

# One Page Schedule

## January 9

Topic: Definitions and introduction

### Read for Class:

The pieces that you're reading are insta-classics in the field of TPC. For each of these skim them enough to get some of the major points. Yes, they are mostly quite old, and that's because TPC scholars lost interest in trying to define the field. But you need to have a sense of them because we're going to use them in the class. You can find the articles in the library databases. The book chapters are linked as \*.pdf files.

- Allen, J. (1990). The case against defining technical writing. *Journal of Business and Technical Communication*, 4(2), 68-77.
- Miller, C. (1979). A humanistic rationale for technical writing. *College English*, 40(6), 610-617.
- [Dobrin, D. \(1983\). What's technical about technical writing? In P. V. Anderson, R. J. Brockmann, & C. R. Miller \(Eds.\), \*New essays in technical and scientific communication: Research, theory, practice\* \(pp. 227-250\). \(opens as a pdf\)](#)
- Faber, B. (2002). Professional identities: What is professional about professional communication? *Journal of Business and Technical Communication*, 16(3), 306-337.
- Locker, K. O. (2003). Will professional communication be the death of business communication? *Business Communication Quarterly*, 66(3), 118-132.
- Slack, J. D., Miller, D. J., & Doak, J. (1993). The technical communicator as author: Meaning, power, authority. *Journal of Business and Technical*

Communication, 7(1), 12-36. and [Slack Postscript](#) (opens as a pdf)

### **Do for class:**

Please bring three questions that the readings raised for you. (typed up or hand written but written down on something that you can turn in).

Please take a moment to click through the course website (which is still very much in progress but has the bones of what you'll be doing and reading).

### **In class:**

- group discussion about expectations of the course
  - brief overview of the course
- mini lecture of TPC and “theoretical” origins
  - historical TPC
  - rhet-brick??
  - content knowledge versus teaching writing knowledge versus teaching knowledge
- discussion of the readings
  - definitions of TPC

## **January 16**

**Topic:** Frameworks and Philosophies

### **Read for Class:**

- Porter, J. E., & Sullivan, P. A. (2007). “Remapping curricular geography”: A retrospection. *Journal of Business and Technical Communication*, 21(1), 15-20.
- Cook, K. C. (2002). Layered literacies: A theoretical frame for technical communication pedagogy. *Technical Communication Quarterly*, 11(1), 5-29.

- Russell, D. R. (2007). Rethinking the articulation between business and technical communication and writing in the disciplines: Useful avenues for teaching and research. *Journal of Business and Technical Communication*, 21(3), 248-277.
- Tillery, D. (2001). Power, language, and professional choices: A hermeneutic approach to teaching technical communication. *Technical Communication Quarterly*, 10(1), 97.
- Henschel, S., & Meloncon, L. (2014). Of horsemen and layered literacies: Assessment instruments for aligning technical and professional communication undergraduate curricula with professional expectations. [Programmatic Perspectives](#), 6(1), 3-26.

**Do for class:**

Be prepared that I will be calling on folks at random to provide a short summary and then a provocative question about each of these. Also these have quite a bit of jargon that may or may not be explained to non-experts so write down whatever you don't understand.

**In class:**

- discussion of readings
  - visualization exercise (between frameworks and definitions)
  - how these influence teaching or not
  - connection to the definition readings from last week
- talking about our pedagogical approaches

# January 23

Topic: Writing and Work 1

## Read for Class:

- [Burstein\\_Elliot\\_Molloy\\_Genre\\_2016.](#) (skim the tables about the differences in work and school)
- [Cunningham, D., & Stewart, J. \(2011\). Perceptions and practices: A survey of professional engineers and architects. Proceedings of IPCC.](#) Pay close attention to the charts about what engineers write. Skim the rest.
- Winsor, D. (2006). Using writing to structure agency: An examination of engineers' practice. *Technical Communication Quarterly*, 15(4), 411-430. (skim this one)
- [Debs, M. B. \(1993\). Corporate authority: Sponsoring rhetorical practice. In R. Spilka \(Ed.\), Writing in the workplace: New research perspectives \(pp. 158-170\). Carbondale, IL: Southern Illinois University Press.](#) (read this one particularly the section about corporate authority)

