

ENG 101, Section 01 Course Syllabus

Introduction to College Composition and Literature

Semester I, 2026-2027

Sample University

Instructor Information

Name	Office Phone	Email	Office Location
Dr. Jane Doe	555-555-0123	jdoe@sampleuniversity.edu	Humanities Hall Room 100

Office Hours

Mondays: 1:00 p.m. to 1:50 p.m.

Wednesdays: 3:00 p.m. to 3:50 p.m.

Fridays: 3:00 p.m. to 3:50 p.m.

Other Times by Appointment

Communication

- **Preferred method of communication:** You are encouraged to ask questions in person during class, over e-mail, or by stopping by the instructor’s office. At the start of most classes, the instructor will ask students if anyone is in need of help and will set up appointments to help students either virtually or in person. Setting up such appointments is the best way for you to receive one-on-one individualized attention and ensure that your questions are thoroughly answered. The instructor will strive to meet with all students in need of help as quickly as possible.
- **Asking questions about the course:** The instructor is very available to meet with students outside of class, and you are most encouraged to set up one-on-one meetings with the instructor. You are also encouraged to ask questions during class or over e-mail, though one-on-one meetings are often the best way for you to receive thorough and detailed help.

- **Email guidelines:** Always include a descriptive, specific but concise subject. Include your course number and section in your email, and provide adequate context for your question in order to ensure full understanding of your email. Be sure to use your university email account.

Course Structure

This course is **synchronous**, delivered through real-time, face-to-face class sessions. Additional materials and activities are delivered through **the Learning Portal**, a secure and easy-to-use online learning platform.

Class time will be used for a combination of lecture and in-class practice with reading, discussion, and writing techniques.

Class Meeting Time

This class meets in person on Mondays, Wednesdays, and Fridays from 2:00 to 2:50 p.m. in room 203 of Humanities Hall.

Course Schedule

Please note: the course schedule is subject to change.

Week	Topic	During class	Homework
Mon Aug 31 (Week 1)	Course Introduction, Syllabus	Discussion of syllabus and introduction to the tools used in the course	Set up word processing account
Wed Sept 2 (Week 1)	Review of Grammar and Sentence Basics	Lecture and Discussion	
Fri Sept 4 (Week 1)	Review of Grammar and Sentence Basics	Discussion and In-Class Writing Workshop	
Mon Sept 7 (Week 2)	Labor Day	No Class	Enjoy the break from class!
Wed Sept 9 (Week 2)	The Writing Process	Lecture and Discussion	

Week	Topic	During class	Homework
Fri Sept 11 (Week 2)	The Writing Process	Discussion and In-Class Writing Workshop	Discussion Post 1 Due
Mon Sept 14 (Week 3)	Begin Group Project	Discuss and Begin Group Project	
Wed Sept 16 (Week 3)	Thesis Statements	Lecture and Discussion	Reading Response 1 Due
Fri Sept 18 (Week 3)	Thesis Statements	Discussion and In-Class Writing Workshop	
Mon Sept 21 (Week 4)	Paragraph Structure	Lecture and Discussion	Discussion Post 2 Due
Wed Sept 23 (Week 4)	Group Project	Work on Projects	
Fri Sept 25 (Week 4)	Paragraph Structure	Discussion and In-Class Writing Workshop	Reading Response 2 Due
Mon Sept 28 (Week 5)	Review for Exam	In-Class Discussion and Review	Study for the exam
Wed Sept 30 (Week 5)	Exam 1 Part 1	Exam 1 Part 1 to be taken during class	Study for the exam
Fri Oct 2 (Week 5)	Exam 1 Part 2	Exam 1 Part 2 to be taken during class	Study for the exam
Mon Oct 5 (Week 6)	Rhetorical Analysis	Lecture and Discussion	
Wed Oct 7 (Week 6)	Group Project	Work on Projects	Discussion Post 3 Due
Fri Oct 9 (Week 6)	Close Reading	Discussion and In-Class Writing Workshop	
Mon Oct 12 (Week 7)	Group Project	Work on Projects	Discussion Post 4 Due

