



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

**Distance Studies Winter 2024 654**

**Course Description and Objectives**

This course aims to introduce you to the basic grammatical and stylistic principles of good, clear, written English within a specific context. That context is professional writing. You will be introduced as well to basic theories and concepts in professional writing, given opportunities to develop skills applicable to writing in a professional context, and encouraged to read about and apply findings from research in professional writing. Generally, the course aims to help you develop “the ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing, to a range of audiences” (Ontario Council of Academic Vice Presidents’ statement on “University Undergraduate Degree Level Expectations,” December, 2005). More specifically, upon successful completion of this course, you will have demonstrated the ability to

1. identify and define rhetorical contexts for professional communication;
2. identify, define, and understand the purpose for writing within those rhetorical contexts;
3. understand the relationship between context, purpose, and audience and how that relationship should shape a message;
4. use that understanding to develop a persuasive argument;
5. generate ideas for a variety of communicative purposes, such as communicating a negative message with positive emphasis;
6. understand basic principles of cross-cultural communication and their significance;
7. understand basic principles of document design and apply them;
8. write cohesive and coherent prose using the grammar and conventions of Standard Written English;
9. identify and correct errors in composition, grammar, and mechanics; and
10. incorporate feedback into revisions.

**Required Texts**

Rentz, Kathryn, Paula Lentz, and Marco Campagna. *Business Communication: A Problem-solving Approach*. First Canadian edition. Toronto: McGraw-Hill, 2021.

Messenger, de Bruyn, et al. *The Concise Oxford Dictionary of English Language: Essentials Edition*. Toronto: Oxford University Press, 2023.

**Course Requirements and Grade Allocations**

<b>Assignment #1: Negative messages with positive emphasis (up to 750 words)</b>	<b>20%</b>
<b>Assignment #2: Proposal with visual (up to 1200 words)</b>	<b>25%</b>
<b>Assignment #3: Formal report with visual (1200-1400 words, excluding front and back matter)</b>	<b>40%</b>

## Sentence Grammar/Structure Quizzes (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. See Rentz, Lentz, and Campagna, Reference Chapter B, and *The Canadian Writer's Handbook: Third Essentials Edition*, Sections 36a and 36c.

#### 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 **Medical Accommodation Policy**, below). Our class week runs from Monday to Sunday, so assignments for a particular week are due by Sunday (mid)night, Eastern Standard Time, unless otherwise stated.

Important: you are responsible for keeping a copy of all assignments you submit.

#### Procedure for Assignment Submission

Under policies adopted by Writing Studies, final drafts of all assignments in 2100-level writing courses must be submitted through Turnitin.com (see **Scholastic Offences, including Plagiarism**, below). Consequently, you will find Turnitin submission links for each assignment. You will upload your final version of each assignment through its link, as a single Word (.doc or .docx extension) file,\* titled to identify you as author. Your graded assignment, with comments, will be returned to you in the same format, through Sakai.

**\*Note:** PDF or other read-only formats and compressed/zipped files are not acceptable. Please note also that Turnitin will not accept more than a single file submission. In other words, do not 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.

#### 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;
- Must support your opinion with sufficient reasons or evidence;

Must display good grammar and organization.

Postings should not:

Contain disresp

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

**Academic Accommodation**

Senate language requires all requests for accommodation for a grade component of 10% or more to go to academic counselling. That same section, however, allows for (and encourages) instructors to deal directly with accommodation requests for grade components less than 10%. Here's the relevant Senate language:

“Accommodation by Instructor for work worth less than 10% of the overall grade in a course: Instructors are encouraged, in the first instance, to arrange participation requirements and multiple small assignments in such a way as to allow students some flexibility. A student seeking academic accommodation for any work worth less than 10% must contact the instructor or follow the appropriate Department or course specific instructions provided on the course outline.

In arranging accommodation, instructors will use good judgement and ensure fair treatment e speciPn(l)17(l)- TET00.0



Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced gender-based or sexual violence (either recently or in the past), you will find

## CWH, Section 5

*Discussion Topic: You work as a student intern in the office of the CAO (Chief Administrative Office) in Mediumtown. 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 (January 22-28)

#### 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"*





**Unit/Week Ten (March 18-24)**

**Research and writing (the right type of) reports**

*Read:*

**Unit/Week Eleven (March 25-31)**

**Employment Communications**

*Read:* RLC, Chapter 15      **ommunicating in the Job Search**

*Discussion Topic: Find an ad for a job – in either a print source or online – for which you more or less qualify now. Read the ad carefully and list the specific skills and employee attributes sought by the employer, ranking them from most to least important. Make a list of your specific present skills, education, and personal qualities that might be relevant and attempt to match the two lists. Use this as a basis to discuss strategies you could use to respond to the ad, maximizing your strengths and legitimately (without being deceptive!) minimizing your weaknesses, so as to best present yourself to the prospective employer.*

**Unit/Week Twelve (April 1-8 [last day of classes])**

**Reports: executive summaries; and final comments**

*Read:*

*\*Assignment #3 submission due by 11:55 p.m. on Monday, April 8 (last day of classes) OR as directed by your instructor*