

Syllabus and course outline

English 121: English Composition 1 3 Credit Hours

Summer 2026

Instructor information



Instructor	Email	Office location & student support hours
Lincoln "Link" Schreiber, MA English Composition/Rhetoric Wright State University.	LSchreiber@edisonohio.edu	M/W/F 12pm-3:30pm Mon-Thurs 10pm-11:30pm Office location: Online

General information

Description

English Composition 121 is a writing-centered course that emphasizes the careful reading, analytical thinking, and persuasive strategies inherent in researching and writing within an academic community. Students learn that rhetorical knowledge is the basis of composing while learning to write with purpose, audience, context, and conventions in mind. Students develop rigorous academic research practices: how to locate and evaluate primary and secondary sources relevant to their line of inquiry and position their own ideas in conversation with public writing. Students also engage in regular self-reflection: articulating what they know, what they can do, and how to apply their knowledge and skills in various contexts.

Learning Outcomes

By the end of the course, you should be able to:

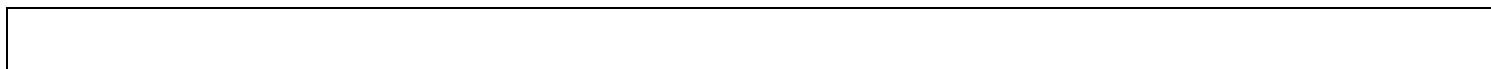
1. Recognize that writing, and the study of it, is a significant part of a college education.
2. Produce personal writing based on memory, reflection, and observation.
3. Produce academic writings based on observation, interviewing, analysis of reading, inductive reasoning, and primary and periodical research.
4. Model the writing process of critical thinking, composing, revising, editing, and publishing.
5. Apply critical thinking to the evaluation of his/her own arguments and those of others.
6. Use the library and research databases as a significant source of information for college courses.
7. Write clearly organized, well developed, essays fulfilling specific assignments.
8. Read for summary, example, analysis, and application.
9. Accept responsibility for finished drafts that use standard American English sentence structure, grammar, punctuation, and mechanics.
10. Choose written organization and style appropriate to college work.
11. Follow M.L.A. guidelines for documenting source material.

Pre-requisite

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

Required materials

- There's an online book inside of the course shell for you: OpenStax.org. You may download a full PDF copy using this link:





- A working computer or reliable access to a working computer.
- Stable internet or access to stable internet (libraries, coffee shops, McDonald's are great options)
- Flash drive or Cloud access
- An open mind

Course Grading System

All major assignments will be graded using a clearly defined rubric and reasonings in each category. There will also be a process involving each paper throughout the term: drafts/peer reviews and final drafts. You may revise any final draft during the course of this 7-week class.

Course Grading Scale

A = 94-100%, A- = 90-93%, B+ = 87-89%, B = 83-86%, B- = 80-82%, C+ = 73-76%, C- = 70-72%, NP = 69% or lower

Please note that you must earn at least 70% for your final course grade to pass this class and fulfill your requirement for ENGL 121.

Assignment Deadlines

Since all assignments are turned in through our Blackboard course, the deadline is 11:59pm Eastern on the due date. Late work will be accepted until July 29th.

Attendance

Let's be honest, you can't learn if you're not here in class, especially in this fast-paced online half-term. Attendance is triggered by the week. You do not need to be here every single day...but it couldn't hurt. Plus, I'm entertaining, so you won't want to miss out. However, I'm not a monster, if something comes up, let me know ASAP.

Submissions

As previously mentioned, all assignments are submitted through our Blackboard course room and MUST be in a .DOCX (Microsoft Word) format. The system will not accept a google doc file nor a PDF.

Classroom Behavior

Our class will be one where everyone belongs and everyone learns. This means that all our interactions will be respectful of each other: culture, nationality, race, ethnicity, disability, economic status, religion, gender identity, and sexuality. Our learning environment will be one of trust and safety. I encourage you to get to know and learn from each other. We are all different, and these differences will make this class better.

Student Religious Accommodations

Edison State Community College is committed to providing an environment respectful of students' beliefs. Students are permitted to be absent for up to 3 days each semester based on their faith, religion, or spiritual belief system with no academic penalty. Students must complete the Testing Your Faith Act Accommodations Form, <https://www.edisonohio.edu/services-support/registration-records> (<https://www.edisonohio.edu/services-support/registration-records>), located in "Forms" and provide a copy to their individual faculty within 14 days from

the start of the course. The entire policy can be found in the student handbook at <https://www.edisonohio.edu/services-support/student-resources> (<https://www.edisonohio.edu/services-support/student-resources>).

