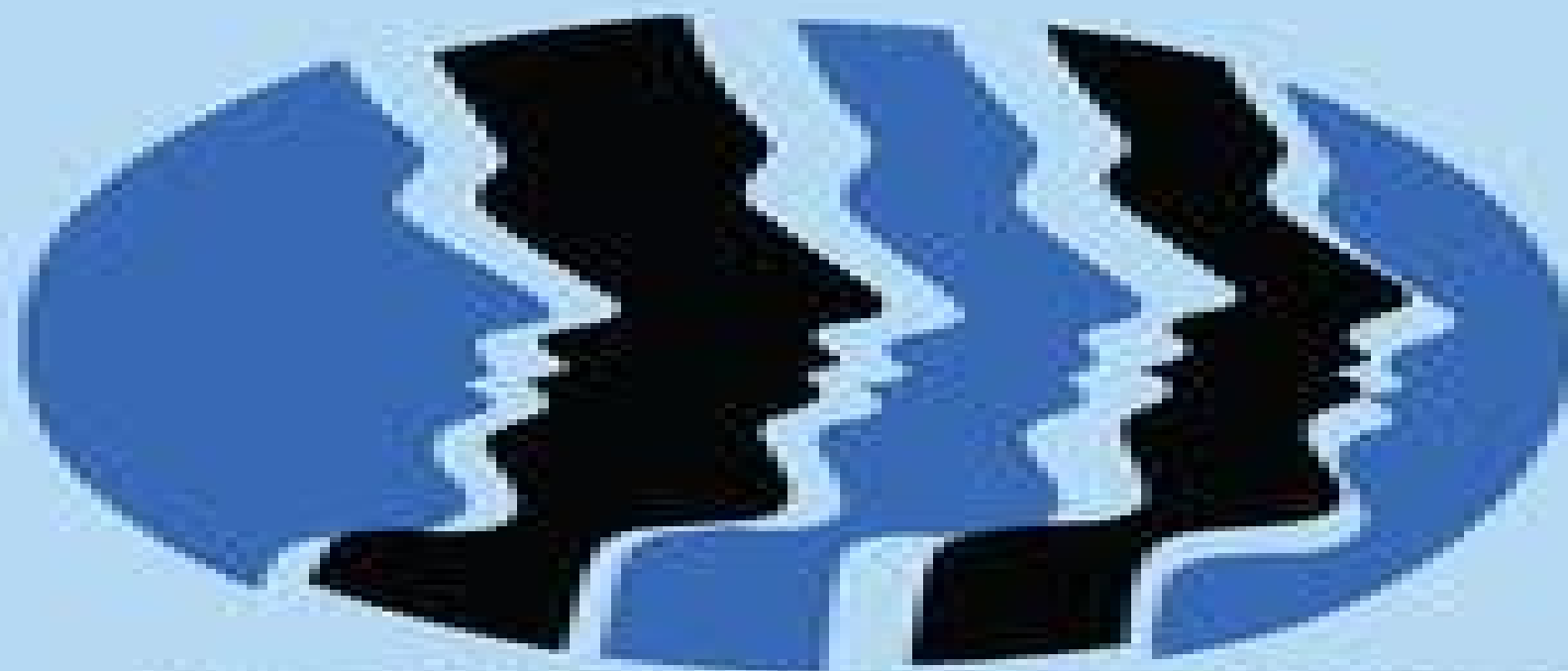


New Essays in Technical and Scientific Communication: Research, Theory, Practice

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Paul V. Anderson
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New Essays In Technical And Scientific Communication

L. Faigley



New Essays In Technical And Scientific Communication:

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New Essays in Technical and Scientific Communication L. Faigley, *Scientific Communication* Han Yu, Kathryn M. Northcut, 2017-09-18 This book addresses the roles and challenges of people who communicate science who work with scientists and who teach STEM majors how to write In terms of practice and theory chapters address themes encountered by scientists and communicators including ethical challenges visual displays and communication with publics as well as changed and changing contexts and genres The pedagogy section covers topics important to instructors everyday teaching as well as longer term curricular development Chapters address delivery of rhetorically informed instruction communication from experts to the publics writing assessment online teaching and communication intensive pedagogies and curricula The Open Access version of this book available at <http://www.tandfebooks.com> has been made available under a Creative Commons Attribution Non Commercial No Derivatives 4.0 license

Academy-Industry Relationships and Partnerships Tracy Bridgeford, Kirk St. Amant, 2017-07-05 In the field of technical communication academics and industry practitioners alike regularly encounter the same question What exactly is it you do Their responses often reveal a fundamental difference of perspective on what the field is and how it operates For example academics might discuss ideas in terms of rhetorical theory while practitioners might explain concepts through more practical approaches involving best business practices And such differences can have important implications for how the field as a whole moves forward over time This collection explores ideas related to forging effective academia industry relationships and partnerships so members of the field can begin a dialogue designed to foster communication and collaboration among academics and industry practitioners in technical communication To address the various factors that can affect such interactions the contributions in this collection represent a broad range of approaches that technical communicators can use to establish effective academy industry partnerships and relationships in relation to an area of central interest to both education The 11 chapters thus present different perspectives on and ideas for achieving this goal In so doing the contributors discuss programmatic concerns workplace contexts outreach programs and research and writing

The result is a text that examines different general contexts in which academia industry relationships and partnerships can be established and maintained It also provides readers with a reference for exploring such interactions

