



North Central State College

<b>MASTER SYLLABUS</b>	<b>2025-2026</b>
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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

Origin date: 01/03/2011

- G. Last Course/Curriculum Revision Date: Summer 2025
- 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:

<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.	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:

<b>NUMERIC</b>	<b>GRADE</b>	<b>POINTS</b>	<b>DEFINITION</b>
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:** Dr. Steven Haynes  
**Course Number:** ENGL1010 **Course Title:** English Composition I  
**Semester / Session:** Fall 202x / Session B **Start / End Date:** 03/16/2026- 05/10/2026

**Instructor Information**

**Name:** Charmae Cottom **Email address:** ccottom@ncstatecollege.edu  
**Phone Number:** 440.263.9131 **Office Hours:** Available by text before 9pm

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

Weeks	Topics	Assignment	Due Date
1	Why do we Create Monsters?	Reflective Essay	March 22
2	Is the Monster Animal or Human?	Summary and Response	March 29
3	Building and Supporting an Argument	Argumentative Essay	April 5
4	The Art of Rhetoric	Rhetorical Essay	April 12
5	Video and Media	Genre Essay	April 19
6	Evaluating Sources	MultiModel Proposal/ Visual Essay	April 26
7	Argument & Counter Argument	Annotated Bibliography	May 3
8	Synthesizing Research	MultiModel Essay	May 10

**II. Grading and Testing Guidelines:**

Final Grade Calculation

Activity	Qty	Points	Percentage
Class Participation	16	320	5 %
Essays	6	600	90%
Other assignments	16	160	5%

**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.

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### III. 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)
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2. 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.
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3. No makeup opportunity will be given for absences of unscheduled quizzes.

- a. Unscheduled 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.
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### IV. 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.
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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.
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### V. 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.
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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.
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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.



## **Monsters in Literature and Culture**

**Text:** *The Monsters: A Bedford Spotlight Reader*

**Meeting Days:** Monday & Wednesday

### **Course Description**

This course explores the cultural, psychological, and social significance of monsters in literature, media, and folklore. Using *The Monsters: A Bedford Spotlight Reader*, students will analyze how monsters reflect societal fears, moral anxieties, and cultural values. Through reading, discussion, and writing, students will develop critical thinking, rhetorical analysis, and research skills.

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### **Course Learning Outcomes**

By the end of this course students will be able to:

1. Analyze how monsters reflect cultural fears and social issues.
  2. Identify rhetorical strategies used by authors.
  3. Develop clear thesis statements and organized academic arguments.  
Integrate and cite sources correctly using MLA or APA.
  4. Evaluate sources for credibility and relevance.
  5. Participate in analytical discussion and collaborative projects.
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### **Required Text**

*Monsters: A Bedford Reader*  
Andrew Hoffman

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### **Weekly Schedule (Tentative)**

#### **Week 1 – Why Monsters Exist**

##### **Monday**

- Course introduction
- What defines a monster?
- Cultural fears and symbolism

##### **Reading:**

- Introduction of *The Monsters*

##### **Activity:**

- Brainstorm: Monsters in modern culture

##### **Wednesday**

##### **Reading:**

- *Why Vampires Never Die*

##### **Discussion:**

- Why are vampires still popular?

##### **Assignment:**

- Short reading response

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## Week 2 – Vampires and Cultural Fear

### Monday

#### Reading:

- Vampire folklore selections

#### Activity:

- Group project introduction: *Vampires Across Cultures*

#### Discussion:

- Vampires and disease, immortality, power

### Wednesday

#### Reading:

- Continue vampire texts

#### Activity:

- Group research work

#### Assignment:

- Group presentation preparation

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## Week 3 – Zombies and Social Anxiety

### Monday

#### Reading:

- Zombie selections from reader

#### Discussion:

- Zombies as metaphors for consumerism and pandemics

#### Activity:

- Compare classic vs modern zombies

### Wednesday

#### Writing Workshop:

- Thesis statements
- Strong vs weak arguments

#### Assignment:

- Thesis practice exercise

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## Week 4 – The Psychology of Horror

### Monday

#### Reading:

- Psychological explanations of horror

#### Discussion:

- Why humans enjoy fear

#### Activity:

- Horror film analysis

### Wednesday

#### Writing Instruction:

- Rhetorical analysis

#### Assignment:

- **Rhetorical Analysis Essay Assigned**

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## **Week 5 – Monsters and Human Nature**

### **Monday**

Reading:

- *In Cold Blood* excerpt and Hobbesian theory

Discussion:

- Are humans the real monsters?

Activity:

- Critical thinking discussion

### **Wednesday**

Writing Workshop:

- Integrating quotations
- Signal phrases

Assignment:

- Rhetorical Analysis Draft

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## **Week 6 – Research and Evidence**

### **Monday**

Topics:

- Evaluating sources
- CRAAP Test
- Scholarly vs popular sources

Activity:

- Source evaluation practice

### **Wednesday**

Topics:

- Database research
- Avoiding plagiarism
- Paraphrasing

Assignment:

- **Multi-model Research Proposal Due**

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## **Week 7 – Argument and Cultural Monsters**

### **Monday**

Reading:

- Modern monster interpretations

Discussion:

- Monsters and modern fears

Activity:

- Debate: Are monsters reflections of society?

### **Wednesday**

Writing Workshop:

- Argument structure  
Counterarguments

Assignment:

- Annotated Bibliography

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## Week 8 – Presentations and Final Multimodel Essay

### **Monday**

Group Presentations:

- *Vampires Across Cultures*

Discussion:

- Monsters in global cultures

### **Wednesday**

Final Reflection:

- Why monsters never disappear

Assignment:

- **Final Multimodel Essay Due**