

Department of Humanities and Social Sciences

COURSE OUTLINE - Fall 2026

EN1201(EC): Composition and Rhetoric - 3 (3-0-0) 45 Hours for 15 Weeks

Northwestern Polytechnic acknowledges that our campuses are located on Treaty 8 territory, the ancestral and present-day home to many diverse First Nations, Metis, and Inuit people. We are grateful to work, live and learn on the traditional territory of Duncan's First Nation, Horse Lake First Nation and Sturgeon Lake Cree Nation, who are the original caretakers of this land.

We acknowledge the history of this land and we are thankful for the opportunity to walk together in friendship, where we will encourage and promote positive change for present and future generations.

INSTRUCTOR:	Dr. Ila Ahlawat	PHONE:	
OFFICE:	Remote	E-MAIL:	iahlawat@nwpolytech.ca
OFFICE HOURS:	By appointment.		
CLASS TIME:	Asynchronous- weekly recording shared on myClass		

CALENDAR DESCRIPTION: This course will help students become more sophisticated users and producers of written texts. Instruction will include basic academic essay writing skills and the various rhetorical approaches used when addressing specific audiences. The main goals of the course are to help students integrate reading and writing and to become familiar with the conventions of college- (and university-) level writing. This includes producing coherent, logical texts that are relatively free of surface errors. To achieve these goals, the course encourages students to think critically, to read closely and analytically, and to compose responses to a variety of texts, both written and visual.

PREREQUISITE(S)/COREQUISITE:

English 30-1

REQUIRED TEXT/RESOURCE MATERIALS:

There is no print textbook for this class. All readings are shared as links on this course document or will be posted on myClass (D2L). Please be sure to log in regularly and check for updates and announcements. It is your responsibility to make sure you can access each reading well before we discuss it in class.

RECOMMENDED TEXTS:

Rosa, Eschholz. 'Models for Writers'. 2025. 15th edition.

DELIVERY MODE(S): Remote asynchronous class- weekly recording shared on Brightspace

LEARNING OUTCOMES: A student who is successful in this class should be able to:

- read and analyze literary and non-literary texts through a critical lens.
- compose a thoughtful response to a prompt or to another piece of writing
- recognize various kinds of genres and objectives to tailor their rhetorical situation
- write and communicate tactfully, effectively and correctly
- write with persuasiveness and adopt appropriate linguistic strategies keeping the target audience in mind
- understand the nuances around the production of meaning through language
- tolerate and respond creatively to the uncertainty and ambiguity of scholarly work and knowledge
- be aware of and responsive to alternative points of view

TRANSFERABILITY:

Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at the Alberta Transfer Guide main page <http://www.transferalberta.ca>

**** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability**

EVALUATIONS:

Writing Exercises (ongoing)	30%	To monitor students' engagement with the class content, they will be expected to submit six written works on D2L as part of their learning curve in this course. These short written assignments will be shared with the students in recorded classes as well as on Brightspace and students will be given a limited time to submit on the course portal. The following will serve as a Rubric for the assigned writing exercises: > student follows the given instructions for a specific exercise, including recommended word count > student demonstrates active learning and contributions in written format > student offers opinions/viewpoints/critical analyses/personal experiences to engage with the course content > student demonstrates having understood course learnings > student is mindful of English language and articulation, including grammar and appropriate vocabulary > student refrains from unacademic practices such as plagiarism and usage of AI tools, etc to write their work
Quizzes (4x5)	20%	Students will be given 4 quizzes during the course of the semester (each carrying 5% weightage) related to the class readings. These quizzes will be released on set dates for a limited amount of time on D2L. They will be short questions that

