

# FIRST YEAR COURSE DESCRIPTIONS

## **Academic Writing: Humanities**

**RHET-1101, Section 001, Fall Term**

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

**Instructor: Shawn Moi**

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 10:00-11:15AM**

**Instructor: Nadine LeGier**

See description for RHET1101-001

## **Academic Writing: Humanities**

**RHET-1101, Section 003, Winter Term**

**MWF 10:30-11:20AM**

**Instructor: Ryan Clement**

See description for RHET1101-001

## **Academic Writing: Humanities**

**RHET-1101, Section 004 Winter Term**

**TuTh 4:00-5:15PM**

**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 Responsibility, Absolutism, and Objectivism. We'll use them to 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: Social Sciences**

**RHET-1102, Section 001, Fall Term**

**TuTh 1:00-2:15 M**

**Instructor: Abigail Klassen**

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 1102 are designed for students likely to major in a discipline in the Social Sciences, such as Political Psychology, or Sociology. Assignments may include annotated bibliographies, literature reviews, and ethnographies. Students are introduced to the styles of documenting sources and to the research databases relevant to the Social Sciences. Note: Students may receive credit for only one Academic Writing course at the 1000 level for graduation. Students who have taken 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: Social Sciences**

**RHET-1102-050, Fall 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 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 historical contexts of writing assignments and adopt an appropriate tone and level of formality. Students will also learn to read and think critically following 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-1102-002, Winter Term**

**TuTh 1:00-2:15 M**

**Instructor: Abigail Klassen**

See description or RHET1102-001

### **Academic Writing: Social Sciences**

**RHET-1102, Section 051, Winter Term**

**M 6:00-9:00PM**

**Instructor: Janice Freeman**

See description or RHET1102-050

### **Academic Writing: Sciences**

**RHET-1103, Section 001, Fall Term**

**TuTh 11:30AM-12:45PM**

**Instructor: Heather Patrick**

Writing in and of the natural sciences can take 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 policymakers, 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: Ryan Clement**

See description or RHET1103-001

### **Academic Writing: Sciences**

**RHET-1103, Section 003, Winter Term**

**TuTh 10:00-11:15 AM**

**Instructor: Ryan Clement**

See description or RHET1103-001

**Academic Writing: Sciences**  
**RHET-1103, Section 050, Winter Term**  
**Th 6:00-9:00 PM**  
**Instructor: Ryan Clement**  
See description or RHET1103-001

**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 classroom approach, this course focuses on the fundamentals of good writing and critical thinking in both academic and instructional settings. Students practice the art of communication in business, public administration, and nonprofit organizations, such as summaries, reports, proposals, and correspondence. Students learn the styles of documenting sources and to use 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 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 or RHET1104-001

**Academic Writing: Business Admin**  
**RHET-1104, Section 002, Winter Term**

**MW 4:00-5:15PM**  
**Instructor: David Navratil**  
See description or RHET1104-001

**Academic Writing: Business Admin**  
**RHET-1104, Section 051 Winter Term**  
**M 6:00-9:00PM**  
**Instructor: David Navratil**  
See description or RHET1104-001

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

Sessions of RHET1105 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, and year-end 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 descrip**tion** or RHET1105-001**Academic Writing: Multidisciplinary****RHET-1105, Section 003, Fall Term****MW 2:30-3:45PM****Instructor: Allison Norris**

