ENDNOTES

NOTES TO CHAPTER ONE (DUBINSKY)

1.   Barton and Barton (1993) describe how European mapmakers controlled the way most individuals saw the world. For example, they describe how, by making Europe the center of the world, the mapmakers made the continent of Africa, which in reality is considerably larger than Eurasia, appear smaller.

2.   I could argue, and would accept the argument, that all service is valuable. Certainly, from a religious perspective, any act freely given (washing feet, spinning cloth) that contributes to the well-being of others is valuable. However, the distinction I'm making has to do with those acts that do not come voluntarily but as the result of the condition of employment.

3.   See David Russell's (1991) discussion about how most disciplines see writing as the elementary skill of "talking with the pen instead of the tongue" (quoted on page 6). Although necessary, it isn't usually deemed worthy of sacrificing time in their classes to discuss.

4.   Ernest Boyer (1981) describes this connection in detail in *Higher Learning in the Nation's Service,* a manifesto of sorts, arguing for a return to an environment in which the ideal of service takes precedence over seeking knowledge for knowledge's sake alone.

5.   The focus on scholarship occurred almost simultaneously with the increase of enrollment due to the Morrill Act.

6.   Campus Compact had grown from three institutions in 1985 to over 477 institutions by 1994 (Cha and Rothman 1994).

7.   In his *Politics,* Aristotle asked, "Should the useful in life, or should virtue, or should the higher knowledge be the aim of our training?" (Book 8, sec. 2, 1905)

8.   In my article, "The Ideal Orator Revisited: Service-Learning as a Path to Virtue," I outline how I shifted from a pedagogy that didn't balance service and learning to one that did. By using student evaluations and reflection journals, I illustrate how, regardless of the strategy, well over 90 percent found the service project the most valuable. However, I also illustrate how, by shifting my emphases and corresponding course

materials to balance service and learning, students began to see the importance of their work in terms of building reciprocal partnerships with their organizations and working with them to effect change.

NOTES TO CHAPTER FIVE (GRABILL)

1. Certainly technical and professional writing has exploded because of its work in "non-academic settings." But to this point, those settings have typically been white-collar workplaces and a rather narrow range of professions. This focus is understandable and has been productive, but it need not be the only focus. My interests here are in work in community-based settings, a phrase that describes a diversity of contexts, writers, and audiences, all of which involve technical or professional writing of some kind.

2. Of related interest should be the work of service-learning practitioners in composition, who often configure their service in terms of writing for nonprofits, which is clearly professional, if not also technical writing. In this respect, service learning in technical and professional writing is more widespread than I am presenting it here. At the same time, one could challenge this practice within composition (and with first-year writing students) as one who calls into question the identity of the first-year writing course and the ability of first-year writing students to be of service to nonprofit organizations.

3. By sophisticated and writing related I mean that the projects have a clearly defined problem—it is clear that a problem and therefore a project exist—but the details of the problem need further articulation, the problem itself requires research to be successfully addressed, and the solution to the problem involves writing of some kind. For technical writing classes, the problems I look for are typically "technical" in some way (for more on this topic, see Huckin 1997, 52). But when I do projects in classes such as business writing, I am open to a wider range of possibilities.

4. My students certainly have some choice. They have options as to which classes they take and need not take a service-learning class. They have choices as to which projects they work on, and I usually accommodate their preferences. In some instances, I have been able to present multiple project possibilities before I have made any commitments and therefore created a space for students to help me choose projects that were most meaningful to them in terms of both social/community issues and the research and writing involved.

5.   My evidence here is almost completely anecdotal, and so I am more than willing to admit I am wrong. In fact, I hope I am. But as I read and participate on listservs, read articles, and listen to papers and talks given at conferences, I am fairly convinced that my characterization is accurate.

6.   By "involvement," I mean discussions between service providers and clients about issues of policy—not, for instance, about issues related to individual care. So, for example, broader policy discussions would involve issues of what adolescents affected by the disease needed and wanted from service providers or the council itself, not the issues individual adolescents were dealing with at the time (such as particular physical, social, or psychological problems or needs). The line between the two, sometimes, disappears.

7.   The Atlanta Project was an initiative spearheaded by The Carter Center, who saw in Atlanta problems they often observed in third world countries (for example, poor health care) and sought to address these issues by using techniques often successful in third world contexts—supporting community-based and grassroots efforts (as opposed to delivering a program from the "outside"). The Office of Data and Policy Analysis (DAPA) began in 1992 as a partnership between the Georgia Tech City Planning Program and The Atlanta Project. DAPA serves as a planning advocate, data intermediary, and information warehouse for agencies involved in neighborhood planning and community development in Atlanta.