Week	Topic	During class	Homework
Wed Oct 14 (Week 7)	Argument and Evidence	Lecture and Discussion	
Fri Oct 16 (Week 7)	Argument and Evidence	Discussion and In-Class Practice	Reading Response 3 Due
Mon Oct 19 (Week 8)	Fall Break	No Class	Enjoy the break from class!
Wed Oct 21 (Week 8)	Short Fiction	Lecture and Discussion	
Fri Oct 23 (Week 8)	Short Fiction	Discussion and In-Class Writing Workshop	Discussion Post 5 Due
Mon Oct 26 (Week 9)	Poetry	Lecture and Discussion	
Wed Oct 28 (Week 9)	Poetry	Discussion and In-Class Writing Workshop	
Fri Oct 30 (Week 9)	Group Project	Work on Projects	Reading Response 4 Due
Mon Nov 2 (Week 10)	Review for Exam	In-Class Discussion and Review	Study for the exam
Wed Nov 4 (Week 10)	Exam 2 Part 1	Exam 2 Part 1 to be taken during class	Study for the exam
Fri Nov 6 (Week 10)	Exam 2 Part 2	Exam 2 Part 2 to be taken during class	Study for the exam
Mon Nov 9 (Week 11)	Drama and Performance	Lecture and Discussion	
Wed Nov 11 (Week 11)	Veteran's Day	No Class	Enjoy the break from class!
Fri Nov 13 (Week 11)	Drama and Performance	Discussion and In-Class Writing Workshop	Discussion Post 6 Due
Mon Nov 16 (Week 12)	Research and Citation (MLA)	Lecture and Discussion	

Week	Topic	During class	Homework
Wed Nov 18 (Week 12)	Research and Citation (MLA)	Discussion and In-Class Writing Workshop	Reading Response 5 Due
Fri Nov 20 (Week 12)	Group Project	Work on Projects	
Mon Nov 23 (Week 13)	Research and Citation (MLA)	Lecture and Discussion	Discussion Post 7 Due
Wed Nov 25 (Week 13)	Thanksgiving Break	No Class	Enjoy the break from class!
Fri Nov 27 (Week 13)	Thanksgiving Break	No Class	Enjoy the break from class!
Mon Nov 30 (Week 14)	Using AI Effectively in Writing and Ethics	Lecture and Discussion	Discussion Post 8 Due
Wed Dec 2 (Week 14)	Using AI Effectively in Writing and Ethics	Lecture and Discussion	Reading Response 6 Due
Fri Dec 4 (Week 14)	Group Project	Work on Projects	
Mon Dec 7 (Week 15)	Group Project	Work on Projects	Group Project Due
Wed Dec 9 (Week 15)	Review for Exam	Discussion and Review	
Fri Dec 11 (Week 15)	Review for Exam	In-Class Review and Q&A Session	Study for Exam 3 to be Taken During Final Exam Period
Finals Week	Exam 3	Exam 3 to be Taken During Final Exam Period	Study for Exam 3 to be Taken During Final Exam Period

Grading and Feedback

Grading criteria, details, and feedback

Percentage of grade or Points	Component	Details
4% (12 pts)	Discussion Posts	You are required to respond to 8 discussion posts by the due dates mentioned in the course schedule. Each discussion post can be found in the <i>Discussions</i> section of our Learning Portal course. Credit for discussion posts is only awarded when completed by the due date. Discussion posts are graded for completion credit (i.e., as long as you posted something relevant by the due date, you will receive full credit). Grades for discussion posts are posted in the <i>Grades</i> section of the Learning Portal.

Percentage of grade or Points	Component	Details
10% (30 pts)	In-Class Writing Workshops	You will be expected to complete in-class writing exercises and in-class workshops. These workshops and exercises will be graded for completion credit (i.e., as long as you were present in class and did your best, you will receive full credit). To receive credit, students must have been present during class on the day of the exercise or workshop. In order to make up these exercises in the case of absence from class, documentation should be provided supporting the need for an excused absence. In-class exercises and workshops will be submitted in the <i>Assignments</i> section of our Learning Portal course. Grades for in-class exercises and workshops are posted in the <i>Grades</i> section of the Learning Portal.
26% (78 pts)	Reading Responses	There will be 6 reading response assignments that you will need to complete during the course of the semester. The due dates for the reading responses are mentioned in the Course Schedule. Each reading response will be posted in the <i>Assignments</i> section of our Learning Portal course. Feedback on reading responses will be posted in the <i>Grades</i> section of the Learning Portal.

