ALDS 3402A/ENGL 3909A
Research and Theory in Workplace Writing
Winter 2023 - Online (Blended)

Instructor: Dr. Chloë Grace Fogarty-Bourget
School of Linguistics and Language Studies (SLaLS)
Office: PA 252 (Paterson Hall)

Day/time: Fridays, 11:35 a.m. – 2:55 p.m.
Instructor e-mail: chloegrace.fogartybourget@carleton.ca
Office hours (online): Mondays 1:05 – 2:25 p.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 3402/ENGL3909: Research and Theory in Workplace Writing. 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
In ALDS 3402/ENGL 3909 we discuss theoretical and empirical research studies that examine writing and texts in a range of different workplace settings. We use these research studies as a basis for discussing contemporary research and theory in workplace writing. Through the lens of this research and theory we consider how particular types of workplace writing are used to accomplish particular kinds of work as well as at how students/novices learn to write effectively in their professional sites. Note: This course does not teach workplace 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.

Projected Learning Outcomes
The goal of the course is to assist you in being able to:
- Develop perspectives on workplace writing that will allow you to understand and analyze professional discourse in new ways
- Familiarize yourself with contemporary theories of workplace writing and apply these theories in your own research
- Strengthen your abilities as both a reader and writer of academic texts, particularly those with a focus on workplace writing
- Further develop your skills as a researcher
- Conduct your own small-scale empirical or theoretical study of workplace writing through the production of a variety of written texts and oral presentations that effectively and appropriately incorporate awareness of communication strategies, audience, purpose, and context
- To provide opportunities for you to gain experience as a peer-reviewer and facilitate the process of receiving and responding to feedback from other peer-reviewers on your writing.

To accomplish these objectives, the course blends synchronous and asynchronous components including a combination of regular group discussions of the course readings and concepts, recorded mini-lectures, weekly writing activities and, for the research project, brainstorming and workshop sessions (in groups using breakout rooms) on your writing-in-progress. The course is designed as a forum for collaborative inquiry into workplace writing, viewed as a field of theory, research, and pedagogy. 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, equally weighted	30%	Ongoing
Proposal	Includes: • Oral presentation of proposal in small groups (2.5%) • Peer-review of proposal drafts (2.5%) • Written proposal submission (10%)	15%	• Proposal presentations Feb. 10 • Proposal peer-review Feb. 17 • Final submission Feb. 20
Annotated bibliography assignment	An annotated bibliography including min. 6 external sources (including one analytical guide if applicable) to inform your final project	10%	• Mar. 17
Final project	Includes: • Progress report presentation (5%) • Peer-review session (5%) • Final submission of project (25%)	35%	• Progress report presentation Mar. 31-Apr. 7 • Peer-review complete draft Apr. 12 • Final submission TBD
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 (10%)
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 problems meeting for any of the regularly

scheduled synchronous sessions, you must contact the instructor as soon as possible to make alternative arrangements for this portion of the assessment.

Reading commentaries/critical reflections
(30% [7 reflections, completed as scheduled])
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 corresponding reference list. RCs must be submitted online via Brightspace, please do not email me your RCs.

Proposal for final project
(15% [2.5% group proposal presentation; 2.5% peer-review session; 10% final submission])
Throughout the first half of the course, you will be expected to keep notes related to your final project (either an empirical analysis of workplace writing or literature-based study on a particular topic related to the course content). We will dedicate some time (first individually, then in groups) to brainstorming appropriate topics. For the proposal assignment, you will first compose typed notes (approx. 1 page) introducing the topic and its relevance and explaining the details of your proposed project (e.g., research question(s), theories you will draw on, and, if applicable, data you intend to analyze, method of analysis you intend to use, etc.). The notes will include in-text citations corresponding to a list of academic sources that will inform your research. You will present your proposal orally to your peers in small groups using 5-10 minutes to present your proposal and 5 minutes for questions and feedback. After the group presentation, you will have time to incorporate the feedback and prepare a final draft of your proposal. A complete draft of your proposal will be posted to Brightspace for a peer-review session wherein you will read drafts of your peers and provide feedback and receive feedback on your own draft from your peers. After, you will revise your draft accordingly and submit a final copy of your proposal online (final proposals should be approx. 500 words excluding references). A project description will be posted to Brightspace. After your project proposal has been approved, you are free to begin your research (see below).

Annotated bibliography assignment (10%)
To inform your research project, you will prepare an annotated bibliography that includes a minimum of six (6) scholarly, peer-reviewed external sources relevant to your research report (e.g., journal articles, book chapters, coding manuals). 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 background information, help explain your methods, inform your discussion, etc.. Note: if you are doing an empirical study, at least one source must function as an analytical guide to help you with your data analysis. A project description will be posted to Brightspace.

Final project
(5% progress report; 5% peer review of complete, polished draft; 25% for final submission)
For the final assignment, you will have a choice of conducting either empirical research (i.e., primary research that involves collecting and analyzing data, presenting and discussing findings) or a literature-based study on a particular scholar or topic related to the course (i.e., secondary research drawing on relevant research literature, and grounded in theory). There will be a number of compulsory phases of drafting and revision involved in producing the final assignment. After your proposal has been approved, you will be expected to begin your research by following your proposed research plan. Approximately four (4) weeks after your proposal submission, 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. Resources to support you in the drafting and formatting of your complete draft will be posted on Brightspace and optional project consultations will be offered via Zoom. Before the final due date, you will post a complete, polished copy of your research project to an online forum for peer-review/copy-editing (5%). To receive full marks for peer-review, you must present a polished final draft ready for submission and review the drafts of your peers. Note: You are responsible for reviewing the drafts of your peers sufficiently and in a timely manner. You will submit your final copy (approx. 7 pages excluding front and backmatter) online via Brightspace (25%). A project description will be posted to Brightspace.

