

May 2019

Course Goals and Feedback Workflows: Examining Instructors' Pedagogy in Professional Communication Service Courses

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COURSE GOALS AND FEEDBACK WORKFLOWS: EXAMINING INSTRUCTORS'
PEDAGOGY IN PROFESSIONAL COMMUNICATION SERVICE COURSES

by

Sara Doan

A Dissertation Submitted in

Partial Fulfillment of the

Requirements for the Degree of

Doctor of Philosophy

in English

at

The University of Wisconsin–Milwaukee

May 2019

ABSTRACT

COURSE GOALS AND FEEDBACK WORKFLOWS: EXAMINING INSTRUCTORS' PEDAGOGY IN PROFESSIONAL COMMUNICATION SERVICE COURSES

by

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The University of Wisconsin–Milwaukee
Under the Supervision of Professor David Clark

In Professional and Technical Communication (PTC), feedback has not been studied in proportion to its importance, particularly in service, or introductory, courses. Feedback is a form of assessment; therefore, an empirical study of instructor feedback requires attention to PTC instructors' pedagogical goals and learning outcomes. This research asked and answered three questions about

1. Instructors' pedagogical goals and learning outcomes for their PTC service courses,
2. Instructors' approaches to giving feedback on students' resumes and cover letters, and
3. The extent to which instructors' pedagogical goals and feedback aligned.

This research contributes data-driven findings on instructor feedback within PTC service courses, implications about how instructors' training and theoretical backgrounds affect their pedagogy, and information about how instructors' goals reflect PTC's overarching goals. I interviewed 10 instructors and collected their service course syllabi, resume and cover letter assignment sheets, and instructors' feedback on students' de-identified resumes and cover letters. For analysis, I coded the data using a coding scheme that emerged from the data and from Miller's genre as social action.

When instructors spoke about their pedagogical goals, they most often discussed Neo-Aristotelian rhetoric and genre. In their syllabi learning outcomes, instructors framed rhetoric and critical thinking as most important. When giving feedback, half of the instructors gave formative feedback while half gave summative feedback. Summative feedback was faster; however, instructors who gave formative feedback generally received more polished writing.

Four implications arose from the discrepancies between instructors' pedagogical goals and their feedback-giving practices:

1. Instructors' relationships with theory were informed by their graduate-level training and/or their workplace experience.
2. Instructors rarely discussed teaching information literacy and content-centric writing in their pedagogical goals; however, they gave ample feedback about issues of information, detail, and content on students' resumes and cover letters.
3. Instructors' labor conditions informed the perceived quality of their feedback and their adherence to their pedagogical goals.
4. Instructors often imported pedagogical methods from first-year composition into PTC service courses due to a lack of time or training.

This study calls for further empirical research about instructors' training experiences, instructor feedback, and field-wide goals for the PTC service course.

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To all new instructors
in Professional and Technical Communication:
you are not alone.

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ACKNOWLEDGEMENTS

Many thanks to my advisor, Dave Clark, and to my dissertation committee: Rachel Spilka, Rachel Bloom-Pojar, Erin Parcell, and Lisa Melonçon. Your generosity of time and effort has been essential to guiding me through this project and writing process.

Additional thanks to the Association for Business Communication for supporting this project through the 2017 Marty Baker Graham award and the C.R. Anderson Research Grant. I also thank IEEE ProComm for the Hayhoe Fellow Award at the 2018 annual conference in Toronto, ON. Finally, I thank the University of Wisconsin–Milwaukee for the Distinguished Dissertator Fellowship; the time to write and think this year was an incredible gift.

Thank you to my research participants; your willingness to allow me a glimpse into your classrooms has been a master class in pedagogy. Each of you has changed how I teach.

On a personal note, Ryan, thank you; you have been so supporting and so loving throughout this journey. I'm so excited to have post-dissertation adventures with you. Thanks to Lady Sif for being the most snuggly little co-author.

To my family: thank you for your support of me and my work. You've been particularly generous in listening to the monologues about why this research (1) makes me happy and (2) matters to PTC. Varsity Squad—thanks for sending all those memes.

To my dear friends Katy Yaun, Chloe Clark, Ashanka Kumari, Allison Hutchison, Sara Parks, Clara McGlynn, Danica Schieber, and many others: thank you for your endless encouragement and listening ears.

To my many colleagues across Professional and Technical Communication: thank you for conversations that both supported my work as a researcher and my professionalization as part of this field. While many people come to mind, I'd like to extend particular gratitude to Liz Angeli, Ashley Patriarca, Cathryn Molloy, Kristin Bivens, and everyone involved in Women in Technical Communication.

Further thanks to Chalice Randazzo for a Skype conversation that clarified my thinking around resumes and research methods. Thank you to Cagle, Sarah Gunning, and Michael Trice for your support during Faculty Office Hours. Finally, thank you to Peter Hadorn for introducing me to the field of technical writing and for sharing your stories about Kitty Locker's approaches to pedagogy. This is all your fault.

Chapter 1: Introduction

As an MA student in Rhetoric, Composition, and Professional Communication at Iowa State University in 2014, I read Still and Koerber's (2010) study of how students used instructor feedback when revising a technical communication assignment. Since then, I have been fascinated with research involving feedback in writing studies and PTC (Professional and Technical Communication). During my pedagogical training in first-year composition, I have read foundational literature on feedback in rhetoric and composition (Elbow & Belanoff, 1999, 1999; Leki, 2006; Williams, 1981), but have not been able to find much analogous literature in PTC. When teaching business writing for the first time during the fall of 2016, I looked for research, manuals, and tips for new PTC instructors that would give concrete examples of how students use feedback like in Still and Koerber's (2010) study; however, I found very little of use in the PTC's research. My experiences have traced the same path pointed out by Ilyasova and Bridgeford (2014) about the lack of definition between teaching methods in PTC and in rhetoric and composition:

[PTC instructors] categorize, interpret, and explain our work from a standpoint of first-year composition. It's easy to see why and how naturally this positioning occurs because most of us receive pedagogical training for first-year composition. But when assigned technical communication courses, these same graduate students don't necessarily receive the same level and depth of training for technical communication. (p. 53)

I first taught Business Writing at the University of Wisconsin–Milwaukee during the fall 2016 semester. Even though I was taking English 706: Seminar in Professional Writing Theory and Pedagogy, I still relied on my training as a first-year composition instructor to design, teach, and give feedback during my first business writing courses. For example, my business writing

students a completed peer response assignment much like my former first-year composition students. The night before the class session for peer response, they submitted a draft of their assignment. They then brought their assignment to class and gave feedback on two peers' work. The only major difference was the list of questions that my students answer about their work's genre, audience, and workplace context. When giving feedback on students' writing, I approached commenting the same way that I had when teaching first-year composition. Students would revise after their peer response, then submit a final draft of their assignments. I would read through one or two, then grade with in-text comments, end comments, and a detailed rubric adapted from my first-year composition pedagogy. I could see on our learning management system that students rarely engaged with my feedback. Giving summative comments felt more akin to defending and explaining my grades to students rather than a way to help them improve their workplace writing.

Although I had workplace experience as a technical communicator, I was not teaching my business writing students to focus on issues of detail or content or how to solve problems in the workplace. Instead, I was relying on our textbook, my background in rhetorical theory, and my training in teaching first-year composition. For framing assignments and commenting on students' writing, I focused on rhetorical tools of purpose, audience, and context. In my Seminar in Professional Writing Theory and Pedagogy that semester, we discussed basic classroom management, politics in the classroom, and how to scaffold assignments. The course rarely discussed the genres or problems that students needed to understand in workplace writing and never discussed feedback. In any case, a single semester's training in PTC pedagogy simply is not enough to guide instructors new to teaching PTC service courses. This example from my own training in rhetoric and composition and PTC parallels the lack of resources and literature

that exist for other PTC instructors, particularly in guidance about giving feedback on students' writing. The pedagogical methods used in first-year composition prepare students to write for themselves and for academic audiences (Bartholomae, 1986); PTC courses create a bridge for students, moving them from expectations and genres of academic writing to the styles, types, and purposes of writing that they need to use in professional contexts. In short, the methods for successfully teaching first-year composition and PTC are heterogenous.

Giving feedback is a deeply personal practice for many instructors. However, I posit that PTC instructors have mostly reinvented their own individual commenting styles, giving feedback that looks similar even though they have had to create their own feedback workflows or import their practices from first-year composition. As a new PTC instructor, the classroom goals, objectives, and practices of the service course would often fall outside of my training and experience in the first-year composition classroom. I had three main options for my pedagogy: (a) scanning the available literature for solutions to my specific issue, (b) asking other PTC academics for advice via social media, or (c) inventing ways to solve the problem myself. Producing research for data-driven, effective feedback practices demystifies feedback for new instructors, giving them a range of rhetorical moves, tips, and practices from which to further innovate.

Statement of Purpose

As Professional and Technical Communication continues to move into the 21st Century, the field must continually reconsider and refine itself, both in external relation to other fields, and in internal definition of who we are and what we do. Paradigm shifts around PTC have already occurred: first with PTC's growth out of engineering and the land-grant university during the first two thirds of the 20th Century (Malone, 2011; Russell, 2004), then with the turn to Information Technology around the new millennium (Dicks, 2009; Hart-Davidson, 2001). Since

the recession of 2008, PTC has begun to refine itself again, focusing on how to build sustainable, flexible programs that prepare students for evolving careers (Johnson, Simmons, & Sullivan, 2018; Pope-Ruark, 2017; Schreiber & Melonçon, 2018).

As PTC scholars and researchers seek to sustain the field and create forward momentum, they have given the service course renewed attention (Melonçon, 2018; Morrison, 2017; Schreiber, Carrion, & Lauer, 2018), raising questions about what instructors can and should be teaching in these introductory courses to best prepare students for their uncertain professional lives. The service course remains a productive way to recruit students into PTC majors and minors, as its main audience is students outside of English or writing programs. Despite its importance, however, much of the research on the service course focuses on researchers' own classrooms. While such localized research can be valuable, the results can be difficult to implement in outside contexts, particularly for new instructors. As such, PTC has been largely relying on lore about its pedagogical practices, rather than relying on data-driven research about what pedagogical approaches and methods are effective when teaching the service course. While the goals and methods for teaching service courses have been gaining more attention, PTC's focus must now extend to instructor training because PTC is still explaining and positioning its pedagogy from a standpoint of first-year composition (Ilyasova & Bridgeford, 2014). Current programmatic research about how instructors are trained to teach PTC service courses is limited. PTC practices and pedagogies are interrelated (Schreiber et al., 2018), but many PTC service course instructors do not have workplace experience from which to base their values for students' learning (Tebeaux, 2017; Wolfe, 2009).

Within PTC pedagogy, instructor feedback holds special importance. Instructors give ample feedback on students' writing, spending incredible amounts of time and energy on these

comments. PTC has research about how students use comments in peer response sessions (Anderson, Bergman, Bradley, Gustafsson, & Matzke, 2010) and how students respond to audio or video feedback (Anson, Dannels, Laboy, & Carneiro, 2016; Still, 2006). However, PTC has few studies from the last decade that dissect the content of feedback that instructors give on students' writing (Doan, 2019; Singleton & Melonçon, manuscript submitted for publication; Still & Koerber, 2010; Taylor, 2011). Feedback is a form of assessment. Thus, understanding feedback equates to understanding instructors' pedagogical goals in the PTC service course. Although there is a gap in feedback literature, there remains an important question to answer: when PTC instructors give feedback in their service courses, what pedagogical goals are they enacting for their students' learning?

Major Research Questions

During this dissertation, I asked and answered three major research questions:

- *In current practice, what pedagogical goals do PTC instructors have for their students' learning in service courses?* By answering this question, I collected data about the current state of pedagogy within the PTC service course, laying groundwork for further examining instructors' pedagogical practices and understanding the gaps between PTC literature and what appears in its classrooms.
- *What theories, methods, and approaches do instructors use to give feedback on students' resumes and cover letters?* This study examines how instructors spoke about their feedback during their interviews. While instructor feedback does appear in the PTC literature, this research largely assumes that instructors give summative feedback after students submit a final draft of each assignment (Anson et al., 2016; Doan, 2019; Still, 2006; Still & Koerber, 2010; Taylor, 2011). Instead, recent research (Singleton &

Melonçon, manuscript submitted for publication) has found that instructors also rely on formative feedback within the service course, giving major feedback on students' writing before students submit their drafts.

- *How do instructors' pedagogical goals align with their feedback?* The discrepancies that I have found by asking these questions reveal differences between instructors' pedagogical goals and their feedback on students' writing. Asking and answering this question connects instructors' perspectives about their pedagogical goals with the extent to which they enacted these goals through their feedback.

By answering these research questions, I am not only entering a conversation about PTC's goals and feedback, but also a larger conversation about the value of empirical data in informing the field's pedagogical practices. Over the past decade, scholars have been discussing the value of teaching students to work with content and information as preparation for PTC workplace practices (Boettger, Lam, & Palmer, 2017; Spilka, 2009); similar calls have taken place within the field, asking PTC to critically consider its own approaches to research (Friess, Boettger, Campbell, & Lam, 2017; Melonçon & St.Amant, 2018). These calls have further been extended into PTC pedagogy, as PTC needs more empirical research about how instructors are teaching the service course (Melonçon, 2018). In this dissertation, I respond to these calls, contributing data-driven information to replace the field's lore about pedagogical practice, particularly surrounding how instructors give feedback.

Ideally, PTC service courses should reflect current approaches workplace genres, technologies, and collaboration styles, highlighting the ever-growing importance of workplace writing. Despite this importance, the PTC service course has been under-examined in PTC research. As such, efforts to re-evaluate PTC service courses through empirical, programmatic

research are building momentum (Melonçon, 2018; Schreiber et al., 2018). While current conversations surrounding service courses are gaining momentum, such conversations focus on student engagement (Veltsos, 2017), assessment (Warnock, Rouse, Finnin, Linnehan, & Dryer, 2017), and ways in which the current climate of higher education impacts both courses and instructors (Tillery & Nagelhout, 2015).

What's missing in current research are critical examinations of how PTC instructors align their teaching practices with their pedagogical goals when giving feedback on students' writing. Although feedback studies are being developed (Singleton & Melonçon, manuscript submitted for publication), PTC still has not fully examined how instructors use feedback on students' writing to actively support their pedagogical goals. Instead, results reveal that instructors rely on assumptions and lore surrounding what quality feedback looks like—or borrow feedback-giving strategies from first year composition. PTC has not developed a centralized, programmatic approach to training new instructors in giving quality feedback on students' writing. The methods for teaching that rhetoric and composition has developed to teach first-year writing, such as reader response comments (Welch, 1998) do not always align with PTC's purpose for teaching its service course: preparing students to write in workplaces and professional situations. Therefore, this study's data contributes important information about pedagogical goals and feedback practices that instructors use when teaching PTC's foundational courses.

Contributions to the Literature

This research contributes new knowledge to PTC in primarily two ways. First, by constructing an evaluative framework to assess how well instructor feedback aligns with pedagogical goals (Doan, 2018), this research continues PTC's current conversations about connecting pedagogical practices to learning goals (Anson et al., 2016; Anthony & Garner, 2016;

Bhatia & Bremner, 2014). Such research focuses on pedagogical practices for increasing student engagement in PTC service courses (Finseth, 2015; Veltsos, 2017) and by encouraging instructors to focus on learning goals and competencies that students will take into their future professional lives (Lucas & Rawlins, 2015). To achieve a level of quality and optimal usefulness for students, feedback in PTC service courses needs to correlate with primary goals for students' learning. These current conversations naturally extend into my study on how instructor feedback helps to further students' learning in PTC service courses. Second, by comparing instructors' written comments to their interviews and syllabi, this research replaces previous habit and lore with data about theories, methods, and approaches instructors use when giving their students feedback. Using replicable approaches to investigate the field's pedagogical practices produces research that novice instructors can apply to their service course classrooms.

Studying instructor feedback on students' resumes and cover letters gives insight into PTC pedagogy, as job application materials are a common assignment in service courses that have clear audiences and high-stakes contexts (Cardon, 2016; Guffey & Loewy, 2018; Rentz & Lentz, 2018). Although recent research has discussed how to teach resumes and cover letters (Anderson et al., 2010; Fillenwarth, McCall, & Berdanier, 2018; Finseth, 2015; Li, 2011; Randazzo, 2012, 2016) and how employers use these recruitment genres in the workplace (Diaz, 2013; Martin-Lacroux & Lacroux, 2017), instructor feedback on these genres has not been studied. PTC currently has little data on the kinds of comments that instructors give on students' job materials and the extent to which these comments match PTC instructors' pedagogical goals. As many students tailor their resumes and cover letters for jobs that they could realistically apply for, instructors have incentives to give feedback that students will use during revision.

Intervening in PTC Pedagogy

This dissertation takes a step towards providing meaningful research into commenting in three main ways. First, researching feedback enables PTC instructors to better guide students' development as writers, giving instructors better direction in how to engage with their students' resumes and cover letters (Doan, 2019). Second, 87% of PTC service courses are taught by graduate student teaching assistants and contingent faculty members (Melonçon & England, 2011); providing research about feedback has implications for training new PTC instructors in how to give feedback that focuses on all aspects of professional writing. Service courses teach mostly non-major students to write, acting as a service to other departments or areas of the university (Melonçon & England, 2011), so their goals must be clear to those outside the field. PTC service courses generally have high enrollments across a general student population, serving as accessible and important sites of pedagogical study. Third, analyzing the goals and values that instructors emphasize in their feedback can also give greater insight into PTC's overall goals, ensuring that these commenting practices reinforce our aims for students' learning. Additionally, learning more about PTC feedback practices will support PTC instructors and writing program administrators in articulating the value of these courses to our students, departments, and universities at large.

Methodology

To examine how PTC instructors give feedback on their students' writing and how that feedback aligns with their goals for students' learning, I recruited 10 instructors with between three-and-one-half to 17 years of experience teaching business and professional communication courses; this sample size was large enough to use for making inferences about what might be useful to instructors and the field, as the average number of participants in published PTC research is 12 (Melonçon & St.Amant, 2018). Because so little research exists on feedback in PTC, looking at experienced instructors provided a baseline study that fills a real need in the

field. Studying more experienced instructors was the most reliable way to answer my research questions because they are more settled into their views of what feedback is and what feedback is supposed to accomplish. To participate, instructors must have taught business or professional writing service courses that include a resume or cover letter assignment between the Summer 2017 and Fall 2018 semesters so that instructors could talk about their pedagogical goals for their teaching and use their students' de-identified resumes and cover letters for this study.

To collect data, I collected instructor interviews, service course syllabi, and resume or cover letter assignment sheets to create an evaluative framework for examining instructors' pedagogical goals. This study followed Tracy's three core qualitative concepts (2013): "self-reflexivity, context, and thick description" (p. 2). I acknowledge my place in this study as an instructor who cares about the PTC service course and about giving students quality feedback. Further, I conducted interviews because I wanted to understand the context that instructors gave their feedback in. Finally, I used thick description to immerse myself in instructors' methods for teaching the service course, embedding my descriptions and analysis of their research within the data that I collected here. Triangulating these research methods between interviewing and content analysis of syllabi enabled me to conduct a study that establishes a baseline for how instructors give feedback. Examining instructors' teaching materials and feedback illustrated instructor feedback practices and highlighted how these instructors teach resumes and cover letters in their service courses.

Interviewing PTC instructors about their methods and goals for feedback allowed me to investigate their current teaching methods by asking them directly. Conducting content analysis of their syllabi learning objectives not only gave clearer insight into what instructors practice, but also showed how instructors' stated values differed from the values in their syllabi. Combined,

these interviews and content analysis were the best ways to answer my research questions because I was able to contrast instructors' stated and fluid beliefs about their pedagogical goals with their written syllabi and large amounts of feedback on students' writing. This dissertation's findings contribute data about how instructors think about and act upon their goals for students' learning through the feedback that they give on students' resumes and cover letters.

Key Findings

In the PTC service course, instructors' pedagogical goals are driven by their pedagogical training and influenced by their workloads. Instructors rely on rhetorical terminology to act as shorthand when they do not have significant workplace writing experience; however, instructors with extensive workplace experience but without pedagogical training rely on communication and management theories that may not enhance their teaching. In the following paragraphs, I use the answers to my research questions to summarize the key findings:

- *In current practice, what pedagogical goals do PTC instructors have for their students' learning in service courses?* The results revealed that department affiliation and graduate-level pedagogical training influenced instructors' goals for their students' learning. Instructors who worked in English, writing, or technical communication departments focused their pedagogical goals on teaching students to understand and apply Neo-Aristotelian rhetoric, such as purpose, audience, context, and argument in their workplace writing. These instructors also tended to focus on teaching students to view genre as social action (Miller, 1984). Conversely, the two instructors who taught the service course in business departments had no graduate-level pedagogical training, relying instead on their textbooks and their extensive workplace and consulting experiences. These instructors emphasized teaching their students communication and management theories and viewed genre as a series of rigid forms (Swales, 2008).

- *What theories, methods, and approaches do instructors use to give feedback on students' resumes and cover letters?* Within this study, a divide emerged between instructors who gave summative feedback versus those who gave formative feedback. Five instructors gave summative feedback—that is, feedback given simultaneously with a grade (Evans, 2013). Within writing studies, summative feedback has dominated conversations about commenting on students' writing (Doan, 2019; Still, 2006; Still & Koerber, 2010; Taylor, 2011). Conversely, five instructors gave formative feedback. In formative feedback, instructors offer comments before the assignment is officially graded (Evans, 2013; Singleton & Melonçon, manuscript submitted for publication). Separating the grade from the feedback gives students time and incentive to revise their writing before receiving a final grade.
- *How do instructors' pedagogical goals align with their feedback?* Four main implications arose from the discrepancies between instructors' pedagogical goals and their feedback-giving practices:
 - Instructors' relationships with theory were informed by their graduate-level training and/or their workplace experience.
 - Instructors, when outlining their pedagogical goals, rarely discussed teaching information literacy and content-centric writing; however, they gave ample feedback about issues of information, detail, and content on students' resumes and cover letters.
 - Instructors' labor conditions informed the perceived quality of their feedback and their adherence to their overarching pedagogical goals in the PTC service course.

- Instructors often imported pedagogical methods from first-year composition into PTC service courses due to a lack of time or training.

I discuss these implications and what they mean for PTC in more depth during the discussion and conclusion chapters.

Defining Key Terms

In this section, I define my key terms from the perspective of a researcher and instructor within PTC. This section explains my theoretical and practical lenses that I use to view the field of PTC, the service course, and feedback.

Professional and Technical Communication (PTC): I define Professional and Technical Communication as writing and communication in ways that attempt to meet organizational standards and needs, such as solving problems through written, oral, visual and electronic genres (Melonçon, 2018; Schreiber et al., 2018). This definition of PTC includes both professional workplaces and civic or organizational contexts where people communicate task-driven information (Boettger et al., 2017; Spilka, 2009) in an ethical manner (Browning & Cagle, 2017; Spilka, 1993).

Service course: The service course, otherwise known in PTC as the introductory course, has served as my central site for this pedagogical research. Although nearly all PTC majors and minors are required to take the service course, enrollment is primarily comprised of students outside of PTC or writing majors who may never take a subsequent writing course (Veltsos, 2017). This course is taught as a service to outside departments and majors, such as engineering, computer science, or business (Melonçon & England, 2011). Because its primary audience is students outside of PTC, the service course requires learning outcomes that are meaningful to students, faculty, and administration who may not be familiar with or value the field of PTC.

Feedback: Defining feedback is central to this dissertation. Doan (2019) defines feedback as

a response that an instructor gives on student writing... Feedback takes many forms: in-person conferences, audio or video comments, track changes in Microsoft Word, in-line comments, end comments, and rubrics. While the literature uses terms such as comments, commenting, assessment, and grading, I use feedback because it suggests an attunement to and conversation with the student writer. (p. 5)

Although feedback can be delivered through varying media, such as audio recordings, videos, screencasts, in-text comments, tracked changes, end comments, or rubrics, this study focuses primarily on in-text and end comments, as those were the primary choice of many instructors who participated in this study.

Chapter Summaries

Chapter 2: Reviewing the Literature

I define PTC's pedagogical goals for students learning based on previous literature in the field, highlighting opportunities for new definitions and stronger instructor training to move PTC pedagogy forward. I connect previous literature about resumes and cover letters to instructors' pedagogical goals. In the second half of the literature review, I discuss research on instructor feedback both within writing studies and within PTC.

Chapter 3: Research Design and Methodology

In this chapter, I outline my research design and methodology to show why my qualitative interviews with instructors and content analysis of their comments, syllabi, and assignment sheets were the most effective methods with which to answer my questions about instructors' goals and feedback in the PTC service course. To build this case, I include rationales for my sites of research, participant recruitment, data collection, data triangulation, and analysis.

Chapter 4: Results of the Study

First, I describe the results of the demographic survey including instructors' department affiliations, pedagogical training, and service courses. I describe and provide a preliminary analysis of the results of my interviews with instructors and my content analysis of instructors' syllabi in this chapter. Then, I highlight the theories, methods, and approaches that instructors use when giving feedback on student writing in the PTC service course.

Chapter 5: Theoretical and Pedagogical Implications for Professional and Technical Communication

I use the theories that instructors used in their interviews about their pedagogical goals and feedback to show the differences that appeared between instructors' interviews and their commenting practices. I discuss findings from each research question: first, that instructors focused most on Neo-Aristotelian rhetoric and workplace genres when discussing their service course goals; however, instructors' syllabi emphasized rhetorical theory and critical thinking. Second, I discuss instructors' approaches to giving formative and summative feedback. Third, I discuss the four major implications from this study about instructors' relationships with theory, gaps around information literacy, contingent labor conditions, and pedagogical methods from first-year composition being used in the service course.

Chapter 6: Conclusion

Along with explaining this study's limitations, I show how this study provides a baseline for future research in PTC pedagogy. Because this study is part of a larger project, I describe how this study will fit into the next stage of this research. Finally, I connect these implications to the future of PTC pedagogy.

Chapter 2: Reviewing the Literature

This literature review lays groundwork for my study of how instructors discuss their pedagogical goals and enact them through giving students feedback on their resumes and cover letters. Because feedback is a subcategory of assessment, I highlight what the instructors in this study assess when giving feedback on students' workplace writing. I begin by looking at the goals that PTC has for the service courses and how, within previous research, these goals are enacted in the classroom. Writ large, I discuss two major opportunities for PTC to strengthen its pedagogical practices. First, PTC must define its goals for the service course, because right now these goals are localized to individual programs and instructors and therefore not necessarily accessible and obvious to the field as a whole through empirical research. Thus, I examine PTC's classroom goals in service courses by defining three major goals that Melonçon (2018) outlined in her critical postscript on a special issue of *Programmatic Perspectives* that focused on the service course:

1. teaching students to meet employers' needs through professionalization (Lucas & Rawlins, 2015),
2. teaching students to become ethical change agents (Browning & Cagle, 2017; Spilka, 1993),
3. and teaching students to solve problems using workplace genres (Melonçon, 2018; Morrison, 2017).

In writing about the second opportunity to improve PTC pedagogy, I assert that PTC must rely on empirical research to develop a robust tradition of training instructors new to teaching PTC. PTC largely relies on first-year composition graduate pedagogy seminars to form teaching assistants' values, techniques, and habits that these instructors will use when teaching

service courses. PTC also employs contingent faculty with little background in workplace writing (Melonçon, England, & Ilyasova, 2016; Tebeaux, 2017; Wolfe, 2009) and limited training in PTC pedagogy to teach service courses (Melonçon, 2009, 2014). Presently, many instructors uncritically import their pedagogical practices from the first-year composition classroom into the PTC service course, relying on their first-year composition or writing center training (Doan, 2019) or their textbooks (Tebeaux, 2017; Wolfe, 2009). I problematize how PTC has borrowed significant amounts of its training and research from first-year composition, with special attention to how the goals of first-year composition diverge from those of PTC service courses.

Next, I include previous research about resumes and cover letters, providing a foundation for including these job application documents in this study. I point out that the research that informed textbooks about job application genres no longer matches current classroom and hiring practices. I deploy current research on resumes and cover letters to illustrate my previous points about current pedagogical practice: helping instructors bridge from classroom to workplace, ensuring instructors' reliability, and investigating the gatekeeping that instructors perform between the classroom and the workplace. These actions that instructors take increase the quality of their pedagogy by helping them balance the three major goals for the service course—professionalization, ethical preparation, and communicative problem-solving.

In the second half of this literature review, I shift my attention to instructor feedback. I broadly survey the feedback research that PTC typically borrows from other fields, both outside of writing studies—such as the scholarship of teaching and learning—and within writing studies—including feedback research from ESL, writing centers, and rhetoric and composition. I argue that while this feedback research is useful, it does not fully meet PTC's needs because this

feedback research works within academic genres, not workplace genres. PTC currently has little data on what kinds of comments that instructors give on students' job materials and the extent to which these comments match PTC instructors' pedagogical goals. I end this section by examining PTC feedback research. The few existing studies situate feedback within contextualized genres; however, I conclude that these studies do not offer information about how instructors align their feedback with their pedagogical goals for students' learning.

Defining the Service Course

In PTC, service courses such as “Introduction to Business Communication” or “Health Science Writing” prepare students for the types of writing that they will conduct in their professional futures. The service course “is a key location for highlighting, in a microcosm, what the field is, what the field does, and in theory, what the field values” (Melonçon, 2018, p. 202). These courses primarily teach students from outside of the English or writing departments as a service to other departments and programs across the university (Melonçon & England, 2011). PTC service courses generally have high enrollments across a general student population, serving as an accessible and important site of pedagogical study. Often, these service courses are often the last writing instruction that students will have before graduation (Veltsos, 2017), so they must effectively prepare students to meet their future writing needs. While PTC has aims, goals, and obligations beyond introductory teaching, service courses expose students to our field while providing PTC instructors with job security (Melonçon, 2014; Tillery & Nagelhout, 2015). However, the goals, effectiveness, and approaches to these PTC service courses are under debate among PTC instructors and researchers, as they attempt to match service course goals with the changing professional landscape and ensure that the service course stays relevant to students’

and universities' needs (Melonçon, 2018; Schreiber, Carrion, & Lauer, 2018; Tillery & Nagelhout, 2015; Tebeaux, 2017).

PTC's Pedagogical Goals in Service Courses

Wanting to understand PTC's pedagogical goals, I read widely across the field. As I researched PTC pedagogy, particularly how instructors and administrators create learning outcomes for the service course to meet, I recognized two major, field-wide problems that obscure PTC pedagogy's main goals of professionalizing students, preparing change agents, and teaching students to use workplace genres to solve problems (Melonçon, 2018; Schreiber, Carrion, & Lauer, 2018). In this section, I relate these challenges that I have identified as the major needs in PTC pedagogy:

1. The trouble of defining the three main goals of PTC service courses.
2. The unevenness of PTC instructor training because of the field's tradition of borrowing pedagogical methods from rhetoric and composition.

Discussing PTC's diffuse goals for students' learning leads to a conversation about how PTC does not have a strong tradition of training new contingent faculty equivalent to rhetoric and composition's training for new first-year composition instructors, instead relying on instructors trained to teach rhetoric and composition courses. I then outline how the goals of rhetoric and composition differ dramatically from the goals that PTC service courses.

Problem 1: Defining the Central Goals of PTC Service Course Pedagogy

Over the past five years, research in professional communication has defined and engaged with its pedagogical values to ensure that pedagogy and practice rely on data instead of habit or lore (Anson et al., 2016; Bhatia & Bremner, 2014). These current conversations naturally extend into studying how feedback can engage and reflect instructors' values for students' learning in PTC service courses. Yet, despite their relative importance to PTC's future,

the goals and outcomes of service courses are sometimes obscured. Each PTC instructor has different ideas about what genres, approaches, and activities are appropriate for professional writing classrooms. Not all of these genres, approaches, and activities help students learn effectively or point to the field's goals and outcomes. PTC pedagogy is often so individualistic that students can have drastically different experiences in the same courses taught by different instructors at the same universities. In academic journals, too, PTC pedagogy is often reductive in scope, lacking connections to larger theoretical movements and wider institutional contexts (Melonçon, 2018). Instead, PTC pedagogy must give students the tools that they need to adapt to the problems and types of content that they will encounter when writing professionally. For example, recent articles examine transfer from PTC classrooms to the workplace (Ortiz, 2013; Gaffney, 2014; Kohn, 2015; Clokie & Fourie, 2016; Schieber, 2016), without working from a consistent definition of what knowledge, skills, and habits that they wanted students to transfer when the course ended. The field lacks common definitions for students' skills beyond Neo-Aristotelian rhetoric (Doan, 2019). PTC's wide reach and diffuse emphasis is absolutely an asset in research and professional endeavors; however, I argue that the lack of clearly defined and adhered-to goals weaken PTC pedagogy, predominantly in service courses. When service course pedagogy is ineffective or disconnected from workplace writing practices, students may not have the knowledge or ability to write effectively in professional environments.

The literature from the mid-to-late 2010's has centered around three main goals for the PTC service course (Melonçon, 2018; Schreiber, Carrion, & Lauer, 2018), although the extent to which these goals inform individual classrooms varies. First, concentrating on employers' needs and "soft skills" (Ortiz, 2013, p. 226) situates PTC squarely within the neoliberal workplace, preparing students for short-term jobs but not necessarily building skills that students will need

for longer-term careers. Second, shaping students into change agents for their workplaces helps to shape students and workplaces in ethical, socially just ways; however, this goal is nebulous and could fall to the wayside without higher-order training for contingent and graduate faculty. A third goal, teaching students to solve problems using workplace genres, balances the tensions inherent to both meeting employers' needs while preparing students to become change agents. Like the first goal, it situates PTC instruction firmly within the workplace; like the second goal, it teaches students to think flexibly and to make necessary changes to their communication practices. The following section explores each of these goals in more depth.

Goal 1: Professionalizing Students

PTC scholars have researched ways that PTC can add value to work contexts and how PTC can meet employers' needs (Coffelt, Baker, & Corey, 2016; Anthony & Garner, 2016; Spartz & Weber, 2015). Asking employers what skills they want their new hires to have is problematic (Melonçon, 2018), leading to answers less useful for instructors of PTC service courses. These studies have led to results that show employers valuing strong oral and interpersonal communication skills over writing skills (Coffelt, Baker, & Corey, 2016). "This shift to assess soft skills with technical skills could be attributed to the changing structure of the contemporary workplace, with increasingly diverse workplaces and the use of project teams, cross-functional groups, and even virtual teams in business" (Clokier & Fourie, 2016, p. 443). While instructors want their students to display excellent soft skills, how to teach these soft skills within an already-packed service course is unclear. PTC tends to design curriculum based on the needs of the workplace, teaching genres and technologies specific to local professional environments (Bridgeford, Kitalong, & Williamson, 2014; Tillery & Nagelhout, 2015). Prioritizing employers' needs in the PTC classroom is further complicated by how employers'

needs have been studied: since 1983, asking employers and technical communication practitioners what skills future employees need has yielded the same few answers: writing, solving problems, communicating within a rhetorical situation, understanding ethics, and enhancing usability (Melonçon, manuscript in progress). While students must command these skills, creating service courses and major courses in PTC that only respond to employers' needs from this research does not serve to keep pushing the field forward.

