

FOCUS Preview

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This edition of FOCUS offers articles on technical and professional communication pedagogy. They bring together theory and practice and make visible connections between theories underlying civic concerns and social justice with curricular and pedagogical practices for applying those theories. Stephen Carradini's "Civic Social Media: A Detailed Case for Classroom Use" offers insightful ideas on how to make pedagogical connections with the outside in the context of new media work his students completed in the workplace for a technical writing course. He examines a service-learning project involving social media and gives readers various insights for applying these ideas in TPC courses in the domains of client analysis, content development, and managing projects. Isidore Dorpenyo and Lourdes Fernandez, on the other hand, in their piece "Towards a Social Justice Agenda: Learning Outcomes as a Site for Coalition Building" demonstrate through curricular and pedagogical actions from the inside how to make these connections. They examine the lack of social justice-related learning outcomes in technical writing course syllabi, and in an effort at building coalitions they have created such outcomes for inclusion in course syllabi and would like to do the same with program descriptions as well. Their essay will be a resource for TPC faculty and programs wishing to visibly emphasize social justice in learning outcomes for programs. Both pieces complement each other in how they explore these topics.