Course Start Date: January 6, 2025

Course End Date: April 11, 2025

Academic Term and Year: 2024-2025

Official Course Outline Information

Course Name:	Introduction to Composition		
Course Code:	ENGL 2550	**Section:**	A08
Faculty:	Faculty of Arts & Sciences		
Department:	University Transfer		
Instructor:		**Email:**	
Meeting Times:	Thursdays, 9:30AM-12:30AM	**Hours:**	online / by appointment

Official College Calendar Description:

This course introduces students to the principles of academic writing, and essay composition in particular. Students will engage with a variety of non-fiction prose genres, including essays and academic articles. By analyzing, summarizing, synthesizing, and critiquing a variety of texts, students will develop critical thinking, reading, and writing skills that will be used throughout their post-secondary studies. Writing instruction will include grammar review, editing and revision processes, scholarly research, and the correct integration and documentation of primary and secondary sources.

Course Overview: Academic writing is not produced in isolation. Interaction within a community, collaboration with colleagues, and peer-review of work are all elements crucial to good, meaningful composition. If clear writing depends, first, on the ability to identify the perspectives, motivations, and feelings of one's audience, this ability is developed through thoughtful interaction with others. This course will provide a community for developing strategies to identify perspectives and motivations through the critical discussion of ideas, for learning forms for communicating these ideas, and for learning standard academic methods for formatting written work and citation.

This course will introduce students to formal and rhetorical writing practices at the post-secondary level. Students can expect to develop the composition skills necessary for university transfer, business, and technical environments by combining writing practice with the study of language and literature across representative genres. Students will develop critical skills in thinking (analysis and interpretation of texts), reading (examination of the production of meaning of texts), and writing (clear and effective communication of arguments and ideas).

Course content will familiarize students with the fundamentals of formal writing and communication, including: grammar, punctuation, and usage; essay forms and styles; the essay writing process (outlines, drafts, editing, proofreading, and revision); rhetoric and style; and research methodologies. The course will also include instruction, demonstration, and application of the APA method of citation.

Course assignments are designed to guide students through the professional research and writing process. Academic writing, again, is not produced in isolation. Students will learn to report the ideas of others in a new way (the skills of text summary and citation), identify an issue important to a scholarly community and identify the central voices of that community (the skills of scholarly research), and articulate where these voices are in agreement, where they diverge, and what

conclusions we might draw from these discussions (the skills of outlining and articulating an argument). This work all leads to a final research paper and reflection, or the skill of communicating and introspecting upon the aforementioned research and conclusions.

Credits: 3

Prerequisites: 60% in English Language Arts 30-1 or
70% in English Language Arts 30-2 or equivalent

Total course hours: 45 hrs

Structure of hours: **Lecture:** 45 hrs **Lab:** 0 hrs **Other:** 0 hrs

Note: *Course hours are based on the number of credits. You may need to budget 2–3 times these hours to complete the course successfully.*

Total Number of Weeks: 16

Delivery Mode: In person

Course Goals/General Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Write correct and concise critical essays to university standards
2. Apply appropriate forms of writing for a variety of purposes
3. Analyse and critique non-fiction writing
4. Apply editing and revision skills to the writing process
5. Conduct research to generate support for an essay
6. Apply APA citation format throughout an essay

Course Units/Topics:

1. Academic Integrity, APA Style, and Documenting Sources
2. Quotation / Paraphrase / interacting with others' words
3. Writing Instruction
4. Textual Analysis
5. Non-Fiction
6. Conducting Research
7. Critical Thinking, Reading, and Writing

Required Textbooks, References, Materials:

- Course readings available in Moodle
- Access to Moodle: https://myclass.norquest.ca/login/
- Access to the Library APA Resources: http://libguides.norquest.ca/apa
- Each class, **you must have access to personal technology** (a laptop, phone, or tablet) **to complete in-class activities**. You must **let me know during the first week of class if you do not have this**.

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Recommended Resources:

- *American Psychological Association. (2019). Concise Guide to APA Style, Seventh Edition. American Psychological Association.*

The above APA style guide is available through the NorQuest Bookstore, or from a variety of online retailers. APA style and formatting information is also freely available on the NorQuest library website.

Please note that the following assessments differ from the older ones available on the NorQuest College Library's website (and elsewhere…). Although those example assignments can be good resources, do not rely on them/those instructions.

