

FIRST YEAR COURSE DESCRIPTIONS 2018-2019

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

Instructor: Karin Collins

From personal essays to complex analyses, 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-1101-002, Fall Term TuTh 8:30-9:45AM

Instructor: Shawn Moi

See description for RHET-1101-001

Academic Writing: Humanities RHET-1101, Section 003, Winter Term MW 2:30-3:45PM

Instructor: Karin Collins

See description for RHET-1101-001

Academic Writing: Humanities RHET-1101, Section 004 Winter Term TuTh 4:00-5:15PM

Instructor: LeGier

See description for RHET-1101-001

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

Instructor: Janice Freeman

This section of Academic Writing is designed for students who wish to concentrate on improving their writing abilities through working in digital spaces. 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 within a secure digital space.

Suggested Course Text: 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-1102-050, Fall Term M 6:00-9:00PM

Instructor: Janice Freeman

See description for RHET-1102-001

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

Instructor: Janice Freeman

See description for RHET-1102-001

Academic Writing: Social Sciences RHET-1102, Section 051, Winter Term M 6:00-9:00PM

Instructor: Janice Freeman

See description for RHET-1102-001

Academic Writing: Sciences RHET-1103, Section 001, Fall Term TuTh 1:00-2:15PM

Instructor: Gord Beveridge

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 texts that exist about science, from academic articles to scientific reports and popular science writing. You will acquire skills needed to find appropriate research sources, and to create clear, well-written, correctly formatted documents, such as essays, analyses, critiques, summaries, technical descriptions and reports. We will focus on the elements of strong academic writing, including thesis statements, sentence and paragraph structure, argumentation and evidence, and documentation. You will also learn to recognize and correct many mistakes commonly made by science students and writers, and build essential skills to be successful in the first years of your university career and beyond.

Academic Writing: Sciences
RHET-1103, Section 002, Fall Term
MW4:00-5:15PM
Instructor: Abigail Klassen
See description for RHET-1103-001

Academic Writing: Sciences
RHET-1103, Section 003, Winter Term
TuTh 10:00-11:15 AM
Instructor: Abigail Klassen
See description for RHET-1103-001

Academic Writing: Sciences
RHET-1103, Section 051, Winter Term
Th 6:00-9:00 PM
Instructor: Ryan Clement
See description for RHET-1103-001

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 050, Fall Term
M 6:00-9:00PM
Instructor: David Navratil
See description for RHET-1104-001

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 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: Rhonda May
Sections of RHET-1105 take a multidisciplinary rather than a discipline-specific perspective. The approach taken in each section (for example, the assignments and the styles of documentation) varies. The goal is to help students to become more prepared, confident, and articulate in responding to a range of writing, research, documentation and editing situations. The course will also focus on a variety of formats used to pose arguments and express knowledge, such as the summary, critique, opinion piece, analytical paper, and research essay. You will gain crucial experience and skills, including the ability to:

- assess the writing audience and purpose
- find, research and document sources
- choose meaningful essay topics to support your course requirements and personal interests
- write effective thesis statements
- think critically and create logical arguments
- meaningfully intertwine your thoughts and insights with the thoughts of other scholars
- summarize complex thoughts
- correctly format and structure sentences and paragraphs
- adopt an appropriate tone and level of formality
- recognize and correct common mistakes made by writers

As you become acquainted with the tools needed for effective 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 002, Fall Term
MWF 1:30-2:20PM
Instructor: Robyn Flisfeder
See description for RHET-1105-001

Academic Writing: Multidisciplinary
RHET-1105, Section 003, Fall Term
MW 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 004, Fall Term
MWF 10:30-11:20AM

Instructor: Robyn Flisfeder

See description for RHET-1105-001

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

Instructor: Shawn Moi

See description for RHET-1105-001

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

Instructor: Brad Simkulet

See description for RHET-1105-001

Academic Writing: Multidisciplinary
RHET-1105, Section 007, Fall Term
TuTh 4:00-5:15PM

Instructor: Ryan Clement

See description for RHET-1105-001

Academic Writing: Multidisciplinary
RHET-1105, Section 008, Fall Term
TuTh 2:30-3:45PM

Instructor: Jessica Antony

See description for RHET-1105-001

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

Instructor: TBA

See description for RHET-1105-001

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

Instructor: Ryan Clement

See description for RHET-1105-001

Academic Writing: Multidisciplinary
RHET-1105, Section 011, Fall Term
TuTh 1:00-2:15PM

Instructor: Karen Soiferman

See description for RHET-1105-001

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

Instructor: Ryan Clement

See description for RHET-1105-001

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

Instructor: Karen Soiferman

See description for RHET-1105-001

Academic Writing: Multidisciplinary
RHET-1105, Section 014, Fall Term
MWF 8:30-9:20AM

Instructor: Gord Beveridge

See description for RHET-1105-001

satisfy the writing requirement.

