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	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:	Thomas Shields		
Course Number:	ENGL 1010	**Course Title:**	Basic Composition I
Semester / Session:	Fall 2026 / Session A	**Start / End Date:**	08/17/2026 thru 12/06/2026

Instructor Information

Name:	Alle McGregor	**Credentials:**	B.S. English Education, M.A. Rhetoric & Composition
Phone Number:	740-485-2088	**E-Mail Address:**	jmcgregor@ncstatecollege.edu
Office Location:	135 Fallarius	**Office Hours:**	Tuesdays and Thursdays 2-4:30PM

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

Week / Due Date	Reading Focus	Writing Focus	Other Prep / Assignments
Week 1 **Due: August 23, 2026**	Monsters: A Bedford Spotlight Reader - Intro to Students pp. 26-30; Intro to Chapter 1 pp. 31-32	College reading strategies: SQR3; Reading College Assignments Rhetorically; Reading Rhetorically: How to Read Like a Writer	Start-Up Discussion/Class Introductions; Visual Analysis; Critical Reading Exercise; Critical Thinking Activity; Extra Credit: Understanding Growth Mindset for Learning
Week 2 **Due: August 30, 2026**	King, "Why We Crave Horror Movies" pp. 33-35; Del Toro & Hogan, "Why Vampires Never Die"	Write What Matters! - Rhetorical Analysis and Persuasive Appeals; Essay 1 Instructions; Videos: What is Rhetorical Analysis; Four Parts of Rhetorical Analysis	Monsters Discussion; Essay 1 Outline
Week 3 **Due: September 6, 2026**	Monsters: Intro to Ch. 2; "My Zombie, Myself" pp. 49-50	Write What Matters! - What is exigence?; Audience; Developing a Thesis; Drafting Parts 1-3; Sample Essay; Video: Outlining vs. Freewriting	Thesis/Drafting Activities; Essay 1 Draft Preparation
Week 4 **Due: September 13, 2026**	Review Essay 1 readings and sample material	Video: On Writing Conferences; revision and editing of Essay 1	Conference/Draft Check; Tutoring Conference; Peer Editing; Complete Essay 1; Reflection on Essay 1
Week 5 **Due: September 20, 2026**	Monsters: Intro to Ch. 3 pp. 68-69; Genoway, "Here Be Monsters" pp. 70-73	Write What Matters! - Generating Ideas; Organizing, Structure, and Genre; Building Confidence; What is an Essay?; Essay 2 Instructions	Monsters Discussion; Essay 2 Preparation
Week 6 **Due: September 27, 2026**	Summary-focused review of Genoway and Chapter 3	What is a Summary?; Videos: Understanding Summary; How to Summarize	Summary Assignment; Essay 2 Outline
Week 7 **Due: October 4, 2026**	Monsters: Intro to Ch. 4; Poole, "Monstrous Beginnings" pp. 103-113	Write What Matters! - Plagiarism; Higher Level Source Integration; Sample Essays; Videos: Improve Your Academic Writing; What is an Essay?; How to Synthesize Sources; How to Write In-text Citations	Source Integration/In-Text Citation Activities; Essay 2 Draft Preparation

Course Number: ENGL 1010 **Course Title:** Basic Composition I
Semester / Session: Fall 2026 **Start / End Date:** 08/17/2026 – 12/06/2026

Week / Due Date	Reading Focus	Writing Focus	Other Prep / Assignments
Week 8 **Due: October 11, 2026**	Review Chapter 4 reading and Essay 2 source material	Synthesis, citation, revision, and editing	Monster Discussion; Conference/Draft Check; Tutoring Conferencing; Peer Editing; Complete Essay 2; Reflection on Essay 2
Week 9 **Due: October 18, 2026**	Monsters: Intro to Ch. 5; Jarrett, "The Lure of Horror" pp. 238-246	Social Change; Starting a Conversation; Essay 3 Instructions; Video: Synthesis as Writing Preparation	Monsters Discussion; Essay 3 Preparation
Week 10 **Due: October 25, 2026**	Fahy, "Hobbes, Human Nature, and the Culture of American Violence in Truman Capote's In Cold Blood" pp. 265-271	Videos: Putting Sources in Conversation; Commentary Made Easy; Generating Conversations Between and Among Sources; How to Synthesize Sources; Annotated Bibliography APA 7th edition	Annotated Bibliography Assignment; Essay 3 Outline
Week 11 **Due: November 1, 2026**	Asma, "Monsters and the Moral Imagination" pp. 59-66	Videos: Incorporating Research Sources; Hacks to Flawlessly Integrating Sources; Quote Sandwich	Research/Source Integration Activities; Essay 3 Draft Preparation
Week 12 **Due: November 8, 2026**	Berger, "Why We Still Need Monsters" pp. 302-312; Sample Essays	Research integration, synthesis, revision, and editing	Monsters Discussion; Conference/Draft Check; Tutoring Conferencing; Peer Editing; Complete Essay 3; Reflection on Essay 3
Week 13 **Due: November 15, 2026**	"Introduction and Strategies for Multimodal Composing"	Introduction to Visual Essay 4: Multimodal Project; Videos: Sample Monster Themed Multimodal Presentations AND Writer's Statements	Multimodal Project Preparation; Sample Presentation Analysis
Week 14 **Due: November 22, 2026**	"Oral and Academic Presentations"	Write What Matters! - Persuasive Appeals; Effective Visual Aids	Outline for Visual Essay 4; Writer's Statement Preparation
Week 15 **Due: November 29, 2026**	Revisit course readings and previous essays as needed	Write What Matters! - Revising and Editing: Five Steps for Academic Writing; Video: Revising and Editing an Essay	Conference/Draft Check; Tutoring Conferencing; Peer Editing; Revision Essay 1; Revision Essay 2; Revision Essay 3
Week 16 **Due: December 6, 2026**	Course wrap-up and presentation materials	Final multimodal revision and presentation preparation	Complete Visual Essay 4: Multimodal Project; Writer's Statement; Final Presentation

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. 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.