

**ALDS 4415/ENGL 4415  
Professional Writing II  
Winter Term 2020**

School of Linguistics and Language Studies (SLaLS)  
Carleton University

Class time: Wednesday & Friday 8:35 am - 9:55 am

Location: 219 Tory Building

Office: 212 Paterson Hall

Office hours: Friday 10:00 am – 11:00 am

Instructor: Lori Rosove

Email: [lori.rosove@carleton.ca](mailto:lori.rosove@carleton.ca)

### **Course Description**

Welcome to ALDS 4415/ENGL 4415 Professional Writing II. This course is designed to provide an opportunity for collaborative inquiry into the role that writing and texts play in the production of knowledge in a professional context. To accomplish this, we will explore the role of writing in science and health-related contexts such as popular science, pseudo-science, Citizen Science, technology, and health and fitness industries. Specifically, we will examine the following conceptual questions:

1. What is writing?
2. How does writing construct knowledge?
3. Is text a living entity?
4. What do we mean by profession?
5. What shapes professional text?
6. How is knowledge made in a profession?

### **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 knowledge
- How the goals, values and assumptions of a profession shape its writing and how its writing shapes the profession
- How to further develop your writing skills 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 cuLearn and ARES (Carleton library). Please ensure you check cuLearn regularly for lesson materials, assignment details, extra resources, course updates, and announcements.

## Evaluation

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

Task	Detail	Value	Deadline
Participation	In class free writes, group discussions, peer reviews	25%	On-going
Reflections	Weekly commentaries from assigned readings	25%	Weekly (Tuesdays by midnight)
Assignment #1	Industry Genre Research Report 1 Final	25%	Feb. 14
Assignment #2	Industry Genre Research Report 2 Final	25%	Apr. 7
Total		100%	

## Descriptions of Course Work

### Participation – 25%

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.

Participation includes the following activities:

- In class and on-line activities: Group discussion, reading, and writing are key activities to help prepare you for writing in a professional context.
- Peer Review Partners/Teams for providing feedback on drafts both online and in class
  - This partner/team will change after Assignment #1 to give you the opportunity to work with a variety of people

### Weekly Reflections – 25%

Reflective writing often helps you to understand what you have learned. By writing about your experiences, you may gain clarity on your thinking which can help you to identify your goals, challenges and work plans.

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 his or her achievements, challenges, and sometimes shortcomings. 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. 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.

You will complete:

1. In-Class Exploratory Reflections - Private Writing (10 minutes, semi-weekly)
  - Purpose: to explore your thoughts on what you have been exposed to and how it is influencing you (what did you learn and what do you think about it).
    - Helps you to recognize questions, goals, achievements, shortcomings
  - Each class, we will begin with free writing
    - You must have a notebook or a laptop, tablet, or phone and be able to save your writing as you will use these for a final reflection
  - I will give you a prompt and you will write for 10 minutes in a free-write style.
  - This will act as a warm up to prepare you for the class
  - This is considered private writing. It will only be shown if you want it to be. If there is something you would like to discuss with me, please let me know and I will be happy to review it with you.
  - The reflection will not be marked but completion of it will count as a part of your class participation mark.
2. Commentary - Public Writing (weekly)
  - Purpose: Strengthen your writing through exploration of your thoughts on what you have been exposed to in class and through the assigned readings.
  - Once a week, you will initiate a reflection or respond to a peer's reflection on Discussion Forum/cuLearn.
  - Assignment Guidelines will be reviewed in class and posted on cuLearn.
3. Final Reflection - Public Writing (one time at end of course)
  - Purpose: Gain an awareness of the new knowledge you acquired during this course and its impact on you.
  - Assignment Guidelines will be reviewed in class and posted on cuLearn.

#### Assignment 1, Industry Genre Research Progress Report 1 – 25%

You will generate a report on findings after gathering information on three commonly used genres of writing from your choice of profession, industry, and organization. Assignment Guidelines will be reviewed in class and posted on cuLearn.

#### Assignment 2, Industry Genre Research Progress Report 2 - 25%

You will generate a report on findings after gathering information on three commonly used genres of writing from your choice of profession, industry, and organization. I strongly suggest that you choose a field of work you are interested in. Assignment Guidelines will be reviewed in class and posted on cuLearn.