Course Evaluation:

Mark distribution for the course will be as follows:

Rando Chat	15%	Jan 23 – April 3
APA Course*	P/F	Jan 23
1: Summarizing the Conversation	15%	Jan 30
2a: Perspective, Authenticity, Authority	15%	Feb 20
2b: Entering the Conversation	15%	Mar 6
Essay Drafts and 'think aloud' review	5%	Mar 20
2c: Essay	15%	Apr 3
Final Exam	20%	Apr 10
Total	**100%**	

Student Responsibilities: You will be expected to come to class prepared to contribute to the discussion of the assigned text. These contributions may take the form of critical questions, topics for discussion, any prepared work or presentation, and critical analysis of the readings. You are required to bring your textbooks and prepared assignments.

Instructor Responsibilities: While it is the student's responsibility to explore unfamiliar territory – the territory of academic writing and reading – the student is not expected to do this un-aided. I have resided within this territory for some time, and, like a good host for visitors to a new city, I will be guiding exploration. I will also be teaching strategies for thinking, reading, and writing critically.

Passing Level/Grading Scale:

Grades for each component will be compiled at the end of the term. The final total will be translated to the NorQuest College's 4-point grading scale below.

Marking and Grade Conversion

Letter Grade (post-secondary programs)	Grade Point Value (post-secondary programs)	Percentage Scale (Alberta Education courses / preparatory)	Description
A+	4.0	95–100	
A	4.0	90–94	Excellent
A–	3.7	85–89	
B+	3.3	80–84	
B	3.0	75–79	Good
B–	2.7	70–74	
C+	2.3	67–69	
C	2.0	64–66	Satisfactory
C–	1.7	60–63	
D+	1.3	55–59	
D	1.0	50–54	Poor
F	0.0	0–49	Failure

Skills of Distinction:

At NorQuest College, learners develop Skills of Distinction as a part of belonging to the NorQuest community. Through the Circle of Courage, learners build competence in Resilience, Inclusion, and New Ways of Thinking. These human skills prepare all learners for the changing workforce and the changing world.

Course Policies and Expectations:

Statement of Conduct and Expectations

NorQuest College is committed to maintaining high standards of non-academic and academic performance and integrity, in order to foster a learning environment conducive to the personal, educational, and social development of its students. This commitment is founded upon the principles of fairness, trustworthiness, honesty, respect, and responsibility. The College expects that its students will be guided at all times by these principles in the work that they submit and the behaviour in which they engage.

It is the student's responsibility to be familiar with and follow NorQuest College policies and procedures, including the Student Code of Conduct. These can be viewed either on the College website, at https://www.norquest.ca/resources-services/student-life/student-policies/student-conduct.aspx, or in the College calendar, which is available in print format and on the website. Policies specific to a program will be in the student program manual. If you have questions, be sure to ask your instructor or tutor.

Inclusive Culture

At NorQuest College education is inclusive, and our students are supported and prepared to meet the needs of a diverse society by working with people from a variety of cultures, religions, genders, and socio-economic backgrounds. While this may challenge the values and beliefs of some students, we understand and have supported many students stretch their comfort zones to find a blanace between professional success and cultural or religious beliefs.

Safe Space Statement

At NorQuest College, we are committed to fostering a space where both students and staff can engage in honest conversations in a respectful, responsible, and thoughtful manner without fear of repercussions. We celebrate our differences, and we value continuous growth and learning from each other. We create a sense of belonging where we do not judge anyone based on biological sex, sexual orientation, gender identity or expression, race/ethnicity, religion, linguistic and/or cultural background, age, physical or mental ability, or any other aspect of one's person. NorQuest does not tolerate bullying, racism, or harassment. If you or another student or staff member are subjected to any of these actions, your voice will be heard and taken seriously. It is everyone's responsibility to nurture a space where each person can feel safe and respected.

Academic Integrity

NorQuest College is committed to maintaining high standards of academic performance and integrity, and it is incumbent upon all members of the college community to uphold these standards. Academic misconduct may be defined broadly as the giving, taking, or presenting of information that dishonestly aids an individual or group in the determination of academic merit or standing. Common examples include, but are not limited to, plagiarism and cheating. Allegations of academic misconduct are serious and may lead to sanctions such as: mark reduction, a course failure, or withdrawal from the course or program.

