
The Logical Path and Practical Strategies of Integrating the Craftsmanship Spirit into the “Applied Writing” Course in Vocational Undergraduate Colleges

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Abstract: In the context of vocational undergraduate education dedicated to cultivating high-level and multi-disciplinary technical and practical talents, applied writing, as a core general ability that runs through all professional fields, requires a shift from “format teaching” to “strategic communication ability cultivation”. Addressing the deep-seated problems such as emphasizing form over thinking, template over creation, and disconnection from professional practice in current courses, this paper proposes to deeply integrate the value concepts of the craftsmanship spirit, including extreme concentration, meticulousness, customer first, and adherence to tradition and innovation, into the teaching system of the course. The article first demonstrates the high degree of structural similarity between the craftsmanship spirit and high-level applied writing in terms of value logic, ability logic, and career logic, and then systematically constructs a “craftsmanship-cultivating, craftsmanship-enabling, and craftsmanship-leading” integration path from four dimensions: teaching objectives, content reconfiguration, teaching mode, and evaluation system. This path aims to guide students to adopt the posture of “writing artisans”, refine rigorous, precise, efficient, and innovative written communication skills, and achieve the transformation from “compliant writing” to “value-driven writing”, laying a solid communication foundation for their future development as outstanding engineers, managers, and technical leaders in the industry.

Keywords: Vocational Undergraduate Education; Craftsmanship Spirit; Applied Writing; Communication Skills; Teaching Reform; High-level Technical and Practical Talents

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1. Introduction: The proposal of the problem and the context of the era

Vocational undergraduate education, as a key link in China’s modern vocational education system, has a clearly defined talent cultivation goal of “high-level technical and practical talents”. It not only requires students to master profound professional technologies but also to possess the comprehensive capabilities of solving complex engineering problems, conducting technical management innovation, and efficient teamwork. Among these capabilities, applied writing is not merely a simple application of format norms, but a strategic communication tool that condenses technical ideas, promotes project management, shapes organizational image, and creates commercial value. However, when examining the current

applied writing teaching in vocational undergraduate colleges, there are prevalent tendencies of “vocalization” or “generalization”: either still focusing on the format practice of routine documents, failing to match the higher-level writing demands of vocational undergraduate students such as scheme design, technical reports, and project applications; or emphasizing theoretical teaching, with loose integration with students’ professional technical context and future career scenarios. As a result, students’ works often have “form but lack spirit”, lacking in deep thinking, precise analysis, and effective persuasiveness.

The craftsmanship spirit in the new era has been endowed with rich connotations of pursuing excellence, continuous improvement, and creating value^[1]. It provides unique and profound ideological resources to solve the aforementioned problems. Integrating the craftsmanship spirit into the teaching of applied writing in vocational undergraduate colleges essentially promotes the course from “instrumental” to “sophisticated” and “strategic” levels. This requires teaching to go beyond imitating “document templates” and shift to the in-depth refinement of “writing projects” - that is, treating each communication with craftsmanship, polishing every detail with craftsmanship, and leading writing with the craftsmanship dream to create greater value. This paper aims to explore the internal logic of this integration and propose systematic teaching implementation strategies.

2. The internal logic of integrating the craftsmanship spirit into the applied writing course in vocational undergraduate colleges

2.1. Structural similarity of value logic: From “Compliance” to “Excellence”

The “craftsmanship teachers” or “technical leaders” cultivated by vocational undergraduate education must demonstrate professional authority and high responsibility in their written communication. The craftsmanship spirit’s insistence on “meticulousness” and “lifelong responsibility” is exactly the same as the requirements for absolute accuracy of data, logical rigor, and unassailable expression in applied writing. A technical agreement with ambiguous content or a project feasibility report with ambiguous data is no less harmful than a defective part. Integrating the spirit of craftsmanship is to internalize the quality consciousness of “doing it right the first time and pursuing excellence” and transform it into students’ writing ethics, making them realize that excellent texts are the cornerstone of professional reputation^[2].

2.2. Alignment of ability logic: Fine decomposition and expression of “complex problems”

The application writing tasks faced by vocational undergraduate students, such as large-scale project technical plans, innovative patent specifications, and cross-departmental coordination memorandums, are highly complex and comprehensive. This requires writers to handle massive information precisely, logically restructure and clearly present it, just as a craftsman handles complex processes. The “focus” and “meticulousness” in the spirit of craftsmanship correspond to the in-depth audience analysis, rigorous structural conception, and repeated refinement and revision in the writing process. This “craftsmanship-style” handling of complex communication tasks is a high-level ability beyond the basic skills training at the vocational undergraduate stage and is a direct manifestation of the spirit of craftsmanship empowering writing teaching.

2.3. Direction of professional logic: Transformation from “skill practitioners” to “communication leaders”

The development paths of vocational undergraduate graduates often lead towards technical management, project leaders, or innovation backbone positions. Their writing is not only for recording and reporting but also for leadership, persuasion, coordination, and promotion. The “user first” (reader consciousness) and “upholding tradition and innovating” contained in the spirit of craftsmanship precisely constitute the core of leadership communication. It requires students to always consider “how to make decision-makers understand and support my plan?” “How to make the cross-professional team clearly understand the technical points?” “How to use the text to push the project forward?” This enables writing to transform from a passive skill to an active strategic tool, facilitating students’ key transition in their professional roles.

