Orientation for English 505:

Practicum for
Teaching Professional
Writing

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Contents

Professional Writing at Purdue

The Professional Writing Program at Purdue is a loosely connected enterprise that has at least

two types of goals
- provide quality instruction in professional writing
- improve professional communication curricula through research

and

two developmental foci
- teaching undergraduates to be better workplace writers
- preparing graduate students to be college faculty in the area of professional and technical communication

Undergraduate Major: The undergraduate major (begun in 1985) has two tracks -- Writing and Publishing and Technical Writing. Both tracks require English 203 (Introduction to Research in Professional Writing), English 205 (Introduction to Creative Writing), and English 306 (Introduction to Professional Writing). Then, based on a choice of tracks, majors take advanced courses in professional writing cover electronic publishing (309), internship experience in business (488), multimedia writing (419), computer documentation and testing (424), advanced professional writing (515), and others. Recently, the College funded a coordinated semester for majors, during which students worked across a number of simultaneous classes to produce a range of communication materials for the Tippecanoe Country Historical Society. We hope to pursue this intensive curriculum again soon.

The college's description and a plan of study for the major is available at:
http://www.cla.purdue.edu/academics/programs/majors/prwr/

Undergraduate Service Courses: English 420 (business writing) and 421 (technical writing) focus on document development, understanding readers, building arguments, managing projects, working with others, and writing reports. These courses are taught F2F in computer classrooms or in distance education settings. Students from other majors take one of these courses to practice/improve their workplace communication skills. One of these courses can also count toward the major.

Graduate Courses and a Secondary Area for Ph.D.: Graduate students can focus on learning to teach, completing a secondary Ph.D. area in Professional and Technical Writing, and completing a dissertation in the area. English 505M (Practicum for Teaching Professional Writing) helps new teachers learn to teach their first professional writing courses; English 515 (Advanced Professional Writing) teaches rhetorical approaches to the practice of professional and technical writing; English 680T (Professional Writing Theory) examines the theories under development for the area of professional writing; English 605 (Computers in Language and Literature) examines the roles computers play in writing theory and in pedagogy; English 680D (Distance Education and Rhetorical Theory) examines the teaching of writing in nonF2F settings; other seminars in qualitative research methods, in visual rhetoric, and in technology contribute to Ph.D. preparation.

The requirements for a secondary area in Professional and Technical Writing are: English 605, English 680T, a research methods course (625 counts for non R/C students only), and a fourth course related to the student's interests in P/TW.

The 420 Course and its Students

One way to define the course is by describing the people who take it. Business Writing dates back to the 1920s and was developed as a letter-writing course for the Management School. As the sheet we distributed shows, it is currently a course that is populated primarily by upper class students in Management, Tourism, Technology and so on. Almost all students who take 420 are required to do so.

420 class discussions often are dominated by business students who are talkative, confident, and articulate. Some of these these students look to cut corners while others (sometimes those who are more quiet) attend class and track

their points. This diversity in approach can produce some friction in a particular class. For that reason, you need to take care to involve all students in class discussions (and not rely on the talkative students to gauge how well the course is going). Involving the quieter students will pay big dividends.

The official course description (taken from http://www.digitalparlor.org/pwenglish/420)

English 420 teaches students the rhetorical principles and writing practices necessary for producing effective business letters, memos, reports, and collaborative projects in professional contexts. The curriculum is informed by current research in rhetoric and professional writing and is guided by the needs and practices of business, industry, and society at large, as well as by the expectations of Purdue students and programs. All sections of English 420 are offered in networked computer classrooms or exclusively online to ensure that students taking the course are prepared for the writing environment of the 21st-century workplace. The course teaches the rhetorical principles that help students shape their business writing ethically, for multiple audiences, in a variety of professional situations.
Course Goals

These are general course goals outlined by the Professional Writing Program. Instructors will articulate how each specific project incorporates the course goals.

Writing in Context
Analyze professional cultures, social contexts, and audiences to determine how they shape the various purposes and forms of workplace writing, such as persuasion, organizational communication, and public discourse, with an emphasis on
- writing for a range of defined audiences and stakeholders
- negotiating the ethical dimensions of workplace communication

Project Management
- understand, develop and deploy various strategies for planning, researching, drafting, revising, and editing documents both individually and collaboratively.
- select and use appropriate technologies that effectively and ethically address professional situations and audiences.
- build professional ethos through documentation and accountability.

