

2111

Assignment #1: Negative messages with positive emphasis (up to 1000 words)	20%
Assignment #2: Proposal with visual (up to 1200 words)	25%
Assignment #3: Formal report with visual (1200-1400 words, excluding front and back matter)	40%
Sentence Grammar/Structure Test (online on OWL site)	15%

Course Policies

Assignment Format

All assignments are to be typed 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.

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 Turnitin preview function will not appear on your uploaded file.

Communication

All students are required to have an active UWO e-mail account and to check it regularly between class meetings. It is the primary way that I communicate with you outside of class. There will be no accommodations made for students who miss assignments or important messages because their UWO account is full and not receiving new e-mails. You are also to have a working knowledge of our Owl website. There will be required online discussions assigned throughout the semester.

Students should also carefully consider how they address me via email as well as the content of said email. While we may engender an informal community in class, email is a mode of professional communication and should be treated that way. Therefore, addressing me as "Yo, Teach!" should be recognized as inappropriate.

Please note that I check my UWO e-mail regularly, and it may take up to 24 hours to receive a response. I generally will not be reading or responding to e-mail on weekends.

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 Owl 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 Sun(d)10(a)3(49 0 1 358.22 654.19 Tm0 gg1* n0 1 13(6-9

Say things that do not contribute anything, e.g. "I agree with you" or "nice comment."

Note: 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%.

Land Acknowledgement

I acknowledge that Western University is located on the traditional lands of the Anishinaabek (Ah-nish-in-a-bek), Haudenosaunee (Ho-den-no-show-nee), L naapéewak (Len-ahpay-wuk) and Attawandaron (Add-a-won-da-run) peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum.

With this, I respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We acknowledge historical and ongoing injustices that Indigenous Peoples (e.g. First Nations, Métis and Inuit) endure in Canada, and we accept responsibility as a public institution to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching, research and community service.

Diversity & Inclusion Statement

It is my intention that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.

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

Please let me know if something said or done in the classroom, by either myself or other students, is particularly troubling or causes discomfort or offense. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention. If and when this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:

1. Discuss the situation privately with me. I am always open to listening to students' experiences, and want to work with students to find acceptable ways to process and address the issue.

2. Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of context and impact of course material and class discussions.
3. Notify me of the issue through another source such as your academic advisor, a trusted faculty member, or a peer. If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another, more comfortable avenue to address the issue.

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/pdf/academic_policies/appeals/scholastic_discipline_undergrad.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 debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy as above).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of 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>).

Antirequisites

The antirequisite for this course is WRIT 1031F/G. You cannot take this course if you have taken WRIT 1031F/G.

Academic Accommodation and Consideration

Students with disabilities work with Accessible Education (formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here: [Academic Accommodation for Students with Disabilities](#).

Academic Consideration for Student Absence

Students will have up to two (2) opportunities during the regular academic year to use an on-line portal to self-report an absence during the term, provided the following conditions are met: the absence is no more than 48 hours in duration, and the assessment for which consideration

is being sought

519.661.3030 (during class hours) or 519.433.2023 after class hours and on weekends.

Support Services

Registrarial Services <http://www.registrar.uwo.ca>

Student Support Services <https://student.uwo.ca/psp/heprdweb/?cmd=login>

Services provided by the USC <http://westernusc.ca/services/>

Academic Support and Engagement <http://www.sdc.uwo.ca/>

Schedule

(Classes begin Thursday, September 8. The first week, therefore, runs from September 8 until September 18. All subsequent weeks also run Monday-Sunday, with exceptions for Reading Week and the final week of classes, where classes end on Thursday, December 8.)

Unit/Week One (September 8-18)

An introduction to professional communication

Read:

CWH, Sections 3-4

Discussion Topic: In this first week's 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 (September 19-25)

Audience, purpose, medium

Read:

RLC, Chapter 5, pp. 150-2
RLC, Reference Chapter A, pp. A-13 to A-22
CWH, Section 5

Discussion Topic: You work as a student intern in the office of the CAO (Chief Administrative Office) in Mediantown. The Chair of the Committee of Adjustment (which is composed entirely of volunteers) sent the attached letter (see Forum) to the CAO, and the CAO has asked you for a preliminary analysis of the primary audience for the City's response. What can you learn about the letter writer from the letter itself, and what would you recommend the response look like on that basis? Do other audiences need to be considered?

Unit/Week Three (September 26-October 2)

Building positive relationships through communication: goodwill

Read:

RLC, Reference Chapter A, pp. A-2 to A-13
CWH, Section 15

Discussion Topic: Look at Skills-Building Exercises on "Using the You-Viewpoint" and "Rewriting for Courtesy and Positive Effect" (RLC, pp. 189-90). Pick any sentence, and rewrite that sentence according to the instructions. Comment as necessary. Try and pick a sentence no one has done (some will get done more than once, but many different rewrites are possible!). Remember to comment on other people's work.

Unit/Week Four (October 3-9)

Good-news, neutral, and bad-news messages

Read: RLC, -
RLC, -
RLC, Reference Chapter A, pp. A-2 to A-13
CWH, Sections 16-25

Unit/Week Five (October 10-16)

Good-news, neutral, and bad-news messages (continued)

Read: -
-
RLC, Chapter 5, pp. 136-43
Statstar case (under Unit 5/Week 5 content)

****Assignment #1 due by 11:55 p.m., Sunday, Week 5***

Discussion Topic: Refer to Problem-Solving Case #1 (RLC, p. 283). Compose a brief message to the Rim Ridge Community Arts Association that declines the offer to serve on their board. Post the message, and explain your choices in composing it.

Unit/Week Six (October 17-23)

Persuasive messages and proposals

Read:
RLC, Chapter 5, pp. 141-3
RLC, Reference Chapter A, pp. A-13 to A-14
CWH, Section 8

Discussion Topic: What appeals would be appropriate for the following products when they are being sold to consumers? How might the appeals differ depending on the age and/or gender of

***Discussion Topic:** Find an online example of a document/website that violates one of the four main principles of design: contrast, repetition, alignment, or proximity. Link to the document/website, explain the problem, and offer a solution.*

{Reading Week: Saturday, October 29 to November 6}

Unit/Week Eight (November 7-13)

[Visual rhetoric: visuals](#)

Read:

