

REQUEST FOR APPROVAL TO USE W-DESIGNATION

13-83
UWUCC: App - 10/15/13
Senate: App - 11/5/13
LSC # _____
Action App - 10/10/13

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

- Professor Zack Stiegler Phone 7-3219
- Writing Workshop? (If not at IUP, where? when?) _____
- Proposal for one W-course (see instructions below)
- Agree to forward syllabi for subsequently offered W-courses?

TYPE II. DEPARTMENT COURSE

- Department Contact Person _____ Phone _____
- Course Number/Title _____
- Statement concerning departmental responsibility
- Proposal for this W-course (see instructions below)

TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

- Professor(s) _____ Phone _____
- Course Number/Title _____
- Proposal for this W-course (see instructions below)

SIGNATURES:

- Professor(s) Zack Stiegler
- Department Chairperson Mark J. Brown
- College Dean Adia Smith
- Director of Liberal Studies J. N. Pearty

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

- I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.
- II. Copy of the course syllabus.
- III. Two or three samples of assignment sheets, instructions, or criteria concerning writing that are given to students. Limit: 4 pages. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)

Please number all pages. Provide one copy to Liberal Studies Committee.

Before you submit: Have you double-checked your proposal against "The Liberal Studies Committee's Most Frequently Asked Questions"?

UWUCC Gail Schmitt

Received

OCT 1 2013

Liberal Studies

Summary Chart for Writing Assignments*

A. Writing Assignments					
Assignment Title	# of Assignments	# of total pages	Graded (Yes/No)	Opportunity for Revision (Yes/No)	Written Assignment represents what % of final course grade
Annotations	~12	12	Yes	No	20% total
Journals	4	8	Yes	No	40% total
Final paper	1	8-10	Yes	Yes	30% total
Totals	~17	28-30	NA	NA	90%

B. Examinations (Complete only if you intend to use essay exams/short answers as part of the required number of pages of writing.)

Exams	Approx.% of exam that is essay or short answer	Anticipated # of pages for essay or short answer, or approx. word count	Exam constitutes what % of final course grade
1.			
2.			
3.			
Totals			

**Total writing assignments should contain at least 5000 words (approximately 15-20 typed pages) in two or more separate assignments; written assignments should be a major part of the final grade—at least 50% or more.*

I. WRITING SUMMARY: COMM 375, “Mass Media and Behavior”

COMM 375 is proposed for Type I identification as a “W” course, with professor commitment from Dr. Zachary Stiegler. COMM 375 is cross-listed with PSYC 375. The course requires junior or senior status, but with the only course prerequisite being PSYC 101, is open to students across campus. The course is offered at least once per year. In the context of a writing intensive course, if approved Dr. Stiegler’s class size would be limited to approximately 20-25 students. The course counts toward a Communications Media major or minor, as well as Psychology majors or minors.

There are three basic types of writing which occur in COMM 375:

- 1. WRITING TO ENHANCE READING:** Annotations require students to select a passage from assigned readings, interpret the passage, and evaluate the author’s claim. Annotations require students to process course materials more deeply than quickly reading, instead requiring them to more closely analyze and deconstruct passages from course readings. Students will complete approximately one annotation per week, each of at least one full page in length. There is no opportunity for revision of annotations. Cumulatively, annotations account for 20% of the final grade for the course. Annotations will be graded according to: 1) Whether students’ interpretation of passage is sound; 2) Whether students contextualize the passage, articulating it’s relation to author’s larger argument or purpose. The instruction sheet regarding annotations is attached.
- 2. WRITING TO INTEGRATE LEARNING AND CRITICAL THINKING:** Students are asked to select a topic of their choice (instructor approval required) related to a particular subject area covered in the course. Around that topic, students form an argumentative/analytical research paper of 8-10 pages in length. Assignment requires students to engage in their own research outside of class as well as engaging course concepts in order to support their claims. Students will complete a full draft just following midterm. Upon receipt of feedback from the instructor and from peers critiques (via in-class workshop), students will revise the draft for final submission at the end of the semester. Collectively, the first and final drafts of the paper account for 30% of the student’s final grade. Papers will be evaluated according to quality and depth of writing, application of course concepts, thoroughness of research, synthesis of sources and student’s own ideas, and clarity of writing.
- 3. WRITING TO STIMULATE THOUGHT OR SUMMARIZE A POINT:** Reflection journals ask students to reflect, respond, and react to a particular media text (provided by the instructor) in relation to course concepts. For example, media texts under question may be video material shown in class, a particular case of media influence in the academic or popular press. In the journals, students are asked not simply to summarize content, but also to make connections between said media text and concepts or models presented in course materials. Students will complete a total of four journals across the semester, at a length of at least two full pages each. There is no opportunity for revision of reflection journals. Collectively, journals account for 40% of the student’s final grade. Journals will be evaluated according to

