

uwuucc: App-4/8/14
Senate: App-4/29/14

REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC # 13-190
Action App-4/3/14

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

- Professor Bryna Siegel Finer Phone 6464839487
- Writing Workshop? (If not at IUP, where? when?) May 2013
- 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) Bryna Siegel Finer
- Department Chairperson [Signature]
- College Dean A. Ann 3/24/14
- Director of Liberal Studies [Signature] Gail Sechrest 4/8/14

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"?

Received

MAR 25 2014

Liberal Studies

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:

- X
_____ 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?
- X
_____ 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?
- X
_____ Does one of your course objectives explicitly mention the improvement of writing?
- X
_____ Will you distribute written instructions, including criteria for evaluation, for major assignments?
- X
_____ Will students receive guidance in conceiving, organizing, and presenting written material in ways appropriate to the subject being studied?
- X
_____ 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?
- X
_____ Are there at least two, and preferably more, different writing assignments?
- X
_____ Will students revise at least one assignment after receiving your review comments?
- X
_____ Does at least one assignment require students to produce finished, edited prose (as differentiated from whatever informal or draft writing you have included)?
- X
_____ Are written assignments (in-class; out-of-class) worth at least 50% of the course grade?

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

- X
_____ 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?

Summary Chart for Writing Assignments*

A. Writing Assignments					
Assignment Title	# of Assignments	# of total pages	Graded (Yes/No)	Opportunity for Revision (Yes/No)	Written Assignment represents what % of final course grade
Holiday Slides	5	10	yes	no	20%
Final Publishing Project and Presentation	1	10-50	yes	yes	25%
Genre Presentation	1	4-10	yes	no	15%
Reading Responses	5	10	yes	no	15%
Totals	12	34-80	NA	NA	75%

B. Examinations (Complete only if you intend to use essay exams/short answers as part of the required number of pages of writing.)			
Exams	Approx.% of exam that is essay or short answer	Anticipated # of pages for essay or short answer, or approx. word count	Exam constitutes what % of final course grade
1.			
2.			
3.			
Totals			

**Total writing assignments should contain at least 5000 words (approximately 15-20 typed pages) in two or more separate assignments; written assignments should be a major part of the final grade—at least 50% or more.*

WRITING SUMMARY

The purposes of this course are to (1) provide students with an understanding of editing and publishing as a career field and (2) allow students practice in preparing their own texts as an editor or publisher would.

Writing to Enhance Reading:

Students will be asked to write responses to particular readings in order to prepare for class discussion. These responses are intended to help students think carefully about what they've read so that they can compare notes with peers and also engage in conversation about the day's topics. Students are graded on how well they demonstrate evidence that they've read the assigned text and how much they engage with that text (by offering personal reflection on the text or connections to other texts).

Writing to Integrate Learning:

Students will research a particular genre of publishing (newspapers, magazines, etc) and present what they've learned to the class. They will be asked to bring samples of that type of writing to the class. They are expected to compile a references list as well. Their presentation is meant to synthesize all of the information they've found into one integrated presentation. They submit a folder containing all notes and drafts of their presentation. They are graded on the quality of the research they do, the types of samples they bring in, and their ability to integrate and synthesize found information.

Students will also do a semester-long inquiry project. For this project, they will choose a topic related to the field of publishing (e.g., the advent of eReaders and their affect on print books). They will research that topic and create a document of their choice to present the information (e.g., a poster presentation, a report, a website, etc). They submit a folder containing all notes and drafts of their presentation as well as a list of references. Students are graded on the quality of the research they do and their ability to integrate and synthesize found information.

Writing to Stimulate Thought:

Students will keep a blog as part of their final publishing project. The blog is intended to help students practice the process of sustained inquiry through writing and reflection. Students are graded on the substance of their blog – they engage with course concepts and found information - and the quantity of blog entries.

Writing to Reflect on Process:

Students will design slides that represent holidays that occur throughout the semester. More importantly, they will write a few paragraphs describing their design choices using terminology found in their course text on editing. Students are graded partially on how they apply design elements they learn in the to the slides. They are also graded on they discuss, in writing, their choices in creating that design. That grade is based on their usage of terminology from their textbook as well as their ability to reflect on how/why they feel their design would resonate with an audience.