Academic Dishonesty

The University Rules, including the Student Code of Conduct, and other documented policies of the department, college, and university related to academic integrity will be enforced. Any violation of these regulations, including acts of plagiarism or cheating, will be dealt with on an individual basis according to the severity of the misconduct. Use of Artificial Intelligence (AI) to produce or help content, when an assignment does not explicitly call or allow for it without proper attribution or authorization, is plagiarism.

All essay drafts will be checked using the TurnItIn function enabled on Canvas. Most source use issues are unintentional so we will primarily use the Turn-It-In reports for your drafts as a starting point for conversations and further instruction should they reveal any source-use issues. But if you include a substantial amount of plagiarized material in your assignments, you will likely receive a 0 for the assignment until you can revise the work to fully resolve those source-use issues.

AI Usage

We will embrace the responsible use of AI as a learning tool while maintaining academic integrity. For each assignment, I will clearly specify the allowed level of AI usage, ranging from no AI use to full AI collaboration. When AI is used, you must always cite this assistance, provide links to AI interactions, and include your original work. You are expected to follow these guidelines and be prepared to discuss and evaluate AI contributions. This policy will help you learn digital, proper citation practices, and critical thinking while you develop essential writing and analytical skills. Remember, the goal is for everyone to learn and grow in their abilities.

Course Schedule

Week	Topics	Assignments
1	The Writing Process--prewriting, writing and revising • Critical Reading • The Essay • In-class Writing and Responding to Writing	• Read chapters 1 and 3 in the online textbook • Take part in this week's discussion over literacy • Read the assignment description over the Narrative Paper • Complete the Narrative Pre-Writing Assignment • Start writing your Narrative Paper

2	The Personal Experience Essay • Conveying Significance • Figures of Speech and Avoiding Wordiness • Editing and Peer Review • Narrative and Descriptive Writing	• Read Chapters 4 and 5 • Read the Peer Review Guidelines and reasonings • Post your Draft in the forum by Weds • Reply to at least 3 others by Sunday • Look through the MLA presentation • download the MLA template • Revise your paper to turn into the week 3. If it's done...TURN IT IN!
3	Research Narrative • Periodical Research and use of databases • Evaluation and Ethical Use of Sources • Supporting Claims • Avoiding Plagiarism • Following MLA Conventions	• Turn in the final of the Narrative • Turn in the 250 word reflection • Read chapters 7 and 9 • Read through the assignment description of the Evaluative Essay • Turn in the short Prewriting

4	Making and Recognizing Claims • Writing for Different Audiences • Writing a Strong Introduction • Interviewing and Observation • Primary Research	• Look at the Quote Sandwich, download it, use it, and give it to others! • Post your Evaluation Draft in the discussion forum • Reply to three other's papers, using their first names • Read chapters 10 and 12 in the online textbook • Edit your final draft of the Evaluation draft • Responsibly celebrate the 4th of July
5	Conveying Significance • Figures of Speech and Avoiding Wordiness • Editing and Peer Review • Asserting and Supporting an Inference • Discerning Purpose, Audience, and Bias • MLA Documentation • Understanding Language (Slant, Connotation, Appeal)	• Turn in the final draft of the Evaluation essay by Tuesday • Write the reflection for the Evaluation essay by Friday • Read the Position Paper Guidelines • Read chapters 13 and 14 in the textbook • Jump into the topic proposal discussion forum

6	Synthesis • Primary Research • Summary and Analysis • Understanding Argument • Audience and Credibility • Responding to Argument	• Write your papers! • Reach out with any issues • Visit the Library • Visit the Writing Center, if you need help!
7	• Figures of Speech and Avoiding Wordiness • Editing and Peer Review • Asserting and Supporting an Inference • Discerning Purpose, Audience, and Bias • MLA Documentation • Understanding Language (Slant, Connotation, Appeal)	• Post your draft for the Position paper by Weds. • Reply to three other people by Sunday • Read chapter 20 in the textbook • Get ready for the end of the term
8	Final reflections	• Final Reflection forum • Turn in all final drafts • Final reflection letter