

ENG 111: Composition I
Winter 2026 Course Syllabus
Tuesdays/Thursdays 10:00 a.m. – 11:20 a.m.
Tuesdays: Brown 114
Thursdays: Brown 121

Instructor: Dr. Kim Lacey
Pronouns: she/her/hers
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Office: Brown Hall 330
Office Hours: Tuesday/Thursday 12:00 p.m. – 1:30 p.m. and by appointment

Course learning outcomes

By the end of this course, students will be able to:

- Apply invention strategies to discover ideas and develop insights through writing
- Analyze personal and cultural experiences using the seven invention points framework
- Connect personal insights to public significance through effective use of public resonance
- Use research effectively to support and complicate arguments
- Engage with multiple perspectives and address counterarguments thoughtfully
- Revise substantially to strengthen ideas, organization, and expression
- Reflect critically on their development as writers and thinkers
- Use technology and AI tools ethically to support learning and invention

Required materials

Textbook: Mauk, John, and John Metz. *The Composition of Everyday Life: A Guide to Writing*. 7th edition. Cengage Learning.

Canvas Access: All assignments, readings, and course materials accessible through Canvas

Printing Access: For drafts, peer review, and final submissions

Reliable Internet: For online activities, research, and Canvas participation

Course philosophy: Invention and everyday life

This course is built on the principle that meaningful writing emerges from careful attention to everyday experiences and systematic inquiry into their significance. We use *The Composition of Everyday Life's* seven invention points—Point of Contact, Analysis, Public Resonance, Thesis, Rhetorical Tools, Revision, and Reflection—as our framework for discovering ideas and developing insights.

Writing is not simply expressing pre-existing ideas, but a process of thinking and discovery. Through sustained attention to memory, relationships, observations, and arguments, you'll develop skills that transfer to academic, professional, and civic contexts.

Grade Distribution

Project	Due Date	Percentage of Final Grade
Project 1: Remembering Who You Were	Thursday, February 12	20%
Project 2: Explaining Relationships	Thursday, March 12	20%

Project 3: Observing	Thursday, April 2	20%
Project 4: Making Arguments	Tuesday, April 28	25%
Peer Reviews	Various (see assignment sheets)	8% (2% each)
In-Class Work	All semester	4%
Class Participation	All semester	3%

Peer Reviews (8% total - 2% each) includes:

- Timely submission of drafts for peer review sessions
- Thoughtful, constructive feedback using provided review forms
- Specific, helpful suggestions that demonstrate careful reading
- Professional and respectful tone in all peer interactions

In-Class Work (4%) includes:

- Full participation in revision workshops and station activities
- Productive use of workshop time for draft development
- Constructive partner work and feedback during workshops
- Completion of workshop handouts and reflection activities

Class Participation (3%) includes:

- Active engagement in class discussions
- Thoughtful contributions to collaborative activities
- Preparation evidenced through reading completion and note-taking
- Respectful and constructive interaction with classmates
- I do not expect you to participate constantly, but I do ask you to participate regularly and with intention.

Attendance: I will not be taking attendance in this class. However, a lot of our work will occur during class time. Missing class means missing work. Unless there are extenuating circumstances, if you miss class you cannot make up in-class work.

Grading scale

↑95%: A
 ↑90%: A-
 ↑87%: B+
 ↑83%: B
 ↑80%: B-
 ↑77%: C+
 ↑73%: C
 ↑60%: D
 0%: F

All grades will be posted on Canvas.

A note on the grading scale

SVSU does not assign C-, D+, D- grades. Anything below a 73% will result in a D. Anything below a 60% will result in a F.

Artificial intelligence policy

My goals for all of us will be to learn how AI tools can strengthen our writing when used responsibly. You are required to note and cite any place where you use AI. Failure to indicate this will result in a lower grade.

A note about extra credit and extensions

I do not give extra credit or extensions. Please complete all assignments to the best of your capabilities on time. However, I'm not a robot. If there are extenuating circumstances, please talk to me.

Late work is unacceptable

Please ensure that your work is submitted on time. The deadlines are clearly marked on all assignments and on the syllabus. Please note the majority of your writing will come from in-class work. If you arrive late and we have already completed an activity, you cannot receive credit for the activity. If you are absent and you miss in-class activities, you cannot receive credit for the activity. If you know a due date conflicts with something outside of class, plan ahead and submit your assignment early. Always look for the confirmation timestamp on Canvas to confirm your work has been submitted!

