CPTSC

Council for Programs in Technical and Scientific Communication

50 Years of CPTSC

Final Program, October 18-19, 2024



The University of Wisconsin - Stout

Menomonie, WI

CPTSC 2024 Conference

Courtesy Van Shuttle from Hotels to Campus 

CPTSC is providing a courtesy van shuttle traveling around five stops: 1) the Groome Transportation airport shuttle drop, the conference hotels on the north end of town—2) Hampton Inn and Suites and 3) Best Western Plus—and the conference site at 4) Harvey Hall, which is adjacent to the 5) Cobblestone Hotel.

Connect to Discord via a browser or the Discord app to tell the drivers where you are and where you want to go. ***You don't need to have a Discord identity—or the Discord app—to use the channel.*** *Go to bit.ly/cptsc24shuttle or follow the QR code on the back of your name badge.*

<table>
<tr><th colspan="4">Friday, October 18, 2024</th></tr>
<tr><td colspan="4">MORNING: Attendees arrive. No planned activities.

Lunch on your own before Workshop 1 @ 1:00 PM</td></tr>
<tr><td>11:00 – 12:30</td><td rowspan="7">Registration and Check-in
Harvey Hall Lobby

Opens at 11:00 AM

Closes at 5:00 PM</td><td colspan="2" rowspan="2">Lunch on Your Own

COFFEE AND SNACKS PROVIDED AT 1:00</td></tr>
<tr><td>12:30 - 1:00</td></tr>
<tr><td>1:00 – 2:15
Session 1</td><td colspan="2">Workshop 1.1
Harvey Hall 143</td></tr>
<tr><td>2:15 – 2:30</td><td colspan="2">BREAK TIME</td></tr>
<tr><td>2:30 – 3:45
Session 2</td><td colspan="2">Workshop 2.1
Harvey Hall 143</td></tr>
<tr><td>3:45 – 4:00</td><td colspan="2">BREAK TIME</td></tr>
<tr><td>4:00 – 5:15
Session 3</td><td>Workshop 3.1
Harvey Hall 143</td><td>Workshop 3.2
Harvey Hall 141</td></tr>
<tr><td>5:15 – 6:45</td><td colspan="3">Opening Reception & Poster Session
Heavy Appetizers from Stacked Eatery
Harvey Hall: First Floor</td></tr>
<tr><td>7:30 – 9:30</td><td colspan="3">OPTIONAL CULTURAL ACTIVITY
Agatha Christie's "And Then There Were None"
Menomonie Theater Guild
Mabel Tainter Center for the Arts
Discounted Tickets Available ($13)
Use promo code UWSTOUT</td></tr>
</table>

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Saturday, October 19, 2024				
Harvey Hall (HH)	**HH 140**	**HH 141**	**HH 143**	**HH 145**
	COFFEE AND REFRESHMENTS PROVIDED AT 7:30			
8:00 – 8:50 Session 0 Committee Meetings	GSC	Administrators	Grants	Open
9:00 – 9:50 Session 1	1.1	1.2	1.3	1.4
10:00 – 10:50 Session 2	2.1	2.2	2.3	2.4
11:00 – 11:50 Session 3	3.1	3.2	3.3	3.4
12:00 – 12:40 Lunch Hang's Cuisine	Harvey Cafe Varied seating for 40	Harvey Hall 179 Banquet seating for 20	Harvey Hall 173 Group seating for 30	
12:50 – 1:50 Business Meeting	Harvey Hall Theatre **Business Meeting**			
2:00 – 2:50 Session 4	4.1	4.2	4.3	Open
3:00 – 3:50 Session 5	5.1	5.2	5.3	5.4
4:00 – 4:50 Session 6	6.1	6.2	6.3	Open
5:00 – 5:50 Administrators Roundtable	Harvey Hall 143 **Administrators Roundtable**			
6:00 – 8:00 Social Activity	Harvey Hall Theatre **Film Screening** **Chinese Take-Away: Un Cuento Chino (2011)** Argentina. Spanish with English subtitles. Run time 1 hour 25 minutes.			

CPTSC 2024 Conference

PROGRAM CO-CHAIRS

R.J. Lambert, Medical University of South Carolina
Christopher J. Morris, York University (Canada)
Mitchell Ogden, University of Wisconsin–Stout

LOCAL HOST

Mitchell Ogden, University of Wisconsin–Stout

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Jason Tham, Texas Tech University

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CALL FOR PROPOSALS

Christopher J. Morris, York University (Canada)

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Secretary: Chalice Randazzo, Utah Tech University
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Members at Large:

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Mitchell Ogden, University of Wisconsin–Stout
Christopher J. Morris, York University (Canada)

***Programmatic Perspectives* Co-Editors**

Russell Kirkscey, Penn State Harrisburg
Rhonda Stanton, Missouri State University

Program Reviewers

Thank you to our volunteer reviewers, who provided a thorough and timely blind peer-review process for panel, paper, and workshop proposals.

