



North Central State College

MASTER SYLLABUS

2026-2027

- A. Academic Division: Liberal Arts
- B. Discipline: English
- C. Course Number and Title: ENGL1030 English Composition II
- D. Assistant Dean: Laura Irmer, MFA, MA
- E. Credit Hours: 3
- F. Prerequisites: ENGL1010 (with a C- or better)
- G. Last Course/Curriculum Revision Date: Fall 2023 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/>

Open Education Resources (available for download or view)

Deliberate Rhetoric, Arguing about Doing

- Authors: Kock, C.
- Copyright Year: 2017
- Edition: Vol. 5
- ISBN: (e-book) 978-0-920233-81-8
- OER Link: <https://windsor.scholarsportal.info/omp/index.php/wsia/catalog/book/19>

- I. Workbook(s) and/or Lab Manual: None
- J. Course Description: This is a course in argument and research writing. Students read issue-based works and write summaries, responses, and an argument and research paper. Students learn to organize research projects, find and evaluate sources, incorporate ideas and quotations from sources, document their sources in APA style, analyze and use argumentative strategies and persuasive appeals, and prepare and revise effective, coherent papers. (OTM for Second Writing Course TME002)

K. College-Wide Learning Outcomes:

College-Wide Learning Outcomes	Assessments - - How it is met & When it is met
Communication – Written	Written Communication VALUE Rubric, Final Draft of the APA Research Paper, end of the term.
Communication – Speech	
Intercultural Knowledge and Competence	
Critical Thinking	
Information Literacy	Information Literacy VALUE Rubric, APA Annotated Bibliography, middle of the term.
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—and use effective argumentative strategies and persuasive appeals.	Assigned papers and summaries/analyses as well as final research presentation and discussions of the readings, throughout the term.
2. Demonstrate the relationship between critical thinking, reading, and writing techniques; find, evaluate, and use source material to support and develop ideas.	Close and thoughtful reading of assigned texts, and conducting research to find sources to support an argument in assigned papers, class discussion throughout the term, and a presentation on research process and findings, throughout the term.
3. Use a flexible, recursive process for writing.	Completion of successive writing stages in assigned papers—generating ideas, planning, drafting, revising and editing, middle and end of the term.
4. Use collaborative techniques in the writing process.	Group discussion of reading and writing assignments, brainstorming, and collaboration on audience considerations related to topics, peer review of drafts and analysis of review comments, middle and end of the term.
5. Demonstrate a knowledge of conventions—organization, format, grammar, citations, mechanics, style, syntax, and APA citations.	Use of conventions in written papers throughout the term.
6. Use electronic technology in the research and writing process, including library catalogs, databases, and Internet search tools.	Use of Internet tools for research, use of word processing and editing tools for composition and revision, and use of threaded discussions for review and collaboration, throughout the term.
7. Write a minimum of 24 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: <u>Liberal Arts</u>	Discipline: <u>English</u>
Course Coordinator: <u>Thomas Shields</u>	
Course Number: <u>1030</u>	Course Title: <u>English Composition 2</u>
Semester / Session: <u>Summer 2026 Full Term</u>	Start / End Date: <u>05/26/2026-07/16/2026</u>

Instructor Information

Name: <u>Alle (Jo) McGregor</u>	Credentials: <u>OSU BA Liberals arts (English); UAKRON MA Rhetoric and Composition</u>
Phone Number: <u>7404852088</u>	E-Mail Address: <u>jmcgregor@ncstatecollege.edu</u>
Office Location: <u>Kehoe Room 226</u>	Office Hours: <u>By appointment</u>

