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Clemson's program in advanced writing is based in the Department of English and draws on English faculty who have interdisciplinary interests and experience, mainly in technical and business fields. The program has two parts, a general education requirement in advanced composition and speaking skills and a writing minor. Clemson is the land-grant university of South Carolina, with large programs in engineering, business, agriculture, and computer science; the character of its advanced writing offerings reflects that mission. In the spring of 1987, 980 sophomores, juniors, and seniors were enrolled in upper-level writing courses.

Course Offerings in Advanced Composition

At Clemson, students have long been required to take a two-semester sequence in freshman composition. All students entering after May 15, 1984, must also take three additional hours in one of eight advanced communication and composition courses. Most take public speaking, business writing or technical writing, as their curricula require. Introduction to journalism, advanced expository writing, and three creative writing courses in fiction, poetry, and drama are elected primarily by students in liberal arts.

For most students, advanced writing means business or technical writing. In spring 1987, business writing enrolled 533 students; technical writing, 284. The two courses have much in common. Both stress four aspects of the new rhetorical situation students will encounter at work. Students are introduced to complex but specific audiences, who unlike teachers will use their writing to get work done; they learn to write with a document's organizational purpose in mind; they reconsider style in light of a new need for conciseness, plainness, and readability; and they learn the role that format plays in a document's effectiveness.

Similar in principles, the two courses differ in the students they attract and the types of writing that the students do and are expected to encounter later on the job. Business writing is designed primarily for students in management, accounting, agricultural economics, food science, tourism and parks management, and liberal arts. It helps prepare students for the writing demands of jobs in finance, small business management, sales and marketing, public relations, communications, law, and the food industry. With that in mind, students write a variety of memos, business letters, and reports, such as personnel recommendations, performance reports, marketing studies, procedures, sales reports, feasibility studies, financial analyses, external proposals, and problem-solving reports. Compared to the technical writer, the business writer:

+ writes as often for audiences outside as inside organizations,

- so that documents often combine the need to inform, persuade, and maintain goodwill in customer and public relations;
- + writes brochures or promotional literature or other documents that explain technical information to audiences with little technical background or interest in acquiring that background;
 - + writes more about people and money, that is, about "intangible" resources, in business, industry, and public service than about physical data;
 - + observes, records, and uses all types of data about people, especially in their roles as employees, customers, and consumers of public information;
 - + constructs and uses business graphics, such as tables, charts and graphic models of organizations.

Technical writing is designed primarily for students in sciences, engineering, computer science, graphic communications, and forestry. The course helps prepare them for writing in such fields as systems programming, software development, water resources management, transportation, wood utilization, and health and safety inspection. Students may write not only letters, memos, and formal reports, but other documents such as specifications, lab reports, breakdown reports, proposals for construction or improvements, technical procedures, environmental impact statements, technical briefs, scientific articles, and technical sales reports. Charts, graphs, drawings, and other visual aids are often included. The technical writer:

- + writes more often to audiences within an organization than to audiences outside;
- + often writes for audiences with some technical background, but must also be able to write for audiences with little or no familiarity with technical subjects;
- + writes more about things--that is, the physical and technological environment--than about people;
- + observes, records, and uses physical data;
- + draws and is able to analyze and explain drawings and other graphic representations of physical reality;
- + effectively describes and defines processes, mechanisms, concepts, trends, and issues.

A booklet on Clemson's writing program that is used in freshman classes describes the courses in more detail.

Within these guidelines, there is no common syllabus or text for business or technical writing. A survey two years ago showed that in both courses instructors favor three or four texts and typically give seven to ten assignments. They often combine these assignments into projects involving a related series of writing tasks. All courses include an employment packet. There are usually many different majors in a section, and instructors have training mainly in composition and literature. Thus, there can be problems of common content and evaluation. Instructors often assign a research report based on students' individual fields. Increasingly, they ask students to investigate local problems for actual audiences. For example, some learn document design, in which they revise and field test documents in use in the university.

Class members may team with students in other fields, such as graphics, to complete documents. Some instructors also assign parallel readings, such as The Soul of a New Machine, or ask students to read articles in specialized periodicals.

