

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

**Distance Studies; (Session F 650 and 651)**

**Instructor: Melanie Chambers: [mchambe4@uwo.ca](mailto:mchambe4@uwo.ca)**

*-Cultural*

**your original uploaded Word file; typically any formatting errors etc. which show in the**

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

attendance 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 set discussion topic) in subsequent weeks where there is a Discussion topic as indicated 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),

instructors by email within 24 hours of the end of the period of the self-reported absence.

Students are not able to use the self-reporting option in the following circumstances:

for exams scheduled by the Office of the Registrar (e.g., December and April exams)  
absence of a duration greater than 48 hours,

if a student has already used the self-reporting portal twice during the academic year

If the conditions for a Self-Reported Absence are *not*



To learn how analyze potential audiences for a message;

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

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Emphasis, bias-free language, and tone) and explore the relationship of these concepts to effective writing

***Read: Locker/Findlay, Chapter 2; Assignment Case: ‘Globe’ (in Course Book)***

***Diagnostic Paper: Audience Analysis (Memo. to Instructor; up to 500 words/); due 11:55 p.m. Sunday Week 3***

***Discussion Topic: Are there qualities that might (wrongly) tempt you to be dismissive and/or condescending in your reply? What other qualities or features might you notice that would help you avoid falling into that trap?***

### **Unit/Week Three (September 28 to 4 October)**

**Writing Clearly: Introduction to the Grammar and Conventions of ‘Standard Written English’**

#### ***Objectives:***

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

To understand

ensure that my document as a whole will clearly communicate my ideas

reasonable and fair tax assessments that are required for providing an

**Unit/Week Four (5 October to 11 October)**

***Objectives:***

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readings, you should be familiar with the following topics:



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 and “TeknoSport” and “Rocky Mountain Fitness” (pdfs on ‘Lectures’ page); ***Assignment Case:*** “Just Clean Your Hands” in Course Book

***Assignment #3:*** (Formal Report, research based. Approximately 1250 words excluding front and back matter/40%) due end of term last day of classes or as directed by your instructor

***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 is that the STP should be retained, in at least more or less its present form. Your

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

*Deadline for submission of Assignment #3 is 11:55 p.m. on Wednesday 9 December (last day of classes) OR as directed by your instructor.*