

Call for Chapter Proposals

Designing with Generative AI in Technical and Professional Communication: Critical Perspectives, Practices, and Pedagogies

Generative AI (GenAI) has impacted how technical and professional communicators develop information, build content, and design user experiences. This edited collection brings together scholars and teachers in technical and professional communication (TPC) to examine how GenAI is changing design practices across classrooms, workplaces, and community contexts. Emerging TPC scholarship has examined AI-assisted composing, human–AI collaboration, multimodal production, user experience, content development, and locally situated approaches to AI ethics (Duin & Pedersen, 2023; Hart-Davidson et al., 2025; Jiang, 2024; Tham et al., 2022; Vetter et al., 2024). Yet, less attention has been given to design as an overarching framework for understanding how communicators shape AI-mediated artifacts, experiences, workflows, and ethics.

Building on TPC scholarship in participatory and human-centered design, design thinking, and justice-oriented communication (Rose, 2016; Salvo, 2001; Spinuzzi, 2005; Tham, 2021; Walton et al., 2019), the collection defines design as the rhetorical, iterative, and sociotechnical work of configuring relationships among designers, users, interfaces, environments, and technologies. From this perspective, designing with GenAI involves deciding when and how AI enters a communication process, negotiating human and computational agency, evaluating generated materials for diverse users, and shaping the ethical conditions of AI-mediated communication. We invite theoretical, empirical, methodological, professional, and pedagogical chapters that examine how technical and professional communicators design with, through, and around GenAI. Chapters may address text-generating systems as well as AI-supported image, audio, video, interface, chatbot, agent, and multimodal design.

Book Sections and Suggested Topics

We welcome proposals that align with one of the following three sections.

1. Critical Frameworks and Ethics of Designing with GenAI

This section will develop theoretical and methodological approaches for understanding AI-mediated design in TPC. Chapters may address rhetorical and distributed agency, human–AI collaboration, authorship, creativity, intellectual property, accessibility, linguistic difference, privacy, environmental impact, and design justice. We particularly welcome chapters that examine how power and responsibility are distributed among communicators, users, organizations, platforms, and computational systems.

2. GenAI Design in Professional, Public, and Organizational Practice

This section will present research-based studies and cases of GenAI use in workplaces, organizations, communities, and public contexts. Possible areas include technical documentation, UX writing, content strategy, user research, information design, multimodal production, chatbots and agents, health and risk communication, organizational AI policies, and human-in-the-loop workflows. Chapters may examine both productive applications and GenAI limitations.

3. Pedagogies for Critical and Responsible AI Design

This section will explore how TPC programs and courses can prepare students to participate responsibly in AI-mediated communication. Possible topics may include critical AI literacy, curriculum and assignment design, multimodal composing, UX or chatbot design, usability testing, assessment, design justice, and community-engaged projects. Chapters should offer insights that are useful for specific contexts of TPC instruction.

Proposal Priorities

We welcome proposals from both established and emerging scholars, graduate researchers, teacher-scholars, and industry practitioners. International, multilingual, cross-cultural, disability-centered, community-based, and historically underrepresented perspectives are especially encouraged.

Empirical chapters may use qualitative, quantitative, mixed-methods, rhetorical, participatory, design-based, or other appropriate research approaches. Theoretical and methodological chapters should demonstrate their innovative approach and its relevance to TPC research or practice.

Proposal Submission Guidelines

Interested contributors should submit a 350-500 word chapter proposal, not including references, to Jialei Jiang (j.jiang@pitt.edu) and Jason Tham (jason.tham@ttu.edu) by October 1st, 2026. Please use the email subject line “Designing with GenAI Chapter Proposal.” We welcome any inquiries or questions about this edited collection.

Proposals should include:

- A provisional chapter title;
- Each author’s name, position, affiliation, and email address.
- The section of the collection to which the chapter best contributes;
- The chapter’s central argument or research question;
- The theoretical framework or relevant literature;
- The research method, case, context, course, and/or professional/workplace practice examined;
- The chapter’s findings and contribution to the collection; and
- References.

Completed chapters will be approximately 6,000-6,500 words, including references. We are developing the collection for submission to Routledge. Invitations to submit full chapters will be provisional and contingent on the editorial review of the completed edited collection and compliance with the publisher requirements.

Timeline

- Chapter proposals due: October 1, 2026
- Decisions sent to contributors: November 1st, 2026
- Complete chapters due: June, 2027
- Editors' revision suggestions sent to contributors: August, 2027

References

Duin, A. H., & Pedersen, I. (2023). *Augmentation technologies and artificial intelligence in technical communication: Designing ethical futures*. Routledge.

Hart-Davidson, B., Ristich, M., McArdle, C., & Potts, L. (2025). Revisiting four conversations in technical and professional writing scholarship to frame conversations about artificial intelligence. *Journal of Business and Technical Communication*, 39(1), 75–92.

Jiang, J. (2024). When generative artificial intelligence meets multimodal composition: Rethinking the composition process through an AI-assisted design project. *Computers and Composition*, 74, 1-13.

Rose, E. J. (2016). Design as advocacy: Using a human-centered approach to investigate the needs of vulnerable populations. *Journal of Technical Writing and Communication*, 46(4), 427-445.

Spinuzzi, C. (2005). The methodology of participatory design. *Technical communication*, 52(2), 163-174.

Tham, J. (2021). *Design thinking in technical communication: Solving problems through making and collaboration*. Routledge.

Tham, J., Howard, T., & Verhulsdonck, G. (2022). Extending design thinking, content strategy, and artificial intelligence into technical communication and user experience design programs: Further pedagogical implications. *Journal of Technical Writing and Communication*, 52(4), 428–459.

Vetter, M. A., Lucia, B., Jiang, J., & Othman, M. (2024). Towards a framework for local interrogation of AI ethics: A case study on text generators, academic integrity, and composing with ChatGPT. *Computers and Composition*, 71, 1-12.

Walton, R., Moore, K., & Jones, N. (2019). *Technical communication after the social justice turn: Building coalitions for action*. Routledge.