

PROPOSAL

LSC # 237
Action _____

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

- (X) Professor James S. Lenze, Ph.D. Phone 7-3779
- (X) Writing Workshop? (If not at IUP, where? when? _____)
- (X) Proposal for one W-course (see instructions below)
- (X) 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) *James S. Lenze*

Department Chairperson *Richard Gonzalez, in honor of Chair*

College Dean *[Signature]*

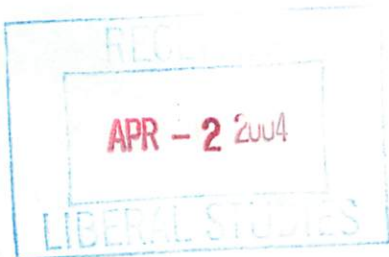
Director of Liberal Studies *Theresa Soder* 4/8/04

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 – COMM 201 "Internet And Multimedia"

Distinctive Characteristics of the Content or Students

COMM 201 Internet and Multimedia is proposed for identification as a "W" course when taught by Dr. James S. Lenze. Dr. Lenze teaches this course is approximately once a year. The course is listed as a Liberal Studies Elective. Most students in the class are sophomores and juniors; a few may be freshmen or seniors. Students are drawn from a variety of majors but the majority are enrolled in Communications Media; class size is limited to 25. The course will count toward department electives in Communications Media and is cross listed with COSC 201, LIBR 201, BTED 201, & IFMG 201.

Types of Writing Activities

Purpose of Writing Activity

Recently, a group of professors who regularly teach the 201 course met and reaffirmed that information literacy is central to the course. While being information literate implies the ability to understand, evaluate and interpret information, it also suggests the ability to effectively and efficiently communicate information to an intended audience. Writing, regardless of the medium, is a critical skill in creating a compelling message. This course, which looks at the Internet and multimedia as communication tools is greatly enhanced by focus on writing.

The Needs Assessment assignment is an example of writing to learn. The student conducts research, identifies questions regarding the topic, and then writes out a description of the research and questions to be explored.

The Search Log is a reflective piece of writing in which the students record the process by which they explore information in attempt to answer their questions.

The evaluation of Online Media is a writing assignment where students use a rubric to evaluate web sites and multimedia as potential sources of information.

The Student's Web Site and Multimedia project is an opportunity to design and create an information source which can then be disseminated on the World Wide Web. This is a writing assignment which focuses on the student's ability to communicate through writing, graphics, and animation.

The Bibliography and Term Paper allow the student to incorporate previous writing into a larger reflective piece. The students will read the required text and relate it to the topic of their previous research. This exercise is designed to help students synthesize information into new ideas.

The Final Exam is designed to verify the student's ability to conduct research, write, and use technology to communicate ideas.

Amount of Writing

Please see the table on page 4.

Frequency and number of Assignments

Please see the table on page 4.

Opportunities for Revision

Students will be encouraged to go to the writing center at least three days prior to the due date for each written assignment. The instructor will add five points to any assignment that has been reviewed by the writing center. Additionally, students who resubmit their graded written assignments with corrections may improve their scores by one letter grade.

Evaluation Standards for Graded Assignments

Each of the seven assignments (including participation) includes a rubric containing ten indicators measured on four levels that include descriptions of poor, fair, good, and target performance. Each of these rubrics will be available via WebCT throughout the course. Grammar and usage make up 10% of each assignment's grade.

Percentage Contribution to Student's Final Grade

Please see the table on page 4.

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Amount of Writing

Summary of Writing Assignments for COMM 201					
Assignment	# of Assignments	Total # of Pages	Graded (yes/no)	Revisions (yes/no)	% of Final Grade
Information Needs Assessment	1	5+	yes	yes	20%
Search Log	1	3+	yes	yes	10%
Evaluation of Online Media	1	2+	yes	yes	10%
Web Site and Multimedia	1	5+	yes	yes	20%
Bibliography	1	1+	yes	yes	5%
Term Paper	1	10+	yes	yes	25%
Final Exam	1	5+	yes	No	10%

**Syllabus for COMM 201 Internet and Multimedia
Fall 2004
Indiana University of PA**

Instructor: James S. Lenze, Ph.D.
Office: 129 Stouffer Hall
Phone: 724-357-3779
Email: jlenze@iup.edu

Office Hours: MWF
9:15 a.m. to 10:15 a.m.
TR
1:30 p.m. to 2:30 p.m.
By Appointment

I. Course Description:

The major focus of this course will be on the evaluation of information and multimedia resources available on electronic networks when doing research in an area of one's choice. This information literacy course is designed for students to gain a more in depth understanding of the information resources available electronically and of how to utilize them more effectively in communicating. Students will learn how to access and utilize these resources for two way communications and support for decision making while incorporating selected elements in multimedia presentations of their own design.