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 at 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 descrip**tion** or RHET1105-001**Academic Writing: Multidisciplinary****RHET-1105, Section 005, Fall Term****MW 4:00-5:15PM****Instructor: Allison Norris**See descrip**tion** or RHET1105-001**Academic Writing: Multidisciplinary****RHET-1105, Section 006, Fall Term****MW 4:00-5:15PM****Instructor: Karen Soiferman**See descrip**tion** or RHET1105-001**Academic Writing: Multidisciplinary****RHET-1105, Section 007, Fall Term****TuTh 4:00-5:15PM****Instructor: Brad Simkulet**See descrip**tion** or RHET1105-001**Academic Writing: Multidisciplinary****RHET-1105, Section 008, Fall Term****TuTh 10:00-11:15AM****Instructor: David Navratil**See descrip**tion** or RHET1105-001**Academic Writing: Multidisciplinary****RHET-1105, Section 009, Fall Term****TuTh 4:00-5:15PM****Instructor: Nadine LeGier**See descrip**tion** or RHET1105-001**Academic Writing: Multidisciplinary****RHET-1105, Section 010, Fall Term****MWF 9:30-10:20AM****Instructor: Robyn Flisfeder**See descrip**tion** or RHET1105-001**Academic Writing: Multidisciplinary****RHET-1105, Section 011, Fall Term****TuTh 1:00-2:15PM****Instructor: Gord Beveridge**See descrip**tion** or RHET1105-001**Academic Writing: Multidisciplinary****RHET-1105, Section 012, Fall Term****TuTh 2:30-3:45PM****Instructor: Karen Soiferman**See descrip**tion** or RHET1105-001**Academic Writing: Multidisciplinary****RHET-1105, Section 013, Fall Term****Sat 9:00-12:00PM****Instructor: Jessica Antony**See descrip**tion** or RHET1105-001**Academic Writing: Multidisciplinary****RHET-1105, Section 014, Fall Term****TuTh 8:30-9:45AM****Instructor: Brad Simkulet**See descrip**tion** or RHET1105-001**Academic Writing: Multidisciplinary****RHET-1105, Section 015, Fall Term**

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

**Instructor: Karen Soferman**

See description or RHET1105-001

**Academic Writing: Multidisciplinary**

**RHET-1105, Section 017, Winter Term**

**TuTh 10:00-11:15AM**

**Instructor: Ardith Plant**

See description or RHET1105-001

**Academic Writing: Multidisciplinary**

**RHET-1105, Section 018, Winter Term**

**MWF 11:30AM-12:20PM**

**Instructor: Jessica Antony**

See description or RHET1105-001

**Academic Writing: Multidisciplinary**

**RHET-1105, Section 019, Winter Term**

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

**Instructor: Nadine LeGier**

See description or RHET1105-001

**Academic Writing: Multidisciplinary**

**RHET-1105, Section 020, Winter Term**

**MW 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 characteristics of various 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 employing a variety of quoting, paraphrasing, summarizing, syntthesizing, 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 021, Winter Term**

**TuTh 4:00-5:15PM**

**Instructor: Janice Freeman**

See description or RHET1105-021

**Academic Writing: Multidisciplinary**

**RHET-1105, Section 022, Winter Term**

**MWF 9:30-10:20AM**

**Instructor: Rhonda May**

See description or RHET1105-001

**Academic Writing: Multidisciplinary**

**RHET-1105, Section 023, Winter Term**

**MWF 8:30-9:20AM**

**Instructor: Gord Beveridge**

See description or RHET1105-001

**Academic Writing: Multidisciplinary**

**RHET-1105, Section 024 Winter Term**

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

**Instructor: Robyn Flisfeder**

See description or RHET1105-001

**Academic Writing: Multidisciplinary**

**RHET-1105, Section 025, Winter Term**

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

**Instructor: Shawn Moi**

See description or RHET1105-001

**Academic Writing: Multidisciplinary**  
**RHET-1105, Section 026, Winter Term**  
**S 9:00-12:00PM**  
**Instructor: Robyn Flisfeder**  
See description or RHET1105-001

**Academic Writing: Multidisciplinary**  
**RHET-1105, Section 027, Winter Term**  
**TuTh 4:00-5:15PM**  
**Instructor: Karen Soiferman**  
See description or RHET1105-001

**Academic Writing: Multidisciplinary**  
**RHET-1105, Section 050, Fall Term**  
**W 6:00-9:00PM**  
**Instructor: David Navratil**  
See description or RHET1105-001

**Academic Writing: Multidisciplinary**  
**RHET-1105, Section 051, Fall Term**  
**Tu 6:00-9:00PM**  
**Instructor: Ryan Clement**  
See description or RHET1105-001

