



# Bulletin

CANADIAN ASSOCIATION OF TEACHERS OF TECHNICAL WRITING  
ASSOCIATION CANADIENNE DES PROFESSEURS DE RÉDACTION TECHNIQUE ET SCIENTIFIQUE

## Dear Members,

CATTW has a history of hosting stimulating and congenial annual conferences, and last May's conference in Edmonton was no exception. The conference offered a variety of thought-provoking presentations and discussions, and included a successful joint session with the Canadian Society for the Study of Rhetoric. The organization of next year's conference, which will be held at Laval University in Quebec City in May 2001, is now underway. Solicitation of proposals and program planning has taken place early this year: because CATTW is applying for travel funding, the preliminary program had to be established in October to meet the deadline for the grant application. Despite the early deadline, Natasha Artemeva has already put together an impressive preliminary program. Both English and French program committees have received a record number of proposals; the 2001 conference promises to offer presentations of exceptional depth and range in both languages.

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## Chers membres,

Si l'ACPRTS s'est acquis la réputation de tenir des congrès annuels à la fois stimulants et sympathiques, celui de mai dernier à Edmonton ne fut certainement pas une exception à la règle. Ce congrès, qui comprenait une séance conjointe très réussie avec la Société canadienne d'étude de la rhétorique, a en effet été l'occasion de nombreux débats et communications propices à la réflexion. De leur côté, les préparatifs du prochain congrès, qui se tiendra en mai 2001 à l'Université Laval, à Québec, vont bon train. Si l'appel de communications et la planification du programme ont eu lieu plus tôt que d'habitude cette année, c'est que l'ACPRTS a fait une demande de subventions pour les frais de déplacement et que le programme préliminaire devait être préparé pour octobre pour être admissible à ces fonds. Malgré ces contraintes, Natasha Artemeva nous a déjà dressé un programme préliminaire fort impressionnant. Les comités de programme en langue française et anglaise ont reçu un nombre record de propositions de communication, ce qui laisse

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 Du rédacteur en chef ♦ From the Editor

If there is one big boon for the membership in this issue, it is this: not one word of this issue is devoted to the Federal election or its results. With the warmth of this truth, this issue offers some worthy reading.

There are two articles in the IDEAS section. Doug Babington explores the differences between the writer as engineer and the writer as sculptor. Michael P. Jordan presents an editing exercise to challenge student editors (and provides an answer, too). Thank you for your contributions.

Amanda Goldrick-Jones provided the rest of the reading in this issue. She provided the Annual General Meeting minutes, the membership e-mail list, the membership information pages, and a few other snippets. Thank-you Amanda.

Two others contributed time behind the words. Céline Beudet guided my assembly of these pages, and Patricia Godbout translated many of them. Thank you.



Que les lecteurs de ce bulletin se rassurent : pas un seul mot du présent numéro ne porte sur les dernières élections fédérales! Nous vous offrons plutôt une série de textes à la fois informatifs et stimulants.

La section IDÉES propose deux articles : dans le premier, Doug Babington contraste la figure du rédacteur comme ingénieur avec celle du rédacteur comme sculpteur; dans le deuxième, Michael P. Jordan présente un exercice de révision qui posera un défi aux étudiants réviseurs (il fournit aussi le corrigé). Merci à ces deux collaborateurs.

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**Canadian Association of Teachers of Technical Writing**  
**Association canadienne des professeurs de rédaction technique et scientifique**  
**1999-2000 EXECUTIVE COMMITTEE / COMITÉ EXÉCUTIF 1999-2000**

President	Pamela Grant-Russell, Université de Sherbrooke	Présidente
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<i>Technostyle</i> Editors	Fay Hyndman, Nadeane Trowse, Gloria Borrows, University College of the Fraser Valley	Rédactrices en chef ( <i>Technostyle</i> )
<i>Bulletin</i> Editor	Bill Bunn, Mount Royal College	Rédacteur en chef ( <i>Bulletin</i> )



# I D É E S

## Procedurals and Revisionists

Doug Babington, Queen's University

In his recent review of David R. Williams's [Sin Boldly! Dr. Dave's Guide to Writing the College Paper](#), Louis Menand (2000) looks skeptically at the whole notion of a "writing process":

The general line is "get your thoughts down on paper," push right through to the conclusion, and then go back and revise. But would you tell a builder to get the skyscraper up any way he or she could, and then to go back and start working on the foundations? I think not. I think you would tell a builder to set down one row of bricks, and, when that row looked pretty sound, to put some mortar (or whatever stuff builders use) on top of it and set down the next row. Seamlessness is the illusion you are seeking to create; you cannot achieve it by accident . . . Here is a scandalous thing to say, but it's true: you are reading the first draft of this review. (pp. 93-94)

Menand's analogy reminded me immediately of the research studies conducted by John Biggs and his colleagues. Their 1999 article, "Teaching writing to ESL graduate students: A model and an illustration," establishes the "engineer/sculptor distinction" between two academic styles: "the engineer plans first then

produces text that requires little subsequent change, while the sculptor produces an approximate text, that is then planned into shape later" (p. 294). Biggs's engineer corresponds to Menand's builder, working deliberately on every sentence before proceeding to the next. At the other end of the spectrum is the sculptor, who corresponds to the ideal image of a writer that is foisted upon countless university students by process-driven professors across our continent.

While the term "engineer" (like the term "sculptor") is used metaphorically by Biggs, its real-world referent does indeed favour bypassing the so-called writing process: your typical engineering student aims to write fast and efficiently. He or she fits the category of "procedurals" described in Ellen Lavelle's *Inventory of Processes in College Composition (IPIC)*: "Procedurals just answer the question, please the teacher, adhere to the rules, and focus on mechanics. This style is surface-related; writing is seen as a demand to be met rather than as a self-expression" (as cited in Biggs, 1999).