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

Weeks	Topics	Assignment	Due Date
1	Introduction to course. APA review. Research topic discussion. Basic appeal review and research materials.	<ul style="list-style-type: none"> Addendum and Syllabus Quiz. First Week Writing Research Paper. Research Paper Proposal Memo. 	05/31/2026
2	Argument types and styles. Audience awareness. Research question development.	Research Paper Annotated Bibliography. Research Paper Note Cards. Research Question.	06/7/2026
3	Topic selection and outlining strategies. Thesis development. Peer review introduction.	Research Paper Outline. Discussion Topic Research Paper Thesis Statement.	06/14/2026
4	Drafting and revision techniques. Peer review workshop.	<ul style="list-style-type: none"> Research Paper Draft. Research Paper Final Draft. 	06/21/2026
5	Research presentations. Introduction to rhetorical analysis and visual rhetoric.	<ul style="list-style-type: none"> Research Presentation. Discussion Topic Argument Paper Topics. 	06/28/2026
6	Argumentative research methods. Memo writing review. APA review continued.	Rhetorical Analysis Final Draft. Argument Paper Proposal.	07/05/2026
7	Counterargument strategies. Logical fallacies and cultural context.	Argument Paper Annotated Bibliography. Argument Paper Outline. Argument Paper Draft.	07/12/2026
8	Revision strategies. Course reflection and final revisions.	Argument Paper Final Draft. Final Reflective Essay. Final Revisions for Higher Grades.	07/16/2026

II. Grading and Testing Guidelines:

Final Grade Calculation

Activity	Qty	Points	Percentage
Participation/Attendance (including discussion board responses)	32	50	5%
Proposal Memos, Outlines, Drafts, Peer Reviews	8	200	20%
Annotated Bibliographies	2	50	15%

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Note Cards	1	50	5%
Research Paper Final Draft	1	200	20%
Research Presentation	1	50	5%
Rhetorical Analysis (final draft)	1	100	10%
Argument Paper (final draft)	1	150	15%
Final Reflective Essay	1	50	5%
TOTAL		1000	100%

1. Participation and Attendance including discussion board responses 5 percent

Participation and attendance measure a student's active engagement with course instruction. This includes meaningful contributions during class sessions as well as timely completion of required discussion board responses. These activities support comprehension, critical thinking, and communication skills essential to the course. Participation is evaluated using consistent academic standards and reflects engagement rather than personal circumstance.

2. Proposal Memos Outlines Drafts and Peer Reviews 20 percent

This category assesses the writing process rather than only final products. Proposal memos, outlines, drafts, and peer reviews demonstrate planning, revision, and collaboration skills that are foundational to college level writing. These assignments encourage structured thinking and continuous improvement and are evaluated using clear criteria that apply equally to all students.

3. Annotated Bibliographies 15 percent

Annotated bibliographies assess a student's ability to locate, evaluate, and summarize credible sources. Students demonstrate research literacy by explaining the relevance and reliability of each source in an academic context. This assignment supports information literacy outcomes and ensures that students engage critically with research materials.

4. Note Cards 5 percent

Note cards evaluate a student's ability to organize research and paraphrase or quote sources accurately. This assignment supports ethical research practices and prepares students for larger writing tasks. Note cards are graded consistently based on completeness, accuracy, and alignment with the research topic.

5. Research Paper final draft 20 percent

The research paper final draft represents a major summative assessment of the course. It evaluates thesis development, organization, research integration, argumentation, and academic writing conventions. This assignment reflects a student's ability to synthesize information and present a coherent academic argument using established evaluation standards.

6. Research Presentation 5 percent

The research presentation assesses oral communication skills and the ability to convey research findings clearly to an audience. Students are evaluated on clarity, organization, and effective use of supporting materials. This assignment reinforces communication outcomes while maintaining consistent expectations for all students.

7. Rhetorical Analysis final draft 10 percent

The rhetorical analysis final draft evaluates a student's ability to analyze how an author constructs meaning through rhetorical strategies. Students demonstrate critical reading and analytical writing skills by examining audience purpose and context. This assignment supports analytical thinking outcomes and is graded using uniform criteria.

8. Argument Paper 15 percent

The argument paper assesses a student's ability to construct a clear position supported by evidence and logical reasoning. Students engage with multiple perspectives while developing a well supported claim. This assignment emphasizes critical thinking and structured argumentation in accordance with academic standards.

9. Final Reflective Essay 5 percent

The final reflective essay allows students to evaluate their growth as writers and thinkers over the course. Students reflect on their learning process using course concepts and personal academic experiences. This assignment is graded based on depth of reflection and connection to course outcomes rather than personal beliefs or viewpoints.

III. Examination Policy:

1. Limited Use of Quizzes and Exams

This course is an English course and therefore relies primarily on writing, discussion, and coursework rather than traditional exams. Quizzes and exams will be used sparingly and only when they support course learning objectives. When used, they are designed to reinforce understanding rather than function as high stakes assessments.

