

REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC # 14-101
Action _____

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

- X Professor Keri S. Kulik Phone 724-357-5656
- X Writing Workshop? (If not at IUP, where? when?) Yes - May 2013 @ IUP
- X Proposal for one W-course (see instructions below)
- X 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) Keri S. Kulik
 Department Chairperson Eileen Blair
 College Dean MASC
 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"?

Received
 NOV 4 2014
 Liberal Studies

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE

I. **Writing Summary for HPED 442: Seminar in Health, Physical Education and Sport**

HPED 442 Seminar in Health, Physical Education and Sport is proposed for identification as a “W” course. This course was previously approved as a writing intensive course with a specific professor (Type III).

This course is well suited to be designated as a writing intensive course as it includes a variety of writing assignments that emphasize the development of writing skills and focuses on the writing process. Examples of the writing assignments include the development of a cover letter/resume, preparation of a grant application and a professional development paper.

This course is required by students in the Health and Physical Education major and is typically taken during the senior year. The class size is limited to 25 and is offered every spring.

There are three basic types of writing which occur in this class:

1. WRITING TO STIMULATE THOUGHT OR SUMMARIZE A POINT

Students will prepare a grant proposal application for a curriculum model or selected technology to enhance teaching and/or student learning. The grant application is divided into sections including a proposal summary, purpose statement, objectives, plan for action and plan for evaluation. The grant application will be a minimum of 10 pages in length. Students will submit multiple drafts of this assignment. Following each submission, students will have an opportunity to incorporate instructor feedback. The final draft will be evaluated using the rubric, which will be provided to students at the start of the project. This percentage contribution for this project is 25%.

2. TECHNICAL WRITING

Students will create a professional cover letter and resume. To be consistent with school district requirements and current practices in the field, the cover letter will be limited to 1 page and the resume will be limited to 2-3 pages. The page limits will require students to write in a clear and concise manner. To develop these skills, students will submit multiple drafts of these documents and will be provided feedback at various points during the creation phases. The final draft will be evaluated using the scoring rubric and will contribute to 10% of the final course grade.

3. WRITING TO INTEGRATE LEARNING AND THINKING CREATIVELY ABOUT A TOPIC

To demonstrate the importance of professional development in health and physical education, students will research this topic using peer reviewed journal articles and will write a professional development paper. The paper will include an introduction of the topic, define types of professional

development activities, describe potential barriers to participating in professional development for new and experienced teachers and will discuss the impact on student learning. Students will submit multiple drafts of the paper to allow for revisions based on instructor feedback. Students will also create an action plan for their own professional development based on their findings. The action plan will also undergo multiple submissions and students will have the opportunity for revision. The professional development paper and action plan will be a minimum of 10 pages in length. The final professional development paper and action plan will be evaluated using the rubric provided. This percentage contribution for this project is 25%.

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
Grant Proposal	1	10	Yes	Yes	25%
Cover Letter and Resume	1	3-4	Yes	Yes	10%
Professional Development Paper and Action Plan	1	10	Yes	Yes	25%
Totals	3	23-24	NA	NA	60%

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.*

II. Course Syllabus

HPED 442: Seminar in Health, Physical Education and Sport

3c-01-3cr

1. Course Description

For majors of health and physical education and physical education and sport. Related to professional development issues and transition from college graduate to entry-level professional. Includes development of an electronic portfolio, assessment of post-graduation educational opportunities, and exploration of information literacy.

The transition from college into the workforce can be overwhelming for many students (Warner & Bryan, 2006). Teacher education programs are designed to readily prepare students for their first teaching position and include several methods courses, field experiences, and activities that help instill within each future educator the skills necessary to be a highly-qualified teacher. This course will facilitate the transition from coursework and student teaching to the job market and provide exposure to the many non-pedagogical elements of the teaching profession. This course will provide students with:

- Information regarding how to search for teaching vacancies
- An understanding of how to create a professional cover letter and resume
- Practice answering interview questions in front of a group, and knowledge of proper interview etiquette
- A basic knowledge of educational polices including Title 1 and No Child Left Behind
- The ability to engage in professional development opportunities such as attending conferences and creating roundtable and panel presentations
- The skills for grant writing and seeking resources from outside of their school or place of employment
- Knowledge of filling out the PA Standard Teaching Application
- Information regarding how to earn and apply for Act 48 credits
- The process for acquiring teacher certification in another state
- Ideas for teaching physical education with limited space, resources, and time
- An understanding of the dispositions of good teaching-including being a role model in all aspects of life (including on-line social networking sites)

