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[Teaching Professional and Technical Communication guides new instructors in teaching professional and technical communication \(PTC\). The essays in this volume provide theoretical and applied discussions about the teaching of this diverse subject, including relevant pedagogical approaches, how to apply practical aspects of PTC theory, and how to design assignments. This practicum features chapters by prominent PTC scholars and teachers on rhetoric, style, ethics, design, usability, genre, and other central concerns of PTC programs. Each chapter includes a scenario or personal narrative of teaching a particular topic, provides a theoretical basis for interpreting the narrative, illustrates the practical aspects of the approach, describes relevant assignments, and presents a list of questions to prompt pedagogical discussions. Teaching Professional and Technical Communication is not a compendium of best practices but instead offers a practical collection of rich, detailed narratives that show inexperienced PTC instructors how to work most effectively in the classroom. Contributors: Pam Estes Brewer, Eva Brumberger, Dave Clark, Paul Dombrowski, James M. Dubinsky, Peter S. England, David K. Farkas, Brent Henze, Tharon W. Howard, Dan Jones, Karla Saari Kitalong, Traci Nathans-Kelly, Christine G. Nicometo, Kirk St.Amant](#)

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This is the eBook of the printed book and may not include any media, website access codes, or print supplements that may come packaged with the bound book. Technical Communication: Process and Product, 8e by Sharon J. Gerson and Steven M. Gerson, provides a proven, complete methodology that emphasizes the writing process and shows how it applies to both oral and written communication. With an emphasis on real people and their technical communication, it provides complete coverage of communication channels, ethics, and technological advances. This edition includes information on dispersed teams, collaboration tools, listening skills, and social networking. Using before/after documents, authentic writing samples and skill-building assignments, the book provides a balance of how-to instruction with real-world modeling to address the needs of an evolving workplace.

Research has long substantiated the fact that living with a disability creates significant and complex challenges to identity negotiation, the practice of communication, and the development of interpersonal relationships. Furthermore, individuals without disabilities often lack the knowledge and tools to experience self-efficacy in communicating with their differently-abled peers. So how do these challenges translate to the incorporation of disability studies in a classroom context and the need to foster an inclusive environment for differently-abled students? Bringing together a range of perspectives from communication and disability studies scholars, this collection provides a theoretical foundation along with practical solutions for the inclusion of disability studies within the everyday curriculum. It examines a variety of aspects of communication studies including interpersonal, intercultural, health, political and business communication as well as ethics, gender and public speaking, offering case study examples and pedagogical strategies as to the best way to approach the subject of disability in education. It will be of interest to students, researchers and educators in communication and disability studies as well as scholars of sociology and social policy, gender studies, public health and pedagogy. It will also appeal to anyone who has wondered how to bring about a greater degree of inclusion and ethics within the classroom.

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