Research on Composition Peter Smagorinsky, 2006 Covering the period between 1984 and 2003 this authoritative sequel picks up where the earlier volumes Braddock et al 1963 and Hillocks 1986 now classics in the field left off It features a broader focus that goes beyond the classroom teaching of writing to include teacher research second language writing rhetoric home and community literacy workplace literacy and histories of writing Each chapter is written by an expert in the area reviewed and covers both conventional written composition and multimodal forms of composition including drawing digital forms and other relevant media Research on Composition is an invaluable road map of composition research for the next decade and required reading for anyone teaching or writing about composition today

Handbook of Research on Writing Charles Bazerman, 2009-03-04 The Handbook of Research on Writing ventures to sum up inquiry over the last few decades on what we know about writing and the many ways we know it How do people write How do they learn to write and develop as writers Under what conditions and for what purposes do people write What resources and technologies do we use to write How did our current forms and practices of writing emerge within social history What impacts has writing had on society and the individual What does it mean to be and to learn to be an active participant in contemporary systems of meaning This cornerstone volume advances the field by aggregating the broad ranging interdisciplinary multidimensional strands of writing research and bringing them together into a common intellectual space Endeavoring to synthesize what has been learned about writing in all nations in recent decades it reflects a wide scope of international research activity with attention to writing at all levels of schooling and in all life situations Chapter authors all eminent researchers come from disciplines as diverse as anthropology archeology typography communication studies linguistics journalism sociology rhetoric composition law medicine education history and literacy studies The Handbook s 37 chapters are organized in five sections The History of Writing Writing in Society Writing in Schooling Writing and the Individual Writing as Text This volume in summing up what is known about writing deepens our experience and appreciation of writing in ways that will make teachers better at teaching writing and all of its readers better as individual writers It will be interesting and useful to scholars and researchers of writing to anyone who teaches writing in any context at any level and to all those who are just curious about writing

Singular Texts/plural Authors Lisa S. Ede, Andrea A. Lunsford, 1992 Why write together the authors ask They answer that question here in the first book to combine theoretical and historical explorations with actual research on collaborative and group writing Lisa Ede and Andrea Lunsford challenge the assumption that writing is a solitary act That challenge is grounded in their own personal experience as long term collaborators and in their extensive research including a three stage study of collaborative writing supported by the Fund for the Improvement of Post Secondary Education The authors urge a fundamental change in our institutions to accommodate collaboration by radically resituating power in the classroom and by

instituting rewards for collaborative work that equal rewards for single authored work They conclude with the injunction Today and in the twenty first century our data suggest writers must be able to work together They must in short be able to collaborate

Paralogic Rhetoric Thomas Kent,1993 Building on the ideas of philosophers and literary theorists such as Donald Davidson Richard Rorty Jacques Derrida Jean Francois Lyotard and Mikhail Bakhtin Thomas Kent investigates in Paralogic Rhetoric the role that interpretation plays in the acts of writing and reading Kent argues that both writing and reading as kinds of communicative interaction constitute thoroughly hermeneutic activities that cannot be reduced to discreet conceptual frameworks or to systemic processes of one kind or another Kent calls his view of communicative interaction paralogic hermeneutics and he employs this notion to critique some of our most influential contemporary approaches to the study of writing and reading Kent develops his argument in two general stages In the first stage chapters one through four he discusses the meaning of the term paralogy and defines the concept of paralogic hermeneutics In addition he attacks in these chapters the claim endorsed by many rhetoricians and literary theorists that language conventions control the meaning of utterances and in place of the conventionalist formulation of communicative interaction Kent advocates an externalist account of meaning that attempts to move beyond the old Cartesian opposition of mind and world In stage two of his argument chapters five through seven Kent draws out some of the practical implications of a paralogic hermeneutics for the disciplines of rhetoric and literary criticism One of Kent s most provocative and important claims in these chapters concerns his assertion that the traditional disciplinary boundary existing between composition studies and literary studies evaporates once writing and reading are regarded as hermeneutic endeavors Finally Paralogic Rhetoric represents a frontal assault on some of the fundamental assumptions about writing and reading held by many of our most important contemporary rhetoricians and literary theorists Kent argues persuasively that the time has arrived for a reconsideration of our current conceptions concerning both the production and the reception of discourse and in these pages he proposes a description of communicative interaction that serves as a large first step toward a radical redescription of writing and reading

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Handbook of Academic Learning Gary D. Phye,1997-01-08 The Handbook of Academic Learning provides a comprehensive resource for educational and cognitive psychologists as well as educators themselves on the mechanisms and processes of academic learning Beginning with general themes that cross subject and age level the book discusses what motivates students to learn and how knowledge can be made personal for better learning and remembering Individual chapters identify proven effective teaching methods for the specific domains of math reading writing science and critical problem solving how students learn within those domains and how learning can be accurately assessed for given domains and age levels The Handbook takes a constructivist perspective to academic learning emphasizing the construction of personal knowledge of an academic nature Constructivism within the context of learning theory is viewed as involving an

active learner that constructs an academic knowledge base through the development of cognitive strategies and metacognition The book discusses the development of basic literacy skills that provide the foundation for higher order thinking and problem solving Constructivism recognizes the social dimension of classroom learning and emphasizes the motivational elements of self regulation and volition as essential learner characteristics Written by authors who have first hand experience with both theory development and the development of authentic classroom instructional techniques the Handbook empowers educators to develop implement and field test authentic instructional practices at their school site The book provides a review of the literature theory research and skill techniques for effective teaching and learning Identifies effective teaching with specific techniques Covers elementary school through high school Discusses teaching methods for all main subject areas reading writing math science and critical thinking Identifies how students learn to learn Reviews theory research techniques and assessment Contains field tested examples for the educational professional at the school site Provides a resource for staff development

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