

ENG 756 Digital Literacy for the English Professional: A Domain of One's Own-NewCrs-2016-11-01

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

Form Information

 The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: **ONLY** change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-NewCrs-2015-08-10**

- If DUAL LISTED list BOTH courses in the page title***

Second Step: Click “SAVE” on bottom right

- DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***
- Please be sure to remove the Brackets while renaming the page***

Third Step: Make sure the word ***DRAFT*** is in yellow at the top of the proposal

Fourth Step: Click on “**EDIT CONTENTS**.” (not EDIT) and start completing the template. When exiting or when done, click “**SAVE**” on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

**Indicates a required field*

Proposer*	Kenneth Sherwood	Proposer Email*	sherwood@iup.edu
Contact Person*	Kenneth Sherwood	Contact Email*	sherwood@iup.edu
Proposing Department/Unit*	English	Contact Phone*	7243572261

(A) Course Prefix*	<i>See the Registrar's List of Unavailable Course Numbers at http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323</i>
(B) Course Number*	<i>If Dual Listed, enter both course numbers</i> ENGL 756 / ENGL 856
(C) Course Title*	Digital Literacy for the English Professional: A Domain of One's Own
(D) Course Level*	graduate-level
(E) Cross Listed*	<i>Dual Listed = Courses listed at two levels, such as undergraduate and graduate, masters and doctoral, etc. Cross Listed = Course has more than one prefix such as GEOG/RGPL 233</i> NO If YES, with:
(F) Variable Credit*	NO If YES, enter the number of credits:
(G) Variable Title*	NO If YES, enter the title(s):

(H) Number of Credits*	<p>Class Hours:3</p> <p>Lab Hours:</p> <p>Credits:3</p>
(I) Repeatable Course*	<p>NO</p> <p>If YES, please complete the following:</p> <p style="padding-left: 40px;">Number of Credits that May be Repeated:</p> <p style="padding-left: 40px;">Maximum Number of Credits Allowed to be Repeated:</p>
(J) Prerequisite(s)	<p>None</p>
(K) Co-requisite(s)	<p><i>This means that another course must be taken in the same semester as the proposed course</i></p> <p>None</p>
(L) Additional Information	<p><i>Check all that apply. Note: Additional documentation will be required</i></p> <p><i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i></p> <p><i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i></p> <p><i>* Distance Education: Please complete the Distance Education section of this form (below)</i></p>
(M) Recommended Class Size	<p>YES</p> <p>Number (Enter Zero if No):15</p> <p>If YES: (Check one of the following reasons and provide a narrative explanation)</p> <p>Pedagogical</p> <p>Explain (required):</p> <p>Graduate seminars are typically limited to 15 so as to provide intense, ongoing formative assessment. Students arrive with extremely varied prior experience in this area.</p>
(N) Catalog Description*	<p><i>Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.</i></p> <p>Enables students to make professional choices by exploring the transformations of traditional conceptions of literacy as a consequence of the emergence of new media and digital networks. Fosters informed and critical production in the digital sphere, including how to control one's web presence; utilize web services and platforms; and compose and publish multi-modal projects. Facilitates literacy as a form of agency through workshops and projects. Satisfies the doctoral research skills requirement.</p>

(O) Student Learning Outcomes*

These should be measurable, appropriate to the course level, and phrased in terms of student achievement, not instructional or content outcomes

If dual listed, indicate additional learning objectives for the higher level course.

Students will:

1. Cultivate a professional online identity for the scholar and teacher with an awareness of changing disciplinary and cultural norms;
2. Develop a digital writing "workflow" using appropriate techniques (exs. Markdown, HTML, CSS) to produce and publish on the web;
3. Demonstrate working knowledge of simple markup to create and publish an academic website on a hosted server, managing their own web domain;
4. Identify and critically evaluate tools for digital learning;

MA-level 756 goals:

5. Explore personal learning environments appropriate to the discipline and to the academic goals of an MA student; demonstrate how platforms constrain and enable communication and interaction;
6. Enhance their existing digital literacies by producing a project(s) with at least two multimodal elements: sound, images, visual design and typography, interactivity (exs. audio podcast, video, Twine game).

Doctoral-level 856 goals:

5. Implement personal learning and teaching environments appropriate to the discipline, including but not limited to blogs and wikis and to academic goals including professional advancement and the job market, participation in disciplinary discourse, and contribution to the community or public sphere; demonstrating theoretical knowledge and practical application of how platforms constrain and enable communication and interaction;
6. Enhance their existing digital literacies by producing a project(s) with a full range of appropriate multimodal elements: sound, images, visual design and typography, interactivity (exs. audio podcast, video, Twine game).