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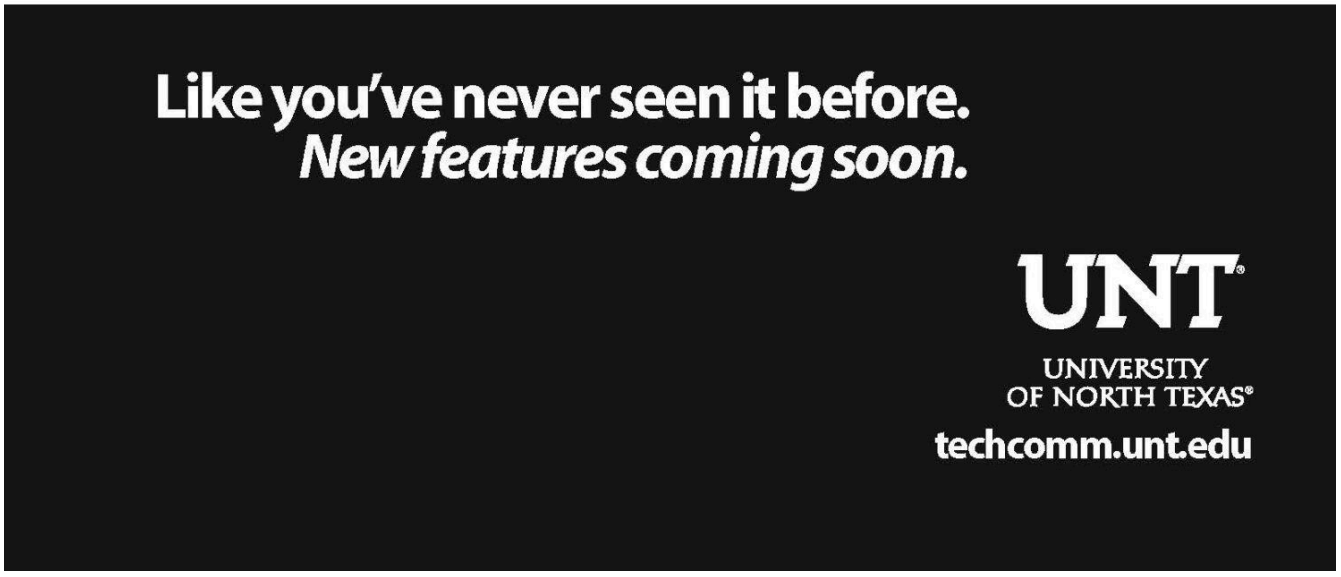
Graduate Programs

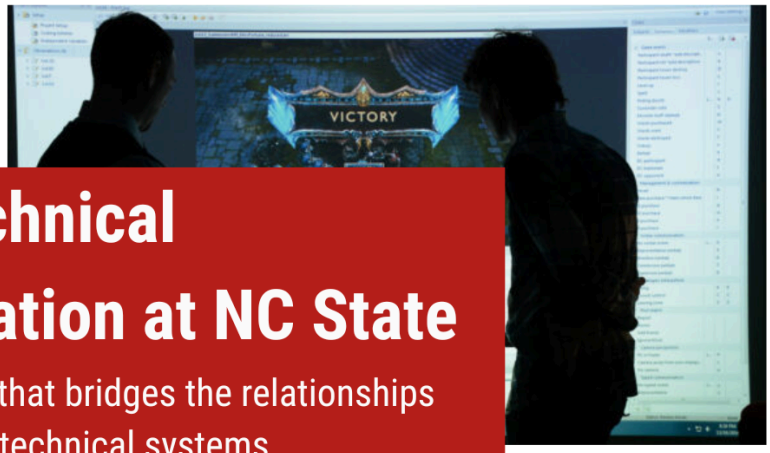
Ph.D. in Technical Communication & Rhetoric
M.A. in Technical Communication
Graduate Certificate in Teaching Technical Communication
Graduate Certificate in Grant & Proposal Writing

Our Faculty

The accomplished and committed faculty in our program offer a wide range of expertise and courses to prepare students to be scholars and leaders in rhetoric and technical communication studies.