Plagiarism

Plagiarism is a form of academic misconduct that occurs when someone presents, as one's own, work that has been created by another. It is a serious offence and can result in suspension or expulsion from the College. There is no tolerance for academic misconduct in this course. Any student caught plagiarizing will be penalized, and the incident will be recorded in the student's file. Students are encouraged to familiarize themselves with the NorQuest College Student Judicial Affairs Policy and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts, and/or participation in an offence.

This class is built upon the idea of accessing and responding to others' 'voices' – their words and their ideas – so the entire premise of this class is built upon the proper, professional manner in which you will learn to interleave others' words with your own. Plagiarism is a violation of academic honesty but also a demonstration of a fundamental misunderstanding of the skills required to complete this course.

Student Misconduct

Academic misconduct may be defined broadly as the giving, taking, or presenting of information that dishonestly aids an individual or group in the determination of academic merit or standing. Common examples include, but are not limited to, plagiarism and cheating.

Non-academic misconduct may be defined broadly as any behaviour that adversely affects the learning of others or the college's educational mission, violates civil or criminal statutes, threatens the safety or well-being of members of the NorQuest community, or violates the ethical standards set by professional associations or the workplace standards set by practicum, clinical, or volunteer placement agencies.

Allegations of academic or non-academic misconduct will be adjudicated according to Student Judicial Affairs Policy and procedures, and may result in sanctions ranging from mark reduction, remediation, course failure, or withdrawal from the course or program. For more information, please talk to your instructor or contact the Office of Student Judicial Affairs at osja@norquest.ca

Attendance Policy

Attendance is mandatory. The expectation is that you will be present and prepared for every class, and actively participate (contribute to discussions, take notes, etc.) in class. If you absolutely must miss class due to unforeseen circumstances you are still responsible for class content. Although your instructor can assist you, they cannot take on this responsibility for you. The best preparation you can take for this is to have a 'notes buddy'—someone from with whom you can share notes in the event of an absence.

Students are responsible for keeping up to date with the course, regardless of whether or not they are in attendance.

Learning Technologies

This course uses Moodle, NorQuest College's online Learning Management System, for course materials. Upon registration, you will receive login information via your MyMail account. Course materials may include review materials, handouts, course outline, PowerPoints, notices from your instructor, schedule of readings, assignments, and exams. It is important that you log in and review the course materials and information regularly. For technical support, please contact Computer Commons.

Artificial Intelligence / Content Creation Tools

Artificial Intelligence (AI) powered systems that produce what was once considered the sole product of people – writing and visual art, for example — are tools, and therefore neither good nor bad in themselves. Like other technologies arising before these novel systems, we are obligated to learn how and where they should be used. In education in particular, in some situations technology can defeat desired outcomes and in others technology can amplify their attainment.

In this course we will approach writing as a means to connect consciousnesses, writers with readers. We will not use technological writing tools to accomplish writing because, by definition, Artificial Intelligence has no mind to connect with others. Therefore, you will not use AI to generate anything you submit in this course.

However, this does not mean you won't be using AI—you will be using a lot of AI in this course. In short: since conversation is such an important concept and outcome for this course, and AI appears to be able to effectively *simulate* conversation, we will use these conversational

pedagogies to improve your ability to think and to write. All AI tools will be provided to you. You will not, and may not, use access to any other AI tools for any course related work.

By default you should assume that the appropriate way to complete assignments is the method taught in class or learned through course learning materials. If the use of technological tools is not mentioned in assignment instructions you should not use them to complete assignments. Unethical use of Artificial Intelligence will be reported as Academic Misconduct. At no time are you allowed to submit anything in this course created, modified, edited by – or otherwise having come into contact with – advanced tech tools or AI (including technologies using AI, like Grammarly). To reiterate: unless mandated in an assignment itself no amount of AI for whatever purpose is allowed in the production or submission of any product arising from this course.

Electronics Policy

For many learning activities, laptops, smartphones, and other electronic devices are valuable learning tools. Your instructor will identify times when the use of these devices is not appropriate.

Student Support

Students who have accessibility requirements affecting mobility, vision, hearing, learning, or mental or physical health and who require accommodations in this course are advised to discuss their needs with a Student Support Specialist through NorQuest College Accessibility Services.

Class Policies and Expectations

Communications

Email is the official method of communication between students and instructors, and for most interactions at the College. Instructors check their NorQuest email accounts routinely during regular business hours, and will respond within 24 hours when possible—at busier times of the semester this timeframe may extend to 48 hours and, rarely, beyond. Please ensure you use appropriate etiquette and include your full name, course section, and student ID when corresponding with instructors and other College personnel.