## 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 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). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. For more details, visit <https://carleton.ca/pmc/>

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>

## Tentative Schedule of Class Work and Readings

Class 1, Jan. 8	Welcome, Introduction, Course Outline  <b>Weekly Reading:</b> Dias, P., Freedman, A. Medway, P. & Paré, A. (1999). Situating writing. In Dias et al., <i>Worlds apart: Acting and writing in academic and workplace contexts</i> (pp. 17-37). Mahwah, NJ: Lawrence Erlbaum Associates. ProQuest Ebook Central, <a href="https://ebookcentral-proquest-com.proxy.library.carleton.ca/lib/oculcarleton-ebooks/detail.action?docID=410621">https://ebookcentral-proquest-com.proxy.library.carleton.ca/lib/oculcarleton-ebooks/detail.action?docID=410621</a> .
Class 2, Jan. 10	In-class Exploratory Reflection  Concept/Question 1: What is writing?
<b>Jan. 14</b>	<b>Weekly Commentary due on cuLearn Discussion Forum</b>
Class 3, Jan. 15	In-class Exploratory Reflection  Concept/Question 1: What is writing? (con't)  <b>Weekly Reading:</b> Dias, P., Freedman, A. Medway, P. & Paré, A. (1999). Contexts for writing: University and work compared. In <i>Worlds apart: Acting and writing in academic and workplace contexts</i> (pp. 222-234). Mahwah, NJ: Lawrence Erlbaum Associates. ProQuest Ebook Central, <a href="https://ebookcentral-proquest-com.proxy.library.carleton.ca/lib/oculcarleton-ebooks/detail.action?docID=410621">https://ebookcentral-proquest-com.proxy.library.carleton.ca/lib/oculcarleton-ebooks/detail.action?docID=410621</a> .
Class 4, Jan. 17	In-class Exploratory Reflection Concept/Question 2: How does writing construct knowledge?  Review Assignment #1: Industry Genre Research Report 1 Establish peer review partner/group and set dates for reviews  Review schedule for readings and commentaries during Jan. 22-Jan. 31

**Jan. 21**                      **Weekly Commentary due on cuLearn Discussion Forum**

**Jan. 22 – Jan. 31**                      **NO CLASSES.**

**Assignment 1, Industry Genre Research Report 1**

Draft 1: Send to peer review partner – your own schedule  
Receive/Provide peer feedback - your own schedule

Draft 2: revise report and send to peer review group so they have  
for in class review on **Feb. 5** - your own schedule

**Weekly Reading:**

Paré, A. (2007, May). *What we know about writing, and why it matters*. Paper presented at the 11<sup>th</sup> Annual Dalhousie Conference on University Teaching and Learning, Halifax, Nova Scotia.

**Jan 28**                      **Weekly Commentary due on cuLearn Discussion Forum**

**Weekly Reading:**

Baake, Ken. *Metaphor and Knowledge: The Challenges of Writing Science*, State University of New York Press, 2003. ProQuest Ebook Central, <https://ebookcentral-proquest-com.proxy.library.carleton.ca/lib/oculcarleton-ebooks/detail.action?docID=3408573>.

**Feb 4**                      **Weekly Commentary due on cuLearn Discussion Forum**

Class 5, Feb. 5                      In-class Exploratory Reflection

**Assignment 1, Industry Genre Research Report 1:  
Peer Review in class**

Bring printed copies of Draft 2 or post to peer review group and all group members bring laptops for viewing reports in class. Present orally in class to group for feedback/editing.

**Weekly Reading:**

Goldbort, Robert (2006). Scientific English. In *Writing for Science* (pp.1-55). Yale University Press. ProQuest Ebook Central, <https://ebookcentral-proquest->

[com.proxy.library.carleton.ca/lib/oculcarleton-ebooks/detail.action?docID=3419822](http://com.proxy.library.carleton.ca/lib/oculcarleton-ebooks/detail.action?docID=3419822)

- Class 6, Feb. 7                      Concept/Question 2: How does writing construct knowledge? (con't)  
In-class Exploratory Reflection
- Feb. 10**                                      **Deadline to Submit Draft 3/ Assignment 1, Industry Genre Research Report 1 on cuLearn for instructor review**
- Feb. 11**                                      **Weekly Commentary due on cuLearn Discussion Forum**
- Class 7, Feb. 12                      In-class Exploratory Reflection  
  
Concept/Question 2: How does writing construct knowledge? (con't)  
  
Concept/Question 3: Is Text a Living Entity?  
**Weekly Reading:**  
*Languages of Science in the Eighteenth Century*, edited by Britt-Louise Gunnarsson, Walter de Gruyter GmbH, 2011. ProQuest Ebook Central, <https://ebookcentral-proquest-com.proxy.library.carleton.ca/lib/oculcarleton-ebooks/detail.action?docID=799415>
- Class 8, Feb. 14                      In-class Exploratory Reflection  
  
