



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

Distance Studies: Section #656

Instructor: Dr. Andrew Wenaus

Office Hours: Online - Zoom or phone - TBA

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. G he ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a

Undergraduate Degree Level Expectations (r 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. n 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.

To provide the context for the course assignments, this course makes use of case studies. You will read a chapter about concepts of professional writing in the textbook and read a case study in which those concepts are operational. You will be asked to complete a written assignment that incorporates those concepts **Final Course Grades**

Required Texts

Locker, Kitty O. and Isobel Findlay. *Business Communication Now*. Fourth Canadian ed. McGraw-Hill Ryerson: Toronto, 2018.

Messenger, de Bruyn
Edition. Toronto: OUP, 2017.

**Note: 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*

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). Plagiarized work will receive (ranging from 0 to 49) and may result in failure in the course as a whole.

Objectives:

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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

Unit/Week Four (February 1 to 7)

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

An analysis of a case

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 11:55 p.m. Sunday 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 negative response to the main message, can you come up with? Your answer will be contingent in large part on your analysis audience.*

Unit/Week Five (February 8 to Friday, February 12)

Writing Positive and Negative Messages (cont.)

Read: Locker/Findlay, Chapters 7 and 8, and “Statstar” (pdf on ‘Lectures’ page)

Discussion Topic: *refer to Exercise 8.5 on page 200 of your text. As instructed correct, and assume the second of the two variations. Post your message, and explain why you wrote it the way you did!*

Saturday February 13 to Sunday February 21: Reading Week

Unit/Week Six (February 22 to 28)

Overview of Basic Principles of Document Design and Use of Visuals

Objectives:

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

When and why to use
Some criteria for effective visuals

Read: Locker/Findlay, Chapter 4

Assignment #1 due by 11:55 p.m. Sunday Week 6.

Assignment #2: (Persuasive Message w/ visual; I[)W* nBT/F2 12 Tf1 0 0 1 90.024 433.61 Tm0 g0

Read: Locker/Findlay, Chapters 10 and 11

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

***Week Twelve**

*Deadline for submission of Assignment #3 is 11:55 p.m. on Friday April 16th
unless you have secured formal academic consideration or accommodation.*