

New Course Request

Indiana University

IN

Campus

Check Appropriate Boxes: Undergraduate credit Graduate credit Professional credit

1. School/Division Graduate School/School of Lib. Arts 2. Academic Subject Code Eng
3. Course Number W 531 (must be cleared with University Enrollment Services) 4. Instructor H. Forde
5. Course Title Designing & Editing Visual Technical Communication
Recommended Abbreviation (Optional) Des Edit Visual Tech Comm (Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Spring 2009
7. Credit Hours: Fixed at 4 or Variable from to
8. Is this course to be graded S-F (only)? Yes No X
9. Is variable title approval being requested? Yes No X

10. Course description (not to exceed 50 words) for Bulletin publication: This course explores rhetorical theories guiding visual communication within technical publications, both paper & electronic. In addition, students will gain experience in cooperatively designing & editing visually-oriented publications for specific audiences & purposes.

11. Lecture Contact Hours: Fixed at 4 or Variable from to
12. Non-Lecture Contact Hours: Fixed at or Variable from to
13. Estimated enrollment: 15 of which 100 percent are expected to be graduate students.

14. Frequency of scheduling: Annually Will this course be required for majors? Tech Editing Certificate
15. Justification for new course: Important ability not taught elsewhere in the curriculum
16. Are the necessary reading materials currently available in the appropriate library? yes

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.
18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.
19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: Susan Marie Hurlb Date 22 Oct 07
Department Chair / Division Director

Approved by: [Signature] Date 5-13-08
Dean

Dean of Graduate School (when required) Date

Chancellor/Vice-President Date

Chair, GLA Grad Curr. Comm. Date

University Enrollment Services Date

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

To: Graduate School Curriculum Sub-Committee
From: Marj Rush Hovde, Associate Professor of English and Technical Communication
Date: 5/19/09
RE: Re-submittal of documents for English W531 Designing and Editing Visual Technical Communication

As requested, I have revised the materials for the proposed English W531 course. Below, I summarize the recommended changes and how I addressed those recommendations in the attached materials.

In the fall of 2008, I received the following comments from the Graduate Curriculum Sub-Committee regarding my proposal for English W531:

The committee recommends a better clarification on how class participation percentage will be measured. The committee also felt that as it stands this is not a graduate course. The workload did not seem to be at a graduate level.

Upon further inquiry, I received the following insights (via Beth Young) from the chair of the Curriculum Sub-Committee, Jackie O'Palka:

The largest concern (besides the participation issue) was the language used in the educational objectives. That it may be a little too low level. From previous issues with other course syllabi, they often refer to Bloom's Taxonomy for extra guidance on that.

Also, this course is taught alongside an undergraduate course, correct? If so, sometimes a copy of the undergraduate syllabus to show the difference in each course can be quite helpful to the committee.

I have attached a copy of the revised syllabus for W531 that addresses the concerns expressed above. Specifically, I revised the course rationale and the educational objectives to indicate that most of the desired outcomes use terminology that falls appropriately within the Application and Analysis areas of Bloom's taxonomy. (Given that for many of the students, this course may be their first in visual communication, I do not require Synthesis activities/outcomes, although the students may achieve this level during the course.) I also attempted to clarify the factors that contribute to the students' class participation score.

I have attached a copy of a recent syllabus for the W531 companion course, TCM 350, in order to help explain how the graduate course differs appropriately from the undergraduate version. Specifically:

- In completing the applied group projects, which already demand a great deal of time and energy, graduate students are expected to take leadership, a role that will prepare them well for workplace applications of their learning.
- In order for them to understand more fully the theoretical background of visual communication principles, I require more extensive research on their individual projects than I require from the undergraduates.
- So that they gain experience in analytical thinking, graduate students will complete an additional assignment that requires them to use course theory to critique the rhetorical and design approaches for paper and electronic publications.

Overall, I believe the revised course constitutes appropriate work, both in quality and quantity, for a graduate-level course. In addition to major projects that require application of textbook theory and principals and a great deal of time and energy, the graduate students in this course will conduct independent research into a specialized area of visual communication and will conduct an independent analysis of existing artifacts, an analysis that will demonstrate their mastery of the course principles.

Please let me know if the committee needs further clarification in order for W531 to continue through the approval process.

W531 Section xxxxx

Designing and Editing Visual Technical Communication (4 cr.)

Spring 2010 – MW 4:30-5:45 ET 016

Marj Rush Hovde, Associate Professor of Technical Communication and English
mhovde@iupui.edu – (317) 274-0825 – ET324F – Office Hours MW 1:00-3:00

Course Description and Rationale

In technical communication, visual modes provide efficient means of communicating complex concepts. However, visual communication has only recently begun to be understood, especially from a rhetorical approach that explores how contextual factors, such as audience, authorial image, and purpose, affect the design of visual communication.