Michael Faris	Digital rhetoric & literacy, feminist & queer rhetorics, WPA
Priya Ganguly	Transnational rhetorics, rhetorics of health & medicine
T J Geiger II	Religious rhetorics, feminist rhetorics, rhetorical history
Kellie Gray	Visual & digital rhetorics, technical communication pedagogy
Steve Holmes	Ethics, social justice, rhetorical history & theory
Callie Kostelich	Rural literacies, feminist rhetorics, composition studies
Mason Pellegrini	Workplace writing, entrepreneurship, qualitative methods
Lisa L. Phillips	Environmental, sensory, & intersectional feminist rhetorics
Beau Pihlaja	Global technical communication, digital technologies
Rich Rice	Composition & rhetoric, new media, online writing instruction
David Roach	Instructional communication, communication apprehension
Geoff Sauer	Database-driven content, responsive design, theory
Brian Still	User experience, invention, entrepreneurialism
Jason Tham	Design thinking, collaboration, emerging technologies
Scott Weedon	Rhetorical genre studies, rhetorics of science & medicine


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Willamina O'Keeffe
UX Researcher

NC STATE UNIVERSITY MSTC

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2024 CPTSC Graduate Student Research Awards

Kalie Leonard, University of Minnesota, “Current Trends in the Content Operations Industry and Implications for Teaching Technical Communication,” was awarded $500.

Codi Renee Blackmon, East Carolina University, “Implementing A Graduate Student Instructor (GSI) Institute on Race and Ethnicity,” was awarded $250.

Thais Rodrigues Cons, University of Arizona, “Drawing on Writing Center experience to advance Technical Professional Communication in Brazil,” was awarded $250.

Congratulations to Kalie, Codi Renee, and Thais! Please be sure to learn more about their projects as well as other amazing graduate student work at CPTSC 2024 this fall!

CPTSC Graduate Student Research Award Committee:

Dr. Gabe Aguilar
Dr. Meghalee Das
Dr. Katlynne Davis
Dr. Nupoor Ranade
Dr. Lynn Russell
Dr. Mollie Stambler
Dr. Allegra Smith, Committee Co-Chair
Dr. Joanna Schreiber, Committee Co-Chair

2024 CPTSC Diversity Scholarship Winners



Dorcas A. Anabire is a Ph.D. student in Technical Communication and Rhetoric and a Presidential Doctoral Research Fellow at Utah State University. Her research is at the intersection of design, social justice, and inclusivity in workplace and academic settings. She is particularly interested in exploring how design practices can be used to address social justice issues, enhance usability, and improve user experience and accessibility, especially in cross-cultural contexts and marginalized communities. She also researches inclusive recruitment practices for minoritized students in technical and professional communication programs.



Codi Renee Blackmon (she/her/hers) is a Ph.D. candidate in Rhetoric, Writing, and Professional Communication at East Carolina University. She holds a B.A. in English from the University of Texas at Arlington and earned her M.A. in Professional and Technical Writing from the University of Arkansas at Little Rock. Her research interests include technical and professional communication, social justice, and race and ethnicity, particularly in digital spaces. Her dissertation questions colorblindness in technical communication to help technical communicators establish digital literacies to comprehend and confront racism. Her research methods allow for the purposeful, evidence-based examination of online cultures and professional discourse communities to understand and use these concepts. By studying diverse and marginalized knowledge, she purposefully amplifies BIPOC, multiply-marginalized, and Black TPC. She has a forthcoming article in *Programmatic Perspectives* and was also awarded a Graduate Research Award from the Association of Teachers of Technical Writing (ATTW).

Research and Service Award Winners

2023 Research Grants to Promote Anti-Racist Programs and Pedagogies

Veronica Joyner
"Recruiting Faculty from Diverse and Underrepresented Backgrounds"

Yeqing Kong, Chenxing Xie, and Huiling Ding
"Building a Skill Taxonomy for Doctoral Graduates in Technical and Professional Communication: A Corpus-Assisted Study of Academic Job Market (2013-2023)."

Charles Woods
"Understanding Privacy and Surveillance in Technical and Scientific Communication: A Study of Programs in Texas."

2024 Distinguished Service Award

Congratulations to this year's recipient, Dr. Xiaoli Li, University of Dayton.

DSA Committee Members

Teena Carnegie, Eastern Washington University (Chair)

Tracy Bridgeford, University of Nebraska Omaha

Marjorie Rush Hovde, Indiana University-Purdue University Indianapolis

2024 Best Research Article - *Programmatic Perspectives*

Congratulations to Morgan Banville, winner of the CPTSC Best Research Article, with her article, “Exploring a Case of Surveillance: Pedagogical and Programmatic Influences of Biometric Technology.” This article can be read in full in issue 15.1 of the journal.

Editors

Russell Kirkscey, Penn State Harrisburg
Rhonda Stanton, Missouri State University

The editors would like to thank Tracy Bridgeford for her assistance in the award process.

