New Course Request

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)  AppTechProfComm

(Limited to 22 Characters including spaces)

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

7. Credit Hours: Fixed at _______ 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 __________ or Variable from __________ to __________

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

13. Estimated enrollment: __________ of which __________ 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:  
Date __________

Department Chairman/Division Director

Approved by:  
Date __________

Dean

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.

UTS 724  
University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow; Department/Division—Pink; University Enrollment Services Advance—White.
TCM 450/W525 Section 12345
Research Approaches for Technical & Professional Communication

Spring 2007 - M 6:00-8:40 - ET 205A
Marj Rush Howde, Associate Professor of Technical Communication and English
mhowde@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

- 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.upniu.edu/costa/

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 Log.

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.
PURDUE UNIVERSITY
REQUEST FOR ADDITION, EXPIRATION, OR REVISION OF AN UNDERGRADUATE COURSE
(101-400 LEVEL)

DEPARTMENT: Technical Communications
EFFECTIVE SEMESTER: Spring 2007

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

1. New course with supporting documents
2. Add existing course offered at another campus
3. Expansion of a course
4. Change in course number
5. Change in course title
6. Change in course credit type

PROPOSED:
Subject Abbreviation: TCM
Course Number: 450
Long Title: Research Approaches for Technical and Professional Communication
Short Title: Reser/App/TechnicalComm

EXISTING:

Abbreviated title will be entered by the Office of the Registrar if on file. (Undergraduate only)

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

INSTRUCTIONAL CREDIT

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COURSE ATTRIBUTES: Check All That Apply

7. Grading Options: Regular/Pass
8. Variable Title
9. Remedial
10. Honors
11. Full Time/Part Time
12. Off Campus Experience

COURSES OFFERED: Check All That Apply

Cross Listed Courses

COURSE DESCRIPTION (INCLUDE REQUIREMENTS):
Examines qualitative and quantitative 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 context, audience, and publication design. Prerequisite: TCM 220 or TCM 229 or Eng W231 or similar course.

Calumet Department Head: Date
Calumet School Dean: Date

Fort Wayne Department Head: Date
Fort Wayne School Dean: Date

Indianapolis Department Head: Date
Indiana School Dean: Date

North Central Department Head: Date
North Central Chancellor: Date

West Lafayette Department Head: Date
West Lafayette College School Dean: Date

Print Form

OFFICE OF THE REGISTRAR