

ENGL 1549 - Writing 1 with Support

Fall 2026 Syllabus, Section 09, CRN 41604,

Credit hours: 4

Instructor

David Nickell

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Public Instructor Information

Instructor Title: Mr. Nickell

Prof. Qualifications: Bachelors in English – Kent State University (2014); Masters in English – Youngstown State University (2016); PhD in Rhetoric and Composition (ABD; on hold).

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Course Description

1549. Writing 1 with Support. This four-credit hour version of English 1550: Writing 1 develops an awareness of writing processes and provides strategies for generating ideas, drafting, giving and receiving feedback, revising, and editing. Students analyze texts in light of specific audiences, purposes, and contexts and develop critical skills in reading, thinking, and writing. Students write a minimum of 5,000 words (approximately 20 double-spaced pages) cumulatively across the major assignments and incorporate sources into their writing. English 1549 counts as the first of two required composition courses in the general education core. Grading is ABCDF, but students must earn a "C" or better to satisfy the General Education requirement and continue to ENGL 1551 or ENGL 1551H. Prereq.: Placement by ACT/SAT test results OR Composition Placement Test results OR completion of English 1509 OR English 1541. 4 s.h.

Course Readings

Group	Title	Author	ISBN
Required	The Norton Field Guide to Writing [with Readings and Handbook], 4th ed., 2016.	Bullock, et al.	9780393617399
Required	Excerpt from "Discourses" PDF on Blackboard (will provide to students)	James P. Gee	0415328616

All readings will come from *The Norton Field Guide to Writing [with Readings and Handbook]*, 4th ed., 2016, and Gee's "Discourses" will be provided to students as a PDF on Blackboard.

The course readings are subject to change in the event of extenuating circumstances, research developments, current events, and/or to ensure better learning.

Tentative Weekly Schedule (Subject to Change)

Week of	Reading(s)	Proposed Topic	Due/To Prepare for Class
8/24	Intro to class, instructor, syllabus, policies and guidelines, Blackboard, MLA template, Outlook and Writing Center registration.	Course Familiarity	Show Up
8/31	Read "Writing in Academic Contexts" (NFG p. 3-10). Read "Reading in Academic Context" (NFG p. 11-32). Read "Rhetorical Situations" (NFG p. 57-76).	Unit 1 Overview (Rhetorical Situations) Intro to Rhetorical Situations, Intertextuality, and Terminology • Intertextuality, Purpose, Audience, Genre	Read "Writing in Academic Contexts" (NFG p. 3-10). Read "Reading in Academic Context" (NFG p. 11-32). Read "Rhetorical Situations" (NFG p. 57-76).



