HU4690: Special Topics in Technical Communication, Corporate Training
Instructor: Dale Sullivan

Description and Objectives
Students read material which will enhance corporate trainers’ performance or introduce people to the field. Readings are taken from such areas as educational theory, instructional design, the psychology of cognitive skills acquisition, and performance consulting. Students write summaries of these readings, discuss them in class, use them to support a major project, and demonstrate mastery and retention of them in a final test. Students also produce a major paper or project. Students who successfully complete the course will have a good understanding of the relationship of corporate training to technical communication, to academic instruction, and to performance consulting; they will understand the controversy between web-based training and class-based training; they will have a solid foundation in the psychology of cognitive skills acquisition and instructional design; and they will be able to develop effective training materials and to deliver instruction effectively.

Reading
• Several readings on reserve in the library. Ask for materials for Dale Sullivan’s HU4690, Corporate Training, class

Grading
Homework and in-class exercises, 60%
This portion of class work consists primarily of daily main-point summaries of the readings, contributions to the class’ annotated bibliography, presentations near the end of the course, the proposal for your major project, and your progress report for the major project.

Final Project, 30% (all options must make use of our readings and cite them appropriately using MLA or APA format)
Your major project may be
• An 8-10 page paper (double spaced) that poses a question based on our readings and answers it by stating a thesis and synthesizing our readings in such a way as to support your thesis
• A packet containing a syllabus and training materials which you have developed for a short training session. This packet should also have a short preface (no longer than 2 pages) in which you discuss the choices you had to make. Justify your decisions by making reference to our readings.
• A critique of a training course, such as one offered at Barnes and Noble University. Use our readings to support your analysis and critique.

Test during the last week, 10% (This will be a test based on our readings for the class)

Daily Main-Point Summaries
For each reading, you are to write a summary on a separate page. It should be written neatly or typed. It should contain the full bibliographic citation at the top. Then, in an indented paragraph, it should contain one sentence that summarizes the major thought of the article or chapter. Below that should appear a bulleted list that shows the main supporting points. I’ll pick these up each day and turn them back the next day (in most cases). You should build a folder to keep these summaries in for final review.

Proposal and Progress Report for Major Project
Your final project will not be accepted unless you turn in a proposal for the project and a progress report.

The proposal is due June 12. It is to be a memo addressed to me, telling me which of the three options you have chosen and describing the project specifically in as much detail as you can at that time. The memo should be single spaced and about one page long. You should also explain why you want to do this project and explain why you think you can do it given the time and resources available.
The progress report is due June 19. It should be a memo addressed to me. It should have the following paragraphs: one reminding me of what your project is, one describing the work you have completed (be specific), and one describing the schedule you have developed for completing the project.

If you want to change projects after the first proposal has been accepted, you may submit a second proposal, but it must be turned in on June 19 in place of the progress report. No proposals for changes will be accepted after that date. The proposal requesting a change should remind me of what your first proposal was, explain why you want to abandon it, suggest an alternative project, and explain why you think it is superior and why you think you can complete it given the time and resources constraint.

If you change projects in this way, you have to hand in a project completion memo with the final project to take the place of the progress report. The project completion memo should describe your first proposal, the reason you abandoned it, the new project, and a narrative describing the way you went about completing the new project. The project completion memo is required only if you changed your original proposal.

Policies
I run this class like a seminar and expect you to be present and to discuss the readings openly. Daily homework assignments (main-point summaries) are due during the class period in which we discuss the readings. Although these summaries will be accepted after the due date, they will not count as fully as those that are on time. I will not accept a whole packet of these summaries during the last two weeks of class—they should be written to prepare for class discussion.

If you know that you have to miss class, please contact me ahead of time and explain why you have to be absent.

I will give incompletes or X’s only for emergency situations. Don’t request one simply because you didn’t have time to do the work and got behind.

The final project will not be accepted unless the proposal has been approved at the time specified.