Despite perceived employer needs driving the learning outcomes of service course pedagogy, PTC scholars discuss oral and written communication skills without really defining their terms. Lucas and Rawlins (2015) question these assumptions about employers' needs, writing, "But what does it mean to have 'written and oral communication skills'?" (p. 168). They list five competencies around which they have structured their service course pedagogy, giving detailed definitions for each: "professional, clear, concise, evidence driven, and persuasive" (p. 172). I do not agree with all of Lucas and Rawlins' competencies, as clarity and concision may sometimes conflict so that a clearer message may not be the most concise one. Teaching students that these writing rules are flexible does matter. However, Lucas and Rawlins make a valuable point that PTC does not have clear definitions of these objectives or ways to translate these objectives into students' learning through textbooks, activities, and assignments. PTC certainly wants its major and service course students to both be employed and use their communication skills at work. To do this better, PTC should create more consistent and definitive learning objectives for PTC that do meet employers' needs. However, PTC must take care not to subsume the greater vision that our field has for preparing students to be change agents risks by workplace demands.

Goal 2: Preparing Change Agents

In addition to examining ways to help students meet work expectations, PTC scholars have explored ways to prepare students to become change agents in work contexts (Gaffney & Kerckmar, 2016; Kain & Wardle, 2005; Luzon, 2005; Schreiber et al., 2018). In service courses, students should not only learn how writing works in professional contexts but also how to transform these contexts to become more ethical and just spaces (Spilka, 1993). This teaching and transforming requires service course instructors to connect with the body of expertise that PTC scholars and practitioners have created (Schreiber et al., 2018). Involving students in the critique of technologies, texts, and design can not only teach them the skills necessary for workplace writing but also prepare them for careers that disrupt existing systems.

Recently, Browning and Cagle (2017) advocate teaching students communication skills through critical accessibility case studies to “both serve students in their pursuit of careers as well as engage in the critical work that enables us to provide social and theoretical analysis of those careers and the systems that produce them” (p. 455). They further state that “case studies as pedagogical tools provide important opportunities for students in TC courses to address and negotiate ‘real-life’ communication situations” (p. 447). To conduct the work of teaching students to consider how language constructs power relationships and the diverse needs of users, instructors are turning to problem-based pedagogy in PTC service courses.

Goal 3: Solving Problems through Workplace Writing

Whereas others have argued that PTC’s pedagogical goals should focus on preparing students to meet employer needs or to become change agents in their future workplaces, I argue that—while these issues are important to PTC—the most fundamental purpose of the service course is to teach students to write in ways that solve real, professional problems. Instead of attuning students to the writing they will complete in the university, PTC service courses should

teach students how writing in workplace genres happens and give students tools to match their writing techniques to their professional contexts. At the end of the service course, all students must know how to use workplace genres to solve problems, not merely format a memo correctly (Melonçon, 2018; Veltsos, 2017). To teach these courses effectively, instructors must both be expert workplace writers themselves (Schreiber et al., 2018) and have trained specifically to teach PTC. In her critical postscript at the end of an issue of *Programmatic Perspectives* dedicated to researching the PTC service course, Melonçon writes

The service course is not designed to try and reproduce a version of the instructors or academia. Instead the goals of the service course are about real-audience needs, problem solving, and learning to communicate information that has real cultural, legal and ethical obligations. (2018, p. 208)

To teach students to communicate information with real stakes and obligations, many instructors have turned to problem-based learning. While problem-based learning in PTC service courses through case studies and other problem-based scenarios is not new (Ford, 2004; Hart, 1997), this style of teaching has regained momentum. Such a goal for the PTC service course allows students to develop skills in composing messages, visual communication, interpersonal skills, and numerical literacy that will transfer not only to students' other learning inside the university but also to professional contexts after graduation (Veltsos & Patriarca, 2017). Such skills may not be covered effectively in service courses that take an overly prescribed approach to teaching what genres are. To effectively teach students how genres are used in workplace writing, students must practice writing these genres in real or realistic contexts.

Some have expressed shock that proposing a problem-based approach to PTC is still considered novel (Melonçon, 2018); the idea of teaching problem-based scenarios has not yet

received the attention that it deserves, despite having a long tradition in the field. For example, Lawrence et al. (2017) build a case for contextual approaches to student learning in a grant writing course. In the workplace, writing a proposal is often part of a larger project. As Lawrence et al. assert, divorcing the teaching of a proposal from its context does not give students the higher-level tools that they need as workplace writers. Problem-based learning, such as asking students to write and apply for real grant funding, gives students richer understandings of how genres are about real-world processes and that writing a proposal is more than a genre—it is an ecology of communication tasks, such as research, contacting the grant officer, and understanding how the grant fits into a larger institutional context. While some instructors have been teaching with active learning for a long time, new graduate student and contingent instructors seem to struggle to create meaningful projects for their students (Doan, 2019).

This problem-oriented goal has a major advantage over thinking mainly about employers' needs and students as change agents: it refocuses attention on how professional writers practice in the workplace. Using problem-based learning, then, allows for instructors to consider employers' needs and students as change agents. As a way of unifying PTC pedagogy, research, and practice, I advocate for pedagogical goals that give students experience using workplace genres for realistic communication tasks and situations. Technical communication practitioners have not always received the respect or attention that they deserve in our research and pedagogy (St. Amant & Melonçon, 2016; Spilka, 2010; Sullivan et al., 2003). Even with careful attention to students' learning, a greater-than-necessary divide exists between the classroom and the workplace. One type of problem-based learning, workplace simulations, have been a popular way to bring the PTC classroom and the workplace closer together.

Creating simulated workplaces within the PTC classroom is one way for instructors to increase student engagement through problem-based learning. Here, students write as workers, not as students (Campbell & Naidoo, 2017; Velstos, 2017). The decisions that students make within the classroom are similar to the decisions made in professional contexts. To thrive in such environments, students must be taught in writing collaboratively, particularly in the layered collaborative workstyles that build in revision and feedback tasks among peers (Wolfe, 2010). These types of workplace simulations should also implicitly emphasize that writing does not just take place in the draft or final documents, but also in the ecologies of post-it notes, maps, outlines, emails, and meetings surrounding the writing process (Lawrence et al., 2017; Spinuzzi, 2003). Furthermore, workplace simulations give students meaningful opportunities to develop greater information literacy, as problem-based learning can help students understand how workplace writers work with, shape, and interpret data (Boettger et al., 2017; R. Spilka, 2009). The documents that students produce in workplace simulations matter; so too do the supporting documents and collaborative styles that students use within these workplace simulations.

Especially when trying to build a stronger relationship between PTC academics and practitioners through problem-based learning and workplace simulations, we must still be reflective. For example, PTC instructors have not always been able to match the contextual details of the workplace with the classroom (Brady and Schreiber, 2013; Ismail and Sabapathy, 2016; Zachry & Thralls, 2007). When students enter the workplace, they need new frameworks for assimilating new writing practices and genres (Freedman & Adam, 1996). Students are writing in workplace genres, but a problem remains: dual audiences. Workplace simulations give students a specific, workplace audience. This audience, though, is still somewhat artificial because students are still writing for their instructor who controls their grade within a university

(Kain & Wardle, 2005; Lucas & Rawlins, 2015). Considering PTC instructors' roles within the dual-audience problems of workplace simulations is important.

Also, contextualization, as Melonçon (2018) describes it, is difficult for instructors new to the PTC classroom or without significant workplace experience: "Problem-based scenarios become a *techné*, which is always contextualized, and in creating the scenarios it ensures all activities are connected to something specific that is evident through the description of the scenario and deliverables" (p. 211). The scenario's realness is directly related to the quality of the work that students produce in reaction to it. An instructor new to the PTC classroom most likely will not be able to produce a real scenario without quality teaching materials, effective training, and workplace writing experience. To move forward, PTC must consider and change the ways in which it trains those teaching service courses to support contextualized, problem-based learning.

Problem 2: Training Service Course Instructors for Quality Teaching

At the programmatic level, service courses are currently receiving attention because PTC relies on service courses to survive and grow as an academic field. Service courses highlight radical transformations of current workplaces, teach skills essential for professional and civic life, and has become a crucial research site within the past five years (Schreiber et al., 2018).

Three pedagogical shifts characterize this turn to service course pedagogy within PTC:

- Using problem-based learning (Browning & Cagle, 2017; Lawrence, Lussos, & Clark, 2017; Morrison, 2017) has potential to improve pedagogical practices of both novice and experienced instructors by teaching students memorable, adaptable skills.

- Turning to empirical research (Friess et al., 2017; Melonçon & St.Amant, 2018) can drive pedagogical decision-making with empirical data persuasive to those outside PTC.
- Approaching programmatic and curricular decisions with agile and lean frameworks (Johnson et al., 2018; Pope-Ruark, 2017) allows for flexible and sustainable academic programs that borrow quality workplace planning practices to meet new challenges.

Each element attends to PTC service courses at a time when they are crucial both for undergraduate students and new graduate instructors. To continue and nourish these positive trends, PTC examines the shortcomings of its pedagogical practices. My work turns these conversations toward a core challenge in PTC: training service course instructors. Training issues for graduate students and contingent faculty complicate service course pedagogy because training is time-consuming and not many training materials for new PTC instructors are easily accessible, if they exist at all. Currently, PTC borrows from proseminar pedagogy courses in first-year composition as one of the gateways to prepare graduate student teaching assistants to teach PTC service courses (Doan, 2019). Or, hires adjunct instructors with workplace experience or degrees in other areas of writing studies, such as literature or rhetoric and composition, without further training. As I will show in this section, borrowing instructor training and teaching methods from first-year composition—or not training instructors at all—does not enable current service course pedagogy to adequately prepare students for workplace writing.

Consequences of Borrowing Pedagogical Training from First-Year Composition

Professional communication pedagogy still borrows much of its pedagogical training and teaching methods from rhetoric and composition (Melonçon, 2015; Doan, 2019). In professional

communication pedagogy, “we categorize, interpret, and explain our work from a standpoint of first-year composition” (Ilyasova & Bridgeford, 2014, p. 53), because our field relies on first-year composition graduate pedagogy seminars to form the teaching assistants’ values, techniques, and habits that future professional communication instructors will use when teaching our service courses. These courses often cover seminal composition literature and research to form new teachers of first-year composition; even in PTC, graduate students often teach first-year composition before teaching PTC service courses. Teaching first-year composition is a valuable way to introduce graduate students and adjuncts to teaching writing. At this point, many service course instructors have not explicitly differentiated between the goals of teaching first-year composition and the goals of teaching PTC service courses. PTC must change its instructor training to ensure that these differences are plain through developing accessible, problem-based teaching materials and revisiting its pedagogical training courses and professional development opportunities for service course instructors.

While PTC pedagogy courses certainly exist, PTC does not have the same robust tradition of training new graduate student teaching assistants in how the goals, outcomes, and pedagogical practices of PTC service courses differ from those of the composition classroom (Doan, 2019). Some assume that teaching PTC service courses is much like teaching first-year composition courses, necessitating little further training. This lack of additional training is a problem, especially for graduate students and contingent faculty, who may not fully understand or implement the differences between PTC’s pedagogical goals and those of first-year composition (Doan, 2019). One consequence of this borrowing from rhetoric and composition is the lack of teacher training materials available across the field, a problem that has plagued PTC since its beginning (Warren, 2015). This creates difficulties for graduate student teaching

assistants who have never formally taught first-year composition and start out teaching PTC service courses. These teaching assistants may not have as much knowledge of the literature and resources available for guidance on giving feedback to teaching assistants who have taught first-year composition or worked in writing centers.

Along with PTC lacking a robust tradition for training instructors, PTC has not established criteria for deciding what qualifies an instructor to teach professional communication service courses (Melonçon, 2014). 87% of PTC service courses are taught by contingent faculty or graduate student teaching assistants (Melonçon & England, 2011). These less experienced PTC instructors usually

- rely on textbooks that conflict with our field's theories, beliefs, and goals (Joanna Wolfe, 2009) because these textbooks over-emphasize what genres are, instead of how genres work;
- do not have workplace experience from which to draw (Tebeaux, 2017; Warren, 2015) and therefore may not understand how PTC is an applied field; and
- do not have significant training beyond teaching first-year composition or literature courses, if at all (Melonçon, 2014).

Without adequate support for instructors who teach service courses, PTC will have difficulty teaching students the skills they need for workplace writing.

Teaching Resumes and Cover Letters as Problem-Based Pedagogy

These training issues do not prepare PTC instructors to attend to the realness of workplace simulations and the problems of having students write simultaneously for instructor and workplace audiences. However, many PTC classrooms—whether centered around problem-based learning or not—that feature a resume and cover letter assignment that is

- based around a real-world purpose, audience, and context,
- situated around instructors giving feedback without being the primary audience, and
- asking students to solve a real-world problem that actively affects their lives.

Employment documents, defined as the resume and cover letter, help students to develop skills that they need to thrive in workplace contexts. A resume and cover letter assignment often acts as a miniature workplace simulation. The problems with realistic contexts and dual audiences remain; however, they have not diminished this assignments' popularity in PTC service courses.

Resumes and Cover Letters

With resumes and cover letters, PTC lacks knowledge about how instructors shape students' experiences writing in these high-stakes, problem-based genres. As many students tailor their resumes and cover letters for jobs that they could realistically apply for, instructors have incentives to give feedback that students will use during revision. Resumes and cover letters serve as mini workplace simulations as a way of meaningfully learning genre (Luzon, 2005). Resumes and cover letters are different than most PTC assignments because students have high-stakes, concrete audiences, lessening the confusion typical of writing professional documents for an academic audience (Nathan, 2013).

In the 1980s and 1990s, PTC's employment document research generally focused on defining the genres of resumes and cover letters in order to teach them in the PTC classroom. This research focused on translating genre conventions into actionable teaching strategies. Many of the generic rules or prescriptive advice for resumes meant to help instructors with little workplace experience to teach resumes and cover letters, instead of reflecting actual professional practices (Fillenwarth et al., 2018). This establishing research first supported, then relied on PTC textbooks to shape advice that could be easily packaged and given to graduate student or contingent instructors in PTC service courses.

Side Effects of Genre Crystallization

For the last thirty years, PTC has largely relied on these foundational studies to inform how to teach and write resumes and cover letters. Past literature has focused more on tone and grammar than on content; while verbals are a useful tonal tool (Myers, 2004), these findings focus more on lower-level issues than on higher-order issues of tailoring the cover letter for the job or addressing the complex contexts of a job search. One side effect of this reliance is the emergence of studies that return to hiring managers and show the ways that hiring manager preferences collide with how PTC approaches resumes and cover letters. Other research confirms that employers want standard, chronological resumes delivered through email or the company website (Schullery, Ickes, & Schullery, 2009). Even more recent research (Bettridge, Farnworth, & Barber, 2017) uses eye-tracking software to confirm how hiring managers read resumes and cover letters and prefer a traditional format for easier skimming. While PTC studies have contributed to the field's understanding of resumes and cover letters, these findings have historically been difficult to translate into concrete pedagogical practices because these studies "they typically do not focus on skills unique to the writing process, including audience analysis, document design, content selection, and editing" (Randazzo, 2016, p. 279). Randazzo's work (2012, 2016) points out that the instrumental, genre-focused way of teaching resumes and cover letters does not translate well into larger pedagogical issues in students' learning such as reflection or how to research discourse conventions for students' individual disciplines, such as they would need to do when job searching later in their careers.

Drawbacks to Genre Crystallization

Because current research shows students and instructors what hiring managers want to see, it is tempting for students and instructors to reduce these study results into a rigid checklist

to follow for the ideal generic resume, instead of developing a nuanced understanding or how to tailor these documents to specific skills and situations. But making a checklist creates conflict between the formalized approach to teaching genre and the problem-based scenario that students face when actually applying for jobs. For resumes and cover letters, inexperienced instructors and PTC textbooks show students what to write in their resumes and cover letters, as opposed to how and why students should be writing their resumes and cover letters.

Problem-Based Approaches

In the 2010's, more nuanced approaches to the resume and cover letter began to emerge, pushing back against the crystallization of these employment genres. This research asserts that even if resume formats are extremely standardized, PTC instructors should use active learning strategies and ensure that the information that students receive is tailored, consistent, and accurate for building their professional identities (Randazzo, 2012, 2016; Fillenwarth et al., 2018). The overly prescriptive approach to teaching employment documents causes problems for international students, as reasons for localized generic elements—for example, including a photograph and date of birth on Chinese resumes—are completely ignored (Li, 2011). Teaching students to privilege form over content also prevents students from deeply understanding any discipline-specific conventions important to specialized fields such as engineering, where strong resumes include discipline-specific discourse markers (Fillenwarth et al., 2018). Involving students in how and why their resume choices matter is more difficult than presenting a checklist for students to follow but gives students richer understandings of their own skills and how to market themselves to potential employers (Randazzo, 2012). To write tailored, generically appropriate resumes and cover letters, students need to think reflectively and reflexively by

- placing the resume assignment at a point in the course when students can reflect on their learning,
- giving students a realistic and complex context in which to write their job documents, and
- helping students to think abstractly and generally about how their reflections can lead to action (Randazzo 2012, p. 380).

Randazzo (2012) further advocates for instructors to teach resumes and cover letters through problem-based learning, on the premise that this deep approach to learning helps students to remember and transfer their experiences in the classrooms into the writing they will complete in the workplace. Current research must do more to reflect the ways in which PTC instructors act as gatekeepers to students' professional careers through teaching and assessing resumes and cover letters (Fillenwarth et al., 2018).

Instructor Training and Advice

Resumes and cover letters make the training issues in PTC pedagogy especially acute. Although instructors want students to trust and follow their advice, they may not have the pedagogical training or workplace experience to give students comments that reflect their pedagogical goals (Doan, 2019). For example, many instructors rank education as much more important than recruiters or hiring managers do (McDowell, 1987). Because resume and cover letter research has relied on studies from the 1980s and 1990s to teach these genres so consistently, there is little reason to believe that this result has changed in the last three decades. Such conflicts between classroom expectations and professional expectations cause students to lose faith in their instructors' credibility. Randazzo (2016) found that students reporting going to their instructors, including graduate student teaching assistants and contingent faculty, as the most important source for their resume writing. While these results were self-reported and

influenced by surveying service course students, they give a glimpse into how students react to a resume and cover letter assignment. Instructor feedback may be the only individualized feedback that students ever receive on their resumes and cover letters. To ensure that this feedback is useful for students, instructors should “frame résumé advice as contextual so that students do not view conflicting information as necessarily discrediting... My guidance is a counterpart to their expertise, and I gain credibility from showing them how to apply what they have learned” (Randazzo, 2016, p. 293). Instructors can regain their credibility by both showing their expertise as experienced professional communicators and by using their knowledge of writing pedagogy to support their feedback.

Contextualizing Students’ Job Searches

More active, problem-based strategies for teaching resumes and cover letters have the advantage of preparing students for the professional context of the job search. While any writing assignment—no matter how professional—within a classroom will still rely on extrinsic motivation (i.e. grades, and the baggage thereof), much of the current practice in PTC service courses and textbooks must help students to contextualize their job search. Because students may receive instruction about resumes and cover letters from other areas of their universities (career centers, writing centers, major-specific advice, etc.), giving students an assignment that asks students to reflect on and contextualize their job search has special importance for their learning (Randazzo, 2016). Even with resume and cover letter assignments being common, students may not understand the purposes or genre dynamics of job documents before conducting their own job searches (Ding & Ding, 2013). This inexperience creates a further problem, as, without a higher understanding of how to search and apply for jobs, “when asked to revise or update their resumes and letters, they tend to tinker with the format rather than reorganize or rewrite” (Dyrud

& Worley, 2013, p. 190). The wider scaffolding of the resume and cover letter assignment greatly influences students' learning. PTC currently has little data on what kinds of comments that instructors give on students' job materials and the extent to which these comments match PTC instructors' pedagogical goals.

Feedback Research inside and outside of Writing Studies

When discussing feedback on student writing, PTC still borrows much current literature about giving feedback from education (Evans, 2013; Zimbardi et al., 2017), linguistics (Leki, 2006; McMartin-Miller, 2014), or rhetoric and composition (Glenn & Goldthwaite, 2013; Sommers, 2006; Walvoord, 2014; Wildenhain-Belant, 2005). While outside literature about feedback does have value for PTC instructors, this literature does not specifically consider the genres, settings, and skills that we teach in PTC. As such, I have differentiated this literature into two major categories: outside of writing studies and inside writing studies. Writing studies includes ESL, writing centers, and rhetoric and composition.

Feedback Research outside Writing Studies

Outside of writing studies, feedback research is relatively sparse—even in the scholarship of teaching and learning (C. Evans, 2013). At its worst, instructors' feedback can prove too vague to be useful for students or filled with coded language that students might not understand (Mutch, 2003). Conversely, too much directive feedback for students leaves little room for their learning (C. Evans, 2013). Ideally, each instructor must judge the level at which their students are learning, then tailor feedback to each students' needs (Hattie & Timperley, 2007). Students do not always know how to use feedback when revising drafts of their writing (Song, Hoon, & Alvin, 2017). While each of these articles provides glimpses into how students learn, they do not explicitly connect feedback to their courses' goals for student learning.

Feedback Research inside Writing Studies

Within writing studies, ESL, writing centers, and rhetoric and composition all depend on feedback as a fundamental tool for teaching students how to improve their writing skills.

Defining Assessment in Writing Studies

At its core, instructor feedback is an assessment of student work; I define assessment as how instructors measure "writing improvement" as a concrete outcome not only from assignment to assignment but across a course or semester (Walvoord, p. 2, 2014). While instructor feedback can also be used during programmatic assessment (Warnock et al., 2017), here, I focus my attention on studying the connection between instructor feedback and student-based assessment. Grading is also intertwined with instructor feedback in ways that other pedagogical practices are not; students often (to instructors' collective dismay!) tie their self-esteem to the grades that they receive on their work (Tchudi, 1997). PTC instructor feedback also connects with the rubrics that many instructors use for grading student writing. The relationships between grading, rubrics, and instructor feedback can only be interrogated through a study of instructor feedback. Grades often seem to give students stakes for their writing than the mere appeal of learning.

Feedback in ESL

Research on giving feedback to ESL students focuses more on how to approach grammatical errors than the scholarship of teaching and learning or in other areas of writing studies. However, scholarship from the past fifteen years acknowledges that second language acquisition is contextual, not autonomous, so constructively pointing out errors can help students raise consciousness about them (Ene & Upton, 2014; Leki, 2003; McMartin-Miller, 2014). ESL students' emotional responses of satisfaction or dissatisfaction with feedback have been correlated to how likely these students are to use their instructors' comments when revising (Mahfoodh, 2017). Unsurprisingly, students who feel positively about their feedback were more

likely to make satisfying revisions. More research about affect in feedback should be conducted; avoiding harsh criticisms of students seems to help them to learn better.

Traditionally, instructors have been encouraged to mark errors selectively because students, especially ESL students, tend to use instructors' feedback when editing, but do not always fix errors that instructors have not pointed out. McMartin-Miller (2014) points out that this approach to feedback might not be helpful for new instructors

in that it can require teachers to make decisions regarding which and how many error types to address based mostly on intuition. In addition, misunderstandings between an instructor and a student may occur when an instructor uses a selective approach, but students believe that errors are being marked comprehensively. (p. 25)

Although students would rather receive comprehensive feedback, they are open to instructors only marking some errors—but only when instructors communicate their selective approach (McMartin-Miller, 2014). To ensure that students understand how to improve and edit their own writing, instructors should supplement their feedback with teaching proofreading strategies.

The medium of feedback-giving has also been studied in ESL. Electronically delivered comments are just as useful to ESL students as handwritten comments; writing comments through technologies such as Microsoft Word might also enable instructors to focus more on organization and content in students' writing (Ene & Upton, 2014). Instructor comments are also superior to comments given by computer programs. Dikli & Bleyle (2014) found that students rated comments about grammar from an automated scoring system as more reliable but saw instructors' comments as more useful and of higher quality.

Writing has a huge impact on ESL students' educations, first in writing-intensive courses, and then in upper-level discipline-specific courses, especially in STEM fields. "Writing was both

a means of succeeding in the focal student's college major and, at the same time, it was rarely experienced as more than a necessary evil, an obstacle to get beyond" (Leki, 2003, p. 82). Within Leki's case study, a Chinese nursing student grew frustrated with her instructors' feedback on her writing that only pointed out wording errors. To cope, she began copying verbatim from textbooks to avoid mistakes. For her instructors, correctness mattered less in academic papers, even though this students' difficulties with writing sometimes became a barrier to providing quality patient care. This student did not use the writing center until she was required to. But the writing center was most likely not going to help this student with her semitechnical language skills used when communicating care directions or charting patient progress. Feedback comments without clear pathways for students to improve non-academic language can become discouraging for ESL students (Leki, 2003). This example provides a bridge between the abstract uses of language found in first-year composition courses and the technical uses of language required in medical or industrial contexts.

ESL research mainly focuses on grammar and language learning. While some studies mention larger issues of organization or context, much of this feedback research looks at issues of language, not issues of content (Dikli & Bleyle, 2014). Secondly, much of this feedback research concentrates on academic contexts—even Leki (2003) examined feedback within the semitechnical context of an academic nursing program. This contextualized research is closer to the workplace-driven research that needs to happen within PTC.

The attention that ESL gives to formative feedback and revision is well worth emulating in PTC. Teaching new instructors how to give quality formative feedback appears to have direct ties to students' learning (McMartin-Miller, 2014) and motivation to revise (Mahfoodh, 2017).

Because students will often need to revise their documents in the workplace, borrowing greater attention to formative feedback and revision would strengthen PTC's service course pedagogy.

Feedback in Writing Centers

Like rhetoric and composition, writing center pedagogy seems to be relatively standardized. Graduate or undergraduate peer tutors are trained to ask students what they would like to work on, allowing the student to lead the session. This non-directive approach to feedback arose in response to the idea of writing centers as a place to “fix” errors in students' writing, instead of helping students to understand how to mend their own writing (North, 1984). Recently, there has been debate about how well non-directive approaches to helping students with their writing works for students from diverse and/or working-class backgrounds who may know that their writing needs to improve but may not know how to answer these non-directive questions from peer tutors (Jacobs, 2018). As a significant number of graduate student teaching assistants were writing tutors at one point (Doan, 2019), greater attention must be paid to the types of feedback that these former writing students transfer into their new roles as instructors.

A handful of studies connect writing center work to PTC. PTC historically has not collaborated with writing centers, although that trend is beginning to change as PTC begins to work more closely with writing centers (Hutchison, 2018). Still, within PTC, some instructors see writing centers as a stand-in for feedback that instructors are too busy to give (Weissbach & Pflueger, 2018). Because PTC often works with technical information where errors can be catastrophic, tensions are heightened between peer tutors just correcting students' errors or helping them to learn. Without significant training, peer tutors struggle to give feedback with content in technical engineering courses. More should be done to connect training in PTC with writing centers to best help students to learn effectively during PTC service courses.

Feedback in Rhetoric and Composition

PTC still borrows much of its feedback research from literature in rhetoric and composition instead of developing a tradition of empirical classroom research specific to the goals and methods of PTC pedagogy. Although rhetoric and composition has more research on instructor feedback than PTC, the studies that exist are still relatively rare (Ferris, 2014; Lee, 2014). Essentially, instructors in both PTC and first-year composition give feedback on students' writing, but neither field has a data-driven understanding of how feedback truly works.

To understand how PTC borrows its TA training from rhetoric and composition, we must first examine that training for new first-year composition instructors. Graduate-level proseminars that many new teaching assistants take when starting to teach first-year composition have been relatively standardized across the field of rhetoric and composition. While each institution has a unique context, many of the topics covered in these proseminars are similar: managing classrooms, assigning homework, planning lessons, etc. Much of this training focuses on preparing new teachers for the first days and weeks of class (Ward & Perry 2008). Feedback is mentioned peripherally and in the context of grading (Latterell, 2008). A side effect of this standardization is that much of the literature focused on TA training is addressed to writing program administrators, not to the new TA's themselves (Catalano et al., 2008). Textbooks have filled this gap (Glenn & Goldwaite, 2013) to provide direct guidance for new TA's. These proseminars exist to induct TA's into university-level teaching—a case not always necessary for new PTC instructors who often rely on their experiences teaching first-year composition when they teach PTC service courses.

Borrowing feedback research and methods from rhetoric and composition ignores how feedback often functions differently in first-year composition than in PTC service courses. In first-year composition, instructors mainly use the feedback-giving process to introduce students

to scholarly conversations and genre markers as they enter academic discourse communities (Bartholomae, 1986). After a historical tradition of instructors marking all of students' grammar, style, and usage errors with authoritarian bravado, first-year composition changed its approach for preparing students for college-level writing (Williams, 1981). Instead of over-marking grammar, composition pedagogy shifted to reader response comments, where instructors respond to students' writing on a personal level, responding as a reader, not a teacher (Sommers, 1982, 1992; Welch, 1998). More recently, composition literature has viewed feedback as a way to facilitate conversations with students about their writing and comment to engage students with their writing's content (Sommers, 2006). Other recent developments in first-year composition, such as writing about writing (Wardle & Downs, 2007), focus on the discipline of writing rather than preparing students for contexts outside of higher education.

The largest problem that this section highlights is that first-year composition and PTC have different goals for students' learning. I show this problem by examining reader response comments. While reader response comments deserve consideration as a part of giving well-rounded feedback on students' work, reader response comments assume that students will be writing for themselves or for academic audiences (Walvoord, 2014). But in PTC, students must master writing for others, such as hiring managers, and for contexts where their genre and design choices actively affect how successful their communication will be. Secondly, reader response comments assume that students are engaged with improving their writing—an attitude not guaranteed in general education courses. Hence, reader response comments are not always effective tools for helping unmotivated or unwilling writers. Third, the ability to use the genre to solve problems is central to the PTC service course. As reader response comments are personal, they do not focus on context and genre information that students must have to address those

higher-order concerns in their workplace writing. In first-year composition, genre is sometimes treated statically: students write a research paper, create a poster, etc. Unlike PTC, genre is not generally used to solve a contextualized problem. Or, students create research for the academic community. Neither of these approaches is inherently wrong—they simply do not meet the needs of PTC students. While these projects work to teach students how to write with academic conventions, the methods for teaching these projects are different than problem-based PTC pedagogy. By borrowing feedback from first-year composition, new instructors do not always learn how first-year composition can and should differ from teaching PTC service courses. To better articulate these differences, PTC must develop its own pedagogical research, most specifically by examining feedback in service courses.

Feedback Research in PTC

Studying feedback in PTC is an excellent way to understand the service course because feedback both reflects current teaching methods and overarching pedagogical goals. Feedback research allows micro- and macro-level insights into PTC pedagogy, a common thread running between instructors, programs, and the overall field. Each instructor has their own method and workflow for commenting on student writing; research and pedagogical training at the instructor level often focus on training new teaching assistants or giving contingent faculty time-management strategies to balance their grading workload (Nagelhout, Tillery, & Staggers, 2015). On the programmatic level, feedback ties directly to assessment for student learning and programmatic effectiveness (Warnock et al., 2017). At the field level, and central to this dissertation's argument, feedback practices directly reflect PTC's goals for students' learning both implicitly and explicitly. However, I have not found research that focuses on the relationship between feedback and the state of PTC as a field. Rhetoric and composition has this field-level research; Lunsford & Lunsford (2008) conducted a field-wide study of the errors that

first-year composition instructors marked. PTC would greatly benefit from conducting this high-level, comprehensive research on instructor feedback in the PTC classroom. At this point, PTC does not have research that allows instructors to base their feedback-giving practices in empirical data.

Although PTC instructors give substantial amounts of feedback on student writing, the field mainly relies on assumptions and lore when discussing commenting practices. Much of the literature mentioning feedback falls into two camps: asserting that positive feedback can help engage students with their learning (Dyrud & Worley, 2013; Russell, 2007). Or, cynically assume that students do not read or use feedback in their writing (Horning, 2006). Connecting instructor feedback to theory through PTC research would also enable instructors to more easily separate data-driven practices from practices that stem from lore, like what Kimball (2013) pointed out in his study of visual design practices.

Within the small amount of PTC research that empirically examines feedback, even fewer studies look at these feedback practices from instructors' perspectives (Singleton & Melonçon, manuscript submitted for publication; Still & Koerber, 2010; Swarts, 2008; Taylor, 2011). PTC's feedback literature discusses the medium of feedback, focusing on how students interact with feedback delivered in audio (Still, 2006) or video form (Anson et al., 2016). Studies that focus on the medium of feedback, however, focus more on student motivation than on the content of the feedback that instructors gave. While some studies have focused on peer response comments (P. Anderson et al., 2010), feedback from students' peers has varying levels of usefulness during revision. Although Anderson et al., focused on the content of students' peer response comments, they did not focus on students' rationales for giving those comments. Studying feedback from users on finished communication products gave insight into students'

learning and responses to feedback (Dannels, 2011); however, it only focused on receiving feedback—not giving feedback. Feedback studies from instructors’ perspectives are rare enough the PTC does not have enough information to understand how instructors give feedback or to inform feedback practices.

When I began this project, I only found two published studies in the past ten years about instructor feedback practices with practical applications for giving students feedback on their writing: Swarts (2008) and Still and Koerber (2010). Compiling this literature review pointed me to two additional studies: Taylor (2011) and Singleton & Melonçon (manuscript submitted for publication). Swarts’ book (2008) studies how workplace supervisors give feedback and explains how his study’s findings could be adapted to the PTC classroom. Swarts (2008) urges instructors to structure their comments like those given in the workplace; this approach tailors feedback to furthering instructors’ and editors’ goals for quality workplace writing. However, Swarts’ method requires writers to record their writing process via video for playback—not always a practical suggestion to implement without spending time training students or money to purchase technology. Still and Koerber (2010) study how students in a technical communication service course use instructor feedback to revise an assignment. Still and Koerber provide practical advice for instructors; however, their study only focuses on how just one instructor’s students respond to feedback, without questioning the instructors’ perspective, pedagogical goals, or the extent to which the feedback matches these goals. Still and Koerber (2010) give pragmatic suggestions for how students use feedback, such as encouraging instructors to type comments so students do not struggle to read messy handwriting.

Taylor (2011) found that students prefer comments that give specific details about why the writing technique they chose was effective or ineffective, instead of comments that merely

point out what they did well or alert them to mechanical errors. Students not only want explanations to help them understand their writing, but also welcome direction on how to solve problems in their writing. While reader response comments are ingrained in the first-year composition literature, students do not find this feedback style to be a helpful tool for improving their writing. Professional communication students do not want to hold conversations through feedback about fixing their writing—they want the tools to become better writers and to achieve our courses' learning objectives.

Most recently, Singleton and Melonçon (manuscript submitted for publication) have completed a study on giving students collective feedback on assignments, finding that students require contextualization and information for fixing specific problems. Building a feedback file allows instructors to give students specific reasons and fixes for writing issues, first explaining the error, then showing students a resolution. They argue that PTC students do not want to hold conversations through feedback about fixing their writing—they desire tools to become better writers both within these courses and beyond.