9/7	NO CLASSES 9/7 LAB - In-class Quiz 1 (15 pts); Review In-class Essay 1 results; Lecture: Intro to Key Features of Reflective Essay, Thesis Statements, Topic Sentences, Transitions (NFG Pg. 248-252, 331-349). NFG Pg. 940-945 "Guys vs Men" in-class discussion. NFG Pg. 289-297 "Processes" (Generating Ideas and Text) *Assignment NFG Pg. 953-963.	Academic Writing	Complete Readings
9/14	Rhetorical Situations Quiz Rhetorical Writing Formatting and Technical Document Specs in College • MLA 101 • 3-Step Method for integrating quotes		Read "Documentation" (NFG p. 560-563) and Review "MLA" (NFG p. 564-614). Read "Organizing Your Writing, Guiding Your Reader" and "Drafting" (NFG p. 345-366).
9/21	Discuss MA1 Text MA1 Prompt Distributed MA1 Outline Activity Assigned	Democracy in the Classroom	Read MA1 Text (in Norton Field Guide) Come to class with no less than 3 questions about the text.
9/28	MA1: Draft Workshop Self-Review. • Read, annotate, and answer questions about your essay & discuss. • Submit Self-Review on Blackboard (Tuesday). MA1: Draft Workshop • Exchange drafts with a peer. • Answer questions about peer's essay & discuss. • Submit Peer Review on Blackboard	Drafting, Editing, Using Feedback	MA1 1st Draft Due, Uploaded to Blackboard prior to class. MA1 Draft should include no less than 2 full pages of analysis, including: • Introduction w/thesis statement • Paragraph summarizing the text • Paragraph about author's purpose • Paragraph about author's audience
10/5	Intro to Unit 2: Comparative Analysis - Comparing, Contrasting, Classifying and Defining. -MA2 Prompt Distributed -MA2 Comparative Analysis Workbook Distributed Classifying, Defining, Comparing, and Contrasting. -Drafting Comparative Thesis Statements -3-Step Method (Block Point-by-Point)	Introduction to new writing genres for comparing and contrasting	Read Chap. 38: Classifying and defining and Chap 39: Comparing and Contrasting
10/12	Discussion of MA2 Texts Drafting MA2 Using MA2 Comparative Analysis Workbook Review MA2 Workbook	Turning outlines into rough drafts	Complete MA2 Workbook
10/19	MA2 Workshop -Make sure you have access to your work. -You must come to class with a draft that includes all the required parts. MA2 Peer Review Workshop • Exchange drafts with a peer. • Answer questions about peer's essay & discuss. • Submit Peer Review on Blackboard	Drafting, editing, using feedback	First Draft of MA2: Comparative Analysis Due, uploaded to Blackboard by 11:59 pm. Your first draft should be no less than 2 full pages of analysis, and must include: -Introduction w/comparative thesis -Summary of both articles -Purpose -Audience -Works Cited page including all referenced articles You must show one block and one point-by-point paragraphs for purpose and audience.
10/26	Intro to Unit 3: Critical/Analytical Essay MA3 Prompt Distributed Final Quiz Study Guide Distributed Intro to Unit 3: Critical/Analytical Essay -Text/Issue discussion -Critical Analysis: Understanding Interconnectivity. MA3 Workbook Distributed	Applying critical perspective to texts	Read Chap. 37: Arguing
11/2	Language and Rhetoric Discuss Gee	Language and Persuasion	Read "Discourses" by James Paul Gee (PDF) Come to class with at least 3 questions about the text.
11/9	Research and Identifying Social Contexts Research Summary Assigned	Incorporating Research and Developing a Critical Perspective	Read Chap. 46: Getting a Start on Research Read Chap. 47: Finding Sources Read Chap. 48: Evaluating Sources



11/16	Synthesizing Information -Looking for patterns/connections across texts	Connections Across Texts	Read Chap. 49: Synthesizing Ideas Research Summaries due, uploaded to Blackboard, prior to class.
11/23	NO CLASS 11/26 MA3 Workshop -Make sure you have access to your work. -You must come to class with a draft that includes all the required parts. -Self-Review due at the end of class, uploaded to Blackboard.	Drafting, Editing, Revision and Using Feedback	First Draft of MA3 Due, uploaded to Blackboard by 11:59 pm. Your first draft should be no less than 2 full pages of analysis, and must include: -Introduction w/comparative thesis -Summary of both articles -Purpose -Audience -Works Cited page including all referenced articles
11/30	MA3 Peer Review Workshop • Exchange drafts with a peer. • Answer questions about peer's essay & discuss. • Submit Peer Review on Blackboard	Drafting, Editing, Revision, and Using Feedback	Second Draft of MA3 Due, uploaded to Blackboard by 11:59 pm. Your revised draft should be no less than 3 full pages of revised analysis, and must include: -Introduction w/comparative thesis - Summary of both articles -Purpose - Audience -Works Cited page including all referenced articles
12/7	Review of points/grades and Final In-class Essay. LAB – Conferences regarding revisions and Final Essay Final Essay (50 pts) and MA 1 or MA 2 Revisions due by 5PM. FINALS WEEK: NO FINAL EXAM	Course Review	Show Up

The course schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better learning.