

LSC Use Only
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UWUCC USE Only
Number: 95-44
Submission Date: App 4/19/96
Action-Date: Senate App 4/30/96

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person CO 201 Committee, Mary Micco, Chair Phone x2637
Department Computer Science

II. PROPOSAL TYPE (Check All Appropriate Lines)

COURSE Internet and Multimedia
Suggested 20 character title

New Course * BE/CM/CO/IM/LB 201
Course Number and Full Title

Course Revision _____
Course Number and Full Title

Liberal Studies Approval + _____
for new or existing course Course Number and Full Title

Course Deletion _____
Course Number and Full Title

Number and/or Title Change _____
Old Number and/or Full Old Title

New Number and/or Full New Title

Course or Catalog Description Change _____
Course Number and Full Title

PROGRAM: Major Minor Track

New Program * _____
Program Name

Program Revision * _____
Program Name

Program Deletion * _____
Program Name

Title Change _____
Old Program Name

New Program Name

III. Approvals (signatures and date)

[Signature]
Department Curriculum Committee

[Signature]
Department Chair

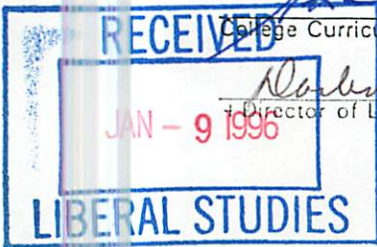
[Signature]
College Curriculum Committee

[Signature] 10/20/95
College Dean

[Signature]
* Director of Liberal Studies (where applicable)

* Provost (where applicable)

Resubmitted



Internet & Multimedia Proposal: Revised January 17, 1996

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This course is being submitted by the 201 Committee with the following membership:

Chair: Mary Micco CompSci

Dick Rowell OSBED

Dick Halapin MIS

Kurt Dudd Communications

Blaine Knupp Library

Steve Murphy ISCC

Syllabus of Record: BE/CM/CO/IM/LB201. Internet and Multimedia

I. Catalog Description:

CO 201 Internet and Multimedia. 3c-01-3sh

The major focus will be on the evaluation of information and multimedia resources available on electronic networks when doing research in an area of one's choice. This information literacy course is designed for students to gain a more in depth understanding of the information resources available electronically and of how to utilize them more effectively in communicating. Students will learn how to access and utilize these resources for two way communications and support for decision making while incorporating selected elements in multimedia presentations of their own design.

Equivalent courses are BE201,CM201, IM201, LB201; Only one of the four may be taken.

Prerequisites: BE/CM/CO/IM101 or prior exposure to word processing and electronic mail.

II. Course Objectives:

Students will explore the role of electronic media in acquiring, structuring, analyzing and synthesizing information. Students will:

1. Investigate the culture of the Internet and the social and economic phenomenon that it represents.
2. Examine issues including but not limited to, freedom of access to information, the right to privacy, gender and equity issues, the ethics of information use and security.
3. Analyze and use the tools and techniques for searching electronic resources effectively.
4. Evaluate the validity of various information sources.
5. Analyze and synthesize information for distribution by means of a unifying multimedia presentation.

III. Detailed Course Outline

1. Access to the Internet (total: 6 hours)
 - History and evolution of the Internet.
 - How it all works.
 - The value and importance of standards and protocols (TCP/IP, URL, OLE).
 - The development of the required infrastructure.
2. Social Justice and Cultural Issues in Internet Access (6 hours)
 - Patterns of Access to the Internet with particular emphasis on gender and race.
 - How are people getting connected and who will pay? Information rich vs information - poor. Is there an explicit connection between gender and economic privilege?

- Impact of multimedia and graphical user interfaces (Netscape vs Lynx)
- Computer literacy a requirement in today's world?
- Impact of the Internet on our personal and professional lives.