Academic Writing: Multidisciplinary
RHET-1105, Section 015, Winter Term
MW 2:30-5:15PM

Instructor: Jennifer Reid

See description for RHET-1105-001

Academic Writing: Multidisciplinary (BUS)
(Restricted to students in the BUS Program)
RHET-1105, Section 016, Fall Term
W 9:30AM-12:15PM

Instructor: Jennifer Reid

See description for RHET-1105-001

Academic Writing: Multidisciplinary
RHET-1105, Section 017, Winter Term
TuTh 10:00-11:15AM

Instructor: Jessica Antony

See description for RHET-1105-001

Academic Writing: Multidisciplinary
RHET-1105, Section 018, Winter Term
MWF 11:30-12:20PM

Instructor: Robyn Flisfeder

See description for RHET-1105-001

Academic Writing: Multidisciplinary
RHET-1105, Section 019, Winter Term
MW 2:30-3:45PM

Instructor: Jennifer Reid

See description for RHET-1105-001

**Academic Writing: Multidisciplinary
RHET-1105, Section 020, Winter Term
MW 4:00-5:15PM**

Instructor: Jennifer Reid

See description for RHET-1105-001

**Academic Writing: Multidisciplinary
RHET-1105, Section 021, Winter Term
TuTh 4:00-5:15PM**

Instructor: Janice Freeman

This section of Academic Writing is designed for students who wish to concentrate on improving their writing abilities through working in digital spaces. 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 online 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 working in digital spaces 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 within a secure digital space.

Suggested Course Text: 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: Multidisciplinary
RHET-1105, Section 022, Winter Term
MWF 8:30-9:20AM**

Instructor: Shawn Moi

See description for RHET-1105-001

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

Instructor: Brad Simkulet

See description for RHET-1105-001

**Academic Writing: Multidisciplinary
RHET-1105, Section 024 Winter Term
TuTh 2:30-3:45PM**

Instructor: Karen Soiferman

See description for RHET-1105-001

**Academic Writing: Multidisciplinary
RHET-1105, Section 025, Winter Term
MWF 8:30-9:20AM**

Instructor: Gord Beveridge

See description for RHET-1105-001

**Academic Writing: Multidisciplinary
RHET-1105, Section 026, Winter Term
S 9:00-12:00PM**

Instructor: Karen Soiferman

See description for RHET-1105-001

**Academic Writing: Multidisciplinary
RHET-1105, Section 027, Winter Term
TuTh 4:00-5:15PM**

Instructor: Shawn Moi

See description for RHET-1105-001

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

Instructor: David Navratil

See description for RHET-1105-001

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

Instructor: Nadine LeGier

See description for RHET-1105-001

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

Instructor: Nadine LeGier

See description for RHET-1105-001

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

Instructor: David Navratil

See description for RHET-1105-001

**Academic Writing: Multidisciplinary (TYP)
(Restricted to students in the TYP Program)
RHET-1105, Section 140, Fall Term
TuTh 2:30-3:45PM**

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 (TYP)

(Restricted to students in the TYP Program)

RHET-1105, Section 141, Fall Term

MW 2:30-3:45PM

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.

Academic Writing: Multidisciplinary (TYP)

(Restricted to students in the TYP Program)

RHET-1105, Section 142, Winter Term

MWF 10:30-11:20AM

Instructor: Karin Collins

See description for RHET-1105-141

Academic Writing: Multidisciplinary (TYP)

(Restricted to students in the TYP Program)

RHET-1105, Section 143, Winter Term

TuTh 2:30-3:45PM

Instructor: Andrew McGillivray

See description for RHET-1105-140

Academic Writing: Multidisciplinary (TYP)

(Restricted to students in the TYP Program)

RHET-1105, Section 144, Fall Term

TuTh 10:00-11:15AM

Instructor: Helen Lepp Friesen

See description for RHET-1105-141

Academic Writing: Multidisciplinary (TYP)

(Restricted to students in the TYP Program)

RHET-1105, Section 145, Winter Term

MW 2:30-3:45PM

Instructor: Shawn Moi

See description for RHET-1105-141

Academic Writing: Multidisciplinary

RHET-1105, Section 508/510,

Fall Term

TuTh 2:30-3:45PM

Instructor: Reid

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: Robyn Flisfeder

See description for RHET-1105-508/510

Academic Writing: Extended

RHET-1110, Section 001, Fall/Winter

MW 2:30-3:45PM

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: Extended (CATEP)

(Restricted to students in the CATEP Program)

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.

