

Issue Preview

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We're pleased to celebrate the first anniversary of *Programmatic Perspectives* with the publication of Volume 2, Issue 1. A special thank you goes out to Kathryn Northcutt, who served as Book Review Editor for the first year, but will now be moving onto other projects. The year has been a good one for the journal, and this issue promises to continue that trajectory with three articles and the published keynote from last fall's CPTSC conference, each of which encourage us to look outside of our immediate surroundings for ideas and inspiration.

The issue opens with a piece by Lu Rehling and Neil Lindeman from San Francisco State University, who chronicle their successful inclusion of a technical communication course within the university's general education offerings. By designing a course that positions professional and technical communication not as a set of skills or a toolkit of techniques but as a "legitimate, rich, and interesting area of study" within the humanities, and walking us through the rigors of gaining approval for such an offering, Rehling and Lindeman provide inspiration for thinking beyond the traditional service course.

David Christensen, Keith Gibson, and Laura Vernon of Utah State University invite us to look beyond our own disciplinary contexts, this time by interrogating rationales for including cognate courses within technical communication graduate education. The authors contacted graduate program directors at the 22 universities that grant the PhD in technical communication or closely related fields. In their article, they explain what they learned about why programs discourage, permit, or forbid students' inclusion of cognate courses and present their own contextualized argument in favor of one of the positions.

In an attempt to bridge the gap between the classroom and the workplace, Han Yu describes “authentic assessment,” a method that integrates elements of workplace-based performance review in classroom assessment contexts. She translates the language of business—return on investment, value added—into useful concepts for the classroom, and explores assessment as a reciprocal learning space in which business people and academics engage with each other’s methods to enhance mutual understanding and draw upon each other’s strengths.

Kastberg’s piece takes us right out of our homes and transports us to the University of Aarhus, Denmark, the site of last summer’s CPTSC conference. This international locale moves us closer to the international realm we have been seeking since 1998 when Debby Andrews urged us toward this path. In this, the published version of his keynote presentation, Kastberg reframes the work we do as technical communication scholars in terms of scholarship in the fields of Knowledge Communication and Language for Specific/Special Purposes. Adopting a “history of ideas” approach, Kastberg explains the background to this convergence of disciplines and offers strategies not for unearthing the answers but for “finding the questions” that could shape future research in our field.

In addition to these four thought-provoking articles, this issue also includes Sandi Harner’s history and current status of Cedarville University’s Technical and Professional Communication program, and Bob Johnson’s guest editorial, “Balancing Acts: A Case for Confronting the Tyranny of STEM.” This marks the first guest editorial for the journal, and we would like to extend an invitation to those interested in writing editorials for future issues. The editorial typically takes the form of an elongated position statement (roughly 2000–3000 words). Book reviews by Geoffrey Sauer and Nancy Coppola are also included in this issue. As we are always looking for more book reviews and review essays, contact Tracy Bridgeford at tbridgeford@unomaha.edu if you are interested in submitting.

We continue to seek submissions focusing on all areas of programmatic development and program administration. Please consider beginning and developing your position statements for CPTSC 2010 into a manuscript for Volume 2, Issue 2 coming this September or another future issue. Any and all commentary on this or previous issues is invited if you wish to respond. Happy Spring!