About the Award

The CPTSC Best Research Article Award is a prestigious recognition presented each year by *Programmatic Perspectives*. The award identifies the author whose manuscript, published in the journal over the past year, demonstrates outstanding contributions to the field of technical, professional, and scientific communication. The winning article is selected based on its originality and the significance of the research, the clarity and coherence of the argument, and its overall contribution and impact on the discipline.

The selected work will be an example of research that offers valuable insights for both scholarly discussion and practical applications in the field. The award serves to highlight the journal's commitment to publishing meaningful scholarship about programs in technical, professional, and scientific communication and celebrating the authors who develop those manuscripts.

Virtual Pre-Conference: Editors Roundtable

Monday, September 23, 2024

	Pacific	Mountain	Central	Eastern
Editors Roundtable	9 am - 10:15 am	10 am—11:15 am	11—12:15	12—1:15 pm

The goal of the Editors Roundtable is to provide emerging and established scholars useful information that can enhance the field's writing, research, and editorial processes. To that end, with your consent, we plan to record the Zoom meeting, post it to the CPTSC website, and distribute it via the organization's listserv.

Hosted by Christopher Morris, the Roundtable will be 60-75 minutes during which editors will have an opportunity to discuss their journal's scope, recent scholarship, and unique contributions to the field. Each editor will speak for 5-8 minutes, followed by a brief Q+A period.

Recording of the session can be accessed here.

Jason Tham, Computers and Composition & Computers and Composition Online
Tracy Bridgeford, Technical Communication Quarterly
Jordan Frith & Amber Lancaster, Communication Design Quarterly
Jo Mackiewicz, Journal of Business and Technical Communication
Charles Sides, Journal of Technical Writing & Communication
Rhonda Stanton & Russell Kirkscey, Programmatic Perspectives

WORKSHOP SESSION 1 — Friday, October 18

Workshop 1 (HH 143) — **1:00—2:15 pm**

Thinking beyond assessment: Leveraging outcomes to encourage equity and to enhance student learning	student learning outcomes, program evaluation, service course	Lisa Melonçon, Jessica Griffith, Carolyn Gubala, Tanya Zarlengo	Clemson University Jacksonville State University, University of California Davis, University of South Florida

Student learning outcomes (SLOs) are traditionally linked to and used for institutional assessment and accreditation (e.g., Carter et al., 2003; Hundleby & Allen, 2010; Shavelson, 2020; St.Amant & Nahrwold, 2007; Yu, 2012); however, scholarship in technical and professional communication has started to emphasize that SLOs can be used in other ways (e.g., Bartolotta & Newmark, 2019; Clegg, et al., 2019; Griffith et al., 2024; Sonnenburg et al, 2024). Our workshop builds on and extends this work by asking participants to shift their thinking to consider SLOs as a key facet of program evaluation. Continuous improvement models—which are flexible structures used to analyze the many moving parts of programmatic perspective—work well for programmatic evaluation in TPC because they feature an adaptable and iterative framework that encourages program administrators and faculty to reflect and to contextualize that reflection.

Embracing a continuous improvement model, we suggest a model that leverages SLOs to shift emphasis from assessment and the deliverable (what the students produce), thereby highlighting how students learn the skills and concepts of the class.

WORKSHOP SESSION 2 — Friday, October 18

Workshop 2 (HH 143) — **2:30—3:45 pm**

Designing an Online Social Justice Technical Professional and Scientific Communication MA/MS Program	online, program development, social justice	Barbi Smyser-Fauble, Elise Verzosa Hurley, Angela Haas, Derek M. Sparby	Illinois State University

We work at a large public university in the Midwest, where we are housed in an English department and offer BA/BS and MA/MS degrees in Technical Writing and Rhetorics, as well as a PhD in English Studies, with a specialization in Technical Writing and Rhetorics. Our technical communication curriculum is intertwined with our rhetorical studies curriculum, grounded in rhetorical approaches to technical communication praxis and informed by technical, professional, and scientific communication (TPSC) theories, histories, methodologies, and methods. Moreover, our programming is social justice-oriented, an intentional approach to teaching technical communication students, scholars, teachers, and practitioners how to use their proximity to power and rhetorical agency to advocate for the most vulnerable in their professional, civic, community, and ecological spheres of influence. To meet the evolving needs of our students, we are developing an online MA/MS program. For this workshop, we invite participants who have designed online programs, completed coursework in an online program, and/or are also (considering) developing an online program to join us for a conversation about online TPSC program design, including programmatic identity, infrastructure, curriculum, and pedagogy. Through guided conversation and brainstorming, we plan to collaboratively develop a framework for considering a wide-range of diverse best practices in TPSC online program design that participants can use in discussions with home university stakeholders.