Document Design
Make rhetorical design decisions about workplace documents, including
- understanding and adapting to genre conventions and audience expectations
- understanding and implementing design principles of format and layout
- interpreting and arguing with design
- drafting, researching, testing, and revising visual designs and information architecture

Teamwork
Learn and apply strategies for successful teamwork and collaboration, such as
- working online with colleagues
- determining roles and responsibilities
- managing team conflicts constructively
- responding constructively to peers' work
- soliciting and using peer feedback effectively
- achieving team goals

Research
Understand and use various research methods to produce professional documents, including
- analyzing professional contexts
- locating, evaluating, and using print and online information selectively for particular audiences and purposes
- triangulating sources of evidence
- selecting appropriate primary research methods, such as interviews, observations, focus groups, and surveys to collect data
- working ethically with research participants

Technology
Use and evaluate the writing technologies frequently used in the workplace, such as emailing, instant messaging, image editing, video editing, presentation design and delivery, HTML editing, Web browsing, content management, and desktop publishing technologies.

The 421 Course and its Students

As we said above, *one way to define the course is by describing the people who take it*. Technical Writing was started as a business writing course more specialized on report writing (it was originally 420 b in the 1920s). It is a course that is populated primarily by seniors in the Technology college. ET (Electrical Technology), CMT (Computer Integrated Manufacturing Technology), and MET (Mechanical Engineering Technology) students are required to take the course, as well as MSE (Materials Engineering) students in the Engineering college. Writing majors are the only Liberal Arts students who take the course. Since the mid-1980s budget and staffing pressures have restructured enrollment so that almost all students who take the course are required to take it.

This class configuration often results a quiet classroom, at least initially. Most of the technical students attend class regularly and do assignments promptly, but they have not had many classes that require them to do much talking. They have been working with problems that have answers and teachers who run labs or lecture. Much of their training has pushed them to answer and fix and make work.

Many technical students also think that good writing equals correct sentences and standard spelling. They are genuinely upset when we tell them that writing is about figuring out what you have/need to say about the project and writing it in a way that the intended readers can understand. They will come to 421 ready to learn about sentences and not particularly eager to discuss ideas or ambiguities or bigger meanings for writing.

The writing majors will be quite different from the technical students in their goals for taking the course, in their experience with technology and with their approach to placing meaning on the page. First, the writing majors aim to be professional writers and are more interested in the production problems. Second, they will be less gadget oriented. For example, they will have fewer computer/technical courses and but more experience writing with computers (Sullivan, 1989). Third, the writing majors will also start out with less of a feel for the visual markers that technical texts use to make meaning (Sullivan, 1990).

Another way to define the course is by identifying it as a disciplinary activity. Some people (notably the Society for Technical Communicators in the Code for Communicators) place technical writing in a slot labeled "transfer of information." They conceive of the activity as one that sorts and organizes the "data" (read "reality"), formats it onto a page, and then cleans up the prose. In this view, the proper subject matter for the course is report formats and grammar. We do not accept this view of technical writing.

We hold that technical writing, when it working on the scale of a project, is a rhetorical activity that is taken up with the building of written meaning with the intent of gaining the intended readers' acceptance of the interpretation written. This building of meaning is often the result of corporate authorship, is often molded over months or years, and usually is found in a group of documents. Some of the documents are aimed at decision-makers, others to researchers, others to team members, others to the outside public. The more sensitive the subject, the more complex the audience and the more likely that non-experts are the key audience for the technical case.

We also hold that technical writing can be a more routine activity (e.g., developing a trip report or writing specifications), and we aim to help students do such routine activity competently. Yet, we hold that even those routine and sometimes innocuous activities have rhetorical dimensions. Trip reports, for example, can be used as part of an argument about productivity (or nonproductivity) and as such needs to carefully select details. Specifications, as a second example, can shift categories and measurement scales in order to emphasize (or deemphasize) features of a product or process.

In short, we see the representation of and interpretation of (factual) information as a thoughtful and community-based task.

420/1 as a Computer-assisted Course

Engl 420 and 421 are Purdue's only writing service courses taught exclusively in computer classrooms; indeed, they are one of a few programs nationally so "infested" with technology. 421 has had sections taught in computer classrooms since Spring of 1986 and was able to find the facilities for total use of computer classrooms in Spring of 1993; 420 began sections in computer classrooms in 1990 and was able to convert to total use of computer classrooms in 1998; distance education versions of the courses were piloted in 1997 but implemented fully since 2004.

