

## UPPER LEVEL COURSE DESCRIPTIONS 2017-2018

editing skills to be successful in the first years of their university career and beyond. Specifically, you will be acquiring skills needed to choose meaningful essay writing topics to support your classes' requirements and personal interests, to find appropriate research sources, and to create well-written, correctly formatted academic essays that meaningfully intertwine your thoughts, inspirations, and insights with the thoughts and words of other scholars. Additionally, you will gain skills and confidence in the mechanical aspects of writing such as enriching your vocabulary, understanding grammar and the parts of speech to improve your sentence structure and variety, as well as recognizing and correcting many mistakes commonly made by writers.

### **Academic Writing: Multidisciplinary RHET-1105, Section 517/518**

**Winter Term**

**TuTh 2:30-3:45PM**

**Instructor: Peter Andrusiak**

See description for RHET-1105-508/510

### **Academic Writing: Extended RHET-1110, Section 001, Fall/Winter TuTh 1:00-2:15PM**

**Instructor: Helen Lepp Friesen**

The goal of this course is to learn tools for effective writing in the academic world. The topics we will cover are forms of diction, documentation styles, writing strategies, and the writing process including planning, prewriting, writing, editing, and revising. We will work on developing effective introductions, thesis statements, thesis development, and conclusions. Some of the strategies that we will use to accomplish the goals are peer editing, class discussions, workshops, examination of model essays, video clips, field trips in our University of Winnipeg neighborhood, and debates. Assignments include writing a summary, critique, narrative, description, argument, and a research paper with proper documentation and in-text citations. Come prepared to actively participate.

### **Academic Writing: Extended (TYP) RHET-1110, Section 140, Fall/Winter TuTh 2:30-3:45PM**

**Instructor: Andrew McGillivray / Robyn Flisfeder**

The aim of this course is to practice writing in an academic environment. Students are often required to read, listen to, or view academic texts in university courses—articles, books, websites, and more—and to respond to those texts in writing. In this course, we will study several academic texts, think about their contents, and debate them. We will also learn and practice a variety of formats for response, including written response, reading reflection, opinion paper, essay proposal, and research essay. The topics covered in the course are wide-ranging, and students

will find that what we write about and discuss in the class is interesting and relevant to both academic and everyday life. In addition to the writing assignments, we will also have a story-telling unit, and students are encouraged to share a story with the class that has some meaning for them.

### **Academic Writing: Extended (CATEP) RHET-1110, Section 245, Fall/Winter Th 5:00-8:00PM**

**Instructor: Gord Beveridge**

Academic Writing teaches the essential strategies for university writing and research: the discovery of topics, the arrangement of ideas, the assessment of audience and purpose, and the practice of effective editing. This course is designed to give students extensive opportunities to further develop their writing abilities, such as generating, evaluating, and developing ideas logically, supporting arguments with evidence, gathering and documenting information from a variety of sources, and using language clearly and correctly. The Department website provides information about each section. Note: Students may receive credit for only one Academic Writing course at the 1000 level for graduation. Students with standing in the former ENGL-0100(3) Fundamentals of Rhetoric must register in a 3 credit hour version of Academic Writing in order to satisfy the writing requirement.

### **Academic Writing: Extended (WEC) RHET-1110, Section 250, Fall/Winter MW 11:00-12:15PM**

**Instructor: Gord Beveridge**

See description for RHET-1105-245

### **Academic Writing: Extended (English as Additional Language) RHET-1115, Section 001, Fall/Winter MWF 9:30-10:20AM**

**Instructor: Joanne Struch**

The goal of this course is to improve your writing for academic purposes. By the end of this course, you should be able to:

- identify and compose different types of academic writing (narrative, comparative, analysis, critique, research)
- identify, understand and appropriately use elements of academic writing (thesis statements, paragraphs, organizational structure, arguments, sources and evidence)
- think critically about evidence and sources to develop arguments in your writing
- properly document sources using APA or MLA styles
- understand how to develop clarity and coherence in your writing.

Improving and refining your ability to express yourself in

English, including grammar skills, is also a goal of this course. While work on this goal will be done mostly on an individual basis, we will discuss some language concepts together as a class.