3. Critical Evaluation of Information Resources on the Internet (total:15 hours)

Students will look at the different information services for quantity, quality and ease of use as they gather information on a particular issue using the various search tools including boolean and probabilistic models, Intelligent Agents and Knowbots. They will be exposed to the following:

- Information Exchange Services. e.g. Mail, Listservers and Usenet. Students will explore the cultural environment as they use mail, listservers and newsgroups. They will look at flame wars, various forms of bashing and review netiquette rules. They will evaluate the need for filters and the value added by peer review, digests and other screening devices.
- File Acquisitions Services e.g. FTP sites and Archie. Issues of copyright and intellectual property as well as ethics will be discussed as students learn to download files.
- Hierarchical Information Services. e.g. Campus Wide Information Systems, Gophers and Veronica. Questions of information privacy--how to protect confidential information vs. the right to know. Security issues and the problem of viruses. Freedom of speech vs. Pornography and sexual harassment.
- Hypermedia Information Services e.g. World Wide Web. Students will look at the impact and issues involved in commerce on the Internet. How will government tax or indeed regulate this commerce. Fee or Free? Who Pays? The role of advertising. Have we found another way to exclude the disadvantaged from full participation in our society.

4. Analyzing and synthesizing information for distribution (total 15 hours).

A multimedia presentation is to be a vehicle for expressing their views. Students will learn techniques to inform, persuade, advocate or challenge using different distribution channels , a live audience (presentation) and a cyberspace audience (home page) in order to demonstrate their ability to synthesize critical issues. Students will:

- Analyze the audience both live and cyberspace.
- Select from a variety of delivery techniques
- Organize their ideas using story boarding
- Learn Principles of layout and design
- Make effective use of sound, graphics animation and special effects to enhance the message
- Use various distribution channels e.g. Presentation Manager software and Home Pages.

IV. Evaluation Methods

1. Class activities and assignments-35%. There will be at least three hands on lab projects covering various information services. Students will read at least one book on the culture or

economics of the Internet and will engage in discussions of this material as well as writing several reaction papers.

2. **Multimedia Presentations -35%.** Students will formulate and make formal presentation to both a live and a cyberspace audience on an issue of their choice, using materials harvested from the Internet.

3. **Exams-30%.** A midterm and a final where students will be evaluated on their understanding of technology and the social, cultural and economic issues covered in class and in their readings..

4. **Grading Scale.** The standard grading scale will be used..90%+ =A; 80-89%=B; 70-79%=C; 60-69%=D; <60%=F.

5. **Attendance Policy:** The attendance policy will conform to the accepted University wide attendance policy.

V. Required Textbooks

Textbooks and a book length reading will be selected from the approved pool of books in the bibliography which will need to be continually updated by the committee. We recognize that this is a very dynamic and rapidly changing field.

VI. Special Resource Requirements

A. Access will be provided at no cost in all public labs. Netscape and PC/TCP are being supported by a site license from ISCC.

B: The Eberly College of Business has 2 multimedia labs. The College of NS & M also has a multimedia lab in STR 220 with limited access to a second Macintosh lab in Stright 320. The College of Education has a multimedia lab with videoconferencing capability. The Library has a teaching classroom, 4 multimedia machines and is planning for a multimedia lab.

VII. Bibliography

Textbooks

Ackerman, Ernest. Learning to Use the Internet: An Introduction with examples and exercises. Wilsonville, Oregon: Franklin, Beedle and Associates. 1995.

Armbruster, Lynda. Internet Essentials: A Jumpstart to Getting on the Internet. Indianapolis, IN: Que College, 1994.

Cady, Glee Harrah and Pat McGregor. Mastering the Internet. Sybex Books. 1995

Clark, Michael and William Washburn. Cultural Treasures of the Internet. Englewood Cliffs, NJ:Prentice-Hall, 1995

Cohen, Alan M. Guide to Networking. Boston, MA: Boyd & Fraser, 2nd ed. 1994

Dern, Daniel P. The Internet Guide for New Users. New York: McGraw-Hill, 1994.

Grauer, Robert T and Maryann Barber. The Internet and World Wide Web. Englewood Cliffs, NJ:Prentice-Hall, 1995

Hahn, Harley and Rick Stout. The Internet Yellow Pages. Berkeley, CA: Osborne/McGraw-Hill, 1994.

Hawkes, Lory. Hyperspatial Travel into the Internet. Englewood Cliffs, NJ: Prentice Hall,

1995.

Hofstetter, Fred T. *Multimedia Presentation Technology*. Belmont, CA: Wadsworth Publishing Company, 1994.

Horazdovsky, Jerry. *Using Microsoft Windows 3.1*. Boston, MA: Houghton Mifflin Co, 1994.

