

**ALDS 4414/ENGL4414  
Professional Writing I**

**Fall Term 2021**

School of Linguistics and Language Studies (SLaLS)  
Carleton University

Class time: Tuesday and Thursday 10:05 am – 11:25 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 4414/ENGL 4414 Professional Writing I. In this intensive writing course, we examine the role of writing in professional contexts. Specifically, we explore various genres, practices and styles of writing used in government and non-profit organizations, that may include plain writing, progress reports, summaries, grant proposals, press releases, social media text, blog and speech writing. Professionals from various organizations present on the use of specific writing genres within their professional context and on their corresponding writing practices regarding these genres. Topics of discussion include:

1. Who is a Writer?
2. Contextual Writing
3. Table Manners and Plain Language
4. Purpose, Audience, Genre

### **Projected Learning Outcomes**

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

- How professional writing is context specific
- How purpose, audience, and genre work together to produce effective written communication in all contexts
- 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 links or documents. Please ensure you check Brightspace regularly for lesson materials, assignment details, extra resources, course updates, and announcements.

Recommended resources include: (Also listed in RESOURCES on Brightspace in Week 1)

- Grammarly.com, <https://www.grammarly.com/> (free)
- Concise writing- see <https://www.grammarly.com/blog/what-is-concise-writing/>
- Clear and concise writing: <https://www.enchantingmarketing.com/write-clear-and-concise-sentences/>
- **Wordrake**- Writing Tips in your Inbox - <https://www.wordrake.com/>  
<https://www.wordrake.com/writing-tips/writing-tips-listing-page>
- Error Quests
- A Plain Language Handbook

## Technological Requirements

The minimum technological requirements for online learning can be found at [ITS](#). Also, please see [browser recommendations](#). We will be holding our classes on Zoom and you will connect for all classes with the provided link in 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:

<b>Task</b>	<b>Detail</b>	<b>Value</b>	<b>Deadline</b>
In-class tasks (10)	Participation in-class tasks.	10%	See schedule of class work
Reading Discussions and Summaries (6)	For each reading, you will have a follow-up group discussion and write a summary of the discussion.	20%	See schedule of class work
Student Work Experience	Opportunities to work on “real world” projects. Include a reflective report.	20%	See Assignment Guidelines
Guest Speaker Reviews (5)	Completed after each guest presentation	50%	See schedule of class work
Total		100%	

## Late Submission Policy

**Punctuality, full participation, and submission of work as per instructions are expected. If you do not think you will make a submission deadline, you must inform me before the deadline and provide a subsequent deadline. If you do not submit by your new deadline, each day later will incur a 2% loss of marks. If you do not inform me of your need for a later deadline, I will not be marking your paper. Please be respectful of your reader!**

## Descriptions of Course Assignments

### Reflective Writing

This course is grounded in reflective writing which can help you understand what you have learned. By writing about your experiences, you may gain clarity on your thinking which can help you to identify your interests, goals, challenges, and strengths.

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, shortcomings, and goals. In other cases, self-evaluation might be part of your argument for a change in your responsibilities at work or in making a case for a raise. In any of those cases, solid reflective writing will show that you are able to learn from past experiences and apply those lessons to the future.

### Progress Reports

This course is designed to help prepare you for writing in a professional context. As such, the assignments are written in a progress report style versus an academic essay. Progress reports are a commonly used genre in professional contexts and have the **communicative function** of informing a manager, client or external authoritative body (e.g. government) of project goals, time frames for achieving goals, and efforts to meet them, all within a distinct time frame. E.g. every week, month, quarter, year.

The formatting for progress reports varies amongst professions, industries and organizations; however, the basic four common sections amongst all progress reports are: Background, Findings, Conclusions, and Recommendations. You will use the provided templates for your progress reports (see Brightspace)

### Collaborative Work

As it is most common to work in a team environment within a professional context, you will have the opportunity to share your ideas with peers throughout this course. You will gain valuable experience from speaking in a group, learning from others, and negotiating boundaries with team mates. We will use the break-out room technology during class times for weekly team discussions on assigned readings and you will work with peers outside of class time to accomplish assigned tasks.

