and will continue to run to document the incident for NCSC incident reporting purposes (as required by NCSC classroom policy). If the incident is a life or property danger, 911 will be called and appropriate follow up measures will be taken (closing class early, recording for incident reports, etc.).