A note about potential online course meetings

Unless the university closes, we will have class. If I "cancel" an in-person meeting, you will have some obligation for class in the form of an online activity or Teams meeting, the details of which I will circulate via email. If I know I must cancel in advance, I will also discuss the activity in class. If you do not complete that online activity on time, you will be marked absent for that day. These instances are rare, if they occur at all, but it is your responsibility to check your e-mail (at least once before class starts each day) for instructions.

This course section will not be recorded or broadcast online synchronously. It is a face-to-face course. Unless the university changes direction about the method of instruction, we will meet in-person.

Technology policies

I encourage you to use whatever note taking system and digital devices you prefer. If, however, you choose to use a laptop or tablet, you are asked that it be used for class work and not for homework for your other classes or social activities. Phones must be turned silent during class time. You are required to be an active member of our learning community. Be aware that I will call on people at random if the discussion is dead. If you are not prepared to participate because you are distracted by technology, this may affect your final grade.

You should be actively using some sort of cloud storage in which you can store and access your work from multiple locations. I recommend Dropbox or Google Drive. Additionally, as SVSU students, you have access to Microsoft One Drive. Not having access to your work is not an excuse for late work. Be prepared for all possibilities.

Accessibility and non-discrimination clause

Students who need accommodation are encouraged to meet with the instructor or contact the SVSU Office of Accessibility Resources and Accommodations (phone: 989-964-4168). SVSU does not discriminate based on race, religion, color, gender, sexual orientation, national origin, age,

physical impairment, disability, or veteran status in the provision of education, employment, and other services.

A note about self-care

I am conscious of your educational experiences over the last several years, and if there is any way I can support you in our learning environment, please let me know. I'm here to help!

A note about myself:

In September 2024, I was diagnosed with Bell's palsy, which is facial paralysis. Half of my face is (mostly) immobile causing my speech to be frequently slurred, my eye unable to blink, some hearing loss, and frequent pain and fatigue. There might be moments in class where I need to take breaks to rest my face. It shouldn't interfere with our learning environment, but I want to give you a heads up! (Plus, you'll probably notice my paralysis and I wanted to get ahead of it!)

Self-disclosure

You are under no obligation to self-disclose personal information about which you do not feel comfortable.

Academic integrity policy

According to the SVSU Student Handbook, "Academic integrity is undermined whenever one is dishonest in the pursuit of knowledge. Dishonesty takes many forms, including cheating, plagiarism, and other activities for undermining the educational process and will be reported to the Academic Conduct Board for further sanctions. Forms of plagiarism include directly transcribing (copying) without quotation and attribution, summarizing without attribution, paraphrasing or patchwork paraphrasing without attribution, patching electronic materials (including pictures, graphs, and/or charts) without attribution. I reserve the right to use Turn It In. In ENGL 111, deliberate plagiarism or cheating in any form will result in the grade of zero (0) for the entire assignment.

The full Academic Integrity Policy can be found here:

<http://www.svsu.edu/studentconductprograms/policies/academicintegritypolicy/>

Even though we are using AI regularly this semester, please note that passing off anything written by AI as your own writing is considered plagiarism. To avoid this scenario, you need to indicate what is your writing and what is produced by AI.

Writing Center information

One of the many advantages of this University is the Writing Center. You are strongly encouraged to meet with a tutor to discuss your writing. As soon as I know the Winter 2026 hours, I'll let you know!

Classroom community and respect

Our classroom is a community of learners sharing personal experiences and developing ideas together. We commit to:

- Respectful engagement with diverse perspectives and experiences
- Constructive feedback that supports each other's growth
- Inclusive participation that welcomes all voices
- Confidentiality regarding personal stories shared in class

- Growth mindset that sees challenges as learning opportunities

This syllabus is a contract between instructor and students. Changes may be made with appropriate notice. Students are responsible for staying informed about course requirements and deadlines.