## Course Assignments

### **1. In-class discussions and summary**

- For each assigned reading, you will participate in an in-class discussion group to share opinions about the reading. Following the discussion, you will write a summary which you will submit on the provided template.

### **2. Guest Speaker Reviews**

- There are 5 review reports which are each worth 10%
- Writing about an experience helps to *clarify your thoughts* about it. We will have five guest presentations during the course and you will have the opportunity to write what you learned after each presentation.
- You will write a review report as per the assignment guidelines and provided template submit it by the due date.
- Assignment Guidelines will be reviewed in class and posted on Brightspace.
- Guest speaker presentation dates and review report due dates are listed below on Tentative Term Schedule and posted on Brightspace

### **3. Student Work Experience**

- You will work on a “real world” writing project which will expose you to the demands, process, and writing standards involved in work writing projects
- Will include a Reflective report
- Assignment Guidelines and template will be reviewed in class and posted on Brightspace.

## **Grading**

Your final grade will be derived 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 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: 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.

### **Tentative Schedule of Class Work**

Class 1, Sept. 9	Welcome, Introduction, Course Outline
Class 2, Sept. 14	Topic 1: Who is a Writer? <ul style="list-style-type: none"><li>• <b>In-class task 1: Freewriting</b></li><li>• <b>Assigned Reading 1: <u>Are you a writer or a person who writes?</u> (access blog post through Brightspace and URL below):</b></li><li>• <a href="https://www.dailywritingtips.com/are-you-a-writer-or-a-person-who-writes/">https://www.dailywritingtips.com/are-you-a-writer-or-a-person-who-writes/</a><ul style="list-style-type: none"><li>▪ (optional) subscribe to Daily Writing Tips blog (URL above)</li><li>▪ <b>In-class discussion on <u>Sept. 16</u></b></li><li>▪ <b>Discussion 1 Summary <u>due by Sept. 21</u></b></li></ul></li></ul>
Class 3, Sept. 16	Topic 1: Who is a Writer? (con't) <ul style="list-style-type: none"><li>• <b>In-class discussion on assigned reading 1: <u>Are you a writer or a person who writes?</u></b></li></ul>

Class 4, Sept. 21

Topic 2: Contextual Writing

- **In-class task 2:** Guest Speaker 1 Preparation
- Use in class:** Review of A Plain Language Handbook
- **Assigned Reading 2:** 16 Ways to Improve your writing skills (access blog post through Brightspace and URL below):  
<https://www.wordstream.com/blog/ws/2014/08/07/improve-writing-skills>
  - (optional) subscribe to WordStream blog (URL above)
  - **In-class discussion on Sept. 23**
  - **Discussion 2 Summary due by Sept. 28**
- **DUE TODAY: Discussion 1 summary**

Class 5, Sept. 23

Topic 2: Contextual Writing

- **In-class discussion on assigned reading 2:** 16 Ways to Improve your writing skills

Class 6, Sept. 28

Topic 2: Contextual Writing

- **Assigned Reading 3:** Consider your Context (access blog post through Brightspace and URL below):  
<https://writingcommons.org/article/consider-your-context/>
  - **In-class discussion on Sept. 30**
  - **Discussion 3 Summary due by Oct. 5**
- Guest Speaker 1: Kerrie Whitehurst; Writing with Plain and Simple Language
  - **Guest Speaker 1 Review due on Oct. 6**
- **DUE TODAY: Discussion 2 summary**

Class 7, Sept. 30

Topic 2: Contextual Writing

- **In-class discussion on assigned reading 3:** Consider your Context
- **In-class task 3:** Guest Speaker 2 Preparation

Class 8, Oct. 5

Topic 2: Contextual Writing



- Guest Speaker 2: **Laura Bonnett**, YellowTree Grant Writing Services
  - Guest Speaker 2 Review due on Oct. 13
  - **Assigned Reading 4: What do you mean by professional writing?**- Read the section on **Developing Your Voice**

(Access blog post through URL below and Brightspace):

<https://professionalwriting.pressbooks.com/chapter/what-do-we-mean-by-professional-writing/#voice>

- **In-class discussion on Oct. 7**
  - **Discussion 4 Summary due by Oct. 12**
- **DUE TODAY: Discussion 3 Summary**

