13-153 LSC: App-3113114 UNUCC: App-411114 Senatc: App-4129114 REVISION APPROVAL COVER SHEET FOR CONTINUATION OF W-DESIGNATION

TYPE I PROFESSOR COMMITMENT

Professor	R. Scott Moore
Department _	History
Email	rsmoore@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)	Modmoon	2-21-14
Department Chair	Motmoon	2-21-14
College Dean	Ham	2/26/14
Director of Liberal Studies	& of Hund	3/14/14
UWUCC Co-chair(s)	Gail Sochrist	4/1/14

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Liberal Studies

TYPE I PROFESSOR COMMITMENT

PROFESSOR	R. Scott Moore	DEPARTMENT	History				
List up to three of the W courses that you have taught since your appointment as a Type I professor.							
Fall 2013 - History 329: Byzantine History Spring 2013 - History 302: Ancient Rome Spring 2012 - History 402: Topics in European History (Food in Antiquity) Fall 2011 - History 301: Ancient Greece							

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.

My writing activities are designed to address three major objectives:

- 1) To provide the students in my class with opportunities to use writing as a vehicle for critical thinking. In other words, this allows them to improve their writing as they express their thoughts and views on historical material and concepts as they respond to readings, videos, and class discussions. The assignments which address this objective can be categorized as writing-to-communicate course content and include two essay examinations, an internet source evaluation assignment, and online discussion board posts.
- 2) To introduce my students to how historians write. This involves following the process of conducting proper historical research (locating and working with primary and secondary sources, evaluating sources, developing a strong thesis, maintaining objectivity, differentiating between synthesis and analysis, and properly citing sources in both the paper and in the bibliography). The assignments which address this objective can be characterized as writing-to-learn activities and include a short research paper (4-5 pages) and a longer research paper (10-12 pages).
- 3) To help the students develop a writing process that they follow for all of their writing. This involves breaking the writing process into manageable stages (selection of topic, development of a thesis, gathering of sources, writing of a rough draft, and development of the final draft). As part of this process, the students construct multiple drafts that are both peer edited and faculty edited. This provides them the opportunity to learn both how to copy-edit and to evaluate feedback.