## Do for class:

Hit the library databases. Find a research based article published in 2016 or 2017 that looks at writing and the world of work and be prepared to share what you found and how it relates to what we've been reading. Confine your search to the following journals:

- *IEEE, Transactions of Professional Communication (IEEE)* (careful on this one that you don't use the proceedings)
- *Journal of Business and Technical Communication (JBTC)*

- *Journal of Technical Writing and Communication (JTWC)*
- *Technical Communication (TC)*
- *Technical Communication Quarterly (TCQ)*

N.B. Do a little chatting among yourselves so that we have a diversity of articles.

**In class:**

- good writing discussion (based on student responses)
- discussion of student findings from researching writing and work
  - discussion of readings and connection to the assignments from the service courses

N.B. On 1-26 at 4:00pm EST, I'll be facilitating (along with some other great folks) a faculty office hours online via webex (link to follow). You are welcome to join in. We will be discussing classroom activities and exercises. Learn more about [Faculty Office Hours](#).

## January 30

**Topic:** Service Course

**Read for Class:**

- Chapter 1-2 only of [Teaching at its best](#) (\*pdf file kind of large.sorry about that)
- [Look at the learning outcomes](#)
- [Look at the active verbs](#)

**Do for class:**

- bring to class two potential research questions based on the data from the "what is good writing?" student prompt. These

questions can be interrelated or they can be stand alone. They can also include or relate to other knowledge that you have or work that you are doing. The goal here is to work on formulating better research questions and how those questions work with the data.

**In class:**

Guest Speaker: Joanna Schreiber, Georgia Southern University

- discussion of the special issue on the service course
- review of textbook assignment

**Due: Textbook review**

## February 6

**Topic:** Teaching Strategies

**Read for Class:**

- Miller, c. R. (1984). Genre as social action. *Quarterly Journal of Speech*, 70, 151-167.
- Miller, C. (2015). Genres as social action (1984), revisited 30 years later (2014). [Letras & Letras](#), 31(3), n.p.
- [Genre summary](#) of sorts from Genres across borders
- Wolfe, J. (2009). How technical communication textbooks fail engineering students. *Technical Communication Quarterly*, 18(4), 351.
- Morrison, R. (2017). Teaching toward the telos of critical thinking: Genre in business communication. *Business and Professional Communication Quarterly*, 80(4), 460-472.

**In class:**

- discussion of textbook review as it relates to teaching strategies

- collaboration ([How to Build a Successful Team](#) \*.pdf file)
  - good and bad discussion
  - role playing
- discussion of outcomes, writing outcomes, and matching those to assignments

## February 13

Topic: Assessment and Feedback

### Read for Class:

For Still & Koerber and Taylor, be certain that you read the methods and the results. Skim the rest.

- Still, B., & Koerber, A. (2009). Listening to students: A usability evaluation of instructor commentary. *Journal of Business and Technical Communication*, 24(2), 206-233.
- Taylor, S. S. (2011). Really don't know what he meant by that: How well do engineering students understand teachers' comments on their writing? *Technical Communication Quarterly*, 20(2), 139.
- [Singleton and Meloncon](#) (\*.doc)
- [Allen, J. \(2010\). Mapping institutional values and the technical communication curriculum: A strategy for grounding assessment. In M. Hundleby & J. Allen \(Eds.\), Assessment in technical and professional communication \(pp. 39-56\). Amityville, NY: Baywood.](#) (pdf file and definitely just skim.)

### Do for class:

- do some research on your own and bring to

class what you feel is a really good source on rubrics, e.g., why you may create one, how you create one, how you use it. You can pick a single angle or choose to go more broad. The key here is to research.

