

**Writing 2130F**  
**Building Better (Communication) Bridges: Rhetoric and Professional**  
**Communication for Engineers**  
Fall 2020

**Lecture Section 001**

**Online via OWL**

**Instructor: Dr. J. Johnston**

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**Office Hours: Wed. 9:30-11:30 (via email, but  
you may of course email me at any time)**

**Course Description and Objectives**

This course introduces students to rhetorical principles and the practices of written, oral, and visual communication in professional engineering contexts. Particular attention is paid to identifying and understanding audience, context and purpose; the grammar and effective style of Standard Written English; modes of persuasion; interpersonal communication; the negotiation of cultural difference; and effective scholarly research practices. Students will learn strategies for drafting and designing technical and academic documents and for approaching the editing and revision of those documents. As well, they will gain experience in organizing research effectively for presentation, composing clear and useful visual aids, and presenting research to their peers and the broader public with confidence.

Students who successfully complete Writing 2130 should be able to do the following:

Write and speak with a greater degree of clarity, confidence, and critical self-awareness to different kinds of audiences

Understand what constitutes effective, ethical, and correct written and oral communication in a variety of rhetorical situations (and why)

Identify and define various rhetorical contexts for professional communication, including cultural contexts

Identify, correct, and avoid errors in composition, grammar, and mechanics

Distinguish between primary and secondary sources (research vs. review materials) and employ the methods of finding and evaluating such sources efficiently and correctly and of assessing their relative merits

Understand what is at stake in conducting a review of scholarly literature

Integrate source materials into written assignments both ethically and correctly, using



interacting with your peers and TA by posting responses to questions and prompts in the relevant weekly topic sections under the [ : cfi a g f ``]b\_).

Your class discussion grade will be based on whether you have sufficiently fulfilled the posting requirements, which are listed in more detail below. In general, the grade will be determined by 1) the quality of your posts each week, 2) the frequency and number of posts made, and 3) the number of posts to which you respond.

### 1) Quality of Posting

All posts on your tutorial discussion forum must

Contribute something meaningful to the board.

Support your response with sufficient reasons and/or evidence.

Demonstrate that you have either completed the assigned lecture and/or textbook reading (and/or that you have read your classmates' posts).

Display good grammar and organization.

Posts should not

Employ disrespectful, insulting, or offensive language.

**the use of racist language or any language that works against the values of Equity, Diversity, and Inclusion will not be tolerated.**

Be unrelated to the weekly topic.

Be too long (more than one screen length) or too short (a sentence or two).

Consist (in the case of responding to classmates) only of statements like "I agree with you" or "Great comment!" Such posts do not contribute any substance to the discussion; thus, they do not count as posts.

### 2) Frequency and Number of Posts

To earn full marks, you must post on at least \_\_\_\_\_ covering \_\_\_\_\_ of the weekly prompt \_\_\_\_\_ to the discussion, and at least \_\_\_\_\_

\_\_\_\_\_ . This means at least \_\_\_\_\_ . For the purposes of the class discussion, all weeks run from Monday to Sunday; **late posts (i.e., posts that appear after the discussion concludes on Sundays at 11:59 pm) will not count toward your participation grade.**

### 3) Number of Posts Read

I will also look at the number of posts you've read. For instance, if during Week 3, your tutorial has posted 50 times in total and you only read 8 of those posts,

### Prerequisite Checking

Ensuring you have the correct prerequisites articulates the Senate regulations. If you do not have the correct course prerequisites have

enroll in it, you may be required to repeat the course. This may not be appealed. You may be dropped from a course for failing

### Accommodation Policy

**Note:** the official Western policy has been modified temporarily by

Students with disabilities may request accommodations. Recommendations for accommodations are provided by the Disability Services Office. The accommodation process is outlined in the [Disabilities](#).

### Academic Consideration

Students will have up to two semesters of academic consideration. Students may use the self-reporting portal to self-report an absence. If an absence is no more than 4 weeks, no academic consideration is sought. If an absence is more than 4 weeks, students should contact their instructors by email if they

following notation is placed on your record. It is possible for ensuring that the Dean obtained:

in to your record. This decision is final. If you are dropped

effect, but may be subject to change.

which provides information on psychological and cognitive testing. See the [Policy on Students with Disabilities](#).

use an on-line portal to self-report an absence. If an absence is no more than 4 weeks, no academic consideration is being

reporting

**Religious Accommodation**

Students should consult the University's list of recognized religious holidays, and s

Week 6: Oct. 19-23	Employment Communications <b>Tutorial:</b> Writing elegantly: Emphasis  <b>Quiz 2 (due by 11:59 pm Friday)</b>	
Week 7: Oct. 26-30	Developing and Designing an Argument: Visual Rhetoric  <b>Tutorial:</b> Faulty Parallelism; Modifier Problems	<b>CWH:</b> Ch. 1d-g, 5d-e, 5h; <b>EC</b>