

ACADEMIC WRITING COURSE DESCRIPTIONS 2017-2018

Academic Writing: Humanities
RHET-1101, Section 001, Fall Term
MW 2:30-3:45 PM

Instructor: Robert Byrnes

You'll read three good books in this course, and write three substantial essays. The first essay will be argumentative, based on philosophical definitions of Ethical Relativism, Absolutism, and Objectivism. We'll use them as we discuss the analysis in Neil Bissoondath's *Selling Illusions: The Cult of Multiculturalism in Canada*. The second essay will be a book review, in which you'll explain and evaluate John Taylor Gatto's *Weapons of Mass Instruction*. Gatto is a former high school teacher, and public schools are the "weapons of mass instruction." Gatto pretty much thinks public schools should be abolished, in favour of "open-source learning," and you're probably in a good position to assess and review his arguments. The third essay is a project in which you'll create and defend a plan for your university education after reading Fareed Zakaria's *In Defense of a Liberal Education*. You don't have to agree at all with Zakaria, but his book will highlight current arguments for and against the Liberal Arts, and you'll take it from there.

Academic Writing: Humanities
RHET-1101-002, Fall Term
MWF 9:30-10:20 AM

Instructor: Karin Collins

From literary analyses to case studies, *Academic Writing for the Humanities* is structured so that you will learn how to create a visible demonstration of ideas and opinions presented in a framework of academic objectivity. This course helps you to understand and produce the most common university assignments, especially those given in courses such as history, philosophy, literature, and so forth. This course fulfills the University of Winnipeg writing requirement, and is designed to provide you with choices so that you will be able to convey your thoughts in a critical and effective manner.

Academic Writing: Humanities
RHET-1101, Section 003, Winter Term
TuTh 10:00-11:15 AM

Instructor: Karin Collins

See description for RHET-1101-002

Academic Writing: Humanities
RHET-1101, Section 004 Winter Term
TuTh 2:30-3:45PM

Instructor: Robert Byrnes

See description for RHET-1101-001

Academic Writing: Social Sciences
RHET-1102, Section 001, Fall Term
TuTh 4:00-5:15 PM

Instructor: Janice Freeman

This section of Academic Writing is designed for students who wish to concentrate on improving their writing abilities through working in the Computer Writing Lab. Upon completion of this course, students should be able to respond confidently to a variety of university writing assignments and produce university-level essays by following a mature composing process. In addition, students will learn to identify and respond to the rhetorical conditions of writing assignments and adopt an appropriate tone and level of formality. Students will also learn to read and think critically, follow the steps necessary to write a successful research paper, and do research both on-line and in the library.

In this course, readings will be taken from the social sciences; students will explore the writing conventions of social sciences disciplines. Several short assignments will allow students to practice different types of disciplinary writing. Students will have the opportunity to practice effective methods of quoting, paraphrasing, summarizing, synthesizing, and documenting academic writing.

In this section, students will learn how computers and the internet can enhance their research and writing process. Assignments will require students to post messages to a class discussion group and share drafts of their essays with their peers.

Suggested Course Text: Fowler, Aaron & McArthur, *The Little, Brown Handbook* (6th Canadian Edition) Any recent handbook will be an asset; students find that most professional style and grammar sites contain enough supplementary materials so that they do not need to purchase a new textbook.

Academic Writing: Social Sciences
RHET-1102-002, Fall Term
MW 4:00-5:15 PM

Instructor: Janice Freeman

See description for RHET-1102-001

Academic Writing: Social Sciences
RHET-1102-003, Winter Term
TuTh 4:00-5:15 PM

Instructor: Janice Freeman

See description for RHET-1102-001

Academic Writing: Social Sciences
RHET-1102, Section 004, Winter Term
MWF 1:30-2:20 PM

Instructor: Janice Freeman

See description for RHET-1102-001

Academic Writing: Sciences
RHET-1103, Section 001, Fall Term
TuTh 4:0-5:15PM

Instructor: Sheila Page

Writing in and for the natural sciences comes in many forms and serves many purposes. Scientists write to convey the results of their research within the scientific community, and they also write to communicate with politicians and policy-makers, with industry, and with the public to bring their knowledge to bear on public and individual decision-making.