The evolvement of computer use in teaching 420/421 has been dramatic. Early uses of computers stressed word processing and page layout. In the early 1990s we explored email (both local area and wide area), bulletin boards, presentation software, and electronic research. We also evaluated the pros and cons of different technologies for typical workplace writing. We also used the Internet as a research tool in ways we thought it would evolve in business.

Our ongoing pedagogical goals are 1) to integrate computers more fully into the fabric of the class, 2) to help students see how the computer can be useful for earlier stages of writing (they tend to see it as a typing machine), 3) to use our facilities for simultaneous collaboration, 4) to explore international collaboration/communication, and 5) to understand what electronic writing is coming to mean in the workplace.

Our reasons for embracing computers in the teaching of PW have been complex, and I will relate it from my own perspective as a writer (reasons penned first in the mid-1990s). First, I have been more productive as a writer since I began composing at the machine, and I have found that composing online differs from pen and paper composition. Since technical professionals are those most likely to do their composing online, it makes sense that we teach them functional writing in type of environment which they will likely write. Second, I have been aware that teachers who have experience in computer classrooms can more easily find jobs when they graduate. Third, I find the kinds of authority realignments that naturally occur in computer classrooms fascinatingly anarchic. Fourth, I am convinced that new communication technology redefines writing in a number of continually emerging ways; we need to experience that redefinition if we are going to research it, theorize it, and teach it. Though technologies have changed, as have economies, I've founded these reasons have stayed steady. . . Think of social computing and how communication is at its heart. We are ever more needed.

420/1 and the
Professional Writing Major

As discussed above, the Professional Writing Major is an English major with a core of courses plus either a *writing in publishing* track or a *writing in technical writing* track. Most students taking 420, 421, or 419 are from majors in other areas, and at times this causes blips that might encourage you to make groups according to majors. But, because we allow our majors to use one service course for credit so that they gain experience working on writing projects with students who are majoring in other areas, we ask that you don't assemble groups based solely by major.

YOU SHOULD NOT ISOLATE WRITING MAJORS AWAY FROM MAJORS IN OTHER AREAS.

Support Staff

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Instructor, English 505M and Professor of English

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Assistant to the Director, Professional Writing

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PW Mentor

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administrative assistant to ICaP and to Professional Writing

Course Policies for 420/1

Attendance

You may set your own attendance policy, but it is your responsibility to announce it at the start of the semester and to put it in writing. Also, if your policy is strict, you should remind a student who is in jeopardy before it is too late for that person to change her/his ways.

Students who are seniors will need to miss class for plant trips (a visit to a prospective employer's company). We consider these absences "excused". . . but we generally ask students to tell us in advance, to find a way to keep up with work, and to write a brief memo about the experience.

Class Size and Changing Sections

Your enrollment should not exceed 22. Since our opinion is that computer classes should have 18 students, please be careful about signing forms.

Do not sign add slips during the first week of classes.
The computer has control of registration during the first week of classes. It automatically adds students to open sections during its daily run; it then adds in students who have signed slips. Thus, the practical impact of the computer control is that if you sign a student's form to add your class, you may end up with more students than the limit of 21.

On Thurs/Friday of the first week of classes. . . check your attendance against the class roll and turn in a report (Mark Hannah -- mhannah@purdue.edu -- should receive this report):

      # attending
      # on roll
      names attending and not on roll
      names on roll and not attending

This report will help locate lost people and will give us something to tell students who call to ask which sections are open.

Graduate Students on the Roster

Graduate students from other departments, usually nonnative speakers of English, sometimes enroll in 420/1 as they are preparing to write an important paper (grant, thesis, etc.). These students are usually very good students who have a different reason for being in the class then most of our students.

Have a brief conference with any graduate students you have in your class. Find out why the person is taking the course and whether the person needs a regular appointment with the Writing Lab (some do, others don't). Advise these students to take the course PASS/NO PASS. That way you can feel comfortable in adjusting some assignments to let the graduate student work on is best for him/her.

Sophomores on the 421 Roster

Sophomores are often ill-prepared to take 421 because they do not have enough experience with their majors for the final project to help them grow as writers. There are always exceptions to this rule. Take students in two-year programs-- they are seniors in a way and are at the level of sophistication their program entails. Older students can take the course at any time in their program because they have maturity and work experience to draw on.

If you have sophomores in a 421 class, make sure that they feel confident about doing well in the course. If not, suggest they wait a year.

Grade Appeals

If you spell out your grading policy early and announce any changes before they write the papers in question (unless superior performance is making you weigh the paper more heavily), you will minimize complaints about grades -- particularly formal ones.