Based on IPIC scores from students at the Polytechnic University of Hong Kong, Biggs concludes, however, that procedural writers are disadvantaged in the end. Their texts -- often characterized by "message reduction" and "rhetorical reduction" -- reflect what he calls a "surface approach" to learning (p. 295). While



not endorsing the entire range of heuristics promulgated by Flowers and Hayes in the 1980s, Biggs sees a need for greater instructional emphasis on writing as a problem-solving process. In Lavelle's taxonomy, that means fewer "procedurals" and more "reflective-revisionists." And as I reread my fifteen-year-old copy of Problem-Solving Strategies for Writing (1985), Linda Flower's Aristotelian roots seem perfectly transplantable to the engineering classroom: "This rhetorical tradition of teaching writing as intellectual discovery has a great deal to offer students" (p. vi). A little bit of process can go a long way.

## References

- Biggs, J., Lai, P., Tang, C., & Lavelle, E. (1999). Teaching writing to ESL graduate students: A model and an illustration. *British Journal of Educational Psychology*, 69, 293-306.
- Flower, L. (1985). *Problem-solving strategies for writing*. New York: Harcourt Brace Jovanovich.
- Menand, L. (2000, September 11). Comp time. *The New Yorker*, 92-94.

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présager un congrès 2001 d'une ampleur et d'une rigueur exceptionnelles dans les deux langues officielles.

Le bureau de l'ACPRTS a dû travailler très fort pendant quelques semaines pour préparer la demande de subvention pour les frais de déplacement soumise au CRSSH, dans le cadre de son programme d'aide aux congrès occasionnels. Faire une demande de subvention est une tâche ingrate et je tiens à remercier Natasha Artemeva pour son travail dévoué, de même que tous les autres qui ont donné un coup de main, comme Cathy Schryer, Amanda Goldrick-Jones, Lil Rodman, les membres des comités de programme et tous ceux et celles qui ont fait une proposition de communication dans les courts délais qui leur étaient impartis. Notre demande de fonds est maintenant acheminée et nous saurons en janvier si certains de nos présentateurs recevront une aide financière pour couvrir leurs frais de déplacement au congrès de mai 2001.

Assumer une fonction au sein du bureau d'une association aussi active que la nôtre représente une somme importante de travail et de responsabilité. La santé et la vitalité de notre association dépendent de la faculté du bureau de se renouveler et donc de la bonne volonté des membres d'assumer de telles tâches. Cette année, plusieurs membres de l'ACPRTS ont décidé de s'engager activement : Bill Bunn a relevé Céline Beaudet à la direction du *Bulletin*; Fay Hyndman, assistée de Nadeane Trowse et de Gloria Borrows, succède à Diana Wegner à la barre de *Technostyle*; et Sharon Josephson appuie Amanda Goldrick-Jones dans sa tâche de secrétaire-trésorière et assumera cette responsabilité complètement à compter de janvier 2001. Félicitations à ces nouveaux membres du bureau, et mille mercis à Diana, à Céline et à Amanda pour leur contribution inestimable au cours des dernières années.

Je vous souhaite à tous et à toutes une fin de trimestre fructueuse. C'est un rendez-vous à Québec au mois de mai prochain!

Pamela Grant  
Présidente de l'ACPRTS



## CATTW/ACPRTS Annual General Meeting Friday May 26, 2000 Edmonton, AB

**Present:** Pamela Grant, Natasha Artemeva, Catherine Schryer, Janet Giltrow, Anne Parker, Ron Blicq, Michael Jordan, Lilita Rodman, Shurli Makmillen, Charles Horn, Paula Loewen, Ginette Crew, Faye Hyndman, Gloria Borrows, Nadeane Trowse, Graham Smart, Wendy Strachan, Yaying Zheng, Amanda Goldrick-Jones.

1. The meeting was called to order at 3:30 p.m.
2. Motion # 1: to approve the Agenda: Carried.
3. Motion # 2: to accept the Minutes of the 1999 AGM: Carried.
4. Business arising out of 1999 AGM minutes:
  - Election of N. Artemeva as Vice-President completed August 1999 by e-mail. Natasha was complimented on how quickly and efficiently she had assumed and carried out the duties of planning the 2000 conference.
5. Reports:
  - P. Grant, President. (1) Travel funds for conference presenters continue to be investigated. Possible sources of funding are Aid for Interdisciplinary Research, Aid and Attendance Grants for Scholarly Associations, or Aid for Occasional Research Conferences. SSHRC intends to review its grant program, and P. Grant is writing letters investigating all these possibilities. (2) Joint CATTW/CSSR session at this year's conference received \$250. (3) Tapping into funding possibilities for 2000 will push normal Call for Papers deadlines forward; the association will distribute information online, and individual presenters will be responsible for their own applications.
  - N. Artemeva, Vice-President. (1) Noted that 2000 conference has gone smoothly. (2) Re next year's conference: proposed distributing Calls for Papers online without mailing paper copies in order to save resources. Requested a discussion of themes for next year's conference. (3) Natasha was thanked for her work in organizing this year's conference.
  - A Goldrick-Jones, Secretary-Treasurer. (1) Distributed the Financial Statement for 1999-2000. Balances as at March 31 were \$5,139.86 (chequing) and \$5,826.64 (mutual funds). The Financial Statement was received. A. Goldrick-Jones thanked Linda Jarman of the University of Winnipeg for preparing this statement *pro bono*. (2) Expenses appear low for fiscal 1999-2000, but bills for translation and at least two bills for *Technostyle* printing will appear in the next fiscal year. (3) Interest from mutual fund account should reach \$1,000 by the end of 2000. (4) Reported on current number of CATTW members and stressed importance of membership renewals to avoid revenue losses. (5) Promised that a new CATTW website would be launched this summer. Amanda was thanked for her work



Motion # 3: to authorize the Treasurer to transfer the \$1,000 interest generated by the mutual fund account to the chequing account to assist with operating expenses, if needed. Moved, seconded, carried.

- C. Schryer, Past-President. Reported that the Canadian Association for the Study of Language and Learning (CASLL) is planning to hold its INKSHED conference in parallel with CATTW in Toronto in 2002.
- TechnoStyle. (1) J. Giltrow announced that the editorship of TS has now passed to F. Hyndman, G. Borrows, and N. Trowse of the University College of the Fraser Valley. (2) F. Hyndman reported that she and her co-editors consider this “a wonderful opportunity and a great honour” and noted that two special issues of TS are already on track. (3) There was some discussion about the following: increasing funding for and credibility of TS; availability of back issues; changes in the way TS is publicized and distributed. (4) Outgoing editor Diana Wegner was thanked in absentia for “a professional journal we are very proud of.”