Prerequisites: BEDU/COSC/IFMG101 or prior exposure to word processing and electronic mail

II. Course Objectives

- a. Investigate the culture of the Internet and the social and economic phenomenon that it represents.
- b. Analyze and use the tools and techniques for searching electronic resources effectively.
- c. Evaluate the validity of various information sources.
- d. Analyze and synthesize information for distribution by means of a unifying multimedia presentation using current technologies.
- e. Improve writing skills through the drafting, revising, and editing of major and minor course assignments.

III. Detailed Course Outline

Wording for this outline was adapted directly from the Information Literacy Competency Standards for Higher Education published by the Association of College & Research Libraries.

Introduction: Introducing students to the course, lab, and materials. (5 hours)

1. Review of Course Syllabus
2. Introduction to WebCT.

3. Importance of grammar
4. Effective writing
5. The editorial process

Unit One: Determining the nature and extent of the need for information. (6 Hours)

1. Defining the need for information (Module 1)
2. Identifying types and formats of potential online information sources (Module 2)
3. Considering the cost and benefits of acquiring the needed information. (Module 3)
4. Reevaluating the nature and extent of the information need. (Module 4)

Unit Two: Accessing information effectively and efficiently. (8 Hours)

1. Selecting the most appropriate investigative methods or information retrieval systems. (Module 5)
2. Constructing and implementing effectively-designed online search strategies. (Module 6)
3. Retrieving information online using a variety of methods. (Module 7)
4. Refining search strategies. (Module 8)
5. Extracting, recording, and managing information and sources. (Module 9)

Unit Three: Evaluating information and its sources critically and incorporating selected information into a knowledge base and value system. (12 Hours)

1. Summarizing main ideas to be extracted from gathered information. (Module 10)
2. Articulating and applying initial criteria for evaluating reliability, validity, accuracy, authority, timeliness, and point of view or bias. (Module 11)
3. Synthesizing main ideas to construct new concepts. (Module 12)
4. Comparing new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of the information. (Module 13)
5. Determining whether the new knowledge has an impact on an individual's value system and taking steps to reconcile differences. (Module 14)
6. Validating understanding and interpretation of the information through discourse with other individuals, subject-area experts, and/or practitioners. (Module 15)
7. Determining whether the initial query should be revised. (Module 16)

Unit Four: Using information effectively to accomplish a specific purpose. (5 hours)

1. Applying new and prior information to the planning and creation of a particular project or performance. (Module 17)
2. Revising the development process for the product or performance. (Module 18)
3. Communicating the product or performance effectively to others. (Module 19)

Unit Five: Understanding many of the economic, legal, and social issues surrounding

the use of information and accesses and uses information ethically and legally. (6 hours)

1. Understanding many of the ethical, legal and socio-economic issues surrounding information and information technology. (Module 20)
2. Following laws, regulations, institutional policies, and etiquette related to the access and use of information resources. (Module 21)
3. Acknowledging the use of information sources in communicating the product or performance. (Module 22)

IV. Evaluation Methods:

<i>Requirements and Evaluations</i>	<i>Weight</i>
1. Information Needs Assessment (5 pages minimum)	20%
2. Search log (3 pages minimum).....	10%
3. Evaluation of online media (2 pages minimum)	10%
4. Communication Via Web and Multimedia (5 pages minimum)	20%
5. Bibliography (1 page minimum).....	5%
6. Term Paper (10 pages minimum).....	25%
7. Final Exam (5 pages minimum).....	10%

How the Grade Will Be Determined

Each of the seven assignments (including participation) includes a rubric containing ten indicators measured on four levels that include descriptions of poor, fair, good, and target performance. Each of these rubrics will be available via WebCT throughout the course.