Percentage of grade or Points	Component	Details
15% (45 pts)	Exam 1: Composition Foundations	You will be required to take three in-class exams on the dates mentioned in the course schedule. Exams are open book. You are allowed to use your laptop, notes, assignments, and in-class exercises or workshops during the exam. Exams will be submitted in the <i>Assignments</i> section of our Learning Portal course. Feedback on exams will be posted in the <i>Grades</i> section of the Learning Portal.
15% (45 pts)	Exam 2: Literary Analysis	See comments for Exam 1
15% (45 pts)	Exam 3: Cumulative Final	See comments for Exam 1
15% (45 pts)	Group Project: Collaborative Anthology	You will apply the concepts learned throughout the semester and in prior courses to complete a collaborative writing and analysis project. Project instructions and details will be posted on the Learning Portal. Feedback and grades for the group project will be posted in the <i>Grades</i> section of the Learning Portal.

Modifications to the syllabus, if required, will be announced via email.

Grading scale

Final course grades will be assigned based on the following percentages. Note that an F is awarded for grades below 60%.

Grade	Range	Grade	Range
A	93.0-100%	C	73-77.99%

Grade	Range	Grade	Range
A-	90-92.99%	C-	70.0-72.99%
B+	88-89.99%	D+	68-69.99%
B	83.0-87.99%	D	63-67.99%
B-	80-82.99%	D-	60-62.99%
C+	78-79.99%	F	Below 60%

Course Information

Course Description

Introduces students to college-level reading, writing, and critical thinking. Emphasis is placed on the writing process, thesis development, argumentation, and the close reading of short fiction, poetry, and drama. Topics include rhetorical analysis, research and citation, collaborative writing, and the ethical use of emerging writing technologies to support thoughtful, well-supported communication.

Course Credit Hours: 3

Prerequisites

None

Course Learning Outcomes (CLOs)

CLO #	Course Learning Objective	College Goal Alignment
CLO 1	Explain foundational and advanced concepts of composition and literary study, including thesis, structure, genre, and rhetorical strategy.	Goal 1: Knowledge
CLO 2	Draft, revise, and edit academic essays using contemporary writing tools to address a range of audiences and purposes.	Goal 3: Digital Agility

CLO #	Course Learning Objective	College Goal Alignment
CLO 3	Analyze texts using appropriate techniques, including close reading, rhetorical analysis, and evaluation of evidence.	Goal 4: Strategic Thinking
CLO 4	Select appropriate rhetorical strategies based on audience, purpose, and genre.	Goal 4: Strategic Thinking
CLO 5	Develop research-based arguments that integrate and cite sources accurately and effectively.	Goal 3: Digital Agility
CLO 6	Interpret and communicate ideas clearly in written and oral form for academic and general audiences.	Goal 5: Communication
CLO 7	Evaluate ethical implications of writing practices, including plagiarism, bias, representation, and the responsible use of AI tools.	Goal 6: Global Ethics and Responsibility

Course Materials

Textbooks

Links to free supplemental online resources will be provided during class.

Other required materials

You will need access to a computer with an internet connection to complete reading responses.

Technology Requirements

Laptop Computer

If you own a laptop, it is recommended that you bring it to class every day to help you follow along with course concepts.

Software and digitally-hosted course components

Students will gain experience and practice using word processing and citation tools for tasks related to academic writing and research.

To complete the reading responses, you will need access to a word processor such as Microsoft Word or Google Docs. Follow the instructions below to set up your account:

1. Open your internet browser and navigate to the word processor provided through the university (link will be shared in class).
2. Click on "Sign In," and follow the subsequent instructions using your university email account. Be sure to confirm that you can create, save, and share a document before the second week of class.

Classroom Guidelines

Respecting our learning community

The Student Handbook outlines expectations for behavior in the classroom (whether virtual or physical) and the consequences for students who violate these expectations. Any behavior that impacts other students' ability to learn and succeed will be addressed in accordance with the policies in the Student Handbook, but expressing diverse viewpoints and interpretations of course content is welcome.

Community guidelines for this course include:

- Use a respectful tone in all forms of communication (email, written, oral, visual).
- Maintain professionalism (avoid slang, poor grammar, etc.) in your written communication.
- Respect regional dialects and culturally embedded ways of oral communication.
- Enter our classroom community respectfully by refraining from lewd or indecent speech or behavior, helping to maintain a safe physical environment, not using your cell phone for voice or text communication except when explicitly given leave to do so, and not attending class under the influence of any substance.
- Treat each community member with respect by not recording others without their consent or engaging in any form of hazing, harassment, intimidation, or abuse.
- Respect cultural differences that may influence communication styles and needs.

Plan for interaction between instructors and students

At the start of most classes, the instructor will ask students if anyone is in need of help and will set up appointments to help students either virtually or in person. Setting up such appointments is the best way for you to receive one-on-one individualized attention and ensure that your questions are thoroughly answered.