ENGLISH 360: EDITING AND PUBLISHING
INDIANA UNIVERSITY OF PENNSYLVANIA, FALL 2012
Section 1, MWF, 2:30-3:20pm, MCELH 104

Professor: Bryna Siegel Finer, PhD

Office: Leonard 209C Email: Bryna.SiegelFiner@iup.edu Phone: 724-357-2267

Office Hours: Mondays and Wednesdays 11am-12pm, Fridays 11:30-2 and by appointment

Note: Email is the best way to get in touch with me; I typically respond to email within 24 hours. I rarely check voicemail unless in the office.

REQUIRED COURSE TEXTS AND MATERIALS

**Graphic Design for Non-Designers*, by Seddon and Waterhouse, ISBN 9780811868310

**The Art of Editing in the Age of Convergence*, by Brooks and Pinson, ISBN 978020556949

Note: this book is extremely expensive; even used copies online are over \$100. But, I'm convinced this is the best book for this course or I would not have selected it. You might consider sharing a copy with someone else in the class.

IUP COURSE CATALOGUE DESCRIPTION

A project-based career preparation course focused on creating, editing, and publishing in print and/or electronic forms. Includes theory and practice of editing, practice with publication tools, and group collaboration.

MY APPROACH TO WRITING

I write, understand writing, and teach writing as rhetorical. This means that I see writing as action; writing does things, whether it's informing a reader and influencing her/his thinking, persuading a reader to feel a particular emotion, or convincing a reader to act – writing has consequences. A rhetorical approach to writing takes into consideration all elements of the situation within and around the writing: audience, purpose, aim, place, space, time, materials, and the writer's self. In this way, I personally strive to use writing to better my worlds (whether home, school, or other), and I try to teach my students to do the same.

MY APPROACH TO THIS CLASS

At the 300 level, it's expected that students take more ownership over their courses and course content. In this course, you can expect to do lots of group work, lots of presentations, and lots of research on ideas we discuss so that you can teach to each other. I will facilitate opportunities for you to learn and will scaffold with necessary information, but overall, this will be your class and you'll be responsible for creating most of its content. Some students find it unnerving and complain that I don't teach this class – the students do. This is the point of the course – for you to have authority over your learning.

STUDENT LEARNING OBJECTIVES

Students who successfully complete English 360 will be able to:

- Understand and use grammar and style in editing for a variety of rhetorical purposes.
- Analyze the stylistic patterns in their own writing and in others' writing.
- Make changes to writing—their own and peers'—using principles of good editing and design.

- Work well with others, making compromises and communicating effectively.
- Appreciate the variety of tasks and roles that editors play.
- Better understand the publication processes.
- Consider writing as a visual product.
- Practice basic principles of journalistic layout and design.
- Produce writing that is well edited and thoughtfully designed.

COURSE POLICIES

Attendance: The small-class environment of writing classes makes dedicated attendance and full participation the responsibility of each and every class member. I do not differentiate between excused and unexcused absences. Unless sanctioned by the college, an absence is an absence. I understand that people get sick, cars break down, and events occur that sometimes require you to miss class. Therefore you are permitted 4 absences. **After 4, you will lose one letter grade. More than 6 absences will result in automatic failure for the course.** I do take attendance, frequently grade class-work, and grade participation. If you miss class, you can't participate. If you miss class, you can't get credit for class-work. So, come to class, prepared and ready to work! If you miss a class, it is your responsibility to submit any late assignments to me and to find out what the assignment is for the next class meeting. Do not let an absence prevent you from being ready to participate fully in the next class session.

Late Work: Work is due on the date indicated on the syllabus. Work that is submitted late will be subject to points penalties at my discretion depending on how late the work is and its quality.

Cancellations: If a class is cancelled due to poor weather or for any other reason, be prepared to come to the next class with the work scheduled for that new day. We will keep to the original schedule, and you should have all assigned work ready to be turned in. Please check your email each morning before coming to our class. I will email you if I have an emergency that prevents me from coming to class.

Electronic Devices: Please turn off cell-phones, pagers, and all other electronic devices before entering the classroom. Laptops are not permitted in class unless under special circumstances.

Academic Honesty: Using another person's writing without any acknowledgement of that person's work is an act of theft and impersonation. One of the primary objectives of this course is to teach you to use sources ethically and responsibly. Self-recycling, when a student turns in work to one class that has already been submitted to another class (without proper arrangements) is a particular class of plagiarism within the academy. It is academically dishonest and will be treated as any other kind of plagiarism. IUP's Academic Integrity Policy covers various concerns related to plagiarism, cheating, and misrepresentation of work. The policy is explained in the Undergraduate Catalog at this address: <http://www.iup.edu/registrar/catalog/acapolicy>. I will follow this policy in the event of suspected academic dishonesty.