Commonly practiced collaborative processes of designing and editing technical publications in organizational contexts can affect the nature and effectiveness of these visual products. The technical editor or communicator must consider contributions of people from differing backgrounds who have varying expectations of visuals and who have differing visual literacies. In addition, the designer needs to consider visual communication theory as well as audience and organizational constraints in order to produce appropriately-designed communication artifacts.

In this course you will explore rhetorical theories behind visual communication and gain experience in applying those theories in the process of creating visual publications for specific audiences and purposes.

Educational Objectives

In this project-based course, you will expand your understanding of visual communication theories and apply those theories to specific situations. You will improve your abilities in the following areas.

1. You will learn principles of designing and editing publications, especially technical ones, which communicate both visually and verbally. Through understanding the principles of effective design and applying them to publications, you will expand your communicative repertoire. You will also understand and apply the principles of how visual design may differ between paper-based publications and those presented in electronic media. In addition, you will articulate the principles that you have used to create publications and you will analyze/critique publications that others have created.
2. You will develop and apply project management skills. Any large project goes more smoothly if it is planned and managed well. In this course, we will discuss and practice professional methods of planning, creating, and monitoring the progress of technical and professional communication projects.
3. You will enhance your group collaborative writing and editing skills. Designing documents as a group differs in significant ways from designing them as an individual. In this course, groups will collaborate on all major projects, and you will explore and apply approaches for making that work profitable as you utilize visual design principles to create new publications.
4. You will learn to create and edit publications for clients within specific situations. Through collaboration with clients, you will analyze the communication situation/needs and create publications to meet the needs of that situation. We will especially focus on using visual approaches to accomplish these communication goals.

Course Textbook

Document Design: A Guide for Technical Communicators Kimball and Hawkins
Two means of storing electronic files

Projects

Project #1. Publication Plan. Group -- 10 points Weeks 1-2

In small groups, you will serve as consultants to a client who needs a paper document and a Web site designed to be companions to each other. You will work with the client to define the scope, purpose, and nature of the publications that will appear in paper and Web format. In doing so, you will write a publication plan that the client will approve.

Project #2. Electronic and paper document. Group -- 20 points, Individual -- 10 points. Weeks 3-9

In coordination with the group, you will research, create, and edit both the paper and electronic versions of the publication, following the guidelines of the publication plan. You will also write a detailed individual project log.

Project #3. Manual. Group -- 20 points, Individual -- 10 points. Weeks 10-16

Again in coordination with the group, you will create and edit sections for a manual that will guide people who maintain and update the publications created in Project #2. In Project #3, you will explore ways to enhance usability through testing. You will also write a detailed individual project log.

Project #4. Presentation in an area of expertise. Individual -- 10 points (varying times throughout the semester.)

In order to enable current design theory to inform the projects students create in this class, you will conduct secondary research in order to answer questions about an area of visual technical communication that is of use to classmates. You will present a 10 to 20-minute oral report and 4- to 6-page written research report to the class explaining the ideas that you have gained from the reading and relating the ideas to editing aspects of the projects that we complete in class.

Project #5 Rhetorical analysis of paper and electronic publications Graduate students only -- 10 points (varying times throughout the semester.)

You will employ the rhetorical visual communication principles we study in the class to conduct an in-depth analysis/critique of a companion set of paper and electronic publications. You will present your analysis to the class in a 5-8 minute oral report and a 3- to 5-page handout.

Class participation. Individual -- 10 points

Because this class is a participation course, you will receive credit for the quality of your contributions to this class. Points will be tabulated for attendance, class discussion, preparation for class, and completion of other day-to-day assignments. Unannounced quizzes over course readings will also be included in this score. As a graduate student, you will be evaluated on how well you lead in the group and classroom activities. The client's evaluation of the group's work may also contribute up to 10 bonus points.

Additional Resources

A list of additional resources will be available for you on Oncourse. These sources will be useful as you complete your individual projects.

Grading

Grades will be based on a 100 point total with letter grades according to a 10-point scale. In other words, 90-100 is an A, etc. Grades close to the cutoff will be recorded as a plus or minus. Discuss possible pass/fail grades, incomplete grades, and withdrawals, if needed, with me.

Attendance, Deadlines, Extensions, etc.

Because this is a participation course, you need to attend class meetings. If you cannot be here, let me know that you will be gone and what you will do to make up missed work. I will keep an attendance record on Oncourse; each unexcused absence will decrease your class participation score by 1 point. In addition to in-class work, you can anticipate spending about 12-16 hours each week outside of class on coursework.

Assignment due dates are listed in the syllabus and assignment handouts. If you need more time, negotiate a new due date with me. Because of the complexity of group projects, extensions for those will generally not be available. If you are contemplating a P/F, W, or I grade, please confer with me. Also, if you wish to complete extra credit work, discuss it with me, although such work is usually not necessary.

