

Messenger, de Bruyn et al. The Canadian Writer's Handbook:

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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.

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<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/handbook/appeals/scholoff.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 subm

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What other qualities or features might you notice that would help you avoid falling into that trap?

Unit/Week Three

Writing Clearly & Effectively in Standard Written English

Objectives:

To encourage you to develop a critical self-awareness of your writing practice
To understand the distinction between grammatical ‘conventions’ and ‘rules’
To understand the notion of ‘Standard Written English’
To articulate some basic revision principles answering the question “How can I ensure that my document as a whole will clearly communicate my intended message?”

Read: Locker/Findlay, Chapter 3 and Cresswell & Cresswell

****Diagnostic Paper Submission due midnight Friday Week 3***

Discussion Topic: apply the principles articulated in the Unit 3 Lecture notes to the following example. Post a revised version, and explain why you made the changes you did.

“In spite of the fact that the educational environment is a very significant facet to each and every one of our children, some groups do not support reasonable and fair tax assessments that are required for providing an educational experience at a high level of quality.”

Unit/Week

Unit/Week Nine

Overview of Issues in Cross-Cultural Communication; Brief Introduction to Assignment #3: Final Assignment: A Formal Report

Objectives:

Through this Unit's readings, you should be familiar with the following topics:
The concept of 'cultural difference' and its significance for communication
The importance of recognizing cultural variations
Cultural context as part of the rhetorical context of any message
Mapping 'difference' in cultural context: six key categories
Defining 'cultures' as high- or low-context
The importance of a clear sense of 'purpose' in Assignment #3

Read: Locker/Findlay, Chapters 5, 10, and 11; and Assignment 3 Case: -Cultural Negotiation: Americans Negotiating a Contract in China (in Create coursepack)

**Assignment #2 submission due midnight, Friday Week 9*

Unit/Week Ten

Writing Proposals and Reports

Objectives:

Through this Unit's discussion and readings, you should be familiar with the following topics:

General rhetorical considerations for writing formal reports
The difference between causation and correlation
Patterns of organization common in formal reports
Stylistic expectations in formal reports
The individual components of a formal report

Read: Locker/Findlay, Chapters 10 and 11; Assignment Case: - Cultural Negotiation: Americans Negotiating a Contract in China (in Create coursepack)

Unit/Week Eleven

Employment Communications ó an Overview