**Oct. 6**

**DUE TODAY: Guest Speaker 1 Review**

Class 9, Oct. 7

Topic 3: Writing with Table Manners

- **In-class discussion on assigned reading 4: What do you mean by professional writing?**

Class 10, Oct. 12

Topic 3: Writing with Table Manners

- **In class task 4: Guest Speaker 3 Preparation**

**Assigned Reading 5: Error Quests** – Do at least 5 to test yourself (Access PDF through Brightspace- must download Adobe Acrobat Reader or another reader app to see solutions)

- **In-class discussion on Oct. 14**
- **Discussion 5 Summary due by Oct. 19**

**DUE TODAY: Discussion 4 Summary**

Oct. 13

**DUE TODAY: Guest Speaker 2 Review**

Class 11, Oct. 14

Topic 4: Purpose, Audience, Genre

- **In-class discussion on assigned reading 5: Error Quests**

Class 12, Oct. 19

Topic 4: Purpose, Audience, Genre

- Guest Speaker 3: Adam Meisner, Canada Council for the Arts
  - Guest Speaker 3 Review due Nov. 3
- **DUE TODAY: Discussion 5 Summary**
- **Assigned Reading 6: Rhetorical Context (Access through Brightspace and URL below):**  
<https://courses.lumenlearning.com/healthcarecommunication/chapter/text-rhetorical-context/>
  - **In-class discussion on Oct. 21**
  - **Discussion 6 Summary due by Nov. 2**

Class 13, Oct. 21

Topic 4: Purpose, Audience, Genre

- **In-class task 5: Situating Writing in a Professional Context**
- **In-class discussion assigned reading 6: Rhetorical Context**

**Oct. 25 -29**

**MID-TERM BREAK NO CLASSES**

Class 14, Nov. 2

Topic 4: Purpose, Audience, Genre

- **In-class task 6: Practice rhetorical analysis**
- **DUE TODAY: Discussion 6 Summary**

Nov. 3

**DUE TODAY: Guest Speaker 3 Review**

Class 16, Nov. 4

Topic 4: Purpose, Audience, Genre

- **In-class task 7: Guest Speaker 4 Preparation**

Class 17, Nov. 9

Guest Speaker 4: Liz Wheeler, Secondhand Stories

**Guest Speaker 4 Review due Nov. 17**

Class 18, Nov. 11	<ul style="list-style-type: none"> <li>• In-class Task 8: Guest Speaker 5 Preparation</li> <li>• Student Work Experience projects</li> <li>• Remembrance Day – 2 minutes of silence, 11:11 AM</li> </ul>
Class 19, Nov. 16	<p>Guest Speaker 5: David Finkelstein, President, The DFI Group, a boutique PR and Digital marketing firm, specializing in tech, life sciences and B2b</p> <ul style="list-style-type: none"> <li>▪ Guest Speaker 5 Review <b><u>due Nov. 24</u></b></li> </ul>
Nov. 17	<b>DUE TODAY: Guest Speaker 4 Review</b>
Class 20, Nov. 18	<b>In-class task 9: Work on Presentation in Professor McLeod's class/ Student work experience</b>
Class 21, Nov. 23	<b>In-class task 10: Work on Presentation in Professor McLeod's class/ Student work experience</b>
Nov. 24	<b>DUE TODAY: Guest Speaker 5 Review</b>
Class 22, Nov. 25	<ul style="list-style-type: none"> <li>• Group Presentations of each part of presentation for Professor McLeod's class/ Student work experience</li> <li>• Review Reflective report assignment guidelines</li> </ul>
Class 23, Nov. 30	<p>Presentation in Professor McLeod's Class, <b>10:15 AM-10:50 AM</b>  <a href="https://carleton-ca.zoom.us/j/8652226296">https://carleton-ca.zoom.us/j/8652226296</a></p>
Class 24, Dec. 2	Optional Reflective report draft review
Class 25, Dec. 7	Optional Reflective report draft review
Class 26, Dec. 9	<b>Final class:</b> Optional reflective report draft review
Dec. 23	<b>Due: Reflective report</b>