Semester Calendar

CEL = The Composition of Everyday Life (our textbook)

Date	In-class topics & activities	Read before class	Homework to complete at home and bring to next class Major Assignment Deadlines
Tuesday, January 13	Course introduction; writing diagnostic; community building storytelling circle		Purchase CEL; complete writing history reflection
Thursday, January 15	College writing expectations; AI literacy and academic integrity	CEL: pp. 3-22 (Introduction)	Digital literacy self-assessment; set semester goals
Tuesday, January 20	CEL invention points framework; intro to observational skills	CEL handout on invention points	Practice observation exercise using CEL approach
Project 1: Remembering Who You Were			
Thursday, January 22	Project 1 launch; CEL memory analysis; memory mapping using CEL framework	CEL: pp. 25-42 (Model Readings and Point of Contact)	Generate 3-4 memory sketches using CEL approach
Tuesday, January 27	CEL analysis techniques; sensory detail workshop; point of contact development	CEL: pp. 42-46 (Analysis and Public Resonance)	Expand 2 sketches; choose final topic using CEL criteria
Thursday, January 29	CEL rhetorical tools; narrative techniques; thesis development	CEL: pp. 46-51 (Thesis and Rhetorical Tools)	Complete working draft using CEL approach
Tuesday, February 3	CEL thesis integration workshop; draft workshop using CEL revision principles		Revise based on CEL framework and workshop feedback
Thursday, February 5	CEL Draft Workshop & Revision Strategies	CEL: pp. 51-54 (Revision)	Revise thesis for current draft; prepare for peer review
Tuesday, February 10	Peer review		Incorporate feedback
Project 2: Explaining Relationships			
Thursday, February 12	Project 2 launch with CEL Chapter 3; deep analysis of	CEL: pp. 59-71 (Model Readings)	Brainstorm relationships using CEL criteria;

	CEL relationship essays		choose topic <i>Project 1 due on Canvas by 11:59 p.m.</i>
Tuesday, February 17	CEL relationship analysis techniques; cultural connections using CEL approach	CEL: 72-78 (Point of Contact and Analysis)	Research cultural contexts; draft thesis using CEL
Thursday, February 19	CEL public resonance & thesis development for explanatory writing	CEL: pp. 78-81 (Public Resonance and Thesis)	Continue drafting using CEL framework
Tuesday, February 24	CEL rhetorical tools workshop; draft development using CEL principles	CEL: pp. 84-85 (Revision)	Major revision using CEL approach
Thursday, February 26	Library day: Meet in Z-111		Revise and prepare draft for peer review
Tuesday, March 3	Spring break: No class		
Thursday, March 5	Spring break: No class		
Tuesday, March 10	Peer review		
Project 3: Observing			
Thursday, March 12	Project 3 launch with CEL Chapter 4; observation methods using CEL framework	CEL: pp. 89-105 (Model Readings and Point of Contact)	Choose observation site using CEL criteria; begin field notes <i>Project 2 due on Canvas by 11:59 p.m.</i>
Tuesday, March 17	CEL field notes workshop; analytical observation techniques	CEL: pp. 106-108 (Analysis)	Continue observations using CEL approach
Thursday, March 19	CEL public resonance for observations; thesis development using CEL framework	CEL: pp. 108-110 (Public Resonance and Thesis)	Complete observation sessions; draft analysis using CEL
Tuesday, March 24	CEL rhetorical tools for observational writing; descriptive writing workshop	CEL: pp. 110-112 (Rhetorical Tools)	Working draft with vivid descriptions using CEL techniques
Thursday, March 26	CEL revision workshop for observational writing; draft improvement	CEL: pp. 113-114 (Revision)	Major revision using CEL principles
Tuesday, March 31	Peer review		Revise Project 3 draft
Project 4: Making Arguments			

Thursday, April 2	Project 4 launch with CEL Chapter 8; argument as inquiry using CEL framework	CEL: pp. 221-243 Model Readings and Point of Contact)	Topic brainstorming using CEL approach and approval <i>Project 3 due on Canvas by 11:59 p.m.</i>
Tuesday, April 7	CEL analysis & research with topic approval; research strategies using CEL	CEL: pp. 244-247 (Analysis and Public Resonance)	Locate and evaluate 4-6 sources using CEL criteria
Thursday, April 9	CEL thesis development & argument structure for argumentative writing	CEL: pp. 247-249 (Thesis)	Draft thesis and outline using CEL approach
Tuesday, April 14	CEL counterarguments & rhetorical appeals; strengthening arguments	CEL: pp. 250-258; 528-530 (Rhetorical Tools; Counterarguments)	Develop counterargument section using CEL method
Thursday, April 16	Ethos/pathos/logos in media		Work on full draft using complete CEL framework
Tuesday, April 21	CEL draft workshop & final revision strategies for arguments		Polish draft for peer review using CEL standards
Thursday, April 23	Peer review; Course evaluations		Final revisions using CEL principles
Tuesday, April 28	No class, but Kim is available for conferences!		<i>Project 4 due on Canvas by 11:59 p.m.</i>