Academic Writing: Extended (WEC)

(Restricted to students in the WEC Program)

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: Robyn Flisfeder

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 (English as Additional Language)**RHET-1115, Section 002, Fall/Winter****MWF 11:30-12:20PM****Instructor: Shawn Moi**

See description for RHET-1115-001

NEW*Intro to Rhetoric, Writing & Communications****RHET- 1120, Section 001, Fall Term****TuTh 1:00—2:15PM****Instructor: Matthew Flisfeder**

This course provides an introduction to the study of Rhetoric, Writing, and Communications, and the role that persuasion and persuasive discourse plays in contemporary communication, culture, and society. Students examine topics such as the role of persuasion in everyday communication, the relationship between rhetoric and structures of language, and foundations in rhetorical scholarship, writing studies, and communications. Other topics may include the study of rhetoric in political communication, literacy pedagogy and textuality, religion, the law, and visual rhetoric in art, film, popular culture, advertising, and public relations.

NEW*Intro to Rhetoric, Writing & Communications****RHET- 1120, Section 002, Winter Term****TuTh 4:00—5:15PM****Instructor: Jason Hannan**

This course provides an introduction to the study of Rhetoric, Writing, and Communications, and the role that persuasion and persuasive discourse plays in

contemporary communication, culture, and society. Topics include the role of persuasion in everyday communication, the relationship between rhetoric and structures of language, and foundations in rhetorical scholarship, writing studies, and the study of communications. Other topics may include the study of rhetoric in political communication, literacy pedagogy and textuality, religion, the law, visual rhetoric in art, film, popular culture, advertising, and public relations.

Professional Style and Editing**RHET-2131, Section 001, Fall Term****TuTh 11:30AM-12:30PM****Instructor: Sheila Page**

In this course, we will explore the possibilities available to us as writers and editors to use language effectively in a variety of situations. Through assignments that include short essays as well as editing and writing exercises, students will learn about the flexibility of writing as well as the principles of good communication, such as correctness, clarity, and coherence.

Part of the course is devoted to helping students develop a facility with different written voices: colloquial, formal, and mid-range. We will analyse the characteristics that mark each voice as its own, and we will assess the ways in which shared characteristics are moderated to achieve different effects.

Another part of the course is designed to sharpen students' editorial techniques and strategies. We will look at the concerns of sentence-level editing, such as clarity and balance, as well as the goals of editing longer passages, such as coherence and structure. Throughout, students will practise the key elements of the editorial stance: respecting the author's ideas and voice and working to sharpen the former while honouring the latter.

All parts of the course will be informed by discussion about the ways in which the rhetorical situation shapes our language choices. We will consider the writer's relationship to subject, audience, and purpose and how it is revealed through the text; we will also look at how to shift the importance of different elements of the rhetorical situation as a way to achieve effective prose in a variety of situations, ranging from the familiar to the ceremonial and the academic to the organisational.

Professional Style and Editing**RHET-2131, Section 002, Winter Term****TuTh 2:30-3:45PM****Instructor: Robert Byrnes**

This course teaches students to revise their prose, not for new ideas but for better phrasing of the ones they already have. Students will learn how to write in several prose styles and to edit each other's work professionally in terms of stylistic (rather than only grammatical) criteria. The course will include a number of short style exercises as well as longer essays, and a great deal of practice in editing. It will be a great help for anyone intending to write polished term papers or theses, not to mention business memos. Requisite

Courses: Any section of Academic Writing or exemption from the writing requirement and completion of 24 credit hours.

The Rhetorical Tradition

RHET-2134, Section 001, Winter Term

TuTh 2:30-3:45 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.

Rhetorical Criticism

RHET-2135, Section 001, Fall Term

TuTh 8:30-9:45 AM

Instructor: Andrew McGillivray

This course is concerned with the study of persuasion in speech, in other forms of communication, and in representation. To gain a sound knowledge of the practice of rhetorical criticism we will explore the rhetorical tradition and several contemporary critical methods. Artifacts we will read, listen to, and/or view in our critical practice include speeches, written texts, advertisements, works of art, films, websites, statues, monuments, and other types of cultural object. We will study these objects in light of their surroundings, and thus each artifact is placed in a specific context. Study of these artifacts will reveal just as much about audiences as the objects themselves. Our class meetings present us with opportunities for discussion in an open, thoughtful, and critical environment. An especially important element of this course is our commitment to concentrated and critical discourse.