As well, there are many writers who, while they may not be scientists, do important work in communicating science knowledge in a way that allows lay people to learn about the world and to share in important scientific knowledge.

These writers perform an important role in bridging the worlds of scientific inquiry and our day-to-day lives.

To do this work well, scientists and other science writers alike must understand not only the ideas they are trying to convey, but also the goals they have in presenting those ideas, and the abilities, expectations, and interests of the people with whom they are communicating.

In this course, we will analyse different approaches to writing about science, and we will examine the range of writing about science, from academic articles to scientific reports and popular science writing.

Throughout the course, we will also focus on the characteristics of good writing, writing that is clear and correct and concise. As well, we will also consider the elements of strong academic writing, including thesis statements, argumentation and evidence, and documentation practices.

The work in the course will include essays, analyses, critiques, summaries, and reports, as well as short quizzes on specific features of writing.

Academic Writing: Sciences
RHET-1103, Section 002, Winter Term
TuTh 10:00-11:15AM

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. Sections of RHET-1103 are designed for students likely to major in a discipline in the Sciences, such as Biology, Chemistry, or Physics.

Students are introduced to the styles of documenting sources and to the research databases relevant to the Sciences. The Department website provides detailed 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: Sciences
RHET-1103, Section 049, Fall Term
TuTh 4:00-5:15 PM

Instructor: Peter Andrusiak

This course is designed to prepare students passionate about sciences with the needed academic researching, writing, formatting, and editing skills to be successful in the first years of their university career and beyond. You will be acquiring skills needed to choose meaningful writing topics to support your classes' requirements and personal interests, to find appropriate research sources, and to create well-written, correctly formatted academic documents such as technical descriptions, lab reports and formal essays. Additionally, you will gain skills and confidence in the mechanical aspects of writing, improve your sentence structure and variety and learn to recognize and correct many mistakes commonly made by science students and writers.

Academic Writing: Sciences
RHET-1103, Section 051 Winter Term
Tu 6:00-9:00 PM

Instructor: Agnes Pelletier

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. Sections of RHET-1103 are designed for students likely to major in a discipline in the Sciences, such as Biology, Chemistry, or Physics. Students are introduced to the styles of documenting sources and to the research databases relevant to the Sciences. The Department website provides detailed 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: Business Admin
RHET-1104, Section 001, Fall Term
MW 4:00-5:15PM

Instructor: David Navratil

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. Taking a case-based approach, this course focuses on the fundamentals of good writing and critical thinking in both academic and institutional settings. Students practice the forms of communication common in business, public administration, and non-profit organizations, such as summaries, reports, proposals, and correspondence. Students learn the styles of documenting sources and to use the research databases relevant to Business and Administration. A large part of this course will focus on learning how to think critically, and part of this process will involve peer-to-peer critique sessions and in-class discussions. We will also examine various written documents, video clips, and other material in order to build your analytical skills, and to expose you to in-class group projects. By the end of term, students will be more

effective communicators, researchers, and writers, able to deliver the kind of work expected in both university and business environments. Note: this course meets the University writing requirement.

**Academic Writing: Business Admin
RHET-1104, Section 002, Winter Term
MW 4:00-5:15PM**

Instructor: David Navratil
See description for RHET-1104-001

**Academic Writing: Business Admin
RHET-1104, Section 050, Fall Term
M 6:00-9:00PM**

Instructor: David Navratil
See description for RHET-1104-001

**Academic Writing: Business Admin
RHET-1104, Section 051 Winter Term
M 6:00-9:00PM**

Instructor: David Navratil
See description for RHET-1104-001

**Academic Writing: Multidisciplinary
RHET-1105, Section 001, Fall Term
MWF 8:30-9:20AM**

Instructor: Andrew McGillivray
The aim of this course is to practice university-level academic writing. 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 summary, critique, analysis, essay proposal, and research essay. The topics covered in this 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.

