ALDS 4405/ENGL 4515
Teaching Writing in School and the Workplace
Fall 2021 – Online (Blended: Synchronous and Asynchronous)

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Office: PA 264 (Paterson Hall)

Day/Time: Tuesdays & Thursdays, 2:35 p.m. – 3:55 p.m.
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Office hours (online): Thursdays 10:00 – 11:30 a.m., or by appointment

Textbook: There is no textbook for this course, all required readings are available online through the library (ARES) or Brightspace. See tentative schedule and reading list below.

Table of Contents

Welcome to ALDS 4405/ENGL 4515: Teaching Writing in School and the Workplace. I encourage you to read the course outline carefully, and if you have any questions, please do not hesitate to get in touch with me.

Course Description

This course focuses on approaches to teaching writing—in elementary and secondary school, in university, and in the workplace. Our discussion of these approaches to teaching writing will be theoretically framed. Specifically, we will focus on critical understanding of theoretical and pedagogical approaches to teaching writing at different levels, and in different academic and professional contexts. We begin by exploring key theories that have been developed about academic writing, including the teaching and learning of academic writing, and the writing process. These theories inform later discussions of teaching writing in academic and professional contexts. The second half of the course focuses on the application of theory and research to hands-on production of teaching materials and independent research into the teaching of writing.

Note: This course does not teach academic writing skills to students, however, it is a writing-intensive course with written assignments due each week, your active participation in the course may strengthen your skills as a writer.

The primary objectives of this course are to:

- Introduce you to and familiarize you with current theoretical and pedagogical approaches to teaching writing, and practices in writing pedagogy at different levels
- Provide you with regular opportunities to develop your own writing by writing about and discussing the course readings and to receive ongoing feedback on your writing
- Give you an opportunity to conduct research and, based on that research, produce a small-scale pedagogical project on teaching writing at a level of education of your choice – elementary school, secondary school, university, or the workplace.

To accomplish these objectives, our classes will include, among other activities, a combination of short lectures, regular written reflections on the course readings, regular small-group discussions of these reflections and related topics, whole-class discussions of readings and questions related to them, and, for the course project, brainstorming and peer-reviewing sessions on work-in-progress.

Projected Learning Outcomes

This course will support you in being able to:
- Critically read and analyse published reports (journal articles, book chapters, and so on) on theoretical and pedagogical views on the teaching of writing;
- Work collaboratively as part of a discussion team engaged in critical reading of theoretical and pedagogical reports on the teaching of writing;
- Recognize and develop an understanding of theoretical and pedagogical approaches to teaching writing at different levels;
- Critically examine and evaluate these approaches and choose the one(s), appropriate for a particular context;

- Work individually and collaboratively in designing, evaluating, and providing feedback on a small-scale pedagogical project on teaching writing;
- Present your own research orally and through a variety of written texts (e.g., critical reflections, annotated bibliographies, progress reports, etc.).

To facilitate these outcomes, the course blends synchronous and asynchronous teaching and learning practices including learning resources presented through mixed media (short recorded lectures, readings, podcasts, etc.). The course is designed as a forum for collaborative inquiry into the teaching of writing at all levels. Therefore, your regular (online) attendance, reading, writing, and active participation are essential to our collective learning.

Evaluation

Assignment	Description	Weight	Due date
Participation and engagement	Engagement and active participation in class discussions, group work, and activities	10%	Ongoing
Weekly reading commentaries	7 reflections to be completed throughout the term	30%	Ongoing
Project proposal	A written submission explaining the details of your proposed final project including a bibliography	10%	Oct. 22
Annotated bibliography assignment	An annotated bibliography including min. 8 external sources to inform your final project	15%	Nov. 23
Final project	The choice of one of two project options based on themes of the course and independent research Includes: • Progress report presentation (5%) • Peer-review session (5%) • Final submission of project (25%)	35%	• Progress report presentation Nov. 30 – Dec. 2 • Peer-review complete draft Dec. 7 • Final submission Dec. 10
Total		100%	

