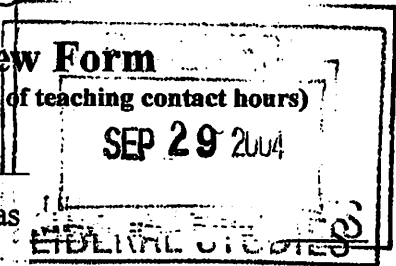


UWUCC Appr 4/15/05 Senate Info 4/26/05 04-20

### Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours)



#### Existing and Special Topics Course

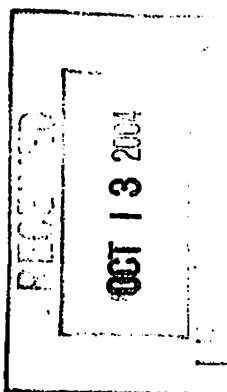
Course: LBST 499 Advocacy or Prejudice: Perceptions of Disabilities as Portrayed by Media and Film

Instructor of Record: Nolan phone: 7-7777 e-mail: jnolan@iup.edu

#### Step One: Department or its Curriculum Committee

The committee has reviewed the proposal to offer the above course using distance education technology, and responds to the CBA criteria as follows:

- 1. Will an instructor who is qualified in the distance education delivery method as well as the discipline teach the course?  Yes  No
- 2. Will the technology serve as a suitable substitute for the traditional classroom?  Yes  No
- 3. Are there suitable opportunities for interaction between the instructor and student?  Yes  No
- 4. a. Will there be suitable methods used to evaluate student achievement?  Yes  No
- b. Have reasonable efforts been made to insure the integrity of evaluation methods (academic honesty)?  Yes  No



5. Recommendation:  Positive (The objectives of the course can be met via distance education.)

Negative

Joseph Domaracki 9-28-04  
signature of department designee date

If positive recommendation, immediately forward copies of this form and attached materials to the Provost and the Liberal Studies Office for consideration by the University-Wide Undergraduate Curriculum Committee. Dual-level courses also require review by Graduate Committee for graduate-level offering. Send information copies to 1) the college curriculum committee, 2) dean of the college, and 3) Dean of the School of Continuing Education.

#### Step Two: UNIVERSITY-WIDE UNDERGRADUATE CURRICULUM COMMITTEE

Positive recommendation

Negative recommendation

Gail Sechrest Oct. 26, 2004  
signature of committee chair date

Forward this form to the Provost within 24 calendar days after review by committee.

#### Step Three: Provost

Approved as distance education course

Rejected as distance education course

[Signature] [Signature]  
signature of Provost date

#### Step Four:

**Gail Sechrist**

---

**From:** "Joseph E Nolan" <jnolan@iup.edu>  
**To:** "Gail Sechrist" <gailsech@iup.edu>  
**Sent:** Wednesday, October 13, 2004 10:42 AM  
**Attach:** synthesis online.doc; synthesis.doc; SAMPLE MODULE.doc  
**Subject:** Re: LBST 499 DE Proposal

Gail,

The UWUCC's concerns are addressed below and in the attached. Let me know if there are any other questions I can answer or modifications needed.  
 Thank you, Joe Nolan

On Wed, 13 Oct 2004 09:45:46 -0400

"Gail Sechrist" <gailsech@iup.edu> wrote:

>Joe,  
 >The University Wide Undergraduate Curriculum Committee reviewed your  
 >distance education proposal for Perceptions of Disabilities as  
 >Portrayed in Media and Film. We had the following  
 >questions/concerns:  
 >  
 >1) the two syllabi included in the proposal appeared to be exactly  
 >the same rather than one of them being the distance education  
 >version.

My mistake. The two comparative syllabi are now attached.

>  
 >2) We wondered how some of the programs would be made available to  
 >the students, especially the specific TV episodes.  
 >Additionally someone pointed out that websites don't continue to  
 >maintain some sources past a certain date because of storage  
 >limitations.

In the interest of time, one of the tv programs (Ricky Hoyt) has been eliminated to avoid copyright problems if streamed onto video. It may be added at a later time if copyright approval is granted by NBC.

The Chris Rock special and the South Park episode are available from Blockbuster and are for sale commercially through all major markets.

The CBC report is from 1989 and has been in the video archives for streaming since that time. I don't anticipate it being eliminated anytime soon. If it is, I have been in contact with CBC and can procure a copy for streaming and copyright release for approx. \$200.00. I would be bear that cost if necessary.

As times change, I may substitute segments that better suit the topic. When those decisions are made, I would obviously keep in mind the need for widest availability.

