

EDISON STATE COMMUNITY COLLEGE
ENG 121S
COMPOSITION I
3 CREDIT HOURS
Fall Semester 2026
Online — Asynchronous

Section/Term	ENG 121S, Fall 2026
Semester Dates	August 24, 2026–December 12, 2026
Class Meeting Time	Online — Asynchronous
Location	Online — Blackboard Ultra
Required Materials	No textbook purchase is required. Free English Composition textbooks, readings, and other course materials will be provided or linked through Blackboard Ultra.
Faculty	William Loudermilk, MA English Wright State University, 1997 & MA Communication, 2005, Full Professor
E-mail	wloudermilk@edisonohio.edu
Faculty Phone/Text	(937) 657-6703
Faculty Office	West Hall, Room 213
Faculty Office Hours	Mondays, 2:00–4:00 p.m. in the Library; Wednesdays, 12:00–2:00 p.m. in the Library; Sundays, 9:00–11:00 p.m. online; other times by appointment.

FACULTY CONTACT

When emailing, please identify yourself and include ENG 121S and your section number in the subject line. Students are also welcome to call or text the instructor. Individual meetings may be arranged in person or online.

COURSE DESCRIPTION

Study and practice of essay writing by reading published authors and producing college-level writing for a variety of audiences and purposes. Employs critical thinking and analytical skills in both formal and informal writing. Formal writing is based on reporting information, narration, analysis, and research. All writing will stress Standard English, organization, and style.

ABOUT THIS COURSE

This course emphasizes developing college-level writing skills through assignments that integrate logic, primary research techniques, and personal experiences. Students will engage in writing tasks that include explanation, commentary, interpretation, analysis, and review while stressing the importance of standard English, organization, and style. The course will also focus on reading and analyzing various texts and cultivating the behaviors necessary to become a successful college student and professional.

OHIO RESEARCH REQUIREMENT

IMPORTANT: This course requires the major research topic/issue to be connected in some meaningful way to the State of Ohio. This requirement will be reinforced throughout the Blackboard course shell and in the research assignments. Students should select and develop an Ohio-related topic early enough to complete the field research, annotated bibliography, and persuasive research paper successfully.

PREREQUISITE

Satisfactory assessment scores in reading and writing or completion of ENG 091D and ENG 093D.

COURSE FORMAT

This course is fully online and asynchronous. There are no required regularly scheduled class meetings. Students will complete readings, writing activities, discussions, peer-response work, research activities, and major assignments through Blackboard Ultra.

Because this course is asynchronous, students may complete weekly work at times that fit their schedules as long as they meet posted deadlines. Students should access Blackboard regularly throughout the week rather than waiting until an assignment is due.

Participation is demonstrated through meaningful course activity: reading, drafting, revising, responding, researching, communicating, and submitting work. Simply logging into Blackboard does not constitute significant participation.

BLACKBOARD ULTRA AND THE COURSE CALENDAR

Blackboard Ultra is the official location for current course assignments and due dates. All graded assignments and their due dates will be scheduled in the Blackboard Calendar.

- Blackboard Calendar
- Weekly/Unit folders
- Course announcements
- Edison email
- Blackboard Gradebook

The Blackboard Calendar and Weekly/Unit folders contain the most current assignment information and due dates. The instructor may adjust readings, assignments, activities, due dates, or the course sequence as needed to accommodate student learning and the particular flow of the semester. Changes will be clearly communicated and reflected in Blackboard.

REQUIRED MATERIALS AND READINGS

No textbook purchase is required for this course.

Free English Composition textbooks and other readings will be linked through Blackboard Ultra. Weekly/Unit folders may also include model essays, articles, videos, research guides, library resources, MLA materials, writing-process resources, and other materials needed for the course.

COURSE GOALS

- Understand the significance of writing in a college education.
- Produce personal writing based on memory, reflection, and observation.
- Create academic essays using observation, interviews, analysis of reading, inductive reasoning, and primary/periodical research.
- Model the writing process through critical thinking, composing, revising, editing, and publishing.
- Apply critical thinking to the evaluation of personal arguments and those of others.
- Use the library and research databases as essential resources for college coursework.
- Write organized, well-developed essays tailored to specific assignments and audiences.
- Read texts for summary, example, analysis, and application.
- Take responsibility for producing final drafts that adhere to standard American English sentence structure, grammar, punctuation, and mechanics.
- Select appropriate organizational structures and styles for college-level writing.
- Follow MLA guidelines for documenting source material.
- Use learning technology, Edison email, Blackboard, and appropriate AI tools responsibly and effectively.
- Communicate professionally with the instructor and classmates.