Students may take business and technical writing as sophomores, and many do, to "get it out of the way." Yet, instructors assume that students can write about concepts and trends in their fields, something sophomores are ill-prepared to do. A new prerequisite of junior standing is expected to ensure that students not only have some sophistication in their major fields but also more reason to learn to write in the workplace.

Issues in the technical and business writing courses are considered by a subcommittee of the departmental composition committee. The subcommittee advises the larger group and makes proposals about the teaching of these courses, such as the new requirement of junior standing. This committee also contributes to faculty development; recently, it helped form a Clemson area chapter of the Society for Technical Communication.

Of the remaining five courses, journalism is popular with liberal arts students who are minoring in communications or writing. Taught by experienced journalists who are also full-time faculty, students learn the basics of reporting and editing. Advanced expository writing stresses writing for upper-level academic work as well as publication. Aimed at liberal arts students, it is useful for those entering journalism, law, education, public relations, or advertising. The creative writing courses in fiction, poetry, and drama combine literary study and workshops; they are taught by faculty who publish and direct original work. In spring 1987, three of the five courses were offered and enrolled 103 students.

Staff and Training

All courses are taught by English faculty. Instructors with master's degrees teach the bulk of the business and technical writing sections, and experience in these subjects is one criterion in hiring new instructors. More than half of the eleven professional faculty who teach technical and business writing have technical training or have worked outside academic settings in document design research, technical editing, or corporate training and development. New tenure-track appointments for 1987-88 combine training in writing and literature (or linguistics) which technical, editorial, or managerial experience outside English teaching.

In spring 1985, anticipating higher enrollments in the advanced writing courses, the Subcommittee on Business and Technical Writing conducted a three-day seminar for new instructors. Funding was obtained within the university to pay session leaders and provide modest stipends for participants. Fifteen instructors and two professors attended. The sessions, presented by experienced staff members, were practical, designed to help new instructors with specific assignments such as the employment package, letters, proposals, and reports, and with teaching techniques such as field testing, editing, and using graphics. Publishers of texts

agreed to supply participants with desk copies of business and technical rhetorics and handbooks. Participants evaluated the seminar immediately afterwards and again after first teaching the course. They responded that the seminar was invaluable in laying the groundwork, but for some it could not give adequate business or technical background. In spring 1986, a series of practical was held on evaluation of papers, use of computers, and the role of specialized reading. Much teacher training at Clemson goes on informally. Experienced staff recommend textbooks, share assignments, and lend models of graphics for oral reports. The subcommittee also keeps a file of syllabi and assignments for new instructors to consult.

In 1987, from an endowment of over \$1 million, the university also expects to fill the Campbell Chair in Technical Communications, a joint appointment in English and the College of Engineering--a development certain to affect the undergraduate writing program. Through this endowment, graduate students and faculty in English have begun tutoring engineering students and serving as liaisons between the disciplines. A lecture series has brought scholars and practitioners to campus to raise awareness about technical communications; and in the spring of 1987, the endowment will sponsor a full-scale workshop for English and engineering faculty.

Writing and Computers

Clemson students have several choices in using computers for writing. Most popular in the advanced writing courses is the combination of a site-licensed word-processing program and numerous university-owned microcomputers. Students and faculty may also copy the program for home use. The humanities classroom building contains two "remote" Computer Center stations, one with 60 microcomputers and dot-matrix printers, the other with 16 terminals connected to a mainframe, with an editing package and laser printer. These rooms can be reserved for class instruction. Micro users do not need an account number, but must supply their own file disks. In addition, students may use other remote stations on campus and learn other word-processing packages in their business, computer science, and engineering courses. With equipment and programs widely available, whether--and how--to use computers in advanced writing is an individual faculty decision.

The Writing Minor

Students in liberal arts and other bachelor of arts curricula may minor in one of four areas of writing: journalism, business and technical writing, the teaching of writing, or creative writing. Each requires fifteen hours of advanced courses. Students take the appropriate general education course, such as introduction to journalism. Courses beyond these include advanced workshops as well as courses in literature, rhetoric, or linguistics. In the technical and business option, students must also take a computing and a graphics course. Interest in writing as a specialty continues to grow. In spring 1987, 60 students enrolled in fiction and poetry workshops, news reporting, technical editing,

advanced technical writing, feature writing, and the student publications workshop.