Grade conversion table
Based on your performance in the above activities, assignments, and tests your final grade will be decided (in letter) 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

Engagement and participation
A significant portion of the teaching and learning that goes on in the course occurs through class discussions, hands-on activities, and in-depth engagement with the readings and lectures. To receive full marks for engagement and participation, in addition to regular attendance in synchronous components, you must begin each class prepared to discuss the weekly assigned readings, participate actively in class discussions and group work, and complete (on schedule) all learning activities associated with the course. This includes meetings, writing activities, and peer-to-peer feedback sessions. If you foresee having any problems meeting for regularly scheduled synchronous sessions, you must contact the instructor as soon as possible to make alternative arrangements for this portion of the assessment. (10% Total)

Reading commentaries/critical reflections
You will be asked to complete seven (7) reading commentaries/critical reflections (RCs) throughout the term. RCs will be based primarily on the course readings, but also on themes of the course, guest lectures, and guided by prompts. The RCs should be relatively brief (approx. 350 words), composed according to formatting guidelines (see below), with proper APA style in-text citations and references (excluded from word count). To receive a mark for completion, your RC must be submitted before class, respond to the prompt in full, and reflect the weekly reading(s) accurately and with sufficient detail including in-text citations and a reference list. RCs must be submitted online via Brightspace, please do not email me your RCs. (30% Total [7 reflections, completed as scheduled])

Proposal for final project
Throughout the first half of the course, you will be expected to keep notes related to your final project. We will dedicate some time (first individually, then in groups) to brainstorming your projects. For the proposal assignment, you will compose a short description of (approx. 500 words) of your proposed course project including the theoretical and pedagogical approaches that will inform your work, and your plan for independent research. Proposals will include in-text citations, a reference list, and a preliminary bibliography listing potentially useful resources. A detailed project description will be posted to Brightspace. After your project proposal has been approved, you are free to begin your research (see below). (10% Total)

Annotated bibliography assignment
To inform your project, you will prepare an annotated bibliography that includes a minimum of eight (8) scholarly, peer-reviewed external sources relevant to your final project (e.g., journal articles, book chapters, research reports). The citations are to be written in APA 7th edition and annotations are to be between 150-250 words each (excluding reference). The sources you include should be sufficiently varied to inform different parts of your research. For instance, some may provide theoretical support, help explain your teaching methods, inform your approach to assessment. etc.. A project description will be posted to Brightspace. (15% Total)

Final project
For the final assignment, you will have a choice of either A) developing a writing course for a particular group/context supported by a teaching philosophy statement or B) producing a research report on the teaching of writing and/or writing pedagogy. The project will be developed through your own independent research and include a number of compulsory phases

of drafting, consultation, and revision. After your proposal has been approved, you will be expected to begin your research by following your proposed research plan. Approximately three (3) weeks before the term ends, you will present a report of your progress orally to the instructor (5%). Progress reports are conducted one-on-one via Zoom. Typed notes outlining your progress and any questions you have for the instructor are to be prepared and submitted in advance of the meeting. Following your progress report, you will compose and post online a polished draft online for peer-review and copy-editing (5%). To receive full marks for this session, you must present a polished final draft ready for submission to be reviewed and review the drafts of your peers. Note: You are responsible for reviewing and copy-editing the drafts of your peers sufficiently and in a timely manner. You will submit your final project package online via Brightspace (25%). A detailed project description will be posted to Brightspace. (35% [5% progress report; 5% peer-review of complete draft; 25% final submission])