**Academic Writing: Multidisciplinary
RHET-1105, Section 002, Fall Term
MWF 1:30-2:20PM**

Instructor: Rhonda May
The purpose of this course is to help students become more confident and articulate in their response to varied writing situations that may arise in academic studies. Students will be asked to write a variety of texts that are correct and effective, and to work collaboratively with other students throughout the process of writing and editing their own and others' documents.

**Academic Writing: Multidisciplinary
RHET-1105, Section 003, Fall Term
MW 2:30-3:45PM**

Instructor: Jessica Antony
The purpose of this course is to develop your critical thinking and writing skills. You will learn and exercise

fundamental reading, writing, editing, and researching skills that you will be able to use throughout your academic career, in a variety of disciplines. The readings and assignments in this course are designed to make you a better, more reflective academic writer. Learning how to develop and evaluate an argument, organize an essay, and edit your writing will help you submit more effective, polished papers in your university courses—ultimately the kind of papers usually expected by your professors. After successfully completing this course, which meets the University's writing requirement, you will be able to:

- * compose a research question and a thesis statement
- * use resource material more effectively
- * develop your ideas and arguments coherently and cohesively
- * construct an essay
- * cite sources, both in text and end-of-text
- * read and write more critically and analytically
- * continue your university career as a more confident, effective writer.

**Academic Writing: Multidisciplinary
RHET-1105, Section 004, Fall Term
MWF 10:30-11:20AM**

Instructor: Andrew McGillivray
See description for RHET-1105-001

**Academic Writing: Multidisciplinary
RHET-1105, Section 005, Fall Term
MW 4:00-5:15PM**

Instructor: Christopher Crocker
The purpose of this course is to introduce students to the practices of university-level academic writing. Its main goal is to help students to become more prepared, confident, and articulate in responding to a variety of writing situations and opportunities that might arise during their academic careers. This will be accomplished through the review of the fundamental elements of writing, including words, sentences, and paragraphs, but also through the study and practice of a variety of formats used to pose arguments and express knowledge in writing, including the summary, critique, opinion piece, analytical paper, and research essay. Through both study and practice of these forms of writing students will gain experience and skills that will prove crucial throughout their academic careers, including the ability to summarize complex thoughts and arguments, to think critically, to understand scholarly style(s), to find and research sources, and to document and refer to sources within an academic context.

**Academic Writing: Multidisciplinary
RHET-1105, Section 006, Fall Term
MW 4:00-5:15PM**

Instructor: Jessica Antony
See description for RHET-1105-003

**Academic Writing: Multidisciplinary
RHET-1105, Section 007 Fall Term
TuTh 8:30-9:20AM**

Instructor: Karen Soiferman

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. Sections of RHET-1105, designed for students who have not yet chosen a field of study, take a multidisciplinary rather than discipline-specific perspective. The approach taken in each section (for instance, the assignments, the research methods, and the styles of documentation) varies. The Department website provides detailed 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: Multidisciplinary
RHET-1105, Section 008, Fall Term
TuTh 2:30-3:45PM**

Instructor: Karin Collins

How can writers accurately describe the work and ideas of other scholars in various disciplines without losing the clarity of their own voices? What strategies can writers use to produce smooth, readable texts that guide the reader from sentence to sentence, from paragraph to paragraph, and from idea to idea?

Academic Writing: Multidisciplinary, which fulfills the University of Winnipeg writing requirement, will help you to become a more adept writer, by learning how various methods may be applied to a variety of courses at university. Such proficiency is arrived at only by practicing different strategies. In this course you will develop a greater awareness of structure, language, and the writing process as a whole.

**Academic Writing: Multidisciplinary
RHET-1105, Section 009 Fall Term
TuTh 4:00-5:15PM**

Instructor: Robyn Flisfeder

This course will provide you with tools for effective writing and research at the university level – two of the most essential skills for being a successful student. Taking a multidisciplinary approach means that we will survey topics and readings from various disciplines, and that research methods and documentation styles will vary. The course will explicitly teach you strategies for academic reading and writing through chapters from the textbook, class discussion, and in-class activities such as workshops, in which you will act as a peer editor. The writing process will be broken down into stages so that you can learn how to think critically, write effective thesis statements, create logical arguments, and construct paragraphs that synthesize complex information from your research with clarity and purpose.