Rhetorical Criticism

RHET-2135, Section 002, Winter Term

MW 1:30-2:45 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 001, Fall 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.

Contemporary Communication Theories

RHET-2137, Section 002, Winter Term

MW 4:00-5:15PM

Instructor: Jason Hannan

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 001/485, Winter Term

TuTh 2:30-3:45PM

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 Animality

RHET-2142, Section 001, Fall Term

UPPER LEVEL COURSE DESCRIPTIONS 2018-2019

MW 4:00-5:15PM

Instructor: Jason Hannan

This course examines what has come to be known in the humanities as "the question of the animal". It considers how moral discourse in the West has failed to grapple with the physical and metaphysical presence of non-human animals. Students examine how the moral status of animals has been theorized in Western thought. Students interrogate the different tropes used to uphold the human-animal distinction, including the idea that speech, communication, and reason confer a special status upon humanity. Students engage a wide range of writings addressing "the question of the animal". Students taking a Major in Rhetoric and Communications must complete Academic Writing before taking this course.

Writing in Digital Spaces

RHET-2350, Section 001, Fall Term

TuTh 2:30-3:45PM

Instructor: Helen Lepp Friesen

This course is designed as an introduction to reading and writing digital texts. Just as electronic devices have become the tools of choice for composition, so networks have become a medium of choice for publication. Students learn the effects of the following contexts on writing: real-time, synchronous communication; anytime asynchronous communication; and emerging online genres (such as social media and blogs). Emphasis is on reader awareness in evaluating the credibility of material in the online environment, developing and evaluating an online ethos, and webpage production that balances audience awareness, online conventions, and visual design. Note: You cannot receive credit for this course if you have credit for it under its former title, Reading and Writing Online.

Communications & Pop Culture

RHET-2250, Section 002, Winter Term

TuTh 10:00-11:15AM

Instructor: Matthew Flisfeder

This course examines the relationship between the rise of new media and discourses used to write about 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 accessible to the public. The course also examines how new processes of mediated distribution of art changed the discursive strategies for writing about popular culture. Course topics include: the rise of photography and the technological reproducibility of images; mass media and the culture industry; technology and globalization; and augmented reality and video games.

Tutoring Writing

RHET-2500, Section 001, Fall/Winter

Tu 1:00-2:15PM

Instructor: Helen Lepp Friesen

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 001, Fall Term

TuTh 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 writing and 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 (8th Edition) Martha J. Kolln, Loretta Gray (on reserve in the library or you can purchase the text at the bookstore; ensure if you buy a used copy that it is the eighth edition).

-Five different colours of highlighter pens

The Fifth Canon

RHET-3145, Section 001, Fall Term

MW 1:30-2:45AM

Instructor: Tracy Whalen

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.

Rhetoric of the Non-Fiction

RHET-3150, Section 001, Winter Term

TuTh 4:00-5:15PM

Instructor: Helen Lepp Friesen

At least since 1800, it's been a tricky job to put together a happy, healthy self. In olden days, heroes in literature were mighty personages who founded a nation or went on wild, adventurous quests. Today heroism is internal for the most part, and the epic task confronting the modern personality is to put together a sane psyche in an insane world. As social and religious certainties dissolve, as the family falls apart, the great work of adolescence and young adulthood is to integrate a coherent yet various selfhood; this has come to seem an heroic labour, and perhaps even the work of a lifetime. In what is sometimes loosely called "romantic psychology," the self is thought to develop by stages, via an indispensable struggle with the world, toward integration, purpose, and self-actualization. This course will look at the way this struggle toward selfhood is metaphorized in autobiography and memoir. The course will involve a great deal of close reading, and both literary and rhetorical approaches as each work invokes them. Class will consist of short lecture presentations and a great deal of class discussion.

Required Texts: (List may change somewhat before class begins.)

West with the Night, by Beryl Markham
Woman Warrior, by Maxine Hong Kingston
White Album, by Joan Didion
Walden, by Henry David Thoreau
Orange is the New Black, by Piper Kerman

Critical Studies of Discourse

RHET-3151, Section 001, Fall Term

TuTh 2:30-3:45PM

Instructor: Matthew Flisfeder

Critical studies of discourse and ideology enable us to identify the ways that culturally prominent systems of value-laden language produce the forms and limits of probable (and even possible) thoughts and values. For example, patriotic discourses operate to legitimate the power of some groups in our culture, while making it seem equally logical to deny the rights of others. In this course, students learn techniques developed in the fields of rhetoric and communication studies for contributing to social change by recognizing, analyzing, and challenging the terms of discourse and ideology.

