



2111F: Introduction to Professional Writing (Fall 2018)

Section: 003

Time/Room: W 9:30am-12:30pm, UC-1220

Instructor: David Barrick

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Office: UC-1425

Office hours: Tu & W, 12:30-1:30pm

Course Description and Objectives

This course aims to introduce you to the basic grammatical and stylistic principles of good, clear, written English within a specific context. That context is professional writing. You will be introduced as well to basic theories and concepts in professional writing, given opportunities to develop skills applicable to writing in a professional context, and encouraged to read about and apply findings from research in professional writing. Generally, the course aims to help you develop “the ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences” (Ontario Council of Academic Vice Presidents’ statement on ‘University Undergraduate Degree Level Expectations’ 24 October 2005). More specifically, upon successful completion of this course, you will have demonstrated the ability to

1. identify and define rhetorical contexts for professional communication;
2. identify, define, and understand ‘purpose for writing’ within those rhetorical contexts;
3. understand the relationship between context, purpose and audience and how that relationship should shape a message;
4. use that understanding to develop a persuasive argument;
5. generate ideas for a variety of communicative purposes, such as communicating a negative message with positive emphasis;
6. understand basic principles of cross-cultural communication and their significance;
7. understand basic principles of document design and apply them;
8. write cohesive and coherent prose using the grammar and conventions of Standard Written English;
9. identify and correct errors in composition, grammar, and mechanics; and
10. incorporate feedback into revisions.

To provide the context for the course assignments, this course makes use of case studies. You will read a chapter about concepts of professional writing in the textbook and then read a case study in which those concepts are operational. You will be asked to complete a written assignment that incorporates those principles (see ‘**Final Course Grades**’ below).

Required Texts

Locker, Kitty O. and Isobel Findlay. *Business Communication Now*. Fourth Canadian edition. McGraw-Hill Ryerson: Toronto, 2018.

Create CasePack for Western Writing 2111F/G (McGraw-Hill Ryerson). Note: this may be sold either bundled with the textbook (Locker/Findlay) or separately. Check with the Bookstore.

Messenger, de Bruyn et al.
Oxford University Press, 2017.

Essentials Edition.

Final Course Grades: your final grade in the course will be based on your performance in the required work, weighted as shown below.

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| In-class quizzes on sentence structure/grammar issues | 15% |
| Diagnostic Paper: Audience Analysis; ungraded. (up to 500 words) | -- |
| Assignment 1: Negative Message with positive emphasis | 2 |

Students seeking academic accommodation on medical grounds for any missed tests, exams, participation components and/or assignments worth less than 10% of their final grade must also apply to the Academic Counselling office of their home Faculty and provide documentation. Where in these circumstances the accommodation is being sought on non-medical grounds, students should consult in the first instance with their instructor, who may elect to make a decision on the request directly, or refer the student to the Academic Counselling office of their home Faculty.

Students should also note that individual instructors are not permitted to receive medical documentation directly from a student, whether in support of an application for accommodation on medical grounds, or for other reasons (e.g. to explain an absence from class which may result in a grade penalty under an 'Attendance' policy in the course). All medical documentation must be submitted to the Academic Counselling office of a student's home Faculty.

“Students who are in emotional/mental distress should refer to MentalHealth@Western: <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.”

Special Requests: Special Examinations, Incomplete Standing, Aegrotat Standing

Please refer to the “Information for All Students in a Writing Course” for more detailed information. Briefly, remember that I do not have the discretion to initiate, consider, or grant (or not) such requests; you must go directly to the Dean's office of your home faculty.

Scholastic Offences, including Plagiarism

The University Senate requires the following statements, and Web site references, to appear on course outlines:

“Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage of text from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy as above). Plagiarized work will receive an 'F' (ranging from 0 to 49) and may result in failure in the course as a whole.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement currently between Western and Turnitin.com (<http://www.turnitin.com>).

Note: In this course, the final versions of your assignments must be submitted electronically to turnitin.com through your section's Sakai HomePage. Your instructor will provide you with further information and instructions on this procedure.

Prerequisites

The University Senate requires the following statement to appear on course outlines:

“Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record.

This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.”

Schedule (*subject to minor changes*)

- Week One** **Introduction: Writing and Rhetoric in a Professional Context**
Locker/Findlay, Chapters 1
- Week Two** **Rhetoric: The Concept of Audience**
Locker/Findlay, Chapter 2; “Toyota,” “Globe Airlines” (CasePack)
- Introduce Case and Diagnostic Paper: (Audience Analysis; up to 500 words/ungraded) due Week Three
- Week Three** **Introduction to the Conventions/Grammar of Standard Written English; Writing Clearly**
Locker/Findlay, Chapter 3 and Appendix ‘A’
Diagnostic Paper (Audience Analysis) due.
- Week Four** **Writing Informative, Positive and Negative Messages**
Locker/Findlay, Chapters 7 and 8; “Cancer Society,” “Globe Airlines” (CasePack)
Quiz #1
- Introduce Assignment #1: (Negative Message with positive emphasis; up to 1000 words/20%) due Week Six (draft due in-class Week Five)
- Fall Term Reading Week October 8th – 12th (no classes)***
- Week Five** **Writing Informative, Positive and Negative Messages**
Locker/Findlay, Chapters 7 and 8
Assignment #1 Draft due; peer review
- Week Six** **Document Design and Visuals**
Locker/Findlay, Chapter 4; “Just Clean Your Hands,” CasePack
Assignment 1 (Negative Message with positive emphasis) Final draft due.
- Introduce Case and Assignment #2: (Persuasive Message w/ visual; up to 1200 words/25%) due Week Nine (draft due in-class Week Eight)
- Week Seven** **Writing Persuasive Messages**
Locker/Findlay, Chapter 9
Quiz #2
- Week Eight** **Writing Persuasive Messages**
Locker/Findlay, Chapter 9
Assignment #2 Draft due; peer review
- Introduce Case and Assignment #3: (Formal report exercise; approximately 1250 words [excluding front and back matter]/40%) due end of classes (draft due in-class Week 11)

Week Nine Communicating Across Cultures Overview (Locker/Findlay, Chapter 5)