**Academic Writing: Multidisciplinary**  
**RHET-1105, Section 052, Winter Term**  
**W 6:00-9:00PM**  
**Instructor: David Navratil**  
See description or RHET1105-001

**Academic Writing: Multidisciplinary**  
**RHET-1105, Section 053, Winter Term**  
**Tu 6:00-9:00PM**  
**Instructor: Ryan Clement**  
See description or RHET1105-001

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

**Academic Writing: Multidisciplinary (TYP)**  
*(Reserved for students in the TYP Program)*  
**RHET-1105, Section 141, Fall Term**  
**MWF 10:30-11:20AM**  
**Instructor: Melanie Dennis Unrau**  
See description or RHET1105-140

**Academic Writing: Multidisciplinary (TYP)**  
*(Reserved for students in the TYP Program)*  
**RHET-1105, Section 142, Fall Term**  
**TuTh 10:00-11:15AM**  
**Instructor: Shawn Moi**  
See description or RHET1105-140

**Academic Writing: Multidisciplinary (TYP)**  
*(Reserved for students in the TYP Program)*  
**RHET-1105, Section 143, Winter Term**  
**MWF 10:30-11:20AM**  
**Instructor: Robyn Flisfeder**  
See description or RHET1105-140

**Academic Writing: Multidisciplinary (TYP)**  
*(Reserved for students in the TYP Program)*  
**RHET-1105, Section 144, Winter Term**  
**TuTh 4:00-5:15PM**  
**Instructor: Shawn Moi**  
See description or RHET1105-140

**Academic Writing: Multidisciplinary (TYP)**  
*(Reserved for students in the TYP Program)*  
**RHET-1105, Section 145, Winter Term**  
**MW 2:30-3:45PM**  
**Instructor: David Navratil**  
See description or RHET1105-140

**Academic Writing: Multidisciplinary**  
*(Section 508 reserved for students in the Collegiate Accelerated Program)*  
**RHET-1105, Section 508/510, Fall Term**  
**TuTh 2:30-3:45PM**  
**Instructor: Jennifer 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  
(Section 517 reserved for students in the Collegiate Accelerated Program)**

**RHET-1105, Section 517/518,**

**Winter Term**

**TuTh 10:00-11:15AM**

**Instructor: Nadine LeGier**

See description or RHET1105-508/510

**Academic Writing: Extended**

**RHET-1110, Section 001, Fall/Winter**

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

**Instructor: Helene Warkentin**

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 of practicing their writing abilities, such as generating, evaluating, and developing ideas logically, supporting arguments with evidence, gathering and documenting information from a wide variety of sources, and using language clearly and correctly.

**Academic Writing: Extended (BUS)  
(Reserved for students in the BUS Program)**

**RHET-1110, Section 002, Fall/Winter**

**W 1:00-3:45PM**

**Instructor: Jennifer Reid**

See description or RHET1110-001

**Academic Writing: Extended (CATEP)  
(Reserved for students in the CATEP Program)**

**RHET-1110, Section 245, Fall/Winter**

**Th 5:00-8:00PM**

**Instructor: Gord Beveridge**

See description or RHET1110-001

**Academic Writing: Extended (WEC)  
(Reserved for students in the WEC Program)**

**RHET-1110, Section 250, Fall/Winter**

**TuTh 11:00AM-12:15PM**

**Instructor: Gord Beveridge**

See description or RHET1110-002

**Academic Writing: Extended (EAL)**

*(This course may not be taken by students whose first language is English)*

**RHET-1115, Section 001, Fall/Winter**

**MWF 9:30-10:20AM**

**Instructor: Shawn Moi**

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 whose first language is not English extensive opportunities of practicing their writing abilities, such as generating, evaluating, and developing ideas logically, supporting arguments with evidence, gathering and documenting information from a wide variety of sources, and using language clearly and correctly. The Departmental website provides information about each section

**Academic Writing: Extended (EAL)**

*(This course may not be taken by students whose first language is English)*

**RHET-1115, Section 002, Fall/Winter**

**TuTh 1:00-2:15PM**

**Instructor: Helene Warkentin**

See description or RHET1110-001

## **Intro to Rhetoric, Writing & Communications**

**RHET- 1120, Section 001, Fall 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. Students examine topics such as the role of persuasion in everyday communication through a 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, pedagogy and textuality, religion, the law, and visual rhetoric in art, film, popular culture, advertising and public relations.