Grammar and writing style will make up 10 percent of each assignment's grade. Students will be encouraged to go to the writing center at least three days prior to the due date for each written assignment. The instructor will add five points to any assignment that has been reviewed by the writing center. Additionally, students who resubmit their graded written assignments with corrections may improve their scores by one letter grade.

Culminating Activity

The culminating activity will be a final exam. Students will be asked to research a specific topic, prepare a brief 3 point description of the topic including references, develop a short electronic presentation of the three points, and develop a web site with hyperlinks to the references, the author's email, and the electronic presentation.

V. Example Grading Scale

90%-100%.....	A
80%-89%.....	B
70%-79%.....	C
60%-69%.....	D
0%-59%.....	F

VI. Attendance Policy

Attendance is an important part of this class. You will contribute to discussions and activities in a way that is valuable to you and the rest of the class.

VII. Required Text Book and Readings:

- Invisible Future: The Seamless Integration of Technology Into Everyday Life by Peter J. Denning (Required)
- Online Modules: You will be responsible to read a series of online modules that are incorporated within your WebCT course. Each of these modules takes approximately 50 minutes to complete. Although you will have time in class to complete these readings, associated activities will take a significant amount of time outside of class. Some students prefer reading paper than from a screen. For this reason, you have the option to purchase printout of these modules from ProPacket.
- Other readings may be assigned. These will always take the form of articles that are either available online or in the IUP library.

VIII. Special Resource Requirements

There are no special resource requirements for this course. Although you will need to complete an extensive amount of work using a computer, PowerPoint, a word processor, and html editing software such as Netscape Composer, IUP maintains open facilities with the appropriate hardware and software.

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Sample Writing Assignment

Internet and Multimedia Term Paper (10 Pages)

Instructions:

Your assignment is to write a 10 page (minimum) term paper on ethical uses of the Internet in obtaining a university degree. Your paper will be broken into 5 areas: thesis, problem statement, literature review, critical evaluation and bibliography.

The thesis should summarize the ethical and legal uses of the Internet in obtaining a university degree. It should also include summary statements for each of the three subsections of the literature review.

The problem statement should clarify the topic, define key terms, and identify any controversies within the topic.

The literature review should be address the following four areas.

- The Ethical and legal uses of Internet communications including instant messaging, Email, chat, and bulletin board in obtaining a university degree.
- The ethical and legal uses of search engines and databases for research.
- The ethical and legal approach to publishing your work on the Internet.
- The future of ethics and legal issues surrounding the Internet.

The critical evaluation section critiques the conduct and validity of the articles, books, and other sources that you used to write your paper. It also identifies areas where future research would be valuable.

The bibliography should include at least 10 references in addition to your required text. These references should be from peer-reviewed journals (on and off line), published texts, and other sources with instructor approval.

The paper should be written in APA format. Please see the most current APA manual available in the University library.

You are encouraged to see your instructor's advice as you write the paper. Additionally, you may earn five bonus points on your paper's grade if you visit the writing center with the paper at least three days before the due date.

Once your paper has been graded and returned, you will have one week to make revisions and resubmit. Depending on how well your paper addresses your instructor's comments, your score may be raised as much as one letter grade. The following rubric will be used to evaluate and score your term paper.

Rubric for COMM 201 Term Paper

	Poor	Fair	Good	Target	Score
1.	There is no cover page included with the term paper.	The term paper includes a cover page, but it only has the author's name and title on it.	The term paper includes a cover page including the title of the term paper, their name, and the date but it does not include the purpose of the submission.	The term paper includes a cover page including the title of the term paper, their name, the date and the purpose of the submission.	10 Points
2.	A thesis statement is not included in the term paper or is just a single sentence summarizing the paper.	The term paper contains a thesis, but it is not based on current literature and is a one or two sentence opinion rather than a statement backed up with proper sources.	The term paper includes a thesis statement with a summary sentence and supporting sentences for each subsection of the summary of literature but it is more of an opinion than a statement that is properly backed up.	The term paper includes a thesis statement with a topic sentence and a supporting sentence for each subsection of the summary of literature. The statement is based on current literature, is not an opinion, and is backed up with proper sources.	10 Points
3.	The term paper does not include a problem statement.	The term paper includes a problem statement, however it does not address any of the specified requirements.	The term paper includes a problem statement vaguely mentions the topic, provides broad definitions, and identifies the most obvious controversies associated with the topic.	The term paper includes a problem statement that clarifies the topic, provides specific definitions, and identifies the intricate controversies associated with the topic.	10 Points