>  
 >3) There is also a typo on page 4 where it refers to Rick Hansen and  
 >then on the sample module it is Erik Hansen.

Corrected on sample module.

>

**SYLLABUS : LBST 499 Advocacy or Prejudice: Perceptions of Disabilities as Portrayed by Media and Film**

**Dr. Joe Nolan – Davis 213, (724) 357-5677, [jnolan@iup.edu](mailto:jnolan@iup.edu)  
Office Hours – T 4-6, W 3-6, Th 4-6, or by appointment.**

## **I. COURSE DESCRIPTION**

Many opinions about individuals with disabilities are formed by the media. Recent films, “I am Sam” and “A Beautiful Mind”, are sure to form opinions about Mental Retardation, and Mental Illness. These opinions will be influenced by the agenda, knowledge, or ignorance of the filmmakers. The purpose of this course is to stimulate synthesis among future professionals concerning media portrayal of individuals with disabilities and its effects on society. This will be done through film viewing, discussion of case histories, and group presentation. You will be expected to watch one film independently in addition to films shown in class

## **II. COURSE OBJECTIVES**

- A. To allow students to explore media portrayal of individuals with disabilities from the perspective of several disciplines.
- B. To enable students to recognize relationships among disciplines, to consider the advantages or disadvantages of both disciplinary and interdisciplinary approaches to learning and the relationship to interdisciplinary teaming among the professions.
- C. To foster reading, writing, discussion, technological, and presentation skills.
- D. To allow students to strengthen synthetic thinking skills.
- E. To provide a challenging intellectual experience for students who are concluding their undergraduate preparation.

## **III. COURSE OUTLINE:**

### **A. Film Viewings (6).**

1. Full length films will be shown where the principal theme or character is an individual, family, or group with a disability (or at risk).

- a.) Of Mice and Men – Historical treatment of individuals with cognitive disabilities in the early 20<sup>th</sup> century
- b.) My Left Foot – Cerebral Palsy, Behavioral Issues, Family Relations, The Gifted Disabled.

c.) **The Other Sister** – Intimate relationships between Individuals with Cognitive Disabilities.

d.) **Stand and Deliver** – At risk students, Cultural issues affecting women. Societal attitudes towards diverse populations.

e.) **Blind Fury** – Blind Martial Arts master. A really different perspective.

f.) A surprise film to be announced.

2. Discussions of film viewings. Synthesis and discourse based on the perspective of each discipline represented in the class. Note: The good portion of the first class period will be spent in discussion and ice breaking activities to familiarize the instructor and each student with the backgrounds and major disciplines of the class members.

B. Case Studies (5) These case studies will be discussed in class based upon outlines prepared before class concerning the following topics:

1. The “Timmy” Phenomenon – When is it ok to laugh?
2. The heroic character with a disability – Effects on the public.
3. ADHD as portrayed in the media – Effects on society.
4. The system, its services and red tape.
5. Hundreds of telethons and no cures – Fund raising through the media.

Students will either be shown short vignettes of television programs or given a printed media article to read concerning the above topics to assist in point paper development.

C. Powerpoint presentations of independently viewed films. Group presentations providing an interdisciplinary perspective.

D. Group discussion of Student Synthetic Essays.

#### IV EVALUATION METHODS.

15% Journal. Students will keep a journal in which notes, reflections on films, class discussions, case studies, and individual thoughts will be kept. The journals will be collected periodically to check on progress, returned with comments, and , if necessary, suggestions for improvement.

30% Discussion Outlines. On an index card, prepare at least 3 major points that you will be prepared to address in the discussion. Copies of outlines will be collected after each

case study discussion. Student will be graded upon the paper and its usefulness to the discussion.

**20% Group Powerpoint Presentation.** Students will be graded on the substance and interdisciplinary flow of the presentation, use of technology, and delivery.

The presentation should contain at a minimum:

Name of Film, disability of the main character (s), the plot, Was the person with the disability portrayed favorably? How was that person treated by the community? Was the film realistic and accurate? If you were the screenwriter, what would you have done differently?

**35% Synthetic essay.** At mid term, each student will prepare a 5-7 page essay synthesizing their thinking thus far. These will be shared and discussed in small groups. At the end of the term, students will return to their essays, rework and expand them into a final 10-12 page synthetic essay reflective of how this course has reflected their disciplinary perspective. These will also be shared and discussed prior to a final revision. Evaluation based on degree of multiple perspectives, use of evidence, logical development, creativity, and quality of written prose.