TECHNOLOGY

You must have access to and some proficiency in PowerPoint to do well in this class. You will need to regularly check your email. You will also need access to D2L through IUP in order to upload some of your assignments.

CONFERENCING

It is my privilege and responsibility to meet with you individually to discuss your writing. My Office Hours are open times for meetings, including discussions of upcoming writing work and essays that have already been handed in and graded. I am happy to work with you at this time on areas of individual concern. Make regular use of these opportunities to meet with me to get one-on-one feedback on your work throughout the semester.

CLASSROOM EXPECTATIONS

College should be a safe and open environment for exploring, sharing, and learning. It goes without saying that we treat each other courteously, respectfully, honestly, and with care and thought. We do not demean, devalue, or put down others for their opinions and/or their experiences. We choose our words so they are neither profane nor hurtful, yet we speak in order to question, to challenge, and to move past the common and stereotypical that is sometimes just taken for truth. You will be evaluated through your efforts to do the work as assigned, to go above and beyond what is expected, to work as a team when required, and to create something new and exciting.

LEARNING DIFFERENCES SUPPORT AND REASONABLE ACCOMMODATIONS

The Office of Advising and Testing, in Pratt Hall, room 216, offers evaluation and support for students with disabilities. As stated on the Office website (<http://www.iup.edu/advisingtesting/services/>), the office provides access to the university's education and services as mandated by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act; and, as well, serves as an advocate for students with disabilities and trainer on disability issues for faculty, staff, and students. I will honor and work with Advising and Testing recommendations for the support of students with disabilities in any of my classes. Please register with the Office of Advising and Testing if you are a student with special needs. Their advisors will help me to work with you to meet your needs.

WRITING CENTER

The Writing Center, staffed by trained peer and graduate tutors, is located in Eicher Hall (Room 218) on Grant Street across from Wallwork Hall, near the big smokestack. Tutors in the Writing Center can help you at any stage in the writing process, from developing a topic, through the earliest stages of drafting and revising, and even helping to understand your professor's feedback. You can also make an appointment for an online tutoring session. Call 724-357-3029 to schedule.

____PROJECT DESCRIPTIONS and GRADE DISTRIBUTION____

Holiday Snapshots (20% - 5 for 4 points each)

You'll choose from 5 of these holidays that occur during our semester (Labor Day, Columbus Day, Halloween, Election Day, Veterans Day, Thanksgiving, and Winter Holidays), and make a PowerPoint slide that best represents that holiday using both text and images. Each slide will be accompanied by a paragraph describing how you used course concepts in your slide. You will not have to present the slide; however, they will be discussed in class.

Design Project (15%)

In small groups, you'll choose from one of the projects listed in your Graphic Design book: menu, newsletter, promotional brochure, or CD/DVD packaging.

Genre Presentation (15%)

In small groups, you'll choose from different media genres and present on editing in those genres: newspapers, magazines and newsletters, web, broadcast media, and book publishing.

Reading Responses (15%)

These will be assigned throughout the course. You'll be asked to comment on a reading and relate it to course concepts as well as your own experience as a writer and/or editor, in a one-page response to a prompt listed on your syllabus.

Final Publishing Project and Presentation (25%)

You'll get a list of several semester-long projects to choose from. This project will be due at the end of the semester, and you'll give a presentation to describe the process and product. You'll be asked to show that you've been working on it all semester by using a blog to keep track of your progress.

Participation (10%)

In this class, participation includes:

- positive engagement with me, with your peers, and with the course materials
- bringing your materials to class every day and being prepared with the assigned reading and writing
- asking and responding to questions and discussion
- working together with peers on group work and working individually when appropriate
- keeping an open mind
- being respectful to others of their ideas and opinions
- being a good citizen by helping others and accepting help (providing and accepting constructive criticism)
- expressing your views in an informed and reasonable manner

EVALUATION AND GRADING BREAKDOWN

Holiday Snapshots	20
Group Design Project	15
Group Genre Presentation	15
Reading Responses	15
Participation	10
Publishing Project and Presentation	25
TOTAL	100

A grade of **Incomplete** will only be issued for students who are succeeding in the course and who have completed 80% of the work of the course, but who cannot complete the course because of extenuating circumstances.