Formatting guidelines
All formal written submissions should be typed in Times New Roman, 12 pt. font, 1.5 space with numbered pages and margins set to normal. Hardcopies (if applicable) with multiple pages (double-sided printing preferred) are to be stapled and pages numbered. The referencing style used in SLaLS is APA (American Psychological Association). I require that all references be cited using proper APA (please consult the APA Style Guide 7th edition if you are unsure of how to cite a source). The assignment descriptions provide approximate page ranges for each written assignment, however, it is most important that you fulfill the rhetorical purpose of the assignment. If you write within the minimum page range for an assignment, yet explain yourself clearly and effectively, include all the key information, and draw on sufficient literature for theoretical and empirical support, this is fine. I do not want to see writing that is excessively brief (i.e., using repetition, white space, or long quotations to reach the minimum length requirement), nor do I want to receive assignments that are excessively long. Marks will be deducted in both cases. If you have questions, please consult me, visit Writing Services in the library, or attend my office hours.

How to do well in this course
- Read the course outline carefully
- Print out the course schedule: refer to it as needed to ensure you are prepared and keeping up with scheduled meetings, readings, and assignments
- Complete all assigned readings and submit all assignments as scheduled (Tip: enter all assignment due dates and synchronous sessions into your calendar at the start of term)
- Read the assigned literature carefully, thoughtfully, and reflectively, and take notes with the intention of discussing the readings together as a class and producing thoughtful reading commentaries, this is an important aspect of your grade for engagement and participation
- Attend all lectures (i.e. synchronous components) and participate actively in class discussions, if you cannot attend a synchronous session for any reason, let me know in advance
- Engage in all phases of the composition, review, and revision process for the proposal and final assignment
- Read, review, and revise assignments before peer-review and final submission for clarity and readability

- Take notes of lectures, presentations, and course other materials (I urge you to keep a notebook of definitions, terminology, and themes we cover in the course)
- Take responsibility for your learning and discuss any issues relevant to the course with me ASAP and seek help when you need it (from me, Writing Services, CSAS, etc.)
- Pursue learning strategies that best suit your learning style and preferences, and which are compatible with the course expectations
- Do not hesitate to ask me any questions; stay in touch!

Online Course Format
This is an online course where there is a mixture of synchronous meetings and asynchronous activities. This means students need to be prepared to meet some of the time online via web conferencing tools at scheduled days and times. For specific dates, see the tentative course schedule below. In the event that additional synchronous sessions are required beyond what is listed in the course schedule (for example, at students' request) these dates will be communicated in advance through the Announcements forum of Brightspace and via email.

The asynchronous activities are intended to provide flexibility to students when the class is not meeting synchronously. Students are expected to remain up to date with the deadlines and due dates provided by the instructor. These courses require reliable high-speed Internet access and a computer (ideally with a webcam), and a headset with a microphone. You may be expected to use the video and/or audio and/or chat functions during web conferencing sessions for participation and collaboration. If you encounter any issues connecting via web browser to a synchronous session, note that you may call into a Zoom session and participate via telephone audio.

Web conferencing sessions in this course may be recorded and made available only to those within the class and only under special circumstances. For reasons of student privacy certain sessions cannot be recorded. If, during these sessions, students wish not to be recorded they need to leave their camera and microphone turned off. If you have concerns about being recorded, please email me directly to discuss. If a session is being recorded, you will be notified at the start of the session when the recording will start, and Zoom will always notify meeting participants that a meeting is being recorded. It is not possible to disable this notification. Please note that all recordings are protected by copyright. The recordings are for your own educational use, but you are not permitted to publish to third party sites, such as social media sites and course materials sites.

Course Etiquette
I strive to cultivate a positive and collaborative learning environment. Please be mindful of the learning process of others and be respectful of our shared learning as a class. In all class activities (e.g., asynchronous learning activities, synchronous meetings) contributions should be thoughtful and respectful. Disrespectful or impolite behavior directed toward peers, the TAs, and/or the instructor be it orally, in written feedback, or online will not be tolerated.

Brightspace
Access Brightspace from the main page of Carleton (http://www.carleton.ca) from day one and check it regularly. You will be able to access course resources (e.g., course outline, recorded lectures, supplementary readings, handouts, links, etc.), receive announcements, participate in

discussions, and carry out specific required activities when necessary including assignment submissions. If you encounter difficulties with Brightspace, visit the student support page: https://carleton.ca/brightspace/students/.

