

ENGL 101C-ZZ Syllabus (spring 2026)

**ENGL 101C: English Composition**

**Spring 2026, Section ZZ**

**Asynchronous Online Course**

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**Required Texts**

- *English Composition: A Reader and Workbook* (Edwards, 11/e, coursepack—**Bookstore only**)
- *Grammar and Usage Guide for Students of the English Language* (in Canvas)

**Course Description**

Welcome to your college composition course. Here you will practice a variety of writing skills: prewriting and topic searches, drafting, research, revision, editing, and proofreading. You will practice reading other writers' texts and responding to them thoughtfully. You will practice thinking critically about topics and ideas. And you will practice language study, style, and craft.

Our angle of approach to reading and writing this semester is our consideration of audience. When you read in this class, I will ask you to reflect on the audience that the piece of writing conceives and engages. When you write, I will ask you to think about your intended audience: your conception of audience shapes many of the decisions you make about details, order, word choice, sources cited, and so on. The ability to conceive of an audience and make informed decisions about style and structure based on your understanding of audience is an important step toward college-level literacy.

This is a course in thinking as much as it is a course in writing: *good thinkers make good writers*. Thinking in this course will take several avenues, including your considered response to others' texts, your thoughts about topics and issues of interest, and your

reflection upon (and reconsideration of) your own writing methods. Though finished, polished essays will comprise a significant portion of your evaluated work this semester, we are just as interested in developing an understanding of the process by which such works are created.

To set the mood and direction of this course, I offer you two observations by writers about their craft:

**A writer is a person for whom writing is more difficult than it is for other people.**

Thomas Mann

**How can I know what I think until I see what I say?**

E. M. Forster

The above quotations address my philosophy about writing and learning to write. The first suggests that writing is difficult—it is challenging—when we care enough about what we write to reconsider ideas, struggle with words, ponder the order of ideas, test and retest punctuation choices, and so forth. The second suggests that writing is an act of thinking, a mode of discovery. When I write, I don't always know where I'm headed: writing opens up the possibilities of understanding because language shapes and refines thought. I encourage you to use this course to develop your own philosophy about the power and purpose of composition.

## **Course Requirements**

### **Essays**

I will assign and respond to three major writing assignments this semester: a reflective essay, a comparative style analysis, and an argumentative essay informed by research. These essays serve as tests of your skills and are thus considered your major examinations. You must attempt each of these essay assignments to pass this course. (See Objective Grading Criteria below for more details on course grading policy.)

### **Reading Responses, Exercises, and Quizzes**

First, always number the paragraphs of each assigned text in the coursepack (CP), unless they are numbered already. When you discuss reading assignments in this course, use paragraph numbers to direct readers to your comments. Quizzes will refer to paragraph numbers.

Reading responses reflect your effort to engage with the reading assignments that are part of this course. My expectation is that you will cite the text(s) you write about using quotations. You need not create a Works Cited page for responses, but at least two in-text citations, referenced by paragraph number, are required. Responses that fail to provide at least two textual citations merit no credit. Competent responses will reach at least 1.5 pages. Responses short of 1.5 pages earn no credit. Responses are never accepted late without prior written permission.

Exercises require you to engage with supporting materials. You will see these noted in the syllabus schedule. There are four in total: a grammar exercise, a quantitative practice, an annotated bibliography, and an in-class analysis exercise. The schedule notes due dates, and like responses, these are never accepted late without prior written permission.

Reading quizzes—which include vocabulary from assigned readings—encourage students to take their reading assignments seriously. Students who read actively and define unfamiliar words for themselves tend to do fine on these quizzes; students who do not read the assigned essays, or who read passively (no notes/definitions), tend to fail these quizzes. A quiz study guide is available for each quiz.

## **Attendance**

Regular attendance is required. Students committed to their academic pursuits rarely have a concern here. Students who miss classes tend not to complete their degrees. If you attend class regularly, you are that much closer to your goals.

In an asynchronous online course, your attendance comes from active participation in **discussion posts** in Canvas, select **activities**, as well as participation in **workshops** and **conferences**. When you miss these, you accumulate absences. A discussion post must meet the criteria set forth in the discussion thread to earn credit: criteria will reflect the nature of the discussion or activity for each required post.

The Objective Grading Criteria (see below) include an attendance component that sets expectations. You will often be required to post **multiple times per week**. Missing discussion posts is bad, m'kay? If you cannot commit to this course during the week, please consider enrolling in another instructor's class. By design, this section of English Composition emphasizes student engagement.

## **Objective Grading Criteria**

To earn a final grade in one of the categories below, you must achieve *all* of the criteria listed for that grade (except failing, where meeting one criterion constitutes failure). I do not put letter grades on papers. Plus/minus final grades are at my discretion.

To earn an A, the student

- completes all essay assignments to meet specs (see note below);
- cites no fewer than three paginated sources in argumentative essay;
- submits all essay assignments on time;
- accrues no more than two absences;
- earns at least thirteen REQ points.

To earn a B, the student

- completes all essay assignments (two meet specs, one being the argumentative);
- cites no fewer than three paginated sources in argumentative essay;
- submits all essay assignments on time;
- accrues no more than three absences;
- earns at least eleven REQ points.

To earn a C, the student

- completes all essay assignments (argumentative meets specs);
- cites no fewer than three paginated sources in argumentative essay;
- submits late essay assignments (up to one week);
- accrues no more than four absences;
- earns at least nine REQ points.

To earn a D, the student

- submits all essay assignments (none meets specs);
- submits late essay assignments (eventually);
- accrues no more than five absences;
- earns at least seven REQ points.