Schedule of Activities and Assignments

*Please bring both textbooks and your syllabus to class every day

	Day	Date	In class today	Homework for next class
1	M	8/27	Intros, etc Student Inventory	Read EAC Ch 1 Reading Response: What does the title of the book mean? Use examples from the text and from your own experience as a writer and/or editor.
2	W	8/29	What is editing? What is the role of an editor?	Read EAC Ch 2
3	F	8/31	What is editing? What is the role of an editor? Groups Assigned	
	M	9/3	<i>Labor Day - No Class</i>	
4	W	9/5	What is the role of audience? What is the role of an editor?	Read Design Ch 2 Upload Labor Day Slide to D2L by 8am Friday
5	F	9/7	Labor Day Slide Show White space, grouping, alignment	Read EAC Ch 3
6	M	9/10	Career Talk: Deborah Klenotic	Learn as much as you can about the Associated Press (www.ap.org) Reading Response: What did you learn about the AP? Why might it be important to you as an editor?
7	W	9/12	Editing Process	Read EAC Ch 10
8	F	9/14	Genre Presentation: Newspaper	
	M	9/17	<i>No Class</i>	Read EAC Ch 4
9	W	9/19	Macro Editing	
10	F	9/21	Macro Editing	Read EAC Ch 5 Reading Response: What's the difference between ethics and the law when it comes to editing?
11	M	9/24	Legality and Ethics Possible Guest Lecture on Media Law	
12	W	9/26	Legality and Ethics	Read EAC Ch 11
13	F	9/28	Genre Presentation: Magazines	Read EAC Ch 6
14	M	10/1	Micro Editing	
15	W	10/3	Micro Editing	
16	F	10/5	Micro Editing	Read Design Pages 64-71 Upload Columbus Day Slide to D2L by 8am Monday
17	M	10/8	Columbus Day Slide Show Borders, rule, photos, illustrations	Read EAC Ch 7 Reading Response: Read up on Jennifer Bails (www.jenniferbails.com), including some samples of her writing. What's most interesting to you about her as a writer/editor? Include some questions you'd like to ask her.
18	W	10/10	Career Talk: Jennifer Bails	Read EAC Pages 382-384
19	F	10/12	Genre Presentation - Books and eBooks	

	M	10/15	Midterm Conferences – No Class	
	W	10/17	Midterm Conferences – No Class	
	F	10/19	Midterm Conferences – No Class	Read EAC Ch 8
20	M	10/22	Headlines, Titles, Etc	
21	W	10/24	Headlines, Titles, Etc	Read EAC Ch 9
22	F	10/26	Photos, Graphics, Type	
23	M	10/29	Possible Guest Lecture on Book Publishing	Read EAC Ch 13
24	W	10/31	Genre Presentation – Broadcast Media	
25	F	11/2	Groups work in class to begin planning design presentation	Read Design Pages 72-81 Upload Halloween Slide to D2L by 8am Wednesday
26	M	11/5	Halloween Slide Show Color theory	Read EAC Ch 15 and 16 Reading Response: How do you see yourself editing in the future?
27	W	11/7	Editor as Coach	
28	F	11/9	Editor and Manager and Leader	Read EAC Ch 12
29	M	11/12	Genre Presentation – Web	Read Design Pages 82-97 Upload Veterans and/or Election Day Slide to D2L by 8am Wednesday
30	W	11/14	Veterans and Election Day Slide Show Type, Readability, Alignment	
	F	11/16	No Class	
	M-F	11/19-23	No Class – Thanksgiving Break	Upload Thanksgiving slides to D2L by 8am Monday 11/26
31	M	11/26	Thanksgiving Slide Show	Helvetica Prep Sheet
32	W	11/28	Screening: Helvetica	
33	F	11/30	Screening: Helvetica	
34	M	12/3	Finish and Discuss Helvetica	
35	W	12/5	Groups work in class on Design Presentations	Upload Holiday Slide to D2L by 8am Friday
36	F	12/7	Winter Holiday Slide Show	
37	M	12/10	Design Project short presentations	
	F	12/14	2:45pm: Final Presentations of semester-long projects	

SAMPLE ASSIGNMENT: Publishing Project Choices for ENGL 360

Below are some choices for semester-long projects. If you have another idea, let's discuss it! Most options require a blog. If you're not familiar with blogging, please come to my office hours; I'm happy to help you create one. Similarly, I'm happy to go over with you some features of PowerPoint if you come to my office hours.

If you choose a blog option, you must begin by September 17th and write an entry at least twice per week until the end of the semester. Your entries should be substantive – that means they demonstrate sustained critical thought.