For your information. When a student comes with a grade appeal, the course director talks with the student and covers several topics. When I have done this:

- I ask the person if he/she has talked with the teacher in question. If not, I try to send the student to the teacher saying I do not want to become involved if a discussion between the student and the teacher can resolve the problem. Some will not go. In that case, I ask permission to talk to the teacher.

- I also show the student the grounds for grade appeal in the university policies manual and explain these grounds to the student.

- I advise the student that a formal appeal would have to be submitted in writing by a certain date and that I would investigate it and make a department level judgment. If the student were not satisfied with this investigation, it could be taken to the Grade Appeals Committee.

Incompletes

Try not to give incompletes. There are circumstances that warrant them -- illness, death of a close relative, money problems that forces the student to work another job. But, as most of your students are seniors and will not want incompletes, this should not occur often.

If you give an incomplete, please leave (ON THE INCOMPLETE FORM YOU GIVE TO JUDY WARE) a clear indication of:
what grade the student had,
what work is needed to complete the course, and
what quality the work has to be to get various final grades.

This will help reorient you to the work when it is turned in and will help someone else on the staff clear the incomplete should you leave Purdue before the incomplete is completed. (Note: Yes, I have had to decide grades without enough information to reach an informed judgment.)

Plagiarism. . . Academic Dishonesty

Plagiarism upsets us all, so we need to safeguard against it.

There is very little freshman-level copying of information verbatim from a book in 420/1. Our projects do not easily lend themselves to that (save operations manual projects or papers that end up sounding like textbooks).

We do have to deal with people writing papers for our students. This is tricky because we teach that group authorship is common. A task you have as a teacher is to sort out group authorship from single authorship (in their minds). Each student has to realize that putting her/his name alone on a document means that she/he wrote all of the text. If we find out otherwise, we must pursue sanctions.

If you discover/suspect academic dishonesty, talk to me or David Blakesley immediately. You have several options (from failing the paper, to failing the course, to instigating a sanction on the student's record for academic dishonesty) and have to think through the proper one for your situation. We will help you with that. It is ultimately your decision, but we can and will support you.

Policy Statements in Writing

Your policy statement (covering texts, workload, grading, and attendance) should be put in writing and handed it out in the first week of class as well as posted on your drupal site.

Make a copy for the master files in the office, and a copy for me. If students ask about grades, or if counselors call me about classes, or if there is a grade appeal, or if there is an incomplete problem, having a copy of all the syllabi helps to resolve the problems. Also, I keep that information in a folder for you in case you ask me to write a recommendation.

Observation of Classes

Karen, Mark, and I will observe one of your class meetings during mentoring. We will write a brief report and review it with you. The purpose of this report is to ground future recommendations.

Course Evaluations

We have developed a common course evaluation for 420 and 421 classes. Mark Hannah will handle your questions about course evaluations.

You are required to evaluate every section of 420 and 421 that you teach.

Technology Showcase

Mark Hannah will develop a technology showcase for innovations in teaching [not sure why it's called technology rather than pedagogy showcase]. If we develop any neat stuff, we will enter the showcase. But, in the future, you will want to participate because it prepares you for the job market.

Staff Meetings

Staff meetings have been replaced about the staff discussion list [note: Dave signed you into this list]. It functions to allow the entire staff to discuss the progress and problems in the course, ask and offer help on specific topics, learn about technology and techniques, and discuss issues important to technical writing (at Purdue and elsewhere).

Why We Talk about/on Electronic Networks in PW classes

Your students may ask about your use of email. E-mail is a standard way of communicating in most professional level jobs in business, and this increasingly has to be taught to our students (who are more into microblogging and texting than to older, clunkier technologies like email). Most workplaces have particular informal protocols they use in email discussions about different kinds of issues. Further, there are varying degrees of manners (and decorum) deployed (expected) of emails. So, workplace-oriented writing classes use (and comment on) email because it lends workplace authenticity to the class and because there are writing challenges introduced in the medium (among other things, tone becomes problematic in email). Our program has used e-mail and networks in various ways to work with students on their email demeanor.

As we work with e-mail we are trying to be critical of its use. It has been my observation, and I think others on staff concur, that the environment of email use developed in a classroom is NOT synonymous with the environment found in business (it is too homogeneous and comforting). Thus, we cannot assume that by having students use the technology we are preparing them for their future work. It's more complicated than that, and thus more exciting.