		will test the students' understanding of the texts and topics covered in previous classes. Here is the tentative schedule and syllabus of the quizzes: <table> <tr> <th>Quiz#</th><th>Schedule</th><th>Syllabus</th></tr> <tr> <td>Quiz 1</td><td>Week 3, Sept 17</td><td>basic grammar and sentence-structure</td></tr> <tr> <td>Quiz 2</td><td>Week 6, Oct 8</td><td>readings of Week 4</td></tr> <tr> <td>Quiz 3</td><td>Week 9, Oct 29</td><td>readings of Week 5</td></tr> <tr> <td>Quiz 4</td><td>Week 12, Nov 19</td><td>readings of Week 10</td></tr> <tr> <td></td><td></td><td></td></tr> </table>	Quiz#	Schedule	Syllabus	Quiz 1	Week 3, Sept 17	basic grammar and sentence-structure	Quiz 2	Week 6, Oct 8	readings of Week 4	Quiz 3	Week 9, Oct 29	readings of Week 5	Quiz 4	Week 12, Nov 19	readings of Week 10			
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Thesis, Essay Proposal and Bibliography: Mid-Term Assignment (due: Oct 15)	20%	Students will first begin with proposing a title and a topic for the Final Essay (from the list of themes/prompts already provided to them on D2L) to work on. The final proposed topic must be a narrowed-down topic. Students should briefly explain how they arrived at this topic and why this topic interests them. Then, they must outline their Thesis Statement for the proposed essay. Further, they must share a formal proposal for the final essay indicating aspects such as target audience, relevant background, proposed objectives etc. Finally, they must provide an annotated bibliography on the proposed project. Hence, this assignment should compose approx.750 words and may include the introduction to the topic, its importance and how the student plans to approach it through their thesis.																		
Final Essay	30%	This will be a take-home final exam. Students will write a structured essay, in the style of a formal academic work. It combines research, professional writing, and revision. The essay will cover components like overview, literature review, critical analysis, crucial findings, among others. The essay will include references to at least FIVE sources, all of which must provide <i>current, reputable, and reliable</i> information, and 3 of them need to be academic sources. The sources will be documented in APA style both in-text and at the end. (about 1500 words)																		
Total	100%																			

COURSE SCHEDULE/TENTATIVE TIMELINE:

Week/ Module#	Topics	Agenda/Tasks
1.	course introduction ➤ mode of delivery ➤ attendance and class conduct ➤ assessments ➤ course schedule ➤ communication policy	➤ course syllabus review
2.	effective communication ; academic vs professional writing ; formal vs informal writing; reading in academic contexts	➤ powerpoint presentations on the topics ➤ Discuss readings: Improving Students' Formal Writing: The IDOL Writing Device - Record details - EBSCO Discovery Service
3.	thesis statement; basics of writing; writing in academic contexts	➤ powerpoint presentations on the topics ➤ analyze Final Essay themes to derive narrowed-down topics ➤ Discuss readings: 4 stages of writing: https://www.bing.com/ck/a?!&&p=d9a1018b1d4af041be3a2ed3c49571d938e262e72f20f5d789aefd6ab0f816b6JmltdHM9MTc0NzI2NzlwMA&ptn=3&ver=2&hsh=4&fclid=1f9b54b6-5d80-6b3c-00c4-40cc5c726a74&psq=writing+development&u=a1aHR0cHM6Ly9sZWYybmluZ2xpbmsub3VwLmNvbS9wcm90ZWNoZWQvZmlsZXMyY29udGVudC9maWxlLzE2Mzg4NTQzNTIwNjYtQWNhZGVtaWNBY3RzMWVfSU1fQ2gwNC5wZGY&ntb=1

4.	understanding levels of communication contexts; understanding audience and purpose ; types of Rhetoric	➤ powerpoint presentations on the topics ➤ Watch and learn: Low Context vs High Context Societies ➤ Discuss readings: Understanding-Your-Audience-Handout.pdf ; https://fabrikbrands.com/target-audience-definition/
5.	ethical research practices, citations and references, annotated bibliography ; summaries and abstracts	➤ powerpoint presentations on the topics ➤ Watch and learn: Where good ideas come from Steven Johnson
6.	writing processes ; proposals	➤ powerpoint presentations on the topics ➤ Discuss readings: WRITING PURPOSE
7.	Mid-Term	Mid-Term Assignment due by the end of the day on Oct 15
8.	Structuring an essay, unifying, narrating and explaining	➤ powerpoint presentations on the topics ➤ Discuss readings: Write and structure a journal article well Writing your paper ; Strategic Paragraphing 2.0: Techniques for Enhancing Inter-Paragraph Coherence Perspectives on Medical Education
9.	argumentation ; persuasive writing ; Proposal writing ;	➤ powerpoint presentations on the topics ; Using rhetorical appeals to credibility, logic, and emotions to increase your persuasiveness Perspectives on Medical Education
10.	reports; writing memorandums and covers in professional contexts	➤ powerpoint presentations on the topics ➤ Watch and learn: The Ideal Resume - Video - Films On Demand ➤ Discuss readings: RÉSUMÉ AND COVER LETTER WRITING TIPS. - EBSCO
11.	READING WEEK	NO CLASSES (Nov 8- Nov 15)
12.	reviewing and revising, editing-logic and style ; research paper	➤ powerpoint presentations on the topics ➤ Discuss readings: The Writing Process: Revising, Editing, and Proofreading AJE

