

# ENGL 1550H - Honors Writing 1

## Fall 2026 Syllabus, Section 03, CRN 41501,

Credit hours: 3

## Instructor

Kara Getrost

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## Public Instructor Information

Instructor Title: Dr. Kara Getrost

Instructor Professional Qualifications:

*Ph. D., Comparative Literature (English, German, French), University of North Carolina at Chapel Hill*  
*Master's, Comparative Literature (English and German), University of North Carolina at Chapel Hill*  
*Bachelor's, English and German with Secondary Education in English Minor, Kent State University*

Instructor Office Location: 296 DeBartolo Hall

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## Course Description

1550H. Honors Writing 1. This Honors 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 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 1550H is three semester hours. Prereq.: Eligibility for the Honors Program AND placement by ACT/SAT test results OR Composition Placement Test results. 3 s.h.

## Course Readings

| Group    | Title | Author | ISBN |
|----------|-------|--------|------|
| Required |       |        |      |

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

Chernow, Ron. *Alexander Hamilton*. New York: Penguin Books, 2005.

- ***The Norton Field Guide to Writing with readings + handbook, 7E***

Bullock, R., Bertsch, D., Goggin, M. D. (2025). *The Norton Field Guide to Writing with Readings and Handbook (Seventh Edition)*. W. W. Norton.

- 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.

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## Schedule of Topics and Assignments

| Week of | Reading(s)                                                                                                                                                                                                                                                                                                                                               | Proposed Topic                                                                                                                                                                                                                                                                                                                  | Due/To Prepare for Class                                                                                                                                                                          |
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| 8/24    | Videos: • "Growth Mindset vs Fixed Mindset" (MLO2) • "Pathway Transformation Initiative (Growth Mindset)" (MLO2) • "4 Steps to Developing a Growth Mindset" (MLO2) Website: Learning Styles Inventory MLO2                                                                                                                                               | 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.                                                                | Due 8/30 before 11:59:55pm:<br>Discussion: Introduce Yourself - Post by Wednesday, Respond by Sunday - Reply<br>Due 8/30 at 11:59pm:<br>Syllabus/Schedule Test                                    |
| 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) Videos: "Email Etiquette Tips" (MLO 1) Website: Email Best Practices PowerPoint (MLO 1)                                                                                                    | 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.                                                                                                                         | Due 9/6 at 11:59pm:<br>Quiz: Ch 1, 2 and 4<br>Five Emails                                                                                                                                         |
| 9/7     | Textbook • Chapter 7 "Purpose" (MLO 2, 3) • Chapter 8 "Audience" (MLO 2, 3) • Chapter 9 "Genre" (MLO 2, 3) • Chapter 10 "Stance" (MLO 2, 3) Other Resources • Instructor handout: "Hamilton - The Battle of Yorktown" (MLO 1,3) • Video: "Hamilton at the 2016 Tonys" (MLO 1,3)                                                                          | 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.                                                                                        | Due 9/13 at 11:59pm:<br>Quiz: Ch 7-10<br>Due 9/13 before 11:59:58pm:<br>Discussion: Hamilton and the Rhetorical Situation - Reply<br>Due 9/13 at 11:59pm:<br>Adapting to the Rhetorical Situation |
| 9/14    | Textbook • Chapters 27-29 Other Resources Instructor Handouts • Writing 1 MA1 Assignment Sheet • Writing 1 MA1 Pre-Writing Template • Cyberslacking Activity Log • Cyberslacking Activity Log Sample Videos • "How Smartphones Sabotage Your Brain's Ability to Focus" • "Nomophobia / facts of cell addiction" • "Nomophobia: A mobile Phone Addiction" | 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. | Due 9/20 before 11:59:46pm:<br>Early assessment: are you nomophobic? - Reply<br>Due 9/20 at 11:59pm:<br>Quiz: Ch 27-28-29                                                                         |
| 9/21    | Textbook • Chapters #6 (MLO 1, MLO 2)] #Articles • AIU Student Guide to Artificial Intelligence (MLO 2)#Resources • Instructor Handouts • 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.   | Due 9/25 at 11:59pm:<br>AI Collaboration Practice: Note Friday due date<br>Due 9/27 at 11:59pm:<br>AI Usage Evaluation Reflection<br>Quiz: Ch 6 Writing with Generative AI                        |
| 9/28    | Textbook (Review) • Chapters 27-29 (MLO 1) Other Resources Instructor Handouts (Review) • 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 2: Evaluate the applicability of experiment results                                                                                                     | Due 10/4 at 11:59pm:<br>MA1 Reflective Analysis: Pre-Writing                                                                                                                                      |
| 10/5    | Textbook • Chapters 30-31, 33 (MLO 3) Journal Article • "Track Your Time for 30 Days. What You Learn Might Surprise You." • Instructor Handouts • 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, Feedback Journal • 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          | Due 10/9 before 11:59:48pm:<br>Collaborative Review of Clark's Use of Speculation, Specifics and Structure - Reply<br>Due 10/11 at 11:59pm:<br>Quiz: Ch 30, 31                                    |



