

**ALDS 4404/ENGL4004**  
**Writing and Knowledge-Making in the Professions**

**Fall Term 2021**  
School of Linguistics and Language Studies (SLaLS)  
Carleton University

Class time: Wednesday and Friday 8:35 AM – 9:55 AM, synchronous

Location: Zoom: Link is on Brightspace

Office: Online

Office hours: Flexible. Email in advance to book a time

Instructor: Lori Rosove

Contact: [LoriRosove@cunet.carleton.ca](mailto:LoriRosove@cunet.carleton.ca)

### **Course Description**

Welcome to ALDS 4404/ENGL 4004 Writing and Knowledge-Making in the Professions. In this *writing intensive course*, we examine how writing and text produce knowledge in a professional context. Specifically, we engage in writing strategies for accessing **intrapersonal** knowledge and we'll explore key concepts regarding **interpersonal** text production. Topics include:

1. Clarifying Thinking Through Writing
2. Generalizable Writing Skills
3. Writer Identity
4. Writing as a Purposeful Action
5. Creating Meaning Through Text
6. Collaborative and Social Aspects of Writing

### **Projected Learning Outcomes**

The goal of the course is to assist you in gaining a deeper understanding of:

- How writing works in the production of intrapersonal and interpersonal knowledge
- How self-awareness and social awareness are key factors in the development of successful professional writing collaboration
- How purpose, audience, and genre work together to produce effective written communication
- How to further develop your writing through various assignments and feedback on the texts you produce

## Course Readings

There is no required textbook for this course. All readings will be available on Brightspace, either through URL links or PDF documents. Please ensure you check Brightspace regularly for lesson materials, assignment details, extra resources, course updates, and announcements.

Recommended resources include:

- Grammarly.com, <https://www.grammarly.com/> (free)
- Resource for Concise writing- see <https://www.grammarly.com/blog/what-is-concise-writing/>
- Wordrake- Writing Tips in your Inbox  
<https://www.wordrake.com/writing-tips/writing-tips-listing-page>
- Plain Language Handbook (PDF on Brightspace)

## Technological Requirements

The minimum technological requirements for online learning can be found at [ITS](#). We will be holding our classes on Zoom and you will connect for all classes with the provided link on the course Brightspace page (also on pg. 1 of this course outline). All classes will be recorded and you will be able to access these from Brightspace if you miss a class. Please know that only the instructor will be recorded. It is best to keep your camera on during class as that allows for a more effective classroom experience

## Evaluation

There are no tests, final exams, or grade raising options in this course. Please see below for a listing of course assignments:

Task	Detail	Value	Deadline
Discussion Forum Posts	10 posts based on readings- each post is 2%	20%	On-going
Final Reflection	Using your in-class freewriting, you will write a final reflection	25%	Dec.23
Tasks	10 tasks – each task is 5.5%	55%	On-going
Total		100%	

## Late Submission Policy

As per a professional work environment, if you do not think you will make a submission deadline, you must inform me **before** the deadline and provide a subsequent deadline (of your choice). If you do not inform me of your need for a later deadline, I will **not** be marking your

paper. If you do not submit your work by your new deadline, each day late will incur a deduction of 2 marks. Please be respectful of your reader!

## **Descriptions of Course Assignments**

The course is steeped in **reflective writing** which can help you understand what you have learned from an experience. Through reflective writing, you may gain clarity on your thinking which can help you to identify your priorities, challenges, and achievements.

Reflective writing often plays a role in the workplace as employees may be asked to write a self-evaluation as part of an annual review process. Frequently a portion of that evaluation will require the employee to reflect on their achievements, challenges, and plans. In other cases, a self-evaluation might be part of your argument for a change in your responsibilities at work or in making a case for a raise. For all of those situations, solid reflective writing will show that you are able to learn from past experiences and apply those lessons to the future.

This course is designed to help prepare you for writing in a professional context. **As such, I recommend punctuality, participation, and submission of work as per instructions.** The following assignments for this course are described below:

### 1. Discussion Forum Posts (Fri.)

- a) **Purpose:** To strengthen your tools for learning as reading and writing are key strategies in learning. You will have the opportunity to post a comment about each assigned reading/video.
- b) **When:** Your comment needs to be posted by the due date (as listed below on Tentative Term Schedule and posted on Brightspace).
- c) **How:** Your comment should consist of a statement followed by at least three supporting points. For example, it is not sufficient to simply write the statement, "I like this reading." You must answer **WHY** you liked it.
- d) You have the option of **initiating** a post or **responding** to a peer's post. Your response can be in agreement or disagreement but you must provide supporting points.
- e) There is no definitive length for your comment but it needs to be of **some level of depth by explaining your statement as above**.
- f) There are 10 readings/videos and you will receive 2% for each post if you meet the guidelines above).