Email Policy

Instructors receive a large volume of emails daily; generally, I am able to respond within 48-72 hours. University policy states that instructors cannot respond to email messages from students unless the email originates from a student's Carleton account, if you email me from external email accounts, I will not be able to respond to your email. If I do not respond within 72 hours, please follow-up, ensuring that your email was sent from your Carleton account. If your email was sent on Friday evening, please wait until Monday afternoon before following up. For general or specific questions regarding course content, activities, or assignments please post in the "ask the instructor" forum.

Participation in our Online Course

To do well in this course active participation is essential. Online learning is largely self-motivated, so it is necessary that you stay up to date with the assigned readings watch and take notes of all recorded lectures and posted content, and join each session prepared to engage in class discussions, group work, and learning activities. In addition to participation in synchronous components, asynchronous online activity via Brightspace will also contribute to the participation component of the course. For example, you may be required to prepare for short, in-class activities, post in discussion forums, or provide feedback via the online discussion board. Consult the course schedule below for further details.

> *Missing class and late assignments*: If you foresee missing a synchronous session or requiring more time on an individual assignment, contact me (the instructor) *before* the session or deadline is missed so that we can discuss alternative arrangements. If an in-class activity was scheduled for the missed class, and arrangements were not made with me ahead of time, you will receive a grade of 0% for that in-class assignment. RCs must be submitted to Brightspace before class begins; submissions made during or after class will not be accepted. For larger assignments, I have included a grace-period for deadlines whenever possible in case more time is required. Beyond the grace period, if no formal arrangements have been made, there will be a deduction of 10% per day (including weekends) for late assignments.

Lecture Notes and Learning Materials

Learning materials such as recorded lectures, assignment guidelines, and links to resources will be posted on Brightspace. The lecture notes used in synchronous components will be posted on Brightspace prior to and/or directly following the session. Course content for asynchronous components will be posted to Brightspace by the scheduled class time and revealed week-to-week.

Academic Integrity and Plagiarism

In all written work, students must avoid plagiarism, i.e. presenting the work or ideas of another as one's own. Forms of plagiarism include: copying from the work of another author without proper use of citations, references, and quotation marks, using the ideas of others without acknowledging the source, extensive paraphrasing, or submitting the work of another as one's own. Plagiarism is a serious offence, which will be reported to the Office of the Dean of the

appropriate faculty. Students are advised to consult the *Undergraduate Calendar* for further information on *Instructional Offences*. For more information see https://carleton.ca/registrar/academic-integrity/.

Please note: Classroom teaching and learning activities, including lectures, discussions, presentations, recordings 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 hardcopies of course materials for their own educational use only. Students may not take photographs, screenshots, audio or video recordings of lectures and/or lecture slides without explicit consent from the instructor and any other persons whose image may be captured. 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).

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. 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.

Requests for Academic Accommodation
You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:
- *Pregnancy obligation*: Please contact your instructor 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 the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf
- *Religious obligation:* Please contact your instructor 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 the Equity Services website: carleton.ca/equity/wpcontent/uploads/Student-Guide-to-Academic-Accommodation.pdf

- *Academic Accommodations for Students with Disabilities:* If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test, exam or evaluated assignment requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. pmc@carleton.ca
- *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 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: http://carleton.ca/sexual-violence-support
- *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. Please contact your instructor 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, see the policy.
- *Medical Notes:* For Fall 2021, due to the COVID-19 pandemic, the Provost has directed that students seeking an academic accommodation will not be required to produce a doctor's note or medical certificate. Instead, students should use the Medical Self-Declaration form available on the Registrar's webpage. The Medical Self-Declaration form is sufficient documentation to support an accommodation request.

