

ENGL 1550 - Writing 1

Fall 2026 Syllabus, Section 02, CRN 40406,

Credit hours: 3

Instructor

Jessica Wheeler

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Public Instructor Information

Instructor Title: Mrs. Jessica Wheeler

Instructor Professional Qualifications: Master of Humanities with Concentrations in English and Creative Writing, Tiffin University; Bachelor of Science in Education, Adolescent/Young Adult Integrated Language Arts 7-12, Youngstown State University

Instructor Office Location: Remote

Course Description

1550. Writing 1. This course 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 1550 is the first of two required composition courses in the general education core. Grading is ABCDF but must earn a "C" or better to satisfy the General Education requirement and continue to ENGL 1551 or ENGL 1551H. English 1550 is three semester hours. Prereq.: Placement by ACT/SAT test results OR Composition Placement Test results. 3 s.h.

Course Readings

Group	Title	Author	ISBN
Required	The Norton Field Guide to Writing with readings + handbook, 7E	Bullock, R., Bertsch, D., Goggin, M.D.	

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	Textbook: Chapter 5, "Writing and Learning Online" (MLO 1) Video: "Growth Mindset vs. Fixed Mindset" (MLO 2) Video: "Pathway Transformation Initiative (Growth Mindset)" (MLO 2) Video: "4 Steps to Developing a Growth Mindset" (MLO 2) Website: Learning Styles Inventory (MLO 2)	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.	Discussion: Introduce Yourself (MLO 2) Course Project Milestone: Syllabus Test (MLO 1) Quiz: Chapter 5, "Writing and Learning Online" (MLO 1)
8/31	Textbook: Chapter 1, "Writing in Academic Contexts" (MLO 2) Chapter 2, "Reading in Academic Contexts" (MLO 2) Chapter 4, "Academic Habits of Mind" (MLO 2) Video: "Email Etiquette Tips" (MLO 1) Website: Email Best Practices PowerPoint (MLO 1)	MLO 1: Compose effective and efficient email. MLO 2: Recognize strategies for thinking, reading, and writing in academic contexts.	Course Project Milestone: Five Emails (MLO 1) Quiz: Chapters 1, 2, and 4: "Academic Literacies" (MLO 2)



9/7	Textbook: Chapter 7, "Purpose" (MLO 2, 3) Textbook: Chapter 8, "Audience" (MLO 2, 3) Textbook: Chapter 9, "Genre" (MLO 2, 3) Textbook: Chapter 10, "Stance" (MLO 2, 3) Other Resources: Instructor handout, "Hamilton - The Battle of Yorktown" (MLO 1, 3) Other Resources: Video, "Hamilton at the 2016 Tonys" (MLO 1, 3)	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 situation.	Discussion: Hamilton and the Rhetorical Situation (MLO 1) Course Project Milestone: Adapting to the Rhetorical Situation (MLO 2, 3) Quiz: Chapters 7-10 (MLO 3)
9/14	Textbook: Chapters 27-29 Instructor Handouts: Writing 1 MA1 Assignment Sheet Instructor Handouts: Writing 1 MA1 Pre-Writing Template Instructor Handouts: Cyberslacking Activity Log Instructor Handouts: Cyberslacking Activity Log Sample Video: "How Smartphones Sabotage Your Brain's Ability to Focus" Video: "Nomophobia/Facts of Cell Addiction" Video: "Nomophobia: A Mobile Phone Addiction"	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: Early Assessment: Are You Nomophobic? Quiz: Chapters 27-29
9/21	Textbook: Chapter 6 (MLO 1, MLO 2) Article: AIU Student Guide to Artificial Intelligence (MLO 2) Instructor Handouts: Using AI (MLO 3, MLO 4)	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 (MLO 1) Assignment: AI Usage Eval Reflection (MLO 2, MLO 3, MLO 4) Quiz: Chapter 6, "Writing with Generative AI" (MLO 2)
9/28	Textbook (Review): Chapters 27-29 (MLO 1) Instructor Handout (Review): Writing 1 Reflective Analysis Pre-Writing to Essay Guide (MLO 3) Instructor Handout (Review): Writing 1 Reflective Analysis Assignment Sheet (MLO 3)	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? (MLO 4) Course Project Milestone: MA1 Pre-Writing (MLO 1, MLO 2, MLO 3)
10/5	Textbook: Chapters 30-31, 33 (MLO 3) Journal Article: "Track Your Time for 30 Days. What You Learn Might Surprise You" Instructor Handout: Writing 1 Reflective Analysis Pre-Writing to Essay Guide (MLO 3) Instructor Handout: Writing 1 Reflective Analysis Assignment Sheet (MLO 3)	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.	Discussion: Collaborative Review of Clark's Use of Speculation, Specifics, and Structure (MLO 1) Assignment: Feedback Journal Entry #1 (MLO 4) Course Project Milestone: MA1 1st Draft (MLO 2-3) Quiz: Chapters 30-31 (MLO 3)
10/12	Video: Eli Review "Describe - Evaluate - Suggest: Giving Helpful Feedback" 2015 (MLO 2) Instructor Handouts: Writing 1 Peer Review Guidance (MLO 2) Discussion: Peer Review Practice (MLO 2, MLO 3)	MLO 1: Evaluate peers' writing with effective feedback. MLO 2: Collaborate with their peers electronically on feedback delivery practice.	Discussion: Peer Review Practice Course Project Milestone: MA1 Peer Review (MLO 2)