### 2. Weekly Writing Tasks – (Wed.)

- a) **Purpose:** To strengthen your analytical and writing skills by completing each task

- b) **When:** The task due dates are posted in this course outline (see pages 7-12) and on Brightspace.
- c) **How:** Guidelines for each task will be reviewed in class and posted on Brightspace.

### 3. Final Reflection

- a) **Purpose:** To highlight your awareness of the new knowledge you acquired from in-class freewriting and discussion forum posts and its impact on you.
- a) **When:** Your final reflection needs to be submitted by the due date as listed on page 2 of this course outline in the **Evaluation box**.
- b) **How:** This assignment is based on the data from your in-class freewriting and your discussion forum posts.
  - You will synthesize (bring it all together) your data and produce a report reflecting your findings.
  - Guidelines will be reviewed in class and posted on Brightspace

### **Grading**

Your final grade will be derived from your participation in class and from the written work you produce throughout the course, according to the percentages listed below:

A+ = 90-100   B+ = 77-79   C+ = 67-69   D+ = 56-59   F = below 50

A = 85-89   B = 73-76   C = 63-66   D = 53-56

A - = 80-84   B - = 70-72   C - = 60-62   D - = 50-52

No course grades are final until approved by the Faculty Dean.

### **University Policies**

#### E-mail policy

You are required to check your Carleton email at least once every **24 hours**. Throughout the course, feel free to contact me by email with any questions or concerns. When contacting me, you must use your Carleton email as university police states that instructors cannot respond to email messages from students unless the email originates from a student's Carleton account.

#### Plagiarism

The University Senate defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;

- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

### **Copyright on course materials and student notes**

Classroom teaching and learning activities, including lectures, discussions, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines, and other materials, are also protected by copyright and remain the intellectual property of their respective author(s). Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).

### **Academic Accommodations**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class or as soon as possible after the need for accommodation is known to exist. For more details, visit: <https://carleton.ca/equity/contact/form-pregnancy-accommodation/>

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit: <https://carleton.ca/equity/focus/discrimination-harassment/religious-spiritual-observances/>

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already

registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). Requests made within two weeks will be reviewed on a case-by-case basis. After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website ([www.carleton.ca/pmc](http://www.carleton.ca/pmc)) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Survivors of Sexual Violence: As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities: Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Special Information Regarding Fall 2021 Pandemic Measures: All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and mandatory self-screening prior to coming to campus daily. If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory symptom reporting tool. For purposes of contact tracing, attendance will be recorded in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the COVID-19 website.

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the University's COVID-19 webpage and review the Frequently Asked Questions (FAQs). Should you have additional questions after reviewing, please contact [covidinfo@carleton.ca](mailto:covidinfo@carleton.ca)

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the Student Rights and Responsibilities Policy. Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

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### Tentative Schedule of Class Work

#### Class 1, Sept. 8 (Wed.)

- Welcome, Introduction, Course Outline

#### Class 2, Sept. 10 (Fri.)

- In-class Freewriting
- Topic 1: Clarifying Thinking Through Writing
- **Assigned Reading 1:** How to Improve your Writing through Freewriting Exercises, Peter Elbow (access PDF on Brightspace)
  - **Discussion Forum Post 1 due Sept.17**

#### Class 3, Sept. 15 (Wed.)

- Topic 1: Clarifying Thinking Through Writing (con't)
- **Task 1: My Writing Process - due Sept. 22**

#### Class 4, Sept. 17 (Fri.)

- In-class Freewriting
- Topic 2: Generalizable Writing Skills
- **Assigned Reading 2:** [Want to be a great writer?](https://writingcooperative.com/want-to-be-a-great-writer-then-dont-focus-on-writing-do-this-instead-120bf7ba7061) (access PDF on Brightspace or access blog post through URL below):
  - **Discussion Forum Post 2 due Sept. 24**
- **DUE TODAY: Discussion Forum Post 1**

Class 5, Sept. 22 (Wed.)

- Topic 2: Generalizable Writing Skills (con't)
- **Task 2: Situating My Writing - due Sept. 29**
- **DUE TODAY: Task 1**

Class 6, Sept. 24 (Fri.)

- Topic 2: Generalizable Writing Skills (con't)
- In-class Freewriting
- **Assigned Reading 3: [Communication is Constitutive, Contextual and Cultural](https://kpu.pressbooks.pub/businesswriting/chapter/communication-is-constitutive-contextual-and-cultural/)** (access through URL below):  
<https://kpu.pressbooks.pub/businesswriting/chapter/communication-is-constitutive-contextual-and-cultural/>
  - **Discussion Forum Post 3 due Oct 1**
- **DUE TODAY: Discussion Forum Post 2**

Class 7, Sept. 29 (Wed.)

- Topic 3: Writer Identity
- **Task 3: Authenticity in Writing Identity - due Oct. 6**
- **DUE TODAY: Task 2**

Class 8, Oct.1 (Fri.)

