In my Writing for Business and Industry classroom, this advice translates to always centering those on the bottom, on the margins, and at the periphery of the centers of power in business and industry contexts through case-study style projects that center women, people of color, people with disabilities, and/or LGBTQ people as the colleagues, employees, customers, and the publics with which technical communicators need to be concerned. I insist that students consider historically marginalized groups as a significant and growing part of their audiences, relevant to their goals and purposes, and essential to an accurate and ethical reading of historical, political, and social contexts of their work. (p. 21)

The case, as the textbook presents it, asks students to consider a request by a small group of employees for a nursing mother’s room and a gender-neutral bathroom. The case situates the request in a small-but-growing tech company, prompting students to consider timely issues in a contemporary business landscape, including women in STEM fields and the criminalization of gender non-conforming bodies. (p. 24

**a linguistic landscape analysis**. Scholars have described linguistic landscape as a phenomenon “whereby different languages interact within a shared physical space to converge, change, and reflect existing power relations, and in so doing, to affect views, opinions, and perceptions” (Ivkovic & Lotherington, 2009). I try to extend the idea of languages to include varieties of a language, symbols, images, signs, and other textual and graphic cues.

To help my students understand how the linguistic landscape of space can communicate subtle and overt messages about who is included and excluded, who belongs and who does not, what is acceptable and what is unacceptable, I ask them to analyze the linguistic landscape of a space with which they are very familiar – the academic building which houses their department. I teach in this building most often, so I send the students out into the hallways to observe what languages, language varieties, symbols, images, signs, etc. are creating and composing the space that is designated for business majors to learn. They are instructed to take notes, including snapping pictures, of what they see and return to the classroom for the analysis. During the analysis, we identify patterns of inclusion and exclusion. Who and what is included (either explicitly or implicitly)? Who or what is excluded? What does this communicate to people who enter this building about how they are supposed to be in relationship with the space? How can similar dynamics be created by the technical and professional documents – the dress codes, policies, applications, procedures, reports – of a business or industry environment? We end the class meeting with a reflection on how space is composed and how we can intervene in a space by (re)composing.) (p. 26)