

13-1846  
 LSC: App-3/27/14  
 UWUCC: App-4/8/14  
 Senate: App-4/29/14

REVISION APPROVAL COVER SHEET FOR CONTINUATION OF W-DESIGNATION

**TYPE I PROFESSOR COMMITMENT**

Professor Steven A. Hovan

Department Geoscience

Email hovan@iup.edu

Please provide answers to these questions on the next page:

1. List up to three of the W courses that you have taught since your appointment as a Type I professor.
2. Using your most recent W course, discuss what the writing activities are intended to accomplish. You do not need to describe the amount of writing, frequency of assignments or fill out the summary chart for writing assignments.

Approvals:	Signature	Date
Professor (s)	<i>Steven A. Hovan</i>	3/14/14
Department Chair	<i>Steven A. Hovan</i>	3/14/14
College Dean	<i>Diane Huff</i>	3/14/14
Director of Liberal Studies	<i>D. H. Huff</i>	3/31/14
UWUCC Co-chair(s)	<i>Gail Sedriest</i>	4/8/14

Received

MAR 18 2014

Liberal Studies

## TYPE I PROFESSOR COMMITMENT

PROFESSOR

DEPARTMENT

List up to three of the W courses that you have taught since your appointment as a Type I professor.

GEOS 362 - Plate Tectonics  
GEOS 370 - Physical Oceanography  
GEOS 371 - Meteorology

Using your most recent W course, discuss what the writing activities are intended to accomplish. You do not need to describe the amount of writing, frequency of assignments or fill out the summary chart for writing assignments.

Writing assignments in my Physical Oceanography course are used primarily to a) improve student familiarity with scientific research writing and content, b) foster professional written communication skills, and 3) encourage participation in community of scientists. The main writing project involves a gradual progression of assignments that culminates in a final research paper. We begin with basic objectives about overall research paper design that helps me identify student writing abilities and allows me to more efficiently address student challenges early in the semester. Later assignments direct students to professional journals and other scientific writings that allow students to explore library and web-based resources as well as providing them with a variety of good writing examples. Before completing the project, students are required to complete "peer reviews" of at least two other class projects and provide critical analysis of both scientific content and appropriate form/style. I also provide feedback to the early draft of each student research paper. In their final research paper, I ask that they address all student/faculty comments made on early drafts or justify why they were not addressed in the manuscript. Collectively, these assignments mimic the progression that a professional manuscript takes from inception (design ideas), to research, to peer review, revision, and re-submission.