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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)	Mary Jane Kuffner Hirt	2/23/14
Department Chair	John F. Sutton	3-17-2014
College Dean	Ann	4/3/14
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 Liberal Studies

TYPE I PROFESSOR COMMITMENT

PROFESSOR Mary Jane Kuffner Hirt DEPARTMENT Political Science

List up to three of the W courses that you have taught since your appointment as a Type I professor.

PLSC 354 – Metropolitan Problems **PLSC 370 – The Practice of Public Administration**
PLSC 376 – Public Sector Budgeting and Financial Management

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.

Overview - Students in **PLSC 354 – Metropolitan Problems** are expected to complete 5 types of writing activities during the semester. While writing-to-learn as well as writing-to-communicate activities serve as foundations for the assignments, critical thinking and problem-solving, the development of research skills and the integration of theory and practice and are also core considerations.

Application of Political Systems Model to Current Events – This writing-to-learn activity, the application of the political systems model to the President’s “State of the Union” address, provides an opportunity for students to link theory to practice. The components of the political systems model and their interactive nature are discussed in class prior to the speech. Students after watching the address or reading the text of the speech via a media news source write a 450-500 word essay to describe their overall reaction to the speech, indicate how the speech relates to metropolitan America and use the political systems model to analyze one of the President’s initiatives. The essays are used as a basis for class discussion on the date due.

In-class Writing – Text Cases - This writing-to-communicate activity is intermittently undertaken at the beginning of class to support more effective class discussion of case studies that demonstrate course content. The cases are assigned for out of class reading. The in-class writing provides students with an opportunity to organize their thoughts about the case study questions.

Mid-term Exam - This writing assignment supports both writing-to-communicate and writing-to-learn activities. This take-home exam is comprised of essay questions, problems to solve and mini-cases that cover key concepts, responsibilities and structures associated with metropolitan governance. The exam is structured to encourage students to write in their own words and utilize examples to demonstrate their understanding of the course content.

Metropolitan Issue – This research and writing assignment stresses writing-to-communicate as well as writing-to-learn activities. Each student chooses an issue or problem that currently challenges metropolitan governments in the United States to bring more timely and relevant content into the classroom than traditional text materials provide. Students after a review of the current literature (journals and national print media) develop a presentation to facilitate class discussion of the issue or problem. Students frequently present their findings as PowerPoint presentations although traditional reports are acceptable.

Metropolitan Project – This guided research project supports both writing-to-communicate and writing-to-learn. Each student develops a metropolitan case study based on the framework created by David Rusk in *Cities Without Suburbs*, 4th Edition (Washington DC: Woodrow Wilson Center Press, 2013). The project include an historical trend analysis of US Census data and a narrative which describes the metro area in terms of its current political, economic, social and cultural characteristics and an assessment of its strengths, weaknesses, and current challenges.