

## Publishing

**GETTING INTO PRINT.** W. W. Powell, *Publishers Weekly*, vol 228, no. 3, 19 Jul 85, pp 25-27.

Senior editors work under their own direction, claiming that they know their fields best and that supervision is impractical. However, editors work within informal boundaries imposed by internalized organizational values. Reinforcement and reassurance lead to recurrent behavioral patterns by editors. Editors become accustomed to books signed by their companies and continue the acceptance pattern established by the company. Thus, management lets them work without much direct supervision.—**J. Stanley.**

**HOW TO REVIEW GUIDES FOR CONSUMER PRODUCTS.** Staff, *Simply Stated*, no. 60, Oct 85, p 2.

The Consumer Electronics Group of the Electronics Industries Association makes recommendations for its consumer publications: use the same format and size for all booklets; address the reader as "you" in a clearly written, informal style; italicize all words in the text that are defined in the glossary; use large type and lots of white space; write different booklets on some technical topics to accommodate different levels of readers; and test booklets for readability.—**B. E. Fearing.**

**PHOTOCOMPOSITION: ITS TECHNOLOGY ADVANCES.** M. A. Kellner, *The Office*, vol 102, no. 4, Oct 85, pp 118-120.

As a part of electronic publishing in the office, photocomposition can produce printed material of a quality comparable to that produced by a commercial typesetter. However, the cost is much less; you can change a page at will; and any corrections or changes can be made instantly, with no charge for author's alterations. Explains how desktop computers, daisywheel, dot matrix, and even laser printers are combining to make typesetting far more reasonable than before.—**Computer Literature Index.**

**PUBLISHING INFORMATION FOR TECHNICAL DOCUMENTATION BROUGHT IN HOUSE.** D. McKew, *Graphic Arts Monthly*, vol 58, no. 2, Feb 86, pp S-16 to S-16.

Cummings Engineering Company, which publishes as many as 200 parts information manuals, service manuals, and systems handbooks annually, has gone to a computer-integrated publications system that reduces production flow from 29 to 12 steps. The system has also reduced turnaround time by 30% (to only 50%) and has improved quality and creativity.—**J. E. Mortland.**

**WYSIWYG DESKTOP PUBLISHING.** K. Sorensen, *Infoworld*, vol 8, no. 8, 24 Feb 86, pp 38-40.

Pronounced "wizzy-wig," WYSIWYG (an acronym for "what you see is what you get") designates the on-screen representation of the printed page, complete with chosen typefaces merged with graphics. Either a PC ("desktop publishing") or a mainframe ("electronic publishing") manages the software, processor, monitor, and printer involved. As IBM enters the Macintosh-dominated PC market and as prices drop within the mainframe market, users expect improved WYSIWYG screens and printer outputs.—**M. A. Quist.**

## Teaching

**THE ACADEMIC-BUSINESS PARTNERSHIP IN COMMUNICATION COURSES.** S. J. Rogal, *Teaching English in the Two-Year College*, vol 13, no. 1, Feb 86, pp 46-50.

Argues that sophomore communication courses should require students to work with "resource persons" from local business or industry in forming "reasonable rhetorical situations." Preventing instructors from over-specifying assignments, this partnership will generate substantive letters, memos, reports, and oral presentations, for each student will learn to define and solve problems through questioning a professional in the student's future vocation.—**R. C. Raymond.**

**COMPOSING WITH COMPUTERS.** F. A. Hubbard, *National Forum*, vol 65, no. 4, Fall 85, pp 25-28.

Discusses the use of word-processing programs and microprocessors in learning how to write. Besides the available programs that check for surface-level errors, word processors offer writers a faster

way to provide multiple drafts. They also allow students to compose without being hampered by the boundaries set by the stages of the writing process.—**I. Thompson.**

**CRITICAL THINKING THROUGH WRITING: USING PERSONIFICATION TO TEACH PHARMACODYNAMICS.** J. M. Lantz and G. D. Meyers, *Journal of Nursing Education*, vol 25, no. 2, Feb 86, pp 64-66.

Nurse educators can incorporate writing activities into the nursing curriculum to help future nurses master knowledge and develop critical thinking skills necessary for professional expertise. A specific assignment, requiring students to explain the unique characteristics of a drug and its family by writing a personification of the drug, illustrates the teaching of pharmacodynamics and interpretive, synthetic, and analytical thinking skills.—**G. D. Meyers.**

**GHOSTS FROM THE PAST: THE TEACHING OF GOALS.** J. S. Patterson, *Teaching English in the Two-Year College*, vol 13, no. 2, May 86, pp 135-137.

Because employers expect applicants to state professional objectives on their resumes, the instructor requires his technical writing students to write confidential letters to themselves stating the goals they expect to reach over the next decade. Mailed by the instructor ten years later, the letters help students measure progress and form professional contacts.—**R. C. Raymond.**

**GUIDELINES FOR TECHNICAL INTERVIEWS.** A. Philbin, *The Writing Instructor*, vol 5, no. 1, Fall 85, pp 31-33.

Because technical writers spend a great deal of time questioning co-workers on work-related matters, Philbin teaches interviewing skills in her technical writing classroom. Her students practice creating direct and indirect questions in accordance with these guidelines: etiquette, confidentiality, organization, standardization, and simplicity. Philbin stresses the importance of the technical communicator's professional conduct, not simply format.—**W. M. Karis.**

**JUST DO IT.** P. A. Nielson, *Feedback*, vol 27, no. 4, Spring 86, pp 6-9.

To learn script writing students must write scripts, and they must write a great deal. For most students the structure of a script is already in their heads, and the technique of bringing it out boils down to: "Just do it!" The "Just do it" approach can be facilitated by using a three-element structure for each assignment: (1) developing and writing a concept statement, (2) creating and fleshing out a treatment, and (3) writing the script.—**K. Rushing.**

**ON THE VALUE OF COMPUTER-AIDED INSTRUCTION: THOUGHTS AFTER TEACHING SALES WRITING IN A COMPUTER CLASSROOM.** J. Hagge, *The Bulletin of the Association for Business Communication*, vol 49, no. 1, Mar 86, pp 12-17.

Examines some of the pros and cons of using computer-aided instruction (CAI) in the classroom. Incorporating the findings of a student questionnaire administered in a Computerized Sales Writing Class, the article raises some practical (cost and time) and ethical (academic freedom) issues that instructors need to consider before using CAI in the classroom.—**H. Smith.**

**THE SEX TEST.** S. Hess, *Columbia Journalism Review*, vol 24, no. 6, Mar-Apr 86, p 45.

Describes a "little trick" the author played on his graduate seminar at Harvard. Hess presented his students four articles from four different newspapers and then asked whether the author was a male or a female. Most of the students guessed incorrectly. Some of their incorrect assumptions were that men in their writing are more sensational and women in their writing are more sensitive. Article ends with a do-it-yourself test.—**B. S. Martin.**

**TECHNICAL COMMUNICATION IN THE TWO-YEAR COLLEGE.** N. A. Pickett and F. Angelo, *Teaching English in the Two-Year College*, vol 13, no. 2, May 86, pp 126-134.

Shows that technical communication courses serve growing numbers of students pursuing technical degrees or preparing to transfer to four-year institutions. This survey will help two-year schools decide on objectives, instructors, and texts for their technical communication courses; it will also provide a database for further research on the purpose and value of such courses.—**R. C. Raymond.**