II. Sample Syllabus

COMM 375: Mass Media and Behavior

Spring 2014, Indiana University of Pennsylvania

Instructor: Dr. Zack Stiegler

Email: stiegler@iup.edu

Office: 124 Stouffer Hall 724-357-2492

Office Hours:

Class:

Dr. Mark Piwinsky, Chair

Department of Communications Media

Office: 121B Stouffer Hall, 724-357-2493

Email: mark.piwinsky@iup.edu

Catalog Description:

Theory and research on the influence of the mass media on human behavior and attitudes. Topics include the effects of news and political advertising on public opinion; the effects of racist and sexist portrayals; and the effects of violence and pornography on aggressive behavior.

Overview: Throughout the history of mass media, debate has raged as to whether media impact audience thought and behavior, and to what extent. As media technologies proliferate and our interactions with them grow ever more complex, debates about media effects also grow more complicated. This course examines key issues in media effects and psychology; in addition, we will also survey the methods available for studying media effects, evaluating which tools help us to best understand the inherently complex relationship between audiences and mass media.

Course Objectives:

Upon successful completion of all aspects of this course, students will be able to:

- Think critically about the societal impact of mass media
- Appreciation of what the communicator is trying to accomplish and how it is done
- Formulate a balanced assessment of the effects of the mass media on our attitudes and behavior, one that does not overestimate yet acknowledges media influence
- Recognize that much of reality is not experienced directly, but through the lens of media representations
- Understand the social, economic, and political forces that influence mass media content
- Examine how ideology and power attempt to fix meaning for their own ends and interests
- Write effectively and critically in analyzing mass media's impact on behavior

Required Materials: (available at the Co-Op Store, Hadley Union):

Media Effects Research: A Basic Overview (4th edition) by Glenn G. Sparks (Wadsworth Publishing, 2013).

In addition, there will be reading assignments available through the class website. You should print out these readings and bring them to class for discussion. The class website is accessible through Desire2Learn via <http://d2l.iup.edu>. Once logged in, select SPRING 2014 COMM 375 001. If you have any difficulties accessing the website, please notify me. Please bring readings to class for discussion.

Course Requirements:

- 1) **Four Reflection Journals (10% each):** Reflective essays of at least two (2) pages in which students respond, reflect, and react to course materials as specified. Journals are intended not only to demonstrate understanding of course concepts and their relevance, but also to serve as a breeding ground for ideas that may form the basis of your final essay. More details forthcoming.
- 2) **Annotations (20%):** Annotations are short writing exercises explaining a passage from the reading. Annotations must be completed on the day associated readings are due, and cannot be made up. More details forthcoming.
- 3) **Research Paper (First draft: 10% + Final Draft 20%= 30%):** A substantial, analytical essay of at least 8-10 pages in which students will research an approved topic of their choosing relating to one of the major issues covered in class. After topic approval by the instructor, students will write a *complete* draft of the paper by the assigned due date. After receiving feedback from the instructor and via a writing workshop with peers, students will substantially revise the paper for submission at the end of the semester. More details forthcoming.
- 4) **Attendance/Participation (10%):** Participation in class activities and discussions is strongly encouraged. Participation is crucial to maintaining an interactive intellectual environment in the classroom. Students who earn participation points attend class regularly and actively engage in class activities and discussions. Note that habitual failure to attend class prohibits you from participating, and thus from earning points in this area. These are by no means freebies that you should expect to earn automatically. As with all components of your grade, you must earn them. Short assignments will occasionally take place in class. These may be reading responses, reflective writing exercises and other means of checking your comprehension of course concepts. A detailed rubric for assessing participation is included below:

CATEGORY	Excellent	Average	Below Average
Participation	Student participated in discussion and activities; student demonstrated, through participation, an understanding of the required readings.	Student participated in some discussion and activities; student demonstrated, through participation, an understanding of the required readings.	Student had very limited participation in discussion and activities; student did not demonstrate, through participation, an understanding of the required readings.