CORE VALUES

Edison State Core Values include communication, ethics, critical thinking, human diversity, inquiry/respect for learning, and interpersonal skills/teamwork. The goals, assignments, activities, and interactions in this course will reinforce these values when appropriate.

MAIN TOPIC OUTLINE

- The writing process: prewriting, drafting, revising, editing, and peer review
- Critical reading
- The essay
- Writing and responding to writing
- Personal experience writing
- Conveying significance
- Figures of speech and avoiding wordiness
- Narrative and descriptive writing
- Rhetorical analysis and analyzing texts
- Making and supporting a point
- Writing for different audiences
- Writing strong introductions and conclusions
- Observation
- Short research writing
- Periodical research and use of databases
- Evaluation and ethical use of sources
- Supporting claims
- Note taking
- Avoiding plagiarism
- Proper and ethical uses of artificial intelligence
- Following MLA conventions
- Library research
- Asserting and supporting an inference
- Discerning purpose, audience, and bias
- Summary and analysis
- Understanding and responding to argument
- Revision and peer review
- Primary/field research related to an Ohio issue or topic

OVERVIEW OF MAJOR WRITING PROJECTS

Short “This I Believe” Narrative

A reflective personal narrative (approximately 2 pages) inspired by the NPR series This I Believe, focusing on a core belief or value.

Product Evaluation

An analytical evaluation (approximately 3–4 pages) of a product using criteria such as functionality, design, value, and user experience.

Rhetorical Analysis

An analysis (approximately 3–4 pages) of a text, advertisement, speech, or other rhetorical artifact focusing on strategies such as ethos, pathos, logos, audience, purpose, and context.

Media Bias / Analysis Paper

A short analytical paper examining framing, language, evidence, source selection, context, or other features that shape how information is presented.

Field Research Project

Primary research connected to the student’s approved Ohio-focused research topic. The exact form may involve observation, interview, survey, or another approved method.

Annotated Bibliography

An annotated bibliography (approximately 3–4 pages) containing five credible sources related to the approved Ohio-focused research topic, each accompanied by an evaluative annotation.

Persuasive Research Paper

A persuasive MLA-formatted research paper (approximately 3–4 pages, unless otherwise specified in Blackboard) based on the approved Ohio-focused topic and developed from the annotated bibliography and other research.

ASSIGNMENTS AND GRADING

The following point values come from the current ENG 121 assignment structure. Specific directions and due dates will be provided in Blackboard and entered in the Blackboard Calendar.

Assignment	Points
Opening Letter & Discussion	40
Reflection on AI	20
Narrative Prewriting	20
Narrative Draft Discussion	30
Narrative Polished Draft	100
Narrative Reflection	20
Evaluation Prewriting	20
Evaluation Draft Discussion	30
Evaluation Polished Draft	100
Evaluation Reflection	20
Rhetorical Analysis Prewriting	20
Rhetorical Analysis Draft Discussion	30
Rhetorical Analysis Polished Draft	100
Midterm Assessment	20
Development of Research Topic	30
Feedback Discussion for Media Bias Paper	20
Polished Media Bias Paper	100
Media Bias Paper Reflection	5
Research Paper Proposal	25
Field Research Project	100
Annotated Bibliography	100
Response to Model Research Paper	20
Draft of Research Paper	50
Feedback Discussion of Research Paper	50
Final Polished Research Paper	300
Final Reflection	50
TOTAL	1420

BLACKBOARD GRADEBOOK

The Blackboard Gradebook will be used to record course grades. Students should review their grades regularly and contact the instructor if they believe an assignment or grade is missing or incorrect.

GRADING SCALE

Percentage	Grade
90–100%	A
80–89%	B
70–79%	C
60–69%	D
Below 60%	F

IMPORTANT FALL 2026 DATES

Fall Semester runs from August 24 through December 12, 2026. The following dates are especially relevant to students in this full-semester course.

Date	Important Semester Date
August 24	Classes begin — Fall Semester
September 7	Labor Day — No classes day or evening; buildings closed
November 2	Last day to withdraw — Fall Semester
November 11	Veterans Day — No classes day or evening; buildings closed
November 26–29	Thanksgiving — No classes day or evening; buildings closed
December 12	Classes end — Fall Semester

TENTATIVE WEEKLY COURSE SCHEDULE

The following schedule maps the current ENG 121 assignment sequence onto the Fall 2026 semester. It is intentionally tentative. Specific readings, activities, assignments, and due dates will appear in Blackboard Ultra.