WORKSHOP SESSION 3

Friday, October 18

Workshop 3.1 (HH 143)

4:00—5:15 pm

Study Abroad in Technical Communication: Technology, Travel, and Disciplinary Values	study abroad, telecom, emerging technologies, disciplinary values, intercultural communication	Brigitte N Mussack, Barb Horvath, Thomas Reynolds	University of Minnesota

Technical communication, as a field, is invested in international and intercultural communication (Sun & Ghetto, 2017; Amant, 2013). Ethical intercultural communication involves close collaboration with diverse users (Gonzales & Zantjer, 2015) that centers humans and values humanistic approaches (Rose, Racadio, Wong, Nguyen, Kim, & Zahler, 2017). As WPAs developing curriculum for undergraduate programs in technical communication, how are we preparing our students for intercultural collaboration? How can we collaborate with other programs and departments within our home universities? This workshop examines the role and value of study abroad programs in a technical communication degree program curriculum. Specifically, the workshop participants address the question of how undergraduate technical communication programs, particularly those offering a Bachelor of Science degree, prepare students to engage in an increasingly global, intercultural world. Specifically, how do technical communication programs integrate study abroad opportunities into their curriculum, and how do they frame and center providing students with “real world” experiences in intercultural and global communication? As technologies increase the ease of global collaboration across distance, how do TPSC programs understand the value of study abroad, and how do study abroad programs foster collaboration with(in) organizations, communities, and institutions in ways that productively highlight issues of power, ethics, and identity?

Workshop 3.2 (HH 141) **4:00—5:15 pm**

50 Years of External Program Reviews: Shaping Your Programs' Future from Past to Present	external program review, program quality, program evaluation, self study models	Teena Carnegie, Sean D. Williams, Lee-Ann Kastman Breuch, Tharon Howard	Eastern Washington University, Arizona State University, University of Minnesota, Clemson University

In proposing the inaugural meeting of what would later become CPTSC, Thomas Pearsall noted that the "some 20 programs in technical communication (TC)" (Pearsall, 1977) that existed in the US shared a number of problems and challenges. At the top of his list was the question: "what elements make up a successful TC program?" (Pearsall, 1974). In many ways, CPTSC was created to answer this question. Its purpose focused on promoting technical and scientific communication (TSC) programs, on research in TSC, on the exchange of information, and on assisting the development of new programs (CPTSC, 1977). In its first ten years, CPTSC saw rapid growth in the development of TC programs, so much so that members argued that CPTSC needed to not only focus on what went into a program (Pearsall, 1984) but also "the promotion of quality in our programs" (Kelley, 1984). In 1987, to address this need, Patrick Kelley proposed the creation of an advisory board made up of past presidents of CPTSC, who would serve as consultants who would be responsible for coordinating evaluation, upon request, of proposed, new, and established programs in technical and scientific communication (CPTSC, 1987). A half century later, CPTSC continues to revise the process by which it supports members in the external review of their programs. This workshop explores the process, models, values, and benefits of external program review. The audience for this workshop are program administrators who are interested in the external review process and how it can best serve their programs.

OPENING RECEPTION AND POSTER PRESENTATION Friday, October 18

Harvey Hall - First Floor

Opening Reception **5:15-6:45 pm**

Invited Poster Presentation:

TPC by the Numbers Lisa Melonçon Clemson University

A field-wide programmatic perspective is one that looks at TPC programs and courses at the field level by combining data and experiences from multiple institutions and programs. Knowing field-wide attributes shows connections between programs allows TPC faculty and scholars to make cases for the value of those connections to those inside higher education and outside of it. To celebrate the 50th anniversary of CPTSC, this series of posters presents visualizations that show TPC by the numbers at a field wide perspective. Data to be included will show:

- Location of TPC programs by department and institution
- Degree names
- Type and number of TPC degree programs and their growth over the last years
- General common curricular requirements, to include:
  - Number of hours
  - Online or on-site
  - Number of required courses
  - Cumulative experiences (e.g., capstone courses)
  - Internships as required, optional, or neither

CONCURRENT SESSION 1 — Saturday, October 19

Panel 1.1 (HH 140) **Forming Diversity and Identities** **9-9:50 am**

Panel Chair: Chris Dayley, Texas State University

Dismantling Whiteness in TPC Academic Programs	inclusion, change, reform, academic programs	Chris Dayley	Texas State University
Reforming Faculty Recruitment: Hiring Faculty from Diverse Professional and Educational Backgrounds	diversity, faculty, recruitment, alt-academic	Veronica Joyner	University of Central Florida
Implementing A Graduate Student Instructor (GSI) Institute on Race and Ethnicity	social justice, antiracist pedagogy, diversity training, graduate student instructors	Codi Renee Blackmon	East Carolina University

