

0:00 - My name is Jason Tucker (calm music)
0:01 and I'm a senior instructor
0:02 in the English Department at Suffolk University.
0:09 Public and Professional writing at Suffolk
0:11 has three main components, and we can call them
0:14 technical, professional, and rhetorical.
0:16 In the technical aspect, we look at your grammar,
0:19 style, editing, syntax, you know,
0:21 the mechanics of language, those sorts of things.
0:23 And in the professional ones, we look at real world types
0:27 of professional writing situations.
0:29 Where you would be writing in real workplace scenarios,
0:32 thinking through the significance of your audience
0:35 and your situation, how to navigate
0:37 the needs of various stakeholders.
0:39 The rhetorical aspect of public and professional writing
0:42 focuses on the ways in which meaning gets made.
0:45 So we both study that and then we use those tools
0:47 to create rhetoric ourselves.
0:49 (calm music continues)
0:53 Tactical Rhetoric, Advocacy and Activism,
0:56 Propaganda and Power.
0:58 So the main idea is that in this course we look at
1:02 situations where the person talking and the person listening
1:07 have a very big difference in power between them.
1:09 But we look at organizations that try to address some need
1:12 in the world or or some pressing issue and how they use
1:16 all of the rhetorical tools at their disposal.
1:18 Students work in teams to create a variety of projects
1:21 where each of them ask them to be in a different
1:23 writing situation around the same topic.
1:27 So they create public awareness campaigns.
1:30 Some students are doing podcasts, other students are writing
1:33 personal essays where they can narrate
1:36 from their own experience and their own perspectives.
1:39 (calm music continues)
1:42 So many book publishers are right here in Boston.
1:45 They have headquarters here.
1:46 And so not only can we find people to talk to our students
1:51 and let students know that,
1:52 "Hey, here's this organization right there,"
1:54 but there are internships readily available.
1:56 We will bring in editors and agents
1:58 and other people working in the publishing field

2:01 so students ask them questions about how they got there.
2:04 In my class, where students are working in teams right now,
2:07 one of their requirements is to find one person
2:10 outside the university to interview.
2:12 That is a good intellectual exercise
2:15 and an ethical exercise, but it's also a practical one.
2:18 Because they have to set up the interview,
2:20 they have to make contact.
2:22 And so how to appeal to people,
2:24 how to handle negotiating real world situations
2:27 where uncertainty is the defining feature of it.
2:30 There's no guarantee, and the struggle of having
2:33 to do things like that is one of the greatest benefits
2:35 of a project based style approach.
2:38 (calm music continues)
2:41 We try to get students equipped to participate in society.
2:46 Students already know what they're concerned about.
2:49 Some students want to do very big things.
2:52 Other students want to participate in more small ways,
2:55 but they still care very much.
2:57 And so we equip students with the opportunities
3:01 and the tools to decide what they want to focus on,
3:04 how they want to focus on it.
3:05 The goal that we've had is to prepare students
3:09 to be able to take on jobs and whole lives
3:13 that don't really even exist yet.
3:15 No matter what changes come through their lives
3:18 and into the world, they will have something with them
3:21 they can use to help navigate that.