

# REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC # 168  
Action approved  
4-27-95

COVER SHEET: Request for Approval to Use W-Designation

## TYPE I. PROFESSOR COMMITMENT

- ( ) Professor Anthony J. Joseph Phone x3800  
() Writing Workshop? (If not at IUP, where? when?) Summer 94  
( ) Proposal for one W-course (see instructions below)  
() Agree to forward syllabi for subsequently offered W-courses?

## TYPE II. DEPARTMENT COURSE

- ( ) 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)

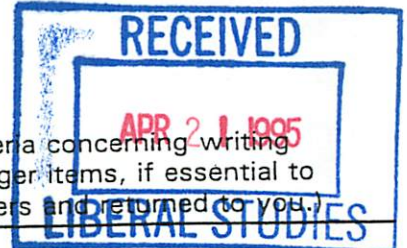
- ( ) Professor(s) \_\_\_\_\_ Phone \_\_\_\_\_  
( ) Course Number/Title \_\_\_\_\_  
( ) Proposal for this W-course (see instructions below)

## SIGNATURES:

Professor(s) [Signature] 4/17/95  
Department Chairperson [Signature] 4-18-95  
College Dean [Signature] 19 Apr 95  
Director of Liberal Studies [Signature] 4-27-95

## COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

- I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended 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. Copy of the course syllabus.
- III. Two or three samples of assignment sheets, instructions, or criteria concerning writing that are given to students. Limit: 4 pages. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)



Please number all pages. Provide one copy to Liberal Studies Committee.

Before you submit: Have you double-checked your proposal against "The Liberal Studies Committee's Most Frequently Asked Questions"?



## WRITING SUMMARY

SA 301 Health hazard Identification is proposed for identification as a "W" course. The course is taught every semester and is listed as a required Safety Sciences course. Most students in the class are juniors and seniors. This course is also a professional elective for Environmental Sciences majors.

There are four basic types of writing which occur in this class:

1. **WRITING TO STIMULATE THOUGHT OR TO SUMMARIZE A POINT.**  
After listening to a lecture or participating in a discussion, students may be asked to summarize the main point(s) of the class; this helps to reinforce the idea of theory and practice. On other occasions, students may be asked to write down a few ideas about a question in preparation for an ensuing discussion; this helps to focus thought and improve the quality and liveliness of the discussion. Five of these exercises will be graded as classwork. This will contribute 10% to the final grade.
2. **WRITING FOR EVALUATION.**  
There are four assignments contributing 40% of their grade. The assignments will be essay type requiring the student to identify health hazards and their effects on people in the work place. These tasks require the student to establish relationships between cause and effect, identifying hazards, and apply what they have learned in field trips and class exercise. The assignments are graded according to distributed criteria. [See attachment] The assignments are expected to be presented in fully edited English. Unacceptable assignments will be returned for revision as outlined in the course syllabus.
3. **WRITING TO INTEGRATE LEARNING AND THINK CREATIVELY ABOUT A TOPIC.**  
As part of the four assignments, students are asked to do additional reading to write an interpretive essay. This will allow students to demonstrate their ability to frame a scientific argument. The length of these assignments will be 4 to 6 pages.
4. **WRITING TO CONVINCe.**  
Based on a case, the student will be required to write a proposal to convince management of the need to control existing health hazards. The case will be assigned to the students during the first week after mid-semester break. The first draft will be due in three weeks. An initial evaluation will be performed and returned to the students to revise and resubmit. The length of this page will be 4 to 6 pages. This will contribute 20% of the final grade.

In cases when the risk posed by the health hazards significantly or differently, affect women and minorities it will be thoroughly covered.

**Course Objective** To provide the student with the fundamentals for identification of health hazards

**Instructor's Goals**

1. To highlight and share the fundamentals, terminology, and concepts of industrial hygiene as they relate to health hazards.
2. Encourage students to read and understand the textbook and related articles for their own thinking.
3. Engage students' interest and excitement.
4. Illustrate how the textbook material can be applied in real life.
5. Stimulate the students to be logical and analytical in identifying health hazards.
6. To guide students in conceiving, organizing, and presenting written material in ways appropriate to the profession.

