



Instructor postings on section OWL site.

## Course Requirements and Grade Allocations

<b>Diagnostic Paper: Audience Analysis (up to 500 words)</b>	<b>Ungraded</b>
<b>Assignment #1: Negative Message with positive emphasis (up to 1000 words)</b>	<b>20%</b>
<b>Assignment #2: Persuasive Message with visual (up to 1200 words)</b>	<b>25%</b>
<b>Assignment #3: Formal Report (up to 1250 words, excluding front and back matter)</b>	<b>40%</b>
<b>Sentence Grammar/Structure Test (on OWL)</b>	<b>15%</b>

## Course Policies

### Assignment Format

All assignments are to be typed and double-spaced, and must have your name, course name, section number, and instructor's name on the first page. Do not use a cover page; these are particularly unnecessary for online submissions. When using sources in a paper, you will be expected to follow MLA, APA, or Chicago citation practice. See text (Locker/Findlay), pages 238 – 245.

### Submitting Assignments

Assignments are due on the dates specified in the syllabus. Late papers **will be penalized at 2.5% per day unless** I have permitted an extension of the due date. You must contact me ahead of time for an extension and provide a suitable reason (*see also the section 'Medical Accommodation Policy'* below). Our class 'week' runs from Monday to Friday, so assignments for a particular week are due by Friday (mid)night, Eastern Standard Time ***unless otherwise stated***.

***Important: you are responsible for keeping a copy of all assignments you submit.***

### Procedure for Assignment Submission

Under policies adopted by Writing Studies, final drafts of all assignments in 2100-level writing courses must be submitted through Turnitin.com (see **Scholastic Offences, including Plagiarism** below). Consequently, you will find Turnitin submission links for each of Assignments 1 to 4. You will upload your final version of each assignment through its link, ***as a single Word (.doc or .docx extension) file***,\* titled to identify you as author. Your graded assignment, with comments, will be returned to you in the same format, through OWL.

\*Note: ***Please note also that Turnitin will not accept more than a single file submission. In other words, do not try to submit an assignment twice, or in parts as two or more files. Also note that I access your original uploaded Word file; typically any formatting errors etc. which show in the***

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**Attendance/Participation (Please *note* posting requirements)**

Obviously, we do not meet formally as a 'class' in a Distance Studies course. Therefore, 'attendance' and participation on the Discussion Board are intertwined.



The initial Thursday/Friday of classes in either term, where applicable, is included in the following full Week 1. If classes in a term are scheduled to *end* on a Tuesday or Wednesday, vj cv ku ÷ Yggm 35ø cpf cm vgt o yqtm ku fwg pq ncvgt vj cp vj cv fcvg.

## Unit/Week One (January 7-13)

### Introduction: Writing/Rhetoric in a Professional Context

*In general*, the aim of this Unit is to provide you with an overview of the course, to elucidate some of the assumptions on which the course is predicated, and to introduce you to an historical context within which you ecp vj kpm cdqwy vjg rtqeguugu cpf rtqfwevu qh ÷ y tkvkpi.ø Hqmqy kpi vj ku discussion, we will take a brief look at Chapter 1 of our text, Locker/Findlay, and establish some key terms and concepts.

*Read:* Locker/Findlay, Chapters 1, 2 (and 3)

*Discussion Topic:* *In this first Discussion, introduce yourself to the class, and post any initial thoughts, comments, and questions you may have both general, and/or as prompted by the Unit 1 lecture.*

## Unit/Week Two (January 14-20)

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#### *Objectives:*

To understand the importance of ‘audience’ as a primary *rhetorical consideration in professional writing*;

To learn how analyz

### Unit/Week Three (January 21-27)

#### 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, Chapter 3***

***\*Diagnostic Paper Submission due midnight Friday Week 3 January 25***







## **Overview of Issues in Cross-Cultural Communication; Bri**

Guidelines for content and organization in letters of application  
Tone in letters of application

**Read: Locker/Findlay, Chapter 13**

***Discussion Topic:** Find an ad for a job in either a print source or online for which you more or less qualify now. Read the ad carefully and list the specific skills and employee attributes sought by the employer, ranking them from most to least important. Make a list of your specific present skills, education, and personal qualities that might be relevant and attempt to match the two lists. Use this as a basis to discuss strategies you could use to respond to the ad, maximizing your strengths and legitimately (without being deceptive!) minimizing your weaknesses, so as to best present yourself to the prospective employer.*

**\*Unit/Week Twelve (April 1-9)**

**Writing Proposals and Reports:**  
**A Few Notes on Executive Summaries, and Final Comments**

**Read: Locker/Findlay, Chapters 10 and 11**

**Assignment Case: -Cultural Negotiation: Americans Negotiating  
a Contract in China (in Create coursepack)**

**\*Week Twelve or Thirteen**

***\*The Deadline for submission of Assignment #3 is midnight on the last day of classes for Fall/Winter/Summer terms.)***