**Academic Writing: Multidisciplinary
RHET-1105, Section 010, Fall Term
MWF 9:30-10:20AM**

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. Sections of RHET-1105, designed for students who have not yet chosen a field of study, take a multidisciplinary rather than discipline-specific perspective. The approach taken in each section (for instance, the assignments, the research methods, and the styles of documentation) varies. The Department website provides detailed 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: Multidisciplinary
RHET-1105, Section 011 Fall Term
TuTh 1:00-2:15PM**

Instructor: Mary Ann Loewen

This is a course designed to offer practical help in reading and writing in a university setting, with emphasis on basic writing skills and an introduction to the discipline of rhetoric. Because academic writing is a necessary tool in attaining a university degree and is often thought of as complicated, this course will help you to “unpack” it. As the course progresses, we will identify and practice useful writing skills that include correct grammar usage and critical thinking; we will then apply those skills to the study and practice of several basic forms of academic writing: the summary, the critique, and the research paper (which will include an introduction to proper formatting). You will spend some class time experimenting with your own writing, and some in helping/influencing others as you participate in both peer editing and group discussions. There will also be some class time devoted to presentations. As you become acquainted with the various tools needed for academic writing, you will be encouraged to think about how we communicate with one another and how this plays out as both a writer and a reader.

**Academic Writing: Multidisciplinary
RHET-1105, Section 012, Fall Term
TuTh 2:30-3:45PM**

Instructor: Robyn Flisfeder

See description for RHET-1105-009

**Academic Writing: Multidisciplinary
RHET-1105, Section 013 Fall Term
Sat 9:00-12:00PM**

Instructor: Meg Loewen

Course description: This is a course designed to offer practical help in reading and writing in a university setting, with emphasis on basic writing skills and an

introduction to the discipline of rhetoric. Because academic writing is a necessary tool in attaining a university degree and is often thought of as complicated, this course will help you to “unpack” it. As the course progresses, we will identify and practice useful writing skills that include correct grammar usage and critical thinking; we will then apply those skills to the study and practice of several basic forms of academic writing: the summary, the critique, and the research paper (which will include an introduction to proper formatting). You will spend some class time experimenting with your own writing, and some in helping/influencing others as you participate in both peer editing and group discussions. There will also be some class time devoted to presentations. As you become acquainted with the various tools needed for academic writing, you will be encouraged to think about how we communicate with one another and how this plays out as both a writer and a reader.

**Academic Writing: Multidisciplinary
RHET-1105, Section 014 Fall Term
MW 4:00-5:15PM**

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. Sections of RHET-1105, designed for students who have not yet chosen a field of study, take a multidisciplinary rather than discipline-specific perspective. The approach taken in each section (for instance, the assignments, the research methods, and the styles of documentation) varies. The Department website provides detailed 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: Multidisciplinary
RHET-1105, Section 015 Winter Term
MWF 10:30-11:20AM**