Four empirical studies of instructors' perspectives when giving feedback are not enough to understand this common pedagogical practice. The dearth of research-based guidance on giving feedback on PTC student writing is a definite problem for PTC pedagogy. During the late 2010's, PTC should have matured enough to supply a consistent body of pedagogy literature and practices from which instructors can draw (Bridgeford, 2018; Bridgeford, Kitalong, & Williamson, 2014; Tillery & Nagelhout, 2015). PTC should be defined enough that we can draw on its own resources, only using other fields' research and teaching practices to augment the literature that we have produced for ourselves. I argue that one reason for this is the lack of reproducible, reliable classroom pedagogical research. Only 82 of the 404 research studies

published in PTC's top five journals have studied pedagogy; of these, only 41 conduct research in actual PTC classrooms (Melonçon, 2017). For a field that supports itself through teaching service courses, the relative lack of PTC pedagogical studies—especially studies on feedback—is disappointing.

While these resources have begun to develop a unified approach to PTC literature on instructor feedback, these studies have limited reach. PTC literature is missing a research-driven guide for instructors on how to provide meaningful feedback on student writing; currently, no research specific to PTC examines the content of more than one instructor's comments to show how PTC instructors can reflect their goals for students' learning in the comments that they give on students' writing. PTC research needs an instructor-focused assessment of comments on students' writing to understand instructors' goals for student learning and how these goals influence the ways that instructors give feedback in PTC service courses.

Genre Theory

Genres work as sources of meaning in recurring communication situations that seek to accomplish social actions with audiences (Miller, 1984). Using genre as social action to study instructor feedback develops new knowledge unique to PTC because no current studies in PTC, rhetoric and composition, ESL, and the scholarship of teaching and learning explicitly focus on genre when analyzing instructor feedback. This contextual view of genre builds on recent researchers' use of genre theory to examine how we write professional genres such as case reports (Nathan, 2013) or ask our students to critically think through genre in the service course classroom (Morrison, 2017). Genre as social action highlights the intent of the writer in similar contexts—for example, an instructor's intent when giving feedback to different students on the same assignment. Genre as social action serves as a tool to help my study contribute new

findings to PTC's research on resumes and cover letters but also allows me to argue that instructor feedback is its own genre with moves and conventions.

Genre as social action takes a rhetorical approach to language: words do not have a 1:1 relationship with ideas. There is no "windowpane theory of language" (Miller, 1979, p. 611). Instead, language acts as a prism: a stream of light (an idea) shines through a prism (language) and creates a spectrum of color (possible meanings, tinted by context and firsthand experiences). Picturing language use as a prism, therefore, allows writers to consider nuanced implications for their language use, creating meaning when responding to rhetorical situations. Each individual's words represent their worldviews; therefore, different mental models of the world produce different meanings for different audiences (Evans, 2003). Meaning-making leads to relationship building in typical professional communication genres (Bazerman, 1988); by writing, a communicator seeks to affect relationships with another person (Hart-Davidson, 2001; Nguyen & Oliver, 2015).

Before explaining how I'll use genre theory in the next paragraph, first, I wish to explain the affordances of using genre theory as this study's theoretical lens. To recognize the social and historical dimensions of writing as both a process and product, one must understand writing as genre. Genre becomes the writing context through repeated use, further reinforcing itself, as "genre does not exist apart from its history, and that history continues with each new text invoking the genre" (Bazerman, 1988, p. 8). Examining the processes of writing as well as the final products as written texts requires attention to genre (Spinuzzi, 2003). In my research, I seek to understand how instructors give feedback (process) on students' writing within the service courses (products); genre theory allows for the duality of the process/product paradigm found in writing studies. Moreover, genre theory allows me to conceptualize the pedagogical fluidity of

genre (Miller, 2015), particularly when instructors move away from formalist paradigms that emphasize generic rules over authorial intent (Swales, 2008). Finally, genre theory was the appropriate theoretical lens for this project because it allows me to examine the consistency of concepts across several texts of the same type. For example, when describing their approaches to feedback, often discussed higher-order concepts of purpose and audience rather than lower-order concepts of grammar, mechanics, and tone. In other words, genre theory allows me to sort global issues of purpose, audience, and context from lower order issues of comma placement in my analysis.

In this dissertation, I use genre as social action (Miller, 1984) to create an evaluative framework for comparing instructors' goals from the syllabi to the interview questions that discuss their goals and values in their PTC service courses. Genre as social action allows me to examine instructor feedback in service courses on two levels. Resumes and cover letters are both long-standing genres of workplace writing, especially in PTC service courses where students may be writing them for the first time. Genre theory allows me to understand conventions of resumes and cover letters, especially when students decide to break the conventions advocated in our teaching practices and textbooks. On another level, I use genre theory to argue that instructor feedback is a genre with conventions, moves, and expectations in recurring communication situations that feature social action between an instructor and their students. Applying genre theory to this study not only connects to our field's knowledge of resumes and cover letters but also examines how the genre of instructor feedback shapes these employment documents.

Chapter 3: Research Design and Methodology

In this chapter, I begin by outlining my three research questions about PTC instructors' pedagogical goals, feedback, and how they align in the service course. Second, I discuss why I situated the study within the PTC service course and highlight the phases of research. Next, I describe how I selected my research methodology to align with the questions that I wanted to answer. Fourth, I detail my approach to data analysis, including why I used genre theory as a theoretical framework, my choice of coding categories, coding process, and emergent themes from the data.

Research Questions

This project contributes to research on PTC pedagogy through answering these three research questions:

- In current practice, what pedagogical goals do PTC instructors have for their students' learning in service courses?
- What theories, methods, and approaches do instructors use to give feedback on students' resumes and cover letters?
- How do instructors' pedagogical goals align with their feedback?

This research received IRB approval #18.200 from the University of Wisconsin–Milwaukee on February 28, 2018. To understand how instructors' stated values might differ from their feedback, I situated my study within professional writing service courses.

Situational Decisions

Here, I position the study within the PTC service course, particularly how experienced instructors provide feedback on the resume and cover letter assignment. I explain the three phases of the larger research project surrounding my dissertation. Finally, I describe how I recruited and compensated instructors for participating in the study.

Situating the study

I situated my study within the PTC service (or introductory) course for four main reasons. First, the service course reflects the field of PTC at large (Melonçon, 2018; Schreiber et al., 2018). Second, service courses provide a service to other departments or areas of the university by teaching mostly non-major students to write (Meloncon & England, 2011), so their goals must be clear to those outside the field. Third, PTC service courses generally have high enrollments across a general student population, serving as an accessible and important site of pedagogical study. Fourth, these service courses are often the last writing instruction that students will have before graduation (Veltsos, 2017); effective feedback has special importance in preparing students for their future writing. My research's findings contributed data about how service course instructors think about and act upon their goals for students' learning through the feedback that they give on students' writing across all workplace genres.

Studying Experienced PTC Instructors

To participate in this study, instructors must have taught PTC service courses that included a resume and cover letter assignment between Summer 2017 and Fall 2018. This time range enabled instructors to discuss their recent pedagogical goals and use their students' resumes and cover letters for this study. Focusing only on instructor feedback for resumes and cover letters provides a control for this data set, since instructors' comments took many forms, not limited to marginal comments, end comments, tracked changes, and comments in rubrics. To preserve their students' anonymity, participating instructors were each able and willing to share de-identified copies of their students' resumes and cover letters containing their feedback.

Because so little research on feedback exists in writing studies, studying experienced instructors provides a starting point for future research, filling a real need in PTC. I set out to

study instructors with at least five years of experience teaching business and professional communication courses (Instructor 8 was beginning her fourth year of teaching PTC courses. Including her data provides a counterpoint to results from more experienced instructors, as she framed her pedagogical goals in classical rhetorical theory to an extent that more experienced instructors did not). I included both tenure-line and contingent faculty in this study, as 87% of professional writing service courses are taught by contingent faculty who may not be publishing their research or presenting at major conferences (Melonçon & England, 2011; Melonçon, England, & Ilyasova, 2016). The benefit to studying a cohort of experienced teachers was that they were more settled into their views of what feedback is and what feedback is supposed to accomplish. Experienced instructors matched their views to both giving feedback and integrating feedback into the overall structure of the business communication service course.

Research Design Phases

In this section, I outline this dissertation's place within a larger project. This dissertation was preceded by a pilot study where I tested my interview questions and created a content analysis coding scheme for analyzing instructor feedback. I further describe the changes that I made to the study's methodology between the pilot and the full study.

Phase 1: Pilot Study

Between February and May 2017, I conducted a pilot study with four instructors from my home institution (Doan, 2019). Two instructors taught Business Writing, one instructor taught Technical Writing, and one instructor taught Health Science Writing. I interviewed four instructors about their teaching and feedback practices, including conducting retrospective recall with them about their comments on students' writing. I also collected de-identified student resumes and cover letters with instructors' feedback for one section per instructor. Comparing the instructors' pedagogical approaches, retrospective recall on their feedback, and a content

analysis of their feedback allowed me to answer my main research question: how do PTC instructors give feedback on students' writing? Results revealed three implications: rhetorical terminology may contradict the goals of business and professional communication, overly conversational or directive feedback may not give students tools to improve their writing and relying on training from first-year composition instead of training unique to PTC may not prepare instructors to teach business and professional communication. Tensions between instructors' values and their feedback comments highlighted a lack of consensus about business and professional communication's pedagogical values.

Although my research methodology in this larger project is similar to my pilot study, I made some small changes to my research instruments to better compare instructors' pedagogical goals and feedback. The pilot study enabled me to set up a larger, in-progress study and to test and fine-tune my research instruments (Teijlingen & Hundley, 2002). Working with graduate student instructors during the pilot study led me to focus on experienced instructors for this dissertation. Because I noticed that the graduate student instructors in my pilot study were less confident in their feedback, I shifted my recruitment to focus on instructors with at least five years of teaching experience. I wanted to understand how established instructors gave feedback, with less overall focus on how graduate school labor conditions affect instructors' work. For recruitment, I also expanded my total instructor number to 10 instead of four to ensure that my participant number better matched the average of 12 participants in PTC research (Melonçon & St.Amant, 2018). Instead of studying instructors from the same university, I expanded my recruitment to include instructors from nine different institutions; I wanted to capture more experiences than what might occur at a single institution. This decision allowed me more

flexibility in recruiting instructors into this relatively intensive feedback study and offered me a greater range of institutional data to consider in my findings and discussion.

Based on the pilot results, I learned that having instructors submit their feedback on the same genre would yield more consistent results. Instead of the letters, memos, emails, and resumes represented in my pilot study, I studied instructor comments only on resumes and cover letters. One reason that I chose to study instructor feedback on students' resumes and cover letters is that these genres are common in the PTC service course. In this study, instructors did not use a standardized assignment written just for this research; rather, I asked instructors to submit the assignment sheet that they already used to teach and assess students' job documents. Using instructors' real assignment sheets and feedback allowed me to see how they really teach job documents, so that these results most accurately reflect current practice.

To create a clearer picture of instructors' pedagogical goals, I asked instructors to include their service course syllabi and their assignment sheet for teaching resumes and cover letters. Including these documents in data collection gave me outside texts that I could compare with instructors' interviews and feedback. I also added a question to my interview protocol about what theories underpinned instructors' goals for teaching PTC courses, as my pilot revealed that instructors often use writing theories to undergird their pedagogy. This pilot study raised additional questions about instructors' training and theoretical orientations that I answer in this dissertation.

Phase 2: Primary Data Collection

I collected and analyzed data from 10 instructors who had between three-and-one-half and 17 years of experience teaching professional and technical communication. Although I set out to study experienced instructors, I included data from Instructor 8, who had only three-and-

one-half years of teaching experience, as a counterpoint to how the more experienced instructors commented on their students' writing. In the next section, I outline how I selected and planned my research methods through using the evaluative framework that I had previously published. This evaluative framework explains the triangulation between instructor interviews and textual data to measure how instructors' pedagogical goals and feedback aligned.

Selecting Research Methods: An Evaluative Framework

To lay groundwork for measuring pedagogical practices in PTC service courses, I used an evaluative framework with which to research and assess the extent to which over-arching pedagogical goals align with teaching methods. This evaluative framework differs from typical assessment practices because it focuses on the outcomes of individual instructors' teaching methods, instead of changes in students' writing or programmatic effectiveness (Walvoord, 2014). PTC still has "a gap between pedagogical ideas or philosophies and classroom practice" (Warnock et al., 2017, p. 155) because programmatic assessment does not always account for specific pedagogical strategies such as instructor feedback. Instead, this evaluative framework emphasizes PTC's pedagogical goals and how to use teaching practices to help students meet these goals in their workplace writing.

This evaluative framework contains four main parts: conducting a short demographics survey; collecting stable texts including syllabi and assignment sheets; interviewing instructors to better understand how instructors' pedagogical goals and methods shaped their teaching practices; and collecting instructor feedback to measure how their feedback aligned with their goals for students' learning. Combined, these interviews and content analysis built an evaluative framework for examining feedback and understanding the current state of pedagogy in PTC service courses.

Conducting a Demographics Survey

To contextualize instructors' goals and feedback, I conducted a short demographics survey about instructors' training and current teaching. I created this survey through Qualtrics and used it to screen potential participants. This allowed me to access information about instructors' universities, years taught, course taught, employment status, and instructors' pedagogical training without spending time during the interview to gather this information.

Analyzing Syllabi

Conducting content analysis of instructors' syllabi, assignment sheets, and feedback on resumes and cover letters not only gave clearer insight into what instructors practice but also allowed me to understand how instructors' stated values might differ from the values present in their feedback. However, I did not formally code assignment sheets for this study—and only coded each syllabi's course and/or learning outcomes. Collecting these stable textual artifacts yielded insights into the backgrounds of instructors' interviews and feedback-giving practices. The syllabi and assignment sheet data played an integral part in my data analysis, particularly when examining how each instructor planned and implemented their service course around their pedagogical goals.

Syllabi provided a stable snapshot of how these PTC service courses were taught, giving valuable insights into how the field's research is being translated into action. Syllabi are not always publicly available for researchers (Chong, 2016), so asking for them as part of the study added information that may not have been accessible through official institutional channels. Syllabi and assignment sheets in PTC have historically been shared informally, through listservs or through conferences or informal and interpersonal networks (Warren, 2015), instead of through published channels; bringing syllabi and assignment sheets into this evaluative framework further legitimized them as a site for understanding how they contributed to

instructors' teaching practices. Although nearly all syllabi contain institutionally standardized language about course goals, learning objectives, and other administrative minutiae, these syllabi still contained necessary information about instructional context and instructor values that provide grounding for this study.

Examining Assignment Sheets

PTC research often mentions assignment sheets without critically examining what these assignments are asking students to do. Like syllabi, assignment sheets have been under-examined in pedagogical research because it is easy to assume that students understand assignment sheets in the same ways as instructors. Therefore, if students misunderstand assignment sheets, it is sometimes easy to assume that the students themselves are problematic, instead of re-examining what the assignment sheets ask them to produce (Evans, 2003). Currently, PTC's research assumes that better assignment sheets that include specific details prompting students to action help students to produce stronger work (Gardner, 2008).

Along with assuming that assignment sheets unconditionally assist students (or, at least, those who give forth the proper amount of effort) in creating strong work, another difficulty specific to PTC service courses arises. Designing assignment sheets that simulate workplace writing tasks “can still be difficult due to the differences in context and linked organizational activities in a classroom setting” (Kohn, 2015, p. 169). Many students struggle to balance the demands of academic writing with the audience expectations and established conventions of workplace writing—a balance not always considered on existing assignment sheets. Using assignment sheets as part of this evaluative framework provided a way to measure how well current PTC assignment sheets helped instructors teach students to write in workplace genres and conventions.

Interviewing Instructors

Interviewing PTC instructors about their methods and goals for feedback permitted me to investigate their current teaching methods by asking them directly. Both pedagogical and workplace research have used interviews to examine places where peoples' stated values may not always align with the types of writing they do or outcomes that they desire (Evans, 2003; Winsor, 2003). Elsewhere in PTC, interviews contextualize the usefulness of specific teaching practices surrounding instructor feedback (Still & Koerber, 2010; Taylor, 2011). Within this evaluative framework, interviews illustrated what instructors believed about their own teaching practices and highlighted contradictions between learning goals and teaching methods. Combining these interviews with content analysis was a robust way to understand the current state of pedagogy and feedback in the PTC service course.

To ask questions regarding each instructor's perspectives about their pedagogical goals and feedback practices, I conducted ten semi-structured interviews between May 2, 2018 and September 4, 2018. Interviews ranged between 31.18 and 1:09.43 minutes long. To open the conversation with gatekeeping questions (Spradley, 1979), I asked instructors about teaching their business and professional communication service course and their workflows for giving feedback on students' writing. Second, I asked each instructor about their workflow for giving feedback on students' writing and what each instructor emphasized in their feedback. Third, I asked instructors to explain each comment given on two of their students' de-identified assignments.

Conducting these discourse-based interviews allowed me to examine instructors' thoughts on their feedback through a "retrospective recall technique... because users are not as cognitively overwhelmed in the posttest setting when asked to recall their actions" (Still &

Koerber, 2010, p. 213-214). Having instructors explain their feedback after giving them prevented instructors from becoming overwhelmed by giving feedback while being studied. These semi-structured interviews gave a baseline for instructors' stated values and contextualized their approaches to giving feedback in their service courses. This research design of using retrospective interviews after instructors have given feedback was modeled on Taylor's (2011) approach to asking instructors to explain their comments. Like Taylor, I employed feedback that instructors had already given on students' writing because I wanted to study instructor feedback as organically as possible—asking instructors to give feedback while being observed would have made instructors less comfortable and affected their feedback comments. Unlike Taylor's study, many instructors used feedback that they had given before participating in the study, so their feedback comments were not influenced by being part of a research project.

As part of this research design, I selected two students' resumes and cover letters for inclusion in each interview, except for Instructor 9, who only taught resumes, (an issue that I address in the next paragraph). To select students' writing, I chose either very unusual student work, or work that had several comments that typified the instructor's approach to feedback. Selecting both uncommon and typified student writing allowed instructors to contextualize the greatest range of their comments during the interviews. For example, Instructor 2's interview focused on a student's resume and cover letter that did not apply for a job; instead, that student used his resume and cover letter to ask a retired general for a letter of recommendation. This student worked outside typical genre conventions by not including the general's inside address on the cover letter and by featuring a photograph of himself in full uniform on his resume. I chose this assignment because this social action (Miller, 1984) was not clear to an outside observer, so I wanted Instructor 2 to contextualize his comments during the interview. An

example of selecting student work with typified feedback was the “Ask Stacy for help” comment from Instructor 9, where she told students to go to the career center for revision assistance instead of giving them specific comments about how to address grammatical errors.

As Instructor 9 wrote very few comments, I included four of her students’ resumes in her interview, instead of two resumes and two cover letters. Even though Instructor 9 did not teach cover letters during her resume assignment, I kept her data in this study because I wanted this research to reflect how this instructor actually taught her students. Including an instructor who was outside the norm of teaching resumes and cover letters reveals that a significant minority of instructors do not teach these job application genres together. While it seems like including four resumes instead of two resumes and two cover letters is not consistent with the rest of this study, I included four resumes from instructor 9 because she gave very few comments on her students’ final drafts; when conducting retrospective recall during her interview, these four resumes were equivalent to the two resumes and two cover letters on which the other instructors in this study conducted retrospective recall. Employing all of Instructor 9’s data here matters to my argument because she is a non-tenure-track instructor at a rural liberal arts college; her data and her comments provide a counterpoint to tenured or tenure-track instructors at R1 or R2 institutions. Finally, incorporating Instructor 9 in this study yielded insights about how a non-tenure-track instructor with a high teaching load was able to use her institutional resources to give students formative feedback on their resumes.

Although all instructors asked their students to write resumes, the rest of instructors’ requirements for students’ job documents varied. All but two instructors asked students to include a job advertisement. Teaching at a regional state university, Instructors 3 and 6 asked students to write a report on the company to which they were applying in place of including a job

advertisement. An assistant professor (non-tenure-track) at a small liberal arts college, Instructor 9 only taught resumes and did not require her students to write cover letters. Along with asking students to write career memos, Instructor 4 taught resumes, but allowed her students to substitute personal statements for cover letters if applicable. Instructor 1 asked students to write a networking report, where students conducted informational interviews with alumni. Instructor 5 asked students to write a personal portfolio; much like Instructor 4's master resumes, these documents asked students to cover all of their experiences and accomplishments.

Recruiting Instructors

A total of ten instructors participated in this study: five assistant professors, two associate professors, one clinical assistant professor, one assistant professor (non-tenure-track) and one lecturer (Table 1). Instructor 1, the clinical assistant professor, had a Ph.D. and worked at a top-ranked business school. Instructors came from different department structures: two were in business, one was in a stand-alone technical communication department, six were in English departments, and one was in an English and foreign languages department. Eight of the 10 instructors had taken a graduate-level course in writing pedagogy. The two instructors who had not taken a pedagogy course, Instructors 1 and 9, both worked in business departments and had extensive consulting experience. All other instructors had taken a course in first-year composition pedagogy and five had taken a course in PTC pedagogy. Four instructors had additional pedagogical training: three in online teaching, one in cultural studies teaching, and one in the developmental course for students at her state university. Despite earning a technology and pedagogy graduate certificate, Instructor 8 had received little training on giving students feedback beyond her first-year composition seminar and one workshop that she led in her pedagogy certificate. Instructor 7 had taken courses in first-year composition and PTC pedagogy but did not receive instruction on giving feedback in PTC courses.

The participating instructors came from nine different four-year universities in the United States. Instructors 3 and 6 taught at the same public, regional teaching university that granted master's degrees as defined by the Carnegie Classification of Institutions of Higher Education. Instructors 2, 7, and 8 worked at public, master's granting universities. Instructors 5 and 10 both worked at public universities with high research activity. Instructors 1, 4, and 9 came from private universities; both Instructors 1 and 4 came from institutions with high research activity ("Carnegie Classifications | Institution Lookup," 2017). Instructor 9 worked at a small liberal arts school with primarily undergraduate students and a few master's programs.

Table 1: Instructor Demographics. Instructors came from varying backgrounds, giving a representative picture of those who teach PTC service courses.

Instr.	Gender	Years teaching PTC	Institution	Status	Home dept.	Ped. course?	Feedback training in ped.?
1	F	7	Private, 4-year, very high research activity	Clinical Assist. Prof.	Business	No	N/A
2	M	5	Public, 4-year, master's university	Tenure Track	TechComm	FYC, PTC	FYC, PTC
3	F	6	Public, 4-year, master's university	Tenure Track	English	FYC, Online, digital & online culture	FYC, online
4	F	8	Private, 4-year, high research activity	Tenure Track	English	FYC, PTC	FYC, PTC
5	F	17	Public, 4-year, high research activity	Lecturer	English	FYC, PTC, Developmental	FYC, PTC, Developmental
6	F	16	Public, 4-year, master's university	Tenured	English	FYC	FYC
7	F	6	Public, 4-year, master's university	Tenure Track	English	FYC, PTC, Online	FYC, Online
8	F	3.5	Public, 4-year, master's university	Tenure Track	English and Foreign Languages	FYC, Technology and Pedagogy, Certificate in Teaching	No
9	F	8	Private, 4-year, master's university	Assistant Professor, non-tenure-track	Business	No	N/A
10	M	15	Public, 4-year, high research activity	Tenured	English	FYC, PTC	FYC, PTC

For this research, I used opportunistic sampling to study PTC instructors who taught service courses in the U.S. that included a resume and cover letter assignment. In opportunistic sampling, researchers recruit participants within their personal networks that fit within purposeful research criteria (Tracy, 2013). Because I was looking for experienced instructors willing to share their students' de-identified work with me, opportunistic sampling was the best choice. I shared my recruitment script on social media, professional listservs (ABC, ATTW, CPTSC, and WPA), as well as asked people at conferences to consider participating or to share my recruitment script with others. Many instructors were hesitant to participate in the study, mentioning the time commitment involved in redacting student information from the assignments. They also displayed reticence to allow an outside researcher access to their students' assignments, even with identifying data removed and IRB approval.

Compensating my research participants was important to me as I wanted to include contingent faculty or graduate student teaching assistants who often teach service courses. To acknowledge instructors' time participating in the study and redacting student data, I compensated instructors with a \$50 Amazon.com gift card and insights from this research's results. Because my research participants redacted their students' identifying data before sending me any resumes or cover letters, their participation in this study took between 2-4 hours of their time. The C.R. Anderson Grant from the Association for Business Communication generously funded this research.

Analyzing the Data

To analyze the data, I deployed conventional content analysis, where my coding schemes were derived from themes found in the interview, syllabus, and feedback data (Hsieh & Shannon, 2005). To code instructors' pedagogical goals, I used open coding to create a coding scheme based on instructors' goals for students' learning, such as "purpose," "teamwork,"

“ethics,” etc. as these pedagogical goals are explicitly mentioned in instructors’ syllabi, assignment sheets, and interviews. When possible, I created my coding scheme using “in-vivo” codes (Tracy, 2013, p. 119) resulting from the wording that my instructors use.

Why Use Genre Theory?

I chose to use genre as social action (Miller, 1984) to create an evaluative framework for comparing instructors’ goals from the syllabi to the interview questions that discuss their goals and values in their PTC service courses. As a tool for analysis, genre theory allowed me to examine genre on multiple levels: when instructors commented on higher-order concerns of context or audience in a resume, as compared to lower-order concerns like when instructors corrected students’ grammar. Genre theory helped me determine and differentiate between these types of higher- and lower-order comments, as the types of comments and their relative importance is situated within the genres of text (Bazerman, 1988; Miller, 2015; Spinuzzi, 2003).

Resumes and cover letters are both long-standing genres of PTC, especially in service courses where students may be writing them for the first time. Genre theory focused my attention on understanding the conventions of resumes and cover letters, especially when students decided to break the conventions advocated in mainstream teaching practices and textbooks. On another level, I used genre theory to argue that instructor feedback is a genre with conventions, moves, and expectations in recurring communication situations that feature social action between an instructor and their students. Applying genre theory to this study allowed my coding and data analysis to stay agile and iterative, building my theory from the data that I collected, instead of allowing the theory to dictate my findings—something that the next section explains in more detail. This approach not only connected to PTC’s knowledge of resumes and cover letters, but also examined how the genre of instructor feedback shapes these employment documents.

Coding Instructors' Pedagogical Goals

During this coding process, I informed my approach through existing qualitative research to ensure that my coding process could build into larger future projects. I added my instructor interview transcripts, assignment sheets, and syllabi into NVivo, sorting them by data type to emphasize the triangulation in this study's design, as opposed to sorting data by instructor. While our tools for coding shape our codes and results (Geisler, 2017), using NVivo afforded me the mental and technological flexibility to edit my codes in response to trends within my data.

As I coded instructors' pedagogical goals in their PTC courses, I stressed taking an iterative approach to coding. For example, I began the primary-cycle coding with many smaller codes in round one, as I did not know what the data would reveal. Once I realized that categories such as Information, Detail, Technical Content, and Reflection were all different aspects of Critical Thinking, I combined these codes into a parent Critical Thinking code with Information as a child code. After this open coding, I returned to read through my data using Genre as Social Action (Miller, 1984), to ensure that my understandings of what had emerged from the data aligned with this theoretical lens:

An iterative analysis alternates between emic, or emergent, readings of the data and an etic use of existing models, explanations, and theories. Rather than grounding the meaning solely in the emergent data, an iterative approach also encourages reflection upon the active interests, current literature, granted priorities, and various theories the researcher brings to the data. (Tracy, 2013, p. 184)

I alternated an emerging emic view of my interview, feedback, syllabi, and assignment sheets with an external etic view of genre theory and the results of my pilot study. In the next section, I

describe my coding cycles and outline a definition of each of the parent codes used in the final round of coding for this project.

Round One: Coding Instructor 1-5's Interview Values and Learning Outcomes

In July 2018, I used data from Instructors 1-5 in this study to develop a preliminary coding scheme for instructors' pedagogical goals (Table 2). Coding data from Instructors 1-5 allowed me to check that my research instruments were collecting the appropriate data before recruiting and interviewing additional instructors. I open-coded the course objectives from these five service course syllabi, then compared these results to a single question from each instructor's interview: "What do you think your students most need to know or do when they leave your class? Why?" The interview and syllabus data allowed me to compare multiple data points from each instructor to TPC's pedagogical goals. This inductive coding produced 20 themes, ranging from rhetoric, to genre, to theory.

Round Two: Code Instructor 6-10 interview values & syllabus course goals

To form basic themes and codes through interview & syllabi triangulation, I coded Instructor 6-10's syllabi course goals and answers to the interview question "What do you think your students most need to know or do when they leave your class? Why?" Because I desired to check that my coding scheme was able to assist me in answering questions about my data, I only coded data from Instructors 6-10 during round two. Then, I was able to check my coding for round two against the coding from round one that I had completed on the first five instructors' data. I wanted to complete my baseline for these inductive codes using a consistent sample of data from each instructor's syllabus and interview before recoding all the data. As I checked my data against the codes from round one and from what emerged from the data in round two, I made several changes to the coding scheme.

Table 2: The Evolution of the Coding Scheme from Round 1 to Round 3

Round 1	Round 2	Round 3
<ul style="list-style-type: none"> • Rhetoric • Teamwork • Ethics • Genre • Critical Thinking • Information • Research • Communicate well • Revision • Editing • Oral Communication • Design • Globalization • Transmission Theory • Theory • Grammar Mechanics • Project Management • Tone • Technology • Misc. 	<ul style="list-style-type: none"> • Rhetoric <ul style="list-style-type: none"> ○ Purpose ○ Audience ○ Context/workplace/case study ○ Argument/persuasion • Teamwork <ul style="list-style-type: none"> ○ Collaboration ○ Interpersonal • Ethics <ul style="list-style-type: none"> ○ Critical theory/awareness ○ Power relationships • Genre • Critical Thinking <ul style="list-style-type: none"> ○ Reflection ○ Information literacy ○ Research • Writing Process <ul style="list-style-type: none"> ○ Editing ○ Revision ○ Drafting ○ Project Management • Communicate well <ul style="list-style-type: none"> ○ Effective • Oral Communication <ul style="list-style-type: none"> ○ Presentations • Design & Usability • Diversity & Globalization • Theory <ul style="list-style-type: none"> ○ Transmission Theory • Grammar Mechanics • Tone <ul style="list-style-type: none"> ○ Style • Technology <ul style="list-style-type: none"> ○ Digital ○ Internet • Misc. 	<ul style="list-style-type: none"> • Rhetoric <ul style="list-style-type: none"> ○ Purpose ○ Audience ○ Context <ul style="list-style-type: none"> ▪ Case study ○ Argument/persuasion • Teamwork <ul style="list-style-type: none"> ○ Collaboration ○ Interpersonal • Ethics <ul style="list-style-type: none"> ○ Critical theory/awareness ○ Power relationships • Genre • Critical Thinking <ul style="list-style-type: none"> ○ Reflection ○ Information & content <ul style="list-style-type: none"> ▪ Technical Content ○ Research • Writing Process <ul style="list-style-type: none"> ○ Editing ○ Revision ○ Drafting ○ Project Management • Communicate well <ul style="list-style-type: none"> ○ Effective • Oral Communication <ul style="list-style-type: none"> ○ Presentations • Design & Usability • Diversity, Globalization, & Accessibility • Theory <ul style="list-style-type: none"> ○ Transmission Theory • Grammar & Mechanics • Tone & Style • Technology • Misc.

For the theme of **rhetoric**, instances where instructors mentioned purpose, audience, and argument were clear-cut. However, context was less obvious; for this study, I included mentions of “context,” “workplace” because these are the immediate settings and situations that students

will write in. I also included “case studies” as context because a case study’s purpose is to immerse students in the social situations that they may experience in future workplaces; as such, case studies re-orient students to the importance of their workplace writing environments (Lawrence et al., 2017). Although instructors mention audience and neo-Aristotelian rhetoric as theory, rhetoric was mentioned so much more often than any other code that it merited its own theme.

Teamwork included collaboration, for example, instances of peer response or peer editing, and interpersonal communication. Interpersonal communication is any oral communication that is not presenting, including “in-class discussions,” managing employees, running meetings, etc.

The theme of **ethics** encompassed “ethical principles,” “laws,” and “relationships among language, knowledge, and power.” I also included critical theory or awareness and power relationships in this code because many academics have background in critical theory that informs their teaching.

Genre included “genre” “form,” “format,” “rules,” and “kinds of writing common in the workplace.” My previous research found that instructors often conflated genre and organization (Doan, 2019), so **organization** became a child code of critical thinking. When instructors discussed paragraph structure of a cover letter, these instances coded as organization. Alternatively, when instructors mentioned overarching concepts of genre as social action (C. R. Miller, 1984), such as genre crystallization, or “teach [students] those moves” in Swalesian genre analysis (Swales, 2008), those concepts coded into the parent genre category.

As course goals often have departmental and intuitional stakeholders, the words “**critical thinking**” were often present in instructors’ syllabi and course goals. Although critical thinking

has been overused as an academic buzzword, teaching students to question their assumptions and apply new knowledge frameworks are worthy goals. With my background in composition theory and pedagogy, I included “reflection” and “self-evaluations” with critical thinking because, ideally, reflection should encourage students to look back on and re-engage with their own learning (Belanoff, 2001; Elbow, 2007); technical communication research uses reflection as a catalyst for helping students develop their soft skills (Randazzo, 2012; Reamer, 2012). “Application of Knowledge” and “analysis” are both major sections of Bloom’s Taxonomy of Learning (Anderson & Krathwohl, 2001). Within technical communication, researchers have asked that the field return to emphasizing the data and information that we are teaching students to communicate (Boettger et al., 2017; Spilka, 2009; Wolfe, 2015); including information as a child code reflects the need for data about how instructors teach students to work with information and research. As such, I included information and reflection as child codes under critical thinking. As information literacy is an important part of critical thinking, I included sub-categories for “information” literacy and “research” within critical thinking, as many of the initial thematic coding overlapped.

Teaching students to engage with different parts of the **writing process** was important to many instructors. Within the writing process, I included “drafting,” “editing,” and “revising.” However, to reflect its social nature, I coded “peer response” into teamwork and collaborative writing. During round two coding, I also moved “project management” into the writing process category; the way it is taught and framed in the service course, project management is inherently tied into students’ writing processes.

Like critical thinking, teaching students to “**communicate well**” was language influenced by departmental and university stakeholders. I also included mentions of teaching students to

write or speak “effectively.” Although this is the overarching purpose of PTC service courses, the large concept here is both important to achieve and difficult to define. This code is nebulous in round two coding but should yield interesting results in further stages. Communicating well is different than audience analysis or purpose in that it gives a value judgement on something that is difficult to evaluate.

Oral communication included specific mentions of speaking, “presenting,” or “verbally.” I separated this code from teamwork and interpersonal communication.

Design and Usability were combined in round two coding. Although usability was only mentioned rarely, it was usually mentioned in the context of design. Mentions of design included “beautiful document,” “use pictures,” “slapping down a diagram,” and “implementing design principles.” Usability was correlated with theory: “applying concepts of usability research, such as user-centered design.”