3. Practical strategies for integrating the spirit of craftsmanship into vocational undergraduate application writing courses

Based on the cultivation framework of “craftsmanship - craftsmanship art - craftsmanship dream”, a strategy system is constructed to integrate.

3.1. Cultivating “craftsmanship”: Internalizing “writing as conveying the message, every word matters” as the writing ethics and belief

Conceptual transformation: At the beginning of the course, through major engineering documents (such as space mission specifications), classic business cases (such as the key memorandum that changed the company), and examples of significant losses due to text flaws, shockingly clarify “text quality is the career lifeline”. Establish a sense of reverence that “writing is decision-making, words are responsibility”.

Context immersion: Deeply collaborate with various professional colleges and introduce real, unfiltered complex writing tasks. For example, writing a tender technical specification for an intelligent equipment project, planning a cross-departmental promotion plan for a new product launch, and writing an in-depth analysis report and preventive measures for technical failures. Let students experience the weight of writing in “real problems, high stakes” situations.

Role model guidance: Invite enterprise chief engineers, project managers, senior legal advisors, or policy researchers to share “a word is worth a thousand words” practical writing experiences. Focus on presenting how they used an outstanding report to win investment, resolve crises, and promote technological innovation, concretizing the spirit of craftsmanship as perceptible professional achievements.

3.2. Cultivating “craftsmanship art”: Delving into “planning and layout, refining words and sentences” as the writing techniques and thinking

Teaching content reconfiguration: Build a core module of “thinking - structure - expression” as a whole.

Strategic thinking module: Strengthen the “target - reader - situation” analysis framework. Introduce pyramid principles, structured thinking, etc., and specifically train students’ ability to extract core viewpoints from complex information and construct logical chains.

Engineering structure module: For complex styles such as technical reports and project plans, break them down into “summary, background, methods, results, discussion, and suggestions”, and deeply explain the functions, writing points, and logical connection techniques of each component.

Precise expression module: Beyond grammatical correctness, pursue “professional, clear, and powerful”. Comparative analysis of excellent and poor texts helps students master the accurate use of technical terms, the skills of simplifying complex sentences, and the ability to coordinate the presentation of charts and text.

Teaching process innovation: Fully implement the “writing workshop” and “multi-round iterative revision” model.

The writing of a project document requires a complete process of “outline review - initial draft discussion - peer review (simulating different reader roles) - teacher/industry mentor’s detailed review - final revision and completion”.

Introduce collaborative writing software to simulate the process of multiple people collaborating on document creation and revision, allowing students to experience “writing is the precise collaboration of a team”.

Technical tools empowerment: Teach students to use mind mapping software for conception, use professional chart tools for data visualization, and understand document version management, normative checks, and other auxiliary tools, combining the craftsmanship spirit with modern writing technology.

3.3. Build “Craft dream”: Establish a “career ideal and framework of using writing to support governance and creating value”

Deep integration with the major: Writing tasks are closely embedded in core courses of the major or graduation projects. For example, in the engineering design course, students are required to write complete design specifications and project

proposals; in marketing planning, they write detailed business plans. This makes writing a “standard interface” for professional ability output, allowing students to see how excellent writing can amplify their professional value.

Reconstruction of the evaluation system: Establish a comprehensive evaluation system of “process, performance, and added value”^[3].

Evaluation criteria are multi-dimensional: In addition to format and content completeness, significantly increase the weight of “logical rigor”, “depth of analysis and insight”, “innovation and feasibility of solutions”, “reader awareness and persuasiveness”, and “visual presentation effect”.

Evaluation subjects are diversified: Introduce professional teachers and enterprise mentors for “cross-border evaluation”^[4]. For a technical report, it is evaluated by both the writing course teacher for communication effectiveness and by professional teachers for the accuracy and depth of the technical content.

Evaluation of works is archived: Establish an individual electronic writing portfolio, including the iterative process from the initial draft to the final version, each round of feedback, and the final outcome, clearly presenting the growth trajectory of “craftsmanship-style refinement”.

Outcome-oriented and career linkage: Encourage and guide students to convert excellent course works (such as award-winning proposals and high-quality research reports) into the basis for business plans for “Internet +” and “Challenge Cup” innovation competitions, or as core materials for their job portfolios. Let students truly feel that exquisite writing skills are their “hard currency” for career development and a booster for realizing the “craftsmanship dream”.

4. Conclusion

Integrating the craftsmanship spirit into the vocational undergraduate applied writing course is a profound return to the essence of the course and a modernization of its nature. It responds to the urgent need for high-level technical skills personnel’s communication ability in industrial upgrading and solves the long-standing superficial and tool-oriented predicament of course teaching. Through the systematic implementation of “forge craftsmanship, refine craftsmanship, build craftsmanship dream”, the course teaching can shift from mechanical format training to the cultivation of “process-level” handling ability and “strategic-level” value thinking for complex communication tasks. This not only can forge students’ rigorous, precise, and reliable “writing craftsmanship” but also empower them with the “professional craftsmanship ability” to master projects and create value through communication, ultimately helping them complete the crucial leap from proficient “technical implementer” to outstanding “project communicator” and “value creator”, and providing a large number of “craftsmen” and “communication masters” as future pillars for the construction of a manufacturing power and a quality power. Future exploration should further focus on developing interdisciplinary writing projects and building a real writing case library with school-enterprise collaboration, so that the cultivation of craftsmanship spirit is deeply rooted in the soil of industrial innovation.

Disclosure statement

The author declares no conflict of interest.

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