Late Policy

Late work is not accepted except under extreme circumstances (documented illness, family emergency). This includes exams. If you are unable to be in class on the day of an exam, it is your responsibility to make alternate arrangements *prior* to that date. Exams and assignments cannot be made up or turned in late unless the absence is excused, with documentation. This policy is taken very seriously, and will be enforced. Excused absences will be granted only for the following circumstances and when proper documentation is provided. **No absences will be excused without documentation.**

- 1.) Illness that prevents class attendance. The student must have documentation from the health center or another physician that specifically indicates the student cannot or should not attend class. Health center documentation is not acceptable unless it indicates the student is unable to attend class.
- 2.) Family emergency. Serious illness or death of an immediate family member. Documentation of this emergency must be provided.
- 3.) Participation in a university sponsored activity. Permission for excused absence must be obtained in advance of the activity and the student must have a letter from the faculty sponsor indicating the student's involvement in the activity.
- 4.) Assignments due during a time a student is participating in a student activity must be handed in to the instructor ahead of time. Assignments due during a time when a student is excused for other reasons must be handed in at the beginning of the second class following the student's return, unless other arrangements are made with the instructor.
- 5.) Students are responsible for obtaining any notes from missed classes, getting instructions for assignments and stories or any other class materials from other students. The instructor will not provide notes or course outlines.

Grading Scale

This scale holds for all assignments and your overall grade:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
E	Below 60

As a matter of clarification, a C connotes "average" work. As are reserved for "exceptional" work. I evaluate assignments and exams based on performance, not effort. Effort will be reflected in your participation grade.

I will not discuss the grade of a particular assignment on the day the assignment is returned to students. Students are encouraged to reflect on the performance and grade assigned for at least 24 hours. However, students wanting to contest a grade on a particular assignment must do so no later than two weeks after it has been returned to the student. In addition I will **not** discuss grading issues via e-mail, but I am happy to meet during office hours.

Grade Grubbing

Along similar lines, this course has a strict "NO GRADE GRUBBING" policy. Do not email, phone, or come to my office to ask me to change your grade simply because you are "close" to a desired grade. **I am happy to discuss your grades, to entertain appeals if you feel you were misgraded, and certainly happy to help you with course material with which you may be having difficulty.** However, I will not entertain pleas for points that you did not earn. There are no freebies, so do not waste your time and mine.

Students With Disabilities

I am happy to accommodate students who have special needs. However, individual students must contact Disability Support Services (216 Pratt Hall) so that appropriate arrangements may be made.

Etiquette

Be respectful of opinions different than your own, and to treat your classmates appropriately. In general, I expect that you will help to maintain a respectful classroom environment with your classmates.

Please turn off all cell phones, pagers, alarms etc. before class starts. Please arrive to class on time. Arriving late, having your phone go off etc. are distractions to your classmates and I, and disruptions to the class. If your phone rings, I will answer it. The first time a student is found texting in class will result in a warning. **Each additional occurrence of texting in-class will result in a 5% reduction in your grade for the course.**

Likewise, the first time a student comes to class late (unexcused) will result in a warning. **Each additional occurrence of unexcused tardiness will result in a 5% reduction in your grade for the course.**

Office Hours & E-mail

My office hours exist for your benefit. However, please note the times posted at the top of this syllabus and on my office door. If these times do not work for you, I am happy to schedule an alternate time to meet. If you wish to meet outside of my office hours, you MUST make an appointment. This means that I cannot accommodate walk-ins outside of posted office hours.

Email is generally the best way to get in touch with me. I will reply within a 24 hour period, so know that response may not be immediate. Please also note that I generally do not check my University email during evenings, weekends and breaks.