From 4:25 to 4:45 p.m., the meeting addressed agenda item # 9--a presentation by Louise Robert, representative of the Humanities and Social Sciences Federation of Canada (HSSFC). She briefly described the structure and purpose of the HSSFC [of which CATTW is a member –AG-J]. She noted that the Federation is working to reinstate federal transfer funds, seeking more money for SSHRC, and trying to address lack of travel funding. Prof. Robert said she would support CATTW’s application for travel funding and a case for CATTW as a qualified scholarly association. She urged all CATTW members to write to SSHRC about funding. Finally, she noted that HSSFC is considering an increase in membership fees.

After Prof. Robert left, there was discussion about providing information to CATTW members wishing to write to SSHRC; whether our holding an AGM might disqualify us from some funding; whether we qualify as an “occasional conference”; and whether CATTW should assemble “research profiles” of members. **ACTION:** L. Rodman, Donna S., and A. Goldrick-Jones will form a committee to compile research profiles.

#### 5. Reports, cont’d:

- The Bulletin. (1) P. Grant noted that outgoing editor Céline Beaudet (absent) had published two Bulletins in 1999-2000 at no expense to CATTW except for translation, and noted that Céline is stepping down after three years as editor. Céline was thanked in absentia for her work. (2) Discussion took place about the pros and cons of publishing the Bulletin online instead of mailing out a paper version.

**ACTION:** The Bulletin will be published electronically this coming fall and on paper in spring.

- Nominations. (1) P. Grant noted that D. Wegner (outgoing), J. Giltrow (outgoing), and Donna Shultz comprised the Nominating Committee in 1999-2000. (2) The need to elect an “assistant” Secretary-Treasurer for 2000-2001 was explained. Sharon Josephson’s name was put forward, and there were no further nominations.

#### 6. Elections and New Appointments.





Motion # 4: to appoint Sharon Josephson as assistant Secretary-Treasurer for 2000-01, with the understanding that she will officially assume the position of S-T in 2001. Moved, seconded, carried.

- Since no volunteers for Bulletin editor came forward. **ACTION:** The Nominating Committee will put forward names for Bulletin editor.
- A new position for “welcoming new members” was discussed, as well as whether such a position would report to the Secretary. **ACTION:** The Nominating Committee will compile information and seek candidates for this position.
- Two new members volunteered to be nominated and were appointed to replace the two outgoing Nominating Committee members:

Motion # 5: To appoint L. Rodman and A. Parker to the Nominating Committee. Moved, seconded, carried.

- Conference Program Committee for 2001: N. Artemeva currently serves as chair. Two other members volunteered to be nominated and were appointed. A French-speaking member will also be asked to serve.

Motion # 6: To appoint G. Crew and C. Horn to serve with N. Artemeva on the 2001 Conference Program Committee. Moved, seconded, carried.

#### 7. New Business:

(1) Conference at Laval in 2001.

- Dates are May 24, 25, 26 (Thurs. – Sat.).
- The broad HSSFC themes are plagues and viruses, the role of the intellectual in the city; and language, culture, and society.
- Discussion focused on suggestions for CATTW’s theme. These included “Texts in Social Contexts,” a session on obtaining funding and grants, and a joint session with translation studies. It was agreed that CATTW’s funding levels for invited guest speakers [\$500 Cdn] and graduate student travel assistance [\$50 - \$100 Cdn per presenter] remain the same next year.
- Locations of future Congresses: 2001 at Laval in Quebec City, 2002 at the University of Toronto, 2003 in Halifax, 2004 in Winnipeg.

#### 8. Presentation on INTECOM:

R. Blicq provided background about this international coalition of technical communication organizations and explained its structure, mandate, code of conduct, goals, and fees. **ACTION:** Discussion of whether CATTW should join will take place by e-mail within the following month.

9. Visit from HSSFC representative: see above.

10. Announcements: none.

11. The meeting was adjourned at 5:45 p.m.



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The CATTW executive spent a busy few weeks recently putting together our application for travel funding from SSHRC under the Aid to Occasional Conferences program. Drawing up grant applications is an onerous task, and many thanks to Natasha Artemeva for all her hard work, as well as to everyone else who helped out, including Cathy Schryer, Amanda Goldrick-Jones, Lil Rodman, the program committees, and all the presenters who sent in their forms so promptly. The application has been submitted, and we should know in January whether or not some of our presenters will receive travel assistance to attend next year's conference.

Holding an executive position in an active association such as ours can involve a great deal of work and responsibility. The health and vitality of the association is dependent on the ability of the executive to renew itself, and thus on the willingness of members to agree to accept

demanding executive positions. This year, several CATTW members have stepped forward to assume such responsibilities: Bill Bunn has taken over the editorship of the *Bulletin* from Céline Beaudet; Fay Hyndman, with the assistance of Nadeane Trowse and Gloria Borrows, has assumed the editorship of *Technostyle* after Diana Wegner's years in that position; and Sharon Josephson is serving as assistant secretary-treasurer to Amanda Goldrick-Jones and will be taking over the position of secretary-treasurer from Amanda in January 2001. Congratulations to these new members of the executive, and a big thank you to Diana, Céline and Amanda for their invaluable contributions over the past years.

I wish all of you a successful end to this fall term and look forward to seeing you in Quebec City.

Pamela Grant  
CATTW President

## Join Our E-Mail List

CATTW/ACPRTS has an unmoderated e-mail list mandated to encourage discussion of topics related to the teaching and practice of technical and professional communication. The address is-- [cattw-net@uwinnipeg.ca](mailto:cattw-net@uwinnipeg.ca)

Any member, potential member, or friendly onlooker is welcome to submit notices of positions, calls for papers, professional news, questions, information, teaching tips, or topics for discussion related to the list's mandate. If you know any interested non-members, please invite them to join the list and get to know our organization.

This list is "self-serve," which means anyone is free to subscribe or unsubscribe him or herself. The commands to subscribe or unsubscribe are simple. Just remember to send these commands to majordomo, not to cattw-net! Send e-mail to [a.goldrick-jones@uwinnipeg.ca](mailto:a.goldrick-jones@uwinnipeg.ca) if you're having any difficulties subscribing to the list.