Panel 1.2 (HH 141) High School Outreach as Program Recruitment Strategy 9-9:50 am

Panel Chair: Jessica Lauer, UW-Whitewater

High School Outreach as Program Recruitment Strategy	recruitment, high school, enrollment	Jessica Lauer, Janine Tobeck	University of Wisconsin-Whitewater

Panel 1.3 (HH 143) Structures and Genres of Publishing 9-9:50 am

Panel Chair: Holly Baker, BYU

In Search of a Core Curriculum: Assessment of Editing and Publishing Programs in Higher Education	program assessment, editing, publishing, curriculum	Holly Baker	Brigham Young University
Platform Literacy: Experiments to Evoke Ethical Issues with Publishing	platform, publishing, tech writing	Kristopher Purzycki	University of Wisconsin-Green Bay
Lost-and-Found Futures in TPC: Parallels Between Willerton's White Paper Genres and Today's "Variable" Dashboards	white papers, variable data, dashboards, TPC	Kyle Mattson	University of Central Arkansas

Panel 1.4 (HH 145) **Critical Approaches to A.I.** **9-9:50 am**

Panel Chair: David Alan Sapp, Loyola Marymount University

AI Media Analysis: Teaching Polytechnic Critical Thinking Skills	artificial intelligence, technology, pedagogy, polytechnic	Elizabeth Johnston	University of Wisconsin-Stout
Using the “HEAT” Model to Evaluate Students’ Representations of Identity Using AI	generative AI, content strategy, ux design, visual communication	Tharon Howard	Clemson

CONCURRENT SESSION 2 — Saturday, October 19

Panel 2.1 (HH 140) **Engaging Cultural Formations** **10-10:50 am**

Panel Chair: Shankar Paudel, UTEP

Digital Storytelling for Indigenous Environmental Justice: Exploring New Forms in Technical Communication	indigenous environmental justice, global north; global south	Shankar Paudel	The University of Texas at El Paso
Localizing for Global Users: Investigating Cultural and Linguistic Factors in Content Adaptation.	localization, cultural relevance,, convergence, divergence	Kelebogile Phalaagae	New Mexico State University
Redrawing the Boundaries: Non-Western Rhetoric and Technical Communication for 21st Century Education	non-Western rhetoric, 21st century education, technical communication	Raj Kumar Baral	University of Texas at El Paso

Panel 2.2 (HH 141) **Redefining PTW Competencies with A.I. 10-10:50 am**

Panel Chair: Brian Kopp, UW-La Crosse

Redefining professional and technical writing competencies in the age of AI: A programmatic approach to enhancing career readiness	AI, ChatGPT, prompt engineering, PTW programs	Bryan Kopp, Marie Moeller, Lindsay Steiner, Louise Zamparutti	University of Wisconsin-La Crosse

Panel 2.3 (HH 143) **Writing in Place** **10-10:50 am**

Panel Chair: Adrianna Deptula, Purdue University

Writing Centers as a PTSC pedagogical possibility: the case of CAPA, Brazil	Brazil, collaborative translation, alternative TSC	Thais Rodrigues Cons	University of Arizona
Enhancing Rural Healthcare by Incorporating Generative AI and Machine Learning: Building Stronger Communication Networks	healthcare, artificial intelligence, rurality, RHM	Richard Johnson-Sheehan, Paul Thompson Hunter, Adrianna Deptula	Purdue University

Panel 2.4 (HH 145) **Structures for Student Support** **11-11:50 am**

Panel Chair: Joseph Jeyaraj, City Tech CUNY

Defining Skills, Evaluating Skills: Developing Program Assessment	program assessment, defining skills	Joseph xJeyaraj	New York City College of Technology, CUNY
Hyflex Learning: Challenges and Opportunities for the Form, Structure, and Technology of STC Instruction	hyflex, modality, pedagogy, access	Joshua Welsh	Central Washington University

CONCURRENT SESSION 3 — Saturday, October 19

Panel 3.1 (HH 140) **Social Media and Digital Tech** **11-11:50 am**

Panel Chair: Isidore K. Dorpenyo, George Mason University

More Than a Glitch! Recognizing Cultural Erasure Through Technology Breakdown	translation technology, AI, Facebook, structural discrimination	Isidore K. Dorpenyo	George Mason University
Bridging Theory and Practice: Enhancing TPC Programs with LinkedIn Learning in an Evolving Digital Era	pedagogy, digital learning, software, tools, resources	Rhonda Stanton	Missouri State University

