

Course Information

- Semester and Year: Fall 2026
- Course Title: First Year Composition
- Course Prefix and Number: ENG 101
- Section Number: 18738
- Credit Hours: 3.0
- Start Date: 8.24.2026
- End Date: 12.18.2026
- Room Number: LC-354
- Meeting Days: IN-PERSON Mondays 10:30-11:45
- Meeting Times: Online - Asynchronous
- Class Format: HYBRID

Instructor Information

- Instructor: Jaime Walsh
- Email: jaime.walsh1@scottsdalecc.edu
- Office Hours: Upon request via GOOGLE meet or ZOOM

Course Description

Emphasis on rhetoric and composition with a focus on expository writing and understanding writing as a process. Establishing effective college-level writing strategies through four or more writing projects comprising at least 3,000 words in total.

Prerequisites and/or Corequisites

Appropriate writing placement test score, or (a grade of C or better in ESL097 or WAC101), or (a grade of B or better in ALT100), or (a grade of C in ALT100 and Corequisites: ENG101LL, or ENG107LL, or WAC101, or ENG100A+), or (a grade of C or better in ESL202 and Corequisites: ENG101LL, or ENG107LL, or WAC101, or ENG100A+).

Course Competencies

1. Analyze specific rhetorical contexts, including circumstance, purpose, topic, audience, and writer, as well as the writing's ethical, political, and cultural implications. (I, III)
2. Use appropriate conventions in writing, including consistent voice, tone, diction, grammar, and mechanics. (I, IV)
3. Use feedback obtained from peer review, instructor comments and/or other resources to revise writing. (II)
4. Assess one's own writing strengths and identify strategies for improvement through instructor conference, portfolio review, written evaluation, and/or other methods. (II-III)

5. Generate, format, and edit writing using appropriate technologies. (II, IV)
6. Organize writing to support a central idea through unity, coherence, and logical development appropriate to a specific writing context. (II, IV)
7. Summarize, paraphrase and quote from sources to maintain academic integrity and to develop and support one's own ideas. (III-IV)

Texts and Course Materials

All reading requirements, lecture materials, and visual resources found online via Canvas.

Course Policies

The following are policies specific to this course. Students are also responsible for the college policies included on the [Student Regulations](#) page of the Maricopa Community College District website.

Work submitted more than one day late will receive an automatic deduction of ten percent.

Work submitted two or more days late will receive an automatic deduction of twenty percent.

Attendance Policy

Online attendance is required and monitored by active participation in our weekly discussion boards. Students must post in the initial Discussion and reply to two classmates with a substantive comment (75 words or more).

Instructional Contact Hours and Minimum Course Expectations

Instructional contact hours are the weekly time students spend directly learning with their instructor or course activities. These activities include, but are not limited to, lectures, discussions, labs, group work, and viewing recordings. Instructional contact hours vary by course; refer to the [MCCCD course bank](#) for your course's details.

Minimum course expectations include the number of hours students are expected to spend outside of class (weekly) completing coursework. Students are encouraged to use the [Time Management Calculator](#) to help estimate their weekly time commitment for classes.

This is a three (3) credit-hour course. Plan to spend at least three hours on course content or seat time (direct instruction) and six hours on homework weekly. Accelerated courses will require additional time per week.

Course Technologies

View the [Accessibility Statements & Privacy Policies](#) of the technologies used in this course.

Maricopa Systems

This course uses key Maricopa systems for course management and communication.

- Canvas Learning Management System
- Student Maricopa Gmail Account
- Maricopa Open Educational Resource Learning System (MOER)

Synchronous Communication Tools

This course implements the use of web conferencing and/or other synchronous course tools.

- GOOGLE Meet and ZOOM for as needed conferences

Streaming Media/Audio/Video Tools

- Prezi links

This course uses webcasting, lecture capture systems, YouTube, and/or other streaming media services.

- YouTube

Student Assignment Tools

This course requires students to participate in or submit assignments using desktop or cloud-based applications.

- Google Products
- Microsoft Office 365
- Canva

Plagiarism Checker Tool (Turnitin)

Turnitin is a plagiarism check tool that matches text to a vast database of sources, including the internet, published works, commercial databases, and student work submitted to Turnitin in institutions internationally. Students must submit designated papers to Turnitin when instructed. Information and instructions for Turnitin are provided in the course. For your reference, read the [Turnitin Terms of Service](#).

Generative Artificial Intelligence (AI) Policy

The World Economic Forum defines generative AI as “a category of artificial intelligence (AI) algorithms that generate new outputs based on the data they have been trained on. Unlike traditional AI systems that are designed to recognize patterns and make predictions, generative AI creates new content in the form of images, text, audio, and more.”

Some examples of generative AI tools include but are not limited to: ChatGPT, Google Gemini, Microsoft Copilot, Stable Diffusion, GrammarlyGo, and Adobe Firefly.