To join the CATTW-NET e-mail list, complete the following steps:

1. Turn off your e-mail program's "signature" function. Majordomo finds it confusing.
2. Write an e-mail to send to Majordomo. Imitate this example:

TO: majordomo@uwinnipeg.ca  
FROM: [your e-mail address]  
SUBJECT: [leave blank]

\_\_\_\_\_  
subscribe cattw-net [your e-mail address]





# I D É E S

## Editing for Formal Technical Writing

Michael P. Jordan  
Queen's University at Kingston  
Ontario Canada

### Background

Most technical students entering college or university have little knowledge of formal technical writing. Here is a brief exercise to help them understand and use major elements of formal technical style.

### Teaching

Teach the students the major indicators of an informal style, e.g., particle verbs, general nouns with the active voice, personal involvement, quotations, personal pronouns, general and colloquial words. Then teach them the major indicators of a formal style, e.g., precise words, compound adjectives, passive voice, intransitives, active voice with inanimate subjects, paraphrases, strong connectors – and the opposite of the indicators of an informal style. Then have them complete the following exercise.

### Instructions

“Edit or rewrite the following, making it more formal, more concise – and suitable as the start of a short report to be published in *Automotive Engineer*. Make sure you retain the clear situation-problem-solution-evaluation structure and signaling.

**Bonus:** Identify and correct the technical inaccuracy.”

### The Text

#### How to cut down on emissions when cars are started from cold

*“People almost always start their car engines when the cars are cold,” says Cindy Ames, who is one of Saab’s engineers. Technically speaking, we at Saab define a “cold start” as when the engine is at a temperature of less than 85°C. Cold starts do bad things to total exhaust emissions and how much fuel the car uses. So, in most markets, we have put heater plates in the engine intake manifolds of our full-pressure turbo engines. When drivers start their cars cold, the plates turn the fuel into a vapor before they let the air/fuel mixture into the cylinders. This means that there is no need to supply extra fuel to make sure the engine starts and runs smoothly.*



### Procedure

Allow students 15-20 minutes to complete the exercise, helping weaker students as necessary. Give out the original text as an “Answer Guide” as students hand in their work and leave. Encourage them to read the answer guide as soon as they receive it. As you can refer to the answer guide during marking, it takes only about 2-3 minutes to mark each assignment. Discuss the style and the situation-problem-solution-evaluation structure in the next class when you return the marked assignments.

### Original Text

#### Reducing cold-start emissions

*A car’s engine is almost always cold-started, say Saab engineers. A “cold start” technically occurs when the temperature of the engine is less than 85°C. Cold starts have detrimental effects on total exhaust emissions and fuel consumption. Therefore, in most markets, Saab full-pressure turbo engines have electric heater plates mounted in their engine intake manifolds. When the engine is cold started, the plates vaporize the fuel before admitting the fuel/air mixture into the cylinders, eliminating*

*the need to supply extra fuel to ensure that the engine starts and runs smoothly. (Automotive Engineer, December, 1995:22)*

### Answer to Bonus Question

In the last sentence, *the plates* is the implicit subject of *admitting*, but they do not do that. To correct it, use the present passive: “...before the fuel/air mixture is admitted...”.

### Clarifying the Differences

To highlight the differences between the two versions, you could provide students with a computer-edited version:

#### Reducing cold-start emissions

*A car’s engine is almost always cold-started say Saab engineers. A “cold start” technically occurs when the engine is less than 85°C. Cold starts have detrimental effects on total exhaust emissions and fuel consumption. Therefore, in most markets, Saab full-pressure turbo engines have heater plates mounted in their engine intake manifolds. When the engine is cold started, the plates vaporize the fuel before they let the air/fuel mixture into the cylinders, eliminating the need to supply extra fuel to make sure the engine starts and runs smoothly.*

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C’est à Amanda Goldrick-Jones que l’on doit le reste de ce numéro. Elle nous donne ainsi à lire le procès-verbal de la dernière assemblée générale annuelle, une liste des adresses électroniques des membres, des renseignements sur les membres et quelques autres bribes d’information. Merci à Amanda et à tous ceux et celles qui ont apporté, d’une manière ou d’une autre, leur contribution à cette partie du numéro.

Enfin, nos remerciements vont aussi à Céline Beaudet et à Patricia Godbout. La première m’a aidé à rassembler ces pages et la seconde en a traduit quelques extraits.



**You've got Mail!**  
**Vous avez du courrier!**  
**Membership email list**  
**Répertoire des adresses électroniques**

This list of CATTW e-mail addresses was updated over the summer. If you don't see your address on this list, or if your address is incorrect, please e-mail Amanda Goldrick-Jones with your updated address.

Please note that some "old" names of former members are still on this e-mail list. If anyone can provide information on the status of these former members, please contact Amanda.

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## Don't forget to feed the CATTW! (Spring Bulletin)

The CATTW is hungry for information (and so is the Bulletin). Please send me any or all of the following items:

1. Details of recent publications that would be of interest to our members, specially books published by our members.
2. News related to our Association's aims and interests: conferences, meetings, teaching ideas, recruiting ideas.
3. Short articles For the IDEAS column – a maximum of 400 words. They will not be peer reviewed and should be considered as informal contributions to a platform of discussion among CATTW members.

Please contact me for any information on the Bulletin, and let me know if you plan to submit an article for an upcoming issue. The deadline for the Spring issue is March 31, 2001.

Bill Bunn  
 Mount Royal College  
 Calgary, Alberta  
 (403) 240-5945  
[wbunn@mtroyal.ab.ca](mailto:wbunn@mtroyal.ab.ca)



## **Technostyle: Call for Papers**

*Technostyle* invites manuscripts dealing with subjects of interest to readers involved in business, technical, academic, professional, scientific, and governmental communication, as teachers, practitioners, or researchers. A wide range of approaches to the study of nonliterary communication is entertained by *Technostyle* - rhetorical, linguistic, sociological, cultural, ethnographic - but all submissions should be securely situated in relevant research. While manuscripts addressing pedagogical issues are welcome, authors should avoid describing lessons without explaining their significance to broader theoretical concerns. In addition to the criterion of relevance to the teaching, practice, and research of technical writing, suitable submissions for publication are as follows: articles based on sound empirical research, the significance of which is explicated in terms of relevant and current theory, or articles that make a contribution to a current, developing rhetorical framework *Technostyle* also welcomes articles that place these concerns in a context specific to relevant scholarship in Canada.

