

REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC # 16-78
Action _____

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

- Professor _____ Phone _____
- Writing Workshop? (If not at IUP, where? when?) _____
- Proposal for one W-course (see instructions below)
- Agree to forward syllabi for subsequently offered W-courses?

TYPE II. DEPARTMENT COURSE

- Department Contact Person LAURIE MILLER Phone 357-7845 *laurie.millar@iup.edu*
- Course Number/Title JRNL 310 Writing for Online Media
- Statement concerning departmental responsibility D
- 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:

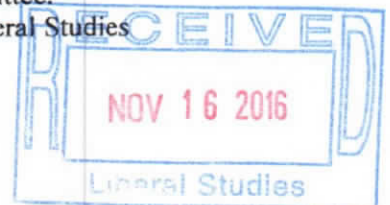
- Professor(s) Laurie S. Miller
- Department Chairperson Michelle R. Pappie
- College Dean A. Ann 11/11/16
- Director of Liberal Studies _____

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"?



instructor. The course will include lectures, discussions, writing assignments, peer edits and revision, quizzes and out-of-class coverage of public meetings/interviews/events.

Grading:

Class participation/attendance/peer comments	10 percent
Blog	20 percent
Quizzes	20 percent
Writing Assignments	40 percent
Final Assignment	<u>10 percent</u>
Total	100 percent

Grading scale: A – 90-100; B – 80-89; C – 70-79; D – 60-69; and F – 59 and below.

Student writing will be evaluated on journalistic standards. Points will be deducted for factual errors, style, grammar, punctuation and spelling. Late work **will not be accepted** without a valid excuse, and five points will be deducted each day the assignment is late even with a valid excuse. Rubrics will be used to grade writing assignments with points designated for the lead, ending, structure, organization, attribution, quotes, grammar and style, format, etc.

Assignments:

Blog: Students will post 6-8 blog entries (approximately 200 words or one-page each) and respond to other student posts on the online blog site. Specific guidelines for assignment will be provided by the instructor. (20 percent)

Peer edits: Students will use online comments to critique and edit other students' work.

Writing assignments: Students will write four to five news articles (approximately 400 words or two pages each) for online site, do peer edits and make revisions. Guidelines will be provided by instructor. (40 percent)

Quizzes: Based on reading assignments from the book. (20 percent)

Final assignment: Students will write a longer news feature (approximately 1,000 words or four-to-five pages) and prepare an online package with accompanying text (headline/blurb/updates/links/video/audio/photos, etc.) and post all on website. (10 percent)

NOTE: ALL WRITING ASSIGNMENTS WILL BE POSTED ON AND GRADED FROM THE ONLINE SITE. STUDENTS ARE RESPONSIBLE FOR THESE POSTINGS AND FOR MAINTAINING BACK-UP COPIES OF THEIR WORK.

Tentative Course Schedule

Week 1 – Jan. 21/23: Introduction/review syllabus/introduction to online site. Assignment: Read Chapters 1-2 and Chapter 10 (Thornburg).

Week 2 – Jan. 28/30: Online news; blogging and blog assignment; login to site; introductory blog entry. Assignment: Read Chapters 3-5.

- ✓ Maintain a positive attitude and professional demeanor toward others.

Academic Honesty

Indiana University of Pennsylvania is committed to preserving academic integrity as defined by the Academic Integrity Policy. Go to <http://www.iup.edu/graduatestudies/catalog/2013-14/masters/policies/academic-integrity-policy-and-procedures/> **Academic dishonesty includes plagiarism or cheating on assignments, examinations, or other academic work, or without prior approval of the instructor, submitting work already done for another course. Students shall avoid all forms of academic dishonesty, including, but not limited to:**

1. **Plagiarism**-the use of another's words or work. Plagiarism may also be defined as the act of taking the ideas or expression of ideas of another person and representing them as one's own - even if the original paper has been paraphrased or otherwise modified. A close or extended paraphrase may also be considered plagiarism even if the source is named.
2. **Collusion**-collaborating with another person in preparation of notes, themes, reports, or other written work offered for credit unless specifically permitted by the instructor.
3. **Cheating on an examination or quiz**-giving or receiving information or using prepared material on an examination or quiz.
4. **Falsification/fabrication of data** -manufacturing, falsification of information, including providing false or misleading information, or selective use of data to support a particular conclusion or to avoid conducting actual research.
5. You are expected to submit your own, original work. Any information used by outside sources must be fully cited.

