

2111G: Writing in the World: Introduction to Professional Writing
Distance Studies Section 652

Section: # .652

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Course Requirements and Grade Allocations

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. See Rentz, Lentz, and Campagna, Reference Chapter B, and *The Canadian Writer's Handbook: Second Essentials Edition*, Appendix B.

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.

When submitting assignments on Owl, please title your papers thusly: Last Name_Essay # (for example, Manley_2). You will lose points on your mark for failing to name your file properly

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. See note above on how to name your file. Your graded assignment, with comments, will be returned to you in the same format, through Owl.

Contain disrespectful, insulting, or offensive language;
Be excessively long or excessively short;

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 who are in emotional/mental distress should refer to Health and Wellness <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help. Immediate help in the event of a crisis can be had by phoning 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

Schedule

(Classes begin Monday, January 10. The first week, therefore, runs from January 10 until January 16. All subsequent weeks also run Monday-Sunday, with exceptions for Reading Week and the final week of classes, where classes end on Friday, April 8.)

Unit/Week One (January 10-16)

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 (January 17-23)

Audience, purpose, medium

Read: 5/ESGFD:00PS0KPPWH0RPP0DHGRShiD''0

Unit/Week Four (January 31-February 6)

Good-news, neutral, and bad-news messages

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

Unit/Week Five (February 7-13)

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

Read: -News and
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 (February 14-18)

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 the target audience? Think about the broad categories (pathos and logos), but also think of specific appeals that might work with different consumer groups. Choose one product from the list to comment on.*

{Reading Week: Saturday, February 19-Sunday, February 27}

Unit/Week Seven (February 28-March 6)

Visual rhetoric: document design

Read:

RLC, Chapter 5, pp. 153-9
CWH, Section 2

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.

Unit/Week Eight (March 7-13)

Visual rhetoric: visuals

Read:

Download, write, and upload sentence structure/grammar test (15%)

Unit/Week Nine (March 14-20)

Cross-cultural communication

Read:

RLC, Chapter 11, pp. 372-85 (secondary research)

**Assignment #2 submission due by 11:55 p.m., Sunday, Unit/Week 9*

Unit/Week Ten (March 21-27)

Research and writing (the right type of) reports

Read:

Unit/Week Eleven (March 28-April 3)

Employment Communications

Read: RLC, Chapter 15 communicating 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 4-8 [last day of classes])

Reports: executive summaries; and final comments

Read:

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