Expectations for learner participation and interaction

You will be expected to complete in-class writing exercises and in-class workshops. These workshops and exercises will be graded for completion credit (i.e., as long as you were present in class and did your best, you will receive full credit). To receive credit, students must have been present during class on the day of the exercise or workshop. In order to make up these exercises in the case of absence from class, documentation should be provided supporting the need for an excused absence.

Course Policies

Late assignments

Unless prior approval is sought and provided at the discretion of the instructor, late reading responses will receive a 10% reduction for every day submitted late. Reading responses submitted later than 7 days past the original due date may not be accepted. Note that this late policy only applies to reading responses and not to either discussion posts or in-class workshops. Discussion posts are not accepted late, and in-class workshops are only accepted late if the student provides documentation to support the need for an excused absence on the day of the workshop.

For group work, **team members who contribute nothing will receive a 0.**

Incomplete grades, withdrawals

If you encounter a serious disruption to your work not caused by you and you would have otherwise successfully completed the course, contact your instructor as soon as you can to discuss the possibility of earning an incomplete in the course for the semester, including an agreement on when the remaining work must be done in order to change the grade to the appropriate letter grade.

If you choose to withdraw from the course, it is your responsibility to ensure that you are withdrawn. However, please be aware that more than 6 absences is grounds for administrative withdrawal.

Attendance

Attendance will be taken and will be a part of your grade. In particular, it will be a part of your grade for in-class writing exercises and in-class workshops. Students should notify the instructor prior to any class absence. Absences may be excused at the discretion of the instructor with appropriate documentation to support the need for the absence.

University Policies

Academic integrity and honesty

The students, faculty, and administration of Sample University commit themselves to the highest level of ethical conduct in academic affairs. Sample University, therefore, adopts the following regulations concerning academic misconduct to safeguard the academic integrity of the institution.

Academic Misconduct includes, but is not limited to, the following circumstances: (A) Copyright, (B) File Sharing, (C) Cheating, (D) Fabrication, (E) Plagiarism, (F) Interference, and (G) Violation of Course Rules. For a full statement of the policy refer to the Sample University Student Handbook, Section II, Academic Misconduct.

Student privacy

Originality Checking Software

Sample University maintains a license agreement for an online text matching service. At my discretion, I will use this web-based plagiarism detection service and/or require students to submit work to this service to determine the originality of student papers.

Class recording statement

In-class sessions are recorded in such a way that might also record students in this course. These recordings will NOT be used beyond the current semester or in any other setting outside of the course.

Other Policies

Students are responsible for reviewing the Sample University Student Handbook for all student policies.

College of Arts and Humanities Policies

Policy on Use of Artificial Intelligence in the Classroom

The College of Arts and Humanities wants to give our students every advantage, using the most cutting edge and relevant tools. One of the recently developed tools that can support a writer's toolbox is Artificial Intelligence (AI).

Specifically, we encourage the effective and ethical use of AI Large Language Models (LLMs) such as ChatGPT or Claude. AI programs can be useful for: (A) Clarifying the main points of a long series of paragraphs or a long document, (B) Brainstorming topics or creating an outline for a short paper, (C) Generating practice questions to prepare for an exam, (D) Identifying grammar or clarity issues in a draft, or (E) Providing a summary with examples on how to format a citation. These are just a few of the potential uses of AI Large Language Models, and there are countless more.

That said, using an AI Large Language Model in your class at Sample University requires that YOU MUST:

1. **DISCLOSE IN WRITING** that you used a Large Language Model, and which one was used.
2. **FACT CHECK** each relevant statement of fact or source generated by the AI (because AI LLMs make things up).
3. **ANNOTATE** written work in such a way that the reader can tell which text was generated by an LLM and which text was created by you. This could include color coding the LLM's contribution and your own work with different color text.
4. **NEVER** hand in an assignment that was **more than 25%** generated by an LLM, unless the instructor has specifically asked for this. For this class, you will be expected to complete a team project that utilizes AI. **However, you will not be allowed to use AI on exams. Any student caught using AI on an exam will receive a score of 0.**

FAILURE TO ADHERE TO THESE GUIDELINES WILL TRIGGER THE ACADEMIC DISHONESTY PROCESS OUTLINED IN THE STUDENT HANDBOOK.