Support Services

Computing and Technical: <http://www.iup.edu/itsupportcenter/>

Academic For academic support, such as tutoring services, contact the Academic Success Center <https://www.iup.edu/success/>

Special Needs If you are a student with a documented disability and require accommodations, you must be registered with the university's Office of Disability Support Services (DSS). Students must provide current documentation to DSS which identifies their disability and need for accommodation(s). Students must meet with DSS to discuss requested accommodations and provide instructors with appropriate notification, from DSS, of the approved accommodation as early in the semester as possible. The Office of Disability Support Services can be reached at <https://www.iup.edu/disabilitysupport/>

Alcohol, Tobacco, and Other Drugs Program (ATOD) Similar to all campuses, Indiana University of Pennsylvania is impacted by substance abuse issues. Alcohol directly or indirectly affects IUP students, faculty/staff, and the community. Students who may be experiencing problems with alcohol or drugs may need additional support and guidance. The ATOD program focuses on offering education about the effects of alcohol, tobacco, or other drug consumption to gain student attention in changing the culture around substance use. The use of illegal drugs, alcohol, or tobacco by university students may lead to lowered academic achievement, health risks, and decreased productivity.

The philosophy of the ATOD Program views students as adults who can make positive choices towards a healthy lifestyle. Recognizing that not all students drink alcohol or use drugs, the ATOD Program is designed for students to self-assess and reflects on the role of alcohol, tobacco, and other drugs have on their lives. Go to <http://www.iup.edu/page.aspx?id=80287>

Sexual Violence Resources Indiana University of Pennsylvania and its faculty are committed to assuring

TYPE II DEPARTMENT COMMITMENT

Professor Dr. Michele Papakie Department Journalism and Public Relations

Course JRNL 310 Writing for Online Media

1. Include the most recent syllabus for the Type II course.

Addendum: This does not have to be the syllabus of record, since the syllabus of record could potentially be rather dated. These syllabi are not meant to replace the syllabus of record; rather they represent how the department is currently teaching a particular Type II W course. These syllabi **do not** have to be revised using the Liberal Studies objective format.

2. Include a new "Statement Concerning Departmental Responsibility". The statement of departmental responsibility" explains how the department will ensure that the writing component is present regardless of who is teaching the course. It needs to identify the specific department group or individual who is responsible for ensuring this.

Addendum: This section should show how the department is going to support the W nature of a Type II course, not repeat what is being taught in the course. For example, there is no need to repeat the writing criteria (5000 words, essays exams, research papers etc.) in this section as the type of writing and/or assignments might change over the years. The responsibility relies on the department and they should explain how it will be supporting the W course to ensure that it is being taught in the proposed manner. That may be creating a community of writers within the department or a yearly meeting(s) to discuss Type II offerings. It might also be associated with particular outcomes from the course (often in accredited programs).

As department chairwoman, I hold the ultimate responsibility to ensure that the proposed intensive writing course JRNL 310 Writing for Online Media, as with all of our additional writing intensive courses, will continuously meet or exceed all university requirements. All faculty will follow the course syllabi and use equivalent writing assignments. Because we have core writing courses that must be taken in succession for our majors and our minors, our faculty consistently discuss methods and assignments we are using in each of the classes to ensure student preparedness for the next sequential course. The writing component is integral to this course; it will be offered to address the need for a media writing course that teaches the specific techniques required in online writing. Primarily this course will be offered as an elective in the department. It may also serve at a later time as a course requirement for a proposed Certificate in Online Media Design, collaboration among the Communications, Journalism and Art departments. To ensure that the writing component is present in this course regardless of who is teaching it, the course will be discussed and reviewed at department assessment committee and Teaching Circle/Reflective Practices meetings throughout the year, and any adjustments made accordingly.

JRNL 310 News articles: Campus controversy

Your assignment is to find and cover an “ongoing” campus controversy, a subject or topic that will continue to be in the news throughout the spring semester. Examples might be the Campus Climate Study/Diversity Commission/per-credit tuition/declining enrollment/facility updates/projects at the university or another ongoing, controversial topics relevant on campus. You will be writing two articles on this topic; the second article will be an “update” of the first article and will give the most current information on the subject.

YOU MAY NOT CHANGE TOPICS. BOTH ARTICLES MUST BE ON THE SAME CAMPUS CONTROVERSY.

Campus controversy Part I: Write and post a 400-word article, headline and excerpt on the WordPress site.

This article must include:

- Minimum of two human sources
- Minimum of one hyperlink
- Quotes
- Sufficient background for a complete article
- Headline
- Excerpt

The article is due at the beginning of class **Thursday, Feb. 27**. We’ll be doing peer comments/revisions during class.

Campus controversy Part II: Using the background from the first story, write an update. Get new quotes from sources, review developments, changes and any new angles to story. Write and post a 400-word article, headline and excerpt on the WordPress site.

This article must include:

- Minimum of two human sources
- Minimum of one hyperlink
- Quotes
- Sufficient background for a complete article
- Headline
- Excerpt

The article is due at the beginning of class **Thursday, April 3**. We’ll be doing peer comments/revisions during class.

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
Blog	8 Entries	8	Yes	No	20
2 News Articles	4-5	2 pages each 8-10	Yes	Yes	40
Final Writing assignment	1	4-5	Yes	No	10
Totals	13-14	20-23	NA	NA	70

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.