Abstract

This case study investigates student perceptions of their preparation for and transition into workplace writing from academia. The study addresses their experience with acculturation to their new writing environment as well as challenges the writers faced during their transition. The students’ perceptions differed depending upon their educational experience and what field of work they are a part of, but commonalities are also found across their industries and experiences. Participants used collaboration, feedback, modeling, and time for acclimation to cope with their transition, and the results suggest that both educators and employers have further opportunities to assist writers with a more successful transition. The author suggests a professional writing curriculum that involves university-business partnerships and focuses on student awareness of social context, audience, and expectations within the workplace community of practice.