WRITING ACROSS THE CURRICULUM
REQUEST FOR APPROVAL TO USE W—DESIGNATION

LSC # _50_

Action _PASSED_ 5-2-91

TYPE I. PROFESSOR COMMITMENT

(X) Professor_Dennis Ausel_ Phone_3099_
(X) Writing Workshop? (If not at IUP, where? when?_____
(X) Proposal for one W—course (see instructions below)
(X) Agree to forward syllabus for subsequently offered W—courses?

TYPE II. DEPARTMENTAL COURSES

( ) 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) _Dennis Ausel_

Department Chairperson _Kurt P. Dudt_

College Dean _John Butzow_

Director of Liberal Studies _Charles Cashdollar_ 5-2-91

COMPONENTS OF A "WRITING SUMMARY"

(I)   "Writing Summary" — one or two pages explaining how writing is used in the course. First, explain distinctive characteristics of the content or students which would help the Liberal Studies Committee understand the summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is expected 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)   A copy of the course syllabus.

(III)   Samples of assignment sheets, instructions, or criteria concerning writing that are given to students.

Provide 12 copies to the Liberal Studies Committee.

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This has been reviewed and approved by the CM Curriculum Committee.

I "Writing Summary"

CM 330 Communications In Training and Education

CM 330, Communications in Training and Education is the first of a
series of courses in the department of Communications Media which are
intended to help prepare students to enter professional environments
in business, industry, education, allied health professions and
government. Students who complete this series of courses enter
positions with job titles such as: Communications Analyst,
Communications Research Assistant, T&D Assistant and AV or Media
Specialist .

Specifically, students at the end of CM 330 should be able to do the
following:

>   1. summarize the historical growth and philosophies of the
>   design and development of training and educational products and
>   processes
>
>   2. generate a technical report and systematically design,
>   develop, and evaluate a prototype of a self-instructional
>   product.

Writing has always been an important part of CM 330 because the
students are required to generate a final project which consists of a
technical report and a prototype of a self-instructional product.
Both parts of the final project usually consist of more than thirty
typed pages and are suited to become part of the student's portfolio.

As a result of attending the writing workshop I have decided to
integrate additional writing assignments and restructure how the final
project is generated. In the following pages the different types of
writing assignments are described: A revised syllabus and several
sample assignment sheets are also attached.

Writing Summary for CM 330 "Communications Media in Training and Education"

CM 330 "Communications in Education and Training" is proposed for identification as a "W" course. Two sections of the course are taught every Fall and this course is not part of the Liberal Studies Electives. Since this is an upper level Communications Media course, most of the students are juniors and seniors from the Department of Communications Media.

Writing Assignments

1. WRITING TO AID UNDERSTANDING. Understanding the development and use of communications media in the fields of training and education is an important goal in this course and must be covered early in order that the students may see their final project in perspective. To help the learners gain this perspective, each student will be required to read five preselected articles and write summaries and reactions to each article.

The students will be required to produce the summary and reaction in a split-page format. That is, the review of the article will be written on one side of the page while the reaction will be written on the other side.

These assignments will be given one of four grades. If the assignment is not turned in it will be given a zero. If the assignment has been completed in haste and without obvious thought, it will be given one point. If there has been some thought put into the assignment but it could have been better, the assignment will be given two points. Finally, if the assignment is complete and shows good thought the assignment will be given three points.

The article reviews will consist of 15% of the entire grade.

2. WRITING TO CLARIFY COMPREHENSION. In order for the students to complete their final project, they must learn factual information, concepts and rules in a relatively short period of time. As a result, I normally cover a chapter in each class period during the first part of the course. To insure that the student's questions are addressed, the students will be required to write five specific questions prior to class. During class students will be selected at random to present questions while other students will be asked to answer the questions.

At the end of particularly difficult chapters, the students will be asked to summarize in writing the main points of the lesson in class. This should take no more than five minutes. After the students have summarized the lesson, students will be selected at random to relay what they considered the main points of the lesson.

