

**WRITING 1031G:****Global Positioning: Introduction to Rhetoric and Professional  
Communication – WINTER 2018****SECTION: 001****TIME/LOCATION: Th 12:30-3:30 / AHB-3R07****PROFESSOR: Tim Freeborn****EMAIL: Please use OWL Message****OFFICE: 3270 Lawson Hall****OFFICE HOURS: Tuesday and Thursday  
3:30-4:30 or by appointment****COURSE DESCRIPTION AND OBJECTIVES****DESCRIPTION**

This course introduces students to the rhetorical principles and practices of writing and oral communication in professional contexts. Particular attention is paid to understanding audience, context, and purpose; the grammar of Standard Written English; modes of persuasion; and the negotiation of cultural difference.

Students learn strategies for idea generation, composing a first draft, approaching revision, peer review, and effective editing and proofreading techniques.

**LEARNING OBJECTIVES**

Upon successful completion of this course, students will have demonstrated the ability to

1. identify and define rhetorical contexts for professional communication;
2. identify, define, and understand '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;
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.

**TEXTBOOKS**

1. **Required:** Paul MacRae, Business and Professional Writing: A Basic Guide. Broadview Press, 2015.
2. **Required:** Messenger, de Bruyn et al. *The Canadian Writer's Handbook: Second Essentials Edition*. Oxford University Press, 2017.
3. **Required:** Access to the Internet/Sakai (OWL)

**COURSE REQUIREMENTS****Method of Evaluation****Grade Value**   **Deadline**

Diagnostic Paper (up to 500 words)	ungraded	Week 3
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Assignment 1: Negative Message (up to 1000 words)	10%	Week 6
Assignment 2: Persuasive Message with Visual (up to 1200 words)	25%	Week 9
Assignment 3: Formal Report exercise (up to 1250 words, excluding front and back matter)	30%	Week 13
In-class Quizzes (3 x 5%)	15%	Weeks 5, 7, 10
Final Exam (written during Exam Period)	20%	TBA
<b>Total</b>	<b>100%</b>	

### EXAM

The exam will test the skills that you have developed over the course of the semester in terms of your writing ability (purpose, coherence, cohesion, style, and grammar) and your understanding of the fundamental elements of writing for professional communication as discussed in class and in course readings.

### ASSIGNMENT FORMAT

Assignments must be typed, double-spaced, and stapled. All assignments must have your name, course name, section number, and instructor's name on the first page.

When using sources in a paper, you will be expected to follow MLA, CMS, CSE, or APA standards for documentation, detailed in *The Canadian Writer's Handbook*, p. 244.

### SUBMITTING ASSIGNMENTS

***In this course you will be required to submit the final version of each of your assignments electronically, through Sakai to turnitin.com and provide your instructor with a hard copy in class the day the assignment is due.***

Late assignments will receive a penalty of 5% per day. To qualify for an extension, you must have a valid reason and contact your instructor prior to the deadline. Please see the medical accommodation policy below.

If necessary, please submit essays to the Writing Department Drop Box outside Lawson Hall Room 3270, making sure you include your instructor's name and your section number. However, do not

- fax assignments
- e-mail assignments

Keep copies (electronic, paper, or both) of all assignments submitted.

### ATTENDANCE POLICIES

Attendance at class is required to improve as a writer. Here is the Writing Studies attendance policy in this class:

- You may miss up to three hours (the equivalent of one week of class) of class meetings during the term without explanation. That means that the first three class hours you miss will be recorded as absences but *excused provided you don't miss any more.*

- However, if you miss a total of four to nine class hours (the equivalent of up to three full weeks of class), your final grade will be reduced by 10% (e.g. an earned final grade of 80% will be reported as a final grade of 72).
- If you miss a total of more than nine hours of class meetings (the equivalent of more than three weeks of class meetings) your final grade will be reduced by 15% (e.g. an earned final grade of 80% will be reported as a final grade of 68).

This policy will only be waived for medical or compassionate reasons. If you have good reasons for waiving an absence of one class meeting, discuss these with your instructor within one week of that absence. If your absence is extended and prolonged (over one week of continuous non-attendance), then you should discuss it with your academic advisor in your home faculty, who may require documentation. That advisor may then contact all of your instructors. See also: '**Medical Accommodation Policy**' below.

**Note:** a class meeting missed in order to write a test, exam, or other form of 'make-up class' in another course **will** count as non-attendance, and **will** attract penalties as defined above if applicable. Instructors at the University of Western Ontario are **not permitted to require** a student to write a make-up test or similar at times which conflict with that student's other scheduled class times. If you are asked or 'required' to do this, you should immediately contact an academic counsellor in your Dean's office. If you elect to miss a class in order to write such a test, that is **your** choice; your absence will not be excused.

**Attendance also extends to tardiness.** If you are more than 20 minutes late, you will be penalized an hour of attendance. Please make every effort to be on time as late entry can disrupt the flow of discussion in our class. Early departures from class, which have not been previously arranged with the instructor, will also be counted as an absence. If you leave during the break, you will be docked an hour of attendance.

### **Classroom Policy**

You will be expected to read the chapters assigned from your textbook before coming to class. I will not summarize the required reading. Instead, I will explain the salient issues arising from a particular chapter. Also, expect intermittent lessons on unassigned topics in response to repeated writing errors.