Manuscripts should be addressed to:

Faye Hyndman, Gloria Borrowes, and Nadeane Trowse  
 Writing Centre  
 University College of the Fraser Valley 33844  
 King Road  
 Abbotsford, 13C V2S 7M8

[hyndmanf@ucfv.bc.ca](mailto:hyndmanf@ucfv.bc.ca)  
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[trowsen@ucfvbc.ca](mailto:trowsen@ucfvbc.ca)

*Technostyle* is also very pleased to announce a special edition of *Technostyle* on the expertise of professional writing and its development.

## **Fall 2001: The Expertise of Professional Writers and Its Development**

*Technostyle* invites articles for a special issue on "The Expertise of Professional Writers and Its Development" to be guest-edited by Céline Beaudet and Graham Smart. The aim of the special issue is to explore the nature of the knowledge and abilities displayed by professional writers and to consider how academic programs can best help students develop various aspects of this expertise.

We assume that the topic implies a preliminary need to define the borders of professional writing: we have to identify the practitioners whose expertise we wish to examine. One position here would be to limit the domain of professional writing to "11 career writers" such as technical communicators and journalists and to exclude "professionals who write" such as engineers and business managers (Couture and Rymer, 1993). However, one could argue that this is an artificial distinction since all workplace writers have certain circumstances in common: they operate in particular social contexts; deploy specialized literacies shaped by (and shaping) local configurations of activity, knowledge, technology, social interaction, and genres; and learn continuously as they encounter changing work environments and new rhetorical situations.

We also bring several other assumptions to the topic. We assume that certain general aspects of expertise in professional writing can be developed in school and then applied productively in a range of different worksites. We also assume, however, that much professional writing is so site-specific, so thoroughly enmeshed in the particularities of local social contexts, that other aspects of the expertise needed to function in a particular work environment can only be developed through experience there (Dias, Freedman, Medway, and



Paré, 1999). At the same time, we believe that as teachers we can help our students develop a sophisticated rhetorical awareness that will prepare them, once in the professional realm, to recognize and respond to the various significant ways in which writing is enmeshed in the socio-technical practices of a particular worksite.

The topic and the assumptions we bring to it suggest a number of questions:

- How is the field of professional writing to be defined? Or put differently, who is to be included under the rubric of "professional writer"?
- Do professional writers, regardless of the different settings they work in, share a particular core expertise, and if so, what kinds of knowledge and abilities constitute this expertise? And how is the issue of a core expertise complicated by the fact that a professional writer's knowledge and abilities will almost certainly evolve constantly over the course of a career?
- What aspects of expertise in professional writing involve knowledge and abilities that can be developed in school and then transported productively into a range of different worksites? On the other hand, what aspects of expertise in professional writing are so local and site-specific that they can only be developed through experience in a particular workplace environment?
- As teachers, how can we best help our students develop those general aspects of professional writing expertise that can be acquired in school and then applied (and further developed) in diverse workplace settings?
- And how can we help our students develop the sophisticated rhetorical awareness needed to recognize and respond to the significant ways in which writing is enmeshed in the

socio-technical practices of a particular worksite?

We invite articles that explore questions such as these—or indeed that challenge the assumptions underlying them. And while we welcome theoretical speculation on the topic, we are particularly interested in articles that draw on empirical research into the practices of professional writers situated in actual workplace settings and situations. Please note that we would be happy to respond to inquiries and/or proposals should prospective authors wish to take this initial step. Note as well that *Technostyle* is a bilingual journal and that correspondence or articles can be written in either English or French. Further information on the standards for submissions can be found at *Technostyle's* web site, <<http://www.sfu.ca/cattw/technostyle/INDEX.HTM>>.

The deadline for completed submissions is September 30, 2001.

Please direct inquiries, proposals, and completed submissions to either:

Céline Beaudet  
 Département des lettres et communications  
 Université de Sherbrooke  
 Sherbrooke (Québec), Canada J1K 2R1  
 (819) 821-8000, ext. 2264  
[cbeaudet@courrier.usherb.ca](mailto:cbeaudet@courrier.usherb.ca)

or

Graham Smart  
 Department of English 324 Heavilon Hall  
 Purdue University, West Lafayette Indiana  
 47907, USA (765) 496-2373  
[gsmart@purdue.edu](mailto:gsmart@purdue.edu)

### **Guidelines for Contributors**

Manuscripts should be no longer than 6,500 words (25 double-spaced typed pages) and should be submitted in two copies free of internal or external indications of identity of author(s). All manuscripts will be externally reviewed and authors may be asked to undertake





revisions in response to reviewers' evaluations. The editor also invites submissions of 500 words that respond to articles published in *Technostyle*. Publication will be subject to editorial decision.

Authors of accepted submissions will be asked to conform to APA style in citations and headings, and to provide a disk as well as a hard copy of

the final version of articles. Submissions must be made on a 1.4Mb 3.5-inch disk formatted in Rich Text Format (RTF) or text only.

*Technostyle* welcomes manuscripts in both French and English.

## Get the latest CATTW. Visit our website at

<http://www.uwinnipeg.ca/~goldjo/CATTW/>

The site has moved from its former home at Simon Fraser University. While the site has been considerably updated and reformatted since moving from its former home at Simon Fraser University, much more work remains to be done. I welcome constructive feedback and suggestions about the site.

Next year, when I step down from the position of Secretary-Treasurer, I'll be able to devote more time to the job of CATTW web site coordinator and publisher. I will regularly ask CATTW members to supply me with updates, announcements, feedback, and materials to go online. I will also work to improve the site and make it more attractive, interactive, and dynamic for all users, as well as more interesting to non-members.