Instructor: Robyn Flisfeder

See description for RHET-1105-009

**Academic Writing: Multidisciplinary
RHET-1105, Section 016 Winter Term
MWF 11:30-12:20PM**

Instructor: Karin Collins

See description for RHET-1105-008

**Academic Writing: Multidisciplinary
RHET-1105, Section 017 Winter Term
MW 2:30-3:45PM**

Instructor: Karen Soiferman

No description available

**Academic Writing: Multidisciplinary
RHET-1105, Section 018 Winter Term**

MW 2:30-3:45PM

Instructor: Janice Freeman

No description available

**Academic Writing: Multidisciplinary
RHET-1105, Section 019 Winter Term
TuTh 11:30-12:45AM**

Instructor: Jessica Antony

See description for RHET-1105-003

**Academic Writing: Multidisciplinary
RHET-1105, Section 020, Winter Term
MWF 9:30-10:20AM**

Instructor: Robyn Flisfeder

See description for RHET-1105-009

**Academic Writing: Multidisciplinary
RHET-1105, Section 021 Winter Term
TuTh 11:30-12:45PM**

Instructor: Mary Ann Loewen

See description for RHET-1105-011

**Academic Writing: Multidisciplinary
RHET-1105, Section 022 Winter Term
TuTh 2:30-3:45PM**

Instructor: Helen Lepp Friesen

See description for RHET-1105-014

**Academic Writing: Multidisciplinary
RHET-1105, Section 023 Winter Term
MWF 8:30-9:20AM**

Instructor: Christopher Crocker

See description for RHET-1105-005

**Academic Writing: Multidisciplinary
RHET-1105, Section 024 Winter Term
Sat 9:00-12:00 PM**

Instructor: Meg Loewen

See description for RHET-1105-013

**Academic Writing: Multidisciplinary
RHET-1105, Section 025, Fall Term
TuTh 2:30-3:45PM**

Instructor: Peter Andrusiak

See description for RHET-006

**Academic Writing: Multidisciplinary
RHET-1105, Section 026, Fall Term
TuTh 4:00-5:15PM**

Instructor: Peter Andrusiak

See description for RHET-006

**Academic Writing: Multidisciplinary
RHET-1105, Section 050, Fall Term
W 6:00-9:00PM**

Instructor: Ryan Clement

See description for RHET-1105-014

**Academic Writing: Multidisciplinary
RHET-1105, Section 051, Fall Term
Tu 6:00-9:00PM**

Instructor: Ryan Clement

See description for RHET-1105-014

**Academic Writing: Multidisciplinary
RHET-1105, Section 052, Winter Term
M 6:00-9:00PM**

Instructor: Janice Freeman

This section of Academic Writing is designed for students who wish to concentrate on improving their writing abilities through working in the Computer Writing Lab. Upon completion of this course, students should be able to respond confidently to a variety of university writing assignments and produce university-level essays by following a mature composing process. In addition, students will learn to identify and respond to the rhetorical conditions of writing assignments and adopt an appropriate tone and level of formality. Students will also learn to read and think critically, follow the steps necessary to write a successful research paper, and do research both on-line and in the library.

In this course, readings will be taken from the humanities, social sciences, and natural sciences; students will explore the writing conventions of each discipline. There will be several short assignments that will allow students to practice each type of disciplinary writing. In their major assignments, students will be able to write from the disciplinary perspective that interests them the most. Students will have the opportunity to practice effective methods of quoting, paraphrasing, summarizing, synthesizing, and documenting academic writing.

In this section, students will learn how computers and the internet can enhance the writing process. Assignments will require students to post messages to a class discussion group and share drafts of their essays with their peers.

**Academic Writing: Multidisciplinary
RHET-1105, Section 053, Winter Term
W 6:00-9:00PM**

Instructor: Ryan Clement

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. Sections of RHET-1105, designed for students who have not yet chosen a field of study, take a multidisciplinary rather than discipline-specific perspective. The approach taken in each section (for instance, the assignments, the research methods, and the styles of documentation) varies. The Department website provides detailed 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: Multidisciplinary
(Restricted to students in the TYP Program)
RHET-1105, Section 140, Fall Term
TuTh 2:30-3:45PM**

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: Multidisciplinary
(Restricted to students in the TYP Program)
RHET-1105, Section 141, Fall Term
MWF 1:30-2:20PM**

Instructor: Karin Collins

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. Sections of RHET-1105, designed for students who have not yet chosen a field of study, take a multidisciplinary rather than discipline-specific perspective. The approach taken in each section (for instance, the assignments, the research methods, and the styles of documentation) varies. The Department website provides detailed 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: Multidisciplinary
(Restricted to students in the TYP Program)
RHET-1105, Section 142 Winter Term
MWF 9:30-10:20AM**

Instructor: Karin Collins

See description for RHET-1105-141

**Academic Writing: Multidisciplinary
(Restricted to students in the TYP Program)
RHET-1105, Section 143 Winter Term
TuTh 11:30-12:45PM**

Instructor: Bryn Square-Jones

See description for RHET-1105-141

UPPER LEVEL COURSE DESCRIPTIONS 2017-2018

Academic Writing: Multidisciplinary RHET-1105, Section 508/510

Fall Term

TuTh 2:30-3:45PM

Instructor: Peter Andrusiak

This course is designed to prepare students with the needed academic researching, writing, formatting, and 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

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: Tracy Whalen
 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.