- look through the textbook reviews [posted here](#) in a Google drive folder with the intent of looking at them as research artifacts. Kind of like we did with the “good writing responses” make some notes on common ideas.
- coding assignments: it is a list from an ongoing project of common assignments. These are from a series of professional/technical writing courses. Your job is to start coding them. To do quantitative analysis (what’s the most common assignment), the qualitative data has to be made quantitative and that’s done by assigning a common code to like things. So even if someone calls the resume and cover letter two separate assignments, it’s actually one (that’s a cleaning of the data move) and then it can be coded something that you can remember and is descriptive (e.g., job). Just like the various types of reports could all be coded reports. Don’t do them all, but do at least 75 of them to get the feel on how this sort of research work works. (file was emailed to you)

### **In class:**

Guest speaker: Sara Doan, University of Wisconsin, Milwaukee

- types of feedback and approaches (summative vs. formative)
- compiling textbook topics

- looking at common assignments and such (spreadsheet) and google search

## February 20

**Topic:** Case Week

**Read for Class:**

- [Intro to IEEE Special Issue on Cases](#)
- [Introduction to Scenarios](#) (\*pdf)
- [Annenberg Center](#)

Classroom Related

- [Gender Issues](#)
- chapter 17 and 18 from [Teaching at its best](#)

**Do for class:**

Look at the sample syllabi and assignments. Be prepared to discuss some strengths and weaknesses of them .

**In class:**

guest speaker: Jonathan Maricle

- discussion of building cases/scenarios
  - lawn mower company example (through personas of stakeholders and same document)
- revisiting assignments (and outcomes)
  - working toward a draft assignment
  - working toward a syllabus

**N.B. On 2-22 at 4:00pm EST, I'll be facilitating (along with some other**

great folks) a faculty office hours online via webex. You are welcome to join in. We will be discussing pedagogical research. Learn more about [Faculty Office Hours](#).

## February 27 SCCI (Lisa out of town)

**Topic:** Classroom research 1

### **Read for Class:**

- Verzosa Hurley, E., & Kimme Hea, A. C. (2014). The rhetoric of reach: Preparing students for technical communication in the age of social media. *Technical Communication Quarterly*, 23(1), 55-68.
- Manion, C. E. (2012). Sharing an assessment ecology: Digital media, wikis, and the social work of knowledge. *Technical Communication Quarterly*, 21, 25-45.
- Wang, J. (2013). *Moving towards ethnorelativism: A framework for measuring and meeting students' needs in cross-cultural business and technical communication*. *Journal of Technical Writing and Communication*, 43(2), 201-218.
- [Pedagogical Research Categories in TPC](#) (\*.docx)

Research related:

- [frey\\_excerpts\\_reseaerch\\_methods](#)
- [messy\\_contexts](#)
- [qualitative\\_methods](#)
- [humanities-social-sciences-distinctions](#)

**In class:**

I will be out of town at a conference. Your job is to simply

read and take some notes. Pay particular attention to what you feel the strengths and weaknesses are of these three articles. Make note of questions you have about the research related readings.

and take a breath from completing your syllabus assignment

**Due: Syllabus, assignments, exercises by March 2 at 9:00am**

## March 6

**Topic:** Classroom Research 2

**Read for Class:**

Skim all around. Except the diagram. Look at the diagram.