Some features under consideration include

- putting the CATTW Bulletin online (either as HTML or PDF, or both) and linking it to the site
- expanding the database of Web resources pertaining to tech. comm.
- encouraging members to make roundtable presentations and teaching tips available online, in both languages (some might be avail. by password to paid-up members only; others would be "open" to all)
- putting selected past and current *Technostyle* articles online (avail. By password to paid-up members only)
- installing chat capability for a real-time "teachers' circle" in both languages (possibly password-protected for paid-up members)
- adding links to overseas tech. comm. resources and organizations
- adding links to communications and professional writing programs as well as to relevant graduate programs
- providing an interactive membership "join and renewal" form ( at the same time, we could look into the possibility of credit-card payments)

These are all possible and do-able, but not by one person working alone. It will take the cooperation and enthusiasm of many CATTW members to generate the ideas, materials, and creativity for making this happen. I look forward to working with you on this exciting project!

~~Amanda Goldrick-Jones ([a.goldrick-jones@uwinnipeg.ca](mailto:a.goldrick-jones@uwinnipeg.ca))

October 2000



**Numéro spécial de la revue  
Technostyle:  
Compétences et formation des  
rédacteurs professionnels**

**APPEL D'ARTICLES**

*Technostyle* invite la communauté des chercheurs à soumettre des articles pour un numéro spécial intitulé *Compétences et formation des rédacteurs professionnels*. Le numéro est sous la direction conjointe de Céline Beaudet (Université de Sherbrooke, Canada) et de Graham Smart (Purdue University, USA). L'objectif visé par cette publication est double : explorer la nature multidimensionnelle des connaissances et des habiletés ou savoir-faire que les rédacteurs professionnels exploitent dans le cours de leur pratique et réfléchir sur les stratégies d'enseignement ainsi que sur les programmes de formation que l'on considère les mieux pensés pour permettre aux étudiants d'acquérir ces connaissances et habiletés.

La problématique au coeur de ce numéro spécial entraînera un premier questionnement sur la délimitation de la pratique propre au rédacteur professionnel : il est nécessaire de définir les caractéristiques du groupe professionnel sur lequel porte notre réflexion. Selon certains, les rédacteurs professionnels sont exclusivement des rédacteurs de carrière, comme les rédacteurs techniques ou les journalistes, ce qui exclurait les autres catégories de professionnels, tels les ingénieurs ou les gestionnaires, qui ont à rédiger dans le cours de leur travail (voir Couture & Rymer, 1993). D'autres défendent le point de vue que cette définition exclusive n'est pas justifiée, car la rédaction en milieu de travail suppose la prise en compte de conditions communes à la pratique de tous les rédacteurs, telles de s'inscrire dans un contexte spécifique, de maîtriser un niveau de littératie avancé correspondant à la capacité d'écrire dans une situation de communication complexe (assemblage d'éléments à considérer pouvant inclure des activités, des ressources

technologiques, une communauté discursive, des connaissances du domaine, des genres d'écrits, parmi d'autres), ou encore d'être amenés à renouveler et à parfaire sans cesse leurs habiletés et leurs connaissances du fait que les milieux de travail évoluent constamment et que les situations de communication se redessinent au gré des changements organisationnels.

Notre réflexion a pour point de départ certains postulats. Nous croyons d'abord que la compétence du rédacteur professionnel s'appuie, en partie, sur une base de connaissances générales pouvant être transmise dans le cadre d'une formation collégiale ou universitaire, base que le rédacteur professionnel utilisera ensuite dans divers contextes de travail. Nous croyons aussi que la pratique professionnelle de la rédaction est très dépendante du contexte dans lequel elle prend place et que, conséquemment, une partie des compétences du rédacteur professionnel ne s'acquiert que par l'expérience de travail (Dias, Freedman, Medway, & Paré, 1999). Enfin, nous estimons qu'il est possible de transmettre aux étudiants les compétences langagières et discursives qui leur permettraient de comprendre, en profondeur, les liens étroits entre actions discursives et culture organisationnelle propre à chaque milieu de travail.

Autrement dit, nous considérons qu'il existe un noyau dur de connaissances avancées sur la base duquel les rédacteurs bien formés peuvent s'appuyer pour atteindre un seuil d'efficacité et de raffinement dans l'art d'élaborer les stratégies d'action langagière les mieux adaptées aux divers contextes où ils seront amenés à travailler au cours de leur carrière.

Ces remarques préliminaires nous amènent donc à poser les questions suivantes:

- Comment délimiter le champ de la pratique professionnelle de la rédaction? Qu'est-ce qu'un rédacteur professionnel?
- La rédaction en milieu de travail s'appuie-t-elle sur un ensemble défini de connaissances et de savoir-faire et, si oui, est-il possible de



décrire cet ensemble tout en tenant compte des conditions d'évolution constante qui caractérisent un cheminement de carrière typique dans le domaine de la rédaction professionnelle?

- Quels sont les savoir-faire et les connaissances qu'il est possible de transmettre dans des institutions d'enseignement et qui seront ensuite utiles en situation de travail? Quels sont les savoir-faire et les connaissances qu'une personne n'acquiert qu'au travail?
- En tant qu'enseignants, comment favoriser, chez les étudiants, l'appropriation ou l'indexation des connaissances de base qu'ils utiliseront ensuite dans leur pratique professionnelle?
- Comment développer, chez les étudiants, la capacité de reconnaître et d'évaluer avec discernement les divers paramètres d'un mandat de rédaction professionnelle pour ensuite élaborer une action langagière efficace, adaptée à la culture organisationnelle du mandataire?

Nous invitons les chercheurs à explorer un aspect ou l'autre de cette problématique, y compris le bien-fondé des postulats ayant servi de points de départ à notre réflexion. Quoique la réflexion théorique sur ces questions soit bienvenue dans le numéro, nous sommes particulièrement intéressés de recevoir des articles faisant état des résultats de recherches empiriques sur la pratique de la rédaction professionnelle dans divers contextes de travail.

Les personnes intéressées par cet appel peuvent s'informer en tout temps auprès des codirecteurs du numéro spécial et discuter avec l'un d'eux de leur projet. À noter que *Technostyle* est une revue bilingue et que les propositions et les articles peuvent être rédigés en français ou en anglais. Pour tout renseignement sur le protocole de rédaction, vous pouvez consulter le site web de *Technostyle* à l'adresse suivante :

<http://www.sfu.ca/cattw/technostyle/INDEX.HTM>.