**Academic Writing: Extended (EAL)**  
**RHET-1115, Section 002, Fall/Winter**  
**MWF 11:30-12:20PM**

**Instructor: Joanne Struch**  
See description for RHET-1115-001

**Professional Style and Editing**  
**RHET-2131, Section 001, Fall Term**  
**TuTh 8:30-9:45AM**

**Instructor: Andrew McGillivray**  
This course is intended to explore practices of professional style and editing. Beginning with a grammatical component, the class will explore the parts of speech, parts of the sentence, and stylistic conventions such as punctuation and capitalization. There will then be a short test on the grammatical component of the course.

The first major writing and editing assignment is the colloquial essay, wherein students will practice writing and editing for an informal audience. The second major writing and editing assignment is the formal essay, which will require students to develop an argumentative essay in a formal written voice for an academic audience. Students are required to make one individual presentation to the class, and will choose material from either their colloquial or formal essay assignment for their presentation. Presentations will be scheduled throughout the term for classes after the grammar component has been completed.

The final writing and editing assignment is a two-part in-class assignment which will take place in the final week of November. In the first class writers will draft their essays, and in the second class writers will refine and submit their final drafts. By the end of the course, students will have gained experience at various stages of the writing process, and will have practiced writing in different voices for a range of intended audiences. There is no final exam for this course.

**Rhetorical Criticism**  
**RHET-2135, Section 001 Fall Term**  
**TuTh 4:00-5:15PM**

**Instructor: Jason Hannan**  
This course covers a broad range of approaches to the critical study of public discourse. These include close reading, Aristotelian criticism, ideological criticism, dramaturgical criticism, feminist criticism, Marxist criticism, and posthumanist criticism. The course will review several prominent debates in the field of rhetorical criticism, including the role of the critic, the tension between modernist and postmodernist criticism, and the more recent tension between humanist and posthumanist criticism. Immersion in these debates and extensive practice with these different types of criticism will train the student of rhetoric to read public discourse through a

critical eye, to identify patterns that would otherwise go unnoticed, and to conduct critique with the aim of making the world a better place.

**Rhetorical Criticism**  
**RHET-2135, Section 002, Winter Term**  
**TuTh 11:30-12:45 PM**

**Instructor: Andrew McGillivray**  
Rhetoric, according to rhetorician Wayne C. Booth in *Modern dogma and the rhetoric of assent*, has almost always had a bad press, and more often than not it still carries a sense of trickery or bombastic disguise for a weak case (11). This course aims not only to restore rhetoric's maligned reputation, but also to define it in the first place. (At the very least, students should know how to pronounce it.) Students study different rhetorical methods and how they can be applied to such texts as political speeches, PR releases, popular metaphors, images, and media narratives. Students learn how symbols encourage, obstruct, and refine agreement, and therefore structure our knowledge, attitudes, and action.

**Contemporary Communication Theories**  
**RHET-2137, Section 002, Winter Term**  
**MW 2:30-3:45PM**

**Instructor: Matthew Flisfeder**  
This course introduces students to some of the central theories in contemporary communication studies. It covers a broad range of topics, including: media and ideology; media and public discourse; democracy and the public sphere; the critical political economy of communication; cultural representation and images of inequality in the media; media convergence and contemporary media experiences; and, new media culture and identity.

**Representation of Indigeneity (Topics Course)**

**RHET-2141, Section 001 Fall Term**  
**TuTh 10:00-11:15AM**

**Instructor: Helen Lepp Friesen**  
In this course we will look at the representation of Indigenous peoples and how society either contributes to perpetuating, challenging, or dispelling racial stereotypes and colonization practices. We will examine writing by emerging and established Indigenous writers and scholars, on themed topics such as business and economics, art, social movements, media, wellness, and education. The purpose of this course is to look at interconnections of critical, creative, and theoretical narratives, perspectives, and knowledge of Indigeneity as represented by contemporary society. Some of the strategies that we will use to accomplish the goals are in-class discussions on assigned readings, seminar presentations, a Photovoice exercise, video clips, guest speakers, community building, and an

exploration and invitation of creative mediums for researching, sharing and presenting knowledge.