Concept/Question 3: Is Text a Living Entity? (con't)
- Feb. 14**                                      **Deadline to submit final of Assignment 1, Industry Genre Research Report 1 on cuLearn**
- Feb. 17-21**                                      **STUDY BREAK**
- Feb. 25**                                      **Weekly Commentary due on cuLearn Discussion Forum**
- Class 9, Feb. 26                      In-class Exploratory Reflection



Concept/Question 3: Is Text a Living Entity? (con't)

**Weekly Reading:**

Joachim, Christian. *Nanosciences : The Invisible Revolution*, World Scientific Publishing Co Pte Ltd, 2009. ProQuest Ebook Central, <https://ebookcentral-proquest-com.proxy.library.carleton.ca/lib/oculcarleton-ebooks/detail.action?docID=477167>.

Two Chapters-Introduction and A Case of Misdirection

Class 10, Feb. 28

In-class Exploratory Reflection

Concept/Question 4: What do we mean by profession?

**Team Activity: In –class presentations**

**Mar. 3**

**Weekly Commentary due on cuLearn Discussion Forum**

Class 11, March 4

In-class Exploratory Reflection

Concept/Question 5: What shapes professional text?

**Suggested start time for Assignment 2, Industry Genre Research Progress Report 2**

Draft 1: Send to peer review partner –your own schedule  
Receive/Provide feedback - your own schedule

Draft 2: revised report with partner feedback - your own schedule  
and when complete, post to group on cu Learn (to be reviewed in class on Mar. 25)

**Weekly Reading:**

Opel, D. S., & Hart-Davidson, W. (2019). The Primary Care Clinic as Writing Space. *Written Communication*, 36(3), 348–378.  
<https://doi.org/10.1177/0741088319839968>

Class 12, Mar. 6

In-class Exploratory Reflection

Concept/Question 5: What shapes professional text? (cont')

Concept 6: How is knowledge made in a profession?

Mar. 10	<b>Weekly Commentary due on cuLearn Discussion Forum</b>
Class 13, March 11	In-class Exploratory Reflection  Concept 6: How is knowledge made in a profession? (con't)  <b>Weekly Reading:</b> Ross, D. (2018). Environmental Impact Communication: Cape Wind EIS, 2001–2015. <i>Journal of Technical Writing and Communication</i> , 48(2), 222–249. <a href="https://doi.org/10.1177/0047281617706910">https://doi.org/10.1177/0047281617706910</a>
Class 14, March 13	In-class Exploratory Reflection Concept 6: How is knowledge made in a profession? (con't)
Mar. 17	<b>Weekly Commentary due on cuLearn Discussion Forum</b>
Class 15, Mar. 18	In-class Exploratory Reflection  TBA  <b>Weekly Reading:</b> Lawrence, H. Y., Lussos, R. G., & Clark, J. A. (2019). Rhetorics of Proposal Writing: Lessons for Pedagogy in Research and Real-World Practice. <i>Journal of Technical Writing and Communication</i> , 49(1), 33–50. <a href="https://doi.org/10.1177/0047281617743016">https://doi.org/10.1177/0047281617743016</a>
Class 16, Mar. 20	In-class Exploratory Reflection  <b>Assignment 2, Industry Genre Research Report 2, Peer Review in Class</b>  Bring printed copies of Draft 2 or post to peer review group and all group members bring laptops for viewing reports in class. Present orally in class to group for feedback/editing.
Mar. 24	<b>Weekly Commentary due on cuLearn Discussion Forum</b>
Class 17, Mar. 25	In-class Exploratory Reflection TBA

**Weekly Reading:**

Elbirt, Adam J. (01/01/2009). *Understanding and applying cryptography and data security*.

-Introduction

Class 18, Mar. 27

**Deadline to submit Assignment 2/Draft 3 on cuLearn for instructor review**

In-class Exploratory Reflection

TBA

Mar. 31

**Weekly Commentary due on cuLearn Discussion Forum**

Class 19, Apr. 1

In-class Exploratory Reflection

TBA

**No Weekly Reading**

Class 20, Apr. 3

In-class consultation on Assignment 2, Industry Genre Research Report 2 as requested

Class 21, Apr. 6

Final Class

In-class consultations on Final Reflection as requested

Apr 7

**Deadline to submit Assignment 2, Industry Genre Research Report 2 on cuLearn**

**Deadline to submit Final Reflection on cuLearn**