La date limite pour soumettre la version finale d'un article sera le 30 septembre 2001.

Prière de vous adresser à l'une des personnes suivantes :

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ou

Graham Smart  
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## CSSR Call for Papers

Dear Fellow Rhetoricians,

Plans are now underway for publishing the first volume of a new refereed journal for the Canadian Society for the Study of Rhetoric. As decided at the annual general meeting in 1999, this journal will replace the biennial publication of the conference proceedings. Transition has been a little slow, primarily due to financial considerations, but we are now ready to proceed.

We would now like to invite any member of CSSR to submit an article to the new journal by **January 15, 2001**. We will give priority to papers that were presented at the last three conferences, 1998 at Ottawa, 1999 at Sherbrooke, and 2000 at Edmonton. We also encourage those who presented papers in 1997, but who were not published in the last Proceedings, to submit articles as well.

In keeping with the Society's broad mandate, papers on any topic related to rhetoric, in any historical period, will be considered. Articles may be in either French or English. The editors request that papers follow current MLA format for style and documentation using a Word programme for either PC or Macintosh. Please send both a hard copy and a disk with your submission. Publication date is expected to be June 2001. Submissions are to be sent to

Joanne S. Norman  
Department of English  
Box 108  
Bishop's University  
Lennoxville, QC  
J1M 1Z7

Sincerely,

Joanne S. Norman  
Past President, CSSR and Editor

Kim Fedderson  
Past President, CSSR and Editor



## APPEL DE COMMUNICATIONS SCÉR

Chers collègues rhétoriciens,

Le projet de publication du premier volume d'un nouveau journal (avec comité de lecture) de la Société Canadienne pour l'Etude de la Rhétorique est maintenant lancé. Suite à ce qui a été décidé à l'assemblée générale en 1999, ce journal remplacera la publication biennale des actes des conférences. Le passage à ce nouveau type de publication n'a pas été des plus rapides, surtout à cause de considérations financières, mais nous sommes maintenant prêts à aller de l'avant.

Nous invitons tous les membres de la SCÉR à soumettre un article pour le nouveau journal avant le 15 janvier 2001. Nous allons donner la priorité aux communications présentées lors des trois dernières conférences, à Ottawa en 1998, à Sherbrooke en 1999 et à Edmonton en 2000. Nous incitons ceux et celles qui ont présenté une communication en 1997, mais qui n'ont pu être publiés dans la dernière parution des Actes, à nous proposer aussi leur article.

Conformément au large mandat de la Société, seront pris en considération des articles touchant à la rhétorique traitant de n'importe quel sujet et de n'importe quelle époque. Les articles pourront être en anglais ou en français. Les éditeurs exigent que les articles respectent le format MLA pour le style et les références et que soit utilisé le format de fichier du programme WORD, pour PC ou MacIntosh. Envoyez une version imprimée de votre article accompagnée d'un fichier sur disquette. La date de publication devrait être juin 2001. Les propositions doivent être envoyées à:

Joanne S. Norman  
Département d'anglais  
C.P. 108  
Université Bishops  
Lennoxville, QC  
J1M 1Z7

Cordialement,

Joanne S. Norman  
Ancienne Présidente, SCÉR et Éditrice

Kim Fedderson  
Ancienne Président, SCÉR et Éditeur

Joanne S. Norman  
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Voice Mail: (819) 822-9600 ext. 2390  
Fax: (819) 822-9623 or 822-9661  
E-mail: jnorman@ubishops.ca



## Publishment

### En anglais

- Artemeva, Natasha, S. Logie and J. St-Martin. "From Page to Stage: How Theories of Genre and Situated Learning Help Introduce Engineering Students to Discipline-Specific Communication," Technical Communications Quarterly, Vol. 8, No. 3, 1999, 301-316.
- Artemeva, Natasha, "Teaching Communication Skills," Engineering Dimensions, September/October, 2000: 40-42.
- Blicq, Ron, and Moretto, Lisa. Guidelines for Report Writing. Scarborough, ON: Prentice Hall. 2000.
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- Blicq, Ron. Au Revoir, Sarnia Cherie - Goodbye, Dear Guernsey. RGI International. 2000.
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(The book includes chapter by Natasha Artemeva, Aviva Freedman, Christine Adam, Graham Smart, Peter Medway, Ann Beer, Jane Ledwell-Brown, Pat Dias, and Anthony Paré.)
- MacLennan, Jennifer. Effective Communication for the Helping Professions. Scarborough, ON: Prentice Hall Canada, 2000.
- MacLennan, Jennifer. Inside Language: A Canadian Language Reader. With John Moffatt. Scarborough, ON: Prentice Hall Canada, 2000.
- Schneider, B.. "Managers as evaluators: Invoking objectivity to achieve objectives." Journal of Applied Behavioural Science. 36. 2000. 159-173.
- Schryer, Catherine F. "Walking a Fine Line: Writing Negative Letters in an Insurance Company." Journal of Business and Technical Communication. 14.4(2000):445-497.
- Jordan, Michael P.. The Language of Technical Communication, Second Edition. Kingston, Ontario: Quarry Press. pp.429.
- "Review of: Analyzing Everyday Texts: Discourse Rhetoric and Social Perspectives." Glen Stillar. Thousand Oaks, CA: Sage. In: Technostyle. **16**(2), 64-88.
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- "Some Discourse Patterns and Signalling of the Assessment-Basis Relation." In Michael Scott and Geoff Thompson (eds.), Patterns in Text, Amsterdam, The Netherlands: John Benjamins. 2000. 159-192.
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- "Using Acronyms of Technical Writing." Technostyle. **15**(1). 1999. 54-60.





## Publishment

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Clerc, Isabelle. La démarche de rédaction. Québec: Nota Bene. 2000. 179 p..

Larivière, Louise-L. Pourquoi en finir avec la féminisation linguistique. Montréal: Boréal. 2000. 149 p..