To fail, the student

- fails to submit all three major essay assignments, or
- accrues six or more absences, or
- earns six or fewer REQ points, or
- plagiarizes in a paper or cheats in a quiz.

NB: The term “meets specs” means an essay meets the specifications of the assignment: achieves the minimum page length required of each assignment; adheres to rules of grammar/punctuation commonly known as standard written English (SWE); includes all major parts of the assignment as explained in assignment description; presents no plagiarism issues whatsoever. Any paper that does not meet specs earns a Rewrite grade, which may be revised to meet specs through the date noted in the schedule below.

The grade you earn in this course is less important than what you *learn* in this course. You may not see it this way, but it is the view that matters most to us here. An attitude adjustment about the purpose of your education may ensue if you embrace this philosophy. The grade-fixated student will at first be frustrated. This is progress.

## **NHTI ACADEMIC AFFAIRS NOTICES and POLICIES**

Please review the [Academic Affairs noticesLinks to an external site.](#). This link also appears in the Get Started module in Canvas.

Students must observe all academic policies. Therefore, students are expected to acquaint themselves with these policies by visiting the [Academic PoliciesLinks to an external site.](#) section of the NHTI website.

## **Conferences and Workshops**

English Composition is a seminar/workshop course, not a lecture course, which means that you are sometimes required to submit your writing to be shared and commented upon by instructor and peers. It is important that you understand this from the beginning: active participation and regular attendance are core components of this type of college course.

For conferences, you will submit your essay draft to the appropriate assignment in Canvas. I will make marginal/end comments, and then you may review those comments. If you

require additional assistance, you may contact me to set up a Zoom meeting, which I'm happy to oblige.

Workshops offer you an opportunity to work with your peers on essay assignments. In an async course, this means posting your draft on a set date, confirming that it attached to your post in one of the file types designated (we do not do links to cloud documents for peer workshops). Members of a peer workshop group then have a set number of days to read and respond to each other's drafts.

Because a few students each semester don't seem to grasp the significance of their procrastination, I must be firm on this next point: ***Failure to post to a conference or workshop the minimum required pages of writing constitutes two absences.*** Because the main purpose of a workshop or conference is reading and responding to peers' essay drafts, if you do not have sufficient writing to share, you cannot participate. Always review directions for conference and workshop draft assignments before uploading.

## Course Outcomes

Upon successful completion of this course, the student will be able to

- - identify and implement elements of effective composition (original thesis statements, introductions, transitions, supporting details, conclusions)
  - establish and recognize appropriate tone and voice for audience
  - identify emotional, ethical, and logical appeals
  - demonstrate grammatical proficiency
  - demonstrate bibliographic proficiency

These outcomes are built into the various writing assignments of the course. They will be evaluated specifically in the final major essay of the semester.

## Course Policies

### Papers

All written assignments must be typed, double-spaced, with one-inch margins and Times New Roman 12-point font. No exceptions. Page numbers, title, name, course info, date

should follow current MLA style. Remedy the Word 2007 spacing-after default (see “Guidelines” document in Canvas). Proofread diligently. I will mark a Rewrite (X) on any paper that does not meet the requirements of standard of written English and/or fails to meet assignment requirements for content, format, and length.

### **Late Assignments**

All responses/exercises/quizzes are due on the dates indicated in the syllabus schedule (see below) and are not accepted late without prior contact. The three major essay assignments are accepted up to one week late: late submissions of major essay assignments disqualify the student for a final grade of A or B in the course. Because the Revisions policy (see below) is generous, you are advised to turn in a major assignment on time and revise later, rather than hold onto an incomplete paper, waiting for perfection.

### **Revisions**

You may revise the three major essay assignments as many times as you wish. If you receive a Rewrite comment on an essay assignment, you *must* revise that paper or accept a B or below final course grade (see Objective Grading Criteria). Please refer to my written comments on your work for assistance; you may also utilize the Writing Center and/or contact me for a consultation. When submitting a revision to Canvas, please include the word “revision” in the file name.

Though I allow an unlimited number of revisions, I do not allow subversion of due dates. Therefore, you must submit at least three full pages of writing for any major essay assignment in order to qualify for a revision: any less and the assignment is considered missing/late.

You may revise reading responses that were submitted on time. You may revise the annotated bibliography if submitted on time. Quizzes, the grammar exercise, the quantitative practice, and the in-class analysis cannot be revised nor submitted late for credit.

### **Plagiarism**

If you intentionally plagiarize or cheat in this course, you earn an AF for the course. If you are unsure how to cite sources properly, how to distinguish between quotations and paraphrases, or how to avoid the temptations of ready-made papers on the Internet (or words produced by gen AI programs), you should consult your handbook, ask for assistance, and/or accept late penalties while you fix your issues rather than rush headlong into a mess of your own creation.

### **Conduct**

Observe rules of online behavior for interactions. Verbal abuse will not be tolerated. We are all adults here, so act accordingly. Class discussions will be intellectually stimulating if you do your part to make them so; discussions will seem pointless or repetitive if you choose to make them so.

I will not tolerate humans who seek to subvert course assignments by exploiting technology. If you're going to cheat, at least put some effort into it. If you use technology to replace your own thinking and/or writing, you should fail this course. (This is your FAFO warning.) All students should familiarize themselves with the [AI Policy Download AI Policy](#) for the Liberal Arts Department.

## Course Schedule

**NOTE #1:** You must purchase the coursepack (CP) no later than Week 5 of this course. If you wait too long, the bookstore may send copies back to the publisher. Make an attempt to purchase the CP as soon as possible.

**NOTE #2:** Use this schedule conscientiously. If you wish, create your own calendar from it. The schedule below is the primary document for keeping us all on the same timetable of assignments and activities. You will see this information repeated in the weekly modules in Canvas. Learn to use the weekly schedule and weekly modules together.