Neither of the above writing exercises will be graded and the purpose of these assignments is to help the students focus on the important aspects of each chapter. In addition, these assignments should help me determine whether or not the students are comprehending the material.

3. WRITING FOR EVALUATION. There will be three examinations in this course. The first two examinations will consist of short answer and several applied essay questions. The applied essay questions will require the students to illustrate that they can apply specific concepts. For example, one question might ask the students to explain how an instructional designer would employ the systems approach to solve a specific performance problem.

For the comprehensive final examination the students will be given a case study of an organization which has a human performance problem which may be solved through instruction. The students will be asked to write an analysis of the problem and to generate a solution to the problem employing concepts learned throughout the semester.

The examinations will be 45% of the grade.

4. WRITING FOR APPLICATION OF RULES AND TO LEARN PROFESSIONAL WRITING. The final project will consist of two distinct parts. The first part will be a technical report which describes how the instructional product was generated and the second part will be an actual self-instructional product. This project requires substantial writing as students usually generate at least thirty written pages for the combined products.

The technical report will consist of seven separate but interrelated sections. The students will be required to complete and turn in each section as we move through the second part of the course. Each section the student turns in will be reviewed and suggestions for improvement will be provided when necessary. The sections will be returned within two class periods. When necessay students will be met on an individual basis outside of class.

The technical report and instructional product will be 40% of the final grade.

Communications Media 330
Communications Media In Training and Education

Professor   Dr. Dennis Ausel

Telephone   Office 357-3099

Office   121-C Stouffer

Office Hours

INTRODUCTION TO THE COURSE

Title of the Course:
Communications Media In Training and Education

Catalog Description:
The course reviews the historical growth and philosophies of the
design and development of training and educational products and
processes. The student examines the principle role and functions of
human and material resource professionals for training (performance
improvement) education (competency improvement) and development
(personal and organizational growth).

Justification:
This course is intended to be the first of a series of courses which
are designed to prepare students to work in the management or process
field of training and development (design, development, evaluation,
staff development, organizational development).   It will introduce
the learners to the field by answering the following questions:

    What is meant by the terms training and development?
    Where is one employed when one is in this field?
    What techniques does a professional in this field employ?
    How does one employ these techniques?

General Course Objectives

After succesfully completing this course, the learners will be able
to:

A. Demonstrate an understanding of the field of training and
development and the approach employed by:

  1. explaining the historical growth and development of the field.

  2. discussing rationals for using a systematic approach to
      instructional problems.

3. paraphrasing the major elements commonly included in instructional design models.

4. comparing and contrasting the emphasis of a representative sample of instructional development models.

5 . defining the terms used in the instructional design process.

B. Demonstrate competence in conducting an instructional design project by carrying out such a project, incorporating:

1. identification of an instructional problem.

2. analysis of the characteristics of the learners, the learning environment, and the learning tasks.

3. specification of performance objectives.

4. development of criterion measures.

5. selection of instructional strategies and media.

6. construction of a prototype product.

7. preparation of a formative evaluation plan.

8. preparation of appropriate test instrument.

9. planning and conducting a prototype tryout.

10. specification of revisions resulting from a prototype tryout.

TEXT MATERIAL

Required
Dick, D. & Cary, L. (1990) The Systematic Design of Instruction .
Scott, Forseman and Company, Glenview Illinois. Third Eddition (Co-Op Bookstore).

Additional Material
Periodically, special articles will be placed at Kinko's (936 Oakland Avenue) for you to purchase and review. You will be told of the availability of this material in class.

ASSIGNMENTS

Article reviews. During the course of the semester you will be required to review a series of five articles. You will turn in to me a summary of the article and your reaction to the article. More on how you are to format this assignment will be provided later.

Grading for this assignment will be as follows:

0 points --- review not turned in

1 point --- review turned in but done in obvious haste

2 points --- review turned in but not complete

3 points --- well reviewed and reaction shows good thought

Assignments must be handed in on time or one point will be substracted for each day the assignment is late.

This part of the course will be worth 15% of your final grade.