For more information on academic accommodation, please visit: https://students.carleton.ca/course-outline/

Other Information
- Student Services & Resources: https://carleton.ca/academics/support/
- Writing Services: https://carleton.ca/csas/writing-services/
- Centre for Students Academic Support: https://carleton.ca/csas/
- Library: https://library.carleton.ca/

Books on Reserve in the main library: Check Brightspace, ARES, and also the library's catalogue to see if there are books and other materials on reserve for this course.

APA referencing and style guide: **APA Style Guide (7th ed.)**, OWL at Purdue (a good but not perfect guide) https://owl.english.purdue.edu/; see also the APA Style Blog (https://blog.apastyle.org/) for answers to specific APA-related questions.

Required Readings

National Council of Teachers of English (NCTE). (n.d.). What we know about writing. Retrieved from http://www.ncte.org/library/NCTEFiles/Resources/Positions/KnowAboutWriting.pdf

Paré, A. (2009). What we know about writing, and why it matters.
Compendium2, *2*(1). Available at https://ojs.library.dal.ca/C2/article/view/3720/3408

Daiker, D. (1989). Learning to praise. In C. Anson (Ed.), Writing and response: Theory practice and research. (pp. 103-113). Urbana, Illinois: NCTE.

Hunt, R. (2005). What is Inkshedding? http://www.stthomasu.ca/~hunt/dialogic/whatshed.htm

Dean, D. (2010). What works in writing instruction: Research and practices. (pp.ix-18). Urbana, IL: NCTE

Dean, D. (2006). Strategic Writing: The Writing Process and Beyond in the Secondary English Classroom. (pp. 5-22). Urbana, IL: NCTE

Dean, D. (2008). Genre theory: Teaching, writing, and being. (Ch. 2; pp. 8-20 and Ch. 4; 44-54). NCTE

Boscolo, P. (2008). Writing in primary school. In C. Bazerman (Ed.). Handbook of research on writing: History, society, school, individual, text. (pp. 293-309). New York: Lawrence Erlbaum.

Larson, J, & Maier, M. (2000). Co-authoring classroom texts: "Shifting participant roles in writing activity". *Research in the Teaching of English*, *34*(4), 468-497.

Vasudevan, L., Schultz, K., & Bateman, J. (2010). Rethinking composing in a digital age: Authoring literate identities through multimodal storytelling. *Written communication*, *27*(4), 442-468.

McMahon, B., & Portelli, J. P. (2004). Engagement for what? Beyond popular discourses of student engagement. *Leadership and Policy in Schools*, *3*(1), 59–76.

Haswell, R. H. (2008). Teaching of writing in higher education. In C. Bazerman (Ed.). Handbook of research on writing: History, society, school, individual, text. (pp. 331-346). New York: Lawrence Erlbaum.

Graves, R. (n.d.). Writing across the curriculum: Teaching writing in large classes. (2 pages) http://wac.ctl.ualberta.ca/en/~/media/wac/quick_guides/WAC_Teaching_Writing_in_Large_Classes.pdf

Neaderhiser, S. E. (2016). Hidden in Plain Sight: Occlusion in Pedagogical Genres. In Composition Forum (Vol. 33). Association of Teachers of Advanced Composition.

Wardle, E. (2004). Identity, authority, and learning to write in new workplaces. *Enculturation 5*(2).

Droz, P. W., & Jacobs, L. S. (2019). Genre chameleon: Email, professional writing curriculum, and workplace writing expectations. *Technical Communication*, *66*(1), 68-92.

**In addition to the above readings, a series of learning resources (e.g. *ReadWriteThink*, Carleton's Educational Development Centre (EDC), Genre Across Borders (GxB)) will be assigned as part of our reading schedule. See tentative course schedule for more details.

Note: Due to the unprecedented circumstances of the Covid-19 pandemic, I have cut down the number of required readings for the course considerably. The readings that have been removed from the required reading list as well as additional readings are accessible via ARES.