### Week 1: January 20 – 24

#### January 20

1. Read the syllabus. **Post** questions as necessary. If no questions, **post** a brief bio about yourself.
2. Purchase books/materials required. ***The coursepack is the top priority at this time.*** Sort out reliable Internet access so you can successfully participate in all course activities.

#### January 22-23

1. Read “How to Read an Essay” (CP), a guide to reading critically in this class.
2. Read Eighner, “My Daily Dives in the Dumpster,” and Hodgman, “No Wonder They Call Me a Bitch” (CP). These texts are also available in Week 1 module (and in Supplementals).

3. **Quiz #1 due.** Check due date in Canvas. Do not begin a quiz until you have an uninterrupted moment: timer cannot be paused. A quiz prep guide is available in Canvas.
4. **Response #1 due.** Check Canvas for due date. Write a response (at least 1.5 double-spaced pages and at least two quotations) on **one** essay that considers how the author explores their subject: details, lead, ending, voice, purpose. Do not write about all of these aspects: refer to “How to Read and Essay” for more on this point.
5. **Post** to Eighner/Hodgman discussion. Check Canvas for due date.

#### January 24

1. For those with busy weekday schedules, you may wish to start looking ahead at assignments due each week. Most can be submitted early, if you so desire.

### **Week 2: January 25 – 31**

#### January 25-27

1. Read Grice, “The Black Widow,” and Sheehan, “My Habit” (CP). Also available in Week 2 module (and Supplementals).
2. **Quiz #2 due.** Check date in Canvas.
3. **Response #2 due.** Same deal as before: choose one of the two essays and write a response, thinking critically about the author’s choices in voice, details, and so forth.
4. **Post** to Grice/Sheehan discussion.

#### January 28-31

1. Review the Reflective Essay Assignment (CP). Then check out the Reflective Essay Prompts activity in Week 2 module. Complete it at your discretion.
2. You should start the reflective essay assignment as soon as possible. There’s a peer workshop in one week that you won’t want to miss.

### **Week 3: February 1 – 7**

#### February 1-2

1. Read Dillard, “Living Like Weasels” (PDF in Week 3 module and in Supplementals). No response required, but please number the paragraphs in “Weasels” per usual (there are seventeen) and be prepared to discuss what each does: what its *function* is in the essay.
2. **Post** to your group’s instigating thread per directions in Canvas.

### February 3

1. Find the Deconstruction Activity in Week 3 module and apply it to a draft of your reflective essay. If you haven’t yet written a draft of your reflective essay, you should do so immediately (see below).

### February 4-7

1. **Peer Workshop Draft due no later than 8 pm on Wednesday.** Upload to your peer workshop group as an **attachment**, not a link to OneDrive or Google Drive. Make sure you are uploading a document we can access and annotate: do not upload Pages; do not upload PDFs. Students who submit late, not at all, wrong file types, or are short of the required page count will be removed from workshop, resulting in *two* absences. See workshop directions in Canvas for other participation requirements.
2. **Post peers’ papers with your marginal comments no later than midnight Saturday.** Students who fail to upload peers’ papers with marginal comments by due date accept one absence for workshop.

**REMINDER: Purchase the coursepack (CP) no later than Week 5**

### **Week 4: February 8 – 14**

1. This is our first writing conference week. See details in the syllabus description (above), as well as in the Reflective Essay Conference Assignment in Canvas. We focus exclusively on your reflective essay this week.
2. **Submit your reflective essay draft no later than Wednesday midnight.** I will make comments on it, post a check mark (to note completion of conference), and then you may review those comments. If you submit early, I will aim to return comments early.
3. Optional Zoom meeting: If you wish, you may contact me to set up a Zoom meeting to discuss your paper. I am available most afternoons/evenings. Please plan to

submit your draft at least 24 hours before you schedule your Zoom meeting.  
Email [dedwards@ccsnh.edu](mailto:dedwards@ccsnh.edu) to request a Zoom meeting.

4. For the remainder of the week, use your liberated time to continue working on your reflective essay. The Writing Center is available for all writing needs: brainstorming, development, organization, editing, proofreading. This first major essay assignment is due at the beginning of next week for evaluation. Consult the reflective essay assignment in the CP to be sure you have followed its directions. Proofread. Check that you have adhered to the “Guidelines for Written Work” document. Do not invite Grammarly or any other AI-assistive technology to supplant your own words.

## **Week 5: February 15 – 21**

### February 16

1. **Reflective Essay due.** Review the “Guidelines for Written Work” for other matters to consider before uploading your final draft to Canvas.
2. Read the Style Analysis Assignment (CP). Post to optional discussion any questions you have. (This is a big project with many supporting materials available in the Style Analysis Supporting Documents module.)

### February 17

1. Review *Grammar Guide*, Part I: Descriptive Grammar (in dedicated Canvas module). Familiarize yourself with the terminology: parts of speech; identifying subjects, objects, phrases, clauses; identifying sentence types.
2. Complete the **Grammar Quiz in Canvas**, which counts as attendance. Ask any follow-up questions in the optional discussion. Check Canvas for due date.

### February 19-21

1. **Complete grammar exercise: Functional Slots and Sentence Types (CP 125-27)**, which counts *two points* towards your REQ counter. Check Canvas for due date.
2. Optional discussion post to ask questions about the grammar solutions in Week 5 module.
3. **Important:** Select your professional writer’s text for the style analysis. The only prohibited essay is “Salt” (I did that one already). You may select nonfiction outside the packet with instructor permission.

