

2111F: Writing in the World: Introduction to Professional Writing

Distance Studies; Fall 2018 Section 653

Instructor: Professor Freeborn

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 communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences. This course is designed to help you meet the 'Writing in the World' component of the Undergraduate Degree Level Expectations' 24 Oct. 2018. 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';
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 professional writing contexts.

Instructor postings on section Sakai site.

Course Requirements and Grade Allocations

Diagnostic Paper: Audience Analysis (up to 500 words)	Ungraded
Assignment #1: Negative Message with positive emphasis (up to 1000 words)	20%
Assignment #2: Persuasive Message with visual	25%

Attendance/Participation (Please note posting requirements)

Obviously, we do not meet formally as a 'class' and participation on the Discussion Board are intertwined. While Distance Studies classes are generally asynchronous, they are not correspondence or self-paced. You must attend class (defined as logging into our Sakai section) and participate by introducing yourself, and posting questions and thoughts during the first week, and by posting (by participating in a given week discussion topic) in subsequent weeks where the 9316709139031045 as B71311.000000912 0 612 792 on this syllabus. This means at least three separate posts during each of those weeks (a week is defined for this purpose as running from Monday to Sunday), **at least one of which must be a reply/response to another student**

Remember:

**Schedule
courses begins on Monday**

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

Unit/Week Three (Sept. 24-28)

Writing Clearly

Written English

Objectives:

To encourage you to develop a critical self-awareness of your writing practice

To understand the distinction between gra

Assignment #1 Negative Message with positive emphasis up to 1000 words/
20%. Due midnight Friday Week 6

Discussion Topic As discussed in the Unit 4 lecture, assume that in the 'Globe' scenario you are instructed to write a purely 'negative' message to Lyn Smith, turning down all her requests. What kind of intangible but positive 'alternative' ('reader benefit'), that might override her obvious anticipated negative response to the main message, can you come up with? Your answer will be contingent in large part on your analysis of her as your 'primary' audience.

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Unit/Week Sevem (Oct. 29-Nov. 2)

Writing Persuasive Messages

Objectives:

Through readings, you should be familiar with the following topics:
The primary and secondary purposes of persuasive messages
Choosing a persuasive strategy: direct or indirect?
Analyzing another persuasive rhetorical situation: 'TeknoSport'

Read Locker/Findlay Chapter 9 and TeknoSport (page); Assignment 2 Case

*Download, Write, and Upload Sentence Structure/Grammar Test (15)

Unit/Week Eight (Nov. 5-9)

Writing Persuasive Messages

Objectives:

Through this Unit's discussion and reading following topics:

What we mean by 'rhetorical argument'
The classical model of rhetorical argument
Problems with the classical model
The Toulmin model of rhetorical argument
The distinction between the formal validity of an argument and its persuasiveness in a more general sense
The importance of assumptions shared by the sender and receiver of a (persuasive) message

Read Locker/Findlay, Chapter 9
Fitness (pdfs); Assignment Case

Assignment #3: (Formal Report, research based. Approximately 1250 words excluding front and back matter/40) due end of term- last day of classes. See *end of this 'Schedule'*.

Discussion Topic Your aim in TeknoSport would be to construct an argument (a case) in which you use reasons and data to support a Claim. Your Claim that the STP should be retained, in at least more or less its present form. Your Warrant for this Claim will involve some *assumptions ('common ground')* that you need to define, and that you can reasonably expect Karvinen to share with you. What might these Warrants look like?

Unit/Week Nin

The distinction between the two basic kinds of resume
Guidelines for content and organization in letters of application