

ENGL 1549 - Writing 1 with Support

Fall 2026 Syllabus, Section 10, CRN 41605,

Credit hours: 4

Instructor

Sydney Stalnecker

Email: sastalnecker@ysu.edu

Public Instructor Information

Instructor Title: Adjunct Faculty

Instructor Professional Qualifications: M.A., English, Youngstown State University, 2025

Instructor Office Location: English Department, 2nd Floor of DeBartolo Hall

Instructor Office Phone: 330-941-3414

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 w/ Readings and Handbook; 7th edition	Bullock, Richard; Bertsch, Deborah; Daly Goggin, Maureen	978-1-324-08763-2
Required	Where I'm From	Lyons, George Ella	
Required	Wild Geese	Oliver, Mary	
Required	Wolf Gray	Morrow, Kortney	
Required	White-Tailed Deer	Rhodes, Benjamin	

Chapters from The Norton Field Guide (7th edition) will be assigned in Blackboard and are listed in the schedule. Your Ebook access is included and is already paid for in your course fees. The book is only available online through YSU. If you do not want to purchase the book for any reason, you need to opt out of the ebook by the date shown in Blackboard in order to avoid the fee.

The poems included in this list will be provided by the instructor. The instructor does not expect students to purchase any reading materials outside of the Norton Field Guide.

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

Schedule of Topics and Assignments

Week of	Reading(s)	Proposed Topic	Due/To Prepare for Class
8/24	Chapter #5 "Writing and Learning Online". (MLO 1) Poem: Where I'm From by George Ella Lyon	Module 1: Introductions and Growth Mindset MLO 1: Identify best practices for being successful and gaining assistance in a YSU online course. MLO 2: Discuss goals for the course alongside initial reactions concerning growth mindset and learning styles.	Syllabus Test (MLO1) Quiz: "Writing and Learning Online" (MLO1) Writing: Where I'm From Response
8/31	• Chapter 1 "Writing in Academic Contexts" (MLO 2) • Chapter 2 "Reading in Academic Contexts" (MLO 2) • Chapter 4 "Academic Habits of Mind" (MLO 2)	Module 2: Effective Emails; Chapters 1,2,4 – Academic Literacies MLO 1: Compose effective and efficient email. MLO 2: Recognize strategies for thinking, reading, and writing in academic contexts.	Writing: Five Emails (MLO1) Quiz: Ch 1,2,4 "Academic Literacies" (MLO 2)
9/7	Chapter 7 "Purpose" (MLO 2, 3) Chapter 8 "Audience" (MLO 2, 3) Chapter 9 "Genre" (MLO 2, 3) Chapter 10 "Stance" (MLO 2, 3)	Module 3: The Rhetorical Situation MLO 1: Discuss the elements of the rhetorical situation MLO 2: Apply selected and appropriate elements of rhetorical situation in writing. MLO 3: Recall key concepts of rhetorical situations.	Discussion: Hamilton and the Rhetorical Situation Quiz: Ch. 7 - 10 (MLO 3) Writing: Adapting to the Rhetorical Situation (MLO 2, MLO3)
9/14	Chapters 27-29 Writing 1 MA1 Assignment Sheet; Writing 1 MA1 Pre-Writing Template; Cyberslacking Activity Log; Cyberslacking Activity Log Sample	Module 4: The Writing Process and Major Assignment 1 – Reflective Analysis MLO 1: Recognize the components of the writing process.) MLO 2: Record time lost to distractibility as part of the pre-writing process. MLO 3: Evaluate secondary research materials (visual texts) for their applicability to a writing task.	Discussion: Are you Nomophobic? Quiz: Ch. 27 - 29
9/21	Chapters #6 (MLO 1, MLO 2) Article: AIU Student Guide to Artificial Intelligence (MLO 2)# Handout: Using AI. (MLO 3, MLO 4)	Module 5: Writing Ethically with AI MLO 1: Apply AI collaboration strategies for effective interaction with an AI. MLO 2: Identify effective methods of ethical AI collaboration. MLO 3: Practice using an AI tool ethically for studying and writing assistance. MLO 4: Evaluate the efficacy of AI as a study tool.	Discussion: AI Collaboration Practice (MLO1) Writing: AI Usage Eval Reflection (MLO2, MLO3, MLO4) Quiz: Ch. 6 (MLO2)
9/28	Ch. 27 - 29 REVIEW (MLO1) Handouts: Writing 1 Reflective Analysis Pre-Writing to Essay Guide (MLO 3); Writing 1 Reflective Analysis Assignment Sheet (MLO 3)	Module 6: MA1 Pre-Writing MLO 1: Recognize the components of the writing process. MLO 2: Demonstrate generating ideas as a first step in the writing process. MLO 3: Evaluate the applicability of experiment results.	Discussion: MA1 - What opportunity to learn does it offer? (MLO4) Writing: MA1 Pre-Writing (MLO1, MLO2, MLO3)