Kehoe, Brendan P. *Zen and the Art of the Internet: A Beginner's guide*. 3rd.ed. Prentice Hall Series in Innovative Technology. Englewood Cliffs, NJ, 1994

Kent, Peter. *10 Minute Guide to the Internet*. Indianapolis, IN: Alpha Books/Macmillan, 1994

O'leary, Timothy and Linda O'Leary. *Internet*. New York: McGrawHill Book Co., 1996/

Micco, Mary and Tess O'Neil. *Using the Internet*. Boston, MA: Houghton Mifflin Co, 1996..

Rimmer, Steve. *Advanced Multimedia Programming*. New York: Windcrest/McGraw-Hill. 1995.

Rose, Donald. *Minding Your Cybermanners on the Internet; An Entertaining Guide to the Do's and Don'ts of Life on the Internet*. Indianapolis, IN: Alpha Books/Macmillan, 1994.

Non-Fiction

Baran, Nicholas. *Inside the Information Superhighway Revolution*. Scottsdale, AZ: Coriolis Group Books, 1995.

Levy, Steven. *Hackers: Heros of the Computer Revolution*. [biography of Gates] Garden City, NY: Anchor Press/DoubleDay, 1984.

Rheingold, Howard. *The Virtual Community*. NY: Harper Collins, 1993.

Rimmer, Steve. *Planet Internet*. New York: Windcrest/McGraw-Hill. 1995.

Stoll, Cliff. *The Cuckoo's Egg*. NY: Pocket Books. 1989.

Stoll, Cliff. *Silicon Snake Oil: Second Thoughts on the Information Highway*. NY: Doubleday, 1995

We have identified 15 links to Web sites that deal with women's issues.(see appendix) and several that deal with minorities.

Fiction

Sterling, Bruce. *Islands in the Net*. NY: Ace Books, 1989.

Stephenson, Neal. *Snow Crash*. NY: Bantam Books, 1994.

CHECK LIST -- LIBERAL STUDIES ELECTIVES

Knowledge Area Criteria which the course must meet:

- Treat concepts, themes and events in sufficient depth to enable students to appreciate the complexity, history and current implications of what is being studied, and not be merely cursory coverage of lists of topics.
- Suggest the major intellectual questions/problems which interest practitioners of a discipline and explore critically the important theories and principles presented by the discipline.
- Allow students to understand and apply the methods of inquiry and vocabulary commonly used in the discipline.
- Encourage students to use and enhance, wherever possible, the composition and mathematics skills built in the Skill Areas of Liberal Studies.

Liberal Studies Elective Criteria which the course must meet:

- Meet the "General Criteria Which Apply to All Liberal Studies Courses."
- Not be a technical, professional or pre-professional course.

Explanation: Appropriate courses are to be characterized by learning in its broad, liberal sense rather than in the sense of technique or preprofessional proficiency. For instance, assuming it met all the other criteria for Liberal Studies, a course in "Theater History" might be appropriate, while one in "The Craft of Set Construction" probably would not; or, a course in "Modern American Poetry" might be appropriate, while one in "New Techniques for Teaching Writing in Secondary Schools" probably would not; or, a course on "Mass Media and American Society" might be appropriate, while one in "Television Production Skills" probably would not; or, a course in "Human Anatomy" might be appropriate, while one in "Strategies for Biological Field Work" probably would not; or, a course in "Intermediate French" might be appropriate, while one in "Practical Methods for Professional Translators" probably would not.

Course Analysis Questionnaire:

Section A. Details of the Course

A1. How does this course fit into the programs of the Department? For what students is the course designed?

This course has been designed as a hands on information literacy service course to help students to recognize when information is needed and to provide them with the ability to locate, evaluate and use it effectively with modern technologies.

A2. Does this course require changes in the context of existing courses or requirements for a program?

This course does not require changes in the content of existing courses. Rather it provides a different focus from the existing computer literacy course.

A3. Has this course ever been offered at IUP on a trial basis? If so explain the details of the offering.

Versions of this course have been offered as a special topics course in Office Systems & Business Education and the Computer Science Department.

A4. Is this course to be a dual-level course?

Approval is being sought for undergraduate credit only.

A5. If this course is being offered for variable credit, what criteria will be used to relate the credits to the learning experience of each student?

No variable credit listing is being sought.

A6. Do other higher education institutions currently offer this course? If so please list examples.