## **Intro to Rhetoric, Writing & Communications**

**RHET- 1120, Section 002, Winter 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. Topics include the role of persuasion in everyday communication through a 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, pedagogy and textuality, religion, the law, visual rhetoric in art, film, popular culture, advertising and public relations.

# UPPER LEVEL COURSE DESCRIPTIONS

## **Professional Style and Editing**

**RHET-2131, Section 001, Fall Term**

**MW 4:00-5:15PM**

**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 style (rather than only grammar) 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.

## **Professional Style and Editing**

**RHET-2131, Section 050, Winter Term**

**W 6:00-9:00PM**

**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 style (rather than only grammar) 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.

## **Rhetorical Criticism**

**RHET-2135, Section 001, Fall Term**

**TuTh 11:30AM-12:45PM**

**Instructor: Tracy Whalen**

Rhetoric has for 2500 years attracted bad press. It's often seen as a synonym of trickery, boasting, lies, or empty words. This course challenges rhetoric's maligned reputation by exploring various definitions of the term developed by rhetorical theorists. It discusses, with reference to everyday life, the consequences of rhetorical plays in bringing about connection and division between symbol users. Week by week, we apply different rhetorical frameworks that

argue against the norm, move us, shape our view of a situation and ultimately do things. The course examines public address, media events, common metaphors, websites, and powerful social narratives with a view to understanding how symbols encourage, obstruct, and refine agreement—and direct our attitudes and action.

## **Rhetorical Criticism**

**RHET-2135, Section 002, Winter Term**

**TuTh 8:30-9:45AM**

**Instructor: Shawn Moi**

This course is recommended for students whose interests extend beyond the kinds of literature traditionally studied in English courses. The emphasis will be on non-literary texts and on language used to persuade -- on media talk and advertising copy; on political speeches, campaign signs, and editorials; on popular and professional essays. For the rhetorical critic, such uses of language are considered worthy of close analysis not because they have lasting aesthetic value, but because they reveal cultural values and social trends. Students in this course will examine a variety of nonfiction in order to develop the perspective of rhetorical criticism. Visual language acts as responses to historical circumstances, addressed to particular audiences and motivated by particular goals. Contemporary written texts will comprise the bulk of the reading in the course, but speeches and pre-modern texts may also be considered. In addition, students will be encouraged to suggest other readings (including magazine and newspaper articles) that are suitable for rhetorical analysis.

## **Contemporary Communication Theory**

**RHET-2137, Section 001, Fall Term**

**TuTh 1:00-2:15PM**

**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; cul-

tural representation and images of inequality in the media; media convergence and contemporary media experiences; and, new media culture and identity.

### **Contemporary Communication Theory**

**RHET-2137, Section 002, Winter Term**

**TuTh 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.

### **Rhetoric of Animality**

**RHET-2142, Section 001, Fall Term**

**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.

### **Oral Communication**

**RHET-2145, Section 001, Winter Term**

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

**Instructor: Tracy Whalen**

The goals of this course are threefold: to improve students' presentation skills, to develop their understanding and critical analysis of other presentations, and to address meaningful topics in our

world. Students develop their speaking skills (and rhetorical acumen) in very practical ways by addressing different audiences through different communication forms, including conversation and class discussion, group presentations for an outside panel, and individual three minute thesis presentations. These activities are informed, always, by rhetorical history and theory and by close consideration of why and how we might speak in the first place—and when, why, and how we might listen as well.