Academic Integrity

Professional ethics require that you give others proper credit for their work. Therefore, you will cite your sources of information appropriately. I will help you determine suitable ways to give credit to the sources of your ideas and information. If you present a document or any section of a document as your work when it is not, you will receive an F for the document, and/or you may be referred for disciplinary action. For more details, see: <http://www.iupui.edu/code/>

Adaptive Educational Services

If you have special challenges or disabilities that may affect your classroom performance, Adaptive Educational Services (AES) can provide accommodations. You may register with AES by calling 274-3241. Their web site is <http://life.iupui.edu/aes/index.asp> if you need more information.

Philosophy of Teaching and Learning

For the type of learning that we will complete in this course, students learn best by applying the theories that we cover. As a graduate student, you will take a great deal of initiative and use creative thinking to solve situated problems. As the professor, I will serve as a guide to the processes involved in shaping situated communication that yields effective visual communication, appropriately designed to meet specific rhetorical needs.

This course has four major goals:

1. You will learn basic principles of designing publications, especially technical ones, which communicate both visually and verbally. Through studying the principles of effective design and applying them to publications that you create, you will expand your communicative repertoire. You will become familiar with these principles of communication in print and electronic media. In addition, you will learn to explain the principles that you have used to create publications and you will learn to analyze publications that others have created.
2. You will develop your project management skills. Any large project goes more smoothly if it is planned and managed well. In this course, we will discuss and practice professional ways to plan a writing project at the start and ways to monitor it as it progresses.
3. You will enhance your group collaborative writing skills. Designing publications as a group is different in significant ways from designing them as an individual. In this course, groups will collaborate on all major projects, and we will explore techniques for making that work profitable.
4. You will learn to create publications for clients and specific situations. One can usually easily design a piece of communication for one's own purposes, but it is a greater challenge to design for someone else's needs and purposes. Through collaboration with clients, you will analyze the communication situation and create publications that will meet the needs of that situation. We will especially focus on using visual strategies to accomplish communication goals.

Course Textbook and Supplies

Document Design: A Guide for Technical Communicators Kimball and Hawkins
Two means of storing electronic files

Projects

Project #1. Publication Plan. Group -- 10 points

As a group, you will serve as consultants to a client who needs a paper publication and an electronic publication designed to be companions to each other. You will work with the client to define the scope, purpose, and nature of the publications that will appear in paper and electronic format. You will create a publication plan that the client and I will approve.

Project #2. Electronic and paper document. Group -- 20 points, Individual -- 10 points.

In coordination with the group, you will research and create both the paper and electronic versions of the publication, following the guidelines of the publication plan. Each of you will keep a detailed individual project log.

Project #3. Manual. Group -- 20 points, Individual -- 10 points.

With the group, you will create a manual that will guide people who maintain and update the publications. In this project, you will also explore ways to enhance the usability of the publications through user testing. Each of you will keep a detailed individual project log.

Presentation in an area of expertise. Individual – 10 points

In order to allow current theories guide the projects you are creating in this class, each of you will read recent writing in an area of technical visual communication that is of use to classmates. (I will help you to choose an area and to time the report so that it fits into the coursework.)

You will present a 5 to 8-minute oral report to the class explaining ideas that you have gained from the reading and relating the ideas to the projects we are doing in class. In addition, you will prepare a PowerPoint presentation and a one-page handout to help class members remember and use the content of what you have told them orally. We will hear these reports throughout the semester.

Class participation. Individual -- 10 points

Because this class is a participation course, you will receive credit for the quality of your contributions to this class. I will take into account attendance, your participation in class discussion, preparation for class, and completion of other day-to-day assignments. (Assume that you will dedicate 6-9 hours a week to outside work for this class.)

If you know that you will miss a class, please let me (and your group members) know in advance, with either a memo, a voice-mail message, or an e-mail message informing us that you will be gone and letting me know what you plan to do to make up missed work. If you are not able to give me prior notice, late notice is better than none. Each unexcused absence will decrease your class participation points by one.

Client evaluation. Group – 10 points

At the end of the semester, the client for whom you have created the publications will evaluate your performance as a group. Specifically, I will ask them to evaluate the quality of your four publications and your interactions with them.

Other Course Information

Grading

In order to complete the course successfully, you must complete all the assigned projects. In addition to polished drafts, you will create supporting documents and complete other exercises in order to help you reach the course goals. A total of 100 points is possible for the entire course. I use a 10-point scale to determine the letter grades; 90-100 is an A, 80-89 is a B, etc. Grades near the cutoff may be recorded as a plus or minus.

Publications standards

In this course, you will produce professional publications. In addition to demonstrating adaptation to audience and purpose, you will submit documents that fit standard conventions of grammar, spelling, and punctuation. Polished documents should be printed on a good quality laser printer. Preliminary drafts and other written materials should be created on a word processor.

Individual conferences

I may schedule at least one individual conference with each of you at some time in the semester. However, feel free to meet with me at other times if you have unanswered questions.

Plagiarism

Professional ethics require that you give others proper credit for their work. If a document or any section of a document is presented as your work, but was written by someone else and if you have not given that person proper credit, you will receive an F for the project and you may be referred for disciplinary action.