

Messenger, de Bruyn et al. *The Canadian Writer's Handbook: Second Essentials Edition*. Toronto: OUP, 2017.

Instructor postings on section Sakai site.

Course Requirements and Grade Allocations

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

Course Policies

Assignment Format

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. 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's 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), **at least one of which must be a reply/response to another student and at least one of which must be a 'new' post.** Extended absences, defined as a failure to post into the Sakai classroom for more than five consecutive days, must be coordinated with the instructor.

Postings on the Discussion Board must have the following characteristics:

Must contribute something meaningful to the Board; opinion with sufficient reasons or evidence; Must display good grammar and organization.	Must support your opinion with sufficient reasons or evidence;
---	---

Postings should not:

- Contain disrespectful, insulting, or offensive language;
- Be excessively long or excessively short;
- Be unrelated to the week's topic;
- Say things that do not contribute anything, e.g. "I agree with you" or "nice comment".

Note that 'attendance' as defined in this section is **mandatory** in this course. Failure to meet the minimum posting requirements as defined above for **any week where there is Discussion** *will* result in your earned final grade in this course being reduced by 3%. That penalty is cumulative to a maximum of five weeks. Failure to meet the minimum posting requirements for **five or more weeks where there is Discussion** *will* result in your earned final grade being reduced by 15%.

Medical Accommodation Policy

For UWO Policy on Accommodation For Medical Illness, see:

<http://www.uwo.ca/univsec/handbook/appeals/medical.pdf>

(downloadable Student Medical Certificate (SMC): <https://studentservices.uwo.ca> under the Medical Documentation heading)

Students seeking academic accommodation **on medical or other grounds** for any missed tests, exams, participation components and/or assignments **worth 10% or more of their final grade not:**

students should consult in the first instance with their instructor, who may elect to make a decision on the request directly, or refer the student to the Academic Counselling office of their home Faculty.

Students should also note that individual instructors are not permitted to receive medical documentation directly from a student, whether in support of an application for accommodation on medical grounds, or for other 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* nBT/F4 11.04 Tf1**

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 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 Appendix 'A'

***Diagnostic Paper Submission due midnight Friday Week 3**

Discussion Topic: apply the principles articulated in the Unit 3 Lecture notes to the following example. Post a revised version, and explain why you made the changes you did.

"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."

Unit/Week Four

Writing Positive and Negative Messages

Objectives:

Through the discussions and readings for these two related Units, you should be familiar with the following topics:

The basic rhetorical principles underlying the drafting of informative, positive, and negative messages

The formatting of letter, memorandum, and email messages

The basic principles applicable to trying to take an essentially 'negative' message and give it a 'positive' spin

An analysis of a case: 'Statstar'

Read: Locker/Findlay, Chapters 7 and 8, and "Statstar" (pdf on 'Lectures' page); Assignment Case for Assignment 2: "Globe"

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

Smith, turning down all her requests. What kind of intangible but positive

Through this Unit's 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" (pdf on 'Lectures' page); Assignment 2 Case: "Just Clean Your Hands" in Create coursepack

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

Unit/Week Eight

Writing Persuasive Messages

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 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 Create coursepack

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

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

you need to define, and that you can reasonably expect Karvinen to share with you