**Recommended Text:**

National Safety Council, Fundamentals of Industrial Hygiene, Latest edition.

**EVALUATION METHODS**

**Assignments** All assignments are worth 50 points each. The assignments are designed to developed your writing skills in conceiving, organizing, and presenting written material in ways appropriate to occupational safety and health profession. These assignments will be graded as Acceptable = 25 points (see Evaluation Criteria Form) or non-acceptable = 0 points. Students will be permitted to redo non-acceptable assignments within one week with a penalty of 10 points, until it is acceptable or zero points remaining. Total points possible 200.

**Tests** All tests will be multiple choice and worth 50 points. They will test essentially memory work and simple calculations, necessary to be an effective safety professional. For example definitions, formula and terms. Total points possible is 100.

**Quizzes** At the end of each topic, there will be a quiz worth 5 points. These will be based on the assigned reading. Total points possible is 50.

**Classwork** There will be related in-class exercises. Not all in-class exercises will be graded for points. The worth of the exercises will range between 5 to 15 points. These will be used to reinforce mathematical calculations and important concepts. Total points possible is 50.

**Case Study** A case study requiring conceiving, organizing, and presenting written material to convince management to control existing health hazards. Total points possible is 100.

**BONUS POLICY**

Exceptional good work will be credited with a maximum of 5 Bonus Points per activity. These bonus will be used to assist in deciding your Final grade if you are marginally away from a better letter grade.

**GRADE OUTCOME**

The final grade will be based on satisfying the following criteria:

GRADE	Total points from finals & Assignments	Minimum Cumulative
	Max. 300	Max. 500
A	>270	425
B	240 - 269	375
C	210 - 239	325
D	180 - 209	275
F	<195	

Note: The average % contribution per grade is 64.

## SCHEDULE OF ACTIVITIES AND COURSE OUTLINE

Activity	TOPICS
1	Assignment One
2	Fundamentals, entry and toxic actions of chemical substances
3	Anatomy, physiology and pathology: Lungs
4	Skin, ears and eyes
5	Assignment Two
6	Recognition of hazards: Gases, Metals, and Metalloids
7	Recognition: Pneumoconioses and Organic solvents
8	Recognition: Monomers, polymers, and pesticides
9	Test One
10	Assignment Three
11	Recognition: Sensitization and dermatitis and abnormal pressures
12	Carcinogenesis
13	Noise
14	Biothermal stress
15	Assignment Four
16	Ionizing radiation
17	Nonionizing radiation
18	Regulations and standards
19	Test Two
20	Final Exam

**ASSIGNMENT EVALUATION FORM**

	TOPICS	Points
Overall Rating		
1	Cited facts/formula correctly	
2	Well organized and presented typed	
3	Honesty/originality of ideas	
4	Use language that is correct (punctuation, grammar and spelling)	
5	Use concise and clear language	
6	Identified the aspects of the real world that is the focus of this assignment	
7	Referred to theoretical information related to the focus of the assignment	
8	Logical/accurate deductions/calculations	
9	Appropriate selection of Subject/Topic	

EXAMPLE OF ASSIGNMENT

SA 301

ASSIGNMENT ONE

DUE ON .....

- A. In 2 to 4 pages discuss the major health hazards you identified on your visit to ..... (e.g. Site visit to a steel plant). Clearly support each hazard, such as indicating the route of entry, health effects and major health type.
- B. These hazards pose different risk. Rank your hazards from greatest to least risk. In less than two pages, discuss your ranking criteria.



## Course Syllabus Spring 1996

Instructor Dr. Anthony J. Joseph

Course Objective

The overall objective of this course is to give you basic knowledge and skills necessary to identify occupational health hazards.

Specific Course Objectives

At the end of this course you can answer all the questions in the question bank.

