

ENGL 1549 - Writing 1 with Support

Fall 2026 Syllabus, Section 27, CRN 43965,

Credit hours: 4

Instructor

Stephanie Caldwell

Email: secaldwell@ysu.edu

Public Instructor Information

Instructor Title: Dr. Stephanie Caldwell, Lecturer

Instructor Professional Qualifications: Ed.D., Educational Leadership, Youngstown State University, 2026; M.A., English, Youngstown State University, 2011; B.A., English, Youngstown State University, 2009

Instructor Office Location: Steubenville Campus (Office 2003E)

Instructor Office Phone: (877) 468-6978

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 (7th Edition)	Richard Bullock, Deborah Bertsch, & Maureen Daly Goggin	978-1324087335

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

Day	Date	Reading(s)	Proposed Topic	Due/To Prepare for Class
Wed	8/26	Introductions & Growth Mindset		Due 8/30 at 11:59pm: Writing Sample Assignment: Please read and follow directions carefully Syllabus/Schedule Test Due 8/30 before 11:59:55pm: Discussion: Introduce Yourself: Post by Wednesday, Respond by Sunday - Reply
Wed	9/2	Academic Literacies and composing effective emails.		Due 9/6 at 11:59pm: Five Emails Assignment Quiz: Ch 1,2 and 4
Wed	9/9	The Rhetorical Situation		Due 9/13 at 11:59pm: Adapting to the Rhetorical Situation Quiz: Ch 7-10 Due 9/13 before 11:59:58pm: Discussion: Hamilton and the Rhetorical Situation - Reply



Wed	9/16	The Writing Process & Major Assignment 1	Due 9/20 at 11:59pm: Quiz: Ch 27-28-29 Due 9/20 before 11:59:59pm: Discussion: MA1 - What "opportunity to learn" does it offer? - Reply
Wed	9/23	Writing Ethically with AI	Chapter 6: Writing with Generative AI
Wed	9/30	MA1 Pre-Writing	Due 10/4 at 11:59pm: MA1 Reflective Analysis: Pre-Writing
Wed	10/7	MA1 First Draft, Peer Review, & Feedback Journal	Due 10/11 at 11:59pm: Quiz: Ch 30-31 MA1: Reflective Analysis FIRST DRAFT due Sun (10/12)
Wed	10/14	Effective Feedback & MA1 Peer Review	Due 10/18 before 11:59:58pm: MA1 Peer Review - Post by Thurs (10/15) and Review two peers by Sun (10/18) - Reply
Wed	10/21	Revision & MA1 2nd Draft	Due 10/25 at 11:59pm: MA1 2nd Draft Quiz: Ch 32-33-34
Mon	11/2	Major Assignment 2 - Textual Analysis	Due 11/1 at 11:59pm: Quiz: Ch 13 MA2 Pre-Writing
Wed	11/4	Intro to MA2 Pre-Writing	Due 11/7 before 11:59:58pm: MA2 Peer Review - Post by Thurs (11/5) and Review two peers by Sat (11/7) - Reply
Mon	11/9	MA2 First Draft	Due 11/8 at 11:59pm: MA2 First Draft
Wed	11/18	MA2 2nd Draft & MA3 Comparative Rhetorical Analysis	Due 11/18 at 11:59pm: MA2 2nd Draft Due 11/20 at 11:59pm: MA3 Pre-Writing
Wed	11/25	MA3 First Draft	Due 11/25 at 11:59pm: MA3: FIRST DRAFT
Wed	12/2	MA3 Final Draft & Final Reflective Essay	Due 12/5 at 11:59pm: Final Reflective Essay Due 12/2 at 11:59pm: MA3: FINAL DRAFT
Mon	12/7	No Class Meeting	Due 12/6 before 11:59:59pm: Vocabulary Journal
Wed	12/9	No Class Meeting	Due 12/11 before 11:59:19pm: Feedback Journal

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.