

## Issue Preview

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In this issue we celebrate some endings and beginnings. First, we'd like to thank Danielle Mollie Stambler, our editorial assistant. Danielle will be moving on to her new position at Arizona State University (ASU) and we wish her our very best! Second, we would like to announce the new, annual *Programmatic Perspectives* Best Research Article of the Year Award. Each year, a committee composed of members of our Editorial Board will be judging and nominating a research article for the award. Currently, the committee is reviewing *Programmatic Perspectives* research articles from 2021, and the winner will be announced at the 2022 CPTSC annual conference.

We'd also like to congratulate Amber Lancaster, Susan Rauch, and Carie S. T. King for their work on the upcoming *Programmatic Perspectives* special issue "Collaboration Models for Programmatic Development: Stakeholder Engagement in Program Design, Growth, and Assessment." The issue will be published in November of 2022 as Issue 13.2.

We're very excited to introduce three research articles in this issue, which focus on writing for nonprofits, teaching UX, and working with engineering capstone students. In "Moving from Implicit to Explicit: Talking Culture and Justice in a Writing for Non-Profits Certificate," Chris Andrews and Charles L. Etheridge analyze how a writing for non-profit certificate program at their institution is meeting the social justice goals that the faculty defined for the program. Through their interview study with their Hispanic students—the students the program was designed to serve—the authors discovered that although the program was connecting students to the community, they were not making connections with larger issues of social justice. To address this need, Andrews and Etheridge conclude the article with actions for improving similar programs that focus on social justice.

In "Student Technical Editors as Writing Consultants for Mechanical Engineering Capstone Design Teams: A Case Study in Interdisciplinary Curriculum

Development” Russell Kirkscey and Anilchandra Attaluri present the findings from a case study that involves a project in which technical and professional communication (TPC) students worked as technical editing consultants for a mechanical engineering instructor during the final semester of their client-based capstone design projects. In the article, Kirkscey and Attaluri explore opportunities and challenges in both TPC pedagogy and program administration afforded through this innovative course design, and they offer suggestions for inter-program collaboration.

In Heather Noel Turner and Emma J. Rose’s “What Do We Teach When We Say We Teach UX? A Study of the Practices of TPC Instructors,” the authors examine the following research questions: 1) What do TPC teachers do when they say they teach UX? What are their definitions, approaches, and activities? 2) What are the structures or constraints that influence UX pedagogical choices? Using data from 80 questionnaire responses, 22 interviews, and a corpus of 53 teaching artifacts, the article offers readers evidence-based UX practices for instructors and programs. Noel and Rose’s article is the result of a 2020 CPTSC Research Grant and a terrific resource for TPC programs considering and/or already fostering UX curricula.

Articles in our FOCUS feature in this issue directly address technical and professional communication pedagogy. In “Civic Social Media: A Detailed Case for Classroom Use,” Stephen Carradini describes a pedagogical case involving civic social media in a service-learning course project. The case offers several insights that colleagues can apply to TPC courses involving areas such as content management, audience analysis, social media, project development, and more. In “Towards a Social Justice Agenda: Learning Outcomes as a Site for Coalition Building,” Isidore Dorpenyo and Lourdes Fernandez discuss the absence of social justice learning outcomes in syllabi for general technical communication courses in a TPC program. In a step toward coalition building, they drafted explicit social justice learning outcomes to add to course syllabi; they plan to extend this work to course and program descriptions. Their work will be helpful to all TPC instructors and programs seeking to explicitly address social learning outcomes.

This issue concludes with three book reviews. Morgan D. Beers reviews Rachel Gramer, Logan Bearden, and Derek Mueller’s edited collection *Radiant Figures: Visual Rhetorics in Everyday Administrative Contexts*. Laurence José reviews *Digital Strategies: Data-Driven Public Relations, Marketing, and Advertising* by Regina Luttrell, Susan F. Emerick, and Adrienne Wallace, and Jennifer Wilhite reviews *A Research Primer for Technical Communication: Methods, Exemplars, and Analyses* (2nd Edition) by George F. Hayhoe and Pam Estes Brewer.

We thank all the authors for their wonderful contributions to issue 13.1, and we thank you, the readers, for continuing to engage in programmatic scholarship. Enjoy the issue!