Other higher education institutions currently offer multimedia courses. Details of Bloomsburg and Clarion courses have been obtained. Syllabi can be provided

A7. Is the content or are the skills of the proposed course, recommended or required by a professional society, accrediting authority, law or other external agency? If so please provide documentation.

The content or skills are neither recommended nor required by any professional society.

However Middle States is strongly advocating Information Literacy for all students.

Section B: Interdisciplinary Implications

B1. Will this course be taught by one instructor or will there be team teaching?

This course will not be team taught. It will be cross listed as BE/CM/CO/IM/LB201. Multiple sections will be offered from different departments. Each section will be taught by one instructor, but we want to follow the model so successfully adopted for the Microcomputer Literacy Course. Three different departments BE, CO and IM offer sections of the 101 course and a Committee consisting of the Chair (or a representative) and one faculty teaching the course from each department meet to agree on consistency as well as the syllabus and textbooks.

B3. What is the relationship between the contents of this course and the content of courses offered

by other departments.?

The following departments have been included: Computer Science, Information Management, Office Systems and Business Education and the Library. We have worked together to develop the syllabus and to collect a pool of appropriate textbooks and readings. The purpose of combining so many departments is that each has an interest in multimedia and in this manner we can maximize the utilization of scarce lab resources and teaching faculty. We have also contacted the English Department about the possibility of setting up a Learning Community with English 202. These two courses would seem to make a good fit and this would enable us to spend more time on the social issues and concerns.

B3. Will seats in this course be made available to students in the School of Continuing Education? Seats will be made available to Continuing Education depending on lab availability.

Section C. Resources

C1. Are faculty resources adequate?.

Each department will prepare a faculty justification plan. No additional faculty are being requested. It is anticipated that this course will serve as an alternate to BE/CO/IM101 the existing computer literacy course in Word Processing, Spreadsheets and Databases.

C2. What other resources will be needed to teach this course and how adequate are the current resources?.

We all recognize that no one department has the faculty or the equipment to teach sufficient sections of this course to meet the potential demand. We have tried to establish a cooperative model whereby each department involved will offer sections as facilities permit. We recognize that students will need a teaching lab for regular, supervised hands on activity and public labs where they can do homework utilizing Netscape and CD-Rom disks with multimedia. The 201 committee will be involved in enrollment management and monitoring compliance with the existing syllabus.. Each semester they will determine which departments will offer sections and how many can be offered to ensure that the load is distributed equitably.

a) Access to Internet will be provided at no cost in all public labs. Netscape , PC/TCP are being supported by a site licence by the ISCC. They will provide some machines with sound boards and CD-Rom drives in the public labs by Fall of 1995.

b) The Eberly College of Business has two multimedia labs. The College of NS & M also has a multimedia lab in STR 220. The College of Education has a multimedia lab equipped for videoconferencing. The library has a teaching classroom, 4 multimedia machines and is planning for a multimedia lab..

C3. Are any of the resources for this course funded by a grant?

We have not obtained funding from a grant.

C4. How frequently do you expect this course to be offered?

We expect to offer one or two sections per department per semester.

C5. How many students do you plan to accommodate in a section of this course? Is this planned number limited by the availability of any resources?

Class size will be limited to 25 students due to the stipulated hands on requirement.

C6. Does any professional society recommend enrollment limits for a course of this nature?
No professional society has set limits at this time. But Middle States is setting "Information Literacy" as one of their priorities in looking at information technology on campuses.

Section D. Miscellaneous.

Computing technology is changing rapidly, and all students need to be able to use these technologies effectively for information retrieval and dissemination. We feel that information literacy should be offered, or preferably be required, as part of the Liberal Studies curriculum. The Middle States Consultants indicated that IUP needs to upgrade its access to computer technology.

Internet & Multimedia Proposal: Revised January 17, 1996

Computer Science Dept: Faculty Management Plan for CO201.

Date: October Th, 1995.

Signed: Chair: Dr. Gary Buterbaugh.