### **Communication & Pop Culture**

**RHET-2250, Section 001, Fall Term**

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

**Instructor: Matthew Flisfeder**

This course examines the relationships 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 8:30-9:45AM**

**Instructor: Andrew McGillivray**

This course is designed to provide the theoretical and practical knowledge students will need to work as a writing tutor in the Department of Rhetoric, Writing and Communications. The class meets once weekly throughout Fall and Winter terms. Readings in composition theory and in the principles of peer tutoring will introduce students 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 the University of Winnipeg's growing community of

tutors by taking part in community-building, "shadow" existing students to learn about best practices in peer conferences, and commit to at least five hours of peer tutoring in the fall term.

### 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 structure within 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 Grammar.

#### 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 colors of highlighters

### 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 course empha-

rary themes we will address include power, politics, democracy, sedence, reading, art, media, and popular culture. Students will learn how to apply the theories learned in class to everyday life. The aim of the course to help students become more critically aware of the complexities of our social and symbolic universe.

### Rhetorics of Visual Representation

**RHET-3139, Section 001 Winter Term**

**TuTh 11:30AM-12:45PM**

**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 image and recently, on its circulation. In this course we explore the history and domain of visual rhetoric, examining how symbol users prompt identification and agreement in their symbolic users through visual forms. This course examines a range of visual artifacts including but not limited to, scientific illustrations, political images, religious icons, editorial cartoons, art, photographs, maps, memes, and digital forms. Each week we study how images address (enrage, repulse, trouble, bait, bore, distract, or anger) viewers or go without comment, so transparent and commonsensical they seem to be.

### Rhetoric of Non-Fiction

**RHET-3150, Section 001, Fall Term**

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

**Instructor: Robert Byrnes**

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 that has come to see man as a labour, and perhaps even the work of a life-time. 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.

**TEXTS AND MATERIALS** (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
- *The Bell Jar*, by Sylvia Plath

### **Critical Studies of Discourse & Ideology**

**RHET-3151, Section 001, Winter Term**

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

**Instructor: Matthew Flisfeder**

Critical studies of discourse and ideology enable us to identify the ways that cultural power inherent 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.

### **Narrative Thinking & Writing**

**RHET-3255, Section 002, Winter Term**

**TuTh 1:00-2:15PM**

**Instructor: Jacqueline McLeod Rogers**

Students in this course consider narrative as a way of thinking or mode of knowing, rather than as a method of transcription. They focus on the narrative methods of autobiography, critical theory, and ethnography by examining texts that represent early and recent examples of each. Working with autobiographical criticism, students consider how feminist theory has been instrumental in the development of criticism that foregrounds the connection between self

and text. Turning to ethnography, students examine changes in the relationships between observer and field. In addition to considering these issues as readers of narrative, students are asked to write narratives that engage issues requiring analysis and to reflect on how narration both enables and inhibits the development of ideas.

### **Forms of Inquiry in Written Communication**

**RHET-3320, Section 001, Fall Term**

**TuTh 10:00-11:15AM**

**Instructor: Andrew McGillivray**

The disciplinary fields of rhetoric, writing and communication are 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 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, which is followed by a project proposal and human ethics research training. After the project proposals are approved, students then undertake fieldwork through observation, participation in events, and/or the collection of artifacts (physical and/or textual). The final stage of the project includes the writing out of the data collected during research and writing up final ethnographic study of the group.

### **Strategies for Technical and Professional Communication**

**RHET-3340, Section 050, Fall Term**

**W 6:00-9:00PM**

**Instructor: Sheila Page**

Writing in an organization setting requires a careful understanding of the individual writer's role in relation to the organization and its internal and external audiences. In this course, we will use sev-

eral theories from the fields of rhetoric, communications, and management to understand the purposes and constraints that shape organizational communication. We will also analyse and practice many of these standards used in organizational communication, in both traditional and digital forms.

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

### Critical Studies of Social Media

RHET-3450, Section 001, Winter Term

TuTh 10:00-11:15AM

**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 blood and identity; curating 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.