## **Week 6: February 22 – 28**

### February 23-24

1. **Post your figures of speech activity results** (CP 117), either by typing them out or uploading a photo of that page of the CP. Use the “Rhetorical Devices” document to assist you in identifying the figures of speech terms we commonly find in written texts.
2. This is a good time to get the counting completed on your two essays (the pro and student essays): though not due until the peer workshop, collecting the raw data (P/S/W numbers, arranged in columns) for the quantitative portion of your style analysis now will have you one step closer. (If you wait till the night before these are due, you’ll be stressed.)

### February 25-26

1. **Post your revised Pledge to the diction activity discussion** (CP 131). Be sure you’ve followed directions (a Pledge with a bunch of Latinate words in it cannot earn credit for this activity). We’re using the dictionary/thesaurus and paying attention to how different words make writing sound.

### February 27-28

1. Read Kappel-Smith, “Salt” (CP).
2. **Response #3 due:** begin it with a paragraph of audience analysis. Who is Kappel-Smith’s audience—general, specific, specialist? What does she think her audience knows/doesn’t know about her subject? Then include at least two more paragraphs that identify **style elements** (use the Style Analysis Worksheet and “Rhetorical Devices” for assistance). Select 2-3 stylistic elements and offer at least one example of each from “Salt.”
3. **Post to Kappel-Smith discussion** per directions in Canvas.

## **Week 7: March 1 – 7**

### March 1-2

1. **Quantitative Analysis Practice due** (CP 121-22), which counts towards REQ. Must complete all ten steps for credit. Word and/or Excel files acceptable: I want to see

the raw data (P/S/W columns) as well as the table of results, plus prompts 8-10 following the table.

2. Review solution video for concepts and correct numbers. I am available as needed for individual consultation. The Math Lab is also an excellent resource.

#### March 4-7

1. **Peer Workshop Draft due no later than 8 pm on Wednesday.** Please include the following in your upload to peer workshop group:
  - **Raw data**—the *counts* on both essays, arranged in P/S/W columns, for reference
  - **A two-page, double-spaced write-up** of results thus far. Focus exclusively on the Analysis of Pro and Analysis of Student sections (skip Intro, Audience Analysis and Interpretations/Results sections for now):
    - Identify at least **two style elements** for each text under analysis, with **at least one example of each** (similar to Response #3 on “Salt”)
  - **A copy of your reflective essay**, for reference, appended to the end of your write-up document. Please number its paragraphs for ease of reference.
2. Reminder: attach files, not links, and do not use Pages or PDF file types. Students who upload late/not at all or who do not include the three items in the list above will be removed from workshop group and accept two absences.
3. **Post papers with marginal comments no later than Saturday midnight.** Students who miss this deadline or skip a peer’s paper accept one absence. Directions in discussion.

#### **Week 8: March 8 – 14**

1. This is our second writing conference week. See details in the syllabus description (page 4), as well as in the Style Analysis Conference Assignment in Canvas. We focus exclusively on your style analysis draft this week.
2. **Submit your style analysis draft no later than Wednesday midnight.** Submit as much or as little as you have. I will make comments on it, post a check mark (to note completion of conference), and then you may review those comments. If you submit early, I try to return comments early.

3. If you wish, you may contact me to set up a Zoom meeting to discuss your analysis. Please plan to submit your draft at least 24 hours before you schedule your Zoom meeting. Zoom meetings are optional. Email [dedwards@ccsnh.edu](mailto:dedwards@ccsnh.edu).
4. For the remainder of the week, use your liberated time to continue working on your style analysis. The Writing Center is available for working on the Audience, Pro, and Student sections; use the Math Lab for assistance on the Quantitative Table and the Interpretation/Results of that table.
5. The style analysis is due after spring break. Consult the assignment in the CP to be sure you have followed all directions, including organization by the six subheadings prescribed (CP 92). Include a copy of your reflective essay as an appendix, its paragraphs numbered. Proofread. Check that you have adhered to the “Guidelines for Written Work” document. Do not prompt a machine to do your thinking or writing for you.

### **Week 9: March 15 – 21    SPRING BREAK WEEK**

NOTE: I'm available during spring break for Zoom meetings upon request.

### **Week 10: March 22 – 28**

#### March 22-23

1. We renew our grammar work with the prescriptive side of things. Complete the Error Barometer activity (CP 133), which takes about five minutes.
2. **Post your numbers** to the Error Barometer Numbers discussion. Check Canvas for due date.
3. Return on Monday for the discussion of grammar, usage, and error. Plan to spend a bit more time with this part.
4. **Post your thoughts/questions** to the associated discussion.

#### March 25

1. **Style Analysis due.** Review assignment description to be sure you have met all criteria.

#### March 26-28

1. Read the Argumentative Essay Assignment (CP). Note any questions you may have. Optional discussion post for questions. See also the Argumentative Essay Supporting Documents module for more information.
2. Read Bernières, “Legends of the Fall,” and Conniff, “Why God Created Flies” (CP). I’ll allow you to skip writing a response this time. (May submit a response via student email or Canvas Inbox for one REQ point extra credit.)
3. **Quiz #3 due.** Check Canvas for due date.
4. **Post to discussion.** Remember to cite textual evidence. Check Canvas for due date.

## **Week 11: March 29 – April 4**

### March 29-31

1. Start this week by reviewing the Art of Rhetoric lecture and associated documents found in Week 11 module. These position you for both the response and the discussion to follow.
2. Read Singer, “The Singer Solution to World Poverty,” and Williams, “The Case against Babies” (CP).
3. **Quiz #4 due.** Check Canvas for due date.
4. **Response #4 due.** Check Canvas for due date. This time, you write about *both* essays. Which did you find more persuasive? Why? Try to move beyond your personal stake in each argument and consider, critically, the methods and rhetorical strategies each author utilizes.
5. **Post to discussion twice.** Check Canvas for due dates. We’re doing a mock debate with these final assigned readings. Find your team: first post no later than Monday; second post Tuesday.