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 other course 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 regularly online via web conferencing tools at scheduled days and times. For specific dates, see the tentative course schedule. 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. If there is anything that you would like to discuss or bring to my attention, please email me to set up an appointment – I am available to meet with students and can provide helpful resources.

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 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. In the event that an emergency or crisis prevents you from submitting an assignment or participating in class, please contact me as soon as possible after the emergency has passed so that we can make alternative arrangements.

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
The University Academic Integrity Policy defines plagiarism as "*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own."* This includes 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. 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. In this course, it is not permissible to submit the same piece of work more than once (reusing your own work across courses). Submissions of this nature will receive a final grade of zero.

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).

Statement on Pandemic Measures
It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are a number of actions you can take to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.
Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's symptom reporting protocols.
Masks: Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.
Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of

vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in cuScreen as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the University's COVID-19 website and review the Frequently Asked Questions (FAQs). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

Requests for Academic Accommodation

- *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 accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form (click here).

- *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 click here.

- *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 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). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website 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 will 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. https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf

- *Medical Notes:* For Winter 2023, 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 (click here). The Medical Self-Declaration form is sufficient documentation to support an accommodation request.

Statement on Student Mental Health
As a university student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:
Emergency Resources (on and off campus): https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/

Carleton Resources
- Mental Health and Wellbeing: https://carleton.ca/wellness/
- Health & Counselling Services: https://carleton.ca/health/
- Paul Menton Centre: https://carleton.ca/pmc/
- Academic Advising Centre (AAC): https://carleton.ca/academicadvising/
- Centre for Student Academic Support (CSAS): https://carleton.ca/csas/
- Equity & Inclusivity Communities: https://carleton.ca/equity/

Off Campus Resources
- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, https://www.dcottawa.on.ca/
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, http://www.crisisline.ca/
- Empower Me: 1-844-741-6389, https://students.carleton.ca/services/empower-me-counselling-services/
- Good2Talk: 1-866-925-5454, https://good2talk.ca/
- The Walk-In Counselling Clinic: https://walkincounselling.com

Other Information
- Student Services & Resources: https://carleton.ca/academics/support/
- Writing Services: https://carleton.ca/csas/writing-services/
- 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 List:

1. Henze, Miller, & Carradini (2016). Technical communication. *Genre Across Borders*. Available at http://genreacrossborders.org/research/technical-communication

2. Hyland, K. (2005). Stance and engagement: A model of interaction in academic discourse. *Discourse Studies*, *7*(2), 173–192. https://doi.org/10.1177/1461445605050365

3. Anson, C. M. & Forsberg, L. L. (1990). Moving beyond the academic community: Transitional stages in professional writing. *Written Communication*, *7*(2), 200-231.

4. Smart, G. (1999). Storytelling in a Central Bank: The role of narrative in the creation and use of specialized economic knowledge. J*ournal of Business and Technical Communication*, 13, 249-273.

5. Paré, A. (2002). Genre and identity: Individuals, institutions, and ideology. In R. Coe, L. Lingard, & T. Teslenko (Eds.). *The rhetoric and ideology of genre*. (pp. 57-72). Cresskill, NJ: Hampton Press.

6. Schryer, C. F. & Spoel, P. (2005). Genre theory, health-care discourse, and professional identity formation. *Journal of Business and Technical Communication*, *19*(3), 249-278.

7. Artemeva, N. (2009). Stories of becoming: A study of novice engineers learning genres of their profession. In C. Bazerman, A. Bonini, & D. Figueiredo (Eds.). *Genre in a Changing World. Perspectives on Writing*. Fort Collins, Colorado: The WAC Clearinghouse and Parlor Press. Available at http://wac.colostate.edu/books/genre/

8. Wardle, E. (2004). Identity, authority, and learning to write in new workplaces. *Enculturation*, *5*(2). Available at http://enculturation.net/5_2/wardle.html

9. Spoel, P. & Derkatch, C. (2016). Constituting community through food charters: A rhetorical-genre analysis. *Canadian Food Studies*, *3*(1), 46-70. Available at http://canadianfoodstudies.uwaterloo.ca/index.php/cfs/article/download/144/143

Note: Due to the stressors related to the ongoing circumstances of the Covid-19 pandemic, I have cut down the number of required readings for the course. The following readings have been removed from the required reading list but are still accessible via ARES:

- Opel, D. S., & Hart-Davidson, W. (2019). The primary care clinic as writing space. *Written Communication*.
- MacKenzie, D., & Barany, M. J. (2014). Chalk: Materials and concepts in mathematics research. In C. Coopmans, M. Lynch, J. Vertesi, & S. Woolgar (Eds.), *Representation in scientific practice revisited*. Cambridge, MA: MIT Press.
- Huckin, T. (2002). Textual silence and the discourse of homelessness. *Discourse & Society*, *13*(3), 347–372.
- Brandt, D. (2005). Writing for a living: Literacy and the knowledge economy. Written Communication, 22 (2), 166-197.