Panel 3.2 (HH 141) **Developing UX Programming in PTSC** **11-11:50 am**

Panel Chair: Krista Speicher Sarraf, Cal Poly-San Luis Obispo

Developing User Experience Programming in Professional, Technical, and Scientific Communication Programs	user experience, curriculum, interdisciplinary, collaboration	Krista Speicher Sarraf, Emma J. Rose, Jason Tham	California Polytechnic State University - San Luis Obispo, University of Washington Tacoma, Texas Tech University

Panel 3.3 (HH 143) **Shaping Student Learning with OER** **11-11:50 am**

Panel Chair: Julia Romberger, Old Dominion University

Nurturing Programs and Shaping Student Learning with OER	OER, curriculum, sustainability	Julia Romberger, Teena Carnegie, Lynn Russell	Old Dominion University, Eastern WA University, Bryan College

Panel 3.4 (HH 145) **Writing Across Place** **11-11:50 am**

Panel Chair: Carroll Ferguson Nardone, Sam Houston State University

Building Programmatic Connections Among Automated Composition, Digital Space, & Physical Infrastructure	infrastructure, engagement, community	Emi Stuemke	University of Wisconsin-Stout
“Flat” TPC: Notes on Navigating Relationships with English, Institutions, and the Current Historical Moment in a Small TPC Program	English, programs, structure, change, institutions	Michael Knievel	University Of Wyoming

LUNCH, FOLLOWED BY BUSINESS MEETING AND AWARDS **12-1:50 pm**

12:00 – 12:40 Lunch	Harvey Cafe Varied seating for 40	Harvey Hall 179 Banquet seating for 20	Harvey Hall 173 Group seating for 30
12:50 – 1:50 Business Meeting	Harvey Hall Theatre: **Business Meeting** 1. **Call to Order** 2. **Approval of 2023 Minutes** (click here to review minutes: https://shorturl.at/jA42f) 3. **President's Report & Election Results** (Tharon Howard) 4. **Treasurer's Report** (Jenn Mallette) 5. **Report from Programmatic Perspectives** (Russell Kirkscey & Rhonda Stanton) 6. **Committee Reports** (Committee Representatives) -Diversity Committee -Grad Student Committee -Administrators Committee -International Committee -Research Awards Committee 7. **Awards** -Distinguished Service Award (Teena) -Graduate Student Awards (Katlynne Davis) -Diversity Scholars (Laura Gonzales) -*Programmatic Perspectives* Article of the Year (Russell Kirkscey & Rhonda Stanton) 8. **Proposal**: Longer-term membership option (Tharon - handouts) 9. **Announcements**: 2025 CTPSC site location announcement & 2027, 2028 open call		

CONCURRENT SESSION 4 — Saturday, October 19

Panel 4.1 (HH 140) **Current State of CPTSC Grad Committee** **2-2:50 pm**

Panel Chair: Rachel Jordan, Texas Tech

Fostering Collaboration(s): A Seven-Year Reflection on the Current State of the CPTSC Graduate Student Committee	mentoring, programming, inclusion	Rachael Jordan, Emily Gresbrink, Dorcas Anabire	Texas Tech University, Minnesota State University - Mankato, Utah State University

Panel 4.2 (HH 141) **(Re)structuring Curricula** **2-2:50 pm**

Panel Chair: Kathleen Hardesty, Florida Polytechnic University

Using Embodied Experiences to Restructure TPSC Programs for Durable Research	embodiment, positionality, disability, accessibility	Kathleen Hardesty, Leah Heilig	Florida Polytechnic University, University of Rhode Island
Professional Writing as English Dept. Boundary Object	small programs, emotions in TPC, curriculum	Fernando Sánchez, Katlynne Davis	University of St. Thomas
Curricular Revision Within Resource Contraction	program development, curriculum	Jenn Mallette	Boise State University

Panel 4.3 (HH 143) **Structuring A.I. Prompts** **2-2:50 pm**

Panel Chair: David Alan Sapp, Loyola Marymount University

The Art & Science of Prompt Engineering	AI strategies, prompt evaluation, markdown language	Emily Laird	University of Wisconsin-Stout
A Genre-based Rhetorical Approach to Drafting Effective Prompts	genre-based approach, GenAI, technical communication	Hua Wang	Cornell University
Scaffolding Prompt Engineering from First Year Writing to Technical Communication Courses	prompt engineering, AI, GPT, AI and writing	John Misak	New York Institute of Technology

CONCURRENT SESSION 5 — Saturday, October 19

Panel 5.1 (HH 140) **Reflections in and Beyond the Classroom** **3-3:50 pm**

Panel Chair: Stuart Deets, University of Minnesota-Twin Cities

Public Policy Pedagogy: Implications of Administrative Burden for the Service Course	public policy, service course, public engagement, citizenship	Stuart Deets	University of Minnesota-Twin Cities
What's Your Program Culture? A Pilot Study of Technical and Professional Communication Course Syllabi	program assessment, social justice, program culture, syllabi	Julie Watts	University of Wisconsin-Stout