4.	The term paper does not include a summary of literature.	The term paper includes a summary of literature that does not include an introductory paragraph and is not divided into subsections. The summary is not completely balanced and objective and is more of an opinion.	The term paper includes a summary of literature that does include an introductory paragraph and is divided into subsections. The summary is not completely balanced and objective, cites little literature, and is more of an opinion.	The term paper includes a summary of literature that does include an introductory paragraph and is divided into subsections. The summary is balanced and objective and cites literature to support arguments within the summary of the literature.	10 Points
5.	The term paper does not include a critical evaluation section.	The term paper includes a critical evaluation section but it does not critique the sources used for the paper or propose areas where future research would be valuable.	The term paper includes a critical evaluation section that either critiques the conduct and validity of the research on the topic or it proposes areas where future research would be valuable, but not both.	The term paper includes a critical evaluation section that critiques the conduct and validity of the research on the topic and it proposes areas where future research would be valuable.	10 Points
6.	The term paper does not include a reference page.	The term paper includes a reference page, but it does include any acceptable sources.	The term paper includes a reference page with some acceptable sources and some unacceptable sources.	The term paper includes a reference page with the minimum of 10 acceptable sources.	10 Points
7.	The term paper is poorly organized and is written in either a different style or is not written in any specific citation style.	The term paper only contains a one or two elements in the paper that are APA style.	The term paper is formatted according to APA guidelines, but it has minor errors.	The term paper is formatted according to APA guidelines.	10 Points

8.	Grammatical and typographical errors are common throughout the paper.	The term paper has a significant number of grammatical or typographical errors.	The term paper has sporadic grammatical or typographical errors.	The term paper has only one or two grammatical or typographical errors.	10 Points
9.	The term paper is poorly written and does not follow the elements of good writing.	The term paper has a significant number of clichés, examples of hyperbole, passive voice, and is not written using topic sentences, gender neutral language, and third person-active voice.	The term paper has a minor number of clichés, examples of hyperbole, passive voice, and has some language that is not written using topic sentences, gender neutral language, and third person-active voice.	The term paper has only one or two clichés, examples of hyperbole, passive voice, and uses topic sentences, gender neutral language, and third person-active voice.	10 Points
10.	The term paper is not written with an overall tone of civility. It does not demonstrate respect and tolerance for different ideas, belief systems, lifestyles and cultures.	Significant parts of the term paper do not demonstrate civility, respect and tolerance for different ideas, belief systems, lifestyles and cultures.	The term paper is written with an overall tone of civility and usually demonstrates respect and tolerance for different ideas, belief systems, lifestyles and cultures. There are one or two statements that could be construed as lacking civility or demonstrating a lack of tolerance.	The term paper is civil and demonstrates respect and tolerance for different ideas, belief systems, lifestyles and cultures.	10 Points
Total Score					100 Points

CHECK LIST FOR WRITING-INTENSIVE PROPOSALS

The Liberal Studies Committee's Most Frequently Asked Questions,

Based on the Senate Criteria for Writing-Intensive Courses

For All Writing-Intensive Courses:

Are the writing assignments integral parts of the course, rather than exercises that seem tacked on artificially? Are they assignments that promise to enhance student learning?

Have you considered various forms of writing such as case studies, laboratory reports, journals, letters, memos, formal essays, research articles, project or grant proposals, and so forth?

Does one of your course objectives explicitly mention the improvement of writing?

Will you distribute written instructions, including criteria for evaluation, for major assignments?

Will students receive guidance in conceiving, organizing, and presenting written material in ways appropriate to the subject being studied?

Will students produce at least 5000 words (15-20 typed pages) of writing that you evaluate? Have you clarified this by giving us the minimum number of pages that you expect for each writing assignment?

Are there at least two, and preferably more, different writing assignments?

Will students revise at least one assignment after receiving your review comments?