2. Online Availability of Quizzes and Exams

All quizzes and exams will be posted online and made available to all students. Because these assessments are accessible electronically, students should not miss quizzes or exams due to scheduling or attendance issues. Students are responsible for monitoring the course platform and completing all assessments within the posted time frames.

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3. Expectation to Complete All Assessments

Students are expected to complete every quiz or exam assigned in the course. Since assessments are available online, missing a quiz or exam is avoidable and does not require special scheduling. Failure to complete an assessment by the deadline will be treated as a missed assignment.

4. Quiz and Exam Lateness

Late quizzes or exams are handled under the same guidelines outlined in the Late Work Policy. If a student misses the deadline, they must contact the instructor within 24 hours to report the issue and request approval for late completion. Approval must be documented through instructor email or written confirmation.

5. No Approval After 24 Hours

If a student does not report the issue and receive approval within the 24 hour reporting period, the quiz or exam will be recorded as a zero. This policy applies equally to all students and ensures consistent academic standards.

6. Responsibility for Monitoring Deadlines

Students are responsible for checking the course schedule, announcements, and online platform regularly. Failure to monitor posted assessments does not excuse missed deadlines. Maintaining awareness of assessment timelines is part of the academic responsibility of the course.

IV. Class Attendance and Homework Make-Up Policy:

1. Attendance Is Based on Participation

Attendance in this course is determined by active academic participation during each class meeting. A student is considered present only when they are meaningfully engaged in the learning activities planned for that day. Physical presence without participation does not meet the attendance requirement. This standard applies consistently to all students and is directly tied to instructional outcomes.

2. Required Participation Each Class Meeting

Students are expected to contribute during every class session through discussion, collaborative work, writing activities, or other assigned instructional tasks. Participation demonstrates engagement with course content and is essential to meeting course learning objectives. Failure to participate during a class meeting will result in the student being marked absent for that day.

3. Participation in All Classroom Activities Is Mandatory

All in class activities are considered required instructional components of the course. These activities are designed to support learning outcomes and cannot be skipped without academic consequence. Choosing not to participate in any required classroom activity means attendance credit for that class session will not be earned.

4. No Make Up Attendance or Participation

There is no make up policy for attendance or participation. Missed class sessions and missed in class activities cannot be recreated, replaced, or completed outside of the scheduled class time. This policy is applied equally to all students and ensures consistent academic standards across the course.

5. In Class or Not In Class Policy

Attendance is recorded using a clear and objective standard. Students are either present and participating or absent. Partial attendance credit is not awarded. This policy ensures clarity, fairness, and consistency in how attendance is recorded and evaluated.

6. Late Arrival or Early Departure

Students are expected to attend the full class session in order to receive attendance credit. Arriving late or leaving early may result in an absence if it prevents meaningful participation in class activities. Repeated disruptions to participation may impact attendance records.

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7. Responsibility for Absences

Students are responsible for reviewing course materials, announcements, and assignments covered during any missed class session. Absences do not excuse students from completing required coursework by posted deadlines. It is the student's responsibility to remain informed and up to date with course expectations.

Late Work Policy

Students are responsible for:

1. Assignment Due Dates

All assignments in this course have clearly stated due dates. Students are expected to submit all work by the posted deadline. Due dates are an essential part of the course structure and help ensure fairness, pacing, and consistent evaluation for all students.

2. Reporting Issues Within 24 Hours

If a student misses an assignment due date, they must contact the instructor within 24 hours of the deadline to report the issue. Communication must occur through an approved course communication method. This contact is required for any consideration of late submission and must clearly explain the reason for the missed deadline.

3. Approval Required for Late Submission

Late work is accepted only with explicit instructor approval. Approval must be documented through an email response or a written signature from the instructor. Without documented approval, late submissions will not be accepted or graded.

4. No Approval After 24 Hours

If the student does not report the issue and obtain approval within the 24 hour reporting window, the assignment will be marked as a zero. This policy applies regardless of the reason for the missed deadline and ensures equal treatment of all students.

5. Responsibility for Documentation

It is the student's responsibility to ensure that approval is received and documented within the required time frame. Verbal conversations without written confirmation do not constitute approval. Students should retain the approval email or signed documentation for their records.