Americans with Disabilities Act: MTU complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disabilities Act of 1990. If you have disability and need reasonable accommodation for equal access to education or services at MTU, please call Dr. Gloria Melton, Associate Dean of Students (7-2212). For other concerns about discrimination, you may contact your advisor, department chair, or the Affirmative Action Office (7-3310).
Dale Sullivan, Instructor  
HU4690: Corporate Training  
Reading Assignments, Summer 2001

For Tuesday, May 22  
Shirk, "New Roles," focus on pages 359-366  
Bist, "Learning by Teaching"  
Robinson, "Beyond Basics," focus on pages 104-114

For Wednesday, May 23  
Galagan, "Learning Revolution," (in Training & Development folder)  
Lyons and Clark, "Web-Based Training Design"

For Thursday, May 24  
Bruner, from Actual Minds, Possible Worlds  
Felder, "Learning Styles and Strategies," and "Reaching the Second Tier"  
Also go to  
<http://www2.ncsu.edu/unity/lockers/users/f/felder/public/ILSdir/ilsweb.html> and fill in the "Index of Learning Styles Questionnaire" and bring your results to class.

For Monday, May 28  
Weiss, "Emotion and Learning" (in Training & Development folder)  
Polanyi, from Personal Knowledge, chapters 4 & 5

For Tuesday, May 29  
Brown and Duguid, "Enacting Design for the Workplace"

For Wednesday, May 30  
Redish, "Reading to Learn to Do"  
Charney and Reder, "Designing Interactive Tutorials" (in Charney folder)  
Carroll and Mack, "Learning to Use a Word Processor," (in Carroll folder) get the gist and outline

For Thursday, May 31  
Carroll, "Blocking Learner Error States"  
Carroll, "Minimalist Training"  
Carroll, et. al., "The Minimal Manual" (all three in Carroll folder)

For Monday, June 4  
Weiss, "Memory and Learning" (in Training & Development folder)  
Reder, Charney, and Morgan, "The role of elaborations" (in Charney folder) get the gist & core concepts  
Eitington, chapter 20

For Tuesday and Wednesday, June 5 and 6  
Van Merrienboer, from Training Complex Cognitive Skills, chapters 2, 4, 5

For Thursday, June 7  
Gacki, "Effective Instructional Materials"  
Benedictis, "Writing Corporate Training Materials"

For Monday, June 11  
Kemp, Morrison, Ross, from Designing Effective Instruction, chapters 1, 4

For Tuesday, June 12  
Kemp, Morrison, Ross, from Designing Effective Instruction, chapters 6, 7, 8

For Wednesday, June 13  
Gagne and Briggs, from Principles of Instructional Design, chapter 7  
Eitington, chapter 18

For Thursday, June 14  
Eitington, chapter 17

For Monday, June 18  
Eitington, chapters 4 and 5 (in-class presentations)

For Tuesday, June 19  
Eitington, chapters 6 and 7 (in-class presentations)

For Wednesday, June 20  
Eitington, chapters 8 and 9 (in-class presentations)

For Thursday, June 21  
Eitington, chapters 13 and 15 (in-class presentations)

For Monday, June 25  
Eitington, chapter 19

For Tuesday, June 26  
Robinson and Robinson, from Performance Consulting, chapters 1 & 2

For Wednesday, June 27  
Hile, "I've Been Working on the Railroad"
Dale Sullivan, Instructor  
HU4690: Corporate Training  
Reserve Reading List, Summer 2001

Please be considerate of your classmates and of my files. Return the original article, not your photo copy, to the file so that we do not experience fade.

Also, please return pages to the file in their original order. If a file contains more than one reading, please put them back in the same order.

- Benedictictis, *Writing Corp Training Mat*  
- Bist, "Learning by Teaching"  
- Brown and Duguid, "Enacting Design"  
- Bruner, from *Actual Minds*  
- Carroll, "Minimalist Training"  
  - "Manual"  
  - "Learning"  
  - "Blocking"  
- Charney and Reder "Designing Tutorials"  
- "Elaborations"  
- Felder, "Learning Styles"  
  - "Reaching"  
- Gacki, "Effective Instructional Materials"  
- Gagne and Briggs, from *Principles of Instructional Design*  
- Hile "Working on Railroad"  
- Kemp, Morrison, and Ross, from *Designing Effective Instruction*  
- Lyons and Clark, "Web-based Training"  
- Nickels Shirk, "New Roles"  
- Polanyi, from *Personal Knowledge*  
- Redish, "Reading to Learn to Do"  
- Robinson, "Beyond Basics"  
- Robinson and Robinson, from *Performance Consulting*  
- van Merrienboer, from *Training Complex Skills*  
- *Training & Development*  
  - Galagan  
  - Farrell  
  - Weiss, "Emotion"  
  - Weiss, "Memory"