All graded assignments and due dates will be entered in the Blackboard Calendar. The Blackboard Calendar and Weekly/Unit folders supersede this general schedule when assignments or dates are adjusted.

Week	Dates	Tentative Topic / Major Work
Week 1	Aug. 24–30	Course introduction; college writing; professional communication; Opening Letter & Discussion
Week 2	Aug. 31–Sept. 6	AI and writing; narrative writing; Narrative Prewriting; Narrative Draft Discussion
Week 3	Sept. 7–13	Narrative revision and editing; Narrative Polished Draft; Narrative Reflection. Labor Day Sept. 7.
Week 4	Sept. 14–20	Evaluation writing; criteria and evidence; Evaluation Prewriting; Evaluation Draft Discussion
Week 5	Sept. 21–27	Evaluation revision; Evaluation Polished Draft; Evaluation Reflection
Week 6	Sept. 28–Oct. 4	Rhetorical analysis; audience, purpose, ethos/pathos/logos; prewriting and draft discussion

Week 7	Oct. 5–11	Rhetorical Analysis Polished Draft; Midterm Assessment
Week 8	Oct. 12–18	Research introduction; selecting and developing an Ohio-focused research topic
Week 9	Oct. 19–25	Media literacy, bias, framing, and evidence; feedback discussion; Polished Media Bias Paper; reflection
Week 10	Oct. 26–Nov. 1	Argument and research planning; Research Paper Proposal
Week 11	Nov. 2–8	Primary research; observation/interview/survey as approved; Field Research Project. Withdrawal deadline Nov. 2.
Week 12	Nov. 9–15	Source evaluation, databases, MLA, and Annotated Bibliography. Veterans Day Nov. 11.
Week 13	Nov. 16–22	Reading a model research paper; organization, claims, evidence; Response to Model Research Paper; Draft of Research Paper
Week 14	Nov. 23–29	Peer/instructor feedback and revision planning; Feedback Discussion of Research Paper. Thanksgiving break Nov. 26–29.
Week 15	Nov. 30–Dec. 6	Final revision, editing, MLA documentation; Final Polished Research Paper
Week 16	Dec. 7–12	Final Reflection; wrap-up of the course; major revisions as permitted. Semester ends Dec. 12.

CLASS POLICIES

Communication Policy

Use the instructor's Edison email for primary course communication. When emailing, identify yourself, include ENG 121S and your section number in the subject line, and clearly explain your question or concern. Students may also call or text the instructor at (937) 657-6703. If you do not receive a response to an important message, politely follow up.

Response Time

The instructor will normally respond to emails, phone calls, and texts within 24–48 hours. There may be occasional exceptions because of weekends, college responsibilities, travel, illness, or other circumstances.

Weekly Participation and Course Engagement

Significant weekly participation is mandatory. In this asynchronous course, participation includes accessing course materials, completing readings, drafting and revising, submitting assignments, engaging in required online interaction, communicating with the instructor, and making continued progress in the course. If a life circumstance interferes with your ability to participate, contact the instructor.

LATE WORK AND EXTENSIONS

All students should make a good-faith effort to submit work on time. The instructor reserves the right to not accept excessively late work. However, the primary purpose of the course is learning. Students who communicate and continue making meaningful progress will generally receive reasonable consideration.

24-Hour Emergency Extension

Any student may use a 24-hour emergency extension when needed. You do not need to provide a lengthy explanation for a short emergency extension.

Extensions Longer Than 24 Hours

Extensions beyond 24 hours should be requested through Edison email. Briefly explain what has happened, what work is affected, and your reasonable plan for catching up. Do not assume that all late work will automatically be accepted. At the same time, submit the work even if it is late unless you have specifically been told not to do so.

Late Assignment Grading

Late assignments may not be graded immediately. The instructor regularly checks current assignments first. Late work may sometimes be graded considerably later, particularly near the end of the semester. Do not stop working on current assignments while waiting for an older assignment to be graded.

MIDTERM PROGRESS DEADLINE

Students should have work from Weeks 1–8 substantially completed by the end of Week 9. If you are significantly behind at midterm, contact the instructor immediately to develop a realistic plan for catching up. This expectation is intended to prevent early missing work from becoming unmanageable later in the semester.