Final project. The final project for this class will consist of two distinct components. The first component is called a technical report. The second component will consist of a prototype of a self-instructional module. Later in the course you will receive a detailed handout which will provide further information on both requirements.

These two components will be worth 40% of you final grade.

EXAMINATIONS

Three examinations will be given in this course. These examinations will be a combination of short answer and applied essays. The first test will cover the first 6 chapters in the D & C text while the second test will cover the remaining chapters on the D & C text. The final test will be a comprehensive exam given at the end of the course.

The three examinations will consist of 45% of your total grade.

GRADING

The final grade will be broken down as follows:

Three Exams	45%
Term project	40%
Article Reviews	<u>15%</u>
	100%

Calendar
for
Communications Media 330
Communications Media in Training and Education
Dr. Dennis Ausel
Fall

Date		Topic	Reading Assignment
Sept.	5	Introduction	None
	7	Human Resource Development	
	10	I. D. Models	D & C Chapter 1
	12	Identify Instructional Goal	D & C Chapter 2 Complete Practice pp 26 * Article 1
	14	Instructional Analysis of Goal	D & C Chapter 3 Complete Practice pp 43
	17	Instructional Analysis of Subordinate Skills	D & C Chapter 4 Complete Practice pp 77 * Article 2
	19	Entry Behaviors and Characteristics	D & C Chapter 5 Complete Practice pp 96
	21	Instructional Objectives	D & C Chapter 6 Complete Practice pp 118 * Article 3
	24	Review in class	
	26	Test D & C Chapt. 1 - 6	
	28	Criterion Reference Test	D & C Chapter 7 Complete Practice pp 150
Oct.	1	Instructional Strategy	D & C Chapter 8 Complete Practice pp 184 * Article 4
	3	Instructional Materials	D & C Chapter 9 Complete Practice pp 216
	5	Formative Evaluation	D & C Chapter 10 Complete Practice pp 253
	8	Revising Materials	D & C Chapter 11 Complete Practice pp 285 * Article 5
	10	Summative Evaluation	D & C Chapter 12 Complete Practice pp 305

Oct.	12	Classroom Review	D & C Chapter 6 -12
	15	TEST D & C Chapter 6 -12	
	17	Needs analysis	Review chapter 2 D & C
	19	Goal Identification	
			* Generate rational and goal for your instructional module
	22	Goal Analysis	Review chapter 3 D & C
	24	Instructionl Analysis	Review chapter 4 D & C
	26	Instructional Analysis	Half class meeting Instructional Analysis Due
	29	Instructional Analysis	Half class meeting Instructional Analysis Due
	31	Description of Target Pop.	Review chapter 5 D & C
Nov.	2	Performance Objectives	Review chapter 6 D & C
	5	Performance Objectives	
	7	Performance Objectives	* Generate performance objectives from your instructionsl analysis
	9	Evaluation Concepts Mastery Learning	
	12	Criterion Reference	Review Chapter 7 D & C
	14	Criterion Reference Test Items	* Generate criterion reference test items
	16	Media Selection	
	19	Instructional Strategy	Review chapter 8 D & C
	26	Instructional Strategy	
	28	Develop Instructional Strategy	* Generate instructional strategy
	30	Work day	

Dec.	3	Formative Evaluation	Review Chapter 10 D & C
	5	Formative Evaluation	* Generate formative evaluation plan
Dec.	7	Workday	Meet with half class
	10	Workday	Meet with half class
	12	Show and Tell	
	14	Overview of the Course	
		Final as scheduled	

* signifies dates when assignments are due!

