

13-206a
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

Professor Dr. Kathleen (Kate) Hanrahan

Department Criminology

Email hanrahan@iup.edu

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)	Kate Hanrahan	4-7-2014
Department Chair	Myra	4/7/14
College Dean	Mrs. S. L.	4.7.14
Director of Liberal Studies	J. H. Prof	4/10/14
UWUCC Co-chair(s)	Gail Schriest	4/15/14

Received

APR 7 2014

Liberal Studies

TYPE I PROFESSOR COMMITMENT

PROFESSOR Kate Hanrahan

DEPARTMENT Criminology

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

CRIM 306 Criminological Research Methods

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.

CRIM 306 Criminological Research Methods is a core course for Criminology majors. It is intended to introduce students "to the basic criminological research methods designed to prepare the student to understand and participate in quantitative and qualitative research" (2013-14 Undergraduate Catalog, p. 169).

The course used a variety of writing assignments. The primary written product was a research proposal. In addition, students were involved in in-class and out of class written assignments and essay exams.

Research proposal

A formal research proposal was developed in stages with the opportunity to revise and resubmit each of the following segments:

- Identifying a researchable question
- Brief contextual literature review
- Methods: sample, data collection, principle questions for data analysis
- Implications
- Notes about likely budget items

Many programs in Criminal Justice and related occupational categories are publicly funded via competitive grant applications. This writing assignment, stretching over the entire semester, was intended to teach students both the content of proposals and the appropriate style of writing. It is writing-to-communicate course content.

In class writing assignments

Writing-to-learn was incorporated in class sessions at several points in the term. Writing assignments ranged from free writes (e.g. "what do you already know about this topic") to working on select elements of the proposal (e.g. draft a cover letter for a questionnaire). The intention was to practice effective writing skills and to use writing to clarify thoughts.

Out of class writing assignments

Students completed a series of short writing assignments for discussion or review in class. These assignments were sometimes writing-to-learn activities related to the proposal (e.g. draft 10 central questionnaire items). More often, the assignments focused on course content and asked students to apply what they were learning to a concrete example (e.g. apply the principles of

ethical research to either Philip Zimbardo's Stanford Prison Experiment or Stanley Milgrim's Obedience to Authority study; or, draft qualitative research questions that would supplement your quantitative proposal).

Essay exams

Each unit exam included short answer and essay questions that were intended both to assess course knowledge and to practice writing clearly and succinctly.

INTEROFFICE MEMORANDUM

TO: DAVID H. PISTOLE
Director of Liberal Studies

FROM: KATE HANRAHAN
Criminology

SUBJECT: TYPE I INSTRUCTOR /W/ RENEWAL

DATE: APRIL 7, 2014

Hi David, I am attaching a completed Type I Writing Instructor renewal form. Please let me know if there is anything else you need. Thanks, Kate