

New Course Request

Indiana University

Indianapolis Campus

Check Appropriate Boxes:

Undergraduate credit

Graduate credit

Professional credit

1. School/Division School of Engineering and Technology 2. Academic Subject Code _____

3. Course Number TCM 450 (must be cleared with University Enrollment Services) 4. Instructor _____

5. Course Title Approaches for Technical and Professional Communication

Recommended Abbreviation (Optional) ApprTechProfComm
(Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Spring 2007

7. Credit Hours: Fixed at 3 or Variable from _____ to _____

8. Is this course to be graded S-F (only)? Yes _____ No

9. Is variable title approval being requested? Yes No

10. Course description (not to exceed 50 words) for Bulletin publication: _____

Examines quantitative and qualitative research techniques practiced by professionals

working in technical and business communication. It explores both primary (i.e. field)

and secondary (i.e. library) research approaches for learning about content, audience,

and publication design. Prereq. TCM 220 or TCM 320 or ENG W231 or similar course.

11. Lecture Contact Hours: Fixed at 3 or Variable from _____ to _____

12. Non-Lecture Contact Hours: Fixed at _____ or Variable from _____ to _____

13. Estimated enrollment: 15 of which 0% percent are expected to be graduate students.

14. Frequency of scheduling: Each spring Will this course be required for majors? _____

15. Justification for new course: See Attachments

16. Are the necessary reading materials currently available in the appropriate library? Yes-see bibliography

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:

Wanda Lewis Date 10/18/06
Department Chairman/Division Director

Approved by:

[Signature] Date 10/18/06
Dean

Date _____
Dean of Graduate School (when required)

Date _____
Chancellor/Vice-President

Date _____
University Enrollment Services

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.

TCM 450/W525 Section 12345
Research Approaches for Technical & Professional Communication

Spring 2007 - M 6:00-8:40 - ET 205A

Marj Rush Hovde, Associate Professor of Technical Communication and English
mhovde@iupui.edu - (317) 274-0825 - ET314B - Office Hours 1:30-2:30 MW

In creating professional publications, the processes of learning about content, audience, and document design are crucial and complex. Professional and technical communicators need to know how to learn quickly and well. In this course, we will focus on how one learns what one needs to know about content, readers, and document design in order to produce high quality publications.

Texts and Supplies

- **Research Approaches for Technical and Professional Communicators.** Hovde and Amidon.
- Multiple means for storing electronic files.

Major units for the course:

1. Generating questions, generating answers
2. Indirect or secondary approaches to research
3. Direct or primary approaches to research
4. Designing and conducting research
5. Analyzing and writing about the results of research

Course Projects

In learning how to learn about content, audience and document design, we will look at how to conduct both primary/secondary or direct/indirect research through completing the following projects.

- Project # 1* (Group) 10 points. Generating questions for the semester's research. Due Jan. 22
Project # 2 (Group) 10 points. Generating an annotated bibliography of secondary sources to begin to answer research questions. Due Feb. 5
Project # 3 (Group) 20 points. Tentative primary research designs. (A collection of 5 weekly assignments.)
Project # 4 (Group) 10 points. Research plan. Due March 26
Project # 5 (Group) 20 points. Final oral and written report for client. Due April 30
Project # 6 (Individual) 10 points. Reading logs, project logs, and class participation. Due April 30
Project # 7 (Individual) 20 points for undergrads, 10 points for graduate students. Presenting guidelines and leading a discussion on a research method. (1 for undergrads, 2 for graduate students). Done throughout the semester.
Project # 8 (Individual - grad students only) 10 points. Designing a research project for a specific situation. Due April 23.

Graduate students will be expected to take leadership in group projects in addition to completing the additional work listed above. I will provide details of each assignment as the semester progresses.

Additional Resources

A list of additional resources will be available for you on Oncourse. These will be especially 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 with the professor.

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; unexcused absences will decrease your class participation score.

Assignment due dates are listed in the syllabus. If you need more time, negotiate a new due date with the professor. 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 need to 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/>

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. Students 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 research that yields rich results.

Weekly Schedule

Generating Questions, Generating Answers

January 8.

Introduction to the course and the semester research.
Discuss generating questions.
Discuss reading logs.

Assignment for the next class:

Write what you already know or assume about the group's project. Write the questions the client might like to have answered. (Project # 1.)

Read textbook chapters on Principles of Research and Using Personal Experiences.

Begin Reading Logs.

January 15 No class – MLK day

Indirect/secondary approaches to research

January 22

Collect group's questions for research. (Project # 1)

Discuss learning through personal experience.

Discuss readings.

Discuss Project # 7.

Assignment for next class:

Begin exploring the background for the semester project.

Read chapter on Conducting Secondary Research.

Begin work on Project # 7.

January 29

Learning through print and on-line resources.

Work at using on-line library resources.

Discuss Project # 8.

Assignment for next class:

Prepare an annotated bibliography of print and on-line sources that the group could employ to answer some of the research questions for the group project. (Project # 2.)

Read chapter on Informational Interviews.

Continue working on individual reports and projects.

Direct/primary approaches to research

February 5

Annotated bibliography due (Project # 2)

Discuss learning through interviews. (Project # 7 reports begin.)

