

ENGL 1550 - Writing 1

Fall 2026 Syllabus, Section 19, CRN 40413,

Credit hours: 3

Instructor

Andrea Weaver

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Public Instructor Information

Instructor Title:

Instructor

Instructor Professional Qualifications:

M.A., English (Teaching Specialization), Bowling Green State University

Ohio Resident Educator License, Integrated Language Arts (Grades 7–12), Notre Dame College

B.A., Political Science and Professional Writing & Editing, Youngstown State University

Department Office Location:

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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.	13: 9781324087731

- The eBook link is in Blackboard.
- Chapters as assigned in Blackboard and listed in the attached Schedule.
- Note: Your eBook access is included and is already paid for in your course fees. You need to opt out of the eBook by the date shown in Blackboard in order to avoid the fee.

Additional course materials are posted in Blackboard and listed in the schedule.

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	Proposed Topic	Due/To Prepare for Class
8/24	Module 1: Introductions and Growth Mindset Learning Goals: • Identify best practices for being successful and finding assistance in a YSU online course. • Discuss your goals for the course and your initial thoughts about growth mindset and learning styles.	Due 8/30 before 11:59:55pm: Discussion: Introduce Yourself - Post by Wednesday, Respond by Sunday - Reply Due 8/30 at 11:59pm: Syllabus/Schedule Test Quiz #1: Ch 5
8/31	Module 2: Effective Emails; Chapters 1, 2, 4 – Academic Literacies Learning Goals: • Compose effective and efficient emails. • Recognize strategies for thinking, reading, and writing in academic contexts.	Due 9/6 at 11:59pm: Quiz: Ch 1,2 and 4 Five Emails
9/7	Module 3: The Rhetorical Situation Learning Goals: • Discuss the elements of the rhetorical situation. • Apply appropriate elements of the rhetorical situation in writing. • Recall key concepts of rhetorical situations.	Due 9/13 at 11:59pm: Quiz: Ch 7-10 Due 9/13 before 11:59:58pm: Discussion: Hamilton and the Rhetorical Situation - Reply Due 9/13 at 11:59pm: Adapting to the Rhetorical Situation
9/14	Module 4: The Writing Process and Major Assignment 1 – Reflective Analysis Learning Goals: • Recognize the components of the writing process. • Record time lost to distractibility as part of the pre-writing process. • Evaluate secondary research materials for their applicability to a writing task.	Due 9/20 before 11:59:46pm: Discussion: Early assessment: are you nomophobic? - Reply Due 9/20 at 11:59pm: Quiz: Ch 27-28-29
9/21	Module 5: Writing Ethically with AI Learning Goals: • Apply AI collaboration strategies. • Identify effective methods of ethical AI collaboration. • Practice using AI ethically for studying and writing assistance. • Evaluate AI as a study tool.	Due 9/25 at 11:59pm: AI Collaboration Practice: Note Friday due date Due 9/27 at 11:59pm: AI Usage Evaluation Reflection Quiz: Ch 6 Writing with Generative AI
9/28	Module 6: MA1 Pre-Writing Learning Goals: • Recognize components of the writing process. • Generate ideas as a first step in the writing process. • Evaluate the applicability of experiment results.	Due 10/4 at 11:59pm: MA1 Reflective Analysis: Pre-Writing
10/5	Module 7: MA1 First Draft and Peer Review, Feedback Journal Learning Goals: • Identify genre features collaboratively. • Apply instructor feedback. • Compose a first draft that adapts to the rhetorical situation. • Use feedback to initiate a revision plan.	Due 10/9 before 11:59:48pm: Discussion: Collaborative Review of Clark's Use of Speculation, Specifics and Structure - Reply Due 10/11 at 11:59pm: Quiz: Ch 30, 31
10/12	Module 8: Effective Feedback, MA1 – Peer Review Learning Goals: • Evaluate peers' writing with effective feedback. • Collaborate electronically with peers to practice feedback.	Due 10/14 before 11:59:31pm: Discussion: Peer Review Practice - Reply
10/19	Module 9: Revision – MA1 Second Draft Learning Goals: • Apply feedback to an essay's second draft. • Compose a second draft that includes revision, editing, and proofreading.	Due 10/25 at 11:59pm: Quiz: Ch 32, 33, 34 MA1: Reflective Analysis 2nd Draft
10/26	Module 10: MA2 Textual Analysis – Introduction and Pre-Writing Learning Goals: • Recognize key features of a new genre. • Evaluate secondary research materials. • Generate ideas as part of the writing process. • Respond reflectively to feedback.	Due 10/28 at 11:59pm: Journal: MA2 Ad/Sponsor/Topic Confirmation. Due by Wednesday.
11/2	Module 11: MA2 First Draft and Peer Review Learning Goals: • Collaboratively identify genre features. • Apply instructor feedback. • Compose a first draft appropriate to the rhetorical situation. • Initiate a revision plan. • Evaluate peers' writing with effective feedback.	Due 11/1 at 11:59pm: MA2 Pre-Writing Quiz: Ch 13 Due 11/6 before 11:59:44pm: Discussion: Collaborative Review for MA2 Key Features: Post by Wed - Reply by Fri - Reply



11/9	Module 12: MA2 Second Draft Learning Goals: • Initiate a second-draft revision plan based on feedback. • Apply instructor feedback to a second draft.	
11/16	Module 13: MA3 – Compare and Contrast Learning Goals: • Recognize features of comparison and contrast. • Create a writing-process plan. • Generate an AI essay that meets assignment criteria. • Recognize features of AI-generated writing. • Compare AI-generated and self-generated writing. • Assess the comparative value of self-generated writing.	Due 11/15 at 11:59pm: MA2 2nd Draft
11/23	Module 14: Semester Wrap Up	Due 11/22 at 11:59pm: Quiz: Ch 40 "Comparing and Contrasting" MA 3 Compare and Contrast (you vs AI) Due 11/22 before 11:59:59pm: MA3 Daily Journal: Extra Credit up to 20 points Due 11/23 before 11:59:19pm: Feedback Journal: Exercise your metacognition (and is that a new vocab word?) Due 11/28 before 11:59:59pm: Vocabulary Journal: Activate your intellectual curiosity Due 11/28 at 11:59pm: Writing 1 Key Principles: Test Final Reflective Essay
11/30	Module 15: Finals Week	There is no final exam for this course. Complete any outstanding Week 14 assignments.

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.