Currently our department is offering between 12 and 18 sections of CO101, our liberal studies Computer Literacy course each semester. Several trends are occurring. More and more students are coming from the high schools with a working knowledge of Word Processors and Spreadsheets. We understand that the English Department is teaching some 900 students a year how to do Word Processing and Mail in the Writing Lab. We thought it was time to offer an alternative course to the CO101 where the major emphasis will be on learning about the Internet and the wealth of resources it provides. This material is not currently being covered in the CO101 course. To this end our CO101 Committee, chaired by Dr. Rowell, is working on developing a competency based test so that students can test out of CO101. We plan to drop a couple of sections of CO101 replacing them with one or two sections of CO201 each semester. We do not feel it will be necessary to add any faculty complement. We will reevaluate our situation each semester through our committee to make sure that we are satisfying campus wide needs.

DATE: October 26, 1995

TO: Darlene Richardson, Director of Liberal Studies

FROM: Sharon D. Steigmann, Chair, Off Sys & Bus Ed

SUBJ: Complement for BE201 Internet and Multimedia Presentations

The Office Systems and Business Education Department currently offers six or seven sections of BE101 Microbased Computer Literacy each semester. If the need for this course decreases in the future, sections may be switched over to BE201. However, current plans are for the BE201 complement to come from sections of DE333 Principles of Selling and DE332 Retail Management (which are to be taught by the Marketing Department from now on). This switchover was necessitated by AACSB accreditation. We historically offer two sections of Selling each semester and Retail Management once a year. Decreased sections of AD321 Business and Interpersonal Communications, because of enrollment fluctuations, will also be used to offset the new course.

FACULTY MANAGEMENT PLAN: COMMUNICATIONS MEDIA

FOR CM201

Communications Media Department: Faculty Management
Plan for CM 201

Internet &
Multimedia

Date: October 25, 1995

Signed: Chairperson: Dr. Kurt P. Dudt

The Communications Media Department will do several things to enable it to offer CM 201. The department plans to offer three sections per year of this course.

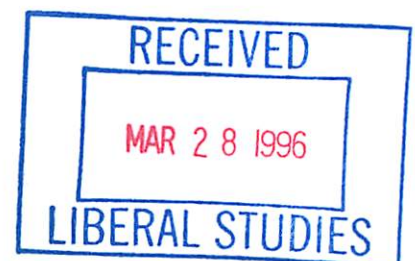
In order to do this, the Department will offer CM 445 Applications and Techniques of Motion Pictures and CM 454 Broadcast Regulations every other year. These are lecture courses and the collapsing of two sections into one will not interfere with students' degree progress on how the course is delivered. This procedure will be done in each course.

Another sections will be offered each year by offering CM 405 Radio Production only three times per year instead of four. These students can easily be accommodated into other broadcasting classes.

Resources for LB 201

The University Libraries will not seek additional resources in order to offer LB 201. The course will be taught with existing Library Faculty as they are available. It is anticipated that, with forthcoming changes in the Library's bibliographic instruction program, demand for LB 151 - Introduction to Library Resources - and for individual class presentations will diminish, allowing more opportunity for Faculty to teach LB 201. This shift is consistent with the changing role of libraries in response to technology and the reassignment of resources to meet this new role.

12c



History of Revisions:

I. Liberal Studies.

December:

Submitted to Darlene Richardson by Dick Rowell. changes to exam and attendance policy.

Submitted to Charlene Bebko by Dick Rowell changes to Catalog Description..error in bibliography

Submitted to WWO by HMM. No further changes

Submitted to Dr. Carter by HMM. no further changes.

Decided ready to resubmit to Liberal Studies 1/8/95.

Will be on agenda for Jan 25.

Added in Comm. Media (CM) because their course has now
been approved

II. UWCC

Called Nelson Bormann of Screening committee..He said they had no major problems and it should soon be on the UWCC agenda this month,

I called the Chair of that committee Jody Kuzneski and it was not on the agenda and has not come forward from the screening committee. She will check it and get back to me. In the meantime I am to get a revised copy to Marcia McCarty for forwarding to the senate.