Larivière, Louise-L. Comment en finir avec la féminisation linguistique. [en ligne]. 00h00.com

(continued from page 23)

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Fees: student \$25 (proof required); individual \$40; institution/library \$50					

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✂	Je désire devenir membre de l' <b>ACPRTS</b> en <b>2001</b>	Nouvelle adhésion	<input type="checkbox"/>	Renouvellement	<input type="checkbox"/>
Nom: (M.) (Mme) (Mlle): _____					
Univ./collège ou entreprise: _____					
Adresse: _____					
Code postale: _____					
Tél. (bureau): ( ) _____ - _____ (domicile): ( ) _____ - _____ Courrier électronique: _____					
Les frais d'adhésion: 25 \$ ( étudiants avec identification), 40 \$ (membres réguliers), 50 \$ (institutions/bibliothèques).					



## ASSOCIATION CANADIENNE DES PROFESSEURS DE RÉDACTION TECHNIQUE ET SCIENTIFIQUE

### ☞ QU'EST-CE QUE L'ACPRTS?

L'ACPRTS regroupe des Canadiens et des Canadiennes qui pratiquent l'enseignement de la rédaction technique et professionnelle dans les collèges et les universités, au sein du gouvernement ou dans l'entreprise. La rédaction technique englobe ici tous les aspects de la rédaction fonctionnelle: administrative, scientifique, médicale, spécialisée. L'Association s'intéresse également aux aspects oraux et visuels de la communication technique, ainsi qu'aux relations entre écriture et informatique. Les membres de l'ACPRTS peuvent échanger des idées, des techniques, assister à la rencontre annuelle des membres, et recevoir la revue bi-annuelle de l'Association, *Technostyle*, ainsi que le *Bulletin* semestriel. Les frais d'adhésion sont de 25 \$ pour les étudiants, de 40 \$ pour les membres individuels et de 50 \$ pour les membres institutionnels.

### ☞ QUI PEUT DEVENIR MEMBRE?

Toute personne qui enseigne ou étudie la rédaction technique ou administrative, ou qui en fait un objet de recherche, ou encore qui s'intéresse aux aspects visuels, écrits et oraux de la communication technique, peut devenir membre.

### ☞ OÙ ET QUAND SE TIENT LA RENCONTRE ANNUELLE DES MEMBRES?

Les membres de l'ACPRTS se réunissent chaque année dans une université canadienne accueillant le Congrès de la Fédération canadienne des sciences humaines et sociales, à

la fin du mois de mai ou au début de juin. (En 2001, la rencontre aura lieu à l'Université Laval, à Québec, du 24 au 26 mai.)

### ☞ DE QUOI TRAITENT LES ARTICLES PUBLIÉS DANS *TECHNOSTYLE* ?

La revue *Technostyle* aborde un grand choix de sujets, comme en témoignent les titres d'articles suivants, choisis parmi les plus récents numéros:

- Evaluation: A Holistic Perspective
- Proposal Writing and Leadership: Taking a Hermeneutic Approach Toward Professional Writing as Social Action
- Le Poids de Trois Siècles de Normativisme Linguistique
- Reading Bureaucratic Texts: Analysis of Committee Documents
- Pour une typologie des résumés fonctionnels
- Journeying Through Paralysis to Praxis: Teaching Professional Writing with Bourdieu and Williams

En plus, *Technostyle* publie régulièrement une bibliographie sur la rédaction professionnelle et technique au Canada.

### ☞ COMMENT PUIS-JE DEVENIR MEMBRE?

Il suffit de remplir le formulaire ci-dessous et de le retourner à l'adresse suivante, en y joignant un chèque (à l'ordre de l'ACPRTS) :

Amanda Goldrick-Jones  
CATTW/ACPRTS  
University of Winnipeg  
515 Portage Ave.  
Winnipeg, Manitoba  
CANADA R3B 2E9

Tél.: (204) 786-9453 Fax: (204) 774-4134

E-mail: [goldjo@io.uwinnipeg.ca](mailto:goldjo@io.uwinnipeg.ca)

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## CANADIAN ASSOCIATION OF TEACHERS OF TECHNICAL WRITING

### ☛ CATTW IS...

. . . an Association of Canadians who teach technical writing, mostly at universities and community colleges, but in some instances in government and industry. ("Technical" embraces all aspects of functional writing: engineering, medical, scientific, business, etc.). The Association also focuses on oral and graphic communication, and computer-mediated writing. CATTW members are able to exchange techniques and ideas with members at other universities and colleges, attend the annual conference, and receive the Association's refereed journal *Technostyle* twice a year as well as a semestrial *Bulletin*. As of January 1, 1997, the annual membership fee is \$25 for students, \$40 for individuals, and \$50 for institutions.

### ☛ WHO MAY BELONG?

Anyone who studies, researches, or teaches technical or business writing, or is concerned with the graphic, written, or oral presentation of technical/business information.

### ☛ WHERE IS THE CONFERENCE HELD?

We meet at a different Canadian university every year, as part of the annual Humanities and Social Sciences Federation of Canada Conference, in late May or early June (2001: Laval University, Laval, Quebec, May 24-26).

### ☛ WHAT IS THE FOCUS OF *TECHNOSTYLE*?

A sampling of papers from recent editions of *Technostyle* illustrates its broad range of interest:

- Stylistic Prescriptivism vs. Expert Practice
- Evaluation: A Holistic Perspective
- Proposal Writing and Leadership: Taking a Hermeneutic Approach Toward Professional Writing as Social Action
- Le Poids de Trois Siècles de Normativisme Linguistique
- Investigating Summary Typology: Consideration for Classifications
- Reading Bureaucratic Texts: Analysis of Committee Documents
- Journeying Through Paralysis to Praxis: Teaching Professional Writing with Bourdieu and Williams

*Technostyle* also publishes a "Bibliography of Administrative and Technical Writing in Canada."

### ☛ HOW DO I ENROLL?

Complete the attached application form and mail it with your cheque (payable to **CATTW**) to:

Amanda Goldrick-Jones, CATTW/ACPRTS  
University of Winnipeg  
515 Portage Ave.  
Winnipeg, Manitoba  
CANADA R3B 2E9  
Phone: (204) 786-9453 Fax (204) 774-4134  
e-mail: goldjo@io.uwinnipeg.ca

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