**Grading:**

91-100 = A

81-90 = B

71-80 = C

61-70 = D

≤ 60 = F

V. REQUIRED READINGS: None other than Xeroxed handouts to assist discussion. There is no course textbook.

VI. SPECIAL RESOURCE REQUIREMENTS:

**Films:**

Rainman

Patch Adams

The Miracle Worker

Bill

What's Eating Gilbert Grape

Good Will Hunting

Awakenings

The Boys Next Door

High School High

I Am Sam

A Beautiful Mind

(additional films can be found online at <http://www.icanonline.org>)

### Television Programs

South Park – Episode introducing “Timmy”

Ironman excerpts on Ricky Hoyt

CBC report on Rick Hansen

Chris Rock “Bigger and Blacker”.

### ATTENDANCE POLICY

Although there is no formal attendance policy for this class, it should be noted that participation and course journal requirements depend upon student attendance. If a student needs to miss class due to health or family emergency, or for a religious holiday, he or she should contact the instructor by phone or email prior to the missed class session.

### VI. BIBLIOGRAPHY.

Altman, B. & Kiger, G. (1995). Interpreting the Zola Legacy in Sociology: Now and in the Future. Journal of Disability Policy Studies 6, (2), 39-54.

Berry, G. & Asamen, J. (Eds.) (1993). Children and Television: Images in a Changing Sociocultural World. Sage Publications: Thousand Oaks, CA.

Drake, D. & Leong, C. (Eds.) (1985), Understanding learning disabilities: International and multidisciplinary views. Plenum Press: New York, NY.

Ebo, B. (Ed.) (1998). Cyberghetto or Cybertopia?: Race, class, and gender on the Internet. Praeger Publishers: Westport, CT.

Gent, P. & Mulheiser, M. (1988). Public Integration of students with handicaps: Where it's been, where it's going, and how it's getting there. Journal of the Association for Persons with Severe Handicaps 13, (3), 188-196.

Lathrop, D. (1995). Challenging perceptions. Quill, 83, (6), 36-38.

Sobsey, D.; Gray, S.; Wells, D.; Pyper, D; and Reimer-Heck, B. (1991). Disability, sexuality, and abuse: An annotated bibliography. Brookes Publishing: Baltimore, MD.

Yuker, H. (Ed.) (1988). Attitudes toward persons with disabilities. Springer Publishing: New York, NY.

### Tentative Schedule and Course Outline:

1/15 Ice breaker, Course Syllabus and Administration

1/22 Film #1 and discussion, Case History # 1 introduction

1/29 Discussion of Case History #1, Powerpoint presentation #1

2/05 Film #2 and discussion, Case History # 2 introduction

2/12 Discussion of Case History #2, Powerpoint presentation # 2

2/19 Film # 3 and discussion, Case History # 3 introduction

2/26 Synthesis draft discussions.

3/04 Discussion of Case History # 3, Powerpoint presentation #3

3/11 No Class – Spring Break

3/18 Film # 4 and discussion, Case History # 4 introduction.

3/25 Discussion of Case History # 4, Powerpoint presentation # 4

4/01 Pacific Rim Conference on Disabilities – NO CLASS.

4/08 Film # 5 and discussion, Case History # 5 Introduction  
 4/15 Discussion of Case History #5, Powerpoint presentation #5  
 4/22 Film # 6 and discussion, Powerpoint presentation #6  
 4/29 Powerpoints # 7 & 8  
 5/06 Synthesis papers and Journals due- Final Activity Discussion.

### Group Assignments

#### Group 1

Jennifer Basil  
 Stephanie Brajdic  
 Angela Brozena  
 Carrie Burkett  
 Johan Carlstrom

#### Group 2

Michael Carlson  
 Brian Chubb  
 Teddy Cromartie  
 Carrie Fluhrer  
 Melissa Isenberg

#### Group 3

Lori Christopher  
 Randi Ford  
 Hope Foust  
 Kimberly Frank  
 Renee Fullerton

#### Group 4

Jennifer Gansberger  
 Katie Haunstein  
 Kimberly Jewell  
 Melissa Latini  
 Michelle Terry

#### Group 5

Jason Kline  
 Alisha Lose  
 Carrie Markel  
 Germaine McArdle  
 Mia McIntyre

#### Group 6

Jenna Minor  
 Joseph Packer  
 Kristin Putaro  
 Emily Rose  
 Justin Tanaka

#### Group 7

David Ross  
 Deidrinelle Rouse  
 Kristin Rutter  
 Bryan Sammons  
 Amanda Shafer

#### Group 8

Kathleen Moriarty  
 Melissa Schumacher  
 Amy Simmons  
 Kayla Somerville  
 Stanley Whiteman  
 Beth Wojtczak

ADA statement – Anyone needing special accommodations due to disability or other factors should notify me as soon as possible (first or second class), so that I can arrange accommodations.