We also have been used LISTSERV discussions, synchronous discussions, and threaded lists as ways to communicate online. We will evaluate the strengths and weaknesses of these technologies as the semester proceeds. We may try to hold parts of a few mentor meetings in various electronic settings as a way to evaluate those technologies.

English 505m

We hold English 505 meetings on Tuesdays and Thursdays at 12 in Heavilon 227. If you cannot make a session, please email Pat in advance.
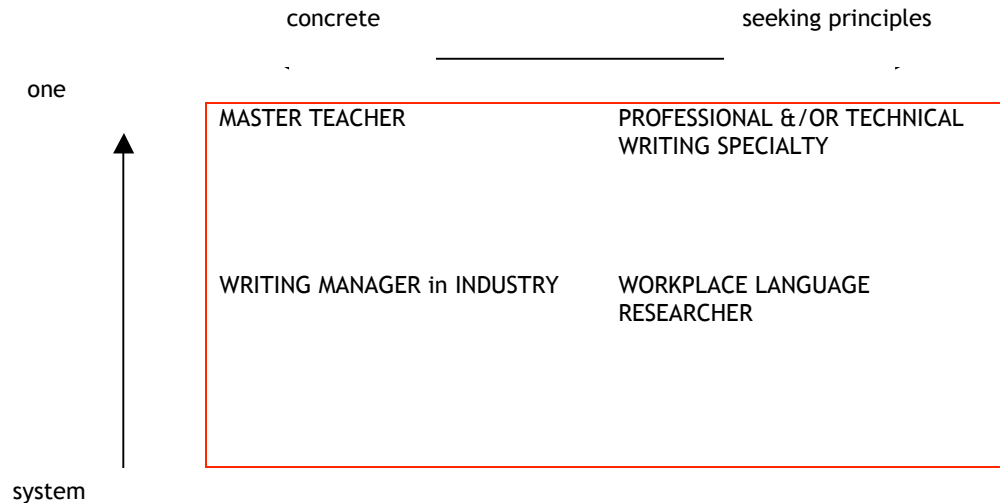
English 505m has two equally important aims.

- *Its immediate aim*: to assist you in successfully teaching English 420 (both now and in the future)

- *Its long-range aim:* to assist you in developing your confidence and capabilities as a teacher (and I hope a researcher) of professional and technical writing

I am quite proud of the contributions our graduates have made (and continue to make) in advancing the field of professional and technical communication. And their contributions are rooted in how seriously we take the teaching of professional writing. . . as will be yours.

Staff Development (Career)

Teaching technical writing can help you develop at least four career profiles:

	concrete	seeking principles
one	MASTER TEACHER	PROFESSIONAL &/OR TECHNICAL WRITING SPECIALTY
	WRITING MANAGER in INDUSTRY	WORKPLACE LANGUAGE RESEARCHER

system

- master teacher focuses on teaching a variety of writing classes and tends to see professional writing as helping individual students improve their written texts for business settings.

- prof/tech writing as a specialty in the academy (Nancy Allen, Michele Simmons, Bob Johnson, Greg Wickliff, Baotong Gu, Jeff Grabill, Bill Hart-Davidson, Karl Stolley) may study workplace communication, but they focus on improving instruction in professional writing and on building programs.

- writing manager in industry (Dan Lupo, Karen Griggs, Mark Simpson, Kate Agena, Morgan Sousa) usually has completed a workplace writing dissertation, an internship, and in the process has come to see contributions needed in the workplace.

- workplace language researcher (Mark Simpson, Tim Jennie Dautermann, Huiling Ding, Julie Staggers) studies how workplace language operates to faciitate and hinder communication.

Each of these profiles requires you to prepare yourself somewhat differently for your coming career, though there is room for considerable overlap, and there is a need for a respect of the other profiles.

Master teachers need to build a fund of evidence that they are good teachers and to develop innovative classroom techniques. By contrast, those interested in working in industry need to arrange consulting and internships as ways to gain experience. Further, those specializing in technical writing or professional writing, need to gain administrative experience, teach advanced courses, and do appropriate research.

All of you should be alert to opportunities present papers at conferences. We have had a number of people give papers at the Midwest ABC Conference (proposals in early November; Conference in April), the Computers and Writing Conference (proposals in October; Conference in May), and Association of Teachers of Technical Writing (proposals in October; Conference in day before CCCCs); these conferences are good places to begin.

But, before presenting, you need to have an interesting idea. That is found by observing what happens, by listening to students, by participating in staff discussions, by asking for appropriate reading, by working technical writing into papers you are writing for courses. The normal ways. This staff has often given many conference presentations (and done its fair share of publishing). I have observed that the more we share, the more conference presentations we do.