10/19	Textbook: Chapters 32-34 (MLO 1, MLO 2, MLO 4)	MLO 1: Apply feedback to an essay 2nd Draft. MLO 2: Compose a 2nd draft reflective analysis that includes revision, editing, and proofreading.	Assignment: Feedback Journal Entry #2 (MLO 1) Course Project Milestone: MA1 2nd Draft (MLO 1, MLO 4) Quiz: Chapters 32-34 (MLO 1, MLO 2, MLO 4)
10/26	Textbook: Chapter 13 (MLO 1, MLO 2) Instructor Handout: MA2 Textual Analysis Assignment Sheet (MLO 1, MLO 2) Instructor Handout: MA2 Pre-Writing Template (MLO 2, MLO 3)	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.	Assignment: Journal: Creative Piece Selection/Topic Confirmation (MLO 1, MLO 2, MLO 3) Assignment: Feedback Journal #3 (MLO 4) Course Project Milestone: MA2 Pre-Writing (MLO 2, MLO 3) Quiz: Chapter 13 (MLO 1)
11/2	Instructor Handouts: Writing 1 MA2 Textual Analysis Assignment Sheet (MLO 3) Instructor Handouts: Writing 1 MA2 Pre-Writing to Essay Guide (MLO 3, MLO 4) Instructor Handouts: Writing 1 MA2 Student Sample (MLO 1)	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.	Discussion: Collaborative Review for MA2 Key Features (MLO 1) Course Project Milestone: MA2 1st Draft and Peer Review (MLO 2, MLO 3, MLO 4, MLO 5)
11/9	Instructor Handout: Writing 1 MA2 Textual Analysis Assignment Sheet (MLO 2) Instructor Handout: Writing 1 MA2 Pre-Writing to Essay Guide (MLO 1, MLO 2) Instructor Handout: Writing 1 MA2 Student Sample (MLO 1, MLO 2)	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)	Course Project Milestone: MA2 2nd Draft (MLO 1, MLO 2).
11/16	Textbook: Chapter 40 (MLO 1) Instructor Handout: Writing 1 MA3 Compare and Contrast Assignment Sheet (MLO 1, MLO 2, MLO 3)	MLO 1: Recognize the features of comparison and contrast (CLO 11) 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, 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 a self-generated writing in a compare-and-contrast essay (CLO 2, CLO 4.1)	Quiz: Chapter 40 (MLO 1) Assignment: MA3 Daily Journal (MLO 2, MLO 3, MLO 4) Course Project Milestone: MA3 Compare and Contrast Essay (MLO 1, MLO 2, MLO 3, MLO 4, MLO 5, MLO 6)
11/23	Instructor Handout: Writing 1 Key Principles Instructor Handout: Writing 1 Final Essay, Reflection on Writing		Assignment: Writing 1 Key Principles Test Assignment: Final Reflective Essay Assignment: (Elective: MA1/MA2 Revision)
11/30			Semester Wrap-Up
12/7			University Finals Week: Not Applicable

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