Assignment for next class:

Prepare questions for an interview and types of potential interviewees for the group project. (Project # 3A)

Read chapter on Questionnaires and Surveys.

February 12.

Project 3A due.

Preliminary description of Project # 8 due. (Grad students only.)

Discuss learning through questionnaires and surveys.

Assignment for next class:

Prepare questions for a questionnaire or survey and determine a way to distribute them to potential respondents for the group project. (Project # 3B).

Read chapter on Experimental Research.

Write description of individual project.

February 19

Project 3B due.

Discuss learning through experimentation.

Assignment for next class:

Design an experiment to test a hypothesis for the group project. (Project 3C).

Read chapter on Focus Groups.

February 26

Project 3C due.

Discuss Focus Groups.

Assignment for next class:

Design a focus group for the group project. (Project 3D).

Read chapter on Usability Evaluation.

March 5

Project 3D due.

Discuss learning through Usability Evaluation.

Assignment for next class:

Design a usability evaluation for the group project. (Project 3E)

Begin thinking about how to design the overall study.

March 12 Spring Break

Designing and conducting research

March 19

Project 3E due.

Design research methods for group project. Begin writing research plan. (Project # 4)

Assignment for next class:

Complete the research plan.

Create a tentative outline and bibliography for the individual project.

March 26

Research plan due.

Complete the details of conducting the research.

Assignment for next class:

Conduct the group research

April 2

Continue conducting the group research

Assignment for next class:

Bring notes of the research results.

April 9

Begin analyzing the results.

Assignment for next class:
Bring notes of the research results.
Polish individual reports.

Writing about the results of research

April 16
Discuss how to report research results.

Assignment for next class:
Read chapter on Additional Approaches to Research
Work on drafting the final report.
Complete Project # 8 (grad students only)

April 23
Work on creating final report.
Project # 8 presented (grad students only.)
Discuss additional approaches to research

Assignment for next class:
Complete final report
Complete reading and project logs.

April 30
Final report due and Project logs due.
Course summary.
"Show and Tell" with client on group research project.

Print Form

Office of the Registrar
FORM 40 REV. 9/06

PURDUE UNIVERSITY
REQUEST FOR ADDITION, EXPIRATION,
OR REVISION OF AN UNDERGRADUATE COURSE
(100-400 LEVEL)

DEPARTMENT Technical Communications

EFFECTIVE SESSION Spring 2007

INSTRUCTIONS: Please check the items below which describe the purpose of this request.

- | | |
|---|--|
| <input checked="" type="checkbox"/> 1. New course with supporting documents | 7. Change in course attributes (department head signature only) |
| 2. Add existing course offered at another campus | 8. Change in instructional hours |
| 3. Expiration of a course | 9. Change in course description |
| 4. Change in course number | 10. Change in course requisites |
| 5. Change in course title | 11. Change in semesters offered (department head signature only) |
| 6. Change in course credit/type | 12. Transfer from one department to another |

PROPOSED:

EXISTING:

Subject Abbreviation TCM

Subject Abbreviation

Course Number 450

Course Number

Long Title Research Approaches for Technical and Professional Communication

Short Title ResearApprTechProfComm

Abbreviated title will be entered by the Office of the Registrar if omitted. (22 CHARACTERS ONLY)

TERMS OFFERED
Check All That Apply:

Summer Fall Spring

CAMPUS(ES) INVOLVED

Calumet N. Central
 Cont Ed Tech Statewide
 Ft. Wayne W. Lafayette
 Indianapolis

CREDIT TYPE

1. Fixed Credit: Cr. Hrs. 3
2. Variable Credit Range:
Minimum Cr. Hrs
(Check One) To Or
Maximum Cr. Hrs.
3. Equivalent Credit: Yes No
4. Thesis Credit: Yes No

COURSE ATTRIBUTES: Check All That Apply

1. Pass/Not Pass Only
2. Satisfactory/Unsatisfactory Only
3. Repeatable
Maximum Repeatable Credit:
4. Credit by Examination
5. Designator Required
6. Special Fees
7. Registration Approval Type
Department Instructor
8. Variable Title
9. Remedial
10. Honors
11. Full Time Privilege
12. Off Campus Experience

Instructional Type	Minutes Per Mtg	Meetings Per Week	Weeks Offered	% of Credit Allocated	Delivery Method (Asyn. Or Syn.)	Delivery Medium (Audio, Internet, Live, Text-Based, Video)	Cross-Listed Courses
Lecture	150	1	15	100	Syn.	Live	
Recitation							
Presentation							
Laboratory							
Lab Prep							
Studio							
Distance							
Clinic							
Experiential							
Research							
Ind. Study							
Pract/Observ							

COURSE DESCRIPTION (INCLUDE REQUISITES):

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Calumet Department Head	Date	Calumet School Dean	Date
Fort Wayne Department Head	Date	Fort Wayne School Dean	Date
Indianapolis Department Head	Date	Indianapolis School Dean	Date
North Central Department Head	Date	North Central Chancellor	Date
West Lafayette Department Head	Date	West Lafayette College/School Dean	Date
		West Lafayette Registrar	Date

OFFICE OF THE REGISTRAR