Some Generative Artificial Intelligence (AI) Allowed in Specific Circumstances

There are situations and contexts within this course where you may be permitted to use generative AI tools. In these cases, specific guidelines will be provided in the assignment details. If you are unsure if the tool or website you are using is a generative AI tool or if it is permitted on a specific assignment, please contact the instructor for further clarification before submitting your work. When submitting work that incorporates generative AI content, please clearly indicate what content was generated by AI tools.

Grading Standards and Practices

Letter Grade	Points Range
A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	0 – 59%

Essay Assignments

Assignment Name	Points	Due
Rhetorical Analysis First Draft	10	9.9.26
Rhetorical Analysis Final Draft	210	9.16.26
Criteria Review First Draft	10	9.30.26
Criteria Review Final Draft	250	10.7.26
Commentary First Draft	10	11.2.26
Commentary Final Draft	250	11.11.26
Reflective Essay	200	12.14.26

PARTICIPATION	Points	DUE
Online Learning Essentials	10	8.24
Intro Video	10	8.25
Weekly Discussions Post (based on required readings)	10 (x15) = 150 total	Initial response on Tues, Replies to classmates due on Thursdays
End of Week Journal Reflections	10pts each 160 pts	Due every Friday
Peer Reviews	40 (x3) = 120	Due after first draft submitted
Class Attendance	160 (10x14 weeks)	In person attendance is required every Monday

Course Schedule*

*Subject to deviate. Additional readings are assigned.

Please sign into Canvas and read, watch, and listen to lectures and follow each topic found in our course modules. The following schedule is supplemental to our Canvas course and provides helpful due date reminders.

Topic One: Techniques for Close Reading

Summarize a public document, master close reading techniques to respond to a public document, and introduction to Rhetorical Appeal

Week One: 8.24

8.24 INPERSON MEETING: Welcome + Overview + In-class survey

8.25 INTRO VIDEO: Discussion Post Due

8.28 Journal: Weekly reflection due

Reading(s): [Rhetorical Strategies - Purdue OWL® - Purdue University](#)

Week Two: 8.31

9.1 Discussion Post Due

9.4 Journal: Weekly reflection due

Reading(s): [Zadie-Smith-Fail-Better.pdf](#)

[MLA Formatting and Style Guide - Purdue OWL® - Purdue University](#)

Topic Two: Learning How To Write A Rhetorical Analysis Of A Public Document

Analyze the writer's purposes, audience, genre, and style within a public document, understand topic sentence and thesis sentence formation, write a rough draft of a Rhetorical Analysis of a Public Document, and write a Peer Review of a classmate's rough draft.

Topic Two: Week Three: 9.7 NO IN PERSON CLASS

9.8 Discussion Post

9.9 First Draft of Rhetorical Analysis Essay Due. Post in Peer Review Forum.

Reading(s): [*Close-Reading Strategies: The Ultimate Guide to Close Reading*](#)

[*Opinion | Why Do Doctors Commit Suicide? - The New York Times*](#)

[*A College Education Should Include Rooming With a Stranger - The New York Times*](#)

Topic 3: Evaluating A Rhetorical Analysis of a Public Document

Analyze the visual rhetoric embedded in a public document.

Cite properly using in-text and bibliographic citations

Week Four: 9.14

9.14 Peer Review of Rhetorical Analysis Due.

9.15 Discussion Post

9.16 Final Draft of Rhetorical Analysis Due

9.18 Journal: Weekly reflection due

Reading(s): [*Audience – The Writing Center • University of North Carolina at Chapel Hill*](#)

[*When Students Critique Each Other's Work, Learning Happens | Harvard Business Publishing Education*](#)

[*MLA Formatting and Style Guide - Purdue OWL® - Purdue University*](#)

Topic 4: Research & Invention

Evaluate criteria and its purpose. Use evaluation as an invention strategy for a review essay.

Write a rough draft of a review. Conduct a peer review of a review

Topic Four: Week Five: 9.21

9.22 Weekly Discussion Post

9.25 Review Criteria Journal Reflection due

Reading(s): [*Why Reviews Are Essential And How To Generate Positive Reviews For Your Business*](#)

[*18 of the Funniest Amazon Reviews of All Time | Reader's Digest*](#)

Watch: [*Why Feedback Matters: Simon Sinek on Growth, Honesty, and Leadership - YouTube*](#)

Week Six: 9.28

9.29 Discussion Post

9.30 First Draft of Review Essay/post in forum

10.2 Journal: Weekly reflection due

Reading(s): [*Mastering the Art of Film Critique: Expert Tips and Techniques*](#)
[*Why Feedback Can Make Work More Meaningful*](#)
[*The Power of Vulnerability When it Comes to Giving Feedback*](#)

Topic 5: Writing a Review

Evaluate criteria and its purpose.

Review a subject according to set criteria.

Develop an evaluation argument, in the form of a review that critically assesses the subject chosen for the review.

Write the final draft of your Evaluation Writing Assignment (Review).