**SYLLABUS : LBST 499 Advocacy or Prejudice: Perceptions of Disabilities as  
Portrayed by Media and Film . . . . . ONLINE VERSION**

**Dr. Joe Nolan – Davis 234, (724) 357-7777, [jnolan@iup.edu](mailto:jnolan@iup.edu)  
Office Hours – TBA**

**I. COURSE DESCRIPTION**

Many opinions about individuals with disabilities are formed by the media. Recent films, “I am Sam” and “A Beautiful Mind”, are sure to form opinions about Mental Retardation, and Mental Illness. These opinions will be influenced by the agenda, knowledge, or ignorance of the filmmakers. The purpose of this course is to stimulate synthesis among future professionals concerning media portrayal of individuals with disabilities and its effects on society. This will be done through film viewing, discussion of case histories, and written reports and online presentation.

**II. COURSE OBJECTIVES**

- A. To allow students to explore media portrayal of individuals with disabilities from the perspective of several disciplines.
- B. To enable students to recognize relationships among disciplines, to consider the advantages or disadvantages of both disciplinary and interdisciplinary approaches to learning and the relationship to interdisciplinary teaming among the professions.
- C. To foster reading, writing, discussion, technological, and presentation skills.
- D. To allow students to strengthen synthetic thinking skills.
- E. To provide a challenging intellectual experience for students who are concluding their undergraduate preparation.

**III. COURSE OUTLINE:**

**A. Film Viewings (6).**

1. Full length films will be selected where the principal theme or character is an individual, family, or group with a disability (or at risk).

a.) Of Mice and Men – Historical treatment of individuals with cognitive disabilities in the early 20<sup>th</sup> century

b.) My Left Foot – Cerebral Palsy, Behavioral Issues, Family Relations, The Gifted Disabled.



c.) **The Other Sister** – Intimate relationships between Individuals with Cognitive Disabilities.

d.) **Stand and Deliver** – At risk students, Cultural issues affecting women. Societal attitudes towards diverse populations.

e.) **Rainman** – An adult with Autism, sibling issues, community stereotypes..

f.) **Finding Nemo** – Physical Birth Defects, Traumatic Brain Injury, making children aware of disability issues.

2. Discussions of film viewings. Synthesis and discourse based on the perspective of each discipline represented in the class. Note: The good portion of the online chat period will be spent in discussion and ice breaking activities to familiarize the instructor and each student with the backgrounds and major disciplines of the class members.

B. Case Studies (5) These case studies will be discussed via threaded discussion on web ct based upon outlines prepared before class concerning the following topics:

1. The “Timmy” Phenomenon – When is it ok to laugh?
2. The heroic character with a disability – Effects on the public.
3. ADHD as portrayed in the media – Effects on society.
4. The system, its services and red tape.
5. Hundreds of telethons and no cures – Fund raising through the media.

Students will either be directed to websites containing short vignettes of television programs or sent a file of a printed media article to read concerning the above topics to assist in point paper development.

C. Powerpoint presentations of independently viewed films. A presentation providing an interdisciplinary perspective uploaded to web ct with an accompanying narration.

D. Group discussion of Student Synthetic Essays via online chat..

#### IV EVALUATION METHODS.

15% Journal. Students will keep a journal in which notes, reflections on films, class discussions, case studies, and individual thoughts will be kept. The journals will be viewed periodically to check on progress, returned with comments, and , if necessary, suggestions for improvement will be sent to the student via e-mail..

**30% Threaded Discussion Outlines.** On an index card, prepare at least 3 major points that you will be prepared to address in the discussion. Copies of outlines will be e-mailed to the instructor prior to each case study discussion. Student will be graded upon the outline and its usefulness to the discussion.

**20% Individual Powerpoint Presentation.** Students will be graded on the substance and interdisciplinary flow of the presentation, use of technology, and quality of text narrative. The presentation should contain at a minimum:

Name of Film, disability of the main character (s), the plot, Was the person with the disability portrayed favorably? How was that person treated by the community? Was the film realistic and accurate? If you were the screenwriter, what would you have done differently?