Panel 5.2 (HH 141) **Skills and Development** **3-3:50 pm**

Panel Chair: Joy Santee, University of Southern Indiana

Building a Skill Taxonomy for Doctoral Graduates in Technical and Professional Communication: A Corpus-Assisted Study of Academic Job Market	skill taxonomy, corpus analysis, job market, doctoral graduates, job advertisements	Yeqing Kong, Chenxing Xie	Georgia Institute of Technology, University of Cincinnati
Capstone Class as Journey: The Redesign of MS Capstone Class for Better Integrated Degree Experience	masters, curricula, program, experience report	Douglas Walls, Stacey Pigg	NC State
Developing the Service Learning to Internship Pathway (SLIP): Adapting Institutional Resources for Programmatic Success	internships, student professionalization, structures, service learning	Joy Santee	University of Southern Indiana

Panel 5.3 (HH 143) **Putting A.I. To Work** **3-3:50 pm**

Panel Chair: Rick Mott, Eastern Kentucky University

Themes in Artificial Intelligence Policies in Technical Communication Service Courses	policies, critical AI literacy, TC service course	Emmanuella Afimaa	University of Minnesota-Twin Cities
Exploiting Emerging Forms, Structures, and AI Technologies in TPSC: How Can We Effectively Shape Our Programs for the Next Generation of Students?	AI, emerging technologies, TPSC pedagogy	Rick Mott	Eastern Kentucky University

Panel 5.4 (HH 145) **Legal Literacies and Housing Justice** **3-3:50 pm**

Panel Chair: Laura Gonzales, University of Florida

Leveraging Legal Literacies in Technical Communication Programming Toward Housing Justice	legal literacy, housing justice, legal rhetoric, human rights, social justice	Angela M. Haas, Laura Gonzales, Eric Korankye	Illinois State University, University of Florida, Illinois State University

CONCURRENT SESSION 6 Saturday, October 19

Panel 6.1 (HH 140) **Specialized Tasks, Trends, and Insights** **4-4:50 pm**

Panel Chair: Jill Fennell, Georgia Tech

Demystifying Hidden Tasks in Engineering Communication through Scaffolding	engineering, communication program scaffolding	Jill Fennell	Georgia Tech
Departmental UX Insights: A Post-COVID UX Study on University COVID-19 Communication	constructivist grounded theory, UX, COVID-19 email, Crisis & Emergency Risk Communication (CERC)	Jiaxin Zhang	University of North Texas

Panel 6.2 (HH 141) **Technological Trajectories** **4-4:50 pm**

Panel Chair: Carroll Ferguson Nardone, Sam Houston State University

Whither Visual Rhetoric: Where Have We Been and Where Are We Heading?	visual rhetoric, information design, data visualization	Charles Kostelnick	Iowa State University
Avoiding "Pseudotransactionality" and Reliance on AI: A Return to "Analog" Publication and Community-Building in a Magazine Practicum	practicum, service learning, community building, print publications, pedagogy	Beth Shirley, Ty McCullouch	Montana State University

Panel 6.3 (HH 143) **A Student and Alumni TPC Program Panel** **4-4:50 pm**

Our Users' Experience: A Student and Alumni Panel on Their TPC Program	student perspective, usability, applied learning	Mitch Ogden (moderator), Gary Schuster (2013), Rachel Hallgrimson (2016), Ava McHugh (2025), Josh Brose (2026)	University of Wisconsin-Stout

Roundtable 7.1 (HH 143) **Administrator's Roundtable** **5–5:50 pm**

MOVIE NIGHT @ CPTSC Chinese Take-Away 6–7:30 pm

Chinese Take-Away: Un Cuento Chino (2011)

Argentina. Dir. Sebastián Borensztein
Spanish with English subtitles.
Run time 1 hour 25 minutes.
A well-ordered hardware store owner in Buenos Aires will see his life turn upside down when he helps a stranded Chinese man who doesn't speak a word of Spanish find his uncle in the bustling city. But can this coexistence bear fruit?

CPTSC 2024 Conference

Please email R.J. Lambert (lamberro@musc.edu)
if you have corrections to the final schedule.

Conference Website:
http://conference.cptsc.org/

Hotel and Travel Accommodations:
http://conference.cptsc.org/index.php/local-arrangements/

Instructions for Conference Registration:
http://conference.cptsc.org/wp-content/uploads/2024/08/CPTSC-Registration-Instructions.pdf

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