When sending email provide, at minimum, 1) a subject and 2) text in the email body indicating the message's purpose. **Messages without these basic components may not receive action or a reply.**

Telephone: Please note that instructors are often away from their desks or working remotely, and that the nature of communications with students is often private; email is therefore a more effective method of communication.

Direct messaging through MS Teams or any other platform is not an official or appropriate method of communicating with your instructor. Please note that any direct messages sent through Teams, Moodle, or other applications will not receive a response.

If course questions/concerns cannot be resolved through email, the instructor is available to meet virtually with students in person on a limited basis. To request a virtual meeting with an instructor, please email them to arrange a date, time, and preferred platform in advance. In the event of a resurgence of health and safety measures during the ongoing COVID-19 pandemic, instructors and other college personnel may limit social contact and on-campus visits, and may not be available for in-person meetings.

Meetings: I am available to meet with students on request. Meetings may be in person or online and, though I will try to accommodate your preference (for in person vs. online) might not always be able to do so. To request a meeting, please use the booking tool on the course Moodle page that appears in the 'instructor information' block (usually the top-right-ish side of the screen).

How to Submit Assignments

Submit your assignments to MyClass (Moodle).

Unless otherwise specified, **assignments must be uploaded as DOCX (Word)**. I may consider your assignment late if 1) I cannot open your assignment or 2) if the incorrect file is uploaded (and the correct one is uploaded past the due date)**.**

Marking Turnaround

I attempt to return assignments within 10 days, but more time may be required for some assignments. If you submit a late assignment, please note that 1) the above timeline may not be met and 2) I cannot guarantee that I will mark and return it before the next assignment is due. Late assignments may not receive full feedback.

Late Assignment Submissions

Assignment deadlines are indicated in this syllabus, and on Moodle. Late assignments will be deducted 5% per day, including weekends. Exceptions will only be made in cases of illness or emergency (with appropriate documentation) but ***cannot be granted after the assignment deadline has passed***. Please contact me via email as soon as possible so accommodations can be made. **Assignments will not be accepted after the class set has been marked and returned.** Late assignments may not receive full feedback.

Online Etiquette

When signing in to Blackboard, students must identify themselves with their name. This is for attendance and general course administration purposes.

Course Reading Schedule

Course Name: Introduction to Composition

Course Code: ENGL 2550 **Section:** A08

Please note that this schedule is subject to change. Any changes or cancellations will be emailed to you. It is your responsibility to check your NorQuest email account for relevant messages.
Course readings must be read before class.

date	activities	assignment due
Jan 9	Introduction to course: How to succeed (and how to not succeed) at ENGL2550	
Jan 16	Reading: Franklin (1731) "An Apology For Printers" Topic: Saying what others have said	
Jan 23	Reading: Fairbank (2021) "How do we Exit the Post-Truth Era?" Meeting Day (you must be in class to complete assignment 1) Topics: Textual Summary, APA	Intro to APA
Jan 30	Reading: Giltrow (2002), on assignment commentary (*Academic Writing*, pp. 163-180)	Assignment 1: Summarizing the Conversation
Feb 6	Follow-up activity for assignment 1 Library Session 1 (sources)	
Feb 13	Library Session 2 (research)	
Feb 20	No class: Winter Break	2a: Perspective, Authenticity, Authority
Feb 27	TBD	
Mar 6	TBD	2b: Entering the Conversation
Mar 13	Topic: Think aloud	
Mar 20	'Think Aloud' review	Essay Drafts
Mar 27	TBD	
Apr 3	Course Review and Exam Prep	2c: Essay
Apr 10	Final Exam (written in person, 9:30AM-12:30PM, Singhmar 3-169)	

Final Exam Information: April 10th, in person, 9:30AM-12:30PM, Singhmar 3-169

Minimum Instructor Qualifications: Master of Arts, English

Last Revised By: Dustin Grue

Revision Date: January 6, 2025

Approved by (Program Chair or Dean)**:** Taylor Scanlon, University Transfer Chair

Methods of Obtaining PLAR: Transfer Credit

Transferability to Other Institutions: Bow Valley, Concordia, King's, MacEwan, U Alberta, U Regina

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NOTE: Students are advised to keep course outlines in personal files for future use. These may be used to apply for transfer of credit to other educational institutions. A fee may be charged for additional or replacement copies.

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