8.   One reason that the configuration of the tool begins with these features is that the current clients of DAPA, the same people who will still be primary users of this Web site, are comfortable with data maps and the analyses associated with them.

NOTES TO CHAPTER SEVEN (BRIDGEFORD)

1.   Many technical communication teachers, for example, use the Challenger disaster as a context for discussions about ethics. The problems described in this case study have long been identified as a failure of communication between the manufacturers of the O-rings and NASA engineers. The context this case study offers has been so well defined, it has become overdetermined in such a way that students don't need to figure anything out. The narrative voice in the case study identifies the problem and the solution for them. Because the limited perspective of this case study is told in such as way as to

identify for students the nature of the communicative problem, students don't need to think, to figure out what went wrong, or to determine what answer they should conclude. The answer is built into the problem—it is controlled. Because communicative decisions occur concurrently, that is, holistically and comprehensively, they require interpretative acts. In this way literature provides a complex, comprehensive "situation" that must be interpreted before an answer can be offered. A narrative way of knowing, I argue, provides a basis for interpretation, encouraging students to draw on their background knowledge, to use their minds in ways already familiar to them, and to act accordingly: in essence, to think for themselves.

2.   The best answer I received to this procedure occurred during a semester in which I used both *Terrarium* and a case study about Torch Lake in the Upper Peninsula, which is identified as one of the Environmental Protection Agency's Areas of Concern. A student wrote, "*Terrarium* is the exigency of the EPA."

3.   For the purposes of this study, the stories were limited to print narratives (either short stories or novels), although in later courses, I opened up these choices to include other narrative genres such as poetry, movies, song lyrics, and cartoons.

4.   Student writing analyzed in this chapter is printed verbatim as students submitted it. I have made no changes to punctuation, grammar, or spelling.

5.   In this class, students completed projects individually.

NOTES TO CHAPTER EIGHT (KALMBACH)

1.   See also Walsh (1977), Hogan (1983), Moran and Moran (1985), Trace (1985), McDowell (1987), Charney and Rayman (1989), Tovey (1991).

2.   Sherer (1984), for example, tells of an employer who often takes home between 150 and 200 resumes a night. One shudders to picture this individual reading resumes during dinner while calming screaming children or between scenes of *ER*. If a resume doesn't catch him or her quickly, it doesn't have a chance.

3.   See Nemnich and Jandt (1999) and Krause (1997).

4.   For discussions of HTML resumes, see Nemnich and Jandt (1999) and Quibble (1995).

5.   I do not require a separate scannable resume because at this point in time too few students benefit from redoing their resume solely to put

the resume in scannable form. In central Illinois, only one major employer uses Resumex; and for students who do not have a complex background, a carefully designed print resume can also serve as a scannable resume. In the near future, more students may benefit from separate print and scannable resumes, but for now I am more comfortable with the scannable resume as optional component of the assignment.

6. State Farm has a Web page with advice on creating resumes that can be easily scanned at http://www.statefarm.com/careers/resprep.htm.

7. One alternative to missing fonts and incompatible file formats is to create an Acrobat PDF version of a resume with embedded fonts. Unfortunately, although Acrobat may be the most reliable way to electronically transmit documents designed to be printed, PDFs cannot be easily moved into resume databases. They are a complement, not a substitute, for other forms of the resume: another form of hypermediation.

8. Saving to the Web does, however, have its own issues. Students too often publish material on the Internet without reflecting on the consequences of that act. They may include their phone number and address in an HTML resume without thinking about the implications of making this information available to anyone. Teaching the HTML resume also means discussing these ethical and practical issues.

9. Even Bill Gates adds his two cents worth in the form of the Microsoft Word templates many students use as a starting point for their print resumes.

NOTES TO CHAPTER TEN (KITALONG)

1. See, for example, http://wired.st-and.ac.uk/~donald/humour/misc/compidiot.html and http://www.Webgasm.com/DanoSays/IdiotProof.html).

2. See, for example, statistics available at http://www.nua.org/surveys/how_many_online/index.html.

3. John Lannon's popular technical communication textbook employs a rare tripartite system in which users are classified as technical, semitechnical, or nontechnical, but the effect is the same—purification.

4. This remains true even though Microsoft's tactics are often regarded as somewhat controversial.

5. In a more innocuous reading, the sheep represent network packets, and the bridge represents an inadequate access line.

