







contribute to a responsible and ethical learning environment that promotes critical thinking, supports independent inquiry, and encourages original written contributions.

### **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 judgement and ensure fair treatment for all students. Instructors must indicate on the course outline how they will be dealing with work worth less than 10% of the total course grade. In particular, instructors must indicate whether medical documentation will be required for absences, late assignments or essays, missed tests, laboratory experiments or tutorials, etc. Where medical documentation is required, such documentation must be submitted by the student directly to the appropriate Faculty Academic Counselling/Dean's office, who will make the determination whether accommodation is warranted. Given the University's Official Student Record Information Privacy Policy ([https://www.uwo.ca/univsec/pdf/academic\\_policies/general/privacy.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/general/privacy.pdf)), instructors may not collect medical documentation.”

### **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



**Statement on Gender-based Sexual Violence**

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 information about support services for survivors, including emergency contacts, here. To connect with a case manager or set up an appointment, please contact [support@uwo.ca](mailto:support@uwo.ca).

**Other Student 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 <http://www.sdc.uwo.ca/>

**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, or any other use is prohibited without the instructor's prior written consent.

***Read:***

*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 12-16)

**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.*

*\*Grammar Quiz #2 (5%)*

**{Reading Week: Saturday, February 17 to Sunday, February 25}**

**Unit/Week Seven** (February 26-March 3)

**Visual rhetoric: document design**

*Read:* RLC, Chapter 3,  
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 4-10)

**Visual rhetoric: visuals**

*Read:*

*\*Grammar Quiz #3 (5%)*

**Unit/Week Nine** (March 11-17)

**Cross-cultural communication**

*Read:*

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

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

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

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

*Read:*