### April 3-4

1. Review the Annotated Bibliography assignment (Canvas), which explains the purpose and format of an annotated bibliography. The Annotated Bibliography will be due on the date noted below. Start collecting information for it now, adding to it as you find potential sources. (Seriously, don’t fall asleep on this assignment.)
2. Review the NHTI Library Bibliographic Instruction link/s. Use these to introduce you to the various resources available for research at our college.

3. **Post your proposed topic for the argumentative essay.** Once I approve it, it cannot change without my permission. (This is for your own good.) Return Saturday to see if I have approved your topic or require a modification first.

### **Week 12: April 5 – 11**

1. This is our third and final writing conference week. This conference is early in the argumentative essay research process so I can assist you in developing better thesis statements and locating better resources.
2. **Submit your argumentative essay discovery draft no later than Wednesday midnight.** I know you don't have a paper yet, but you should have started your research on your topic by now. Please submit a single document that presents the following items in the order listed here:
  - **a working/tentative thesis**—a debatable claim (put it in **bold font** for this draft only);
  - **a brief outline**—the plan you hope to follow; and
  - **two pages of writing**—any combination of research and your own words.
3. If you wish, you may contact me to set up a Zoom meeting to discuss your paper. Please plan to submit your draft at least 24 hours before you schedule your Zoom meeting. Zoom meetings are optional. Email [dedwards@ccsnh.edu](mailto:dedwards@ccsnh.edu).
4. For the remainder of the week, use your liberated time to continue working on your research, as you now assign yourself reading and note-taking tasks. The Writing Center is available for consultation as well.

### **Week 13: April 12 – 18**

#### April 13-16

1. Review the MLA Formatting and Style: Concepts and Resources lecture/guide. It includes links to other documents, such as parts of the Purdue OWL's coverage of MLA style and format. Get comfortable finding answers in the OWL: it offers a search feature and a hyperlinked table of contents.
2. **Submit MLA Activities: In-Text Citations and Works Cited activities** are due on the dates noted in Canvas. These count as *two* separate attendance posts.

3. I will post solutions to these activities near the end of the week. **Please review both solution videos.** Most students miss some small things, such as where to put punctuation around quotations. Some students miss bigger items, like how to write a paraphrase without plagiarizing or how to use the NHTI databases to create Works Cited entries efficiently.
4. There is an associated (optional) discussion available for answering any remaining questions. You're not going to master MLA style and formatting with just these two activities, so we will add a couple more next week. You will have to make mistakes and learn from them before you become competent. Accept this as part of the process.

NOTE: While I don't expect perfection, I do expect students to invest the time necessary to make these activities worthwhile learning opportunities. If you're struggling with a concept, try to look up answers before giving up. One of the student learning outcomes (SLOs) of this course is for the successful student to "demonstrate bibliographic proficiency." You will demonstrate that proficiency in the argumentative essay assignment, where the SLO Rubric appears. If you're really struggling with MLA concepts, request a meeting with me and/or schedule a visit at the Writing Center. You *must* earn a passing grade for the argumentative essay in order to pass this course (C or better).

#### **Week 14: April 19 – 25**

##### April 19-20

1. We conclude our MLA review with a couple other documents for your consideration. These I will not grade: instead, you are simply invited to complete them and post your results if you wish. I will reply with comments and observations.
2. Meanwhile, continue working on your argumentative essay and research. If you peek below, you'll see that the annotated bibliography looms large on the horizon.

##### April 22

1. **Annotated Bibliography due.** Be sure you have followed directions and included at least eight sources, at least three of which must be paginated (sources that display page numbers). Review other reminders in the Canvas assignment description about what to include to earn the two REQ points available for this exercise.

##### April 23-25

1. Because the English department asks that students be required to do some form of impromptu or on-demand writing, please pick a convenient time to devote about **ninety minutes to complete the In-Class Analysis**. No prep required. You're on your honor to time yourself. The in-class analysis concludes the REQ points assigned this semester.

### **Week 15: April 26 – May 2**

#### April 27-28

1. Attempt the Intellectual Matrix activity described in this week's module. It requires a (mostly) completed draft, but the activity itself doesn't take long at all. Use it to reveal the organization of your argument, to see if it makes sense logically. Adjust order of supporting paragraphs accordingly.

#### April 29 – May 2

1. **Peer Workshop Draft due no later than 8 pm on Wednesday.** Upload your paper to your peer workshop group as an attachment—not a link to OneDrive or Google Drive. Make sure you are uploading a document we can access and annotate: do not upload Pages; do not upload PDFs. Students who submit late or not at all will not be part of workshop, resulting in *two* absences. See workshop directions in Canvas for other participation requirements, a few of which I'll repeat here to underscore their importance:
  - - paper *must* be a minimum of four full pages (you should aim for six);
    - paper *must* include in-text citations;
    - paper *must* include a Works Cited page attempting MLA format.
2. **Post papers with your comments no later than midnight Saturday.** Students who fail to upload peers' papers with comments accept one absence for workshop.
3. I will do my best to keep the peer workshop groups small for this work, as it takes somewhat longer to accomplish the several tasks required. Please read the Canvas directions for this workshop fully before commencing.