Building Your Professional Knowledge Base in
Professional and Technical Communication

JOURNALS ONLINE [Notes: 1) a number of journals are available through multiple services. I link you to the one that delivers the most current full text articles. If you are looking for an older article, it may be available through another database. 2) updated on August 15, 2009.]

Business Communication/Management Communication/Corporate Communication
- [teaching pub of ABCA] *Business Communication Quarterly* -- EBSCO Business Source Premier through the PULibrary -- 1993
  http://www2.lib.purdue.edu:2059/login.aspx?direct=true&db=buh&jid=BCQ&site=ehost-live

- [technology/practitioner] *Business Communications Review* -- ProQuest through PULibrary 1995-2007
  http://www2.lib.purdue.edu:2118/pqdlink?Ver=1&Exp=08-14-2014&RQT=318&PMID=23188

- [corporate comm./academic] *Corporate Communications* -- Emerald through PULibrary 1996 -
  http://www2.lib.purdue.edu:2196/Insight/viewContainer.do?containerType=Journal&containerId=11210

- [academic] *The Journal of Business Communication* -- EBSCO Business Source Premier through the PULibrary -- 1963-
  http://www2.lib.purdue.edu:2059/login.aspx?direct=true&db=buh&jid=BCN&site=ehost-live

Combo
- [academic] *Journal of Business and Technical Communication* -- EBSCO Business Source Premier through PULibrary -- 1998 -
  [1 or 2 earlier years with ProQuest but it stops in 2007]
  http://www2.lib.purdue.edu:2059/login.aspx?direct=true&db=buh&jid=JTC&site=ehost-live

Tech Writing and Communication
- [practitioners pub] *Technical Communication* -- ProQuest through PULibrary -- 1994-2005
  http://www2.lib.purdue.edu:2118/pqdlink?Ver=1&Exp=08-14-2014&RQT=318&PMID=23110

- [academic/info science, includes usability] *Journal of Documentation* -- Emerald through PULibrary -- 1945-
  http://www2.lib.purdue.edu:2196/Insight/viewContainer.do?containerType=JOURNAL&containerId=1298

- [academic] *Journal of Technical Writing and Communication* -- [in stacks from 1971 808.066602105 J826] Metapress through PULibrary -- 1999 -
  http://www2.lib.purdue.edu:2240/content/300326/

- [academic and teaching ATTW] *Technical Communication Quarterly* -- InformaWorld through PULibrary -- 1992 -
  http://www2.lib.purdue.edu:2286/smpp/title~content=t775653704~db=all

- [academic and practitioners] *IEEE Transactions on Professional Communication* -- IEEE Explore through PUibrary -- 1988-
  http://www2.lib.purdue.edu:2219/xpl/RecentIssue.jsp?punumber=47

- [practitioner] *Proceedings of SIGDOC* -- ACM Digital Library from 1982
  http://www2.lib.purdue.edu:2476/browse_dl.cfm?linked=1&part=series&idx=SERIES297&coll=portal&dl=ACM&dl=ACM

Design
- [academic] *Design Issues* -- MIT Press through library -- 2000 - http://www2.lib.purdue.edu:3441/loi/desi?cookieSet=1

- [academic] *Design Studies* science direct through library from 1995
  http://www2.lib.purdue.edu:2184/science/journal/0142694X

- [academic] *Information Design Journal* -- ingenta through library from 2001
  http://www2.lib.purdue.edu:2412/content/jbp/idj/2009/00000017/00000001

- [popular] *Print* --EBSCO's Academic Search Premiere has color articles -- from 1995
  http://www2.lib.purdue.edu:2059/login.aspx?direct=true&db=aph&jid=Z3M&site=ehost-live

- [academic] *Visible Language* -- proquest through library -- 2000 -

Technology and Education
- [higher ed IT] *Educause Quarterly* -- http://www.educause.edu/apps/eq/archives.asp

- [c and w] *Computers and Composition* -- Elsevier's ScienceDirect through PUlibrary-- 1985-
  http://www2.lib.purdue.edu:2184/science/journal/87554615

- [c and w] *Computers and Composition Online* -- http://www.bgsu.edu/cconline/home.htm

- [education/IT] *Educational Technology Research and Development* -- Springer through PULibrary -- 1997 - http://www2.lib.purdue.edu:2164/content/119965/

- [social media] *First Monday* -- http://www.uic.edu/htbin/cgiwrap/bin/ojs/index.php/fm/