Diversity & Globalization were also usually mentioned in tandem, for example “across diverse industries and fields in a global landscape” or “across diverse industries and fields in a global landscape.” In round two, I included transmission theory as a sub-category of **theory**, as Instructor 1 was the only instructor who mentioned transmission theory. As I code the interview question about what theories instructors use to undergird their teaching, I expect this category to change. As noted above, rhetoric is so central to this study that I have not included it in theory, unless an instructor mentions a specific rhetorician.

The **grammar and mechanics** code stayed consistent from round one, as did the tone category. Style is now a sub-category of **tone**. These categories are less fluid than many of the other codes in this study and reflect lower-order concerns.

Technology is still a category in this coding scheme; here, technology is framed as a series of tools or as a way of communicating. This code may also change as I move forward in coding, as many of the mentions are genre-related or contextual.

As of finishing round two, the **Miscellaneous** category contains two mentions of quantitative reasoning, a mention of professional organizations, and two mentions of how technical writing instructors are simultaneously workplace and academic audiences for students' writing in PTC service courses.

Round Three: Coding Instructor Interviews 1-10

For this coding scheme, I shifted from primary-cycle coding where I was establishing my codes, to secondary-round coding where I applied these established codes to the data. For round three, I coded instructors' interviews to check my coding scheme against instructors' spoken beliefs about their teaching because I wanted to make sure that codes could be in-vivo, or in instructors' own words, when appropriate. At this point, my coding scheme solidified and needed fewer changes to reflect the data. I moved case studies into a subsection of context, as case studies represented a workplace context for students within the classroom (Veltos, 2017). I expanded my codebook definition of critical thinking and information literacy to include content-related elements of student writing such as information and detail. I added a code for technical content, particularly important to Instructors 3 and 6, who taught technical communication for engineering students. Technical content became a sub-category of information and detail within critical thinking to group all content-related codes. However, when instructors said "show, don't tell," about students' writing, they were often referring to style and tone, not just content. Coding these interviews yielded data about instructors' overarching and specific assignment goals, capturing a snapshot of their pedagogical beliefs and attitudes toward giving feedback. When

coding the learning outcomes from instructors' syllabi, I only coded the course goals for instructors and their individual departments; for Instructors 3, 6, 7, and 8, I did not code the college-level or general educational goals for the service courses, as these were outside of this study's focus on PTC more specifically, and writing studies, more broadly. Coding general educational goals was outside of the research questions that these data were answering.

When writing up the results for the interview coding, I de-aggregated all the larger codes, otherwise parent codes like Rhetoric and Genre would be too large to meaningfully differentiate. Hence, purpose, audience, and context are counted as their own categories, instead of within rhetoric and organization, while related to genre, is not counted within the large genre category. However, I did keep case studies within context because they are a small, definite subcategory of context that I plan to examine in future work on the service course.

As a reflective, qualitative researcher, I sought to answer the research questions outlined at the beginning of this chapter through triangulating data collection and conducting inductive content analysis. Both the research questions and my answers are firmly situated within the PTC service course, as this research seeks to provide answers to questions about instructors' pedagogical goals and feedback. Studying how experienced PTC instructors teach resumes and cover letters through interviews and content analysis of their course documents has yielded results about how instructors view their PTC pedagogical goals and enact those goals through giving feedback on students' resumes and cover letters.

Chapter 4: Results of the Study

In this chapter, I analyze the results of this study, closely examining 10 instructors' pedagogical goals and approaches to teaching the PTC service course. First, I examine the demographics survey results, outlining the details of instructors' service courses, including which service courses instructors taught, when in their undergraduate careers students were expected to take these service courses, and how instructors framed their resume and cover letter assignments. Next, I examine instructors' demographics, including instructors' years of experience, graduate pedagogical coursework, and the extent to which instructors had been taught how to give feedback on students' writing.

In the second major part of this chapter, I explain how my study answers the research question "In current practice, what pedagogical goals do PTC instructors have for their students' learning in service courses?" To do so, I compare three pieces of data:

1. Instructors' answer to the interview question "What do students most need to know or do when they leave your course?";
2. Each instructor's most mentioned goal during their interview, including when they conducted retrospective recall on the feedback given on students' resumes and cover letters; and
3. Each instructor's most mentioned goal in their syllabus learning objectives.

Triangulating these three data points reveals that instructors in this study, particularly those with fewer than seven years of experience teaching PTC courses or those with contingent employment status, had less consistent answers than instructors with either more than seven years of teaching experience or a secure tenure-track or tenured position.

In the third major part of this chapter, I outline the theories, methods, and approaches that instructors in this study used to give feedback on students' writing. To do this, I use instructors' answers to two interview questions:

1. "How do you typically give your students feedback on assignments? Describe your workflow."
2. "What do you typically focus on when giving students feedback on their writing? Why?"

These results reveal that instructors' workflows typically depended on whether they were giving formative feedback, given before the final assignment grade, or summative feedback, feedback attached to a final assignment grade. Instructors who gave formative feedback were generally more consistent with their overarching pedagogical goals; however, in this study, formative feedback was correlated to instructors in tenure-track or tenured positions who taught during a regular term, not during a shortened summer course.

Analyzing the Demographics Survey Results

In this section, I analyze results from the demographics survey that each instructor completed. Results revealed what course instructors taught and the term that they taught using the materials and feedback that they submitted for this study. The demographics survey collected further information about how instructors taught the resume and cover letter assignment. Finally, the demographics survey included information about instructors' years of teaching experience and their graduate-level coursework in writing pedagogy.

When & What Instructors Taught

Within this study, instructors taught several variations of a PTC service course to meet their students' and departments' curricular needs (Table 3). Working in business departments, Instructors 1 and 9 each taught a business communication course. Instructors 4, 5, and 7 taught

their professional or workplace writing courses within English departments. Instructors 2, 3, 6, 8, and 10 taught technical communication courses within English or writing departments.

Instructors taught these PTC service courses between Summer 2017 (Instructor 6) and Summer 2018 (Instructors 5, 8, and 10), giving this study a recent picture of PTC pedagogy. As a trend, course listings tended to encourage students to take their PTC service course during their sophomore or junior stages of their university educations. Five of these 10 service courses were listed as junior-level, four as sophomore-level, and one as a senior-level course.

Table 3: Instructors' Course Titles, Dates, Level, and Method of Delivery

Instructor	Course	Semester	Level	Online?
1	Business Communication	Spring 18	Jr	F2F
2	Technical Communication	Fall 17	Sr.	F2F
3	Technical Communication	Spring 18	Soph.	Online
4	Professional Communication	Spring 18	Jr.	F2F
5	Business and Professional Communication	Summer 18	Jr.	Online
6	Technical Communication	Summer 17	Soph.	Online
7	Professional Communication	Spring 18	Jr.	F2F
8	Technical Communication	Summer 18	Jr.	Online
9	Business Communication	Spring 18	Soph.	F2F
10	Technical Communication	Summer 18	Soph.	Online

Framing the Resume and Cover Letter Assignment: Genres, Extras, and Timing

How instructors framed their resume and CL assignment varied according to their pedagogical goals and experience (Table 4). All 10 instructors in the study required students to select an open job advertisement to which they would tailor their application materials for this assignment. Instructors 3 and 6 asked students to write a short investigative report about the

company where they were applying to work, rather than submit a job advertisement within the assignment. All other instructors in the study required students to submit a copy of their chosen job advertisement as part of the assignment, so that instructors knew that students were writing for a specific position and for ease of grading (although most of the comments about the job advertisements mentioned when students had not turned them in).

Table 4: How and When Instructors Taught the Resume and Cover Letter Assignment in Their Service Courses

Instructor	Job Ad	Cover Letter	Resume	Other	When in Term/Semester?
1	Y	Y	Y	Networking Report	Week 6/16 Writing As 1
2	Y	Y	Y		Week 3/16 As 1
3	Y	Y	Y	Investigative Report	As. 2
4	Y	Y (or personal statement)	Y (Master & Target)	Career memo	Midterm & Final Portfolios
5	Y	Y	Y	Personal Portfolio	As. 2
6	Y	Y	Y	Investigative Report	In final portfolio
7	Y	Y	Y		Week 15/15
8	Y	Y	Y		As. 2
9	Y	N	Y		Week 6 As 1
10	Y	Y	Y		Week 7/7

Instructors consistently required students to write both a resume and cover letter as part of an employment application assignment, except for Instructor 9 who only taught resumes. Instructor 4 asked her students to create both a master resume, containing all of students' experiences, along with a tailored resume, where students selected their most relevant experiences for a specific job advertisement. Instructor 4 also allowed her students to write personal statements for graduate or law school admissions in lieu of a formal cover letter. Instructor 9 did not require students to write a cover letter at all; she instead concentrated her instruction on students' resumes.

Some instructors asked students for additional documents to accompany their resumes and cover letters. Instructor 1 wanted her business students to write a short networking report, to

polish their interpersonal skills within their job hunts. To fit the resume and cover letter assignment into a technical report writing course, Instructors 3 and 6 asked students to write investigative reports about the company culture of the workplace to which they applied. Instructor 4 required her students to write career memos about how their job applications would fit into their career trajectories. To help students understand that their resumes and cover letters should only include their experience relevant to their positions, Instructor 5 asked students to write personal portfolios containing master lists with all their experiences from which they could curate targeted resumes for specific positions.

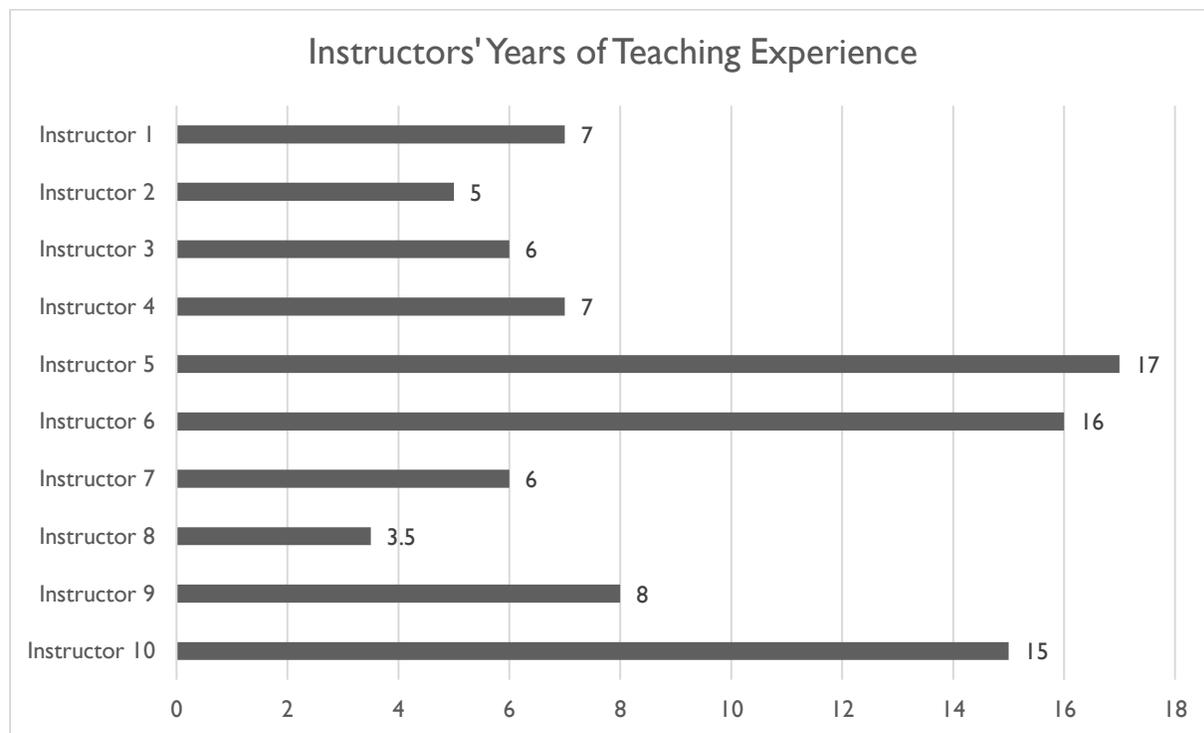
Timing for when in a semester or summer term that instructors taught the resume and cover letter assignment varied. Instructors 1, 2, and 9 taught the resume and cover letter assignment as the first formal writing assignment of the semester; likewise, Instructors 3, 5, and 8 taught the resume and cover letter assignment second. Instructors 7 and 10 taught the resume and cover letter assignment at the end of their PTC service courses. Instructor 4 had her students submit a copy of their resume and cover letter assignment for their midterm portfolio, conferenced with students to provide feedback, then had students revise for their final semester portfolios. Instructor 6 did not include a course calendar for her summer course but did have students submit a copy of their resume and cover letters for formative feedback and in their final portfolios.

Instructors' Years of Experience Teaching PTC Service Courses

Instructors' years of teaching experience in PTC courses were between 3.5 and 17 years, with an average of 9 years (Figure 1). Instructors 2 and 8 had the least teaching experience, with 5 and 3.5 years, respectively; they tended to rely most on rhetorical theory in the study. Instructors 5, 6, and 10 had the most experience teaching, with 17, 16, and 15 years, respectively;

Instructors 6 and 10 both had tenure and doctorates and fluidly connected their PTC service courses to workplace contexts and experiences. Instructor 5 had the most experience teaching PTC service courses; as a lecturer, she taught composition and PTC service courses, educating herself as to employers’ needs and preferences through networking and career fairs.

Figure 1: Instructors' Years of Teaching Experience



Instructors’ Pedagogical Coursework

In response to the survey question “Have you taken a graduate-level pedagogy course that focused on teaching methods?” instructors’ answers revealed disciplinary differences between business and English or writing departments (Table 5). Instructors 1 and 9, both non-tenure-track instructors in business departments had no graduate-level coursework in PTC pedagogy. Instructors 6 only had one pedagogy course in first-year composition. Instructors 2, 4 and 10 each had taken two graduate-level pedagogy courses: one in first-year composition, and one in PTC pedagogy. Instructors 3, 5, 7 and 8—40% of the instructors in this study—had taken at least three courses in pedagogy. Instructor 8 had a graduate certificate in pedagogy. Seven of

these 10 instructors had been trained in first-year composition pedagogy and five had taken a course in PTC pedagogy.

Table 5: Instructors' Graduate-Level Coursework in Pedagogy; Only Three of These Courses Did Not Discuss Feedback

Instructor	FYC	PTC	Online	Other	No Pedagogical Coursework
1					Y
2	Y	Y			
3	Y		Y	Y	
4	Y	Y			
5	Y	Y		Y	
6	Y				
7	Y	Y (no feedback)	Y		
8	Y (no feedback)		Y (no feedback)	Y (led feedback workshop)	
9					Y
10	Y	Y			

The survey further asked instructors if their graduate-level pedagogy course discussed how to give feedback on student work (Table 5). The majority of instructors' pedagogy courses covered giving feedback, especially in first-year composition. Even though Instructor 8 had a graduate certificate in pedagogy, the only time she could remember covering feedback in her courses was when she gave a presentation on feedback in a university-wide pedagogy course. Neither Instructor 1 nor 9 had received training on how to give feedback on students' writing. Instructor 6 had only been instructed on feedback during her first-year composition pedagogy course, possibly because she had been teaching in her now-tenured position for 16 years. Nevertheless, these instructors had generally received instruction on giving students feedback if they had taken a graduate-level pedagogy course.

Unexpected Pedagogical Influences: Online and Summer Teaching

During instructor interviews, issues of online instruction and how instructors cope with shortened summer teaching came to my attention, even though those issues were not included in

the survey questions or in the study's original scope. Five of these 10 instructors taught their PTC service course online—an unexpectedly high number, as online instructors have sometimes been ignored in previous research (Hewett & Bourelle, 2017). Instructors readily mentioned the differences between the activities and feedback that they provided specifically for their online students. For example, Instructor 5 mentioned hands-on activities about resumes and job hunting that were successful in her face-to-face service course; however, she was unsure of how to replicate these interactions online and had students focus on readings instead. Four of the 10 instructors also taught their courses during a shortened summer term; each mentioned the collapsed timeline as a constraint on their teaching, pedagogical goals, and the quality of their feedback on students' writing. Both online teaching and shortened term schedules influenced this study's findings.

Writ large, the demographics survey revealed that even within the confines of the PTC service course, these instructors were very different from one another. That said, instructors generally had pedagogical training and training in how to give feedback. This demographics survey helped me to conclude that this research population is representative of those instructors who teach the service course. Additionally, the demographics survey revealed that half of these instructors taught their service courses online; 4 of these instructors also taught during the summer. This demographic information was important to reading the results of this study, as I wanted to gather data about instructors and their pedagogy that was faithful to how these instructors taught and navigated the field of PTC.

In current practice, what pedagogical goals do these PTC instructors have for their students' learning in PTC service courses?

To set a foundation for looking at instructors' overarching pedagogical goals, I will analyze instructors' current practices surrounding the PTC service courses that they taught, how

instructors framed their resume and cover letters assignments, and how their online and summer teaching affected their pedagogy set up a foundation. This section outlines results from instructors' interviews, first by reviewing the most numerous codes that instructors discussed in their interviews, then by examining each instructor's overarching pedagogical goals.

Instructors often based their answers in rhetorical concepts of purpose, audience, and context (Table 6). Looking across all instructor interviews, rhetoric was by far most important to the instructors in this study, particularly audience and context. Purpose was the least important rhetorical term to instructors, with only 50 instances. Surprisingly, ethics was only mentioned twice during these interviews. While these aggregate codes give results that focus on rhetoric, critical thinking, and design & usability, instructors' individual pedagogical goals paint a slightly different picture of their individual approaches to the service course.

Table 6: Instructors' Mentions of Each Code from All Interviews, including Parent and Child Codes

Parent Code	Child Code	Number of Mentions
Rhetoric		301
	Audience	141
	Context (including case studies)	110
	Purpose	50
Genre		245
	Genre as Social Action	170
	Organization	75
Critical thinking		161
	Information & content	100
	Research	12
Design & usability		120
Tone & style		83
Grammar & mechanics		74
Teamwork & collaboration		48
“Communicate well”		38
Oral communication		37
Miscellaneous		18
Technology		11

Diversity, globalization, & accessibility	8
Ethics	2

During each interview, instructors' values were student-centered; they clearly cared about their students' learning and experiences in their service course. However, instructors were not always consistent with the pedagogical goals that they spoke of most frequently. For example, Instructor 1 mentioned teaching teamwork the most often, even though her main goal was to teach students to understand then apply business communication theory. Instructors 2 and 9 mentioned audience most often, even though Instructor 9 wanted her students to understand and apply theory. Instructors 3, 5, and 10 mentioned genre most often during their interviews, even though each instructor most wanted their students to write rhetorically with attention to audience and context. Teaching engineers, Instructor 6 mentioned information & content most often, consistent with what she most wanted her service course students to know. Finally, Instructor 8 mentioned issues of tone & style most often during her interview, even though she wanted students to learn how to "communicate simply." Instructors' individual pedagogical goals reflect their unique backgrounds, education, and workplace experience, along with what they want their students to take from their service courses.

When asked what their students most needed to know or do by the service course's end, each instructor had slightly different answers (Table 7). Over half of the instructors in the study, Instructors 2, 3, 5, 7, 8, and 10 discussed that their students needed to understand how to communicate to different audiences through the service course; for example, Instructor 5 said, "think my students need to be able to determine, depending on the circumstances, who their audiences is, what their audience needs are, and what type of writing is going to communicate that best." Instructor 10 linked audience with purpose because "documents lead to actions." Instructors 1 and 9, who both taught business communication in business departments at a top-

ranked business school and a small liberal arts school, respectively, both said that their students needed to understand theory, then apply that theory to business communication genres and research. Instructor 4 wanted her students to know that their professional communication skills would transfer to other situations, but that students could “be effective and ethical communicators in any real context.” Instructors 6 discussed writing in terms of information, framing her service course to assist her engineering students “express [technical ideas] in words.” These results paint a clear picture of how these instructors approach their service courses: introducing students to rhetorical terminology such as audience and framing information and genres that students could transfer to other contexts.

Table 7: Instructors' Most Important Course Goal, Most Mentioned Goal in the Interview, and Most Mentioned Learning Objective

Instr.	Course	What do students most need to know or do?	Most mentioned goal in interview	Most mentioned in learning objectives
1	BC	“demonstrate understanding of the elements of business communication theory and apply that to a wide range of communication contexts. ” “Critical thinking” “Write an effective email”	Teamwork 21 Organization 18 Oral communication 17 Critical thinking 17 Context (& case studies) 17	Context 6 Theory 4 Writing process 3 Teamwork 3 Diversity & Globalization 3
2	TC	“Students need to understand how their documents and oral communication are going to be received. Many students think that if they can master the format or they can master the rules or if they can master design, that their document will automatically be successful. And that's not always the case.”	Audience 29 Genre 26 Design & usability 26 Grammar & mechanics 19 Context 19	Genre 7 Teamwork 5 Writing process 4 Information & content 4
3	TC	“I think that the things they need to know the most is how to communicate well whether that's written... [or oral communication or online] Some of them I understand the difference. So, communicate well whether verbally or written but also realizing that that ability to write well depends on quality relationships.”	Genre 16 Audience 10 Context 9 Design & usability 9	Genre 6 Context 5 Writing process 4 Teamwork 3
4	PC	“That the skills [students] learn... are going to go with them anywhere, inside and outside of the workplace. And so, it's getting them to think more about how they can be effective and ethical communicators in any real context.”	Design & usability 22 Audience 17 Context 17 Genre 15	Design & usability 7 Teamwork 6 Research 6 Audience 6
5	BPC	“I think my students need to be able to determine, depending on the circumstances, who their audiences is, what their audience needs are, and what type of writing is going to communicate that best.”	Genre 33 Audience 23 Design & usability 16 Tone & style 16	Genre 11 Context 9 Critical thinking 7 Audience 6 Purpose 6

6	TC	“How to get whatever's in their head or whatever they're able to express in pictures and diagrams and charts. You know, the things they've thought of and be able to express it in words.”	Information & content 18 Genre 16 Design & usability 13 Audience 8 Context 8	Information & content 5 Writing process 4 Critical thinking 4 Research 3
7	PW	“It's about learning not only to write for various audiences and for some work but it's also because it is a collaborative project; for the larger project, it's collaborative.”	Information & Content 17 Tone & style 16 Genre 16 Design & usability 14	Writing process 5 Genre 4 Research 3 Critical thinking 2 Teamwork 2 Audience 2
8	TW	“Really just need to know how to communicate things simply with co-workers... just general workplace communication that's efficient and that is appropriate in those respects and helps them to get their work done.”	Tone & style 10 Genre 10 Audience 10 Information & Content 8 Context 8	Design & usability 3 Writing process 2 Genre 2 Teamwork 2 Audience 2
9	BC	“So, in addition to teaching them about the four functions of management and the content in that general area I'm also responsible for teaching them APA style. I teach them proper e-mail etiquette. They do a major research project... and a video presentation”	Audience 11 Information & content 8 Genre 8	Context 4 Teamwork 3 Ethics 2 Case studies 2
10	TC	“Probably that they need to approach writing texts rhetorically. I mean that they have a sense of the audience and the purpose. That they craft the document, whatever that document is, to fit the specific audience and the specific purpose... documents lead to actions.”	Genre 18 Audience 15 Information & content 15 Context 14	Genre 3 Theory 2 Context 2

Understanding Instructors' Individual Pedagogical Goals

Instructor 1

Instructor 1 sought to teach students “elements of business communication theory” that they could then apply to “a wide range of communication contexts.” This instructor further stated that she wanted her students to leave her class having learned “critical thinking” and how to “write an effective email.” Instructor 1 was well-spoken about wanting to prepare her students for their careers: “So the expectation would be that by the time they leave the course in 16 weeks they've got a career and understanding of critical thinking frameworks and strategies to be able to apply in the workplace.” During the interview, Instructor 1 most mentioned teaching her business communication to collaborate through team projects and presentations. Instructor 1 wanted her students to “not only practice interpersonal skills but do effective team engagement and then translate those skills into a workplace as part of either their internship or their full-time positions.” As Instructor 1 discussed her feedback on students' resumes and cover letters, she emphasized organization, having given her students an exacting template for their cover letters and resumes to guide paragraph order. During the interview, her approach to critical thinking stayed consistent with her beliefs about what her students needed from her business communication course.

Within her syllabus course goals, Instructor 1 wrote about context and case studies most often, wanting to prepare students for workplace contexts “via scenario-based simulations and exercises.” Case studies were an important part of Instructor 1's course goals, specifically when they helped students to apply “ethical principles” or “intercultural and diversity factors.” Instructor 1 most wanted her students to understand, then apply, business communication theory; her syllabus learning outcomes mentioned theory four times, including teaching students about

“selecting the appropriate communication channel”—a clear reference to transmission theory (Shannon & Weaver, 1964). Teaching students to manage their writing processes, create strong collaborations with peers, and become aware of diversity and globalization also mattered to Instructor 1’s learning outcomes.

Instructor 2

In his technical writing course, Instructor 2 focused deeply on audience during his interview; the number of times he mentioned audience connected to his insistence that his students most needed to understand audience:

Audience analysis is deeply important. Having students understand that real people with real needs are at the other end of the document is critical.

To teach students how to analyze and write to their audiences, Instructor 2 often brought up issues of context, genre, and document design. Even though he mentioned genre as social action as theoretically undergirding his technical communication course, much of Instructor 2’s discussion of genre was grounded in form, not social action. To Instructor 2, issues of formal genre and document design worked in service to his larger goals of helping students master audience analysis. Instructor 2 had five years of experience teaching PTC courses. He mentioned grammar & mechanics and rhetorical context the same number of times during his interview.

Instructor 2’s learning objectives mentioned genre seven times—an unsurprising number, as he mentioned genre often during his interview. Instructor 2 included both genre as social action (Miller, 1984) and form-based (Swales, 2008) approaches to genre. For example, that students would “Develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics.” Next, Instructor 2 mentioned teamwork, such as “group projects” or “collaborative learning” five times. Teaching students a writing process was next

most important within these learning outcomes, warning students to “Be aware that it usually takes multiple drafts to create and complete a successful text.” Information and content was mentioned four times, such as that students would “Learn standard tools for accessing and retrieving information.” Within Instructor 2’s learning objectives, purpose, audience, and context were not as important as genre, teamwork, the writing process, or information and content.

Instructor 3

In her technical writing course for engineers, Instructor 3 focused on teaching students to “communicate well.” To this instructor, communicating effectively meant understanding audience because “that ability to write well depends on quality relationships.” Despite Instructor 3’s focus on audience, she mentioned genre more often than she talked about audience. Like Instructor 2, Instructor 3 grounded her understanding of audience in context and design & usability. She emphasized thinking about how her students would use their learning from the service course in the future, saying,

I would love to do a Dorothy Winsor analysis of these [engineering students]. I want to follow them for ten years right. See how their perceptions change. Because I tell the students you hate the proposal assignments. They love the job search assignment because all they're focused on is getting a job. Right. What they don't realize is that in order to keep your job you have to know how to write these other genres.

Instructor 3 focused on humanizing her online classroom for her students, giving them video lectures and ample formative feedback before they revised their writing for the final portfolio. For Instructor 3, context and design & usability were also important to the collective feedback that she would give on her students’ drafts.

In her syllabus course objectives, Instructor 3 mentioned genre 6 times, both as genre as social action and as formal moves. She wanted students to come away from her course with a “knowledge of conventions, including the ability to follow common formats for different kinds of technical genres.” These course objectives also emphasized preparing students for their future contexts of “academic, workplace, and civic settings.” Instructor 3’s learning outcomes provided students with the goals of learning about writing as “participation in collaborative and social processes,” mentioning the writing process four times and teamwork three times. Like Instructor 2’s learning outcomes, this syllabus included wording addressing a critical theory approach to ethics, seeking to prepare students to “understand the relationships among language, knowledge, and power.”

Instructor 4

During her interview, Instructor 4 spoke eloquently about how the skills that her students learned in her professional writing class could transfer anywhere. Instructor 4 said, that her goal “is helping [students] build their confidence in their ability to communicate and analyze any situation that's given to them.” Working at a private, religious institution, Instructor 4 wanted her students to become “effective and ethical communicators in any real context” after taking her course, making her the only instructor in this study to mention ethics as part of what their students most needed to know when leaving their course. Instructor 4 also emphasized making transfer explicit for her students, using the course to build students’ existing skills and by asking students to reflect on their learning at the end of the semester. During her interview, Instructor 4 mentioned design & usability most often, followed by audience and context.

Instructor 4’s learning objectives closely followed the values that she had emphasized in her interview. Her learning objectives mentioned design and usability seven times, followed by

six mentions of teamwork, research, and audience. Instructor 4 often framed design principles through theoretical rhetorical terminology, such as “interpreting and arguing with design.” Instructor 4 went further than the rhetorical, wanting students to be able to “[ensure] the technical accuracy of visual content” by the time they left her course. Within this service course, Instructor 4 also asked students to deeply consider their relationships with research by gathering data from primary and secondary sources. Instructor 4 was concerned with students’ abilities to triangulate evidence and “[work] ethically with research participants and subject matter experts” as they collaboratively prepared an instructions document and usability report.

Instructor 5

Instructor 5’s goal for her students’ learning was to “help my students understand the importance of audience. Of use of genres. Of effective communication that doesn't need to be complex in order to be something people can understand.” Despite this spoken emphasis on audience, Instructor 5 mentioned genre significantly more often than she discussed audience. Instructor 5 also mentioned design & usability with the same frequency that she mentioned tone & style during the interview. As a lecturer in composition and business communication, Instructor 5 wanted to teach audience analysis, but often was hung up on smaller issues of genre, format, and tone when talking about her teaching.

Instructor 5’s learning outcomes seemed highly standardized by her department, focusing on what students needed to learn from an upper-level writing course; these outcomes were not as focused on PTC’s specific learning outcomes as Instructor 5 was during her interview. The most often-mentioned learning outcome was genre with 11 appearances. Genre was usually mentioned in terms of conventions that students needed to know or Neo-Aristotelian terms, like “students will reinforce their understanding of how genre depends on situation, audience, and purpose.”

Context, mentioned nine times, was often a container for genre expectations, like shown in the previous example. These course goals mentioned critical thinking seven times, as these course goals emphasized students' "meta-awareness" of their writing and research. Audience and purpose were both mentioned six times; like context, they were often listed as rhetorical elements that students needed to understand. In these course goals, rhetoric and genre were divorced from their relationship to writing—the opposite of Instructor 5's individual approach.

Instructor 6

Teaching a technical writing course for engineers, Instructor 6 was one of the few in the study who emphasized purpose in writing, saying "Writing is practical. Writing is useful. This is something you're going to do every day. Just because you're an engineer or you're becoming one doesn't mean that you're not going to need to write things down—document—yourself." While emphasizing purpose in writing as the most important part of her course, Instructor 6 mentioned information & content in writing most often, especially technical content or the correct amount of information to provide in a specific situation. Like Instructor 4, Instructor 6 mentioned transfer, wanting to set her engineering students up for the kinds of writing they would need to complete in the workplace. Instructor 6 also mentioned genre, design & usability, audience, and context during her interview; although she emphasized purposeful writing, purpose was not one of things she most often discussed. Also, like Instructor 4, Instructor 6 mentioned that she wanted her students to engage with issues of "gender and other diversity types of things" through her class assignments.

In her syllabus course goals, Instructor 6 aligned with her interview by mentioning information and content most often (five occurrences). Instructor 6 wanted her engineering students to leave her service course with the skills to "interpret... and represent information/data

in mathematical form.” Instructor 6 wrote her learning objectives to emphasize the writing process to students, so that they could “demonstrate an understanding of writing as a social process that includes multiple drafts.” Both the writing process and critical thinking were mentioned 4 times. Unlike many other learning outcomes surrounding critical thinking within this study, Instructor 6 connected critical thinking to the purpose of her service course, wanting students to “apply foundational knowledge and discipline-specific concepts to address issues or solve problems.” Research appeared three times, as Instructor 6 wanted students to use “useful and reliable outside sources” in their writing.

Instructor 7

Like Instructor 6, Instructor 7 mentioned information & content most often during her interview. However, she most wanted her students to learn to “write for various audiences” and work collaboratively. Instructor 7 also approached technical communication rhetorically, saying “we advocate for in at our university is rhetorical flexibility so the ability to move between different genres and adapt writing for various purposes.” Although Instructor 7 mentioned these large-picture goals for her students’ learning, she also emphasized smaller issues of tone & style, genre, and design & usability during her interview. Rhetorical terms like purpose, audience, and context were not what she mentioned most often.

Like Instructor 5, Instructor 7’s course goals were written by her English department, not specifically for her service course. These course goals emphasized the writing process, with 5 occurrences, including “writing skills” as a category of learning outcomes. Genre was mentioned four times as its own category of learning outcomes such that

Graduating seniors will use the conventions of diverse textual genres (e.g., the nonfiction essay, poetry, proposals, autobiography, novel, memoir, film, plays, editorials, and so

forth) in their own work and will explain and evaluate the use of these conventions in the work of other writers.

For a PTC service course, these outcomes were general; they made the most sense within the context of the English department where Instructor 7 worked. While “information literacy,” mentioned thrice, was primarily concerned with teaching students to use, analyze, and cite external sources. Critical thinking, teamwork, and audience were each mentioned twice.

Instructor 8

Instructor 8 mentioned audience, genre, and tone & style the same number of times during her interview. This did not necessarily align with her main goals to teach students to “know how to communicate things simply with co-workers... just general workplace communication [that] ... helps them to get their work done.” Instructor 8 had only 3.5 years of experience teaching PTC courses—the lowest amount of experience in the study. Trained as a classical rhetorician during graduate school, Instructor 8 expanded on her rhetorical approach to technical communication, saying,

I find myself saying again and again to my students, “what are you trying to get your users to do?” or... essentially, another way of saying “What are you trying to persuade them of?” ... [that] points to... rhetoric as symbolic action. Thinking about the action that you're trying to get that reader towards.

Instructor 8’s approach to teaching her 4-week summer service course was heavily influenced by rhetoricians like Kenneth Burke and classical rhetoric. In this study, Instructor 8 was the most connected to classical rhetorical theory. However, despite her focus on larger issues of rhetoric and audience, she mentioned her students’ tone & style as often as she talked about audience and genre.

Instructor 8's syllabus learning outcomes were drastically different from her emphasis on students most needing to know rhetoric and the number of times that she mentioned tone and style during her interview. In her learning outcomes, Instructor 8 mentioned design & usability most often (three times), followed by the writing process, genre, teamwork, and audience (each mentioned twice). According to the learning objectives, students needed to leave the course able to "consider how page design, layout, formatting, and medium impact usability of a document." The syllabus learning objectives contained a relatively standard line about "the purposes, audiences, and conventions of written communication in professional contexts." However, audience was mentioned again as the recipient of argumentation, as students should "recognize and construct effective arguments for a variety of audiences." Unless they count as "conventions," tone and style were not mentioned at all during the learning objectives.

