

76-270 Writing for the Professions Course

Schedule and Descriptions Fall 2026

Writing & Communication faculty offer both core and specialized sections of our popular Writing for the Professions course. See page 2 for descriptions.

76-270 Section	Day and Timeslot	Instructor Name	Type of Section
A	MWF 8-8:50AM	Andrew Gordon	Core
B	MWF 9-9:50AM	Andrew Gordon	Core
C	MWF 10-10:50AM	Andrew Gordon	Core
D	MWF 11-11:50AM	Sarah Mansfield	SCS
E	MWF 11-11:50AM	TBD	Core
F	MWF 1-1:50PM	Paul Michiels	SCS
G	MWF 2-2:50PM	Mercy Faleyimu	Core
H	MWF 3-3:50PM	Chris Mayer	Core
I	MWF 4-4:50PM	Paul Michiels	Core
J	TR 2-3:20PM	Laura McCann	HPP
K	TR 9:30-10:50	Peter Mayshle	Core
L	TR 2-3:20PM	Barbara George	SCS
M	TR 3:30-4:50PM	Laura McCann	Core
N	TR 12:30-1:50PM	Dorothy Hammond	Core

76-270 Specialized Section Descriptions

Core Course Description for 270

Workplace communicators use words and images to connect people with information and to structure experiences for audiences to take action. To be effective, they must learn to design communications across genres and media, and with a keen sense of audience, purpose, contexts, and constraints. In this course, you will sharpen your abilities to communicate information effectively, ethically, and responsibly to people with different needs. Our assignments and conversations will take us through a wide range of genres and rhetorical situations (oral and written) that you can expect to encounter in the workplace. A high-level goal for the course is to combine theory, methods, and known best practices for putting our readers at the center of our writing, with a strong emphasis on building a communication design toolkit for reaching non-expert audiences and navigating novel situations. By the end of the course, through writing, feedback, analysis, reflection, and revision, you will leave with a set of polished examples of your ability to communicate nimbly across genres. [Note: Core sections are not discipline-specific. We currently offer discipline-specific sections for SCS and for the Health Professions Program.] All sections of 76-270 share common outcomes and meet various general education requirements across the university, including the Dietrich Gen Ed Disciplinary Perspectives requirement for Design.*

*Students should consult with their advisors to confirm their general education requirements.

Explanation difference(s) between SCS-specific and core sections of 270:

This discipline-specific section is tailored for students in the School of Computer Science. The course shares the core 270 outcomes for designing communications across genres and media, and with a keen sense of audience, purpose, contexts, and constraints. In the SCS-tailored section, we focus on persuasive communication needs common in careers that SCS majors often pursue. Therefore, assignments include a persuasive design email where students propose a design solution to meet a specific business need, a communication plan in which they decide upon a corporate communication strategy for a company's software engineering team, and a informational interview project in which students interview a professional in their intended field and report on their findings in a short report and presentation. These assignments uniquely engage with the communication stakes inherent in CS-specific workplace situations, yet the class still retains many of the other core 270 assignments, such as the job application package and a set of instructions. All sections of 76-270 meet various general education requirements across the

university, including an HPP General Education requirement for English and the Dietrich Gen Ed Disciplinary Perspectives requirement for Design.*

*Students should consult with their advisors to confirm their general education requirements

Explanation difference(s) between HPP-specific and core sections of 270:

This discipline-specific section is tailored for students in the Health Professions Program (HPP) or planning a career related to the health professions. The course shares the core 270 outcomes for designing communications across genres and media, and with a keen sense of audience, purpose, contexts, and constraints. In the HPP section, we explore how language shapes bodies and the professions studying these bodies, whether through interpersonal communications between clinician teams, doctor-patient exchanges, or broad-scale public health campaigns. Effective communication can be a life or death endeavor in health fields, but also poses real-world implications for how constructs like gender, race, ability, and sexuality are addressed by health practitioners. Students in this course will draft their graduate school personal statements or cover letters for health-related positions, develop a research proposal that addresses a need in the field, get comfortable with oral communication strategies, and collaboratively construct a patient decision aide that supports shared-decision making practices between patients and their clinical team. These assignments uniquely engage with the stakes of medical communication and rhetorical decision making in health professions, yet the class still retains many of the other core 270 activities, lessons, and assignments. All sections of 76-270 meet various general education requirements across the university, including an HPP General Education requirement for English and the Dietrich Gen Ed Disciplinary Perspectives requirement for Design.*

*Students should consult with their advisors to confirm their general education requirements.

Explanation difference(s) between Statistics and Data Science-specific and core sections of 270 (only offered in the spring):

This discipline-specific section is tailored for students in Statistics & Data Science. The course shares the core 270 outcomes for designing communications across genres and media, and with a keen sense of audience, purpose, contexts, and constraints. In the S&DS-tailored section, we focus on persuasive communication needs common in careers that S&DS majors often pursue. Therefore, assignments include a client-facing proposal based on industry conventions—which requires the synthesis of quantitative information, data visualization, and claim-making—and the collaborative development of materials explaining a statistical concept using primarily visual information or cues. These assignments uniquely engage with the communication stakes inherent

in S&DS -specific workplace situations, yet the class still retains many of the other core 270 assignments, such as the job application package and a set of instructions. All sections of 76-270 meet various general education requirements across the university, including an HPP General Education requirement for English and the Dietrich Gen Ed Disciplinary Perspectives requirement for Design.*

* Students should consult with their advisors to confirm their general education requirements