13.	Other genres of writing- Literary Analysis, Profiles, Memoirs; the subjective angle	➤ powerpoint presentations on the topics ➤ Discuss readings: Writing Profiles: 11 Steps to Write a Strong Profile - automateed.com ➤ Watch and learn: The Power of Personal Narrative J. Christian Jensen TEDxBYU
14.	language and biases ; language and power ; student-queries, course conclusion	➤ powerpoint presentations on the topics ➤ Discuss readings: IF BLACK ENGLISH ISN'T A LANGUAGE, THEN TELL ME, WHAT IS? - Record details - EBSCO Discovery Service ➤ Questions on final essay

GRADING CRITERIA:

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**.

Grading Chart

Alpha Grade	4-point Equivalent	Percentage Guidelines		Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	95-100		C+	2.3	67-69
A	4.0	85-94		C	2.0	63-66
A-	3.7	80-84		C-	1.7	60-62
B+	3.3	77-79		D+	1.3	55-59
B	3.0	73-76		D	1.0	50-54
B-	2.7	70-72		F	0.0	00-49

STUDENT RESPONSIBILITIES:

1. Unless otherwise indicated, written work should be uploaded to myClass/D2L.
2. Virtually watching all recorded classes is expected: you are responsible for information covered in any class that you miss.

LATE POLICY

Extensions and late assignments are strongly discouraged, and are allowed only under extenuating circumstances. If you do require additional time to complete a course assignment, please request an

extension via email to me, well prior to the scheduled due date (attach relevant documents where possible). Please note that a request for extension or other such requests will be dealt with on a case-by-case basis, and only valid and proven excuses will be considered. Due to the nature of how several in-class writing exercises function for this course, extensions on these are often difficult to accommodate for individual cases and students are requested to try to maintain punctuality and attendance for these kind of assessments.

Missed assessments are given a grade of zero.

COMMUNICATION POLICY

Please note that it is the students' responsibility to take note of any information that has been shared in the classes and/or on D2L from time to time during the course of the semester, and such information will not be shared again via email. Please take the time to read this course syllabus, consult other course documents and D2L announcements, as and when they are uploaded on D2L Brightspace. Of course, email inquiries of URGENT and/or valid nature from students will be answered within a reasonable time span.

All submitted assignments that lack the essential details (such as name of submitter(s), assignment-name, date, course etc) will be penalized. Similarly, all emails lacking the applicable and necessary details such as section#, assignment#, explicable, courteous and appropriate language, etc will be disregarded.

POLICY ON AI TOOLS

Please note: **ChatGPT and other AI platforms are not permitted for any work or assessment in this class.** In cases where submitted work exhibits concerning patterns or raises questions for the instructor about its creation and the student's intellectual effort involved, students may be required to submit to an oral examination regarding the work at the discretion of the instructor. Failure to participate in the oral examination will result in an assigned grade of 0 for the assessment. If, following the oral examination, the instructor still has concerns about the work, the academic misconduct provisions of the Student Rights and Responsibilities policy (linked elsewhere in this outline) may be applied.

STATEMENT ON ACADEMIC MISCONDUCT:

Academic Misconduct will not be tolerated. For a more precise definition of academic misconduct and its consequences, refer to the Student Rights and Responsibilities policy available at <https://www.nwpolytech.ca/about/administration/policies/index.html>

****Note:** all Academic and Administrative policies are available on the same page.

