Taking a look at another institution's program (whether it is virtually, by interview, or by a campus visit) gives teachers a different context against which to compare teaching practices—their own, their department's, and their institution's. Being critically aware of similarities and differences could be crucial when developing a rhetorically situated teaching portfolio that will have audience members from different institutional backgrounds. By writing up a quick report concerning a campus visit, teachers may use the exigencies created to help balance the pressures that emerge between the reflective work that may be personally useful to them and the rhetorical space/reward for documenting teaching.

Arizona State University
Preparing Future Faculty
Portfolio

Shelley Rodrigo Blanchard
1999-2001

Interview Dr. xxxx xxxx

Who:
I interviewed **Dr. xxxx xxxx**, Professor of the new **Multimedia Writing and Technical Communication** program at **xxxxxxx**.

What:
I interviewed and then wrote up a short story about the new program for *Writing Notes*, the newsletter of the **Writing Programs** on xxxx's campus.

When:
Spring Semester, 2001. **Writing Notes 2.3** was published on February 27, 2001.

Where:
xxxxxx

Why this particular experience?
As Assistant Director of the Writing Programs on xxxx's campus, I was responsible for publishing a newsletter. Many times I needed to do the research and writing of the major cover pieces. Since xxxxx had just started this new writing degree program, xxxx xxxx, the Director of the Writing Programs, and I decided that this would be a great cover article. By conducting this interview and writing the article, I was able to make the English Department at xxxxx aware of the important work being done at xxxx.

How did this facilitate professional development?
When Dr. xxxx and I met, we immediately got along well since we shared many research related interests. He is now serving on my dissertation committee. He has also already begun introducing me to some of his colleagues at national level conferences.

Supporting Documents:
Multimedia Writing & Technical Communication Index
MWTC BS Degree
MWTC Sub-Degree Programs
MWTC What Will Students Learn?
MWTC Employment Opportunities
***Writing Notes* 2.3 (Adobe PageMaker)**

Technical Writing at xxxxx
By Shelley Rodrigo Blanchard
Spring Semester, 2001. *Writing Notes 2.3* was published on February 27, 2001, Pages 1, 2, & 4

This article is composed of information from the Multimedia Writing and Technical Communication brochure and website, along with information from an interview with Dr. xxxx x. xxxxx.

This semester xxxxx's Multimedia Writing and Technical Communication (MWTC) degree program just began offering classes. The program has been over a year in the making. Last January 2000, Dr. xxxx xxxx was hired by xxxxx to develop and then head the MWTC program. In the past year Dr. xxxx has been kept busy proposing and developing the degree programs, designing courses, and even applying and receiving, General Studies L ratings for seven of the courses.

Currently, Dr. xxxx and Prof. xxxxx x. xxxxxx are the only full time faculty in the MWTC program. Dr. xxxx xxxx, currently working at xxxxxx's Center for Learning and Teaching Excellence, is also teaching one of this semester's sections of technical writing. This semester, MWTC is offering two sections of the following courses: TWC 301: General Principles of Multimedia and TWC 401/501: Principles of Technical Communication. The other courses the degree programs include are:

- TWC 411/511: Principles of Visual Communication
- TWC 421/521: Principles of Writing with Technology
- TWC 431/531: Principles of Technical Editing
- TWC 443/543: Proposal Writing
- TWC 447/547: Business Reports
- TWC 490: Capstone

The MWTC program offers a variety of degree options and programs, which include:

- B. S. in Multimedia Writing and Technical Communication;
- Undergraduate Certificate in Multimedia Writing and Technical Communication;
- Post-Baccalaureate Certificate in Multimedia Writing and Technical Communication;
- B. I. S. option in Multimedia Writing and Technical Communication; and

- B. A. S. option in Multimedia Writing and Technical Communication.

Most of the MWTC degree/certificate programs strongly recommend that the students participate in a work experience internship. These degrees and certificates prepare students for employment as technical writers and editors, web and other multimedia designers, desktop publishers, publication managers, and information designers.

Dr. xxxx emphasized how the need for component communicators will exponentially increase during the next century. As people, positions, and technologies become increasingly specialized, individuals will need to help different groups to communicate. The MWTC program's learning outcomes demonstrate how and why MWTC graduates will help. In the MWTC program students will learn:

- To communicate, both orally and in writing, across audiences and cultures
- Issues of ethics in technical communication
- Awareness of the global nature of technical communication—both culturally and economically
- The ability to evaluate print, oral, and electronic sources
- An understanding of appropriate technical genres
- The ability to demonstrate technical editing skills in all work
- The ability to incorporate appropriate visual elements and design in written documents and oral presentations
- The ability to work in appropriate media

To help support the development and growth of the MWTC program, Dr. xxxx has been making connections between MWTC, local businesses, and the community. He is strongly pursuing internship positions with local companies. He has also made connections with the local chapter of the Society of Technical Communication. Dr. xxxx and the local chapter are currently working out the logistics of sponsoring student memberships and programs.
In this first semester, the MWTC program has eight undergraduates working towards one of the MWTC majors and four students working towards the Post-Baccalaureate certificate. Dr. xxxx expects lots of growth for the program, both in terms of students and faculty, over the next few years.