- Topic 3: Writer Identity (con't)
- In-class Freewriting
- **Assigned Reading 4: [Self-Awareness is the Key to Good Writing](https://writingcooperative.com/self-awareness-is-the-key-to-good-writing-e94f270d58f3)** (PDF on Brightspace or connect to blog post URL below):  
<https://writingcooperative.com/self-awareness-is-the-key-to-good-writing-e94f270d58f3>
  - **Discussion Forum Post 4 due Oct. 8**
- **DUE TODAY: Discussion Forum Post 3**

Class 9, Oct. 6 (Wed.)

- Topic 3: Writer Identity (con't)
- **Task 4: 5 Minutes for the NEXT 50 Years of Your LIFE – due Oct. 13**
- **DUE TODAY: Task 3**



Class 10, Oct. 8 (Fri.)

- Topic 3: Writer Identity (con't)
- In-class Freewriting
- **Assigned Reading 5: Emotional Intelligence and Empathy** (access PDF on Brightspace)
  - **Discussion Forum Post 5 due Oct. 15**
- **DUE TODAY: Discussion Forum Post 4**

Class 11, Oct. 13 (Wed.)

- Topic 3: Writer Identity (con't)
- **Task 5: How Can I Increase My Emotional Intelligence? - due Oct. 20**
- **DUE TODAY: Task 4**

Class 12, Oct. 15 (Fri.)

- Topic 4: Writing as a Purposeful Action
- In-class Freewriting
- **Assigned Reading 6: Write me Your Best Case** (access PDF on Brightspace)
  - **Discussion Forum Post 6 due Oct. 22**
- **DUE TODAY: Discussion Forum Post 5**

Class 13, Oct. 20 (Wed.)

- Topic 4: Writing as a Purposeful Action (con't)
- **Task 6: Situating Writing in a Professional Context -due Nov. 3**
- **DUE TODAY: Task 5**

Class 14, Oct. 22 (Fri.)

- Topic 4: Writing as a Purposeful Action (con't)
- In-class Freewriting
- **Assigned Reading 7: Transition from Academic to Workplace Writing, Pg. 48- top of 53 (up until Conclusions and Implications - access PDF on Brightspace)**
  - **Discussion Forum Post 7 due Nov. 5**
- **DUE TODAY: Discussion Forum Post 6**

Oct. 25 -29

**MID-TERM BREAK NO CLASSES**

**(No course work due October 23 to October 31)**

Class 15, Nov. 3 (Wed.)

- Topic 4: Writing as a Purposeful Action (con't)
- **Task 7: Analyzing a Written Genre - due Nov. 10**
- **DUE TODAY: Task 6**

Class 16, Nov. 5 (Fri.)

- Topic 5: Creating Meaning through Text
  - In-class Freewriting
  - **Assigned Reading 8: Practice Notes: The Importance of Professional Judgement** (access PDF on Brightspace)
    - **Discussion Forum Post 8 due Nov. 12**
- DUE TODAY: Discussion Forum Post 7**

Class 17, Nov. 10 (Wed.)

- Topic 5: Creating Meaning through Text (con't)
- **Task 8: Writing to Transmit Meaning - due Nov. 17**
- **DUE TODAY: Task 7**

Class 18, Nov. 12 (Fri.)

- Topic 6: Creating Meaning through Text
- In-class Freewriting
- **Assigned Reading 9: Collaborative Writing in the Workplace** (access PDF on Brightspace)
  - **Discussion Forum Post 9 due Nov. 19**
- **DUE TODAY: Discussion Forum Post 8**

Class 19, Nov. 17 (Wed.)

- Topic 6: Collaborative and Social Aspects of Writing
- **Task 9: Analyzing Shared Meaning - due Nov. 24**
- **DUE TODAY: Task 8**

Class 20, Nov. 19 (Fri.)

- Topic 6: Collaborative and Social Aspects of Writing (con't)
- In-class Freewriting
- **Assigned Reading 10: Identifying your Career Competencies (complete Skills Inventory and Reflective Checklist by Wed. Nov. 24- access on Brightspace)**
  - **Discussion Forum Post 10 due Nov. 26**
- **DUE TODAY: Discussion Forum Post 9**

Class 21, Nov. 24 (Wed.)

- Career Services Workshop – Stacey-Ann Morris (8:45-9:45)
- **Task 10: Identifying your Career Competencies - due Dec. 1**
- **DUE TODAY: Task 9**

Class 22, Nov. 26 (Fri.)

- In-class Freewriting
- Review Final Reflection Assignment
- **DUE TODAY: Discussion Forum Post 10**

Class 23, Dec. 1 (Wed.)

- Optional Final Reflection draft review (peer)
- **DUE TODAY: Task 10**

Class 24, Dec. 3 (Fri.)

- **Optional Final Reflection draft review (appt)**

Class 24, Dec. 8

- **Optional Final Reflection draft review(appt)**

Class 25, Dec. 10

- LAST DAY CLASSES
- **Optional Final Reflection draft review(appt)**

Dec. 23

**DUE TODAY: Final Reflection**