Instructor 9

Instructor 9 stated early in the interview that "I have a pragmatic approach to my pedagogy. My students are very interested in getting a better job through college" and that she arranged her business communication service course around pragmatically meeting students' needs. As an assistant professor (non-tenure-track), Instructor 9 taught her business communication course in a small liberal arts college's business department. Although Instructor 9 stated that she was "not a very theoretical person," she did not give herself enough credit when describing the theoretical underpinnings of her course. Instructor 9 most wanted her students to leave her service course knowing "the four functions of management" along with writing and research skills.

In her learning outcomes, Instructor 9 focused on preparing students for their future professional contexts, mentioning context four times. To Instructor 9, students needed to

understand organizational context as a background for ethics, diversity and “socially responsible behavior.” Instructor 9 also wanted students to be able to work together in teams and as managers: “Students will explain the values and traits of managers and the culture of the organization.” As this service course was housed in a business department, these emphases make sense. Although theory was only mentioned once within Instructor 9’s learning objectives, Instructor 9’s syllabus enshrined theory as the first learning objective: “Students will define and apply the four functions of management – planning, organizing, leading, and controlling.” This emphasis on the four functions of management aligned with Instructor 9’s position within her interview.

Instructor 10

Like Instructor 8, Instructor 10 approached his teaching from a rhetorical standpoint, saying that students

“need to approach writing tests rhetorically. I mean that they have a sense of the audience and the purpose. That they craft the document, whatever that document is, to fit the specific audience and the specific purpose... documents lead to actions.”

Where Instructor 10 differed from Instructor 8, though, is that he brought his extensive workplace research and consulting experience into his service course. Instructor 8 connected his students with specific cases and opportunities to understand how their writing in the service course could transfer to the workplace.

Furthermore, Instructor 10 made careful distinctions between his dual roles as an audience member: reading as a teacher versus reading as a workplace actor.

Workplace documents are for decisions... In most cases, they're written so that one person will act on them in some way. I hope [students] come away with a sense that

people act on writing at a job and I'm not merely writing because my teacher says... The documents lead to actions.

Instructor 10 continued his ethos of reading as a teacher-actor when describing his feedback on students' writing during the interview. In his interview, Instructor 10 mentioned genre most, then audience, then information & content.

In his syllabus learning outcomes, Instructor 10 mentioned genre three times, and theory and context twice. These emphases paint a different picture than Instructor 10's eloquence during the interview. Instructor 10 is concerned primarily with genre and context, as his objective was "to help you become familiar with the kinds of writing common in the workplace." Although he mentioned theory twice, Instructor 10 had a different orientation to theory than the rest of the instructors in this study. Instructor 10 did not mention a specific theory, such as Instructor 1's reliance on transmission theory (Shannon & Weaver, 1964) or the "four principles of management" favored by Instructor 9. And unlike Instructors 2, 7, and 8, all less-experienced instructors with Ph.D.'s in rhetoric and/or technical communication, Instructor 10 did not specifically use rhetorical theory here, even if he did take a rhetorical approach. Instead, Instructor 10 wanted students to learn "the major concepts of technical communication (including audience analysis, ethics, collaboration, graphics, and design)." These principles of technical communication, then, would inform students' subsequent workplace writing, both in the course and beyond.

What theories, methods, and approaches do instructors use to give feedback on students' resumes and cover letters?

This section uses two smaller sections to answer this larger question. First, I outline how instructors constructed their workflows. Second, I highlight what instructors believed that they focused on when giving feedback. These results add to my argument because very rarely are

instructors asked to justify their feedback or explain their rationales for their commenting practices (Taylor, 2011).

When giving feedback on their students' resumes and cover letters, instructors' approaches generally reflected their labor conditions (Table 8). Five of these 10 instructors taught an in-person course; two of these instructors offered handwritten comments on their students' writing. One of them elaborated on the rubric and pointed out student errors (Instructor 1) while the other marked students' papers during in-person conferences (Instructor 4). The online instructors in this study all, unsurprisingly, commented electronically, using their learning management systems' grading tools or by including in-text and end comments through programs like Microsoft Word. Using digital tools to give students quick feedback was particularly important for instructors who taught during shortened summer terms, as they wanted to give students time to absorb the feedback before revising or moving to the next assignment (Instructors 5, 6, 8, and 10). Five of the instructors here used rubrics in addition to their feedback comments. Four of these instructors gave formative feedback on students writing, while the other six only gave summative feedback at the end of a writing assignment. Each instructor had a specific workflow and focus to their writing, which will be analyzed in the discussion chapter.

Table 8: Instructors' Feedback Workflows, as Connected with Course Format, Rubrics, and Focus

Instr.	Employment Status	Course Format	Comment Delivery	Rubrics	When given	Commenting Workflow	Focus of Comments
1	Clinical Assistant Professor	F2F	Handwritten	Y	Summative	Rubric; in-text comments	Organization; genre
2	Assistant Professor	F2F	Typed	Y	Formative	Formative comments on draft; rubric on summative	Content to audience; genre
3	Assistant Professor	Online	Typed	N	Formative	Collective feedback; final portfolios	Content organization; genre
4	Assistant Professor	F2F	Handwritten	N	Formative	Conferences, midterm/final portfolios	Purpose; audience; context
5	Lecturer	Online	Typed	Y	Summative	Rubric-based; end comments	Clarity; grammar; style
6	Associate Professor	Online	Type	N	Formative	Conferences; final portfolio	Content; audience; tone
7	Assistant Professor	F2F	Typed	Y	Summative	In-text; rubric	Argument; document design; organization
8	Assistant Professor	Online	Typed	N	Summative	In-text	Purpose/audience in job ad; show vs. tell
9	Assistant Professor (NTT)	F2F	Typed	N	Formative	Career center; conferences; end comments	Error free; topic sentences; thesis
10	Associate Professor	Online	Typed	Y	Summative	Rubric; in-text, end comments	Function; audience; skimmability

How Instructors Constructed Their Feedback Workflows

Instructor 1

Instructor 1 approached feedback on her students' writing very systematically, relying first on comprehensive rubrics, then on handwritten comments. Instructor 1 grounded her feedback in the assignment instructions that she would give in class and rubrics that she always posted to her learning management system "two or three weeks" before assignments were due. These rubrics helped Instructor 1 to examine the details of students' communication work; Instructor 1 described her grading process, using the example of student presentations as she balanced her rubrics with her more descriptive comments:

[The student] didn't have a preview statement. Or [their] main point number 2 wasn't robust enough. And then I'll write some comments to accompany that for delivery. I'll say, for example, "Your eye contact was really strong... but [I] noticed your pace, or your pitch, your tone, needs to be improved" or "You're over-gesturing. Work on that."

While the rubric concentrated on issues of form and organization, Instructor 1's accompanying comments often focused on students' delivery.

Instructor 1 justified her approach by correlating students' successes with their uses of the rubric. She believed that using rubrics made her grading more structured and students' work better.

If they've got that [rubric] in mind, it makes writing easier for [students]. Not only from an assignment standpoint, to look through the grading rubric and say "Yes, I've got the frame" or "OK, I've got this component" ... They can follow the grading rubric along to craft a more effective assignment... Most of our students work effectively to grading

rubrics. The ones that do not use the grading rubrics are the ones that generally tend not to do as well on assignments.

Instructor 1 wanted students to use her rubrics as a checklist to ensure that their assignments were correct before submitting them. Many of the examples that Instructor 1 used when discussing feedback related to genre and form, such as a framework or a preview statement. In this approach, content was of secondary importance to form and genre in students' writing.

Instructor 2

Like Instructor 1, grounding his feedback practices within his in-class work with students mattered to Instructor 2. Instructor 2 used instructional time to ask students to write a "guided self-analysis" where they worked backwards from the rubric, writing down how they should approach the writing assignment based on the rubric's demands. Instructor 2 allowed time in class for students to work on their assignments, write down any questions, and to ask him questions about their drafts. He seemed ready to offer students quick verbal feedback, almost downplaying his "very targeted not comprehensive" answers in response to students' specific questions.

Outside of class, Instructor 2 also asked students to submit a draft of their assignment so that he could give them formative feedback. Instructor 2 believed that "students are more successful with more feedback—if they actually integrate the feedback into their future work. Though is always disappointing when that doesn't happen." Giving students formative feedback comments on their drafts both inside and outside of the classroom was central to Instructor 2's pedagogy. He saw formative feedback as a meaningful tool to help students improve their writing skills. At the end of each assignment, Instructor 2 gave summative feedback using his

rubrics; using formative feedback allowed him to move on, so that “[their grade is] set and that's when we move on to the next assignment.”

Instructor 3

To manage her 3-3 workload on the tenure track, Instructor 3 used collective feedback on students' writing. In collective feedback (Singleton & Melonçon, manuscript submitted for publication), instructors read through students' writing and write the same comments to the whole class. Instructor 3 implemented it by having students submit their individual assignments. Then, Instructor 3 would send the class an email containing to top seven issues that most of the students struggled with in their writing, then students would revise their assignments for a final portfolio. Instructor 3 justified this approach, saying that collective feedback “made it easier on me because then I could give *feedback*.” Instructor 3's comments are “six [to] seven pages of the patterns that I see in every one of their resumes or in every one of their instruction projects.” Instructor 3 found greater balance by using collective feedback “to save myself time. Because I'm seeing these [mistakes] and I tell [students] ‘You're probably seeing the same thing in your peer's resume or cover letter as your own. Yep. Learn from that.’ The part about having students learn from their peers' mistakes came from Instructor 3's desire to prepare students for the workplace. Instructor 3 posited that students would be giving and receiving feedback on writing from “the people sharing the cube next to you”—students would be reviewing work with their peers, not their supervisors, as they wrote and revised.

Instructor 4

Instructor 4 rooted her assessment of students in contract grading, where students “sign a contract at the beginning of the semester where I have listed out what C-level work entails, a B, and A.” Instructor 4 conferenced with her students seven times over the course of her semester-

long workplace writing class. “There's a rubric that's that I give them during these conferences that has levels: accept as is, accept with revisions, revise and resubmit, need serious revisions, and reject.” At the beginning of the term, Instructor 4 noted that students were very confident in their abilities, but soon learned to revise so they could meet Instructor 4’s high standards. Instructor 4 was supportive of her students’ efforts, saying “this whole class focuses on the process of writing; it doesn't focus on the product.” To emphasize this, Instructor 4 gave ample feedback on students’ writing during face-to-face conferences, midterm portfolios, and final portfolios, focusing on meeting students’ needs and helping them transfer their learning into future contexts.

Instructor 5

Like Instructors 1, Instructor 5 used rubrics to support the summative feedback that she gave on students’ resumes and cover letters, especially in her online summer course with a compressed term. She described her rubric as “a guide or a list of the criteria I'm looking for” as she discussed them with students and posted them to her class’s learning management system. Along with using rubrics, Instructor 5 gave both in-text and summative end comments on her students’ writing.

Instructor 6

When teaching her summer technical writing course online, Instructor 6 required her students to conference with her over their drafts for formative feedback. During these conferences, “I walk through it and I just say ‘OK, so pay attention to this this and this.’” Instructor 6 would set up these conferences either as a voice conference or through instant messaging software. “Sometimes they'll copy and paste the chat into a document, so they have record of it which is why I actually like doing it and chat better. Plus, I can be in my pajamas.”

After their conferences, “about half” of her students also sent Instructor 6 their drafts for additional written comments, or answers to specific questions. For students’ final grades, Instructor 6 gave summative feedback through a final portfolio of students’ revised work. Instructor 6 described her workflow as typical for the field of PTC: “Like any good technical writer, I am highly efficient about grading and I take a much more pragmatic approach than a lot of my first-year composition colleagues.” Instructor 6 saw this methods of feedback as a way to balance her 3-3 teaching load with the other parts of her associate professor job and non-work life, saying, “my time is better spent I come away feeling a lot more satisfied and less resentful of my students and I think that they still get plenty out of it.”

Instructor 7

With 75 business writing students per semester, Instructor 7 tried to balance her grading load with her time management while giving digital feedback. After giving each student in-text comments, Instructor 7 filled out a rubric, yet tried to balance individual students’ work against the class’s overall progress.

I do a little bit of norming as I go through and [a] sort of readjustment of the of the comments and of the numbers. Especially for something that's popping up as trends... like three quarters of the students left off the date on the cover letter. That ... [was] probably my fault.

Along with norming her students’ work and making sure that her in-class emphases aligned with her students’ mistakes, Instructor 7 allowed students unlimited opportunities to revise their work for a higher grade.

Instructor 8

Instructor 8 gave feedback through her university's learning management system, reading students' papers once and leaving in-text comments. When describing her workflow, Instructor 8 emphasized explaining concepts to students or bringing their attention to mistakes through asking questions. Instructor 8 did not use a rubric for this summer course, although if a student paper was either very good or needed much improvement, she would simply write a summary end comment: "you know 'This is a great. You did a really great job.' or 'This really needs a lot of work and here's some things I would work on.' and list them out."

Instructor 9

Although she had students conduct peer-review exercises in class, Instructor 9 further tried to give extensive formative feedback on her students' resumes. She met with each of her students for an in-person conference about their resumes, as well as required all students to attend a resume workshop with the career center. Instructor 9 would not accept a resume from a student unless it was error-free; therefore, many of her comments told students to return to the career center for help fixing errors on their resumes. Instructor 9 wanted students to use these opportunities to "get help with their syntax and their grammar and phrasing." Instructor 9 also made students take their papers to the writing center for additional feedback before giving students audio comments. The only written summative comments that Instructor 9 gave on her students' resumes and cover letters focused on sending students to the career center to fix their resumes' errors.

Instructor 10

Like Instructor 2, Instructor 10 grounded his answer about his workflow for giving feedback on students' writing within his in-class work and grading rubric. To Instructor 10, giving feedback was about assessing students' learning within the course. Like Instructor 7,

Instructor 10 mentioned that he graded his students' assignments together to help him "be more consistent" and "identify common problems that students had." Instructor 10 wanted to continually improve his teaching and ensure that he was helping his students to learn workplace writing skills. Instructor 10 also mentioned that he wanted to give both in-text and summative comments that were more than

just a list of what [a student] got wrong... writing teachers are often good at pointing out this is what students did wrong. I do try to take care to say "This is what you did right... This is looking good."

Giving students positive comments was clearly important to Instructor 10, even in his rushed summer course.

Connecting Instructors' Demographics to their Feedback Workflows

Five instructors in this study gave formative feedback while five instructors in this study gave summative feedback. Instructors 2, 3, 4, 6, and 9 gave formative feedback on their students' resumes and cover letters. Instructors who gave formative feedback on students' writing were significantly more likely to mention content as their primary focus when giving feedback; Instructors 2, 3, and 6 each stated that they focus on content first during their interviews. Formative feedback generally correlated to subjectively stronger student writing, as students had the opportunity to revise their work before their grades were due. The exception for formative feedback was Instructor 9—the only non-tenure-track instructor to give formative feedback in this study. Due to her high teaching workload, Instructor 9 relied on conferences and workshops from the career center to give formative feedback; Instructor 9 had 30 students per section in her business communication service course. Formative feedback seemed to guide students to more substantial changes in Instructor 4's case, as Instructor 4 met with her six students for seven

conferences per semester, handwriting and discussing comments on students' job application documents.

Five instructors in this study (Instructors 1, 5, 6, 8, and 10) gave summative feedback on students' writing. Four of these five instructors relied on rubrics to shape their comments, as a way of saving time spent writing repetitive feedback on multiple students' work. Instructors also relied on in-text comments to quickly comment on their students' writing, jotting down their thoughts so that they could move onto the next assignment. Three of the five instructors who only gave summative comments (Instructors 5, 8, 10) taught summer courses, citing that during a compressed summer schedule, they wanted to give students comments before the next assignment approached. These significant differences between how instructors approached formative and summative feedback were not apparent before this study.

What Instructors Say They Focused on When Giving Feedback

When describing what she focused on when giving feedback on students' writing, Instructor 1 explained that her written comments were intended to supplement her detailed rubrics. Instructor 1 considered "the rubric as probably 70 to 80 percent sufficient" in telling students what they did well and "the areas where they experience some challenges or had gaps with what they did on an assignment." Instructor 1's handwritten comments explained the rubric to students, offering minor grammar corrections or commenting on organization. Even the comments that Instructor 1 mentioned as an example of her positive feedback focused on organization in her students' writing, such as "you structure this well" or "Nice job with this overview." Instructor 1 had clear expectations about format and organization in her students' work, which she emphasized with her feature-based rubric and her comments explaining it.

Instructor 2 focused on the content of his students' writing, as filtered through the lens of genre as social action (Miller, 1984). When reading his students' writing, Instructor 2 asked himself,

Does this content match what people are looking for? [Does it match] the audience?

Content-wise, I want to know, given the parameters of the assignment, given the parameters of the audience, what you've chosen. Does this content do its job, or does it do the thing?

Instructor 2 elaborated that issues of appropriate formality and arguments needed to match the students' audience. He typically focused on students' grammar and mechanical issues only when students were making repeated mistakes.

Instructor 3

In her collective feedback on students' writing, Instructor 3 said that she concentrated on "issues of content organization with resumes, like making sure that it looks like a resume."

Instructor 3 based her approach to giving students' feedback in content, organization, and formal genre, even though her comments were collective, not individualized. Her focus was on larger issues, not the smaller issues of grammar and mechanics.

Instructor 4

When giving feedback on her students' writing, Instructor 4 said that she focused mainly on purpose and professional norms. "When I give them feedback, I call myself the gatekeeper for them. I'm never their primary audience member, except for like reflection letters and things like that." For professional norms, Instructor 4 insisted that students submit their job advertisements, otherwise "they [fail] the project because I can't give them feedback if I don't know what their

rhetorical situations.” Instructor 4 based her assessment of students’ writing on how well they wrote to their rhetorical situations of purpose, audience, and context.

Instructor 5

When giving her students summative feedback, Instructor 5 described herself as very systemic, concentrating on clarity, grammar, and style:

I’ve grouped [my comments] into about three different categories. I’m looking first for clarity. Are they making sense? Do they say what they intend?... The second type is more of the grammatical corrections, looking for this uses of punctuation or misspellings and those types of things. And typically, if I’m using it in a face-to-face class, I’ll only do that for the first page or two and then I’ll quit. When I do it in my online class, I tend to do it for the whole document because it becomes more of a conversation with my students than they would get otherwise, since we’re not in the classroom. And then the third area that I tend to make comments on is more of the stylistic things...It might be this word might sound better here than that one.

Focusing on clarity, grammar, and style, Instructor 5 believed that she gave more feedback to her online students than to her face-to-face students, seeking to use feedback to recapture the interpersonal immediacy of the classroom. Organization and formatting also counted as style to Instructor 5.

Instructor 6

When giving formative and summative feedback on her students’ writing, Instructor 6 first commented on form because “if [a document] doesn’t look like technical writing... people don’t pay attention to it. So, format does matter. If it doesn’t look like a set of instructions, it’s not instructions.” After looking at issues of formal genre, Instructor 6 said that she tended to

comment on “substantive content”—important for her engineering students. Instructor 6 also discussed how she wanted students to take a tone and level of information appropriate for their audiences, for examples, managers who might not be engineers or engineers from other subject areas. Engineering students needed to learn audience adaptation because

They'll go so overboard with the baby talk or “imagine this physics situation... like a sandbox and in the sandbox...” and I'm like “OK, this is offensive. You know your supervisor would have your head if you ever wrote this to him or her.”

Instructor 6 conceptualized her role as feedback-giver as part of students’ future workplace experiences. However, Instructor 6 did not comment on students’ grammar because “[the assignment] has to be good enough that I don't notice, right? Because then I'm distracted by the mistake and I'm not paying attention to your message.” Instructor 6 was more concerned with the overall “clarity of the document” on a global level than on the smaller issues of grammar and mechanics. When describing her comments, Instructor 6 wanted her students’ documents to be “skimmable,” and to make holistic sense to the readers.

Instructor 7

When commenting on her students’ resumes and cover letters, Instructor 7 said that she focused on students’ “quality argument making for themselves” in the resume and cover letter. Teaching the resume and cover letter last in the semester, Instructor 7 intended to scaffold students’ learning and her comments on students’ previous assignments. “And part of the reason I put the resume last is because it is kind of a combination of everything that we do. It's document design. It's argumentation and it's structure.” Instructor 7 said that she also focused more on students’ grammar and design issues than she did on the other assignments of the semester.

Instructor 8

As she commented on students' writing, Instructor 8 gave great attention to students' job advertisements, wanting students to truly tailor their application documents to the purpose and audiences of the advertisement. When teaching her summer online course, Instructor 8 worked to give feedback quickly so that students would have time to revise their writing:

If I have time, I'll actually look at the ad and make sure that they emphasize in their application the things that were covered in the ad. I also emphasize showing not telling. Share with me an example that shows how you're a team player. Don't just tell me you're a team player because I don't have any reason to believe you over the other hundred applicants that also say they are a team player.

Instructor 8 also mentioned ensuring that students kept their documents to 1 page. Instructor 8 also said that she paid attention to students' bulleted lists in resumes for both parallel verbs and a "skimmable" visual design.

Instructor 9

Students' errors were the only subject that Instructor 9 discussed when giving students summative feedback on their resumes. When commenting on her students' resumes, Instructor 9 wanted their assignments to be

"error free. That is the first qualification and that's why you see such a big deduction for anyone that has an error. They get 20 points off out of 50... I know from my own personal practice and business contacts that those resumes go straight in the garbage."

All of Instructor 9's written comments focused on students' errors, asking students to visit a specific staff member in the career center. These summative comments followed extensive formative feedback: students completed peer response in class, attended a career center

workshop on resumes, and met with Instructor 9 for in-person conferences. However, Instructor 9's students' resumes seemed substantially less ready to be read by employers than the other resumes in this study.

Instructor 10

As he commented on his students' resumes and cover letters, Instructor 10 said that he tried to "focus on the function" by "[putting] myself in the position of the hiring manager receiving a job application. I try to think on the job." Instructor 10 then turned this philosophy to error detection, saying

I try not to get too hung up over a typo here and there. But at the same time, form and correctness are important things to be aware of. I will give greater weight to Kind function and the overall real success of a document.

Instructor 10 wanted his students to write to the "big picture" of the job hunting situation and described his comments as positioned within that larger context.

Triangulating instructors' interviews about their pedagogical goals and approaches to giving feedback against instructors' syllabi course goals means was central to achieving these results. Each individual part of this study gives a slightly different view into how instructors think about their pedagogical goals, their feedback styles, and their learning outcomes. As expected, instructors' emphases during their interviews and their orientations to theory, rhetorical terminology, and understandings of workplace contexts did not always align. In the next chapter, I will discuss the places where instructors' perspectives did not always inform their learning outcomes and their approaches to commenting on their students' resumes and cover letters.

Key Results

The results of the demographics survey reveal a relatively representative sample of instructors who currently teach the PTC service course. Instructors worked at a variety of institutions with diverse student needs; eight of these 10 had taken at least one graduate-level pedagogy course. With five instructors teaching online and four instructors teaching shortened summer courses, these participants represent how the PTC service course is typically taught across the United States.

Instructors' pedagogical goals during their interviews stayed remarkably consistent: instructors primarily discussed rhetorical terminology of audience, context, and purpose. Genre was of secondary importance during these interviews. However, the analysis of instructors' learning outcomes in their service course syllabi revealed that while rhetorical understanding and ability was still most important, critical thinking—including information literacy and teaching students to write about content—was second most important. This divide between genre and information literacy points to an important issue within PTC pedagogy: instructors often used rhetorical terminology and genre theory as placeholders for workplace techne that they may not have. Particularly for less experienced instructors, issues of purpose or genre took precedence over issues of content or detail in the service course because instructors lacked the *phronesis* of substantive experience as a workplace writer (Doan, 2019). Instead, instructors relegated detail and content to lower-order issues and discussed higher-order issues such as purpose or context, when content should be considered a higher-order and high-stakes issue (Boettger et al., 2017; Spilka, 2009).

Having more than one graduate-level pedagogy course did not always correlate to stronger pedagogical practices. Instructor 3 used her graduate pedagogical coursework to frame her basic approach but educated herself about how to streamline her feedback practices.

Instructor 8 had the most amount of pedagogical coursework, but often relied on theory when framing her pedagogical goals. However, having some pedagogical coursework helped instructors frame their teaching as part of the field of writing studies, as the two instructors without graduate pedagogical coursework, Instructors 1 and 9, both emphasized theories that were not founded within communication. These data suggest that additional attention to instructor training for teaching PTC service courses is needed.

Five instructors in this study gave formative feedback (Instructors 2, 3, 4, 6, and 9); five instructors gave summative feedback (Instructors 1, 5, 7, 8, and 10). Giving formative feedback correlated to content-centric beliefs about commenting; Instructors 2, 3, and 6, framed content as their primary focus when commenting on students' writing. Instructors who gave formative feedback had tendencies to have students revise their work into portfolios (Instructors 3, 4, and 6) and meet for in-person or virtual conferences (Instructors 4, 6, and 9). No instructors who gave summative feedback included conferences in their feedback workflows or had students revise work for final portfolios. Giving summative feedback correlated to using rubrics to shape the feedback-giving process; Instructors 1, 5, 7, and 10 leaned heavily on rubrics when commenting on students' resumes and cover letters.

Chapter 5: Theoretical and Pedagogical Implications

In this chapter, I discuss and contextualize how the collected data answers my three research questions:

1. In current practice, what pedagogical goals do PTC instructors have for their students' learning in service courses?
2. What theories, methods, and approaches do instructors use to give feedback on students' resumes and cover letters?
3. How do instructors' pedagogical goals align with their feedback?

Results from the first question revealed that instructors mainly focused on two large pedagogical goals within their service courses: they wanted students to understand the rhetorical concepts of purpose, audience, and context, plus have the ability to write in various workplace genres. In this chapter, I discuss the implications of instructors focusing on rhetorical terminology, workplace genres, and design and usability as the most important parts of their teaching in the service course. I also consider how instructors thought about teaching theory, information and detail, teamwork, and tone and style.

In answering the second question, I examine the largest theoretical and methodological divide between instructors within this study: giving formative versus summative feedback. Formative feedback gives students structured opportunities to revise before receiving an assignment grade. Summative feedback gives students an instructor's comments and their final grade simultaneously. Overall, formative feedback was given by instructors whose goals aligned most closely with their feedback on students' writing.

To answer the third question, I compared answers from the first and second research questions. These four conclusions result from tensions between instructors' pedagogical goals

and their feedback. Examining this data yielded four major implications about the current state of pedagogy in the PTC service course:

1. Instructors' relationships with theory were informed by their graduate-level training and workplace experience, which did not always align with their service course pedagogy.
2. Instructors rarely considered teaching students information literacy and content-centrism when discussing their pedagogical goals, yet gave ample feedback about issues of information, detail, and content.
3. Instructors, specifically those with high workloads as contingent faculty or on the first years of the tenure track, uncritically imported pedagogical practices from first-year composition to the PTC classroom to manage their workloads.
4. Instructors' labor conditions informed the perceived quality of their feedback and their adherence to their overarching pedagogical goals in the PTC service course.

In this chapter, I connect these findings to issues raised in the previous PTC literature. Then, I describe how this study contributes new information to challenges of PTC training, pedagogical goals, and instructors' workloads.

In current practice, what pedagogical goals do PTC instructors have for their students' learning in PTC service courses?

In their interviews, instructors concentrated on two major pedagogical goals for their students' learning in PTC service courses: rhetoric and genre. Rhetoric, including instructors' mentions of "purpose," "audience," "context," "ethos," and "argument" seemed to be the cornerstone of each instructors' pedagogical goals. Genre was the second most important concept to instructors in this study, encompassing "workplace documents," "organization," and "conventions." Within instructors' syllabi, rhetoric was still the most often mentioned pedagogical goal. Instead of genre, as second most important, however, critical thinking was

second most important. Within this study, critical thinking included finding and using external sources in research, analytical skills, and using appropriate information or content. Information and content were emphasized by many instructors when describing their feedback workflows or conducting retrospective recall (Still & Koerber, 2010) on their comments on students' writing. The following section details instructors' approaches to their pedagogical goals within their PTC service courses.

During this study, many of the instructors embedded the rhetorical terminology of purpose, audience, and context into their service courses, attempting to use these frameworks to help students better address the communication needs of their future professional lives. However, beyond the concrete audiences that the resume and cover letter assignment offered students, as instructors commented often on how students could better address their hiring managers, much of the rhetorical terminology that instructors used could be unnecessarily opaque to students (Lucas & Rawlins, 2015; Taylor, 2011). This discussion section confirms the findings of my pilot study (Doan, 2019): that instructors rely on rhetorical terminology because that is how they are taught to teach and think about writing during their graduate educations.

Audience

When discussing their pedagogical goals, instructors had four main views of audience: as stakeholders, as part of genre as social action, as workplace actors, and as inherently rhetorical. These four categories are not mutually exclusive; for example, Instructor 7 discussed audience as stakeholders but also used Neo-Aristotelian terminology. Rather, these categories can and do overlap, particularly with the instructors who explicitly used genre as social action and the instructors who used rhetorical terminology to frame their pedagogical orientations to audience.

Even with some overlap, these categories prove useful for this discussion as they allow insight into instructors' primary goals for their service courses.

Audiences as Stakeholders

Instructor 1 connected data analysis to audience, even though she called the target recipients “stakeholders,” instead of audience. Instructor 1 wanted her students to leave the course “understanding not only professional business communication skills but better understanding how to strategically analyze data, apply information, and then communicate it effectively to a variety of stakeholders... [including] their peers.” Instructor 1 accomplished this goal through giving students analysis assignments such as consulting memos and by including instruction and practice on oral presentations throughout the course.

Like Instructor 1, Instructor 7 discussed her views of audience in terms of stakeholders and clients. To her, audience analysis enabled students to be able to work with different kinds of stakeholders. The service course is “about learning not only to write for various audiences and for some work, but it's also because [the final assignment] is a collaborative project... It's about learning to work with not only other students, but also the clients.” Instructor 7 asserted that learning to write for both peers and clients would give students the opportunity to build strong workplace communication skills. Unlike Instructor 1's adherence to transmission theory (Shannon & Weaver, 1964), Instructor 7's view of audience was supported by her theoretical frameworks; when discussing how theory drove her pedagogy, she admitted, “it's a lot of Aristotle that goes on.”

Audience through Genre as Social Action

Unlike Instructor 1 and 7's view of audience as a business stakeholder, Instructor 2 grounded his PTC service course in a rhetorical understanding of audience based in genre as

social action (Miller, 1984). Instructor 2 made audience analysis an important part of composing for his students, saying,

Students need to understand how their documents and oral communication are going to be received. Many students think that if they can master the format or they can master the rules, or if they can master design, that their document will automatically be successful. And that's not always the case.

While Instructor 2 valued format, genre, and document design, he kept returning to the importance of students understanding their audiences, and writing for those audiences, throughout his interview. Instead of viewing audiences as business stakeholders like Instructor 1 did, Instructor 2 framed the audience through Neo-Aristotelian theory. Instructor 2's audience-centric view stayed remarkably consistent between his answer about what students need to know or do after the service course, and how often he discussed audience during his interview. Instructor 2 mentioned that students did not consciously consider audience when composing messages; his overarching pedagogical goal was to teach students audience analysis in his service course.

Adhering to genre as social action (Miller, 1984), Instructor 3 viewed audience as fundamental to her pedagogical goals for students' learning. Instructor 3 centered her course around "relationship building" between her students and their audiences, particularly in workplace contexts, saying,

The center of how we communicate, particularly in workplaces—whether they're academic institutions or in industry. If we don't have good productive and progressive relationships with our employees with our colleagues with our clients, [then we're not writing anything for them.]”

To Instructor 3, communicating well depended on building strong relationships between writers and their audiences. This led her to view students' writing in terms of developing relationships across time. To Instructor 3, audience relationships were something to develop. She wanted her students to write a "resume or instructions" that "[matter] to your audiences and the relationships you want to have."

Less Audience, More Career-Readiness

Teaching her technical communication course, Instructor 6 had very specific, workplace-based understandings of audience. This nuanced understand arose from her experience teaching engineering courses and regular interaction with practicing engineers:

But what [engineering students] need to realize is that they're going to have supervisors that may not be engineers. They may be working in a team of engineers and not everyone is in electrical. And so how do they explain this you know circuitry to [a mechanical engineer]. Right. And it just doesn't occur to them that someone wouldn't understand that list that they made or that spreadsheet.

Instructor 6 went further to discuss how she wanted students to learn how to convey technical information without "dumbing it down" to be "insulting" to the audience. This complex view of audience was situated this technical iteration of the PTC service course.

Unlike the other instructors in the study, Instructor 9 barely mentioned audience. Audience did not appear in Instructor 9's interview until she was discussing students' feedback. Instructor 9 taught in a business department at a community college. Instead of audience, Instructor 9 concentrated on helping students understand their writing process, their purposes for writing—to find a "better job through college"—and theoretical principles of management. While Instructor 9 was excellent at reading resumes and cover letters from an employer's perspective, she did not include audience analysis in her larger pedagogical goals.

Audiences as Inherently Rhetorical

Instructor 4 situated audience within the rhetorical situation of purpose and context. She wanted her students “to be able to adapt to any rhetorical situation... [through] audience analysis, contextual analysis, document design.” Instructor 4 was concerned with building on her students’ existing professional writing skills and transferring them into new situations and audiences.

Helping her students to understand audience was the most important goal for Instructor 5’s pedagogy. Like Instructors 2 and 3, Instructor 5 most wanted her students to understand audience, particularly how different audiences required different communications strategies. Instructor 5 bemoaned that her students struggled to distinguish between different audiences. Instructor 5 said that her goal was “to help my students understand the importance of audience. Of use of genres. Of effective communication that doesn't need to be complex in order to be something people can understand.”

While not driven by stakeholder and client analysis, Instructor 8’s view of audience was similar to Instructor 7, as she always mentioned audience in terms of purpose and context. Along with her training as a classical rhetorician, Instructor 8 grounded her teaching in the theory that rhetoric is symbolic action, popularized by Kenneth Burke. Instructor 8 explained that

[I] focus on the more rhetorical nature of technical communication. Things that I find myself saying again and again to my students are “What are you trying to get your users to do?” ... which is essentially another way of saying “What are you trying to persuade them of?” ... I point to a theory of rhetoric that rhetoric is symbolic action. Thinking about the action that you're trying to get that readers towards. “How can you write that document to help get [the audience] there?”

Instructor 8's theoretical understandings of rhetoric have clear sophistication. She mentioned that she relies on her training as a classical rhetorician "and just sort of adapt[s] it for kind of general writing down." Although Instructor 8 was clearly doing her best to teach her students using the theoretical and pedagogical tools that she had, her theoretically oriented approach to teaching contrasted the minutiae that we covered in the interview. Of the instructors in the study, Instructor 8 had the most difficult time discussing her pedagogical goals, focusing on smaller issues like students' majors within her service course, how students needed to demonstrate technical communication competencies to pass the course, and how major assignments fulfilled the goals of her course. Instructor 8 had the clearest idea of how rhetorical theory informed her overarching goals; however, that articulation of rhetorical theory did not align with her pedagogical goals for students to understand audience and her emphasis on tone & style in her students' feedback.