6. No Retroactive Exceptions

Requests for late submission made after the 24 hour reporting period will not be considered. Assignments that are not submitted on time and not approved within the reporting window will remain recorded as a zero. This policy is applied consistently to all students.

7. Timely Communication Expectations

Students are expected to monitor their course communications regularly. Failure to check email or course announcements does not excuse missed deadlines. Maintaining timely communication is part of the academic responsibility of the course.

V. AI Policy:

1. AI usage in the classroom and in assignments

Generative AI tools (such as ChatGPT, Gemini, Copilot, Grammarly AI, and similar technologies) are becoming increasingly common in academic, professional, and creative settings. In this course, AI tools may be used in limited ways to support learning — for example, brainstorming ideas, asking questions, organizing thoughts, reviewing grammar, or checking

formatting. However, these tools should support your learning rather than replace the critical thinking, analysis, writing, and revision that are central to the course.

The goal of this course is to help you develop your own voice, ideas, research skills, and writing process. Because of this, the work you submit should reflect your own thinking and engagement with the course material. While AI may help you get started or work through challenges, it should not be used to generate substantive portions of essays, analyses, discussion posts, reflections, or other assigned writing unless your instructor explicitly allows it for a particular assignment.

Students are expected to engage directly with assigned and researched sources rather than relying primarily on AI-generated summaries, paraphrases, or interpretations of those sources. If you use AI tools in meaningful ways during your writing process, simply be transparent about it. Openness and honesty about AI use are part of academic integrity and responsible scholarship.

You should also be prepared to discuss and explain the ideas, sources, and writing you submit. In some cases, instructors may ask students to share drafts, notes, revision history, annotated sources, or other evidence of their writing and research process. Unless specifically permitted by the instructor, inappropriate uses of AI may include:

- generating thesis statements, analytical paragraphs, or full drafts for submission,
- rewriting or paraphrasing source material through AI,
- submitting AI-generated writing as original work,
- generating citations or sources without verifying their accuracy,
- or using AI in ways that replace genuine engagement with course material.

AI technologies will continue to evolve, and expectations may vary somewhat across assignments and instructors. When in doubt, ask questions. The goal is not to avoid technology altogether, but to use it thoughtfully, ethically, and in ways that support your growth as a writer and thinker.

VI. Classroom Expectations:

Classroom Focus and Distraction Reduction Policies

1. Academic Focus Expectation

Students are expected to remain focused on instructional activities during class time. Class sessions are designed with limited instructional time, and sustained attention is necessary for meeting course learning objectives. Behaviors that distract the student or others from instruction may interfere with participation credit.

2. Cell Phone Use

Cell phones and personal electronic devices should not be used during class instructional time. If a student needs to use their phone for a personal matter, they must step into the hallway to do so. Permission is not required to step out briefly, but extended or repeated phone use may affect participation and attendance credit.

3. Personal Technology and Non Course Activities

Laptops and tablets may only be used for course related work unless otherwise instructed. Using devices for non academic purposes such as social media, messaging, or entertainment during class interferes with learning and may result in loss of participation credit for that session.

4. Bathroom Use

Students may use the restroom as needed and do not need instructor permission to do so. Students should be mindful of minimizing disruption when leaving and returning to the classroom. Students enrolled through a high school partnership or College Credit Plus must continue to follow their high school's bathroom policies in addition to this classroom policy.

5. Food and Beverages

Food and beverages are permitted in the classroom as long as they do not become a distraction or nuisance. Loud packaging, strong odors, excessive mess, or behavior that disrupts instruction may result in food being restricted for that class session. Students are responsible for cleaning up after themselves.

6. Entering and Exiting the Classroom

Students should enter and exit the classroom quietly and with minimal disruption. Frequent movement in and out of the classroom may interfere with instruction and participation. Excessive disruptions may affect attendance or participation credit.

7. Side Conversations and Disruptive Behavior

Side conversations, off topic discussions, or behaviors that draw attention away from instruction are not permitted. These distractions impact the learning environment for others and interfere with course objectives. Repeated disruptions may result in loss of participation credit.

8. Instructor Redirection

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The instructor may redirect student behavior when distractions interfere with instruction or classroom focus. Redirection is intended to support a productive learning environment and is applied consistently and professionally. Continued disregard for classroom focus expectations may impact participation or attendance records.