Cite properly using in-text and bibliographic citations.

Week Seven: 10.5

10.5 Peer Review of First Draft

10.7 Final draft of Review Essay

10.9 Journal: Weekly reflection due

Reading(s):

[*Pros and Cons of Customer Reviews*](#)

[*Go gentle into that good night | Roger Ebert | Roger Ebert*](#)

Topic 6: Research and Invention for Commentaries

Evaluate unique qualities and patterns in a trend, event, or policy.

Create meaning from an analysis of a trend, event, or policy.

Write a rough draft of a commentary.

Conduct a peer review of a commentary

Week Eight: 10.12

10.13 Discussion Post

10.16 Journal: Weekly reflection due

Watch: [*This Is Water*](#) by David Foster Wallace

Reading(s): [*Writing a good reflective commentary - The Open College of the Arts*](#)

List of irritations

[*When Everything Irritates You*](#)

Topic 6: Writing A Commentary

Synthesize your perspective with the patterns and qualities of a trend, event, or policy.

Use audience awareness in explaining the patterns and qualities in a topic, trend, event, or policy.

Cite properly using in-text and bibliographic citations.

Week Nine: 10.19

10.20 Discussion Post

10.23 Video Journal: Weekly reflection due

WATCH [Reflection Results in Personal Growth](#)

Reading(s): [Managing Your Mind Around Annoying People](#)

Topic Six: Week Ten: 10.26

10.27 Discussion Post

10.28 Commentary Essay First Draft/post in forum

10.30 Video Journal: Weekly reflection due

Reading(s):

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_works_cited_page_basic_format.html

Topic Six: Week 11: 11.2

11.2 Peer Review of Commentary First Draft

11.3 Discussion Post

11.6 Video Journal: Weekly reflection due

READ: <https://www.bu.edu/articles/2024/what-veterans-day-means-to-me/>

Topic Six: Week 12: 11.9

11.10 Discussion Post

11.11 Commentary Final Essay

11.13 Video Journal: Weekly reflection due

Reading(s): [Attitude by Margaret Attwood](#)

Topic 7: Reflective Writing

Components

Forward thinking

Mindfulness in Writing

Topic Seven: Week 13: 11.16

11.17 Discussion Post

11. 20 Journal Reflection

Reading(s): [How to Write a Reflective Essay: A Comprehensive Guide | Grammarly](#)

Topic Seven: Week 14: 11.23

11.24 Discussion Post

Reading(s): [Books to Base Your Life On](#)

[Forbes 2025 America's Most Successful Immigrants](#)

Topic Seven: Week 15: 11.30

12.1 Discussion Post

Reading(s): [The Importance of Imagination for C.S. Lewis](#)

Topic Seven: Week 16: 12.7

12. 8 Discussion Post

Reading(s): [How & Why to Keep a Commonplace Book by Ryan Holiday](#)

Student/Instructor Interaction

In this course, you can expect regular and substantive interaction (RSI) that aligns with Scottsdale Community College's mission to provide challenging and supportive learning experiences and the US Department of Education's requirement for regular and substantive interaction (RSI) for online courses. My commitment to your success includes the following:

- Being available during regularly scheduled student support hours as stated in the syllabus.
- Sharing weekly information about the course materials, including key information, explanations, examples, and resources via in-person, recorded, and/or text-based lectures.
- Engaging in weekly discussions about course content within discussion boards in Canvas, forums in MOER, or other discussion-based tools.
- Providing group or individual feedback regularly on assignments.
- Promptly responding to student questions about the course sent via email, MOER messaging, or the Canvas inbox.
- Regularly posting announcements about the course content and activities.
- Monitor your academic progress and communicate concerns, as needed.

Response Time

Students can expect a response time of **24-48 hours** for the instructor to respond to messages sent via the Canvas Learning Management System or @maricopa.edu email. Students can expect assignments to be graded within **one week** of the assignment's due date.

Tutoring

SCC's tutors are available online to help with your courses. You may work with an SCC tutor remotely using Google Meet, your phone, or email. Visit the [Tutoring & Learning Centers](#) page for detailed information on the five learning centers' hours and procedures.

If you need to work with a tutor outside regular hours, online and hybrid students now have access to a 24/7 online tutoring service called Brainfuse. To access Brainfuse and begin working with a tutor, visit the [SCC Online Tutoring Services Through Brainfuse](#) page.

MCCCD Policies

MCCCD is committed to providing a safe, fair, and accessible environment for all students. This includes laws such as the ADA and Title IX, which protect against discrimination. These statements explain your rights, available support, and where to go for help or more information. Please review the following policies:

- [Classroom Accommodations for Students with Disabilities](#)
- [Addressing Incidents of Title IX Sexual Harassment](#)

Students are responsible for the information contained in this syllabus, the Syllabus page in your Canvas course, and the **College Policies & Student Services** page found in the First Steps module of your Canvas course. Students will be notified by the instructor of any changes in course requirements or policies.