**35% Synthetic essay.** At mid term, each student will prepare a 5-7 page essay synthesizing their thinking thus far. These will be shared and discussed in small groups through threaded discussion on web ct. At the end of the term, students will return to their essays, rework and expand them into a final 10-12 page synthetic essay reflective of how this course has reflected their disciplinary perspective. These will also be shared and discussed prior to a final revision. Evaluation based on degree of multiple perspectives, use of evidence, logical development, creativity, and quality of written prose.

**Grading:**

91-100 = A

81-90 = B

71-80 = C

61-70 = D

≤ 60 = F

**V. REQUIRED READINGS:** None other than Xeroxed handouts to assist discussion. There is no course textbook.

**VI. SPECIAL RESOURCE REQUIREMENTS:-** Since this course involves the viewing of videos. You must have access to a DVD or VHS video player. Further, you must have a way of procuring the films through your local video store or public library. If you live close to other students, group viewings are encouraged.

**Films:**

Rainman

Patch Adams

The Miracle Worker

Bill

What's Eating Gilbert Grape

Good Will Hunting

Awakenings

The Boys Next Door

High School High

I Am Sam  
 A Beautiful Mind  
 (additional films can be found online at <http://www.icanonline.org>)

### Television Programs

South Park – Episode introducing “Timmy”  
 CBC report on Rick Hansen  
 Chris Rock “Bigger and Blacker”.

### ATTENDANCE POLICY

Although there is no formal attendance policy for this class, it should be noted that participation and course journal requirements depend upon student attendance for all online chats and threaded discussions. If a student needs to miss class due to health or family emergency, or for a religious holiday, he or she should contact the instructor by phone or email prior to the missed class session.

### VI. BIBLIOGRAPHY.

Altman, B. & Kiger, G. (1995). Interpreting the Zola Legacy in Sociology: Now and in the Future. Journal of Disability Policy Studies 6, (2), 39-54.

Berry, G. & Asamen, J. (Eds.) (1993). Children and Television: Images in a Changing Sociocultural World. Sage Publications: Thousand Oaks, CA.

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Gent, P. & Mulheiser, M. (1988). Public Integration of students with handicaps: Where it's been, where it's going, and how it's getting there. Journal of the Association for Persons with Severe Handicaps 13, (3), 188-196.

Lathrop, D. (1995). Challenging perceptions. Quill, 83, (6), 36-38.

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ADA statement – Anyone needing special accommodations due to disability or other factors should notify me as soon as possible (first or second class), so that I can arrange accommodations.

## **SAMPLE MODULE**

### **CASE STUDY #2 – THE HEROIC CHARACTER WITH A DISABILITY- EFFECTS ON THE PUBLIC**

Rick Hansen wheeled around the world in his wheelchair to bring attention to the plight of those who have spinal cord injuries. He raised money through donations while on his tour. Perhaps the most significant contribution Rick received however was a check for \$1 million from the Prime Minister of Canada. This caused an outrage among advocates for other disabilities in Canada who have to stand in line for research funding from the government.

#### **Instructions:**

Go to the CBC website and download the special on Rick Hansen.

<http://archives.cbc.ca/400d.asp?id=1-41-698-4102>

After watching the 30 minute special, prepare your three talking points for the online threaded discussion concerning the use of heroic characters to raise funds for disability research.

When you have developed your three points, email them to me. Make sure I receive them before the start date for the discussion.

## **STEP 1 – SUPPORTING INFORMATION**

1.) The instructor has been involved in distance education (both in development and delivery) for over 6 years. He is familiar with blackboard, web ct, ecollege and cisco platforms. Additionally, he has 7 courses currently on the web ct platform capable of conversion to distance education delivery mode with only minor modification necessary. The instructor not only is familiar with the delivery side of distance education but also is a student in a distance education program conducted by "Teachers without Borders". This course leading to a certificate of teaching mastery is conducted via the Cisco platform.

2.) The technology serves not only as a suitable substitute, it may even be a more viable alternative. The classroom (in residence) environment posed limitations as to the case histories & number of films that could be covered in class. This occurred even when the class was divided into groups. Using threaded discussion and individual film presentations will maximize topic coverage.

3.) Suitable interaction opportunities are provided through threaded discussion, group e-mail interaction, and instructor dialogue via e-mail, discussion, and web news features on web ct.

4a.) Evaluation will be conducted through the grading of the synthesis essays, involvement in group discussion and individual film critique presentations.

4b.) The synthesis papers will be randomly scanned for plagiarism using "turnitin.com". The presentations and group discussions are part of a evaluative process that does not require a mode of test security other than safeguarding against plagiarism and copyright violation.