Topics: Representation of Indigeneity
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.

Topics: Rhetoric of Medicine
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.

Communication & Pop Culture
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.

Communication & 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

Advanced Editing

RHET-3131, Section 001 Winter Term

TuTh 8:30-9:45AM

Instructor: Helen Lepp Friesen

This course addresses issues such as the negotiation of meaning in text production, changing practices of language use, and the historical and social construction of error (including attitudes about "good taste") through a study of editorial practices. Students apply rhetorical analyses of audience, purpose, genre, and context as they edit various documents to strengthen style and readability as well as to ensure accuracy and correctness. Designed to help students develop sound editorial judgement and practical abilities, the course outlines principles of editorial practice that consider the needs of the reader, improve emphasis, and remedy common stylistic flaws. Modern Rhetorical Theory.

RHET-3138, Section 001 Winter Term

MW 4:00-5:15PM

Instructor: Jason Hannan

This course provides an overview of modern rhetorical theory. We will begin with the single greatest figure of rhetoric in the modern era: Kenneth Burke. From there, we will cover several major figures and schools of thought in the twentieth century and beyond. The contemporary themes we will address include power, politics, democracy, science, religion, art, media, and popular culture. Students will learn how to apply the theories learned in class to everyday life. The aim of the course is to help students become more critically aware of the complexities of our social and symbolic universe.

Rhetoric Visual Representation

RHET-3139, Section 001 Winter Term

MW 2:30-3:45PM

Instructor: Tracy Whalen

One might note a major shift in the field of rhetoric: an increasing amount of the discipline's attention has become focused on the image. Scholars from Psychology, Art History, Women's and Gender Studies, Sociology, Philosophy, Film Studies, Geography, and Communication departments have contributed to a rich conversation about visual objects. In this course, we synthesize these various disciplinary approaches and define (even with a faint dotted line) a field of Visual Rhetoric, examining how symbol users prompt identification in other symbol users through the visual. We look at a range of visual artifacts including, but not limited to, scientific illustrations, religious paintings, editorial cartoons, art, photographs, maps, typography, and page layout. Each week we study how

images might address (entice, repulse, trouble, baffle, bore, pleasure, or anger) viewers or go without comment, so transparent and commonsensical they seem to be.

Digital Rhetorics

RHET-3152, Section 760, Fall Term

Online

Instructor: Jaqueline McLeod Rogers

Offered 100% online, this course invites you to explore what it means—or whether it is even possible—to form interactive and meaningful online communities. After introducing discussions around building online communities in the early days of the "World Wide Web," the course moves into critical analysis of how textual and rhetorical practices shape or constrain online communities today. The final weeks of the course turn toward completing a small-group, collaborative project: to analyze (or, if you're ambitious, to create) what you would consider to be an online community, and to justify the textual and rhetorical practices you've applied. At the end of the course you submit an e-portfolio of your best work, which you have revised according to peer and instructor feedback.

RHET-3153, Section 001, Fall Term

MWF 10:30-11:20AM

Instructor: Nadine LeGier

This course focuses on issues growing from the complex interaction of gender and language use, with a particular focus on written texts. Beginning with an overview of research on the relationship between gender and communicative behaviour, including feminist critiques of language, it considers such topics as the following: the rhetorics of women's movement and of contemporary men's movements; verbal (and, to a lesser extent, visual) constructions of masculinity and femininity in advertising and the media; innovative uses of language which resist and subvert prevailing conceptions of appropriate communicative behaviour; and the rhetoric of public debates over issues such as abortion and reproductive technologies, in which gender is a central factor. Cross-listed: WGS-3153(3).