- [human factors] *Human Computer Interaction* -- InformaWorld -- 1985 - http://www2.lib.purdue.edu:2286/smpp/title~content=t775653648~db=all

- [CmC] Journal of Computer-Mediated Communication -- Blackwell Synergy Journals through PULibrary (also in DOAJ) -- 1995- http://www2.lib.purdue.edu:2152/journal/117979306/home

- [education] *Journal of Learning Design* -- from Australia -- http://www.jld.qut.edu.au/

- [human factors] *International Journal of Human Computer Studies* -- ScienceDirect from 1995 http://www2.lib.purdue.edu:2184/science/journal/10715819

- [education] *Pedagogy* -- Duke Highwire through PULibrary -- 2001 http://www2.lib.purdue.edu:2394/archive/

- [social media research] Pew Internet and American Life Project -- http://www.pewinternet.org/

- [c and w] *Kairos: A Journal Technology and Pedagogy* -- http://english.ttu.edu/Kairos/

- [news, tech in higher ed] *The Chronicle of Higher Education* -- EBSCO Academic Search Premier (1 month embargo; go to website for latest issue) -- 1997 - http://www2.lib.purdue.edu:2059/login.aspx?direct=true&db=aph&jid=CRN&site=ehost-live

- [news for computer scientists] *Communications of the ACM* -- ACM Digital Library from 1958 http://www2.lib.purdue.edu:2476/browse_dl.cfm?linked=1&part=magazine&idx=J79&coll=ACM&dl=ACM&code=1&dl=ACM

BLOGS for SOCIAL MEDIA [based on authority ranking @ Technorati -- with its description included]

- Mashable!
  http://mashable.com
  Mashable is a leading tech blog focused on Web 2.0 and Social Networking news. With more than 5 million monthly pageviews, Mashable is the most prolific blog reviewing new Web sites and services,

- TwiTip   http://www.twitip.com
  Twitter Tips on everything from getting started, to finding followers, to writing for Twitter and more

- Between the Lines
  http://blogs.zdnet.com/BTL
  Dan Farber and Larry Dignan deliver must-read insight and commentary for discriminating tech buyers.

- Social Media Today   http://www.socialmediatoday.com/SMC

- The Blog Herald   http://www.blogherald.com

- Online Marketing Blog   http://www.toprankblog.com
  Online Marketing Blog offers digital marketing and public relations articles, resources and interviews on topics ranging from search marketing to social media to online public relations.

- Smashing Magazine   http://www.smashingmagazine.com

- ProBlogger Blog Tips   http://www.problogger.net

- A List Apart   http://www.alistapart.com
  A List Apart, For People Who Make Websites, is one of the longest running, most trusted, and most influential independent user experience and web design magazines.

- chrisbrogan.com   http://chrisbrogan.com
  chrisbrogan.com explores the use of social media and social networking tools, as well as helping individuals work smarter.

- MakeUseOf.com   http://www.makeuseof.com
  Cool Websites, Software and Internet Tricks

- copyblogger   http://www.copyblogger.com/
  copywriting tips for online marketing success

- freakonomics
  http://freakonomics.blogs.nytimes.com/
 NYTimes' staff tries to remake the paper -- but list lots of data blogs

- RotorBlog.com - Social Networking Blog -- http://www.rotorblog.com
  Social networking and online communications

- 2¢ Worth
  http://davidwarlick.com/2cents
  This blog explores the changing nature of information and ways that it changes our notions of what it means to be literate in the 21st century.

- Social Media Strategery
  http://steveradick.com
  A blog by Steve Radick, an Associate with Booz Allen Hamilton. This blog is focused on the emerging use of social media within the federal government.

- Technology Bites
  http://www.teknobites.com
  Technology News, Reviews on Web2.0 products, software and blogging tips

- TopWordPressThemes http://topwpthemes.com/

Why is it difficult to feel secure in your teaching of Professional Writing?