NOTES TO CHAPTER ELEVEN (ZERBE)

1. Herndl's (1993b) critique is a notable exception.
2. This approach can be adapted to other areas of scientific and technical communication. For example, instructors could ask students to compare traditional scientific treatments of a particular subject with those from sources disparagingly referred to as "pseudoscience" or "junk science" outlets.
3. By no means do I want to imply that scientists and physicians and other health professionals *intend* to ensure that humankind does not attain perfect health. I wish only to point out that, for example, despite the fact that a vaccine for polio was developed in 1955 (polio itself was identified in 1916), the AIDS virus HIV was already at work; some estimates show HIV in action as early as the 1930s. AIDS itself was not formally identified until 1982.
4. By "signifying practices," I mean "material effects of language in the conduct of human affairs" (Berlin 1996). Berlin does not use this phrase to define "signifying practices" explicitly, but I believe that it captures the idea that language produced by cultural institutions has a real impact on individuals—who, it must be pointed out, can also use language that may become a signifying practice. Later in the paragraph, in the Myers quote, I interpret "signifier" to refer to the institution responsible for producing a particular sign (that is, a textual or visual portrayal of, in the sense that Myers discusses, human beings or human institutions) and "signified" to refer to the people whom the sign is designed to represent.
5. The drawbacks most often cited (Karras 1999) are the following:

    •Mammograms from younger women are much more difficult to read and interpret than those from older women because younger women have denser breast tissue.
    •More false positives and false negatives occur in mammograms from younger women.
    •Women in their forties who obtain annual mammograms may develop a false sense of security and stop performing breast self-exams.

6. Because numerous and disparate therapies and other activities comprise alternative and complementary medicine, the idea that alternative and complementary medicine is a cultural institution may be debatable. However, Lutz and Fuller (1998) point out that alternative and complementary medicine, as a whole, is deeply involved in a legitimation

process that may lead to institutionalization. Indeed, Mowbray (2000) has demonstrated how descriptions of acupuncture in Western medical discourse have become much more positive in tone over the past several decades; this discursive acceptance is associated with recognition of acupuncture in Western medical practice—as evidenced by the establishment of an Office of Alternative and Complementary Medicine (in 1992) at the National Institutes of Health.

7. The URL for this Web site is http://cancernet.nci.nih.gov/ cancer_types/lung_cancer.shtml#toc2. Click on "patients" under "Treatment of Non-Small Cell Lung Cancer."

8. The URL for this Web site is http://www.tianxian.com/English. I asked students to look primarily for lung cancer information under "Testimonials" and "Tian Xian Products."

9. The students with whom I piloted the questions were enrolled in my undergraduate 200-level Introduction to Technical and Scientific Communication or in my graduate 500-level Scientific Rhetoric courses.

NOTES TO CHAPTER TWELVE (SELFE)

1. In the rest of this chapter, I'll use technical communication (TC) to refer to courses and curricula from programs that include this name and professional communication. I do this not because I think the distinctions between such programs are inconsequential but because the assignment/method I suggest in this chapter can easily be adapted to many English studies disciplines: composition, literature, English as a second language, and so forth.

NOTES TO CHAPTER THIRTEEN   (MEHLENBACHER AND DICKS)

1. See http://www2.acs.ncsu.edu/UPA/planning/spdr_956.htm.
2. See http://www.ncsu.edu.
3. See http://www.ncsu.edu/server_statistics/1998Sep20.html#Archive.
4. See http://www.nsf.gov/sbe/srs/seind98/access/c7/c7s4.htm#c7s412.
5. See http://www.acm.org/technews/articles/2000-2/0324f.html#item2.
6. See http://www4.ncsu.edu/~brad_m/gradsymp.html.

NOTES TO CHAPTER FOURTEEN (HANSEN)

1. I am writing from some experience in these areas. For almost ten years, our technical communication B.A. and M.S. programs have incorporated service- and client-based projects at all levels in the curriculum, working with small businesses and, through Metropolitan

State's Center for Community Based Learning, a wide variety of non-profit organizations.

2.   An ideal internship seminar would meet at the beginning of the term (to introduce students to the responsibilities and realities of an internship), one or more times during the course of the term (to report progress and discuss challenges/successes), and, perhaps most importantly, at the end of the term—a final meeting where students summarize and reflect on their internship experiences. I provide some structure to this final meeting by asking students to respond to a series of prompts. The students (and I) greatly enjoy these meetings: they become very engaged in each other's experiences (especially when it involves problem solving). This type of seminar might be easily accommodated to the Internet.

NOTES TO CHAPTER SEVENTEEN (BAYS)

1.   Backgrounds on these corporations are at smucker.com; gm.com; russellcorp.com; and molex.com.

NOTES TO CHAPTER EIGHTEEN (WAHLSTROM)

1.   See http://Webct3.umn.edu/public/HORT/1003demo/.