Writing on the Environment

RHET-3155, section 001 Winter Term

TuTh 10:00-11:15AM

Instructor: Jennifer Clary-Lemon

The focus of this course will be writing on the environment. To that end, we will be looking at both the genre of what is often called "nature writing" as well as works that rely more heavily on explicit argument, particularly about the impact of humans on

nature. A central theme in this class is the separation of “human” from “nature” or “the wild”—as well as an examination of that divide and a reflection on its purpose. We will also be looking into the relationship between writing and ecology, particularly in Western thought. In approaching texts, we situate ourselves both as writers and as eco-critics – that is, as rhetorical critics whose primary concern is the “nature dimension” of texts under scrutiny. With each text we read, we will ask ourselves, for instance, what is its purpose, and how is it likely to influence environmental attitudes and actions? What are the values inherent in the piece, and how do they reflect thinking about the environment over time? As we approach writing on the environment ourselves, we will also be prepared to reflect on our own rhetorical choices, where they come from, and how they are shaped by the world in which we live.

Intercultural Communication
RHET-3156, section 050 Winter Term
W 6:00-9:00PM

Instructor: Andrew McGillivray
The course looks at the origins and development of language from a historical perspective and moves into specific case studies of unilingual, bilingual, and multilingual groups, their languages, how they communicate, and representational media used by the group. We focus closely on how groups communicate with one another, often by using common languages and the practice of translation, and how groups use languages to represent their culture to other groups and within the group. Central to such transnational and intercultural communication is the representation of identity and heritage. As languages change, identity changes also occur.

Orality & Literacy
RHET-3236, section 001 Winter Term
TuTh 4:00-5:15PM

Instructor: Robert Byrnes
About 2700 years ago, Greeks began using the alphabet. A number of scholars believe that human consciousness changed dramatically when hitherto purely “oral” people became literate, and especially that literacy made abstract thought far more convenient and far more common. They argue that “oral” people think and interact and conceive themselves differently than literate ones, and that literacy led to a new sense of independent selfhood, and inevitably to democracy. A few believe that electronic media are renewing orality in Western cultures, and that we can blame such problems as the literacy crisis on radio and television. The course will examine these and related arguments in the

work of such scholars as Albert Lord, Eric Havelock, Walter Ong, Jack Goody, and Neil Postman.

Forms of Inquiry
RHET-3320, Section 001, Winter Term
TuTh 11:30-12:45PM

Instructor: Andrew McGillivray
About 2700 years ago, Greeks began using the alphabet. A number of scholars believe that human consciousness changed dramatically when hitherto purely “oral” people became literate, and especially that literacy made abstract thought far more convenient and far more common. They argue that “oral” people think and interact and conceive themselves differently than literate ones, and that literacy led to a new sense of independent selfhood, and inevitably to democracy. A few believe that electronic media are renewing orality in Western cultures, and that we can blame such problems as the literacy crisis on radio and television. The course will examine these and related arguments in the work of such scholars as Albert Lord, Eric Havelock, Walter Ong, Jack Goody, and Neil Postman.

Composing Winnipeg
RHET-3321, Section 001 Winter Term
TuTh 2:30-3:45PM

Instructor: Jacqueline McLeod Rogers
How does Winnipeg influence our sense of identity and our writing? How do we understand our city through a filter of language and images? If our city been built, written and revised, can we in turn influence the production of our city and its cultures? To respond to questions like these, we will consider how paying attention to place—walking, listening, looking, mapping—can bring to light a level of detail we may have overlooked. We will consider how for each of us the city is both real and imagined, material and mobile. Finally, we will also consider how [well] we live together in the city as strangers and what discourse practices promote a sense of shared community.

