Rewriting Work

Workplace Writing Edited Collection CFP

Editor: Lora Arduser

Tentative Title: Rewriting Work

Proposed chapter length: 6,000 to 8,000 words

Historically, the field of technical and professional communication (TPC) has maintained a connection to workplace practice – a connection that was clearly visible in the edited collections, single-authored books, and journal articles on workplace writing produced in the late 1990s and early 2000s.

Since that time, a smattering of journal articles have examined workplace writing in the 21st century (see Brumberger, 2007; Campbell, 2016; Kohn, 2015; Lentz, 2013; Leyden, 2008; Schneider, 2002; Schneider & Andre, 2005), but no sustained engagement (i.e. monograph or edited collection) has been produced on workplace writing since 2000 (see Dias Freedman, Medway & Par, 1999; Henry, 2000; Spilka, 1998; Sullivan & Dautermann, 1996).

Obviously, much has changed both in the workplace and how we research workplace writing since that time. One goal of this edited collection, therefore, will capture these evolutions. A second goal of this collection is to explore how our identity as a field continues to require workplace research. This research is, in fact, common ground for a field that is often divided in terms of whom our research speaks to –"practitioners think academic research does not apply to them, and academics think practitioners are not recognizing the importance of their research" (St. Amant & Melonçon, 2016, p. 347).

For the collection, the editor welcomes diverse methodological approaches (i.e., ethnographies, interview studies, mixed method approaches, etc.) and seeks submissions that will consider the following questions:

- What do contemporary workplace writing spaces look like and how do they impact writer identity?
- How do theories of embodiment inform writing practices?
- What are new models of distributed work?
- What new methodologies are appropriate for studying workplace writing?
- What can rhetorical genre studies tell us about writing in the 21st century workplace?
- What literacies are required for contemporary workplace writers?
- What is affective about contemporary writing practices?
- How are writers/workplaces handling accessibility and disability?

- How has the gig culture of work impacted writing practices?
- How do "nonwriters" write in the workplace?
- What do theories of expertise, or other theories, lend to studies of workplace writing?
- What new types of collaborations are required in workplace writing?
- How do various types of texts accomplish different human activities based on the production and use of texts?
- What determines writers' social roles in a particular community of practice?

These questions are meant to be generative rather than exhaustive. If you have questions or would like to pitch an idea prior to formally submitting a proposal, feel free to contact the editor.

Pending a successful peer review, this collection will be one of the first volumes published in the WAC Clearinghouse/CSU Press TPC Foundations and Innovations book series (https://wac.colostate.edu/books/tpc/).

Individuals, co-authors, or research collectives should submit a PDF proposal of no more than 500 words (exclusive of bibliography) by January 15, 2020, to the collection editor, Lora Arduser, at lora.arduser@uc.edu.

Timeline for Submissions

Proposals due: January 15, 2020

Authors notified: February 15, 2020

Full chapters due: July 15, 2020

References

Brumberger, E. (2007). Visual communication in the workplace: A survey of practice. *Technical Communication Quarterly, 16*(4), 369-395.

Dias, P., Freedman, A., Medway, P., & Par A. (1999). *Worlds apart: Acting and writing in academic and workplace contexts*. Mahwah, NJ: Lawrence Erlbaum Associates.

Campbell, K. S. (2016). Flipping to teach the conceptual foundations of successful workplace writing. *Business and Professional Communication Quarterly, 79*(1), 54-67.

Kohn, L. (2015). How professional writing pedagogy and university–workplace partnerships can shape the mentoring of workplace writing. *Journal of Technical Writing and Communication, 45*(2) 166-188.

Lentz, P. (2013). MBA students' workplace writing: Implications for business writing pedagogy and workplace practice. *Business and Professional Communication Quarterly, 76*(4), 474–490.

Leyden, J. A. (2008). Novice and insider perspectives on academic and workplace writing: Toward a continuum of rhetorical awareness. *IEEEE Transactions on Professional Communication, 51*(3), 242-263.

Schneider, B. (2002). Theorizing structure and agency in workplace writing: An ethnomethodological approach. *Journal of Business and Technical Communication, 16*, (2), 170-195.

Schneider, B., & Andre, J. (2005). University preparation for workplace writing: An exploratory study of the perceptions of students in three disciplines. *Journal of Business Communication, 42*(2), 195-218.

Henry, J. (2000). *Writing workplace cultures: An archaeology of professional writing*. Carbondale, IL: Southern Illinois University Press.

Spilka, R. (Ed.). (1998) *Writing in the workplace: New research perspectives.* Carbondale, IL: Southern Illinois University Press.

Sullivan, P., & Dautermann, J. (Eds.). (1996). *Electronic literacies in the workplace: Technologies of writing.* Urbana, IL: The National Council on Teachers.

St. Amant, K. and Melonçon, 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.