

WORKPLACE COMMUNICATION DISTINCTIVES

Essay vs. Applied Communication comparison

(ACADEMIC) ESSAY WRITING	APPLIED COMMUNICATION
General	
<ul style="list-style-type: none"> Concerned with study of ideas in <i>text</i>—canon of literature—for the purpose of <i>personal</i> growth/enlightenment through discovery, exploration, reflection & expression 	<ul style="list-style-type: none"> Concerned with study of people in <i>context</i>—<i>interactive</i> arena of relationships (personal, social & workplace)—for the purpose of bringing about change(s) in audience and context
<ul style="list-style-type: none"> Requires sophisticated mastery of language as the <i>sole</i> medium for achieving rhetorical objectives. 	<ul style="list-style-type: none"> Requires mastery of a <i>sophisticated combination</i> of precise, concise language and visuals to achieve rhetorical objectives.
<ul style="list-style-type: none"> Uses writing skills almost exclusively; limited use of/need for visuals as aids to understanding 	<ul style="list-style-type: none"> Employs extensive/integral use of visuals as crucial elements in message design & delivery
<ul style="list-style-type: none"> Students expected to gain fresh insight into texts & articulate that <i>personal</i> insight to a teacher or colleague for comment & further reflection 	<ul style="list-style-type: none"> Students expected to create messages that influence people in context; often create messages on behalf of audience(s)—marginal personal input
<ul style="list-style-type: none"> Multiple interpretations intended / possible 	<ul style="list-style-type: none"> Precise, unambiguous meaning(s) intended
<ul style="list-style-type: none"> Rarely written to meet deadlines 	<ul style="list-style-type: none"> Deadline-driven, requiring swift response
Style & Organization	
<ul style="list-style-type: none"> Main point developed gradually as a coherent argument culminating in a subjective conclusion 	<ul style="list-style-type: none"> Main point usually stated immediately with factual supporting data following in modular form
<ul style="list-style-type: none"> Careful reading of entire text always required—series of closely linked, interdependent paragraphs, designed to be read as a unit 	<ul style="list-style-type: none"> Complex information organized to be read selectively—series of connected but discrete modules, arranged strategically & visually
<ul style="list-style-type: none"> Style intentionally varied and complex; designed for unhurried reflection 	<ul style="list-style-type: none"> Precise, concise style combined with visual elements for rapid understanding & use
<ul style="list-style-type: none"> Idea relationships and relative importance indicated by organization and use of topic sentences, transitional devices, etc. 	<ul style="list-style-type: none"> Idea relationships & relative importance usually indicated <i>visually</i>—layout, placement, concise, descriptive headings, lists & white space
Audience Involvement—analysis & interaction	
<ul style="list-style-type: none"> Ideas/concepts are central: discovering, engaging, reflecting, articulating, etc. 	<ul style="list-style-type: none"> People are central: interacting, explaining understanding, motivating, building relationships
<ul style="list-style-type: none"> <i>Theoretical/abstract</i>: demonstrates/displays topic knowledge for recognition or discussion 	<ul style="list-style-type: none"> <i>Practical</i>: attempts to solve problem(s) for a specific audience at a specific time and place
<ul style="list-style-type: none"> Audience analysis involved but not central—the writer's perspective drives the process 	<ul style="list-style-type: none"> Audience analysis/<u>interaction</u> essential—the audience is the center of the process
<ul style="list-style-type: none"> In many cases, subjective: focuses on writer's viewpoint(s); reflective & thought provoking; views reader as intellectual sounding board & opportunity to stimulate further discussion 	<ul style="list-style-type: none"> Almost invariably, objective, factual, verifiable, measurable: focuses on issues/ideas as related to audience needs; views reader as needing information/motivation for action
<ul style="list-style-type: none"> Topic knowledge (student) usually less than teacher's / comparable to colleagues 	<ul style="list-style-type: none"> Topic knowledge <i>must</i> be greater than that of audience

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