Writing Objectives

There are four basic types of writing which occur in this class:

1. Writing to stimulate thought or to summarize a point -In class.  
After listening to a lecture or participating in a discussion, I may ask you to summarize the main point(s) of the class. This will help to reinforce the theoretical concepts. Occasionally, I may ask you to write down a few ideas about a question in preparation for an ensuing discussion. This will help focus your thoughts and improve the quality and liveliness of the discussion. I will be grading five of these exercises as classwork. This will contribute 15% to the final grade.
2. Writing for evaluation -Assignments.  
There will be three assignments contributing 15% of the final grade. The assignments will be essay type requiring you to identify health hazards and their effects on people in the work place. These tasks require you to establish relationships between cause and effect, identify hazards, and apply what they have learned in field trips and class exercises. The assignments will be graded according to the distributed criteria attached. The assignments are expected to be presented in fully edited English. Unacceptable assignments will be returned for revision.
3. Writing to integrate learning and think creatively about a topic- Case study.  
You will be required to do additional reading to write an interpretive essay on a case assigned to you. This will allow you to show your ability to frame a scientific argument. The length of this assignment will be a maximum of four pages. This will contribute 10% of the final grade.
4. Writing to convince -Project.

**You will be required to write a proposal to convince management of an assigned industry about the need to control existing health hazards. The industry will be assigned to you during the last week before spring break. You are to submit a first draft of your paper by March 29. An initial evaluation will be done and returned to you for revision. The final paper must be submitted by April 19. The maximum length of this paper is six pages. This will contribute 20% to the final grade.**

### **My Teaching Philosophy, Strategies and Goals**

**The root of my teaching philosophy is commitment to a quality and sustainable learning experience. I believe we retain most what we taught or experienced ourselves. As a result, I regard myself as a stimulator, excitor, a guide and facilitator. In my 20 years in education in England, the Caribbean, Asia and the United States of America, I have found that learners become genuinely interested in learning when they experience involvement. Our energy in the classroom must generate learners celebrating academic discovery, critical thinking, connections and applications. My role is to help you in developing abilities to apply principles and generalizations already learned to new problems and situations, to be analytical and skillful in problem-solving, to draw reasonable inferences from observations and ideas, to think holistically and creatively, and, to distinguish between facts and opinions.**

**I do not want to be the guru at the podium. I want you to see me not as the fountain of all knowledge, but as me, your guide and mentor. I want you to feel and express genuine feelings of laughter, enthusiasm, joy and warmth. Equivocally, I want you to learn.**

### **Strategies**

**The teaching strategies I propose to advance my philosophy are:**

- 1. Highlight and share fundamentals, terminology, and ideas as they relate to the subject.**
- 2. Encourage you to read and understand the textbook and related articles for their own thinking and illustrate how they can be applied to real world situations.**
- 3. Engage the you in interesting and exciting group and classwork activities, field trips and guest speakers.**
- 4. Promote respect for diversity and uniqueness of each other in the class.**
- 5. Present case studies for analysis clearly, logically and analytically.**
- 6. Tell stories, use metaphors and even tell jokes to help anchor concepts or ideas.**
- 7. Encourage creativity by giving broad guidelines on assignments and individual guidance when requested.**
- 8. Prompt you to ask questions, especially when you look confused or fuzzy.**
- 9. Encourage you to share your knowledge and experiences.**
- 10. Help you to be responsible and accountable for your success or failure, by encouraging to set and review your objectives and goals periodically.**

### Your Goals, Objectives and Plans

You are now encouraged set yourself goals, objectives.  
How do you intend to achieve these goals?

### Class Operating Instructions

1. Specific reading assignments will be recommended as necessary preparation for the following class.
2. No late submission of assignments will be accepted. Late means after the class period is over on the due date.
3. All out of classroom work, such as homework and reports must be typed or computer printout, doubled spaced with a left margin of minimum 1 inch.
4. There will be no makeups for scheduled tests and in class exercises.
5. All tests will be closed book.
6. Ethical considerations see handout.

### Attendance Policy

As responsible people I expect that you will attend all classes. If for one reason or the other, you can not attend class I expect you to inform me, preferably in advance or within 24 hours of you missing the class. I can be informed in writing, E-mail (AJJOSEPH) or telephone (357-3800). I will not be keeping an attendance register.

### Recommended Text

National Safety Council, Fundamentals of Industrial Hygiene, Latest edition.

### Consultation

Office Hours: TR 9:30 to 11:00 a.m.  
W 10:00 to 11:00 a.m.  
M 8:30 to 9:30 p.m.