If you choose a PowerPoint option, you'll be assessed on both text and image – the overall design of your slide show as well as its content. You may use Prezi or another presentation tool of your choice.

Semester-long projects are due and will be presented during our final exam time: December 14th at 2:45pm.

Project	Submit
Edit and revise a group of documents (at least three, such as a business card, letter head, and brochure) for an office or organization. Document the process in a blog.	A folder with the originals of the documents and at least three different drafts of each document. A link to your blog.
Investigate the future of print vs. digital books and blog about your research.	A link to your blog containing links and citations for all research. A PowerPoint presentation for the class.
Become an expert on copyright and fair use laws. Blog about your research.	A link to your blog containing links and citations for all research. A PowerPoint presentation for the class.
Become an expert on self-publishing. Blog about your research.	A link to your blog containing links and citations for all research. A PowerPoint presentation for the class.
Learn about the comic book publishing industry and discover the latest trends, mergers, and forecasts.	A link to your blog containing links and citations for all research. A PowerPoint presentation for the class.
Learn about the history of book making. Blog about your research.	A link to your blog containing links and citations for all research. A PowerPoint presentation for the class.

SAMPLE ASSIGNMENT: Holiday Slides

Purpose: To demonstrate **thoughtful use of text and image** in conjunction with concepts described in your *Graphic Design for Nondesigners* text.

Your Job:

You'll choose from 5 of these holidays that occur during our semester (Labor Day, Columbus Day, Halloween, Election Day, Veterans Day, Thanksgiving, and Winter Holidays), and make a PowerPoint slide that best represents that holiday using both text and images. Each slide will be accompanied by a paragraph describing how you used course concepts in your slide. You will not have to present the slide; however, they will be discussed in class.

Some Tips:

Read the book chapter first so you know what to focus on in your slide.

Labor Day = Space, Grouping, Alignment

Columbus Day = Borders, Images

Halloween = Color

Veterans Day or Election Day = Type

Thanksgiving = all previous concepts

Winter holidays = all previous concepts

There are two ways to think about this.

- 1) Literally: pretend you're advertising an event. Your slide is a flyer for the event.
- 2) Representationally: think of the holiday as a concept. Your slide is more of a canvas for you to metaphorically paint an image of the holiday.

Remember, these will go up on the projector and we will discuss each of them. They'll go up anonymously, but you might want to have some 'defense' prepared for why you made the choices you did, in case you feel compelled to reveal yourself as the author.

Submittables:

You will submit a .ppt or a .jpg file to D2L. When you've made your slide, save it as either file type to your computer. Log in to D2L and select our course. Click on Dropbox and find the appropriate holiday. Attach your file. *In the text box, please include a paragraph in which you discuss how you used the concepts described in your book.*

Rubric:

You'll be graded on how well you implement the concepts described in your textbook. I'll also look at your paragraph to see how well you understood the concepts (even if you didn't implement them well) and the choices you made in your design.

SAMPLE ASSIGNMENT: Researched Media Genre Presentation

Purpose: To learn about a particular facet of editing and teach your classmates about it

Your Job:

Create a 20-30 minute presentation about your assigned genre in which you:

- 1) Describe the genre or publication type and provide examples of it
- 2) Provide some history of how the genre has evolved
- 3) Explain the particular stylistic features of that genre (as determined by you and your research) and provide examples
- 4) Explain the particularities of editing the genre as you determine them or as you read about them (so, what does an editor in this genre need to know and do and look for?) and provide examples
- 5) Create a lesson plan or class activity (consider asking your peers to bring in their own writing, in advance of course)

Presentation Options:

- Multi-panel poster with oral description
- Oral presentation with handout
- Oral presentation with Powerpoint or Prezi slides
- Brochure or small poster with oral presentation
- An invention of your choice, approved by professor
- *Note: Reading a paper aloud to the class is not an option.*

Some Tips:

This involves some research on your part. A good place to begin is *Editing in the Age of Convergence*.

You have five tasks as stated above. Be sure to give equal attention to all five. You don't have to do them separately; feel free to integrate them together.

Be sure to proofread for typos and stray errors – this is an editing class, after all!

Trust your own knowledge as a reader of the genre. If you don't see a list of stylistic features of your genre in a textbook or article, that doesn't mean that you don't know what they are. Use your own experience as a reader to determine them.

Submittables:

A hard copy of your speaking part of the presentation, any handouts or media that accompany the presentation, and a Works Cited page of all sources used (clipped together or presented in a folder).