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| 10/12 | Video • Eli Review “Describe - Evaluate – Suggest: Giving Helpful Feedback” 2015 (MLO 2) Other Resources • Instructor Handouts Writing 1 Peer Review Guidance (MLO 2) Discussion • Peer Review Practice (MLO 2, MLO 3)                                    | 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.                                                                                                                                                                                                                                                                                                                                                                                           | Due 10/14 before 11:59:31pm:<br>Discussion: Peer Review Practice - Reply                                      |
| 10/19 | Textbook • Chapters 32-33-34 (MLO 1, MLO 2, MLO 4)                                                                                                                                                                                                        | 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.                                                                                                                                                                                                                                                                                                                                                                                                  | Due 10/25 at 11:59pm:<br>Quiz: Ch 32, 33, 34<br>MA1: Reflective Analysis 2nd Draft                            |
| 10/26 | Textbook • Chapter 13 (MLO 1, MLO 2) Other Resources Instructor Handout • MA2 Textual Analysis Assignment Sheet (MLO 1, MLO 2) • “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                                                                                                                                                                                                                                                                    | Due 10/28 at 11:59pm:<br>Journal: MA2 Ad/Sponsor/Topic Confirmation. Due by Wednesday.                        |
| 11/2  | Other Resources Instructor Handouts: • 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                                                                                                                                                                                                                | Due 11/1 at 11:59pm:<br>MA2 Pre-Writing<br>Quiz: Ch 13                                                        |
| 11/9  | Other Resources Instructor Handouts: • 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)                                                                                                                                                                                                                                                                                                                                                                                                       | Due 11/11 before 11:59:44pm:<br>Collaborative Review for MA2 Key Features: Post by Wed - Reply by Fri - Reply |
| 11/16 | Textbook • Chapter 40 (MLO 1) Resources Instructor Handouts • 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)) | Due 11/15 at 11:59pm:<br>MA2 2nd Draft                                                                        |

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| 11/23 | Resources Instructor Handouts • Writing<br>1 Key Principles • Writing 1 Final Essay-<br>Reflection on Writing | Module 14: Semester Wrap-up | Due 11/22 at 11:59pm:<br>Quiz: Ch 40 "Comparing and Contrasting"<br>Due 11/23 before 11:59:19pm:<br>Feedback Journal: Exercise your<br>metacognition (and is that a new vocab<br>word?)<br>Due 11/22 at 11:59pm:<br>MA 3 Compare and Contrast (you vs AI)<br>Due 11/22 before 11:59:59pm:<br>MA3 Daily Journal: Extra Credit up to 20<br>points<br>Due 11/28 before 11:59:59pm:<br>Vocabulary Journal: Activate your<br>intellectual curiosity<br>Due 11/28 at 11:59pm:<br>Writing 1 Key Principles: Test<br>Final Reflective Essay |
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