In contrast, Instructor 10 spoke eloquently about audience when outlining his goals for his service course. Instructor 10's understanding of audience differentiated his technical communication students from composition and literature students, while demonstrating the double-binds that instructors experience when asking students to write documents for workplace contexts while in a class:

[Students] need to approach writing texts rhetorically. By that, I mean that they have a sense of the audience and the purpose...that's standard writing teacher jargon, especially with a technical writing course. Students are able to move away from... writing a document in an attempt to please an instructor, as we have to try to do when we're in first year writing, or even in a literature class where you are writing to display your knowledge or understanding to the instructor. Yes, in a tech writing class, students write

to me. But I hope they try to understand that I'm not merely grading that. I'm wondering what I might like and what I dislike but I'm trying to approximate what would happen to this document in a workplace.

While Instructor 10 begins with Neo-Aristotelian principles of audience and purpose, he ends on a practical note of what would happen to students' documents in a workplace, as document lifecycles in workplaces differ immensely from those of academic life. This shift from judicial application of theory to the phronesis of the workplace environment emphasizes a thoughtful approach to balancing the multiple demands of the PTC service course—both how to run a course in a university environment, and how to scaffold students into workplace writing in ways that are markedly different than academic writing (MacKinnon, 1993).

The phrase “standard writing teacher jargon” suggests that the overlay of rhetorical principles on teaching students to write workplace genres is not an ideal approach to PTC service courses. Instructor 10 points out just how different PTC service courses are from the other courses typically taught in the same departments of the same instructors. Students' audiences are different in technical writing, even when composition courses bring in service learning or broaden their audiences. Instructor 10 also shifts the emphasis on audience in PTC service courses to be purposeful. Here, action is not persuasive. Making actionable documents is part of readers' needs in the technical communication workplace.

When discussing audience, Instructor 10 framed his conception of the PTC instructor as a dual audience: instructors simultaneously act as academic readers and workplace decision-makers. Instructor 10's view of audience sheds light on an issue within PTC courses that is not always at the forefront of the field—especially when training new graduate student and contingent instructors. While Instructor 10 discussed how the purposes of writing in PTC courses

differ from those of composition and literature, the instructor's role differs as well. Other instructors in this study, particularly those with less than seven years of teaching experience, viewed their commenting practices as purely academic. Inhabiting the spaces of two distinct audiences, Instructor 10 built a bridge across the academic-workplace divide in his comments. This dual-audience problem, where instructors must both grade academically and read as a workplace reader, has appeared in PTC literature as part of other studies (Bourelle, Bourelle, Spong, & Hendrickson, 2017; Lucas & Rawlins, 2015; Spilka, 1993). However, the role of the instructor when responding to these competing needs when commenting on students' workplace writing remains nebulous, as the field's assertions borrow from ESL studies (Cho, 2006) or lore (Kohn, 2015). Interviewing Instructor 10 contributes a small data-point to these further conversations of how instructors balance academic and workplace sensibilities within their pedagogical goals and feedback.

Instructors four primary orientations to audience display how instructors' theoretical frameworks are enacted through their pedagogy. Relying on theory to frame pedagogy reflected instructors' graduate training or workplace experiences, as instructors framed their goals according to their prior knowledges. While much research exists that mentions audience, understanding instructors' perspectives of the concept opens new avenues for pedagogical research in PTC.

Context

When looking at how instructors framed context in their pedagogical goals, I quickly realized that instructors often spoke of and enacted this goal through case studies and experiential learning. Assisting students' understandings of context mattered to eight of the ten instructors studied here. In their interviews, Instructors 1, 3, 5, 7, and 10 explicitly mentioned

using experiential learning through case studies, in-class activities, and service learning to help students make the transition into organizational contexts. Along with teaching students to shift from academic to workplace genres, styles, and contexts, the instructors who included case studies and experiential learning in their service courses also emphasized the different types of problem solving that students would need to know how to do in their future professional lives. The other five instructors who did not use specific case studies or experiential learning activities (Instructors 2, 4, 6, 8, and 9), had more theoretical and rhetorical views of context than those who included case studies, or, in Instructor 9's case, focused most on her community college students' basic research and etiquette skills.

Teaching Context through Experiential Learning

Instructor 1 focused on teaching her students to “critical thinking frameworks and strategies” that they could “apply in the workplace.” To do so, Instructor 1 started her courses and pedagogical goals with theory—particularly transmission theory, as outlined in her textbook (Cardon, 2016). Then, Instructor 1 presented her students with realistic case studies, giving them opportunities to apply their theoretical communication knowledge. These case studies were both embedded in students' assignments, such as a consulting memo where students wrote about solving hypothetical communication problems in a workplace, and through training exercises where students role-played scenarios in class.

We're very much driven towards making sure that our students are prepped to go out into the business world, so the emphasis there is high on what are the practical application skills in use. Many of our faculty, like myself, have either a consulting background or ... both an academic background as well as corporate. We're able to leverage those [to] maximize the experience for our students.

Using her consulting background was fundamental to Instructor 1's teaching. Yet, Instructor 1's first impulse was to teach students transmission theory. This divergence between theory and practice complicates her emphasis on workplace context through case studies. I have no doubt that her students benefitted immensely from these experiential learning opportunities. Based on her interviews and feedback on student writing, teaching students how their writing was embedded in a work context was clearly one of Instructor 1's strengths. Ultimately, this juxtaposition between transmission theory and workplace context is jarring because transmission theory posits that communication is a-contextual (Reddy, 1979; Ritchie, 1986; Slack, Miller, & Doak, 2006). In transmission theory, the encoding and decoding focus on the language that the sender uses and on reducing noise in the communication channel. Transmission theory homogenizes all communication situations, de-emphasizing the *kairos* and context of all communicative acts. Instructor 1's gives an example of instructor who is extraordinarily strong at using context to inform her classroom, doing her best, and using a textbook that does not accurately describe the theory of communication.

To increase her students' experiential learning, Instructor 3 asked her students to write a short investigative report about the workplace to which they were applying with the resume and cover letter assignment. Instructor 3 explained that students did not enjoy the investigative report, but once she began assigning it, students better understood how they "fit in the culture" of their chosen companies. At the end of the semester, Instructor 3 assigned a "proposal which is what they have to produce—a substantial document working toward securing \$10,000 for a nonprofit. So, they don't like that at all... They don't think it's relevant and it's a little tricky." Instructor 3 wanted her students to experience the types of writing situations that they would face in the workplace. Instructor 3's emphasis on assignments that grounded students within a

specific context was particularly driven by her online teaching; while she asked students to write discussion posts in the learning management system and uploaded video lectures, the assignments were where most of her students' learning seemed to happen. Thus, assigning realistic communication contexts mirrored the contextual demands of her students' online learning.

Case studies did not always take the form of specific assignments, like Instructor 1 and 3 typically used. For Instructor 5, case studies could be smaller and used as in-class activities. When teaching resumes and cover letters, Instructor 5 described her way of asking students to analyze resume bullet points before writing their own:

I actually spend part of class time having them practice cleaning the [bullet points of their resumes]. [I] actually have an activity where they read several resumes and a job description and they have to pretend to be the employer. Then, they have to choose which of the candidates they think would be the best for interviewing. So, we talk about some of these things in different ways in the face to face [class]. [And when teaching] online, [I'm] still working on how to develop that further for the students.”

Reading resumes as an employer shifted students' perspectives; this experiential learning enabled students to write stronger resumes after understanding the contextual and audience needs of employers doing the same. Like Instructor 3, Instructor 5 highlighted the lower-context nature of online activities, as she sought to create strong experiential learning opportunities for her online students.

Instructor 7 taught her students context through involving them in service learning. Students created projects for outside clients during the semester, then wrote their resumes and cover letters at the end of the course. In her service course, each student team wrote and

presented backgrounders about their clients, then created a marketing proposal and marketing materials. Writing for real clients and community partners taught students about “the strategies and politics of client-centered and competitive writing that achieves objectives for professions and organizations.” Experiential learning grounded Instructor 7’s Neo-Aristotelian approach to rhetorical theory.

Teaching students about context through case studies was also central to Instructor 10’s teaching and pedagogical goals. Instructor 10 used his theoretical understandings and workplace experience to prepare his students for workplace writing:

I try to give [students] scenarios that are reasonably similar to the workplace scenarios so that they're getting some preparation that is not merely academic and is not merely something out of a textbook. But it's reasonably similar to a situation they might face once they graduate.

Although Instructor 10 had a sophisticated understanding of rhetorical and technical communication theory, his theoretical knowledge mostly stayed in the background, tacitly informing his approach to his PTC service course while teaching beyond the textbook and classroom to prepare his students for their workplace contexts. Instructor 10’s response highlights the “gaps between how we talk about proposals [or other writing]” within PTC pedagogy and “how practicing proposal writers use writing, communication, rhetoric, and technical skills to operate in environments where proposals are produced” (Lawrence, Lussos, & Clark, 2017, p. 12). Although bridging these gaps has been one purpose of the PTC service course since their beginning (Melonçon, 2018), bringing workplace experiences directly into the classroom through using case studies has returned to the field’s attention within the past five

years because they connect students with the genres and communication skills that they will need to apply to problem solving in the workplace (Finseth, 2015; Veltsos, 2017).

Teaching Theoretical and Rhetorical Views of Context

When describing his overarching pedagogical goals, Instructor 2 approached his PTC service course by concentrating on audience; context was “knowing [in] what context this document was going to be read.” When discussing how he wanted his students to know how to analyze their audiences, Instructor 2 added “The more [information about the audience] you can gather and the more experience you have writing in that context the more you're going to be able to address that situation.” Although the resume and cover letter assignment is a real situation with a real audience, this approach in rhetorical theory is not as specific as using case studies or experiential learning to help students transition to the workplace.

Instructor 4 affectionately nicknamed her course “the ready for workplaces class.” Although she did not include case studies or service learning, she still wanted her students to understand how professional writing was “going to be a little bit easier than writing academically” because students “already do a lot of this stuff without even thinking about it.” She mentioned using the example of texting one’s friends as audience analysis. For Instructor 4, context was deeply related to transfer; her students brought skills that her class could polish before students left for their professional lives.

Unlike the other instructors in the study, Instructor 6 explicitly connected the workplace contexts that her engineering students would write in with understanding issues of gender and diversity. To Instructor 6, students would need to develop not only as writers, but as ethical humans to thrive in the workplace:

I've incorporated and assign a couple of different assignments that include issues of gender and other diversity types of things. Just again to push the envelope and to force them to think about the workplace as well as how they write within it.

Even though her tone was admittedly blunt, Instructor 6 wanted to nurture her students and provide them with a course where they felt supported as they prepared to face more nuanced writing challenges in their senior design courses and their future engineering workplaces. She balanced the bluntness of an engineering context with ensuring that her students felt “safe” and comfortable in her classroom. Instructor 6 further addressed these dual contexts, saying that in her class,

I'd rather they... make mistakes and ask dumb questions and we work through it together. So, I think that surprises them too ,because they're used to sort of straight engineering classes. And maybe mine feels sort of warm and fuzzy, but it's sort of deliberate that openness to them, their needs and to women and people of color... It sort of surprises them, because they don't get a lot of that in straight engineering classes.

Both preparing students for the workplace and giving them an accessible classroom where students could experiment and make mistakes were important to Instructor 6.

Instructor 8 described her approach to teaching her PTC service course as “just general workplace communication.” Her students came from many different majors: health science, information technology, engineering, etc. Although Instructor 8 was a Classical Rhetorician by training, context was not as present in her overarching pedagogical goals as was expected.

Like Instructor 8, Instructor 9 did not speak much to context when describing her overarching pedagogical goals. Instructor 9 grounded her teaching in her “25 years in business” and consulting experience. Instructor 9 mentioned that she “got to see hundreds of different

businesses and the kinds of culture and organizations that they had. And so that's really what drives the things I do in the classroom.” And while Instructor 9’s background infused her comments on students’ writing, especially when she discussed revising students’ experiences on their resumes, Instructor 9 did not connect her extensive experiences to her overarching pedagogical goals as much as expected.

Instructors were divided in their theoretical and exacted views of context. Instructors 1, 3, 5, 7, and 10 explicitly used active and experiential learning (including case studies) in their classrooms to bridge their service course students from academic writing into professional situations. In contrast, Instructors 2, 4, 6, 8, and 9 did not seek to have students partake in experiential learning or case studies. Instead, Instructors 4 and 6 framed their assignments as learning that would transfer for students, then reinforced these ideas of transfer through using formative feedback to help students meet each assignment’s learning outcomes. These framings of context paint a picture of the current state of the PTC service course, particularly considering recent calls for increased experiential learning (Lawrence et al., 2017; Melonçon, 2018; Morrison, 2017; Schreiber et al., 2018).

Purpose

When describing their overarching pedagogical goals for their PTC service courses, instructors tended to mention purpose fewer times than the rhetorical concepts of audience and context. Instructors 1, 2, 3, 4, and 9 did not mention purpose when discussing their pedagogical goals for their service courses; they only mentioned teaching purpose during their discussions of student feedback, if at all. The remaining instructors’ framings of purpose related to audience, with workplace experience, with students’ writing processes, and with rhetorical theory.

Purpose Linked with Audience

Instructors often linked purpose with audience. Instructor 5 outlined her pedagogical goals, stating that her syllabus included learning outcomes like students “being able to communicate with a variety of audiences and purposes.” She wanted her students to change their orientations to writing, as many students thought that writing “as an impassable block between them and whatever they're trying to do.” Through engaging students with their writing processes, Instructor 5 wanted students to leave her classroom with the attitude of ““Hey, I can do this. [Writing] is something that is achievable and that I can use effectively when I need to.”” Although Instructor 5 did not go into much detail about what this effective writing would look like pedagogically, she did see teaching students to master their writing processes as helping students to achieve their purposes for communicating. While most of her pedagogical goals focused on audience analysis, Instructor 5 had an instinct toward teaching purpose beyond the scope of the feedback that she gave on students’ work.

Purpose for Workplace Experience

The two associate professors in this study, Instructors 6 and 10, both saw purpose in writing as preparation for workplace problem solving. Instructor 6 had a firmer inclination to purpose than Instructor 5’s instinct. When sketching her approach to teaching her PTC service course, Instructor 6 framed her service course goals around purpose: “I guess I might my gut response is that writing is practical. Writing is useful... I think that students kind of respond to that.” Using realistic contexts was central to Instructor 6’s teaching, as was grounding her teaching in engineering discourse and genres. By stressing the “practical application” and transfer in technical writing, it seemed that Instructor 6’s students could see how writing facilitated their projects later in their senior design courses and in the workplace.

Instructor 10 elaborated on purpose, saying “a lot of workplace documents are for decisions. There to guide action.” Because of this emphasis on decision-making, Instructor 10

explained that he wanted students to understand that “people act on writing [at] a job” and write their documents so that their readers “will act on them in some way.” Instructor 10 brought his workplace and consulting experience into the classroom, infusing his teaching with the purpose-driven writing that he had completed in industry.

Purpose for Students’ Writing Processes

Instructor 7 only mentioned purpose once when describing her PTC service course, connecting rhetorical flexibility to students “adapt[ing] their writing for various purposes.” This approach to rhetorical terminology echoes the remix literature within first-year composition. Language like this is often used in learning outcomes for remixing and repurposing information into different modes and genres focuses on digital literacies, moving into more rhetorical, rather than technical, spaces of pedagogical theory in writing studies (Wysocki, 2004; Yancey, 2004).

Purpose and Symbolic-Analytic Rhetoric

Unlike the other instructors in the study, Instructor 8 wove together purpose and persuasion when describing her theoretical foundations to her pedagogical approach.

I find myself saying again and again to my students, “What are you trying to get your users to do?” ... which is essentially another way of saying “What are you trying to persuade them of?” [which] points to a theory of rhetoric is that rhetoric is symbolic action. Thinking about the action that you're trying to get that readers towards... “How can you write that document to help get them there?”

Instructor 8 moves through three different concepts here in short succession; the first, brings together purpose, audience, and usability; the language of usability unites audience and purpose as users’ needs—an under-developed part of the PTC service course classroom (Chong, 2016, 2018). Second, Instructor 8 equates purpose with persuasion, echoing the Miller-Moore debates around whether technical communication is a rhetorical field that must reflect “the facts of the

external reality that underpins [technical communicators'] uses of language" (Hagge, 1996, p. 470). However, Instructor 8 leans into Classical Rhetoric much more deeply than the other instructors here; this theoretical foundation is furthest from workplace *phronesis*. Third, Instructor 8 theorizes her pedagogical goal of purpose through writing as symbolic action; connecting critical theory to the PTC service course makes sense to an extent, as these courses focus on the basics of symbolic-analytic work (Dicks, 2009; Hart-Davidson, 2001); however, their practical application as more than background knowledge within the service course demands further study.

Instructors' drastically different orientations to purpose when discussing their pedagogical goals suggests that PTC should review how instructors discuss and theorize purpose in their service course pedagogy. Instructors 6 and 10 had firm ideas about purpose and how this concept undergirds workplace writing; however, both of these instructors had workplace experience, and held positions as associate professors. In contrast, Instructors 7 and 8 were assistant professors trying to make sense of their own backgrounds in classical rhetorical theory while teaching the PTC service course. The tensions between instructors' orientations to purpose suggest that this concept needs additional attention within PTC's pedagogical research.

Genre

Instructors' orientations to genre were sorted into two sub-categories: genre as social action (Miller, 1984) and genre as form (Swales, 2008). The theoretical lens of genre as social action uses a flexible view of genre that emphasizes the writer's purposes and subsumes generic organization and form. The theoretical lens of formal genre is the opposite, emphasizing formal elements such as organization or formatting and subsuming the writer's purpose. These views of

genre informed instructors' pedagogical goals and feedback, particularly when instructors justified their comments on students' resumes and cover letters through retrospective recall.

Genre as Social Action in Instructors' Goals

When discussing his student's work and theoretical orientation to teaching his PTC service course, Instructor 2 framed his pedagogical goals and comments on students' writing in terms of genre as social action (C. R. Miller, 1984). This theoretical orientation became especially important because one of his students wrote a resume and cover letter to ask for a letter of recommendation, rather than apply for a job. Instructor 2 explained that because "this is one of the weirdest resumes I've ever received" that the student's assignment was "complicated to grade in general, so I had to rely on more document design tendencies in these comments." Instructor 2's student was serving in the U.S. military and was earning a bachelor's degree to earn a promotion at his current position; because the student did not plan to apply for outside employment, Instructor 2 allowed this student to use the resume and cover letter assignment to instead ask a retired general for a letter of recommendation. However, Instructor 2 admitted that he had a difficult time grading this student's work because the genre was used for a different social action than usual:

Maybe [re-chunking resume content] would work for you for the purposes of this course. That's what I'm grading you off on given the rubric. But again, [this student] would be better served... [this comment] is sort of weak in the forcefulness that I could assign to it because it was not my usual resume here.

Instructor 2 had a highly sophisticated understanding of genre as social action (Miller, 1984) and stayed remarkably consistent in wanting his students to most know audience analysis during the service course. As we talked through his comments, though, Instructor 2 focused mostly on his

student's visual design choices, such as alignment, bullet points, and consistency (Williams, 2015). However, when it came time to discuss his comments on his student's military resume and cover letter, Instructor 2 admitted that he struggled to give comments that aligned with his pedagogical goals for his service course: "I don't usually teach to that context or situation which was a failing of the teaching that I was doing. But it was not something that I often encounter. It's a truly good career process. That's me." Instructor 2 showed remarkable self-awareness while dissecting his own feedback on students' writing during his interview. His difficulty aligns with findings from my pilot study where instructors who defined their teaching through genre as social action struggled to give meaningful comments when students' writing strayed from genre norms (Doan, 2019).

Organization for "Communicating Well"

When discussing her students' writing, Instructor 1 gave immense focus to students' organization. She often commented on small organizational items such as "you structure this well" or "nice job with this overview." Instructor 1 correlated organization with effective communication, particularly in the resume and cover letter genre where employers had crystalized expectations that students needed to meet: "Research says if you've got any sort of deviation from kind of a standard format, [then] your reader is spending too much cognitive time disassociating from the content." In her top-ranked business program, Instructor 1 saw her students' successes in receiving jobs and internships as the direct result of her teaching her students "to conform to one of the seven different types of [resume] formats that we've got available to us." Furthermore, this framework seemed effective for students and recruiters:

I've had a couple of students actually say to me that the recruiters at various companies have said to them "We're always consistently impressed with the structure that [students

from the top-ranked business department] put together for your cover letters. These are well written.”

Instructor 1 seems to have had excellent results using this framework with her students, which somewhat aligned with her approach that students need to learn, then apply business communication theories. This orientation to organization extends that philosophy—to Instructor 1, students need to understand, then apply organizational frameworks and generic forms to their resumes and cover letters to “communicate well.”

Design & Usability

When discussing their pedagogical goals, instructors’ views ranged from merely mentioning design when they noticed it, to treating design and usability as core elements. Here, I define design as principles for visual communication (Kimball, 2013), including formatting, arrangement, font, usability, and other visual or verbal elements on a page or screen. Instructors spoke about design using the following examples: “beautiful document,” “use pictures,” “slapping down a diagram,” and “implementing design principles.” Organization and format were included in genre, while formatting, in the verbal sense, was included with other design elements.

Design was typically most important to instructors when they were giving feedback on students’ resumes and cover letters. Instructor 1, 5, 7, 8, 9, and 10 only discussed design when they described their feedback practices, not when discussing their goals for students’ learning. Instructor 2 and Instructor 3 described document design when discussing their theoretical underpinnings for their service courses, both connecting document design specifically to genre as social action (Miller, 1984). Instructor 2 included readable and beautiful documents as part of meeting audience needs: “All of that stuff from genre theory plays into document design. If you

need to make a beautiful document, you need to know how to do that and you can do that in my class.” During his interview, Instructor 2’s comments enacted his orientations to genre, design, and audience; however, when he was speaking about his goals, he mentioned design as a function of beauty and form. On the other hand, when Instructor 2 spoke about his comments on student work, he focused on functional design elements to enhance readability, such as headings, alignment, and breaking up large chunks of text. Instructor 3 went even further than Instructor 2 did, connecting her theoretical underpinning of genre as social action to including usability assignments in future iterations of her PTC service course.

In some situations, document design was considered a transferable skill; in others, instructors viewed design or diagrams as a shortcut. Instructor 4 stressed “audience analysis, contextual analysis, document design” in her service course, as she assisted students in connecting their existing skills with their learning in the service course. However, sometimes visuals in students’ writing were too much of a good thing. Although Instructor 6 wanted her engineering students to stop “slapping down a diagram and saying, ‘Well here’ and to them it explains everything.” Instead, Instructor 6 taught her students to translate their technical thoughts into words, because writing was “part and parcel to the design” of new engineering artifacts and should be “skimmable.” Although they only mentioned document design in terms of giving feedback on students’ writing, Instructors 7 and 8 also mentioned making sure that students’ resumes and cover letters were skimmable.

Only six of these 10 instructors focused on building their courses around document design principles outside of commenting on students’ writing, raising questions about how integral document design is to the overarching pedagogical goals of PTC service courses. Instructors who subscribed to genre as social action (Miller, 1984) included design as a

rhetorically influenced component of genre, confirming similar results from my pilot study (Doan, 2019). For significant minority of four instructors, design was not considered something that their students needed to know or be able to do when leaving the service course.

Communication through Theory

Two instructors, Instructors 1 and 9, stated that their pedagogical goals were to teach students to understand and apply communication and management theory in their business communication service courses. Instructors 1 and 9 both taught in business departments as non-tenure track faculty and used their extensive consulting experiences to drive their pedagogy. Working at a top-ranked business school, Instructor 1 regularly brought her work as a management consultant into the classroom, asking her students to write consulting memos based on case studies of realistic organizations. Working as an assistant professor (non-tenure-track), Instructor 9 said that her 25 years of experience “in different businesses and also as a consultant... drive the things I do in the classroom,” particularly in her approach to students’ professionalism. Although Instructors 1 and 9 both had extensive business and consulting experience, both emphasized communication or management theory as the first thing that their students needed to know or do when they left the business communication course.

Instructor 1 relied on transmission theory (Shannon & Weaver, 1964) to underpin her teaching of business communication. As transmission theory frequently appears in business communication textbooks (Cardon, 2016; Guffey & Loewy, 2018; Rentz & Lentz, 2018), it is unsurprising that Instructor 1 began each semester with it:

Our learning objectives state demonstrate understanding of the elements of business communication theory and apply that to a wide range of communication contexts. So, the

way that we do that is by emphasizing theories at the beginning the first week or so, I talk about encoding and decoding about what it means to plan a communications strategy.

Shannon and Weaver's transmission theory, originally developed for communications engineering, was later co-opted to describe the communication process between human beings. As such, transmission theory ignores context and paints the recipient of a message as passive, instead of as a co-acting participant in the communicative act (Reddy, 1979; Slack et al., 2006). Despite her teaching materials being highly polished and her students' writing appearing highly motivated, transmission theory did not seem to add to students' learning here; rather, because business communication textbooks contain transmission theory, it was used in this classroom.

Similarly, Instructor 9 had her business communication students begin with theory, then learn to apply it. Unlike Instructor 1's department in a top-ranked business school, Instructor 9 taught in a business communication department in a community college. Instructor 9's course was expected to teach management skills, business communication, and basic research skills; her service course was labeled as a "management" course where communication was taught. When asked about what she most wanted her students to know or do, Instructor 9 replied, "Why principles of management is the first in the sequence. In addition to teaching them about the four functions of management and the content in that general area, I'm also responsible for teaching them APA style." Despite teaching students the theoretical components of management, Instructor 9 was caught off-guard by the interview question about the theories that grounded her teaching. She described herself as "not a very theoretical person. Like I said I'm a pragmatic person." And while she was extremely pragmatic and excellent at teaching her students to translate their skills on their resumes for employers, Instructor 9 did not connect her theoretical

framework to her experiential knowledge that she used when teaching her service course students.

Two of the 10 instructors in this study said that students most needed to understand and apply management and communication theories. Although this is a small sample size, these two instructors had some commonalities. Both instructors were non-tenure-track faculty teaching in business departments, whereas all other participating instructors worked in English or writing departments. This finding raises questions about how instructors in business departments interact with theory and what concepts are included when instructors discuss theory. Do concepts from textbooks count as theory, even when they are divorced from theorists? Instructor 9 did not include the four principles of management as a theory, even though that was the first unit in her course. Ultimately, both instructors who worked in business departments had orientations to theory driven by their textbooks that differed from instructors trained in English or Rhetoric. Later in this chapter, I discuss these implications in more depth as Outcome 1: Exploring Instructors' Relationships with Theory.

Content, Information, & Detail

Technical communication students need to know information and content literacy when they leave the service course. Information literacy has long been in the background of PTC instruction, despite being of the most important skills that students need when they leave the service course classroom (Boettger et al., 2017; Spilka, 2009). Here, information literacy helps students develop their “data collection, curation, and analysis competences” (Boettger et al., 2017, p. 1). Information literacy is content-centrism; in practice, this skill asks writers to include an appropriate amount and level of information for a document’s purpose and usability with readers. Instructors’ discussions and comments about information, content, and detail were often

driven by the rhetorical concepts of audience, purpose, and context. In terms of detail and audience, students' content was often framed as a deficit, for example, a lack of information; however, when students included enough meaningful content, instructors noticed and sometimes praised students.

Information for Audiences

Although instructors rarely mentioned information, content, or detail when discussing their big-picture goals, they often discussed their comments on students' resumes and cover letters in terms of meeting readers' needs. When discussing her comments on her student's job documents, Instructor 1 highlighted how much importance her students should place on the details, saying,

And so, it's really critical for you to nail the details in this one case because the details... are going to drive whether or not your resume and cover letter get moved forward into the system [by the hiring manager]... So that's how I frame the grading in terms of both the level of specificity and then relying on students' understanding based on my explanation or by the details are so important.

Due to her consulting experience, Instructor 1 understood how details within job documents serve the audience and connected her experience with her methods for commenting on students' writing. Here, Instructor 1 is not just discussing the details of the students' content, but also the paragraph order in the cover letter and the appearance of grammar mistakes. Although she notes that the student needs to add more details about the skills that they could bring to the company, Instructor 1 spends the most time talking through organization and grammar—lower order concerns. These lower-order concerns represent a duality often found when teaching realistic

genres and contexts within the service course; students write to “real” audiences, but also must consider the instructor and assessment while doing so.

Additionally, Instructors 5 and 10 considered information in terms of audience. When conducting retrospective recall on her comments, Instructor 5 clarified one of her comments: “What kinds of skills have you learnt. It's a case of more information would be helpful here [for the reader].” Proving enough detail to meet readers’ needs was a common comment in instructors’ interviews, though instructors mostly discussed it during the part of the interview that focused on their feedback. Instructor 10 commented on his comment on his student’s resume, saying “I mean it's a nice GPA but. It doesn't provide a depth of information to the reader.” Instead, he wanted his student to contextualize their education section within their resume, not just focus on their GPA.

With her 25 years of business and consulting experience, Instructor 9 was skillful at speaking to the types of translation that students needed to perform on their resumes to make their experiences meaningful for their audiences. Instructor 9 explicitly connected skills to employers’ needs as readers of resumes:

under the experience where it says “Lifeguard, Lamar's YMCA,” it tells me what the lifeguard does... I'm the employer. I know what a lifeguard does. What I need to know is if he was responsible for monitoring water quality, then that means he's able to work independently, and he is able to convert scientific information to a practical use convert and interpret. And he's able to correct the behavior of customers, or at least manage unruly customer behavior. So, there's a lot that could be there that is skills based. And I want my students to use transferable skills on their resumes instead of job tasks because if I heard from a student “I worked as a lifeguard and so I know how to defuse tense

situations when our guests were not following pool policies.” That's a skill that you can come and take incoming common at my employer. But this [resume] I'm like “how does that help me?”

With these vivid examples, Instructor 9 differentiates between job tasks and skills, couching her comments on students' content within her understanding of employers as audiences. She gives her students sophisticated advice about how to write vivid resumes and cover letters that cover appropriate content. Content-based comments, including this one, are important to students' growth; however, instructors in this study mostly only thought about content or information when it wasn't present, apart from Instructor 6.

Even though information and detail were often framed as deficits, Instructor 6 praised her sophomore student's cover letter, where he applied to an internship with Blizzard, a video game company. “This guy is saying ‘I have actual skills. Here are my skills. Here's my experience. Please consider my application.’ It's just a level ahead of another sophomore in the class who just really likes gaming.” This student added details about his service in the military and outlined how he would use his education in his work at Blizzard. Instructor 6 was overjoyed to see her student succeed at making these genres meaningful for this communication situation; teaching students to articulate technical information was the main goal in teaching Instructor 6's service course.

Information in Context

Likewise, context drove instructors' discussions of information & content. Instructor 1 was very specific with her business students, asking them to align their skills with the job they applied to through a “deep dive in mirroring what the job description is asking for as far as the

top skills.” She then expected students to attend to their specific application contexts in terms of their top three skills to examine within their cover letters. Instructor 1 wanted her students

to use the skill of, let's say, inter-personal relationship management or financial analysis or data analysis or project management or leadership or team-building. They need to give a good paragraphing sample of what they were able to do and how they would showcase those skills to a future employer in their third paragraph.

Instructor 1 was very specific with her students about how to best display the skills that each job advertisement asked for, giving students an organizational formula to use in their cover letters. This overall contextualization of detail and organization was ultimately for the audience's benefit.

Instructor 2 had a less structured approach to teaching students to write their cover letters, although he still wanted his students to use their job advertisements to shape their application documents. Instructor 2 based his content-focused comments on his student's cover letter within the advertisement, because “I wanted the content to be with the job ad” before tying the content back to audience's needs in ways that aligned with his audience-driven view of technical communication. Describing a comment he gave on a student's resume, he said,

This sentence doesn't say a lot about what you did...or thing[s] you learned. This is a content focused question. I want my students to be thinking about “How can I make what I've done relatable to the job I'm applying for?” So, for this comment I want her to just say whatever it is she did.

In this comment, Instructor 2 does not talk about audience—he discusses content in terms of the job advertisement and in terms of the student understanding how to write about their skills. This differs from audience-based concerns because this focuses on the students and their

understandings about how to write about their own experiences, emphasizing writing as creating and shaping content. Content-focused approaches to students' writing did not feature prominently when instructors were discussing their overarching pedagogical approaches to their PTC service courses, apart from Instructor 6.

Purposeful Information

With her comments that proactively focused on content and information, instead of framing discussions of content as deficits, Instructor 6 had a strong orientation to information-centrism in her technical communication service course. Instructor 6 was the only instructor in this study to immediately and constantly link writing good content to the skills that she wanted her students to learn in her service course. During her interview, she mentioned information and content 18 times. She often asked her students to provide “more specific” details in their writing, especially when discussing their job documents. When looking at one student's cover letter during her interview, Instructor 6 called her student out for not providing enough detail, saying, he

barely mentions [his experience]. He has this internship at [company name] automotive, which is great. “Diagnosis abilities and natural sensibility” whatever that means. Right. Not specific enough. And I guess he's trying to talk about soft skills, but those aren't actually translating very well. It just doesn't say anything about what he like courses that he took even or projects that he's done or that he's entering his senior design phase or any of the tangible things. I mean he's an accredited [engineering] program and he doesn't really mention even where he's getting his degree.

Instructor 6 wanted her students to become savvy developers and arrangers of the content itself, as opposed to speaking of audience or genre as her ultimate goal. To Instructor 6, writing was

about the ideas and information; audience, context, and genre were less important than aligning the content to the writer's purpose. For a discussion about the implications of these perspectives on information and detail, see Outcome 2: Information Literacy: Important to Feedback, Ignored in Goals.

Teamwork & Collaboration

Instructors' orientations to teamwork and collaboration were often instrumental.

Instructor 1 taught teamwork as “communication dynamics” so that students could “function effectively” as a team during their report and presentation assignment. Instructor 1 emphasized teamwork in both her pedagogical goals and during her interview, having her students write a team contract, meeting minutes, and peer evaluations.

Instructor 3 echoed Instructor 1's call for students to learn teamwork. Instructor 3 explicitly connected her classroom's peer response workshops to the teamwork skills that students would need in the workplace:

The importance of human interaction in writing and communication is imperative. Like it is absolutely necessary. And [students] complain... “Why do I have to do this?” And you know 15 percent [on peer response workshops] can make or break a grade. Here's a little peek at the real world. You know what it's like to be in your job, that you are accountable to other people. [You] are going to work on teams. In fact, most people work on teams—whether all engineers, or engineer, a tech writer, an accountant—and you're going to have to come together to solve something.

Here, Instructor 3 connects an academic writing exercise—peer response—to the types of problem solving that students will do with their colleagues in a workplace context. While peer response can be a valuable tool for student writers with strong scaffolding and instructor

guidance, not all instructors find it very valuable for students. For example, Instructor 2 did not use peer response because “I’ve tried a bunch and I just don’t. It’s not very effective for the way that I teach.” Furthermore, contrasted with Instructor 1’s highly scaffolded approach to teaching teamwork, Instructor 3’s approach may not transfer from academic settings to the workplace. In any case, these findings raise questions about the role of peer response in improving students’ teamwork skills.