Studies in the Rhetorics of Gender

RHET-3153, Section 001, Fall Term

W 6:00-9:00PM

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).

New Journalism

RHET-3154, Section 001, Winter Term

MW 2:30-3:45PM

Instructor: Robert Byrnes

"New journalism" arose in the 1960's when Truman Capote, Tom Wolfe, Joan Didion, Michael Herr, Hunter Thompson, and others began to infuse their reporting with rhetorical and literary technique, creating a hybrid genre of reportage that was both factual and artistic. They dethroned the novel as the most prestigious outlet for literary talent in their generation, and instigated the first powerful renewal of North American letters in fifty years. The course will include critical and theoretical readings on new journalistic practice.

Required Texts: Truman Capote, In Cold Blood; Joan Didion, Slouching Toward Bethlehem; Michael Herr, Dispatches; Tom Wolfe, Kandy-Colored Tangerine Flake Streamlined Baby; Hunter Thompson, Fear and Loathing in Las Vegas; The New Journalism (Course Pack).

Transnational & Intercultural Language and Communication

RHET-3156, Section 001, Winter Term

TuTh 11:30AM-2:45PM

Instructor: Andrew McGillivray

This course begins by looking at the origins and development of human language from historical and mythical perspectives and moves into specific case studies of unilingual, bilingual, and multilingual groups, their languages, communication practices, and uses of representational media by the groups. Students are challenged to focus closely on how groups communicate with one another, whether using common languages or translation, and how groups use language to represent their culture within the group and to other groups. Central to such intra- and inter-group communication is the representation of identity and heritage, and therefore as languages change, identity changes also occur. As a response to such change there are often cultural motivations to

preserve and revive languages. Students also have opportunity to study an individual's use of language and to situate the language-user within a language community or communities. As a community we will develop critical interpretations on the role of rhetoric in monolingual-multilingual discourses.

Forms of Inquiry in Written Communication

RHET-3320, Section 001, Fall Term
TuTh 11:30-12:45PM

Instructor: Andrew McGillivray

The disciplinary fields of rhetoric, writing, and communications are still growing and forming, and people conducting research within these fields use a variety of methods to explore research questions and uncover answers to those questions in subject areas such as language, culture, and group identity. This course encourages an ethnographic approach to studying how groups communicate, form and express identities, and use technologies. To carry out this work, students have the unique opportunity to conduct research directly with human subjects. The major assignment for the course is a staged research project, for which students conduct initial exploratory investigations on a group of their choice, followed by a project proposal and human ethics research training. After the project proposals are approved, students then undertake fieldwork through observation, participation, interviews, and/or the collection of artifacts (physical and/or textual). The final stage of the project is to write out the data collected during research and to write up a final ethnographic interpretation of the group.

Composing Our Winnipeg: Rhetoric Of/ And the City

RHET-3321, Section 001, Winter Term
TuTh 1:00-2:15PM

Instructor: Jaqueline 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 will 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.

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.

Strategies for Technical and Professional Communication

RHET-3340, Section 001, Fall Term
TuTh 2:30-3:45PM

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 the organisation's 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.

Rhetoric of the Public Sphere
RHET-3401, Section 001, Fall Term
TuTh 4:00-5:15PM

Instructor: Jason Hannan

This course adopts a rhetoric and communications framework to explore the concept of "the public sphere," everyday processes of communal discourse and negotiation. It examines written, spoken, visual, gestural, and other texts that mediate relations among people in civic spaces. It may include such topics as the definition of the term "public sphere," the history of public discourse, the relationship between state and civil society, the ethics of public texts and power, the impact of the media in narrating public events, and the textual "handling" of social tensions.

Topics in Rhetoric, Writing & Communications: Critical Studies of Social Media
RHET-3900, Section 002, Winter Term
MW 2:30-3:45PM

Instructor: Matthew Flisfeder

Social media and social networking websites structure many of our experiences of the world, ourselves, and the culture that surrounds us. This course takes a critical, cultural, and rhetorical approach to the study of social media. Topics include: the rhetoric of the public profile and persuasive constructions of social media selfhood and identity curation; the language and meaning of social media "friendship" and "publicity;" questions about the rhetoric of privacy under conditions of constant surveillance; the relationship between discourse, algorithms, and platform logics; and, the role of social media in framing the world of meaning and public discourse.