We will work with theories about how language and cultural discourse influence identity and possibilities of creativity and social action. We also theorize place and mobilities: thinking locally balances interdisciplinary and extracurricular emphasis on globalization, and thinking about place balances our explorations of virtual space. Research methods in this course are both traditional and non-traditional. We will conduct some archival research and literary analysis, as well as ethnographic observations. We will also adapt the concept of researcher as « flaneur », one who observes by being in place—walking, drawing maps, recording sounds, all to create an alternate up-close version/ vision of place.

Writing for Scholarly Audiences
RHET-3329, Section 001 Fall Term
TuTh 2:30-3:45PM

Instructor: Jennifer Clary Lemon

This course addresses the varieties of scholarly discourse: why academics write and speak in a particular way, and how the contexts of political and economic environments that surround a university affect textual production. By reading and analyzing representative texts of various disciplines, students will learn to recognize and practice the sort of rhetoric used by academics. The goals of this course are threefold: (1) to increase students' awareness of norms and disciplinary conventions; (2) to help prepare students for advanced scholarship; and (3) to learn more about the pragmatic components involved in writing, thinking, and speaking at an academic level.

Investigative Journalism
RHET-3330, Section 050 Winter Term
Mon 6:00-9:00PM

Instructor: Cecil Rosner

This course provides an overview of the history, theory and practice of investigative journalism in Canada. It will place this form of journalism into its historical context and survey its major practitioners, including both print and broadcast journalists. The theoretical framework of investigative journalism will be analyzed, and parallels will be drawn to the other social sciences. You will also learn some of the practical tools of the investigative journalist, including search strategies, chronologies, computer-assisted reporting, online research methods, study and analysis of public records, and access-to-information methods. The ethics and legalities of investigative journalism will be surveyed, along with analysis of case studies. As well, you will learn practical lessons about structuring and writing projects for both print and broadcast.

Seminar discussions will be as interactive as possible. Examples of investigative print projects, as well as videos will be used. Two required texts will prepare you for many of the course's components. Assignments and tests will gauge your understanding of both the theoretical concepts involved, and the practical tools of the investigative journalist.

Writing Internship: Comm Climate Change

RHET-3331, Section 002 Fall Term
Instructor: Jennifer Clary-Lemon

No description available.

Strategies for Technical and Professional Communication
RHET-3340, Section 001, Fall Term
TuTh 4:00-5:15PM

Instructor: Sheila Page

Writing in an organisational setting requires a careful understanding of the individual writer's role in relation to the organisation, as well as to its mandate and its internal and external audiences. In this course, we will use several theories from the fields of rhetoric, communications, and management to understand the purposes and constraints that shape organisational communications. We will also analyse and practise many of the standard formats used in organisational communications, in both traditional and digital forms.

We will then build on this foundation of theory and practice by analysing a range of occasions for organisational communications and the choices available for responding to those occasions. Throughout the course, you will have opportunities to work individually and in groups to produce organisational documents, to examine issues in organisational communications through oral presentations and analytical essays, and to engage in the type of peer response and revision that is fundamental to good communications practices within organisations.

Communication, Ideology & Power
RHET-3350, Section 001, Winter Term
TuTh 10:00-11:15AM

Instructor: Matthew Flisfeder

This course focuses on contemporary theories of ideology and the reproduction of ideological hegemony in the media. Using examples from contemporary media, including the internet, new media, and social media, the course focuses on the different ways that modern mass media use rhetoric, language, discourse, and images to reproduce existing relations of power, exploitation, and domination. The course also considers the relationship between the media and counter-hegemonic discourses. Topics include (but are not limited to): media and subjectivity; media and social class; ideologies of race, gender, and sexuality; and alternative media and struggles for resistance to power.

Topics in Rhet, Writ & Comm
RHET-3900, Section 001 Fall Term
TuTh 2:30-3:45PM

Instructor: Matthew Flisfeder

This course offers a study of an area of rhetoric, writing, or communications not covered by the general courses in the department. Depending on the particular expertise or research interests of a given instructor, it may, for instance, centre on the rhetorics of a particular genre, a particular political focus, or a given thematic. The course also allows students to explore a given theoretical approach at a more advanced level than they might in other offerings. This course may be repeated for credit when the topic varies.