### **Week 16: May 3 – 9**

### May 3

1. **Argumentative Essay due.** Check assignment description in CP to confirm you have remembered everything required (cover letter, no plagiarism, working hyperlinks).
2. I will do all in my power to evaluate and post comments on these essays as quickly as possible, giving you the maximum amount of time to revise (if necessary). Please be patient, as this can take a few days. (Grading goes faster when students do not plagiarize and ethically cite all sources. Do your bit.)
3. While awaiting my feedback, you could offer some of yours: access and complete the **online course evaluation for this course**. Find an email in your student email account (not Canvas Inbox), which provides you a link to your course evaluation form. If you see no such email, or you follow the link but do not see this course listed, please notify me immediately.

### May 4-9

1. Any revisions of previous assignments must be submitted to their original assignment links by **midnight, May 9 (Saturday)**. You should start by returning to assignments with an X (“needs revision”), read my comments, and then contact me if you need more information. Please start with the comments within the assignment, as I strive always to indicate in those comments what needs to be accomplished to meet specs.

**There is no final exam in this course.** If you completed all the writing tasks I set before you, you have callused fingertips and eye strain by now. Go be in nature for a while.

As explained above, you may work on any revisions you wish in order to achieve the final grade you desire (see Objective Grading Criteria in this syllabus).

**All revisions are due no later than midnight on Saturday, May 9.**

That’s all, folks. It was a pleasure working with you online this semester. I hope the course was successful for you. Let me know how you’re doing in the future, eons from now. I hold out hope that maybe something in this course sticks with you, makes a difference in your educational journey. Beyond that, roll credits . . .

# NHTI Academic Affairs Notices – Spring 2026 [[Academic Affairs notices](#)]

This notice must be included in all course syllabi.

Students must meet all academic policy requirements and are expected to acquaint themselves with these policies by visiting the college's website. Full details are available on the [NHTI website](#).

## Course Drop/Withdrawal and Refund

A full-semester course must be dropped by notifying the Registrar's Office or the Academic Advising Center prior to the end of the 14th calendar day of the semester to receive a 100% refund of tuition, less non-refundable fees. After that time, the student may submit an Add/Drop Form to the Registrar's Office or Advising Center, but no refund will be granted. Ceasing to attend a class does not constitute an official drop or withdrawal and may result in a failing grade. Officially dropping a course prior to the completion of 60% of its scheduled duration will result in a grade of W. After that time, a grade of WP or WF will be issued depending on the student's standing at the time of the drop. Dates are prorated for courses offered in an alternative format; contact the Registrar's Office or Advising Center for details. Classes that run for less than the full semester have 7 calendar days from the start of the alternative semester to drop with a full refund. See the [NHTI Dropping Classes/Withdrawing Policy](#).

Dates for the Spring 2026 full semester are:

### Full Semester Courses (1/20/2026–5/9/2026)

- Last day to drop with full refund: February 2, 2026
- Last day to withdraw with grade of W: March 26, 2026

### First-Half Semester Courses (1/20/2026–3/14/2026)

- Last day to drop with full refund: January 26, 2026
- Last day to withdraw with grade of W: February 20, 2026

### Second-Half Semester Courses (3/23/2026–5/9/2026)

- Last day to drop with full refund: March 30, 2026
- Last day to withdraw with grade of W: April 20, 2026

## Classroom Etiquette

Academic integrity is of primary importance in the classroom, whether the classroom be face-to-face or online. Students and faculty are responsible for creating and maintaining an environment that supports an effective learning community. It is therefore imperative that students and faculty demonstrate mutual respect. Inappropriate behavior may compromise the learning and performance of all students. Such inappropriate behaviors include but are not limited to: late arrivals/early departures; loud or prolonged side conversations; use of cell phones; computers (other than for legitimate academic use); music devices; and use of derogatory or vulgar language. All students are expected to abide by the [Student Code of Conduct](#) as published in the [Student Handbook](#) subject to sanctions as described therein for any violations.

## Classroom Safety and Emergency Protocols

NHTI values the safety of its community members and guests. The [NHTI Campus Safety Department](#) encourages the reporting of all crimes, conduct concerns, or suspicious activity to the NHTI Campus Safety Department Monday-Friday from 8 a.m.-4 p.m. at 603-230-4042, and after hours and on weekends on the Emergency Line at 603-224-3287. You may [report non-emergency information online](#). If an emergency requires police, fire, or medical response, students are encouraged to contact 911 first and then contact the NHTI Campus Safety Department. Emergency information will be provided to the college community via email, phone, and text through the NHTI Alerts program RAVE. Ensure your information is current in [RAVE](#) by logging on. NHTI's Campus Safety Department provides its [Annual Security and Fire Safety Reports and information on Campus Policies, Emergency Response, and Crime Prevention](#). To aid in emergency response situations, all NHTI classrooms and offices have fire evacuation plans posted by the door and emergency cards at teacher stations. Emergency cards contain emergency response information along with first aid box/AED locations on campus. Students are asked to familiarize themselves with these items; questions or concerns can be directed to the [NHTI Campus Safety Department](#).

## Process to Address a Classroom Concern

NHTI is committed to creating and maintaining a positive and productive learning environment for all students. Students who have concerns about any aspect of the classroom experience should first discuss the concern with the course instructor. Discussions may be held in person, via telephone, or through the CCSNH email system. In the event that discussion with the course instructor does not resolve the issue, the concern should then be brought to the appropriate [department chair](#). Only after a student has been

unable to resolve the issue through discussion with their course instructor and department chair should a student bring concerns to the vice president of Academic and Workforce Education.

Where the concern about the classroom experience involves discrimination on the basis of unlawful criteria including race, color, religion, national or ethnic origin, age, sex, sexual orientation, marital status, disability, gender identity or expression, genetic information, or veteran status, as defined under applicable law, the student should also report the conduct as follows:

Report harassment based on sex, sexual orientation, marital status, or gender identity or expression to the college's Title IX coordinator and/or the [NHTI Campus Safety Department](#) and follow the process in [Student Affairs Policy 730.04](#).