10/5	Ch. 30 - 31, 33 (MLO3) Article: "Track Your Time for 30 Days. What You Learn Might Surprise You." Writing 1 Reflective Analysis Pre-Writing to Essay Guide (MLO 3); Writing 1 Reflective Analysis Assignment Sheet (MLO 3)	Module 7: MA1 1st Draft and Peer Review MLO 1: Identify genre features in a secondary source collaboratively. MLO 2: Apply instructor feedback to a first draft essay. MLO 3: Compose a first draft that adapts to the rhetorical situation. MLO 4: Use feedback to initiate a revision plan.	Writing: MA1 First Draft (MLO2-3) Quiz: Ch. 30 - 31, 33
10/12	Writing 1 Peer Review Guidance (MLO 2) Video: Eli Review "Describe - Evaluate – Suggest: Giving Helpful Feedback" 2015 (MLO 2)	Module 8: Effective Feedback, MA1 – Peer Review MLO 1: Evaluate peers' writing with effective feedback. MLO 2: Collaborate with their peers electronically on feedback delivery practice.	Discussion: Peer Review Practice Writing: MA1 Peer Review (MLO2)
10/19	Ch. 32 - 24 (MLO1, MLO2, MLO4)	Module 9: Revision – MA1 2nd Draft MLO 1: Apply feedback to an essay 2nd draft. MLO 2: Compose a 2nd draft reflective analysis that includes revision, editing, and proofreading.	Writing: MA1 Final Draft (MLO1, MLO4) Quiz: Ch. 32 - 34 (MLO 1, 2, 4)
10/26	Ch. 13 (MLO1, MLO2) MA2 Textual Analysis Assignment Sheet (MLO 1, MLO2); "60 Powerful Social Issue Ads That'll Make You Stop and Notice" (MLO 2, MLO 3); MA2 Pre-Writing Template (MLO 2, MLO 3)	Module 10: MA2 Textual Analysis – Introduction and Pre-Writing MLO 1: Recognize the key features of a new genre. MLO 2: Evaluate secondary research materials for their application to a writing task. MLO 3: Generate ideas as a first step in the writing process. MLO 4: Respond reflectively to feedback.	Writing: MA2 Pre-Writing (MLO2, MLO3) Quiz: Ch. 13 (MLO1)
11/2	Writing 1 MA2 Textual Analysis Assignment Sheet (MLO 3); Writing 1 MA2 Pre-Writing to Essay Guide (MLO 3, MLO 4); Writing 1 MA2 Student Sample (MLO 1)	Module 11: MA2 1st Draft and Peer Review MLO 1: Collaboratively identify genre features in a secondary source. MLO 2: Apply instructor feedback to a first draft. MLO 3: Compose a first draft for adaptation to the rhetorical situation. MLO 4: Initiate a revision plan based on instructor feedback. MLO 5: Evaluate peers' writing with effective feedback.	Writing: MA2 First Draft and Peer Review (MLO2, MLO3, MLO4, MLO5)
11/9	Writing 1 MA2 Textual Analysis Assignment Sheet (MLO 2); Writing 1 MA2 Pre-Writing to Essay Guide (MLO 1, MLO 2); Writing 1 MA2 Student Sample (MLO 1, MLO 2)	Module 12: MA2 2nd Draft MLO 1: Initiate a 2nd draft revision plan based on feedback. (CLO 3.2, CLO 3.4) MLO 2: Apply instructor feedback to a 2nd draft. (CLO 3.1, CLO 3.3)	Writing: MA2 Final Draft (MLO1, MLO2)

11/16	Ch. 40 (MLO1) Writing 1 MA3 Compare and Contrast Assignment Sheet (MLO 1, MLO 2, MLO 3)	Module 13: MA3 – Compare and Contrast MLO 1: Recognize the features of comparison and contrast. (CLO 1.1) MLO 2: Create an assignment plan that includes all components of the writing process. (CLO 3.1) MLO 3: Generate an AI essay that meets assignment criteria (CLO 1.2, CLO 2.1) MLO 4: Recognize the features of an AI generated essay (CLO 1.2) MLO 5: Report the differences and similarities between an AI and a self- generated essay (CLO 2.4) MLO 6: Assess the comparative value of self-generated writing in a compare-and- contrast essay (CLO 2, CLO 4.1)	Quiz: Ch. 40
11/23	No Readings	Module 14: Workshop Day & Thanksgiving	Finish and submit MA3 Final Draft (MLO1, 2, 3, 4, 5)
11/30	Writing 1 Key Principles; Writing 1 Final Essay-Reflection on Writing	Module 15: Semester Wrap-up MLO1: Recognize and display knowledge of CLO through Key Principles Test and Reflective Essay	Test: Writing 1 Key Principles Final Writing: Final Reflective Essay
12/7	No Readings	Finals Week	Everything should be turned in before this week. Good luck with finals!

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