REVISION AND REDO POLICY

Writing improves through revision. Students may generally revise or redo an assignment that earns below a C. A revision should demonstrate meaningful improvement rather than simply correct a few surface errors. Specific revision requirements and deadlines may vary by assignment. The instructor may also permit revisions or additional attempts in other situations when doing so supports student learning.

GRADING TURNAROUND

The instructor will normally grade major assignments within approximately two weeks. Some assignments will be returned sooner. Large grading loads, late submissions, or other circumstances may occasionally extend the grading period.

ACADEMIC INTEGRITY AND SOURCE USE

Edison State expects students to submit work that reflects their own learning and appropriately acknowledges outside sources.

Students must do their own intellectual and writing work. The purpose of ENG 121 is to practice critical reading, thinking, drafting, revision, research, source evaluation, and written communication. A person, website, or AI system should not do that work in place of the student.

Plagiarism and Documentation

Students must acknowledge material that comes from outside sources, including direct quotations, paraphrased ideas, research, websites, videos, interviews, and AI-generated content when used. Formal research assignments will generally use MLA documentation unless otherwise stated. Direct quotations must be clearly identified and cited; paraphrased information and ideas must also be cited.

ARTIFICIAL INTELLIGENCE

Artificial intelligence is now part of academic, professional, and everyday life. Learning to use it responsibly is valuable.

You may use AI when it helps you learn, but you may not use AI to avoid the reading, thinking, research, drafting, or writing an assignment is designed to develop.

AI should support your writing process rather than replace it.

You Own the Work

You own everything you submit and are responsible for its accuracy, originality, citations, ethical use, and consequences.

If AI provides incorrect information, invented quotations, false citations, misleading claims, poor writing, or biased information, you are responsible for identifying and correcting the problem. Using AI does not transfer responsibility away from the student.

Appropriate Uses of AI

- Brainstorming possible topics or questions
- Asking for clarification of a difficult concept
- Generating study questions
- Receiving feedback on writing you have already drafted
- Identifying grammatical or organizational problems
- Testing possible counterarguments
- Exploring research terms or search strategies that you then verify
- Helping you revise work that remains fundamentally your own

Inappropriate Uses of AI

- Asking AI to write an essay and submitting the result as your own
- Using AI instead of completing assigned reading or research
- Submitting AI-generated analysis or argument that you have not independently developed and verified
- Using invented quotations, sources, or citations
- Using AI to fabricate field research, observations, interviews, surveys, or other primary research
- Using AI in a way that prevents you from demonstrating the learning an assignment is designed to measure

Acknowledge AI Use

If AI meaningfully contributes to an assignment, acknowledge that use. Depending on the assignment, you may be asked to identify the tool used, explain how it was used, cite AI-generated content, include an acknowledgment statement, or describe what you changed, verified, accepted, or rejected.

Human Judgment Stays at the Center

The goal is not to pretend AI does not exist. The goal is to use technology where it helps while keeping human judgment, reading, research, writing, and responsibility at the center of the work. The instructor may ask a student to explain or discuss submitted work when clarification about authorship or understanding is needed.

TURNITIN AND ORIGINALITY

Major written assignments may be submitted through Turnitin. Turnitin may provide textual-similarity information and AI-related indicators.

These tools are indicators and are not substitutes for instructor judgment.

Students should review their work carefully and make sure sources are acknowledged, quotations are appropriately integrated, paraphrases are genuinely rewritten, submitted work reflects their own thinking and writing, and AI or other assistance is acknowledged when required.

WRITING QUALITY AND ASSIGNMENT EXPECTATIONS

College writing should be clear, thoughtful, specific, purposeful, and appropriate to the assignment and audience. Students are expected to move beyond simply completing a minimum length and instead demonstrate meaningful development, organization, evidence, revision, and editing.

Different assignments will call for different voices and structures. Read the directions for each assignment carefully and use the criteria provided in Blackboard.

PEER RESPONSE AND ONLINE COMMUNITY

Some assignments may ask students to respond to classmates' drafts or ideas. Effective peer response should be specific, constructive, respectful, and useful to the writer. Avoid responses that merely say "I agree," "Good job," or "Looks fine." The goal is to help another writer think, revise, and improve.

Civility

Students should communicate politely and professionally. Disagreement is welcome. Disrespect is not. Written online communication can sound harsher than intended, so read messages before sending them and work to communicate clearly and respectfully.

PROFESSIONALISM

Treat this course professionally, as you would a valued job.

