

Peterborough: Broadview, 2019.

Messenger, de Bruyn et al. *The Canadian Writer s Handbook. Second Essentials Edition.*

Don Mills: Oxford University Press, 2017.

COURSE REQUIREMENTS

Diagnostic Paper (audience analysis [up to 500 words])	Ungraded
Assignment 1: Negative Message (up to 1000 words)	10%
Assignment 2: Persuasive Message with Visual (up to 1200 words.)	25%
Assignment 3: *Formal Report (up to 1250 words, excluding front and back matter)	30%
Sentence Grammar/Structure Quizzes (3 x 5%)	15%
Final Exam (written during Exam Period)	20%

*See also Attendance/Participation below.

Exam

The exam will test the skills that you have developed over the course of the semester in terms of your writing ability (purpose, coherence, cohesion, style, and grammar) and your understanding of the fundamental elements of writing for professional communication as discussed in class and in course readings.

Assignment Format

Assignments must be typed, double-spaced, and will be submitted online (see "Submitting Assignments" below). All assignments must have your name, course name, section number and instructor's name on the first page.

When using sources in a paper, you will be expected to follow MLA standards for documentation (as detailed in Messenger et al. Chapter 37a).

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

Postings should not

Exception: in Writing Studies courses, a student seeking academic accommodation **on non-medical grounds** for any missed in-class tests/exams, class attendance/participation components, or late or missed assignments **worth less than 10% of a final grade** *may* first consult directly with her or his instructor, who will – in his or her discretion – elect either to make a decision on the request directly or instruct the student to follow the procedures set out in **Writing StudiesøBasic Policy**.

Please note that individual instructors will **not under any circumstances** accept or read medical documentation directly offered by a student, whether in support of an application for accommodation on medical grounds or for related 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 or Undergraduate office of a student’s home Faculty.

Students who are or who feel they should be covered under Student Accessibility Services should review Western policy here:
http://www.westerncalendar.uwo.ca/PolicyPages.cfm?Command=showCategory&PolicyCategoryID=1&SelectedCalendar=Live&ArchiveID=#Page_10

Students who are in emotional/mental distress should refer to MentalHealth@Western: (<https://www.uwo.ca/health/>) 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

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 The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

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 you are removed from a course for which you have been registered.”

Schedule

Remember: A w

Objectives

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

To learn how analyze potential audiences for a message

To understand the concept of multiple audiences (primary and secondary)

To understand how that analysis can help us *shape, structure, and organize* a message in order to maximize its potential effectiveness

To define the concept of “goodwill” (including “You-attitude,” positive emphasis, bias-free language, and tone) and explore the relationship of these concepts to effective writing

To understand basic word classes (parts of speech) and clause patterns

Read: MacRae Í IntroductionÎ ; Chapters 1 and 2; Chapter 3, p. 61-73

Read: Messenger et al. **Chapters 3e-g, 6 (all), 7a, 8a-d, 10-13 (all)**

Read: the Globe Airlines case (see Assignment Instructions)

This Week’s Discussion Topic: *Are there qualities in Lyn Smith’s letter that might (wrongly) tempt you to be dismissive or condescending in your reply? What other qualities or features might you notice that would help you avoid falling into that trap?*

Begin Work on Diagnostic Paper (see Assignment Instructions)

Unit/Week 3 (September 28 to October 4)

Introduction to the Grammar and Conventions of Standard Written English

Writing Clearly and Paragraphing: Basic Principles

Copy-editing

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

“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.”

Begin Work on Assignment 1 (see Assignment Instructions)

Unit/Week 5 (October 13 to 18)

*Rhetoric: Writing Informative, Positive, and Negative Messages
(continued)*

Writing: Colons and Semicolons; Other punctuation

Objectives

As for Unit 4

Read: MacRae Chapters 7, 8 and 9; Chapter 3, p. 84-90

Read: Messenger et al. Chapters 16-25, 32m-n

Read: “Statstar” case (in Lecture Notes folder)

This Week’s 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.*

Work on Assignment 1

Unit/Week 6 (October 19 to 25)

Rhetoric: Visual rhetoric: The Importance of Design

Writing: Sentence boundary errors: fragments and run-ons

Objectives

Through this Unit’s readings, you should be familiar with the following topics:

The importance of design

The concept of white space

Robin Williams’ “four basic principles of design”

The concept of quadrant design

Rhetoric: Writing Persuasive Messages (Part 2)

Writing: effective sentences: modifiers and mixed constructions

Objectives

Through this Unit's discussion and readings you should be familiar with the 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

No Discussion required this week. Submit (email) your Proposal for Assignment 3 by 11:55 p.m. on Friday.

Submit Assignment 3 Proposal (Owl Message) by 11:55 p.m. on Friday

Begin Work on Assignment 3

Unit/Week 11 (November 30 to December 6)

Rhetoric: Writing Proposals and Reports—some notes on writing executive summaries

Rhetoric: an overview of the basic principles of individual and group oral presentations

Objectives:

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

Executive summaries: the main principles and problems

The basic principles underlying the main types of oral presentations