Annotations on:
Beyond Internationalization: Multicultural Education in the Professional Writing Contact Zone
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"Are composition studies and professional communication instruction at cross-purposes, as many critics charge?"
        -Are we actually learning something that will help us professionally?
Contact Zone:
        -multiculturalism within contact zones will increase the connection between composition studies and professional communication
        -an international perspective is crucial
"The international perspective in professional communication studies can inform issues of audience analysis in composition" --how???
"To help students fit into society or to convince them to change it" --why is society so important to the writer?

Internationalization and the Social View of Professional Communication
        -professional communication leads to social orientation
        -how do we interpret society? Nature vs nurture
        -standardization-- helpful or hurtful
        -should we as writers be focused on conforming to our audience or on being our most authentic self?

From The Social to The Political: Multiculturalism in the Professional Communication Classroom
        -"does teaching academic discourse privilege itself and marginalize other, different forms of knowledge making?"
        -it is important to critique discourse norms
        -language is political and how it is used influences the world; manuals
        -the workforce is not diverse enough which is why multiculturalism is crucial
        -multiculturalism vs internationalization
        -"When we add internationalization into the equation, both writers' and readers' mental sets operate out of a complex network of social, political, and cultural forces that add complexity to the rhetorical situation and meaning making." 436

Multiculturalism, Politics, and Pragmatics: Teaching in the Professional Writing Contact Zone
        -understanding differences is different than just acknowledging them

-"How do you discuss cultural differences without overgeneralizing and stereotyping?" 438

-ask how these cultural differences impact you

-multiculturalism+professional communication classrooms=contact zone

-students don't realize that diversity requirements benefit them in learning

-expanding the work that is studied increases multiculturalism

Conclusion: Multicultural Education in Professional Communication

-"professional communication's greater awareness of audience complexity can serve to transform the arguably oversimplified audience component in academic communication." 444

-getting a job is just as important as being ethical and responsible

"Professing Multiculturalism: The Politics of Style in the Contact Zone" by Lu

- Style is judged by:
  - The writer's knowledge of english and whether or not they are a native speaker
  - Experience in writing, i.e. whether they have been educated or not
- "More and more English courses are now informed by a view of language as a site of struggle among conflicting discourses with unequal socio-political power"
- Heteroglossia: the presence of two or more voices or expressed viewpoints in a text or other artistic work
- Thought that a writer's ethnic or educational background is enough to dismiss their "uneven" style
- Within this article there is discussion of "real" writers→ in one of my other english classes we discussed at length about the canon and what writers deserve to be in the canon and how we determine who's in the canon, especially who leave out of the canon because systematically their voices and writings were oppressed or deemed unfit for discussion because of background
- Interesting point the article brings up: students are often anxious about recreating the style of the "real" writers, but these writers were deemed "real" and "good" because they experimented with style and form...so why are students not allowed to do the same? Only when a student produces an "error free" text is that student then allowed to practice innovative style.
- Treat classrooms as "contact zones"
- Writer wants to do these three things:
  - "1. Enabling students to hear discursive voices which conflict with and struggle against the voices of academic authority;
  - 2. Urging them to negotiate a position in response to these colliding voices

- ○ 3. Asking them to consider their choice of position in the context of the socio-political power relationships within and among diverse discourse and in the context of their personal life, history, culture, and society"
- Relationship between form and meaning:
  - ○ Difference between "can" "be able to" and "can be able to"
  - ○ What other ways do we differentiate between form and meaning? What other words do we misinterpret (sanction?)
  - ○ An interesting point was brought up by the students that "everyone uses 'can' and 'be able to' interchangeably nowadays" and no one cares about the distinction between "can" and "may"--this brings up the point of arbitrary grammatical rules, if everyone *understands* and meaning can be inferred than what is the point in enforcing these seemingly arbitrary rules?
  - ○ The argument is not just about grammar, as these foreign students articulate an interesting point, the difference also lies in the understanding of American value systems, the idea of "can do" and individualism→ "once we locate these conflicting approaches to the notion of ability, it becomes clear that revision or 'correction' of the 'can able to' in these two segments can no longer take place simply at the level of linguistic form. It must also involve a writer's negotiating a position in relation to value systems with unequal social power in the US"