**Rhetoric of Medicine (Topics Course)**  
**RHET-2143, Section 050 Winter Term**  
**Th 6:00-9:00PM**

**Instructor: Jason Hannan**

Medicine is one of the oldest and most respected professions. It plays an integral part in one form or another in virtually every society on the planet today. Given its centrality in our lives and given the enormous expenditures that go to support it, it is only fitting that medicine should be taken seriously by the humanities. What, then, does a discipline like rhetoric have to say about medicine? How can we use rhetoric to investigate the history, practice, and culture of the medical profession? What insights can rhetoric offer when combined with other fields, such as philosophy, sociology, and anthropology about discourses of health? In this course, we will explore the rhetoric of medicine, examining the role of language, performance, ethics, identity, and power. The aim is to cultivate a critical perspective on a profession that exercises so much power and authority over our daily lives, and to understand the place of medicine in the modern social imaginary.

**Revolutions in Communication**  
**RHET-2246, Section 050 Fall Term**  
**Th 6:00-9:00PM**

**Instructor: Robert Byrnes**

This course provides students with an historical overview of communication, focussing particularly on those periods in which human relations were dramatically influenced by a shift from one communicative medium to another. After briefly considering the early use of pictorial symbols, the emergence of language, and the development of writing, the course examines some of the profound social changes effected in the western world by the fifteenth-century invention of the printing press. Finally, we focus on the revolutionary impact of twentieth-century communicative technologies: radio, telephone and then the computer and the Internet, the effects of which are so wide-ranging that we have only begun to assess them.

**Communications & Pop Culture**  
**RHET-2250, Section 001 Winter Term**  
**MWF 11:30-12:20PM**

**Instructor: Matthew Flisfeder**

This course examines the relationship between the rise of new media and the emergence of popular culture. The course looks at changing rhetorics of taste, from the nineteenth to the twentieth century, as new media made art and culture more widely accessible to a broader public. The course considers how the new processes of mediated distribution of art changed the way we understand popular culture, today. Topics in this course include: the rise of photography and the technological reproducibility of images; mass media and the culture industry; technology and globalization; augmented

reality, video games, and the relationship between media and the body.

**Tutoring Writing**  
**RHET-2500, Section 001, Fall Term**  
**TuTh 1:00-2:15AM**

**Instructor: Jennifer Clary-Lemon**

This course is designed to provide the theoretical and practical knowledge you will need to work as a writing tutor in the Department of Rhetoric, Writing, and Communications. Readings in composition theory and in the principles of peer tutoring will introduce you to such topics as the composing process, methods of writing assessment, rhetorical expectations in academic writing, and the ethical responsibilities of tutors in a peer tutoring relationship. Students enrolled in this course will be expected to be a part of UW's growing community of tutors by taking part in online community-building, will "shadow" existing tutors to learn about best practices in peer conferences, will commit ten hours of time to peer tutoring in the fall term, and will be expected to hold at least one workshop project for the university community that is in the interests of the Tutoring Centre.

**Rhetorical Grammar**  
**RHET-2530, Section 050 Fall Term**  
**Mon 4:00-5:15PM**

**Instructor: Janice Freeman**

This course sharpens students' ability to write and edit efficiently at the sentence and paragraph levels. Through close analysis of examples, students first acquire a vocabulary for discussing grammar, syntax, and error that refines their understanding of English sentence and paragraph structures. With these tools, students can identify structural flaws in prose more precisely and thoroughly and better distinguish between errors and stylistic choices. The relationship between sentences – cohesion, unity, and emphasis – is then considered, and students are briefly introduced to fundamentals of style. Hands-on and peer-centred, this course includes many editing exercises, some completed within class, others assigned as homework. Previous students have said that it supports and complements their understanding of other Rhetoric and language courses and should be considered a prerequisite to such courses as Professional Style and Editing and Rhetorical Criticism.

**TEXTS AND MATERIALS**

-Access to Rhetorical Grammar: Grammatical Choices, Rhetorical Effects (7th Edition) Martha J. Kolln, Loretta Gray (on reserve in the library or e-text via Coursesmart.com).

-Five different colours of highlighter pens