Ultimately, improving students’ teamwork skills are not the most important goal for each instructors’ service course. Instructor 2 focused his students more on audience analysis and workplace genres than teamwork or interpersonal communication. Because he taught a seven-week summer course, Instructor 10 cut his teamwork learning objective from his syllabus, replacing a team assignment with readings and a quiz.

Tone & Style

Tone & style were lower-order concerns for each instructor in the study, although Instructor 8 mentioned it more often during her interview than issues of audience, genre, and context. Instructors 2, 5, 7, 8, and 10 discussed tone and style within the context of discussing their feedback strategies or during retrospective recall of their comments on students’ writing (Still & Koerber, 2010), not when discussing their overarching pedagogical goals.

Instructor 8 had the most pedagogical coursework and the least amount of teaching experience in this study, with only three-and-one-half years of experience teaching PTC. Surprisingly, Instructor 8 had a different orientation to tone & style than the other instructors in the study. When describing her course goals, Instructor 8 valued simplicity, efficiency, and appropriateness for her students’ future workplace communication. To her, students “really just need to know how to communicate things simply with co-workers... just general workplace

communication that's efficient and that is appropriate in those respects and helps them to get their work done.” In saying this, Instructor 8 aligns surface features of tone & style in workplace writing to higher-order skills of purpose, audience, and context. Here, tone & style exist instrumentally, serving the purposes, audiences, and contexts of work. When talking about her feedback on students’ writing, Instructor 8 stayed consistent in her approach to instrumentally using tone and style. When conducting retrospective recall on her comments on a student’s resume, Instructor 8 said:

And then I highlighted “I would be a great asset to your team because my alternate experience as a nurse outside of the hospital.” And I was confused as to what did they mean by “alternate.” I also thought it might be kind of a good point for this person to expand on, so that's another reason why I brought attention to that word choice.

Instructor 8’s comments emphasized when students needed to show, not tell, the reader about their skills and experiences in their job documents. She often linked tone and style to higher-order issues of information and audience.

While Instructor 8 emphasized tone & style on her students’ assignments, Instructor 2 took a different approach, mentioning tone & style in class, but not marking those issues on his students’ writing. Instructor 2 admitted that “I don't actually do too much stylistically in my comments. I'm hoping to take care of in class, if I can take care of it at all in terms of a fundamental sort of course. But style to me is something that comes a bit later.” Even though Instructor 2 considered style to be a lower-order concern in his service course and feedback, his students still wanted him to teach them mastery of stylistic concerns. The tensions between how Instructor 2 viewed tone and style as minimally important while his students viewed these skills as necessary for mastery. Tone and style appear more often in PTC textbooks (Cardon, 2016;

Guffey & Loewy, 2018; Rentz & Lentz, 2018) than they did during these interviews. These results conflict with those from my pilot study (Doan, 2019), as I had expected instructors here to comment much more often about issues of tone and style.

What theories, methods, and approaches do instructors use to give feedback on students' resumes and cover letters?

Within this study, I found that instructors' theories, methods, and approaches to giving feedback were most deeply affected by whether they chose to give formative or summative feedback on students' resumes and cover letters. I came to this conclusion due to instructors' answers to the interview question, "How do you typically give your students feedback on assignments? Describe your workflow." Instructors' theories, methods, and approaches varied most depending on whether they gave formative or summative feedback, as the different types of feedback reflected their orientations to students' learning. Instructors who primarily used summative feedback took a cognitivist view of learning, while instructors who used formative feedback took a socio-constructivist view of learning:

Many distinguish between a cognitivist and a socio-constructivist view of feedback, with much emphasis currently being placed on the latter framework. The cognitivist perspective is closely associated with a directive telling approach where feedback is seen as corrective, with an expert providing information to the passive recipient. Alternatively, within the socio-constructivist paradigm, feedback is seen as facilitative in that it involves provision of comments and suggestions to enable students to make their own revision (Evans, 2013, p. 71)

Writ large, instructors who gave summative feedback on student drafts tended to conflate feedback with grading, particularly using feedback to justify the grades that they gave on student work. Or, instructors wanted students to use summative feedback comments on subsequent

assignments. Conversely, instructors who gave formative feedback wanted students to take an active role in their learning through using feedback in revision before the final grade was given. Formative feedback, even when given collectively, was a chance for students to learn and to create stronger work. Instructors who used formative feedback seemed more invested in students' learning through revision than instructors who gave summative feedback in this study. Five of these 10 instructors gave students substantive formative feedback, commenting on students' drafts and encouraging revision before giving a final grade. Five of the 10 instructors gave students summative feedback, often evaluating students' comments with rubrics. Instructors who gave formative comments and a chance to revise typically had job security as tenured or tenure-track faculty and the flexibility to arrange their workloads to create a balanced, sustainable workload.

Paying attention to instructors' feedback workflows gives the field a better understanding of the range of commenting styles available to instructors, along with the constraints and affordances of each style. Presenting the instructor feedback in this study illustrates how "Using formative assessment to understand the processes students follow—the decisions they make, the attempts along the way—can be at least as important as evaluating the final product with a holistic score or grade" ("Professional Knowledge for the Teaching of Writing," 2016). With this data, I argue that formative feedback is even more important to students' learning than the NCTE suggests; however, instructors with large courses, contingent status, and little institutional power do not always have sustainable workloads or the cultural capital to shift to different feedback models that work successfully for the established instructors here.

Formative Feedback

Formative feedback, given before students receive a final grade, allows instructors to focus their energy on helping students to revise their work; however, in this study, instructors who gave the most formative feedback had tenure or were on the tenure track. Instructors 3 and 6 used formative feedback to manage their workloads in online, summer courses with compressed schedules. Instructor 3 gave students collective feedback (Singleton & Melonçon, manuscript submitted for publication). Instructor 6 gave formative feedback through Skype calls or synchronous chat conversations with her students. Instructor 9 used conferences and workshops from the career center to give students extensive formative feedback in her large sections with 30 students each. Although giving formative feedback is labor-intensive, formative feedback gives students structured methods for revision and error detection that they may not otherwise develop (Gardner, 2008).

In formative feedback, instructors comment on students' writing before students receive their final assignment grades (Wingate, 2010). Detaching formative feedback from the grading and assessment process gives students the opportunity to revise their writing before an instructor grades and assesses their learning. For instructors, this detachment means that instructors need to read their students' writing at least twice: once when giving formative feedback and once when assessing students' learning through summative feedback. In this study, instructors with lighter course loads, such as teaching two or three classes per semester, or instructors who taught 15- or 16-week courses gave more formative feedback than instructors with higher course loads or compressed summer courses.

When giving formative feedback, Instructors 2, 3, 4, 6, and 9 each approached commenting on student writing in ways that enacted their pedagogical values. Instructor 2 replaced peer response with formative feedback on drafts and in-class writing workshops.

Instructors 3 and 6, both working at the same institution, each gave formative feedback as their students compiled work into portfolios. Instructor 3 gave collective feedback (Singleton & Melonçon, manuscript submitted for publication), while Instructor 6 held conferences via chat software. Instructor 4 gave in-depth formative feedback during seven in-person conferences per semester.

Replacing Peer Response

Instructor 2 gave students formative feedback because he believed that “students are more successful with more feedback if they actually integrate the feedback into their future work.” Although Instructor 2 gave students extensive comments on their drafts, Instructor 2 also integrated feedback into his classroom, giving students time to work on their assignments in class. During this work time, Instructor 2 would “dedicate a half hour at the end of a course to walking around the classroom, going to each student individually and saying, ‘Do you have any obvious questions?’” Instructor 2 found that his most effective feedback workflow was to allow students the opportunity to ask questions during work time and to give substantive formative feedback on students’ drafts. Thus, when students received their final grades on an assignment, Instructor 2 felt as though he had given students every chance to learn the writing process and to produce successful work.

Instructor 2 used this in-class time in lieu of a peer response process, as he did not think that his students found peer comments useful: “the writers who do not feel like they are experts do not feel like they can give any good feedback—which is not true. And then, the writers who do feel like they're experts just grammar check everyone's papers.” Although Instructor 2’s issues with peer response have been noted in research across writing studies research (Cho, 2006; VanDeWeghe, 2004; Warnock et al., 2017), this insight into Instructor 2’s frustrations

with peer response exemplifies the tensions between classroom activities developed in the field of first-year composition being used in the PTC service course. Even when students are scaffolded into peer response in the PTC service course (P. Anderson et al., 2010), students still tend to focus more on grammar than on content or genre. Instead of importing the type of peer response activities found in the first-year composition course, Instructor 2 has used both in-class and asynchronous feedback on students' writing to give them formative feedback.

Collective Feedback

While giving formative feedback, Instructor 3 found a different way to subvert the peer response paradigm. While teaching her service course online, Instructor 3 is not able to give immediate, synchronous feedback on her students' writing like Instructor 2 does during his in-class work time. Instead, Instructor 3 has focused her online PTC service course around asking students to write their initial assignments, giving collective feedback, then asking students to revise their assignments for the final graded portfolio. In Instructor 3's workflow shows an example of a feedback file:

an assignment-specific document that contains three main elements: (1) a compilation of the most common errors in student draft submissions; (2) an explanation of why these examples are errors; and (3) an example of how to correct or improve the error (Singleton & Meloncon, manuscript submitted for publication, p. 1)

With the feedback file, instructors may then give collective feedback on students' writing assignments, rather than giving individualized, in-text comments. In Instructor 3's case, she regularly gave students a feedback file with six pages of notes about how she expected them to revise their resume and cover letter for the final portfolio.

Instructor 3 explained that her approach to giving formative feedback was based around her 3-3 teaching load with ten different courses in her three years on the tenure track. Instructor 3 describes moving from her light teaching load during her doctorate to her current position, remarking that “the transition was like ‘Oh my God, how am I supposed to teach 75 students? And maintain somewhat of an active research [agenda]?’” As she grew more comfortable in her job, Instructor 3 asked her colleagues and mentors—including Instructor 6—for time management strategies, as she was giving each student in-depth feedback on each assignment. Now, Instructor 3 explained,

I do a portfolio just because I think that's useful for students to learn to see sort of the evolution of all their work in a semester. But it also made it easier on me because then I could give feedback one time, rather than grading all the time.

Giving collective feedback allowed Instructor 3 to better balance her time on the tenure track, as feedback was the most time-consuming part of her teaching. This style of formative feedback also allowed Instructor 3 to address common errors across students' resumes and cover letters, as many students often made the same types of mistakes. Still, Instructor 3 felt a little bit of guilt over giving students collective, rather than individual, comments. She described her choice to give collective feedback during her online summer course with a low course cap, stating, “I would like to think that I'm a good teacher.”

Student Conferences during the Semester

Teaching on the tenure track at a private religious institution, Instructor 4 met with her students in face-to-face or telephone conferences “about a minimum of seven times a semester.” Like Instructor 3, Instructor 4 taught and evaluated her students' writing using a final portfolio. Instead of mapping her students' writing quality to traditional grades, Instructor 4 outlined

detailed acceptance criteria for students' assignments in her syllabus. This assessment scheme included "Accept as is," "Accept with revisions," "Revise and resubmit," and "Needs serious revisions/reject." Students revised their assignments until they met the criteria for "accept as is" or the following criteria for "accept with revisions:"

- Accept with revisions
 - Fulfills all assignment requirements, but some areas need revision or improvement
 - Demonstrates that you've completed corresponding course readings
 - Illustrates that you are mostly prepared to complete the corresponding project.

Instructor 4 only had six students in her service course, which undergirded her choice to allow students unlimited revision opportunities. When submitting her comments on students' resumes and cover letters for this study, Instructor 4 included several examples of her comments on students' preliminary and final drafts. Between their midterm and final portfolios, Instructor 4's students often made substantive revisions to their writing, guided by Instructor 4's substantive formative feedback.

Using the Career Center to Manage Workload

Although Instructor 9 gave students individual conferences on their assignments and held peer response workshops in class, she gave students formative feedback on their resumes differently than other instructors in this study. Instead of giving students in-depth feedback or marking errors, Instructor 9's typical comment referred students to the resume expert at the career center: "You[r resume] need to be on one page. Take this to [name redacted] and submit for regrading. 30/50" Due to scaffolding the resume assignment through peer response, career center workshops, and face-to-face conferences, Instructor 9 expected her students to revise their

resumes until they were error-free. Instructor 9 defended this choice using her department's employment numbers:

If [students] devote a half hour of time with [name redacted], you are going to get a resume that will get you a job, because she writes hundreds of student resumes every year and she excels at it. Which is probably why our post-graduation rate is so high in our department; it's over 99 percent.

In her private liberal arts school, the career center included a woman who conducted resume workshops and coordinated with the business department—her whole job was helping students to write resumes. Sending students to the career center allowed Instructor 9 to have her students revise before and after receiving their assignment grades while also not adding to her high workload.

Student Conferences during the Summer

Likewise, Instructor 6 intentionally used conferences and portfolios to give students formative feedback. Instructor 6 set up her online summer course around “a portfolio of final grades and comments at the end... But I do give other feedback. I just don't have a written record of it. So [students] are required to do either a live chat with me, which is what I prefer, but sometimes we do Skype, which is okay.” Having conferences as a live online chat session allowed Instructor 6 more freedom to get to know students, give students substantive comments, and balance her work and life:

I walk through [the assignment] and I just say ‘OK, so pay attention to this, this, and this. I essentially do a live feedback of the... substantive, revision strategy kinds of comments. And typically, it's like a live chat. They have to have the chat. Sometimes, they'll copy

and paste the chat into a document so they have record of it, which is why I actually like doing [a live] chat better [than Skype]. Plus, I can be in my pajamas.”

Instructor 6 worked hard to give her students honest, useful comments, mentioning that “No one's ever said I don't give enough feedback.” For Instructor 6, this type of commenting gave her the advantage of separating feedback from grading and assessment, allowing her and her students to focus on opportunities to improve during their online summer course. Instructor 6 typically only gave written comments on students' writing if students asked her to give additional feedback on a draft after their conferences.

Summative Feedback

When instructors gave summative feedback, simultaneously giving students both feedback and a grade on their writing, instructors here relied on rubrics to shape their comments. Within much of the literature across writing studies, summative feedback is seen as the standard workflow for commenting on students' writing (Anson et al., 2016; Borup, West, & Thomas, 2015; Walvoord, 2014), as summative feedback requires only one reading of each student's assignment. As such, summative feedback remains an attractive choice for instructors with demanding workloads of four courses per semester or course enrollments of more than 25 students per course. These results further suggest that instructors may not be aware of other models of feedback, particularly collective feedback (Singleton & Melonçon, manuscript submitted for publication).

When giving summative comments on students' writing, where comments were given simultaneously with grades, instructors in this study had three main styles of commenting: using a rubric, reading through, or sending students to the career center for error detection. Instructors 1, 5, and 10 each relied on rubrics when commenting on their students' resumes and cover

letters. Instructor 8 read through her students' writing, commenting during her initial reading without a rubric. Contrasting these styles of summative feedback reveals that workload drives instructors' feedback workflows.

Using Rubrics

Instructor 1 framed her rubric use as “probably 70 to 80 percent sufficient in terms of conveying to the student ‘There are areas of strengths’ and then the areas where they experience some challenges.” Then, Instructor 1 used her written comments to elaborate the finer points of her rubric or to point out errors to students. Error detection was extremely important to Instructor 1 because of her institutional context at a high-ranking business school. If students produced error-free resumes, then their resumes were included within the official resume book that was given to local employers—both as a mark of prestige and as a way for students and employers to network.

Instructors 5, 7, and 10 used rubrics to increase their grading speed during their accelerated summer courses. Instructor 5 described her rubric as “a guide or a list of the criteria I'm looking for,” particularly important to her online summer teaching. In her face-to-face course, she would discuss the rubric criteria with her students; in her online course, Instructor 5 tried “very hard to make sure they're discussed in the lectures on my online course whether [students] see that or not.” During the retrospective recall portion of the interview, Instructor 5 described how she used her rubric to give students feedback. Having “clean copy,” or an error-free resume was one of the categories that Instructor 5 included, with a possible five points for students to earn. Instructor 5 said, “Clean copy honestly is a hard score to get a five out of five for me... just because of the inevitable typo that everybody seems to have.” Within the

interviews for Instructors 1 and 5, error detection seemed to be very important and tied to their uses of rubrics for student evaluation.

In the service courses that she taught, Instructor 7 had 75 resumes and cover letters to grade each semester. While she tried to not grade too quickly, Instructor 7 filled out a rubric for each assignment, saying that “students [have] certain expectations even in each of the sections and the students get that before they turn into assignments. Instructor 7 was daunted by the volume of student work that she needed to comment on at the end of each semester; although she used rubrics, she realized that she sometimes missed marking errors:

I do my grading [and] get a rash of stuff. And we all sit down at the end of the semester with resumes... I see it even with the couple [that we used today] Oh, I actually didn't [comment on] enclosures in the slot. And it's just the sheer—just the sheer volume. [Using] rubrics to kind of keep on task. But even with that, you know, stuff slipped through the cracks.

For Instructor 7, rubrics were a time saver and kept her on-task when grading, especially when she had large amounts of students' writing to mark. She gave in-text and end comments, then used her rubrics. Despite her rubrics, she noticed not always marking students' errors. At the end of the interview, Instructor 7 was thoughtful about her feedback in how she could balance the volume of work with being regimented without having students challenge every point that she deducted.

On the other hand, while Instructor 10 was teaching a shortened summer course, he augmented his rubric with both in-text comments about what students were doing well and what students could improve. Instructor 10 justified his approach to using rubrics:

I do try to be systematic. And have a consistent process for each student. I also try to give overall summative comments and sometimes I do better at that than others. I don't want it to be for the student just a list of 'this is what I got wrong.' And you know writing teachers are often good at pointing out 'this is what students did wrong.' So, I do try to take care to say 'well, this is what you did right' as well. 'This is looking good.'

As Instructor 10 completed retrospective recall on his feedback, he stopped several times when discussing his in-text comments to say that he wished that he had pointed out some specific strengths of both students' resumes and cover letters.

Not Using Rubrics

Although Instructor 8 usually used rubrics, she did not have one during her summer course that we examined in this study. Instructor 8 found that when she used a rubric, she then only gave end comments:

I'll just kind of write a summary saying either "This is a great. You did a really great job." or "This really needs a lot of work and here's some things I would work on" and list them out.

Instructor 8 described her feedback style as "big picture issues first and then kind of work my way down" by giving in-text comments on her students' resumes and cover letters. As a classical rhetorician by training, Instructor 8 thought often about students' purposes, audiences, and contexts as they wrote. She also wanted students' job application documents to be "skimmable."

How do instructors' pedagogical goals align with their feedback?

In this section, I explain how this dissertation study sheds new light on how instructors' stated goals align with their feedback in four main areas: first, I show how instructors' training influences their relationships to theory. Second, I explore instructors' attitudes toward information literacy (Boettger, Lam, & Palmer, 2017; Spilka, 2009), highlighting how most

instructors did not include information literacy as a pedagogical goal, yet often commented on issues of content and information use in students' resumes. Third, I discuss examples of PTC instructors borrowing training and feedback strategies from the first-year composition classroom, showing the gaps in PTC's training practices for instructors new to the service course. Fourth, I show how contingent status, transitioning to the tenure track, and condensed summer courses affect instructors' workloads and the perceived quality of their feedback on students' resumes and cover letters.

Outcome 1: Exploring Instructors' Relationships with Theory

This section explores four instructors' relationships with theory, specifically how their theoretical frameworks informed and supported their teaching. Both teaching in business departments and without graduate-level coursework in writing pedagogy, Instructors 1 and 9 relied less on rhetorical theory than instructors who had training from English, writing, or communication departments. Trained as a classical rhetorician, Instructor 8 relied almost exclusively on rhetorical theory to inform her teaching, as she did not mention significant work experiences. Finally, Instructor 10 united rhetorical theory with *phronesis* from his experiences working as a technical communicator, giving a model for how PTC instructors should view and use theory in their service courses.

How Practitioners Interact with Theory: Instructor 1

Instructor 1's major goal for her students' learning was to teach them communication theory. When asked "What do you most want your students to know or do when they leave your class?", Instructor 1 read from the syllabus during her answer:

Our learning objectives state "Demonstrate understanding of the elements of business communication theory and apply that to a wide range of communication contexts." So,

the way that we do that is by emphasizing theories at the beginning the first week or so. I talk about encoding and decoding, about what it means to plan a communications strategy. How to do something like a work plan. And then I get into more specific, practical applications.

Theory was clearly important to Instructor 1 as she spoke about her teaching practices at a top-ranked business school. The theory that Instructor 1 emphasized in her syllabus was transmission theory, with its emphasis on the sender of a message encoding and decoding a message (Shannon & Weaver, 1964). However, Shannon and Weaver's theory was originally developed to communicate information over wires through telephones or telegraphs. Transmission theory was not meant for human beings completing communication tasks, as it entirely ignores meaning (Ritchie, 1986) and places all responsibility for a communication act's success on the sender and the channel (Reddy, 1979). Instructor 1 relied on transmission theory because her textbook used it to explain the communication process to students (Cardon, 2016). Despite her extensive workplace knowledge, Instructor 1 felt it necessary to rely on her textbook and its orientation to Transmission Theory; she spoke often about theory but drew from her workplace experience when commenting on students' writing. Instructor 1's theoretical orientation shows the tension between instructors without pedagogical training relying on their textbooks when teaching the PTC service course (Tebeaux, 2017; Wolfe, 2009). In her classes, Instructor 1 focused on creating experiential learning opportunities for students and giving them ample practice in developing their communication skills—directly connecting with her workplace experience.

How Practitioners Interact with Theory: Instructor 9

Teaching in the business department of a small liberal arts school, Instructor 9 also had a complex relationship with theory. When asked “What do your students most need to know or do

when they leave your class?”, Instructor 9 answered “Principles of management is the first in the sequence. So, in addition to teaching [students] about the four functions of management, and the content in that general area, I’m also responsible for teaching them APA style.” Instructor 9 positioned management theory as the most important part of her class for students’ learning. Despite this emphasis on theory, when asked about the theories that underpinned her teaching, Instructor 9 remarked, “I’m not a very theoretical person. Like I said, I’m a pragmatic person.” Instructor 9 further explained how she relied on her workplace experience to drive her teaching:

I spent 25 years in different businesses and also as a consultant. I got to see hundreds of different businesses and the kinds of culture and organizations that they had. And so that's really what drives the things I do in the classroom.

When she discussed her general approach to the classroom, Instructor 9 focused on surface-level issues of professionalism, such as “email etiquette” and “grammar.” Like Instructor 1, Instructor 9 had not taken any graduate coursework in writing pedagogy. Her course centered around teaching the “four functions of management” and introducing students to college-level writing and researching skills. Instructor 9 gave little summative feedback on her students’ writing; many of the comments that she gave asked students to visit a woman in the career center for help revising their resumes. As such, Instructor 9’s feedback did not connect with the management theory that she expected her students to know and use during and after her course. Instructor 9 only mentioned theory when describing what she wanted her students to know or be able to do when leaving her course and when discussing her theoretical orientation during the first part of the interview. Instructor 9 truly wanted her students’ resumes to reflect their strengths and experiences. For example, she described one students’ resume as unsatisfactory because “This [student] is a college football player on a championship team, so he knows about leadership and

self-discipline and all these things were just not there [on the resume].” Instructor 9’s comments were totally disconnected from the four functions of management.

Connecting Rhetoric with Theory: Instructor 8

Instructor 8’s training and experience as a classical rhetorician and instructor is a useful contrast with Instructor 1 and 9’s perceptions of theory and how theory relates to practice. Unlike Instructors 1 and 9 who had not graduate-level coursework in writing pedagogy, Instructor 8 had completed a graduate certificate in pedagogy, with courses in both composition and PTC pedagogy. Despite her extensive training, Instructor 8’s courses virtually ignored feedback-giving practices. When asked what students needed to be able to know or do when leaving her course, Instructor 8 answered that students “really just need to know how to communicate things simply with co-workers.” Later, when asked about what theories undergirded her teaching, Instructor 8 connected her students’ workplace writing with classical rhetorical theory and the work of Kenneth Burke (2013):

[I] really focus on the rhetorical nature of technical communication. Things that I find myself saying again and again to my students is “What are you trying to get your users to do?” ... which is essentially another way of saying “What are you trying to persuade them of?” ... [this] kind of points to a theory of rhetoric that is rhetoric is symbolic action.

As a classical rhetorician, Instructor 8 was most comfortable explaining terms from her graduate training or that she used in her rhetorical research projects. The Neo-Aristotelian paradigm of purpose, audience, and context often acted as a placeholder for terms specific to workplace experience or PTC theory and research. This is not to say that rhetorical terminology can never be useful, but rather to point out that overly relying on rhetorical theory instead of workplace

experience or an understanding of PTC genres and work styles diffuses the emphasis of PTC's pedagogical goals.

PTC Theory: Combining Rhetoric and Phronesis

With 17 years of experience teaching PTC courses and ample workplace and consulting experience, Instructor 10 provides an example of using classical rhetorical theory and terminology to further pedagogical goals specific to the PTC classroom. When asked what his students most needed to know or do at the end of the semester, Instructor 10's philosophy was very rhetorical:

Probably that [students] need to approach writing texts rhetorically. So, by that, I mean that they have a sense of the audience and the purpose. That they craft the document—whatever that document is—to fit the specific audience and the specific purpose.

Purposes and audience mattered to Instructor 10's pedagogical goals. On the surface, this quote does not differ much from Instructor 8's emphasis on teaching students to "communicate things simply with co-workers." Both Instructors 8 and 10 want students to understand and communicate to their purposes and audiences. However, when Instructor 10 explains his approach to theory in his pedagogical goals, a marked difference appears.

Along with using his 17 years of experience teaching PTC courses and his graduate coursework in PTC, Instructor 10 uses a rhetorical approach, but one that is specifically grounded in PTC as a field of experience and study. When asked how theory underpins his teaching, Instructor 10 answers:

Rhetorical theory provides a basis for [my teaching]. A lot of it comes from my experience. I worked as a technical writer for several years. I've worked in public radio for a year out of school. And so, whether that's practical wisdom, or whatever you want

to call that, you know, from my own experience of learning. I try to give students practice in a workplace-appropriate situation.

Although Instructor 10 grounded his teaching practices in rhetorical theory like Instructor 8, Instructor 10 also used his workplace experience to undergird his teaching practices like Instructors 1 and 9. However, unlike Instructors 1, 8, and 9, Instructor 10 connected his workplace expertise with “practical wisdom” or *phronesis*. In connecting his experiences with rhetorical theory, Instructor 10 bridges the binary of theory and practice: epistemic or theoretical knowledge of rhetoric here is combined with phronesis or knowing how. “*Knowing how* is a technical sort of knowledge that falls on the wrong side of the theory-practice binary” (Sullivan & Porter, 1993, p. 409, emphasis theirs). Instructor 10’s reliance on phronesis in his teaching is significant because he describes his pedagogical underpinnings of theory as technical communication theory. Of all the instructors in this study, Instructor 10 makes the most intentional effort of using theory specific to PTC both in his own interview and in his syllabus learning objectives. In his service course syllabus, Instructor 10 wanted his students to “understand principles that inform professional communication.” Instructor 10 included the rhetorical concept of “audience analysis” in his learning outcomes; he further sketched theory more broadly for his students, also wanting them to understand PTC concepts of “ethics, collaboration, graphics, and design.” There is room within PTC pedagogy for pedagogical approaches that champion both rhetorical theory and the phronesis of workplace practice.

Outcome 2: Information Literacy: Important to Feedback, Ignored in Goals

In this study, information literacy was less important to instructors’ goals but often important to their feedback comments. In the coding scheme for this project, I included “information & content” as a subsection of the larger code for critical thinking. Only Instructors

2-7 included information and content as part of their syllabi's learning outcomes; this number excludes any instructors who included "critical thinking" or "research skills" as course goals without including outcomes that coded for "information & content." Most instructors ignored issues of information and content when speaking about their overarching goals for their courses. For example, Instructor 7's major course goals were teaching students audience analysis and collaboration skills. Despite this emphasis on audience, she mentioned information and content 17 times during her interview—and 16 of these 17 mentions were when she was conducting retrospective recall on comments on students' writing. Instructor 7 wanted her students to better consider how they used information and detail in their writing: "In the last comment [on the student's cover letter], is that they haven't really identified specific reasons that they're a good fit. They say, 'I have these skills,' but there's no evidence." Many of instructors' information-driven comments focused on asking students to give examples of their transferrable skills on their resumes and cover letters.

Instructor 6, on the other hand, framed information literacy and communication as the central goal of her PTC service course: she wanted her students to know "how to get whatever's in their head or whatever they're able to express in pictures and diagrams and charts. You know, the things they've thought of and be able to express it in words." Instructor 6 went on to frame information and content as the most important goal for her own teaching during the interview and as the learning objective mentioned most often in her syllabus. Better understanding how instructors teach students to understand, analyze, and communicate information connects students with the types of problem-solving skills necessary for today's changing workplaces.

Outcome 3: Importing FYC Practices to PTC Feedback

In this section, I specify how the overarching goals and methods of the first-year composition classroom diverge from that of the PTC service course. To contextualize these differences, I first describe how the first-year composition course and the PTC service course were designed to manage separate rhetorical situations. Then, I explain how these differences impact the role of the writing teacher and the ways that instructors comment on students' writing.

Although both courses primarily enroll non-majors as a service to other departments, first-year composition and the PTC service course were created to address completely different rhetorical situations. The purpose of first-year composition is to introduce first-year students to the discourse communities and expectations for academic writing contained within the university (Bartholomae, 1986). Along with this primary purpose, first-year composition courses have the secondary role of teaching students how to write for themselves (Belanoff, 2001; Elbow, 2007). In contrast, the purpose of the PTC service course is to reach beyond the university, bridging students into a new context: the professional organization or workplace where students need to learn how to write for others (Schreiber et al., 2018). When students leave the service course, they should understand that their writing is purposeful and can affect organizational decision-making.

Although recent literature in PTC makes compelling arguments for including genre ecologies (Lawrence et al., 2017), usability testing (Chong, 2018), and accessibility standards (Browning & Cagle, 2017) in the service course classroom, until PTC develops more robust training literature, these excellent strategies for students' workplace writing will be limited to localized incidences. As long as PTC "categorize[s], interpret[s], and explain[s] our work from a standpoint of first-year composition," these innovations for the PTC service course will be limited "because most of us receive pedagogical training for first-year composition. But when

assigned technical communication courses, these same graduate students don't necessarily receive the same level and depth of training for technical communication" (Ilyasova & Bridgeford, 2014, p. 53). Hence, developing accessible scholarship about instructor feedback is one key to shedding new light on this long-term disciplinary problem (Melonçon, 2018). For me, this research has raised questions about what the service course has the potential to be if instructor training in PTC were as robust as instructor training in first-year composition.

The Role of the Writing Instructor

In this study, Instructors 6 and 10 had profound insights about the differences between first-year composition and the PTC service course. Both Instructors 6 and 10 worked as associate professor, had workplace experience, and had taught PTC courses for sixteen and fifteen years, respectively. They each noted how the role of the writing instructor differed between first-year composition and the PTC service course.

For Instructor 10, the service course was an opportunity for students to learn that writing had purpose and that writing could guide decision-making to produce action. During his interview, Instructor 10 spoke at length about how the rhetorical situation of his classroom differed from that of first-year composition or literature courses:

With a technical writing course, students are able to move away from writing a document in an attempt to please an instructor, as we have to try to do when we're in first year writing. Or even in a literature class, where you are writing to display your knowledge or your understanding to the instructor. So yes, in a tech[nical] writing class students write to me. But I hope they try to understand that I'm not merely grading... but I'm trying to approximate what would happen to this document in a workplace.

In this quote, Instructor 10 addresses both his approach to giving feedback on students' writing (which he calls "grading") and how the PTC service course differs not just from first-year composition, but from almost all other courses that students take during their undergraduate careers. To Instructor 10, the service course was not just a display of a students' knowledge, but a way to develop specific skills, or phronesis, in workplace writing.

For Instructor 6, the service course provided ways for students to improve their abilities as workplace communicators and project managers. Instructor 6 used her PTC service course to push her engineering students' writing abilities. Instead of discussing the writing teacher's role like Instructor 10 did, though, Instructor 6 frames her service course in response to her student audience. She framed the service course differently than first-year composition to respond to her students' different needs. Instructor 6 was able to address these needs because of her workplace experience:

I taught in a law school as my grad assistantship for four years... So, I had some experience with writing that wasn't freshman comp essentially... a lot of the same principles as freshman comp certainly apply. But what I found is that it's such a different audience. That a lot of the techniques that I use in my freshman composition class--it's just not the same... There are skeptics, more so than freshmen in freshman comp. I mean freshmen [in] comp are like "Oh it's a class everyone has to take" and you know they just got out of high school and you know they just kind of get through it. This one is "I hate writing and I've already taken freshman comp. Why am I here? I'm never going to have to write. I want to be an engineer. I like math" or whatever. And so, you get an extra level of skepticism. One of the things I love is surprising them. You know like, "This is really relevant and you're really going to use this."

Teaching her students, especially the skeptical ones, that PTC skills would be relevant and useful to their educations drove Instructor 6's pedagogy. She enjoyed working with her engineering students and often spoke about writing in engineering terms, such as persuading subject-matter experts, or tailoring information to a non-engineer audience. To help overcome her students' skepticism, Instructor 6 was very clear about telling her students how their skills would transfer to the workplace and giving students "blunt" feedback about their work.

Instructors Describing their Feedback as Compared to FYC

Instructors 5, 6, and 7 described their feedback in PTC courses as different than in first-year composition. When looking at her students' writing, Instructor 5 noted that her PTC service course students were more consistent about their patterns of error and using spellcheck than her students in first-year composition. Instructor 5 explained the differences between first-year composition students' errors and those of her service course students, saying "I don't get too many of those [spelling errors] in the upper-level classes. My first-year composition students have more issues with [not using spell check]." Although this was a surface-level issue, Instructor 5 recognized that her service course students were more advanced writers than her first-year composition students.

When describing her feedback, Instructor 6 framed herself as a technical writer first and a writing teacher second, saying "Like any good technical writer, I am highly efficient about grading and I take a much more pragmatic approach than a lot of my first-year composition colleagues." Here, Instructor 6 was referring to her approach to commenting on students' writing, as she mostly gave students higher-order comments about information, audience, and formatting. She was less concerned with giving reader response comments (Sommers, 2006) and more concerned about helping her students learn writing that would help users accomplish tasks in the workplace. Because she gave formative feedback during online conferences and when

students asked her for additional feedback, Instructor 6 did less relationship building in her comments than others in the study. Instead, Instructor gave firm, honest comments to help her students revise:

And I think because I'm blunt that helps somehow. Engineers like blunt. Most of them are men. And so you... just [say] "OK. This is crap." And they're like "Yeah, you're right..." I'm the one that says it to them... I mean, in a freshmen class, I would never say "You know, this is crap." But to [the service course students] I absolutely would.