<p>(P) Brief Course Outline*</p> <p>For Each Outcome Describe</p> <p>How the Outcome Will Be Achieved</p>	<p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar, or assignments</i></p> <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or</i></p> <p><i>direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> <p>1.) Identity Digital publishing Disciplinary discourses Social media in academia Publishing Collaboration</p> <p>2.) Workflow Introducing Markdown/HTML Visual design CSS</p> <p>3.) Publishing Website creation File transfer Domain and subdomain management</p> <p>4.) Critical Tool/Interface/Platform evaluation Beyond the LMS Personal learning environments Functional analysis Pedagogy and platforms: McLuhan, The Medium is the Message</p> <p>5.) Web applications Installation and configuration of open-source web apps</p> <p>6.) Multi-modal projects</p> <p><i>Audio:</i> Audio podcasts Introduction to audio recording Digital audio editing RSS Feeds</p> <p><i>Visual:</i> Design and typography Introduction to Photoshop</p> <p><i>Interactivity:</i> Hypertext and interactive fiction Twine</p>
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Rationale for Proposal	
<p>(Q) Why is this Course Being Proposed?*</p>	<p>Course has been successfully offered several times as a special topic. The graduate program seeks to formalize it as a regular offering. Meets professional needs of graduate students in English.</p>
<p>(R) University Senate Summary of Rationale</p>	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Proposal of this course, which has been successful in the special topics format, reflects the interests and needs of graduate students in English who benefit from development of "productive" digital literacy skills. This supports their coursework, scholarship, and eventual teaching skills. It also benefits the program by helping students of varied backgrounds to achieve some common levels of fluency as they look towards further coursework in the doctoral program.</p> </div>

<p>(S) How Does it Fit into the Departmental Curriculum?*</p>	<p><i>Check all that apply</i></p> <p>Other</p> <p>If Other, please explain:</p> <p>This course would serve as an elective for MA students or as one of several options doctoral students can choose to fulfill the 6 credit research skills requirement.</p>				
<p>(T) Is a Similar Class Offered in Other Departments? *</p>	<p>NO</p> <p>Please Provide Comment:</p>				
<p>(U) Does it Serve the College /University Above and Beyond the Role it Serves in the Department?*</p>	<p>YES</p> <p>Please Provide Comment:</p> <p>As a special topics course, this course has been an attractive elective for graduate students in other programs.</p>				
<p>(V) Who is the Target Audience for the Course?*</p>	<p>Other</p> <p>If Other, please explain:</p> <p>Graduate students enrolled in MA or Doctoral programs within English.</p>				
<p>(W) Implications for Other Departments*</p>	<p>A. What are the implications for other departments? (For Example: overlap of content with other disciplines, requirements for other programs)</p> <p>None.</p> <p>B. How have you addressed this with other department(s) involved? What was the outcome of that attempt?</p> <p>n/a</p>				
<p>(X) Attach Supporting Documents for Implications, if Necessary</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;">File</th> <th style="text-align: left; padding: 5px;">Modified</th> </tr> </thead> <tbody> <tr> <td colspan="2" style="height: 50px;"> </td> </tr> </tbody> </table>	File	Modified		
File	Modified				
<p>(Y) Are the Resources Adequate?*</p>	<p><i>(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)</i></p> <p>YES</p> <p>Please Provide Comment:</p> <p>Course was successfully taught in Leonard labs. Access to facilities in the new HSS building is more than adequate.</p>				

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

If Completing this Section, Check the Box to the Right:	
Course Prefix/Number	
Course Title	
Type of Proposal	<i>See CBA, Art. 42.D.1 for Definition</i>
Brief Course Outline	<p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</i></p> <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p>
Rationale for Proposal (Required Questions from CBA)	
<p>How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?</p>	
<p>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</p>	
<p>How will the instructor-student and student-student interaction take place? (if applicable)</p>	
<p>How will student achievement be evaluated?</p>	
<p>How will academic honesty for tests and assignments be addressed?</p>	

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

If Completing this Section, Check the Box to the Right:	<input type="checkbox"/>
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Liberal Studies Course Designations (Check all that apply)	
Learning Skills:	
Knowledge Area:	
Liberal Studies Elective	<i>Please mark the designation(s) that apply - must meet at least one</i>
Expected Undergraduate Student Learning Outcomes (EUSLOs)	<i>Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners</i> See http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694
Description of the Required Content for this Category	<i>Narrative on how the course will address the Selected Category Content</i>
All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading. Please answer the following questions.	
Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. Please explain how this course will meet this criterion.	
Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion.	

Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

If Completing this Section, Check the Box to the Right:	
Course Designations:	
Key Assessments	
	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none">• The Overall Program Assessment Matrix• The Key Assessment Guidelines• The Key Assessment Rubric <p style="text-align: center;">File Modified</p> <hr/> <p>No files shared here yet.</p> <ul style="list-style-type: none">• Drag and drop to upload or browse for files 
Narrative Description of the Required Content	<i>How the proposal relates to the Education Major</i>

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.

Please submit an ihelp if you have any questions <http://ihelp.iup.edu>