COURSE	S '96	F '95	S '95	F '94	S '94	F '93	S '93
AD101 Intro to Business	2	2	1	1	1	1	1
AD321 Business Comm	11	10	10	12	11	12	11
OS313 Office Sys Tech	1	1	1	1	1	0	0
OS400 Telecommunications	1	1	1	1	1	0	0
OS315 Records Mgt	1	1	1	1	1	1	1
OS430 Office Systems	0	1	1	1	1	1	1
OS480 Sem in OS	1						
BE101 Computer Literacy	6	7	7	6	5	6	6
BE111 Business Math	0	1	0	1	1	1	1
BE131 KB & DF	1	1	1	0	1	0	1
BE132 Adv KB&DF	1	1	1	1	1	1	1
BE264 Office Procedures	1	1	0	1	0	1	1
OS301 Adv Micro Applics	1	2	2	2	2	2	1
BE311 Methods I	0	1	0	1	0	1	0
BE312 Methods-Secd	0	0	0	0	0.33	0	0.33
BE312 Methods-Acctg	0.33	0	0.33	0	0.33	0	0.33
BE312 Methods-DP	0.33	0	0.33	0	0.33	0	0.33
BE312 Methods-OT	0.67	0	0.67	0	0.67	0	0.67
DE413 Meth M/DE II	0	0	0	0	0.33	0	0.33
DE413 Meth Mktg I	0	0	0	0	0.33	0	0.33
DE331 Modern Merch	1	0	1	0	1	0	1
DE332 Retail Mgt	0	0	0	1	0	1	0
DE333 SelEng	0	1	2	1	1	1	1
ED242 Pre S.T. I	0.33	0.33	0.33	0.33	0.33	0.33	0.33
ED342 Pre S.T. II	0.33	0.33	0.33	0.33	0.33	0.33	0.33
Student Teaching	2	2	2	2	1	2	2
LS499 Synthesis	0	0	0	0	0	2	1
BE656 Applied Research	1	0	1	0	0	0	1
OS481 ST: Micro Support	1	1	1	1			
BE134 Keyboarding	0	1.33	0	0.33	0	0	0
BE670 Admin Comm	1						
BE481 ST: M/M & Internet	2						
Total Main Compliments	36.99	35.99	34.99	33.66	31.98	33.66	33.98
Branch Courses	4	4	8	8	6	6	6
Total Tchg Comp Needed	40.99	39.99	40.99	39.66	37.98	39.66	39.66
Total Compl Avail	11	11	11	11	11	11	10
Chairs' Release	2	2	2	2	2	2	2
Asst Chr Release	1	1	1	1	1	1	1
Res Rel Not Replaced	0	1	0	0	1	0	0
Res Rel Replaced	0	0	0	0	0	0	0
Sabbaticals	0	0	0	0	0	4	4
Synthesis Replaced	0	0	0	0	0	2	0
Underload	0	0	0	0	0.67		
Total Tchg Comp Avail	41	40	41	41	39.33	37	33
Temps/Over Needed	-0	-0	-0	-1	-1	3	7

FACULTY MANAGEMENT PLAN: OSBED

(F)

Gopher Menu

- List of Women's Organizations on IGC/ABC Networks
- Arrow
- Center for Women's Global Leadership (CWGL)
- Center of Concern
- Electronic Witches
- Feminist International Radio Endeavour (FIRE)
- Native American Women's Health Education Resource Center
- Pacifica Radio
- The Global Fund for Women
- Virtual Sisterhood
- Women of Color Resource Center
- Women's Access to Electronic Resources (WATER)
- Women's Environment & Development Organization (WEDO)
- Women's Feature Service (WFS)
- Women, Information Technology and Scholarship (WITS)

Location: <http://webcrawler.com/cgi-bin/WebQuery>

- 054 [University of Maryland at College Park inforM system](#)
- 049 [Women Homepage](#)
- 043 [Web-sters' Net-Work: Women in Info Technology](#)
- 043 [Web-sters' Net-Work: Women in Info Technology](#)
- 042 [The Singles Web Home Page](#)
- 040 [Women's University Hockey](#)
- 039 <http://lucien.berkeley.edu/women in it.html>
- 038 [Voices of Women's '95-96 Resources for Women of Vision](#)
- 038 [Women's Electoral Lobby \(WEL\) Australia](#)
- 037 [Information About Women's Hockey](#)
- 036 [Women's Programs](#)
- 035 [Beijing '95](#)
- 035 [America's Women Radio Series](#)
- 033 [Women and Computer Science](#)
- 033 [Interactive Movie Reviews.](#)
- 032 [Women's Organizations on WomensNet - Regional](#)
- 032 [Groups Relating to Women in Computer Science/Computing](#)
- 032 [BEIJING '95 - Fourth World Conference on Women](#)
- 030 [Hao Tran - Fashion For Today's Modern Women](#)

Get the next 25 results