Instructor 6 gave straightforward feedback on her students' writing, which was appropriate for her students' developmental levels. Her engineering students were accustomed to this type of feedback from their other courses. Because first-year composition has a different rhetorical situation, Instructor 6 admits that she would not take the same approach with first-year students. Instructor 6 also noted that she valued students' making mistakes and learning, supporting her service course with an approach inspired by feminist theory and an ethic of care.

Outcome 4: Instructors' Labor Conditions Affect Feedback

Instructors' labor conditions affect their perceived quality of instruction. Instructors who were non-tenure track or who had course loads higher than a 3-3 struggled more in this study to balance feedback-giving with their other scholarly work. Although this point about instructors' workloads and employment status is an accepted premise within PTC (Meloncon, 2017; Meloncon, England, & Ilyasova, 2016), this data now provides additional evidence that instructors' course loads are directly correlated to the quality of instruction. Contingent faculty require additional professional development in their enacting PTC's pedagogical goals and commenting on students' writing. The service course is important to recruiting students to PTC major and minor programs, and as such, contingent faculty are the "first line of defense at a

university or college in that they are the faculty members who teach the introductory courses and the teachers new students meet first or most often” (Mechenbier, 2015, p. 228). Reducing instructors’ workloads or raising their pay may have administrative limitations in this post-recession era. Instead, PTC can use more empirical pedagogical research to create practical, accessible methods for helping instructors to better manage their workloads while giving students quality instruction.

In Instructor 9’s case, she conferenced with students, completed peer response exercises with them in class, and required them to attend resume workshops at the career center. To manage her workload while allowing students the opportunity to revise, Instructor 9 told students to take their resumes back to the career center to work with a specific person there. She didn’t point out students’ errors in her feedback—instead, any students with errors on their resume, no matter how small, were pointed to the career center to meet with the woman who worked there. Instructor 9 was doing her best to manage her high workload and used the career center to release some of the pressure of helping her students write resumes.

Another point of intervention that this feedback research can make is for instructors who are new to the tenure track. Some PTC instructors on the tenure track admit that they uncritically import their pedagogical and feedback strategies from first-year composition simply because they are pressed for time when commenting on students’ writing. At the end of her interview, Instructor 7 connected her current feedback practices to her transition as a new faculty member teaching PTC courses. In graduate school, Instructor 7 said that she and others would complete “norming sessions” where they graded students’ writing individually, then compared their comments.

And now that I'm actually in the faculty position like we don't quite get that [feedback professional development] as much... I think it's a valuable thing. But at the same time, I would say how in God's name are you going to find the time?... Yeah, I think most of us just do what we did in first-year writing.

Instructor 7 taught three service courses, with 25 students each, plus an additional fourth course, during the semester that we conducted the interview. She received large amounts of students' writing at the end of each semester when she taught the resume and cover letter project, using rubrics to expedite her heavy grading process. While she cared about her students' learning a great deal, Instructor 7 was using her pedagogical methods from first-year composition just to survive her course load.

Even instructors who have taken extensive coursework in pedagogy found their transitions to the tenure track difficult. For example, Instructor 8 had taken a whole graduate certificate in pedagogy but had only a single workshop session on how to give feedback outside of first-year composition. Likewise, Instructor 3 spoke at length about her struggles to balance her workload in her tenure-track position, saying "I was in some ways not prepared for the workload [of a 3-3]." Instructor 3 had taken three pedagogy classes during her Ph.D. coursework, yet she still faced a large adjustment in her time management and workload when transitioning from her graduate program to her current position:

The transition was like "Oh my God, how am I supposed to teach 75 students? And maintain somewhat of an active research [agenda]?" I still have five articles or a book equivalent... and committee work... So, I would give students individual feedback and I would have received mentoring from a lot of colleagues—both tenured and untenured,

lecturers, adjuncts—on how they handle this. This was a lot of my living with my first year. How do you guys get feedback and why... Am I doing something wrong?

Even though Instructor 3 had strong mentoring at her institution and a collegial department climate, she was still overwhelmed during her transition from being a graduate student to being an assistant professor. She mentioned that her graduate program's expectations were that all their students would be placed in assistant professor jobs at "Big 10" schools. Instructor 3 further described teaching 10 different course preparations within the three years at her institution and how she was publishing a book. "I would like to think that I'm a good teacher... But at the end of the day I was like 'I'm working 12 hours and I'm not like taking care of myself.'" Transitioning to giving students detailed collective feedback (Singleton & Melonçon, manuscript submitted for publication) helped Instructor 3 to manage her workload. For further individual feedback, she was more than happy to conference with students and to answer their questions. Collective feedback eased the compressed schedule of her summer course while allowing students to revise their writing to produce stronger work.

From this data, PTC can also conclude that teaching shortened summer courses makes giving meaningful instruction and feedback difficult for instructors. Even Instructors 6 and 10, with tenure and 16 and 15 years of experience teaching PTC, respectively, found helping students meet all the course learning objectives. Teamwork and collaboration deeply mattered to Instructor 10's pedagogy; however, he only had his summer students complete "a reading quiz that relates to collaboration" because the shortened term did not afford time for more in-depth instruction. When reading through his feedback during his interview, Instructor 10 kept pointing out "missed [opportunities]" to point out what students did well, as he was trying to get students their feedback as soon as possible so they could produce stronger work on the next assignment.

Similarly, Instructor 6 described her summer course as different because I do sort of a portfolio of final grades and comments at the end... But I do give other feedback. I just don't have written record of it. [Students] are required to do either a live chat with me which is what I prefer but sometimes we do Skype which is okay.

Instructor 6 mentioned that she preferred chatting with her students with synchronous, text-based comments because her students often copied and pasted her comments into a separate document to guide their revisions. Chatting with students online gave Instructor 6 more control over her workload, using the time that she would otherwise spend grading in working directly with her students. This text-based conferencing gave Instructor 6 more control over her workload, "Plus, I can be in my pajamas."

This data raises questions about giving instructors stronger professional development in teaching the PTC service course; however, instructors' time and energy are already stretched thin. For many instructors, even those with job security and experience, summer teaching can pose challenges. How can PTC move forward while assisting instructors' in managing their workloads while giving quality feedback?

Chapter 6: Conclusion

The results and implications of this study point to a need in PTC to reinvent the service course. As this research reveals, the field of PTC is not meeting instructors' training needs through its graduate curriculum, professional development opportunities, or its peer-reviewed research. Although some professional development has been occurring to help new graduate student or continent faculty members to give strong, timely feedback (Nagelhout et al., 2015), many of these opportunities have been limited in scope, focusing on localized interventions. On a field-wide basis, then, PTC needs empirical research and assessment to examine the ways that it trains new instructors, reinventing itself to meet student, faculty, university, and workplace needs.

In this chapter, I begin by broadening my four major implications, showing the wider significance of instructors' relationships with theory, instructors' attunement to content-centric writing, instructors' use of pedagogical methods from first-year composition, and instructors' labor conditions. Next, I consider this study's limitations around sample size, feedback coding, and information about instructors' workplace experience. Third, I summarize my plans for future research, both in continuing to recruit instructors to the third stage of this project and designs for further studies that have emerged from this line of inquiry. Finally, I end this dissertation pointing out that empirical pedagogical research like this study attunes the field of PTC to the conversations that are largely absent from current pedagogical research.

Implications

To begin this reinvention of what, why, and how that PTC service course should be taught, I posit that the four implications from this study mark a unique starting place for the field. These implications arise out of data, not lore, and by speaking with instructors with diverse employment statuses from differing institutions and backgrounds. Taken together, these four

implications have meaning for the field around instructors' relationships to theory, information literacy, teaching methods within PTC and first-year writing, and their overall labor conditions. Instructors' relationships with theory were informed by their graduate-level training and/or their workplace experience.

Instructors' orientations to theory in this study were divided between approaches informed by Neo-Aristotelian rhetoric, including Miller's genre as social action, and approaches informed by theories that did not originate within writing studies, for example, transmission theory (Shannon & Weaver, 1964) or the fundamentals of management. Instructors who worked in business departments did not overtly use rhetorical theories and terminology to inform their teaching. Instructors from English, writing, and technical communication departments, on the other hand, used rhetorical terminology when discussing their pedagogy.

Still, the ways that instructors used rhetorical terminology when speaking about their pedagogical goals varied. Instructors with fewer years of experience teaching PTC, such as Instructors 2, 3, 7, and 8, relied on rhetorical terms of purpose, audience, and context when they discussed their pedagogical goals. Instructors with more extensive workplace experience, such as Instructors 4, 6, and 10 used language that was situated more firmly in workplace contexts, while still employing theoretical concepts like *phronesis* and *transfer*. Although previous questions of rhetoric's role in the workplace communication have been raised (Hagge, 1996; Miller, 1979; Moore, 1996), this study opens new questions considering instructors' actual pedagogical experiences within the PTC service course. Transforming PTC pedagogy demands both a reconceptualization of course competencies and skills, plus close attention to the conditions in which instructors teach. These current conversations naturally extend into studying how

feedback can engage and reflect instructors' values for students' learning in PTC service courses by using the evaluative framework that I developed for this project (Doan, 2018).

Instructors rarely considered teaching students information literacy and content-centrism when discussing their pedagogical goals, yet gave ample feedback about issues of information, detail, and content.

Throughout this project, I have considered the impact of making pedagogical decisions from data and empirical evidence, as opposed to basing pedagogical decisions on lore, tradition, or what the field of PTC believes that it knows. One of the most surprising outcomes from this study was the emergence of a dichotomy between how instructors largely ignored issues of content, details and information during their interviews, yet gave ample feedback on students' use of content on students' resumes and cover letters. Although calls for imbuing PTC students with greater data literacy skills have rang out for the last decade (Boettger et al., 2017; R. Spilka, 2009), this dissertation presents empirical data to prove that these calls require attention from the field. PTC research must give greater attention to the ways in which students—both in the service course and beyond—work with, parse, and organize information and content.

Instructors often imported pedagogical methods from first-year writing into PTC service courses

In the previous two sections, I discussed implications that arose from this dissertation that I had not expected to find. In the final two implications, I discuss how this dissertation contributes to larger conversations of pedagogical training and instructor support that began in my pilot study. As PTC currently stands, many service course instructors have taken a graduate-level course in PTC pedagogy. Instructors also often have training in teaching first-year writing courses or from working as writing center tutors. Because first-year writing has a robust tradition

of training instructors (Belanoff, 2001; Yancey, 2004), PTC instructors have, often uncritically, imported teaching methods and practices from the first-year writing into their service courses (Doan, 2019). Borrowing these teaching methods has been problematic because they mean that instructors are often positioning themselves from the standpoint of first-year writing (Ilyasova & Bridgeford, 2014), ignoring the ways in which the rhetorical situations of PTC differ from those of first-year writing. The gaps in PTC's training have led to gaps in PTC pedagogical practice; currently, PTC relies on lore and assumptions about what practices contribute to quality pedagogy, instead of testing these assumptions through pedagogical research. In this study, I have strived to produce the type of empirical, data-driven research about the service course that would have benefitted me when I was a new instructor.

Instructors' labor conditions informed the perceived quality of their feedback and their adherence to their overarching pedagogical goals in the PTC service course.

The means of pedagogy that instructors use with their students often depend on instructors' workloads and previous training. Relying on contingent faculty who are under-trained and who have high workloads is "one of the most important, wide-spread, and localized issues of social justice" within PTC today (Melonçon, 2017, p. 270). Instructors in this study wanted to improve their pedagogical practices and their students' learning but were often rushed during their teaching and grading, lessening the alignment between instructors' pedagogical goals and how they could enact those goals. Quality instruction for the service course matters, particularly in the resume and cover letter assignment, as students view their instructors as the most important sources for assistance in creating these employment documents (Randazzo, 2016). Although localized professional development to help instructors balance their feedback workloads is occurring (Nagelhout et al., 2015; Singleton & Melonçon, manuscript submitted for

publication), the field of PTC has yet to make these issues of faculty workload, feedback, and pedagogical training for PTC instructors a priority.

Limitations

In this section, I acknowledge my dissertation's limitations. The number of instructors within the study was slightly below average. This study included 10 instructors, while the PTC articles usually include an average of 12 participants (Melonçon & St.Amant, 2018). However, research with a low number of participants has often been published within the field, including studies with only one (Whittemore, 2012), one (Bellwoar, 2012), and four (Doan, 2019) respective participants. To overcome this limitation, I have triangulated my data collection and collected large amounts of verbal and textual data to create "thick description" of instructors' goals and feedback practices (Tracy, 2013, p. 2). Additionally, as I continue to write about and publish the data from this project, I am expanding the recruitment from these 10 instructors to a total of 25 instructors.

I have two secondary limitations: race and information about workplace writing. Although I did not collect formal information about race in this study, the clear majority of the participants that I spoke appeared white. Collecting more data from instructors of color is something I am committed to as I continue to recruit instructors for this study. Also, in the demographic survey and interview, I wish that I had collected more information about instructors' workplace experiences and the extent to which these professional experiences influenced their teaching. Although Instructors 1, 5, 6, 9, and 10 volunteered this information during their interviews, having a formal interview question about instructors' workplace experiences would have given me clearer viewpoints into their pedagogical goals.

Future Research

My dissertation and ongoing feedback research have considerable potential to make a widespread impact on PTC's approach to classroom practice and teachers' professional development. I plan to continue this research into instructor feedback beyond what is analyzed here in this dissertation. The next phase will expand participant recruitment from 10 to 25 instructors.

Phase 3: Data Collection Follow-Up

Using a smaller part of this study for my dissertation allowed me to be reflective as a researcher and to prepare the final part of this study as a series of articles that will make a broad impact on the field of PTC. To complete this study, I will recruit an additional 15 instructors, then collect and analyze their pedagogical goals and feedback data for a total sample size of 25 instructors—a population large enough to produce generalizable results. Then, I will produce additional articles on instructor feedback, how instructors teach resumes and cover letters, and how instructors frame their pedagogical goals.

Increasing the data collection allows me to test my dissertation's findings by looking closely at trends in instructors' feedback data and understand how instructors' pedagogical training and workplace experience inform their reactions to students' writing. As I expand the number of participants in this study, I will use the data from this study to explore further implications in the following areas:

- How do instructors give feedback on students' writing in the PTC service course? I envision this as not only the next step of this project's data analysis, but also as two articles: the first, a content analysis of instructors' feedback on students' writing, much like my pilot study (Doan, 2019). The second would be a tutorial article with specific

methods and approaches for giving feedback on writing in workplace genres and contexts.

- How do instructors frame and teach resumes and cover letters in the PTC service course? Building on Randazzo's work (2012, 2016) I will use the data from this study to examine how instructors teach the resume and cover letter assignment, comparing their interviews, assignment sheets, and feedback to the practices outlined in practitioner-based research and PTC's textbooks.
- How do instructors design their syllabi to meet student, department, and university needs? Building on the work of Chong (2016) and Crane (2015), I will use information from instructors' interviews and syllabi to outline how instructors create their service course syllabi.
- How do instructors articulate their goals for students' learning and their assignment parameters through writing assignment sheets? As PTC has little research about classroom documents (Warren, 2015), these implications would not only cover what instructors value in their assignment sheets, but also how instructors write and articulate their goals for students' learning on specific assignments.

Using these implications to create peer-reviewed scholarship would strengthen my dissertation's contributions to the field of PTC. Along with the contributions that I will make using data that I have collected here, I also plan future studies to replicate the methods and results of this study. More work needs to be completed to understand less experienced instructors' training needs in the field, particularly for new contingent faculty and graduate teaching assistants who have fewer than five years of experience teaching PTC courses. As the implications from online and summer instructors who participated in this study were particularly striking, future research should

examine the pedagogical goals and feedback practices of instructors who teach online or shortened summer courses. Finally, more research should be conducted to form a data-driven tradition surrounding how students receive, use, and interpret feedback in PTC courses.

Conclusion

As I end this dissertation, I return to the interview that Instructor 3 and I conducted on June 6, 2018. During the last part of the interview, I asked Instructor 3 if there was anything else that she would like to discuss or anything that she would like me to know. She replied:

I think the work that you're doing is incredibly useful for the whole [field of PTC].

Especially for somebody like myself as relatively new faculty. Still, I want to know what this means to the field. Because like you said, there's nothing really being done about [how instructors give feedback]. And so, when you're at [regional teaching institution], which is not common, I wonder how that work impacts the creation and sustainability of a standalone techcomm program... I think that your study—and I'm curious to learn more about it—is timely because these are the conversations I don't hear.

Throughout my time as a graduate student, I have been looking for the empirical, data-driven pedagogical research that could help me strengthen my teaching in the service course. As a developing scholar, I first situated my pilot study in a small place of intervention: augmenting the field's research into PTC instructor feedback within service courses. In writing this dissertation and studying these 10 instructors, I have created a launching pad to boost the next few years of my career, not just researching instructor feedback, but working to make sense of instructors' pedagogical goals and how instructors enact their goals and assess students' learning through giving feedback. Also needed are conversations about how the role of the writing teacher shifts from the instructor as encourager and reader in first-year writing to the instructor as decision-maker within an organizational context in the PTC service course. Adding urgency to

this reinvention is that many PTC instructors—especially those who teach service courses—are finding themselves with reduced institutional resources, low pay, little job security, rising course caps, and issues accessing current technologies or institutional support (Hewett & DePew, 2015; Nagelhout et al., 2015). Not only must PTC pedagogy grow to anticipate future needs of students and employers, but it must do so with instructors who are stretched thinner than ever. Like Instructor 3 said, these are the conversations that the field of PTC is only beginning to have right now. My dissertation is only a starting point for my future research and for fostering these conversations about pedagogy, goals, and feedback that the field needs to be having.

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Appendix A: Demographics Survey Questions

1. **Have you taught an introductory, undergraduate business, technical, or professional communication course during a Summer 2017, Fall 2017, Spring 2018, Summer 2018, or Fall 2018 session?**
 - Yes
 - No (survey ends if they say no)
2. **In your professional communication course, did you teach an assignment that included a resume and employment cover letter?**
 - Yes
 - No (survey ends if they say no)
3. **How many years of experience do you have teaching post-secondary business or professional communication?**
 - Fewer than 5 (survey ends if they say fewer than 5)
 - 5
 - 6
 - 7
 - 8
 - 9
 - 10
 - 11
 - 12
 - 13
 - 14
 - 15
 - 16
 - 17
 - 18
 - 19
 - 20+
4. **Have you taken a graduate-level pedagogy course that focused on teaching methods? (Select all that apply.)**
 - Yes, in first-year composition
 - Yes, in business, professional, and/or technical communication
 - Yes, in online teaching
 - Yes, other: _____
 - No
5. **If yes to question #4, did that graduate-level pedagogy course discuss how to give feedback on student work?**
 - Yes
 - No

- 6. What institution do you work at?**
 - [short answer]
- 7. In what university department is your primary employment?**
 - English
 - Communication
 - Business
 - Other: _____
- 8. What's your employment status?**
 - Graduate student teaching assistant
 - Lecturer/Adjunct
 - Tenure-track
 - Tenured
 - Other: _____
- 9. What's your gender?**
 - Male
 - Female
 - Other/non-binary
- 10. What's your name and email address?**
 - [short answer]

Thank you for your time!

If you fit the selection criteria, you will be interviewed and asked to submit anonymized copies of your students' writing with your feedback.

Appendix B: Interview Questions

- Pedagogical goal questions:
 - Describe your approach to teaching Business Communication during the semester that you gave the feedback that you forwarded to me for use in this study.
 - What do you think your students most need to know or do when they leave your class? Why?
 - What theories underpin your teaching of business communication? How do those theories inform your pedagogy?
 - What goals do you have for your business communication class, for example, to improve students' teamwork skills? How did you use your syllabus and assignment sheet to articulate these goals [Reference the goals from instructor's syllabus and assignment sheet]?
- Feedback questions:
 - How do you typically give your students feedback on assignments? Describe your workflow.
 - What do you typically focus on when giving students feedback on their writing? Why?
- Looking at student work:
 - Here is a student paper with some feedback that you have already given to this student. Can you talk through each comment that you gave? Why did you give that specific comment, as opposed to a different comment? [I will provide 2 papers with their feedback that the instructor will talk through]
- Final question
 - Is there anything else that you would like to cover or anything else that you would like me to know?

CURRICULUM VITAE

Sara Doan | saracdoan.com

Education

Ph.D. in English: Professional Writing Anticipated May 2019

University of Wisconsin–Milwaukee, Milwaukee, Wisconsin

Dissertation: *Course Goals and Feedback Workflows: Examining Instructors' Pedagogy in Professional Communication Service Courses*

Dissertation committee: David Clark (chair), Rachel Spilka, Rachel Bloom-Pojar, Erin Parcell, and Lisa Melonçon (University of South Florida)

M.A. in Rhetoric, Composition, and Professional Communication May 2015

Iowa State University, Ames, Iowa

Thesis: *Digital Classrooms, Public Profiles*

Thesis committee: Charles Kostelnick (chair), Barbara Blakeley, Jean Goodwin, and Stacy Tye-Williams

B.A. in Vocal Music. Minor in English May 2012

University of Wisconsin–Platteville, Platteville, Wisconsin

Areas of Teaching Interest

Professional Writing	Medical Rhetoric	Usability & User Experience
Technical Communication	Feminist Rhetoric	Project Management
Information Design	Digital Rhetoric	Online Writing Pedagogy
Data Visualization	Pedagogy of Writing	

Peer-Reviewed Publications

Journal Articles

Doan, S. (2019). Contradictory comments: Feedback in professional communication service courses. *IEEE Transactions on Professional Communication*.

Doan, S. (2019). My favorite assignment: Business plans. 3 pages. *Business and Professional Communication Quarterly*.

Smith, J., Mackiewicz, J., Hanson, D., Fanning, S. N., & Doan, S. (2016). The communicative work of biology-journal captions: Lessons for technical and professional communication. *Technical Communication Quarterly*, 25(4), 260–277. <https://doi.org/10.1080/10572252.2016.1222453>

Book Chapter

Forthcoming. Doan, S. (2019). What are we really teaching? In L. Melonçon & J. Schreiber (Ed.), *Foundational Knowledge and Innovative Practices in Technical and Professional Communication*. Fort Collins, CO: The WAC Clearinghouse.

Book Review

Forthcoming. Doan, S. (in press). Review of *Agile Faculty* by Rebecca Pope-Ruark. *IEEE Transactions on Professional Communication*.

Conference Proceedings

Doan, S. (2018). Building understanding of instructor feedback: Laying groundwork for professional and technical communication service courses. *Professional Communication Conference (ProComm), 2018 IEEE International* (pp. 191-195). <https://doi.org/10.1109/ProComm.2018.00045>
*Awarded the Hayhoe Award for best student paper

Doan, S. (2017). Disrupting transmission theory: Genre as social action in the professional communication classroom. *Professional Communication Conference (ProComm), 2017 IEEE International* (pp. 1-5). <https://doi.org/10.1109/IPCC.2017.8013940>

Professional Publication

Doan, S. (2017). What I wish I'd known: Transitioning from an MA in RCPC to a Ph.D. program at another university. *Phor the Record*, Iowa State University. (Invited Blog Post).
<https://sites.isucomm.iastate.edu/phorum/2017/01/12/>

Conference Presentations

Doan, S. (2019, Mar.). "Performing feedback: Tensions between instructors' pedagogical goals and methods." Conference on College Composition and Communication, Pittsburgh, PA.

Doan, S. (2019, Mar.). "Understanding Accountability through Instructors' Resume Feedback." Association of Teachers of Technical Writing Annual Conference, Pittsburgh, PA.

Doan, S. (2019, Jan.). "Visions for Giving Feedback in Online Writing Courses." Global Society of Online Literacy Educators, Online Conference.

Doan, S. (2018, Oct.). "My favorite assignment: Business plans and pitch proposals." Association of Business Communication (ABC) Annual Conference, Miami, FL.

Doan, S. (2018, Oct.). "Celebrating opportunities to tie our teaching practices to data: Examining instructor feedback on resumes and cover letters." Association of Business Communication (ABC) Annual Conference, Miami, FL.

*Accepted early through blind peer review

Doan, S. (2018, Oct.). "Using feedback to further instructors' pedagogical goals in technical, science, and professional communication service courses." Council for Programs in Technical and Scientific Communication (CPTSC) Annual Conference, Minneapolis, MN.

Doan, S. (2018, Aug.). "Examining instructor feedback in professional and technical communication service courses." ACM Special Interest Group in Design of Communication (SIGDOC) Annual Conference, Milwaukee, WI.

*Semifinalist in the Microsoft Graduate Student Research Competition

Doan, S. (2018, July). "Building understanding of instructor feedback: Laying groundwork for

- professional and technical communication service courses.” IEEE International Professional Communication Annual Conference, Toronto, Canada.
- Doan, S. (2018, Apr.). “Celebrity midwives: Duggar discourse around homebirth.” 4W Summit on Women, Gender, and Well-Being, Madison, WI.
- Doan, S. (2017, Oct.). “Shannon and Weaver in business writing: Surveying the landscape through instructor comments.” Association of Business Communication (ABC) Annual Conference, Dublin, Ireland.
*Won competitive position at Graduate Student Panel with Travel Scholarship.
- Doan, S. (2017, Oct.). “Risky rhetorics: Epideictic identification in certified professional midwifery.” 11th Biennial Feminisms and Rhetorics Conference, Dayton, OH.
- Doan, S. (2017, July). “Disrupting transmission theory: Genre as social action in the professional communication classroom.” IEEE International Professional Communication Annual Conference, Madison, WI.
- Doan, S. (2017, Apr.). “Certified Professional Midwives and the rhetoric of blame.” 4W Summit on Women, Gender, and Well-Being, Madison, WI.
- Doan, S. (2017, Mar.). “Questioning core values: Technical communication and competency-based education.” Association of Teachers of Technical Writing Annual Conference, Portland, OR.
- Doan, S. (2017, Mar.). “Practical pointers for learning management systems.” Digital Praxis Poster Session at the annual Conference on College Composition and Communication, Portland, OR.
- Doan, S. (2016, Apr.). “What should Anna Duggar Do? A discourse analysis of the Quiverfull Movement.” 4W Summit on Women, Gender, and Well-Being, Madison, WI.
- Doan, S. (2016, Nov.). “Becoming a power user: Making meaningful learning management systems.” Great Plains Alliance for Computers and Writing Annual Conference, Menomonie, WI.
- Mackiewicz, J., Doan, S., Fanning, S., Hanson, D., Smith, J. (2015, Mar.). “A content analysis of captions in science journals.” Association of Teachers of Technical Writing Annual Conference, Tampa, FL.
- Doan, S. (2015, Mar.). “Digital classrooms, public profiles.” Conference on College Composition and Communication, Tampa, FL.
- Doan, S. (2014, Nov.). “Digital classrooms, public profiles.” Great Plains Alliance for Computers and Writing Annual Conference, St. Cloud, MN.

Awards and Honors

National Grants & Awards

Semifinalist, Microsoft Student Research Competition (\$500), SIGDOC

2018

Hayhoe Award for best student paper, IEEE ProComm	2018
C.R. Anderson Research Grant (\$3,000), Assoc. for Business Comm.	2018
Marty Baker Graham Research Award (\$500), Assoc. for Business Comm.	2017

Local Fellowships & Awards

Distinguished Dissertation Fellowship (\$16,500), UW–Milwaukee	2018-2019
Graduate Student Excellence Fellowship (\$1,500), UW–Milwaukee	2017-2018
Chancellor’s Award (\$8,000), UW–Milwaukee	2015

Travel Grants

Graduate Student Travel Scholarship, Assoc. for Business Communication	2018
ATTW Workshop Travel Award	2018
Graduate Student Travel Scholarship, Assoc. for Business Communication	2017
Professional Writing Travel Scholarship, UW–Milwaukee	2017
Graduate Student Travel Scholarship, Assoc. for Business Communication	2016
Richard Johnson-Sheehan Travel Grant, Iowa State University	2014

National Service

Graduate Student Exploratory Committee, Council for Programs in Technical and Scientific Communication, Dec. 2017-Present

- Coordinating with graduate students and faculty on this national initiative to begin a graduate student organization affiliated with the Council for Programs in Technical and Scientific Communication
- Co-authoring the recommendation proposal given to the Council for Programs in Technical and Scientific Communication
- Conducting a business meeting for graduate students at the 2018 Council for Programs in Technical and Scientific Communication conference

Faculty Office Hours, Founding Member & Planning Committee, 2017-Present

- Creating a monthly virtual meeting space to discuss pedagogical issues, i.e., “office hours” for professional and technical communication faculty
- Collaborating with Lisa Melonçon, Michael Trice, Lauren Cagle, and Sarah Gunning to plan monthly topics, schedule dates, and publicize on Twitter and Facebook.

NEXTGen Graduate Student Listserv, Founding Member & Steering Committee, Mar. 2018-Present

- Co-authoring the proposal and mission statement to launch the the NEXTGen listserv for graduate students to foster inclusiveness and professional development across writing studies
- Publicizing the NEXTGen listserv on social media
- Facilitating a graduate student reception at the 2019 Conference on College Composition and Communication

Assessment Committee, Council for Programs in Technical and Scientific Communication, Jan. 2018-Present

- Collaborating with senior scholars to understand the needs of programs in technical and science communication

- Working to outline assessment of student learning outcomes for varying programmatic needs

SIGDOC Conference Reviewer, 2018

Research and Programmatic Positions

Research Assistant, Amy Ressler, California State University, Bakersfield **July 2018**

- Conducted eight qualitative interviews among teaching staff at a Harry Potter-themed summer camp
- Developed a summary of each pedagogical interview with notes about major themes

First-Year Multimodal Composition Program Assistant, UW–Milwaukee **Spring 2018**

- Planned and collaborated on a proposal to fully integrate multimodal composition at UW–Milwaukee
- Compiled database of current composition research on multimodality, digital literacies, and new media
- Interviewed outside writing program administrators for unique programmatic and departmental approaches to first-year composition
- Collaborated with other offices and departments at UW–Milwaukee to integrate multimodal composition into existing campus initiatives and priorities

Writing and Curriculum Consultant, UW Flexible Option **Fall 2015-Summer 2016**

- Consulted with students enrolled in self-paced, competency-based FLEX courses to interpret grading feedback and polish student writing
- Assisted students in understanding competency-based assignments in Beginning and Advanced Technical Communication, Organizational Communication, Project Management, and Information Design
- Updated FLEX Advanced Technical Communication and Information Design courses by designing assignments that scaffolded into learning outcomes for students' self-paced learning

Courses Taught

Instructor of Record, University of Wisconsin–Milwaukee **Sept. 2015–Present**

English 205: Business Writing (Online)

Students created digital small business portfolios including business plans, advertisements, job documents, and pitch proposal presentations to practice business communication genres in a realistic context

English 435x: Advanced Technical Communication, UW Flexible Option (Online)

Students in this self-paced course drafted research reports for their current professional organizations, designed visuals, user-tested documents, and compiled a digital portfolio of their best work to show future or current employers

English 439x: Information Design, UW Flexible Option (Online)

Students in this self-paced course critiqued, revised, designed, and user-tested documents, infographics, and interfaces, then produced a digital information architecture for their current professional organizations

English 205: Business Writing (Face-to-face)

Students wrote, revised, and presented a digital dossier of documents that they could use to open or run a small business, including a business plan, resume and cover letter, social media advertisement, design defense presentation, and investor pitch

English 102: College Writing and Research (Face-to-face)

Students compiled, evaluated, and analyzed sources to write a ten-page paper and five-page research reflection to practice academic writing and research conventions

English 101: Introduction to College Writing (Face-to-face)

Students wrote three rhetorical analysis essays based on readings, revising two into a portfolio to introduce them to the practices and expectations of college writing

Lecturer, University of Wisconsin–Platteville

March 2018-May 2018

English 1230: College Writing II

Students learned to ask and answer research questions through writing a research paper on the social, cultural, and political implications on their favorite film or television series

Instructor of Record, Iowa State University

August 2013-May 2015

English 150: Critical Thinking and Communication

Students created multimodal portfolios to explore artwork and buildings on the Iowa State University campus, including brochures and posters, oral design defense presentations, a short paper, and electronic composing in the class computer lab

English 250: Written, Oral, Visual, and Electronic Composition

Students created electronic portfolios that showcased their revised papers and presentations on visual and rhetorical analysis and a longer research project

English 150: Critical Thinking and Communication for Biology Majors

Students in biology created science communication artifacts that explained scientific concepts to different audiences through presentations, posters, and short research papers

English 250: Written, Oral, Visual, and Electronic Composition for Health Science and Human Nutrition Majors

Students wrote evaluative memos of specific arguments, created posters or brochures to communicate nutritional information to the public, discussed *The Food Police* by Jayson Lusk, and created WordPress e-portfolios to highlight their work

Invited Talks & Lectures

Guest lecturer, “Business Correspondence.” ENGL 100WB: Written Communication: Business, San José State University, Sept. 5, 2018

Guest lecturer, “Giving Feedback in Technical Communication.” Lit 6934: Practicum in Teaching Professional and Technical Communication, University of South Florida, Feb. 13, 2018

Invited speaker, “What Professional Writing Has Helped Me Accomplish.” Professional Writing Days, UW–Platteville, Oct. 12, 2017

Industry Experience

Web Developer, Responsive Writing Solutions

Summer 2017

- Updated and reorganized the website for Responsive Writing Solutions, including marketing copy for their downloadable plug-in
- Designed the style sheet and created a suite of company logos appropriate for different contexts

Technical Writing Intern, Hy Cite Enterprises

Summers of 2014 & 2015

- Created, revised, and edited over 200 documents per summer for multiple audiences, including members of the information technology department, general users, and non-native English speakers
- Overhauled 250 articles on the information technology after-hours wiki site to enable better troubleshooting for workers on call during nights and weekends
- Implemented the migration from SharePoint 2007 to SharePoint 2013, re-configuring archives, metadata, and storage system for the company's virtual documents.

Local Service and Consulting

- Website Consultant, Wisconsin Election Training Wisvote, Sept. 2017
- Conference Volunteer, 4W Summit on Women, Gender, and Well-Being, April 2017
- Business Writing Competition Preliminary Judge, UW–Milwaukee, Dec. 2016
- Association for Business Communication Conference Volunteer, Oct. 2016
- Academic Job Materials Workshop Volunteer, UW–Milwaukee, Oct. 2016
- English Research Colloquia Public Relations, Iowa State University, 2014-2015

Professional Development

- Graduate Research Network, Association for Business Communication, October, 2018
- Research Network, SIGDOC, August 2018
- Career Workshop, Association for Teachers of Technical Writing Annual Conference, Kansas City, KS, March 2018
- Coding Language Reliably, Research Methods Workshop, Association for Teachers of Technical Writing, March 2018
- Quantitative Content Analysis, Research Methods Workshop, Association for Teachers of Technical Writing, March 2017
- Career Workshop, Association for Teachers of Technical Writing Annual Conference, Portland, OR, March 2017
- RSA Midwest Winter Workshop, University of Iowa, January 28, 2017

Professional Affiliations

- Association for Business Communication
- Association of Teachers of Technical Writing
- Council for Programs in Scientific and Technical Communication
- IEEE Professional Communication Society Member (ProComm)

- Special Interest Group on Design of Communication (SIGDOC)
- Women in Technical Communication