Does at least one assignment require students to produce finished, edited prose (as differentiated from whatever informal or draft writing you have included)?

Are written assignments (in-class; out-of-class) worth at least 50% of the course grade?

For Type I (Professor Commitment) Writing-Intensive Courses:

Have you attended a writing workshop either at IUP or elsewhere? [If not, have you indicated at least equivalent preparation based on such things as graduate education, teaching experience in writing courses, publications, conference attendance, or other professional activities?]

For Type II (Departmental) Writing-Intensive Courses:

Does your "statement of departmental responsibility" explain how the department will ensure that the writing component is present regardless of who is teaching? Does it identify the specific department group or individual who is responsible for ensuring this?

Subject: Re: Writing Intensive Course Offerings for Fall
From: Kurt Dudt <kdudt@iup.edu>
Date: Mon, 29 Mar 2004 16:20:57 -0500
To: "Dr. James (Jim) Lenze" <jlenze@iup.edu>

Jim, thanks...this solves , at least in part a problem the department faces...We are down a faculty member, Dennis is on sabbatical...lots of students... intentionally, we didn't schedule a writing intensive so we could offer enough production and large group courses.. we are so tight...this will help..kurt

Dr. James (Jim) Lenze wrote:

Kurt,

I noticed that we don't have any writing intensive courses available for fall. I have at least two seniors who need a writing intensive course in the major to graduate. I have a plan that **may enable them to get the writing intensive credit they need.** I spoke with Mary Sadler who informed me that I am still eligible for Type 1 Writing Intensive status if I submit the application form and syllabus. I could complete the paperwork this week with Gail Wilson's help. Mary told me that if my paperwork passes the committee, I could offer COMM 201 as a writing intensive course in the fall. The enrollment is currently at 5 with a max of 25. If you approve, we should hold some of those seats for seniors who need the writing intensive credit. We have to be careful because there is a limit on the number of students who can enroll in a writing intensive class. If you approve, we should alert the other COMM faculty that section 001 of 201 will be a writing intensive course. I'll begin working on the application and hope for your approval and suggestions.



Dr. Jim Lenze
Assistant Professor
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College of Education &
Educational Technology
Indiana University of PA

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Jim

Please consider this email as our department' support for a provisional and one time only request that the Fall 2004 COMM 201 be designated as a writing intensive course. During the fall, the departments offering 201 will meet to discuss the desirability of making the 201 a departmental writing intensive course for all departments.

Linda F. Szul, Chair
Department of Technology Support & Training

Dear Dr. Lenze,

It is OK with us for you to offer 201 as writing intensive.

Louise Burky
Chair, MIS/DS Department

Hi Jim,

You are welcome, glad to be of help. You definitely have my support in teaching LIBR 201 as a writing intensive course and please don't hesitate to contact me if the Library can be of any service to you and your students. Good luck--Portia

I am delighted you are teaching it writing intensive. Congratulations on the 7th child. May God shower you with many blessings. What a joy. I had 6 and have rejoiced in all of them.

Dr. Mary Micco
338 Stright-CS Dept
IUP. 724-357-2637
Office Hours: T/Th 11:15-12:15
Wed: 12:30-3:30
"Choose Life"

Jim,

My department had no problem with you teaching the 201 as a writing intensive, as long as:

- 1, you were approved to be teaching a writing intensive course
- 2, it is just a one time event.

I was just asked to be on a campus committee, chaired by Mary Saddler, to 'revamp' the liberal studies courses. We should make this course writing intensive, our department has talked about that before.

I'd still like to know where our newly developed syllabus of record went, Portia said she would submit it all online, but she doesn't have it?????? And I don't seem to have any of my files, I'm wondering now if I gave them to her, 'cause she had volunteered to do that.

Well, we can get a committee together and discuss this further.

Right now, I have excel projects that are sitting there, and my fairy god professor hasn't corrected them yet, so I better get to it!

Have a very Blessed Easter Sunday!!!!

Tess

Therese D. O'Neil, M.Ed.
Microsoft MOUS Certified
Computer Science Department
Indiana University of Pennsylvania
<http://www.cosc.iup.edu/toneil>
Indiana Campus: 724-357-1328
Armstrong Campus: 724-543-1078
Punxsutawney Campus: 814-938-1168

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