Or by appointment call 357-3018 (Main Office) or 357-3800 (Office)

### Evaluation and Grading

**Assignments** Acceptable assignments are worth 25 points each. Assignments will be classified as "Acceptable" or "Non". Acceptable when evaluated Grade A or B. All other grades are considered "non" acceptable and worth zero points if not redone. You will be allowed to redo your "non" acceptable assignments within one week with a penalty of 5 points if now acceptable. This can be repeated until it is acceptable or no more points or time remaining.

<b>Tests</b>	There will be 2 tests, a mid-term and a final. Tests will be multiple choice. They will test essentially memory work and simple calculation that are necessary to be an effective safety professional. Examples are definitions, formula and terms. The mid-term is worth 75 points which is equivalent to 15% of the final grade. The final is worth 125 points, equivalent to 25% of the final grade.
<b>Classwork</b>	There will be related in class exercises as discussed in the writing objectives. Not all in class exercises will be graded for points. Only five class exercises will be graded for points. Each graded exercise will be worth 15 points resulting in a total of 75 points equivalent to 15% of the final grade.
<b>Case Study</b>	As described in the writing objectives. This is worth 50 points or 10% of the final grade.
<b>Project</b>	As described in the writing objectives. This is worth 100 points or 20% of the final grade.

### Bonus policy

Exceptional good work and professional activities related to the course will be credited with a maximum of 5 Bonus Points per activity. These bonus points will be used to help in deciding the final letter grade in marginal cases.

### Grade outcome

Your final grade will be out of 500 points or 100% and determine as follows:

- A greater than 445 points or 89%
- B 400 to 445 points or 79.6 to 89%
- C 350 to 400 points or 69.6 to 79.5%
- D 300 to 349 points or 60 to 69.5%

### SCHEDULE OF TOPICS

- 1 Fundamentals, entry and toxic actions of chemical substances
- 2 Anatomy, physiology and pathology: Lungs
- 3 :Skin, ears and eyes
- 4 Recognition of hazards in: Gases and vapors
- 5 : Metals and Metalloids
- 6 : Pneumoconiosis and Organic solvent
- 7 : Monomers, polymers, and pesticides
- 8 : Abnormal pressures
- 9 : Sound

- 10 : Heat
- 11 : Ionizing radiation
- 12 :Non-ionizing radiation
- 13 Health Regulations and standards
- 14 Health Hazards in selected industries: Case studies

### WRITING EVALUATION FORM

NAME...

ASSIGNMENT NO.....

#### CRITERIA

- 1 Cited facts/formula correctly
- 2 Well organized and presented typed
- 3 Honesty/originality of ideas
- 4 Use language that is correct (punctuation, grammar and spelling)
- 5 Use concise and clear language
- 6 Identified the aspects of the real world that is the focus of this assignment
- 7 Referred to theoretical information related to the focus of the assignment
- 8 Logical/accurate deductions/calculations
- 9 Appropriate selection of Subject/Topic

Overall Grade

Liberal Studies Office  
352 Sutton Hall

e-mail DRCHRDSN  
phone 5715

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May 12, 1995

To: Anthony Joseph, Safety Science Department  
From: Darlene Richardson, Director  
Subject: Type I Writing Professor Approval

At its meeting on May 4, 1995, the Liberal Studies Committee provisionally approved you as a type I writing professor provided the following revisions are made and submitted to the director of Liberal Studies of the course you submitted as an example (SA 301 Health Hazard Identification): 1) how will revision be handled for the case studies? 2) correct typographical and grammatical errors (Hal Wingard, a member of the LS Committee, has offered to help you); 3) p. 2: are assignments worth 50 points or 25 points; is work deemed "unacceptable" based on writing style or based on content or both? 4) is writing graded in classwork assignments (p. 3); 5) what is the distribution of points for the "assignment evaluation form"?

Type I approval means that you may designate any course you teach as writing-intensive provided that it is taught in a writing-intensive manner. We ask that you submit syllabi of other courses you teach as writing-intensive simply to keep us informed.

Thank you for your willingness to work with us. We look forward to seeing your /W/ courses on the schedule.

copy: Robert Soule, Chairperson  
Hal Wingard, Dean