

13-204a
LSC: App-4/10/14
UWUCC: App-4/15/14
Senate: App-4/29/14

REVISION APPROVAL COVER SHEET FOR CONTINUATION OF W-DESIGNATION

TYPE I PROFESSOR COMMITMENT

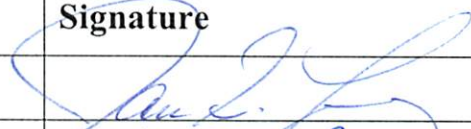




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Please provide answers to these questions on the next page:

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)		4-2-14
Department Chair		4-3-14
College Dean		4/3/14
Director of Liberal Studies		4/14/14
UWUCC Co-chair(s)		4/15/14

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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.

COMM 302: Research in Communications Media

COMM 201: Internet and Multimedia

COMM 330: Instructional Design for Training and Development

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.

In COMM 330, students design two documents: an instructional manual and technical report that presents the design steps for producing the aforementioned manual. The technical report is made of up nine sections which include (1) Goal Analysis, (2) Task Analysis, (3) Needs Assessment, (4) Performance Objectives, (5) Criterion Referenced Test Items, (6) Instructional Materials Selection and Development, (7) Formative Evaluation, (8) Summative Evaluation, and (9) Revision Procedures. Each of these nine steps represents a two to three page paper.

The purpose of these writing assignments is to familiarize students with the instructional design process and provide them with practice and proficiency in technical writing. Although the revision process is a formal component of the design, revision of writing is integral to the course. Each step takes approximately one week to complete but the week ends with both peer and instructor revision. The student then has an opportunity to further revise based on feedback. Additionally, as the remaining components are completed, revision of prior work is often required. Thus, each step requires the student to submit all prior work as well.

Ultimately, I hope that my students see the writing process as cumulative and revision ongoing. They should see how technical writing differs from other forms.