Report harassment based on race, color, religion, national or ethnic origin, age, disability, genetic information, or veteran status to the [NHTI Campus Safety Department](#), NHTI Student conduct coordinator, or, if an employee is involved, the NHTI Human Resource office.

Where the concern involves a grade appeal, the student must follow the process and timeline outlined in the following [Academic Affairs policy](#).

## Civil Rights and Equity Issues (Discrimination and Harassment)

NHTI is committed to creating a professional setting for its students and employees and a community atmosphere grounded in mutual respect, dignity, and integrity. In light of these objectives, NHTI prohibits all manner of discrimination on the basis of unlawful criteria including race, color, religion, national or ethnic origin, age, sex, sexual orientation, marital status, disability, gender identity or expression, genetic information, and veteran status, as defined under applicable law.

The college is sensitive to the concerns an individual may have in coming forward with a complaint regarding discrimination. The grievance-reporting procedures outlined in the Student and Employee Handbooks are designed to provide a safe, confidential, and supportive environment in which an individual may discuss concerns. Retaliation of any kind against anyone making an allegation of discrimination, anyone involved in the investigation, or anyone involved in the decision regarding corrective and/or disciplinary action is prohibited and will result in disciplinary action against the retaliator. Any NHTI student, employee, or visitor who has observed, is aware of, or has been a victim of

discriminatory or harassing behavior while engaged in an NHTI-sponsored activity should report such behavior to the correlating contact:

- Report discrimination or harassment based on sex, sexual orientation, marital status, or gender identity or expression to the college's Title IX coordinator or the [NHTI Campus Safety Department](#) by email or by phone: 603-230-4042, and follow the process in [Student Affairs Policy 730.04](#).
- Report discrimination or harassment based on race, color, religion, national or ethnic origin, age, disability, genetic information, or veteran status using the grievance process outlined in the [Civil Rights/Equity Grievance Procedures](#) page on NHTI's website.

For complaints against another student, contact:

- The NHTI Campus Safety Department by email at [nhticampussafety@ccsnh.edu](mailto:nhticampussafety@ccsnh.edu) or 603-230-4042
- The NHTI student conduct coordinator by email at [nhtistudentconduct@ccsnh.edu](mailto:nhtistudentconduct@ccsnh.edu) or 603-271-6484 x4292

For complaints against an employee or college vendor, contact:

- The NHTI Campus Safety Department by email at [nhticampussafety@ccsnh.edu](mailto:nhticampussafety@ccsnh.edu) or 603-230-4042
- The NHTI Human Resource Office, located in Sweeney Hall, at 603-230-4002

## Reporting Sexual Misconduct, Violence, or Exploitation

At NHTI, every attempt is made to create and maintain a safe learning environment in which students feel able to share opinions and related life experiences in classroom discussions, in written work, and in meetings with professors. To the greatest extent possible, this information will be kept private. However, staff and faculty have a legal obligation to report information concerning sexual misconduct, violence, and exploitation of individuals, per federal statutes, New Hampshire State laws including NHRSA 188:H, and in compliance with established policies and procedures at NHTI. If a student has been subjected to sexual misconduct, violence, or exploitation, we encourage them to contact:

- NHTI Title IX coordinator Shawna Bateman by email at [sbateman@ccsnh.edu](mailto:sbateman@ccsnh.edu) or 603-230-3595
- The NHTI Campus Safety by email at [nhticampussafety@ccsnh.edu](mailto:nhticampussafety@ccsnh.edu) or 603-230-4042
- Crisis Center of Central New Hampshire at 866-841-6229, a confidential resource

Additional information including resources, can be found online at:

- NHTI: [Title IX resources](#)]
- [New Hampshire Coalition Against Domestic and Sexual Violence](#)
- uSafeUS safety application [<https://usafeus.org>]

## Academic Center for Excellence

The Academic Center for Excellence (ACE), located in the Learning Commons Library, provides free academic assistance to all NHTI students. ACE offers peer and professional tutoring in accounting, A&P, biological sciences, math, chemistry, and physics, among many additional subjects. The Writing Center and Study Solutions Lab, located within ACE, offer assistance with writing, reading, and study skills. For more information, call 603-230-4027 or the [NHTI ACE](#) page on NHT's website.

## Accessibility Services

(<https://www.nhti.edu/accessibility-services>)

In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1991, students with disabilities are eligible to receive accommodations and services to ensure equal access to classes and programs. Students with disabilities are encouraged to contact the coordinator of Accessibility Services as soon as possible for a confidential discussion regarding their learning needs and the process for requesting reasonable accommodations in the classroom. Once Accessibility Services has approved services, the student must show the Letter of Accommodation to their instructor. Accommodations are not provided retroactively. Accessibility Services is located in ACE or by email at [nhtiaccessibilityservices@ccsnh.edu](mailto:nhtiaccessibilityservices@ccsnh.edu).

## CCSNH Classroom Recording Policy

As per CCSNH policy: "Students are not permitted to record any class lectures, activities, or discussion using electronic video, still photo, or audio recording unless the student first obtains permission from the instructor. If the recording is made as a recommended, reasonable accommodation or modification for a student with a disability, permission shall not be unreasonably withheld." To view the entire policy, visit the [System Policies webpage](#) and select the System Policies for Academic Affairs (section 600).