- St.Amant, K., & Meloncon, L. (2016). Addressing the incommensurable: A research-based perspective for considering issues of power and legitimacy in the field. *Journal of Technical Writing and Communication*, 46(3), 267-283.
- Rude, C. D. (2015). Building identity and community through research. *Journal of Technical Writing and Communication*, 45(4), 366-380.
- [Thralls, C., & Blyler, N. R. \(1993\). The social perspective and pedagogy in technical communication. \*Technical Communication Quarterly\*, 2\(3\), 249. \(\\*.pdf\)](#)
- [diagram\\_explanation](#) (\*.docx) and [study\\_design\\_methodology](#) (\*.pdf)

Classroom related

- [Informed Choices Chapter 2 and 3](#)
- [Planning for the First Day of Class](#) (Thanks Kaitlin)
- Chapter 4 [Teaching at its best](#)

**Do for class:**

- Be prepared to do in an in-class exercise that describes

your approach to research (like your methodology, methods, practices, literally how you get started)

- Bring a short paper that attempts to connect the readings from this week to the readings from 2-27. Your goal is to not summarize the research, but attempt to summarize how/why I had you read these as it relates to your upcoming research assignment. Your paper should end with three good questions about what you read, concerns about how they go together, questions about your upcoming assignment, questions about the research process...in short just three well informed questions connected to the topic.
- Come up with one research question/problem based on the syllabi and/or assignments coding you looked at earlier in the term

### **In class:**

Guest Speaker: Ashley Patriarca

- doing pedagogical and programmatic research
- debrief syllabus assignment
- teacher persona and classroom management
- rubrics
  - mini-presentations from students

## **March 13: Spring Break**

Nothing to do for this week except to give yourself a break

## **March 20**

**Topic:** Service course at USF

### **Read for Class:**

- [PTC 2016 Book FINAL](#)
- some existing common assignments

## **In class:**

guests: Tanya and Mark

- USF approach
  - what areas do you see for improvement
  - My Reviewers
- discussion of different types of courses and their usefulness
- Discuss case creation and assessment instrument

**Due: Problem-based scenario, assignment, and assessment instrument by Friday, March 23**

## **March 27**

**Topic:** Writing for Work 2

### **Read for Class:**

You can skim these for this week. But be certain you're walking away with how and in what ways these pieces are important to teaching practices.

- Friess, E. (2013). Rhetorical appeals of professional designers in decision-making sessions. *Professional Communication, IEEE Transactions on*, 56(4), 313-331.
- Gulbrandsen, K. (2012). A new paradigm: Authorizing a rhetorical ground in technology transfer. *Technical Communication Quarterly*, 21, 87-104.
- Andersen, R. (2014). Rhetorical work in the age of content management: Implications for the field of technical communication. *Journal of Business and Technical Communication*, 28(2), 115-157.
- Brumberger, E. (2007). Visual communication in the workplace: A survey of practice. *Technical Communication Quarterly*, 16(4), 369-395.
- Ford, J. D. (2004). Knowledge transfer across

disciplines: Tracking rhetorical strategies from a technical communication classroom to an engineering classroom. Professional Communication, IEEE Transactions on, 47(4), 301-315.

**Do for class:**

**In class:**

- case presentations
- discussion of readings particularly in light of Ashley's visit and in light of the curriculum at USF

## **April 3**

**Topic:** Teaching Roundtable

Tanya, Mark, Katie, Meredith S., TBA

**Do for class:**

Bring some ideas of what y'all want to talk about/cover in the next two weeks of class.

**In class:**

- first half of class will be a teaching roundtable with instructors to answer your questions and to simply talk about pedagogical challenges
- Pedagogical research design informal presentations and what additional questions are raised by your questions

**Due: Pedagogical Research Design**

## April 10

**Topic:** Student topics and exercises

**Read for Class:**

**Do for class:**

**In class:**

## April 17

**Topic:** Student topics and exercises

**Read for class:**

**Do for class:**

**In class**

**Due:** PTC Textbook revisions

## April 24

**Topic:** Wrapping things up, revising our definitions and moving forward

**Read for class:**

- [Writing made a thing](#)

**In class**

- course evaluations
- revisiting our definitions particularly in light of the Writing Made a Thing reading
  - debrief of textbook assignment
- discussion of the readings as they relate to the course and to your next steps

We often convene immediately following class for a celebratory event at a local establishment. Please consider joining in.