### **E-Mail Policy**

When you contact me using OWL Message, you can expect a response within twenty-four hours. If you e-mail me using Outlook/Western e-mail, you can expect a response within one week. If you e-mail me using a non-UWO account, you will not receive a response. If I foresee that I cannot respond to e-mails within times listed above, I will post an announcement on OWL. Please keep in mind that you should use e-mail to arrange appointments, to inform me that you will miss a class, and to ask relatively simple questions (i.e., questions that I can answer in one or two sentences).

### **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/handbook/appeals/scholoff.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>).

*Note: In this course you will be required to submit an electronic copy of the final version of each of your essays to turnitin.com through Sakai (OWL).*

### **PREREQUISITES**

The University Senate requires the following statement to appear on course outlines:

“Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.”

### **MEDICAL ACCOMMODATION POLICY**

For UWO Policy on Accommodation For Medical Illness, see:

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf)  
(downloadable Student Medical Certificate (SMC): <https://studentservices.uwo.ca> under the Medical Documentation heading)

Students seeking academic accommodation **on medical or other grounds** for any missed tests, exams, participation components and/or assignments **worth 10% or more of their final grade** must apply to the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation on medical grounds cannot be granted by the instructor or Writing Studies, and Writing Studies requires students in these circumstances to follow the same procedure when seeking academic accommodation on non-medical (i.e. non-medical compassionate or other) grounds.

Students seeking academic accommodation **on medical grounds** for any missed tests, exams, participation components and/or assignments **worth less than 10% of their final grade** must also apply to the Academic Counselling office of their home Faculty and provide documentation. Where in these circumstances the accommodation is being sought on **non-medical grounds**, students should consult in the first instance with their instructor, who may elect to make a decision on the request directly, or refer the student to the Academic Counselling office of their home Faculty.

Students should also note that individual instructors are not permitted to receive medical documentation directly from a student, whether in support of an application for accommodation on medical grounds, or for other reasons (e.g. to explain an absence from class which may result in a grade penalty under an ‘Attendance’ policy in the course). **All** medical documentation **must** be submitted to the Academic Counselling office of a student’s home Faculty.

**Students who are in emotional/mental distress should refer to MentalHealth@Western: <http://www.uwo.ca/uwocom/mentalhealth/> for a complete list of options about how to obtain help.**

**Special Requests: Special Examinations, Incomplete Standing, Aegrotat Standing**

Please refer to the “Information for All Students in a Writing Course” for more detailed information. Briefly, remember that your instructor does not have the discretion to initiate, consider, or grant (or not) such requests; you must go directly to the Dean’s office of your home faculty.

**Schedule**

**Week 1**      Introduction: Writing and Rhetoric in Professional Contexts

Jan. 11

**Read:** MacRae Introduction; Chapters 1 and 2

**Week 2**      Rhetoric (cont.): Audience; Purpose

Jan. 18

**Read:** MacRae Introduction; Chapters 1 and 2

*Introduction to Diagnostic Paper (Audience Analysis)*

**Week 3** Standard Written English: What is it? Why does it matter?

Jan. 25

Writing Clearly

What is copy-editing, and why does it matter?

**Read:** MacRae Chapters 2, 3 and 4

***Diagnostic Paper: Audience Analysis due (ungraded)***

**Week 4**      Writing Informative, Positive and Negative Messages

Feb. 1

Introduction to Assignment 1 (Negative Message)

Grammar Topic: Punctuation (the comma, colon, and semicolon)

**Read:** MacRae Chapters 7, 8 and 9

**Week 5**  
Feb. 8

Writing Informative, Positive and Negative Messages

Grammar Topic: Punctuation (the hyphen, dash, and apostrophe)

**Read:** MacRae Chapters 7, 8 and 9

**Draft of Assignment 1 due in-class; peer review**

**Quiz 1: Parts of Speech, Parts of a Sentence**

**Week 6**  
Feb. 15

Writing Persuasive Messages; The Importance of Design (visual rhetoric)

Introduction to Assignment 2 (Persuasive Message with visual)

Grammar Topic: Modifiers

**Read:** MacRae Chapters 5, 6 and 9

**Assignment 1 final draft due (10%)**

**February 19 – 23<sup>rd</sup>: Winter Reading Week/no classes**

**Week 7**  
March 1

Writing Persuasive Messages

Grammar Topic: Sentence Fragments, Run-on Sentences, Mixed Constructions

**Read:** MacRae Chapter 9

**Quiz 2: Punctuation**

**Week 8**  
March 8

Cross-Cultural Communication

Grammar Topic: Parallelism

**Draft of Assignment 2 due in-class; peer review**

**Week 9**  
March 15

Writing Proposals and Reports

Introduction to Assignment 3 (Formal Report exercise)

Grammar Topic: Review of Common Errors

**Read:** MacRae Chapters 17, 18 and 19

**Assignment 2 final draft due (25%)**

**Quiz 3: Editing Exercise**

**Week 10** Writing Proposals and Reports

March 22

**Read:** MacRae Chapters 17, 18 and 19

**Week 11**

March 29

**Draft of Assignment 3 due in-class; peer review**

**Week 12**

April 5

Exam Review/Final Comments

**Assignment 3 final draft due (30%)**