

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

Distance Studies: Section 652

Instructor: Professor Freeborn

Email: Please use OWL Message

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;

Course Requirements and Grade Allocations

Assignment #1: Negative message with positive emphasis 20%
(up to 750 words)

Assignment #2: Proposal with visual 25%
(up to 1200 words)

Assignment #3: Formal report with visual 40%
(1200-1400 words, excluding front and back matter)

Sentence Grammar/Structure Test (online on OWL site) 15%

Course Policies

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 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 a discussion topic is indicated on this syllabus. This requirement involves 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 start a new thread. Extended absences, defined as a failure to post into the OWL 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 disrespectful, insulting, or offensive language;
- be excessively long or excessively short;
- be unrelated to the week's topic;
- 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%.

SCHOLASTIC OFFENCES, INCLUDING PLAGIARISM

"Scholastic Offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, which can be found here:

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.

“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 Western 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

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 judgment and ensure fair

MEDICAL ACCOMMODATION POLICY

“The University recognizes that a student’s ability to meet their academic responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. The University further recognizes that medical situations are deeply personal and respects the need for privacy and confidentiality in these matters. However, in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student’s overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet their academic responsibilities.

“Documentation shall be submitted, as soon as possible, to the appropriate Dean’s office (the Office of the Dean of the student’s Faculty of registration/home Faculty) together with a request for relief specifying the nature of the accommodation being requested. These documents will be retained in the student’s file and will be held in confidence in accordance with the University’s Official Student Record Information Privacy Policy. Once the petition and supporting documents have been received and assessed, appropriate academic accommodation shall be determined by the Dean’s Office in consultation with the student’s instructor(s). Academic accommodation may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course requirements, or granting late withdrawals without academic penalty. Academic accommodation shall be granted only where the documentation indicates that the onset, duration, and severity of the illness are such that the student could not reasonably be expected to complete their academic responsibilities. (Note—it will not be sufficient to provide documentation indicating simply that the student ‘was seen for a medical reason’ or ‘was ill’.)

“Whenever possible, students who require academic accommodation should provide notification and documentation in advance of due dates, examinations, etc. Students must follow up with their professors and their Academic Counselling office in a timely manner.”

Documentation from Family Physicians/Nurse Practitioners and Walk-In Clinics

A Western Student Medical Certificate (SMC) is required where a student is seeking academic accommodation. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. An SMC can be downloaded at

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

Documentation from Student Health Services

At the time of illness, students should make an appointment with a physician/nurse practitioner at Student Health Services. During this appointment, request a Student Medical Certificate from the Physician/Nurse Practitioner.

Documentation from Hospital Urgent Care Centres or Emergency Departments

Students should request that an SMC be filled out. Students may bring this form with them, or request alternative Emergency Department documentation. Documentation should be secured at the time of the initial visit to the Emergency Department. Where it is not possible for a student to have an SMC completed by the attending physician, the student must request documentation sufficient to demonstrate that their ability to meet their academic responsibilities was seriously affected.

Please note that individual instructors

INTELLECTUAL PROPERTY AND COPYRIGHT

All instructor-written materials (e.g., PowerPoints, lecture notes, oral lectures) for this course are created solely for students' personal use within the course and remain the instructor's intellectual property. Further reproduction, fixation, distribution, transmission, dissemination, communication, or any other uses, without securing the consent of the copyright owner (the course instructor) may be an infringement of copyright. You may not distribute, email, or otherwise communicate these materials to

Unit/Week Six (February 13-17)

Persuasive messages and proposals

: RLC, Chapter 10, “Writing Persuasive Messages and Proposals”

RLC, Chapter 5, pp. 141-3

RLC, Reference Chapter A, pp. A-13 to A-14

CWH, Section 8

Reading Week: Friday, February 17, 5 p.m.–Sunday, February 26

Unit/Week Seven (February 27-March 5)

Visual rhetoric: document design

: RLC, Chapter 3, “Designing Documents with Visual Appeal”

RLC, Chapter 5, pp. 153-9

CWH, Section 2

Unit/Week Eight (March 6-12)

Visual rhetoric: visuals

: RLC, Chapter 4, “Communicating with Visuals”

Unit/Week Nine (March 13-19)

Cross-cultural communication

**: RLC, Chapter 7, “Communicating Across Cultures”
RLC, Chapter 11, pp. 372-85 (secondary research)**

Unit/Week Ten (March 20-26)

Research and writing (the right type of) reports

**: RLC, Chapter 11, “Researching and Writing Reports”
RLC, Chapter 12, “Creating the Right Type of Report”**

Unit/Week Eleven (March 27-April 2)

Employment Communications

: RLC, Chapter 15, “Communicating in the Job Search”

Unit/Week Twelve (April 3-10 [last day of classes])

Reports: executive summaries; and final comments

- : RLC, Chapter 11, “Researching and Writing Reports”**
- RLC, Chapter 12, “Creating the Right Type of Report”**