- Reading directions
- Meeting deadlines when possible
- Communicating when problems arise
- Treating others respectfully
- Asking questions
- Taking responsibility for your work
- Participating consistently
- Continuing to move forward when you encounter difficulty

Do not confuse professionalism with perfectionism.

Students will make mistakes. The goal is to learn, communicate, revise when appropriate, and continue making progress.

COURSE CHANGES

Changes may be made to accommodate student learning and the particular needs and flow of the course.

The instructor reserves the right to make reasonable changes to readings, assignments, activities, due dates, course sequence, points, or other syllabus provisions. Changes will be clearly announced in Blackboard. The Blackboard Calendar and Weekly/Unit folders will be updated when changes affect assignments or due dates.

INCOMPLETES

An Incomplete may be considered when extenuating circumstances beyond the student's control prevent completion of the course and the student otherwise meets Edison State requirements for an Incomplete. An Incomplete is not automatic. The student and instructor must complete the required Edison State Incomplete process, identifying the work that remains and the deadline for completing it.

ACCESSIBILITY AND DISABILITY SUPPORT SERVICES

Edison State Community College will make reasonable accommodations for students with documented disabilities. Students who believe they may need a formal accommodation should contact the instructor privately and work with Accessibility and Disability Support Services.

Accessibility and Disability Support Services — Piqua Campus, Room 160 — Phone: 937-778-8600

Ask when you need help.

TESTING YOUR FAITH ACT POLICY

Edison State Community College is committed to providing an environment respectful of students' beliefs. Students are permitted to be absent for up to three days each semester based on their faith, religion, or spiritual belief system without academic penalty. Students seeking this accommodation must complete the Testing Your Faith Act Accommodations Form and provide a copy to their individual faculty within 14 days from the start of the course. Students should consult Edison State Registration and Records and the Student Handbook for the complete policy and current form.

TECHNICAL SUPPORT

For problems involving the directions or requirements of a particular Blackboard assignment, contact the instructor first.

During Business Hours

- Use the password-reset options available through Microsoft Office when appropriate.

- Email support@edisonohio.edu.
- Call 937-778-8600 and ask for the IT Help Desk.

After Hours

- Use available Microsoft password-reset tools.
- Go to the Edison State website, select the Resources area, choose IT Help Desk, and use Chat.
- Call 937-778-7957 for after-hours Blackboard assistance.

STUDENT SUPPORT SERVICES

Advising Services

Career pathway advisors can help students identify an appropriate academic major, determine required courses, develop an academic plan, and navigate college requirements. Advisor information is available through MyESCC → Student Planning → Plan and Schedule → Advising. Phone: 937-778-7850.

Career and Job Services

Career and Job Services provides assistance with career exploration, résumés, cover letters, job searches, interviewing, and professional development.

Computers

Computers with Internet access are available on campus. The Library and Tutoring Center also provide access to computers and printers.

Health and Wellness Services

Health and Wellness Services are available through Edison State. Students may call 937-778-8600 and request Health and Wellness Services.

Library Services

Students are encouraged to use the Edison State Library and OhioLINK. Library staff can help with finding sources, databases, research strategies, evaluating sources, and citation questions. Email: library@edisonohio.edu. Phone: 937-778-7950.

Mental Health Services and CARE Team

College can be stressful. Students who need support are encouraged to seek assistance. The instructor can help connect students with appropriate Edison State resources, including the CARE Team.

Student Resource Center and Charger Station Food Pantries

Edison State provides assistance with basic necessities through Student Resource Centers, food pantries, and Charger Stations.

Title IX — Anti-Discrimination, Harassment, and Bullying

Edison State is committed to maintaining a learning environment free from bullying, discrimination, sexual harassment, and sexual violence. Students should consult current Edison State Title IX materials for procedures and contact information.

Tutoring Services

Free tutoring and learning support are available through the Edison State Tutoring Center. Services may include in-person tutoring, online tutoring, paper review, study assistance, and academic resources. Email: tutoringcenter@edisonohio.edu. Phone: 937-778-7959.

Additional Support Services

For additional assistance, consult the ASSIST tab in Blackboard or the Edison State Student Resources materials provided in the course.

FINAL NOTE FROM THE INSTRUCTOR

Writing is not simply a requirement to complete; it is a way of thinking. My goal is that you leave ENG 121 more confident in your ability to develop ideas, examine evidence, research responsibly, revise thoughtfully, and communicate clearly.

You will not write every assignment perfectly the first time. That is not the expectation. The expectation is that you engage seriously with the process, learn from feedback, make responsible choices, and continue improving as a writer and thinker.