Technical Report
CM 330
Communication in Training and Education

	POSSIBLE POINTS	YOUR POINTS

I. Instructional Goal
    A. rationale for the module   __5__ _____
    B. statement of instructional goal   __5__ _____

II. Instructional Analysis
    A. completeness of diagram of subskills   __5__ _____
    B. description of relationship among subskills   __5__ _____
    C. clarification between subskills included
       as entry level behaviors and those as skills to
       be learned learned through material   __5__ _____
    D. rationale for methodology selected   __5__ _____

III. Description of the target population
    A. general description of the target population   __5__ _____

IV. Performance Objectives
    A. derived from instructional analysis   __5__ _____
    B. statement of the objective   __5__ _____

V. Criterion-Reference Test
    A. relationship to performance objectives   __5__ _____
    B. criterion level or mastery level of performance
       identified   __5__ _____
    C. appropriate tests based on materials and target
       population   __5__ _____

VI. Instructional Strategy
    A. preinstructional activities   __5__ _____
    B. information presentation   __5__ _____
    C. student participation activities   __5__ _____
    D. testing
    E. follow through activities   __5__ _____
    F. strategies congruent with activities   __5__ _____

VII. Media Selection rationale
    A. justification for media selection   __5__ _____

VIII. Formative Evaluation

    a. description of the one-to-one
       procedures   __5__ _____

                         TOTAL   __95__ _____

Evaluation of the Prototype
CM 330
Communication In Training and Education

I.   Preinstructional Activities
    a. Motivation   __5__   _____
    b. Information about objectives   __5__   _____

II. Information Presentation
    a. Sequencing   __5__   _____
    b. Size of unit   __5__   _____
    c. Content presentation   __5__   _____
    d. Examples/non-examples   __5__   _____

III. Student Participation
    a. Practice exercises   __5__   _____
    b. Feedback   __5__   _____

IV. Test
    a. Entry   __5__   _____
    b. Pretest   __5__   _____
    c. Embedded   __5__   _____
    d. Post-test   __5__   _____

V.   Overall Presentation of Project
    a. Grammar   __5__   _____
    b. Spelling   __5__   _____
    c. Copying   __5__   _____
    d. Covers   __5__   _____

                                 __80__   _____

Term Project
CM 330
Communication In Training and Education

Your term project will consist of two major components. One of the
components will be a prototype of an instructional product. The
second part will be a technical report describing the steps you
followed in developing the product. Examples will be on reserve at
the library. You should carefully review these projects so that you
have an understanding of what the final project will look like.

A. THE DESIGN OF THE PRODUCT.

For this part of the assignment, you will be required to design a
prototype of an instructional product. The protype should be
self-instructional and should be ready for formative evaluation. That
is, the product you turn in to me should be self-contained and
complete. It may take a variety of forms but it is recommended that
it be one the following:

        print alone
        print/audio
        computer based
        slide tape
        or any other combination.

B. THE TECHNICAL REPORT

A written document of the carrying on of the steps in the ID project.
There is no single rigid format for such a report. Attached is a
format which is intended as a general guide. Feel free to adapt it in
any way necessary to meet your experiences.

The technical report will be completed in separate but related parts.
You will be required to turn in each of the separate sections as the
semester continues. The assignment due dates are provided on the
course calender.

When sections are handed in, it is expected that the section be typed
and neat. I expect you to follow standard English and spelling. Your
paper does not have to be flawless; I can tolerate an occasional
misspelling. But, if the errors are enough to be distracting, I will
return the paper and ask that you clean it up before I read it.

   It is strongly recommended that you use the computer to generate the
section since revisions will probably be necessary.

Review of Articles
CM 330
Communications Media in Training and Education

In the course of the next seven weeks, you will be required to review five articles. The articles are available in a packet at Kinkos.

Your task will be to write an abstract of the articles and then write your reactions to the article. The abstract should take up the left half of the page while your reaction to the article should take up the right half of the page.

The review will be graded in the following manner:

0 points --- review and abstract not turned in.

1 point --- review and abstract turned in but done in obvious haste.

2 points --- review and abstract turned in but could be better.

3 points --- well reviewed and reaction shows good thought.

Each review should be typed. If the review is not typed I will not accept it. I also expect you to follow standard English and spelling. Your paper does not have to be flawless; I can tolerate an occasional misspelling. But, if the errors are enough to be distracting, I will return the paper and ask that you clean it up before I read it.

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