1) Teaching Professional Writing--which happens in a technology-rich environment-- involves the interaction of complex areas of knowledge/skill

E.g., Koehler and Mishra (2009) describe a TPACK framework for teaching with technology that shows it to be a complex, ill-structured arena
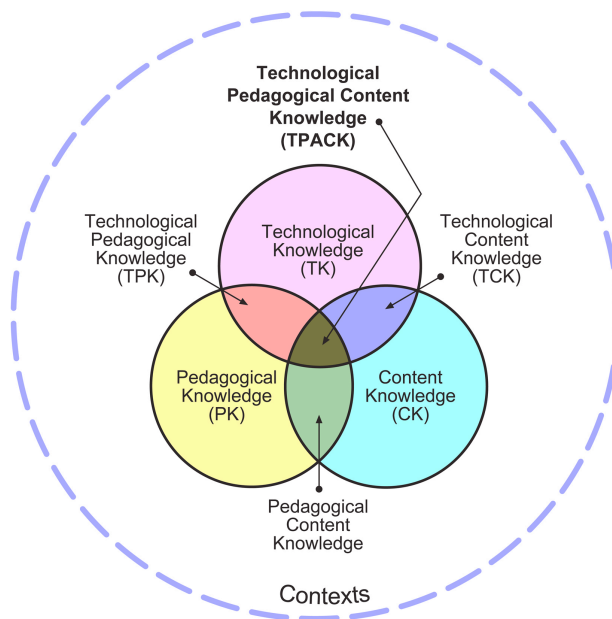
2) Conventional "Classroom" talk/etc. competes with "Workplace" conventions

naming of activities
flow of information
positioning of participants
goals
rules
positioning of/valuing of technology
positioning of/valuing of writing
equipment
connection of space to other spaces

e.g. Instructional Technology textbooks will see the problem as one of learning to plan a class that deploys technology and teaching methods in ways that effectively meet learning objectives. Newby et al. (2000) in *Instructional Media for Teaching and Learning*, after a table stating the ad/disad vantages of a range of teaching methods, offer Table 5-4 Matching Instructional Methods and Instructional Media --Which Methods are commonly used with which media? (112)

| | Computer Software | Video | Graphics | | | Audio | Text | Real Objects & Models |
			Visuals	Slides or Overheads	Display Boards			
Presentation		X	X	X	X	X	X	
Demonstration	X	X	X		X			X
Discussion					X			
Cooperative Learning	X		X					X
Discovery	X		X				X	X
Problem Solving	X	X	X		X		X	
Instructional Games	X		X				X	
Simulation	X		X				X	X
Drill & Practice	X						X	
Tutorial	X						X	

3) Workplace communication prizes certain comm. innovations and not others. . . have to keep up with comm. tech innovations. . . have to think about how they impact organizational cultures. . . and change/not change. . . so footing is uncertain

4) The power position of the course's teacher shifts
 -- not dealing with frosh
--you are stereotyped in unfortunate ways

so you
have to conform to certain requirements
 -- ppt
 -- professional demeanor
 -- assessment patterns
 -- carrot and stick

have to display appropriate knowledge
 -- workplace writing stories
 -- workplace communication language [its safer to talk rhetoric than lean, though the two are related]
 -- information research skills
 -- writing technology skills
 -- crafting communication skills
 -- crafting image skills
 -- group work skills
--teach them [reinforce] some writing vocabulary and processes [build a technical knowledge about workplace writing]

To combat insecurity you need to .. . .

1) locate the expertise you possess that they will recognize as expertise and lean on it

--writing skill that you can articulate
--writing technologies knowledge
-- relevant work experience
-- coursework in professional areas (and knowledge of how that professional area thinks)
-- knowledge of teaching and learning systems
-- knowledge of how people act

2) clarify the differences (and the similarities) between 106 and PW as writing courses

--how does the writing differ
--why is the technology needed
--what you need to learn about writing technology to function as a successful professional today

3) improve your professional/technical communication knowledge base

How does timing complicate the teaching tasks?

If you are new to teaching in a computer classroom, be prepared for a change in time use. In a computer class you often lose 10 minutes to starting and stopping. Many students check their mail or Facebook or the server as they arrive, for example. And, if everyone wants to print near the end of class, a noisy log jam may ensue. You can see this as a nuisance or an opportunity to make points about deadlines, distractions, time management, how things fall apart (to echo a famous novelist).

So, you need to imagine the flow of work over the course of the period that you want to achieve and try to structure activities to achieve it (or nearly it). For example, you may want a class to move the following way:

> Opening Segment (10)
> > announcements (what's due, where some online resources are, etc.)
> > overview topics for the day
> > > what we are doing
> > > why we are doing it now
> > > how you can apply it to your current project
>
> Workshop the Topics in Groups (15-20)
>
> Discuss Workshop Results as a Class (10-15)
> > elicit their results
> > try to emphasize the main points (use their work)
> > remind them of work due this week
> > remind them how to turn in work that is due and where to find the class PPT

Other Materials

Personal Inventory for English 420 [for students to complete in first week]

Engl 420 Information Flow Plan [worksheets]