Plagiarism

As defined by the University, plagiarism is dishonest and illegal. Writers are indebted to authors from whom they borrow exact words, ideas, theories, opinions, statistics, illustrative material, or facts (beyond common knowledge). Writers are also indebted if they summarize or paraphrase in their own words material from sources. All quoted material requires the acknowledgment of the source by the use of quotation marks or indentation (if exact wording is incorporated). In addition, both direct quotes and summarized material must be acknowledged by use of a note or parenthetical citation that indicates the author and/or date of publication and page number of numbers. If the writer indents a quotation, it must be clearly set off from the body of the text and must be documented in the aforementioned manner. To verify the various documentation procedures, writers should consult the style sheet in the particular discipline for which they are preparing for the assignment (MLA, APA, Chicago, BC, etc.). If you have questions about avoiding plagiarism, feel free to see me in office hours.

Writing Center

The IUP Writing Center is an excellent resource for helping students write more effectively. Tutoring and workshop services are available, as well as a number of other resources. If you've never made use of the Writing Center, it is recommended that you do so. See their website for more information: <http://www.iup.edu/writingcenter/>

Tentative Schedule

Week 1

Introductions (1 hour)

Overview: Media and Structures of Understanding (1 hour)

A Scientific Approach to Studying Media Effects (1 hour)

Week 2

Scientific Methods in Media Effects (2 hours)

Brief History of Media Effects Research (1 hour)

Week 3

Time Spent With Mass Media (2 hours)

Why we Watch (1 hour)

Week 4

Media violence overview/history (2 hours)

Video games and violence (1 hour)

Week 5

Video games and violence continued (1 hour)

Case Study: media violence and the gun control debate (2 hours)

Week 6

Sexual content in media overview (2 hours)

Representation: Body image and mass media (1 hour)

Week 7

Body image continued (1 hour)

Film: *Killing Us Softly 4* and discussion (2 hours)

Week 8

Media and Fear (2 hours)

Case Study: Media, Fear, and the Subconscious (1 hour)

Week 9

Media Persuasion overview (2 hours)

Advertising (1 hour)

Week 10

Advertising (1 hour)

Writing workshop (1 hour)

Case Study: Political Persuasion in Media (1 hour)

Week 11

Effects of News and Political Content (2 hours)

Case Study: Hoaxes, Misinformation, and Panic (1 hour)

Week 12

Stereotypes and the Politics of Representation Overview (1 hour)

Representations of Gender (1 hour)

Representations of Race (1 hour)

Week 13

Representations of Sexuality (1 hour)

Representations of Class (1 hour)

The Impact of New Media Technology (1 hour)

Week 14

The New Media Debate: Connection, or Alienation? (2 hours)

An alternate approach: Marshall McLuhan (1 hour)

Week 15

McLuhan (continued) (1 hour)

In-class writing/discussion: Media, Power, and Influence (1 hour)

Conclusions/course wrapup (1 hour)

Week 16 (Final Exam Period)

Final presentations (2 hours)

III. Sample Assignment Sheets

COMM 375: What's an Annotation?

An annotation is a short explanation of a passage from a text. You look at the passage, you interpret it, and explain why it's important. It's a step up from just reading and answering a quiz question.

In practice, annotations can look very different from one another. For the purposes of this class, here's the formula I want you to use.

Product: A paper of no more than one typed page per assigned reading (preferably double or at least 1.5 spaced, 12pt font, 1" margins).

Content:

1. Pick a direct quote from the essay you are writing about and type it onto the page. This should include a page number from the essay, so that other people can find it.
2. Explain what the quote means, in your own words.
3. Explain why the quote is an important part of the author's overall argument. Where does the quote come in the argument? What is the author trying to do, in your opinion? Be specific.

Annotations will be graded on the same scale as quizzes. A good annotation picks an important passage, provides an interesting and convincing interpretation, and explains why it's important to the author's argument. An excellent annotation finds a major turning point in an author's argument and excels in its explanation.

Note: The annotation assignment is not an opinion or a response paper. That's what journals are for.

Due Dates: Annotations are due at the beginning of class. Annotations will occasionally be required; this will be announced in class. We will have quizzes on other weeks, but any student who turns in annotations for the assigned readings at the beginning of class will be excused from the quiz.

COMM 375: Journals

Throughout the semester, each student is to submit four journal entries. Your task in the journal entries is to reflect and react upon course materials as assigned. Some journals will correspond with class readings, others may correspond to films or particular case studies covered in class.