## Cross-Cultural Education and ESOL

[Cross-cultural education services and English for Speakers of Other Languages \(ESOL\)](#) provide tools, strategies, and materials necessary for multilingual students and their instructors. Services include advising and support in settling into college and community life. Prospective students may test to allow for appropriate academic recommendations

and course placement and registration. ESOL courses are offered for college credit throughout the year. An academic transition process allows students to take ESOL courses and required courses in their chosen program simultaneously. One-on-one and open-group tutoring is offered through ACE. Programs that assist members of the international, immigrant, and host communities are offered to better support cross-cultural communication. Call 603-230-4055 for more information.

## Plagiarism/Cheating Policy

As stated in the [NHTI Student Handbook](#), honesty is expected of all NHTI students. In academic matters, this includes the submission of work that clearly indicates its source. Dishonest acts include cheating and plagiarism. Cheating includes, but is not limited to, the use of any unauthorized assistance from other persons or technologies in taking quizzes, tests, or exams or in the preparation and completion of class assignments; dependence upon the aid of resources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; the acquisition, without permission, of tests or other academic material belonging to a member of the CCSNH colleges' faculty, staff, or students; or knowingly providing unauthorized assistance to another for the purpose of providing unfair advantage to the recipient in the completion of course assessments/assignments. Plagiarism includes, but is not limited to, the use (intentional or unintentional) by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and the unacknowledged use of materials prepared by another person or agency engaged in providing term papers or other academic materials via direct sale, barter, or other means. Cheating and plagiarism are serious disciplinary matters subject to the same penalties and procedures as other NHTI disciplinary matters. Penalties levied in proven cases of cheating or plagiarism may include the issuance of a grade of AF (which may lead to delay of graduation), suspension or dismissal from a program/the college, or other sanctions as deemed appropriate.

## Emergency Closure, Early Closure, and Delayed Start of Classes

NHTI values the safety and well-being of our students, staff, and faculty. The college notifies students and employees of emergencies through college email accounts using NHTI Alerts through the Rave Mobile Safety system. Students are encouraged to sign up to receive emergency notifications by text or personal email accounts. Sign up at [Get Rave](#). An

announcement will be made on [WMUR.com](http://WMUR.com) and will be posted NHTI's website and social media accounts.

In the event of an emergency that requires NHTI to close and/or cancel classes for a day or more, instructors will post a message in Canvas and may use additional means to communicate to students what effect this will have on the class, such as a Zoom meeting, completing a discussion board assignment, or changing the due date for an assignment. NHTI instructors understand that students may experience power and/or internet outages and will work with students to ensure class needs are met.

If circumstances require NHTI to have a delayed opening, students should be prepared to begin their school day with whatever required activity would normally be occurring at the announced opening time. For example, if a 2-hour delay is announced, and a student is scheduled for a class that normally meets from 8:00-10:50 a.m., the student should come to that class at 10 a.m. for the remaining 50 minutes of class; classes that are normally completed before 10 a.m. would be cancelled.

If circumstances require NHTI to close early, students should participate in required activities until the closing time. For example, if NHTI closes at 4 p.m. and a student has a class that runs 3-5 p.m., the student should attend the class until 4 p.m.

## Grade Reporting

Faculty submit grades electronically to the Registrar's Office at the end of each final exam period. Final grades are not mailed to students. It is the student's responsibility to review their final grades via the Student Information System. Students who receive an I (Incomplete) should coordinate with the instructor to complete the remaining coursework as soon as possible. Unresolved grades will convert to an F automatically at the end of the third week of the following semester. An incomplete will place a student's financial aid status on hold for the subsequent semester.

## Student Athletes

NHTI values its student athletes and wants them to be successful both on and off the field/court. Student athletes participating on any NHTI-sponsored team must provide their instructors documentation from the NHTI Athletic Department confirming their participation, as well as a schedule of practices and games, during the first week of the semester or immediately upon joining a team (if joining after the semester begins) to receive consideration for excused absences, make-up testing, or other related

accommodations. This documentation must be presented in advance of special requests. Participation on an NHTI athletic team does not excuse any student from compliance with course requirements. Faculty are not required to excuse students from class or lab to attend practice sessions, and there may be circumstances (such as clinical requirements) under which athletes may not be excused for games, though every effort will be made to accommodate the schedules of student athletes who work responsibly with their instructors.

## Student Email

Official CCSNH email accounts are created at the time of course registration or program acceptance. This is the only email address that will be recognized by NHTI for any required correspondence in NHTI-controlled courses and serves as the official account for all electronic communication with the college. This ensures all students are able to comply with the email-based requirements specified by faculty. Students are responsible for checking their official student email regularly and reading all college-related communications. The email system is college property. All messages composed, sent, or received on the email system are and remain the property of CCSNH/NHTI. The CCSNH email system is not to be used to create or forward offensive messages. CCSNH is not responsible for the handling of email by outside vendors.

## Academic Credit

NHTI awards academic credit in accordance with the policy of CCSNH, which equates a credit hour to one hour\* of lecture per week for 15-16 weeks\*\*; 2-3 hours of lab per week for 15-16 weeks\*\*; 3 hours of practicum per week for 15-16 weeks\*\*; 3-6 internship hours per week for 15-16 weeks\*\*; or 3-5 clinical hours per week for 15-16 weeks\*\*. In awarding academic credit, NHTI faculty create instructional plans, activities, and assessments with the expectation that students will spend a minimum of 2-3 hours outside of class per week per credit (\*\*) in related course activities (completing assignments, studying, etc.).

\*One instructional hour equals 50 minutes.

\*\*All per-week hours should be prorated accordingly for alternative-length semesters. For example, a course that meets for 3 hours per week in a 16-week semester and requires 6-9 hours per week of additional work outside the classroom would meet for 6 hours per week and require 12-18 hours per week of additional study time when offered in an 8-week format.