Note that in this class, you will be learning specific writing and analysis techniques, and you will be expected to complete reading responses and exams using the methods learned in class. **The use of AI-generated analysis or prose in place of your own thinking is not permitted on reading responses or exams**, as writing should not be outsourced without understanding. The purpose of reading responses and exams is to demonstrate your own understanding of course material, which can only be done if the techniques learned in class are used on those assignments.

Student Resources

Disability resources

If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please inform me immediately so that your learning needs may be appropriately met. Students with a disability must register with the Services for Students with Disabilities office (SSD) in Student Center Room 100 (555-555-0100 / www.sampleuniversity.edu/ssd) for disability verification and for determination of reasonable academic accommodations. You are responsible for initiating arrangements for accommodations for tests and other assignments in collaboration with the SSD and the faculty.

Syllabus Modification Statement

Our syllabus represents a flexible agreement. It outlines the topics we will cover and the order in which we will cover them. Dates for assignments represent the earliest possible time they would be due. The pace of the class depends on student mastery and interests. Thus minor changes in the syllabus can occur if we need to slow down or speed up the pace of instruction. Changes in the syllabus, should they occur, will be communicated to students via announcements in the Learning Portal.

Where to Go When You Need Help

College of Arts and Humanities Student Guide

Asking for help early is not a weakness. It is the one thing that most separates students who get through a rough semester from students who don't. Everything here is free and already covered by your tuition.

IF THIS IS AN EMERGENCY: Call 911 · Campus Police: 555-555-0911

If you or someone else is in immediate danger or needs medical help right now, call. Do not fill out a form first.

If you are struggling emotionally

You do not need a diagnosis or a crisis to use either of these. "I'm overwhelmed and I don't know where to start" is a perfectly good reason to reach out.

- **24/7 Telehealth Counseling:** free, 24/7, from your phone. Talk to a licensed counselor without an appointment. (sampleuniversity.edu/telehealth)
- **Student Counseling Center:** free and confidential, on campus. Monday–Friday, 8 a.m.–4 p.m. 555-555-0150 (sampleuniversity.edu/counseling)

If you are falling behind in a class

Talk to your instructor first. Go to office hours. Send the email. Instructors have far more room to help in Week 3 than in Week 13, and most would rather hear from you than watch you disappear.

- **Student Success Center:** tutoring, study strategies, academic coaching. (sampleuniversity.edu/success)
- **The Writing Lab:** help with any writing assignment, on campus or remote. (sampleuniversity.edu/writing-lab)
- **Your academic advisor:** schedule problems, major questions, or when you are not sure what your options are. (sampleuniversity.edu/advising)

If you need to change your schedule

The deadline to add or drop is the first Friday of the term. No exceptions. Add and drop online through the student portal.

After that deadline, dropping becomes a withdrawal and shows as a W on your transcript. Talk to your advisor first, as there can be financial aid and athletic eligibility consequences. Details: sampleuniversity.edu/registrar

Attending a class you are not registered for? Fix it this week. Submit the Course Change Request (Drop/Add) form and talk to the instructor. Sitting in a seat is not the same as being enrolled, and credit does not follow attendance.

If you need food, money, or basic support

- **Food Pantry:** free, pre-packed food for any student. (sampleuniversity.edu/pantry)
- **Financial Aid:** if your circumstances have changed, tell them. Aid packages can sometimes be revisited. (sampleuniversity.edu/financial-aid)

If you need accommodations

Disability Services: register early, ideally before you need it. Accommodations are not retroactive. (sampleuniversity.edu/disabilities)

If something happened to you or someone else

You can file any of these yourself, or on behalf of a friend.

Situation	Where to report
Worried about a friend's wellbeing or safety	Student Concern Form
Sexual misconduct, harassment, sex discrimination	Title IX Reporting Form
Hazing	Hazing Reporting Form
A bias incident	Bias Incident Reporting Form
A Code of Conduct violation	Student Conduct Reporting Form
Witnessed a crime, want to stay anonymous	Anonymous Crime Report

Worth knowing: most faculty and staff are mandatory reporters for Title IX and hazing. If you tell them, they have to pass it on. If you want to talk to someone who does *not* have to report it, start with the Student Counseling Center, as those conversations are confidential.

General questions

- **Campus chatbot:** handles most routine campus questions.
(sampleuniversity.edu/chatbot)
- **Student Handbook:** the actual rules. (sampleuniversity.edu/policies)
- **All support resources in one place:** sampleuniversity.edu/student-support

If you're not sure who to ask, ask anyone. We will get you to the right place.

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