While specifics of each journal will be detailed when assigned, below are some general guidelines for approaching journal writing.

1. **Briefly SUMMARIZE** what you see as the main thesis/argument/purpose of the text under consideration. This should be at most one paragraph.
2. **CONTEXTUALIZE & CONNECT** the text under consideration in relation to other course concepts, readings, and discussions.
3. **REFLECT** on the text in question. What do you see as its significance? Does it raise larger questions about the relationship between media and audiences? How do you think that we can work to solve the problem presented (i.e. if the text discusses racial representations in mass media, how can we work to resolve the problem of media stereotyping)? The reflection portion should account for the bulk of the journal's length.

All journal entries:

- Are due the day of the associated reading
- Should be at least 2 pages in length
- Should be double spaced
- Should utilize Times New Roman font
- Should have 1" margins
- Should be proofread (if you don't I will)

COMM 375: Final Paper

As readings and discussions throughout this course demonstrate, media can affect audiences in many ways. The structure of this course has outlined a number of the broader areas regarding media effects; your task for the final paper is to research a specific topic relating to one of these major issue areas covered in class, listed below:

- Media violence
- Representations of body image
- The psychology of media fear
- Advertising and persuasion
- Political persuasion in mass media
- News framing
- Representations/stereotypes (of race, gender, class, ethnicity, sexuality)
- New media as fostering social/antisocial dispositions

Keep in mind that these are broad areas - your proposed topics should be much more narrow. For example, if you are interested in the area of media violence, you might hone in on the role that violent video games have taken in the recent media discourse about gun control. I encourage you to be creative in making connections between course concepts and specific controversies regarding media effects; often the most interesting research topics are those that may not be the most obvious. If you do not already have a specific topic in mind, I suggest identifying which of the broader areas above you are interested in, then spend some time brainstorming possible topics under those headings. I am of course happy to discuss potential topic ideas during office hours.

There are three main phases of the final paper, each of which requires you to submit materials to the instructor:

1. **Topic Proposal:** Due x/x. All topics must be approved by me. For class on x/x, bring a project proposal of approximately one typed page outlining your project. Explain your topic, why you're interested in it, how you will approach the topic (i.e. methodology), what sorts of resources you think you might need, and any particular challenges you anticipate in researching this topic. Please note that no two students may cover the same topic.
2. **First Draft:** At the beginning of class on x/x, students will submit a **complete** draft of their final paper. Come to class with two copies of the draft: one for me, and one for peer evaluation during an in-class workshop. These drafts should also include a complete bibliography, and follow all citation and formatting criteria required of the final draft.
3. **Final Draft:** Due x/x/ After receiving substantial feedback from myself and the in-class workshop, students will substantially revise the paper for final submission. You may not simply turn in a new copy of your first draft; even if you received a high grade on the first draft, this does not mean that it needs no revision before final submission. All papers must be substantially revised, incorporating feedback from myself and your peer critique.

UTILIZE YOUR RESOURCES.

- **Work with your classmates.** These are independent projects, but that does not prevent you and your classmates from critiquing each others' work. Often, your peers will be able to see your project in a different light, which makes their feedback quite valuable.
- **Come to office hours.** Keep me posted throughout the process. This can be as simple as bouncing ideas off of me, giving me a brief status update, sharing problems that you're having with the project, showing me your progress so far, etc.
- **Visit the Writing Center.** I highly recommend the Writing Center, an excellent resource on campus that you are already paying for through tuition fees. You can visit the Center at any point in the writing process - prewriting, drafts, revisions, etc. They have an excellent, skilled staff that will work together with you to strengthen the paper. However, it is recommended that you make an appointment. They do get booked up, especially around midterms and finals. Visit their web site: <http://www.iup.edu/writingcenter/>.

All papers should:

- Be typed in Times New Roman 12 point font
- Be at least 8 pages, double spaced
- Have 1" margins (this is not the default on most programs – change it)
- Be proofread, free of spelling and grammatical errors – yes, it counts.
- Adhere to the conventions of a particular style (i.e. MLA, APA, Chicago, etc.)
- Include a bibliography/works cited page if needed
- Be submitted on turnitin.com
- Be intellectually engaging, thoughtful, and creative.
- Undergo significant revisions.
- Be organized, logical, and coherent.