

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

**Distance Studies: [WRITING 2111F 654 FW20](#)**

***“Cross-Cultural Negotiation: Americans Negotiating a Contract in China”*** (see link on Assignment Prompts page)

Instructor postings on section Owl site.

### **Course Requirements and Grade Allocations**

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

### **Course Policies**

#### **Assignment Format**

All assignments are to be typed and double-spaced, and must have your name, course name,

particularly unnecessary for online submissions. When using sources in a paper, you will be expected to follow MLA, APA, or Chicago citation practice. See text (Locker/Findlay), pages 238-245.

#### **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 the section ‘Medical Writing’*)

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

absence is no more than 48 hours in duration, and the assessment for which consideration is being

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 met, students will need to provide a Student Medical Certificate if the absence is medical, or provide appropriate documentation if there are compassionate grounds for the absence in question. Students are encouraged to contact their Faculty academic counselling office to obtain more information about the relevant documentation.

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds, o



## Rhetoric: The Concept of 'Audience'; Building 'Goodwill'

### Objectives:

T *rhetorical consideration*  
*in professional writing*

To learn how to analyze potential audiences for a message

To understand the concept of

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 in Lyn Smith's letter 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 (28 September 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 under

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

***Read: Locker/Findlay, Chapter 3 and Appendix 'A' (see also *Canadian Writer's Handbook* ["CWH"], Part I, chapters 1 and 2)***

***Please note: the test in Week Seven is multiple-choice and is based on the material in the Topics in Grammar lectures and in *The Canadian Writer's Handbook* (CWS), chapters 5, 8, 14, 15, 16, and 17.***

***Diagnostic Paper Submission due 11:55 p.m. Sunday 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.***

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 educa

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

##### **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

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**Objectives:**

following topics:

- 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 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. See end of this ‘Schedule’.

**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 Warrant for this Claim will involve some assumptions (‘common ground’) that you need to define, and that you can reasonably expect Karvinen to share with you. What might these Warrants look like?*

**Unit/Week Nine (16 November to 22 November)**

**Overview of Issues in Cross-Cultural Communication; Brief Introduction to Assignment #3: Final Assignment: A Formal Report**

**Objectives:**

Through readings, you should be familiar with the following topics:

The importance of recognizing cultural variations

## **Unit/Week Ten (23 November to 29 November)**

### **Writing Proposals and Reports**

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

following topics:

- 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
- The individual components of a formal report

***Read: Locker/Findlay, Chapters 10 and 11; Assignment Case: “Cross-Cultural Negotiation: Americans Negotiating a Contract in China”***

## **Unit/Week Eleven (30 November to 6 December)**

### **Employment Communications – an Overview**

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

readings, you should be familiar with the following topics:

- The basic rhetorical principles underlying job applications
- The significant differences between resumes and letters of application
- The difference between solicited and prospecting applications
- Some guidelines for drafting resumes
- The distinction between the two basic kinds of resume
- Guidelines for content and organization in letters of application
- Tone in letters of application

***Read: Locker/Findlay, Chapter 13***

***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 (7 December to 9 December [last day of classes])**

### **Writing Proposals and Reports:**

#### **A Few Notes on Executive Summaries, and Final Comments**

**Read: Locker/Findlay, Chapters 10 and 11**

***Assignment Case: “Cross-Cultural Negotiation: Americans Negotiating a Contract in China”***

**\*Week Twelve**

***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.***