These concepts will be presented through multiple learning activities and student-centered instruction. This course will address the gap that currently exists between educational theory, pedagogy, and policies and procedures governing the public school system. The transition between learning skills and applying them in a professional setting is essential for students' success, and Wiggins and McTighe (2006) suggest that coursework must be purposeful from the student's perspective. Organization and Professional Application in Health and Physical Education is a practical course that will expose students to the various facets of the teaching profession. Furthermore, school superintendents, principals, full-time teachers, and substitute teachers will serve as guest speakers, providing students the opportunity to hear first-hand about current possibilities in education. The option of

attending graduate school will also be discussed, and the importance of research and its impact on instruction will be presented. A class of this nature will help students feel more connected with the educational system and will afford them the skills necessary to succeed in whatever professional opportunity they choose to pursue upon graduation.

2. Course Outcomes

1. Students completing this course will improve writing skills and oral communication, time management and organizational skills via written assignments and class presentations
2. Demonstrate knowledge and skills in a variety of areas, including resume writing, job interviews, enrollment in graduate students and preparation and presenting of research
3. Develop professional philosophy, attitudes and options of the entry level professional, while exploring issues and trends within the professional having current or future impact on change within the vocation
4. Explain the knowledge base of the student with regard to computers, technology and information literacy
5. Develop strategies to have appropriate correspondence and “networking” with other professionals in the field, via a variety of different methods (written/oral communication, portfolios, email, etc.)
6. Develop ability to work in pairs and groups in the production of various presentations and projects
7. Demonstrate knowledge of budget analysis and basic fiscal management principles.

3. Course Outline

Week	Topic	Assignments
1	Course Introduction – Review Course Objectives School Policies –NCLB and its impact on Health and Physical Education	
	State & National Standards	
	Student Learning Outcomes (SLOs)	
2	Creating your Cover Letter & Resume: Examine “effectively” and “ineffectively” designed resumes.	
	In- class peer critique of cover letter & resume.	Due: 1 st draft of cover letter and resume
	Discovering Job Vacancies: Newspapers, school websites, word of mouth, PA REAP, PA Educator.	
3	Guest Speakers: first-year teacher, substitute teacher, experienced teacher that engages in professional development	Due: Upload documents demonstrating you created an account on PAREAP & PA Educator
	Identifying Dispositions of Good Teaching	Reflection of teachers’ presentation
	What would you do?...Creation of health and physical education syllabus	
4	Teaching in Another State: Searching for teaching positions in other states, how their hiring process	

	differs from that of Pennsylvania. (Counties, rather than districts, etc.) Obtaining certification in another state (requirements, state-wide entrance exams, etc.)	
	Exploring Your Options: Graduate School	
	The Importance of Professional Development -Discuss the literature review and action plan assignment	
5	Interview Etiquette Distribution of sample interview questions	Due: Final draft of cover letter & resume
	Guest Speakers: Elementary principal, high school principal, superintendent	
6	Mock Interviews	Reflection of administrators' presentation. In-class Activity: Mock interview
	Mock Interviews Continued	In-class Activity: Mock interview
7	Grant Writing: Searching for Resources	Due: Health and Physical Education Syllabus
	Grant Writing: Working in Groups to develop a plan	
8	PA Standard Teaching Application Where to find the application Examine the five writing prompts	Due: 1 st draft Professional Development Paper & Action Plan
	The Teaching Certificate: Act 48 Credits, keeping the certification active, adding another content area, Step 1, Step 2, Step 3 teaching certificate	
9	New Teacher Observations/Evaluations	Due: 1 st draft of grant application
	Teachers as Researchers	
10	"Action research" and using research to inform instruction	
	The Portfolio – View examples of well-organized portfolios	
11	The Portfolio - Compiling a paper-based portfolio in addition to the electronic portfolio	
	School & Community Involvement	
12	Examination of existing school programs	Due: Step 2 Electronic Portfolio (2 cd's in paper cover)
	Your role and image as an educator: Appropriate personal use of the internet: Twitter, Facebook, Blogging, etc.	Due: Final draft of grant application
13	Teaching Beyond the Text – Current events, health issues in the media, meeting the cultural needs of the community	
	Online Resources in Health and Physical Education **see attachment**	
14	Teaching with Limited Resources	Due: Final draft Professional

	(working with limited supplies and a limited budget, using time wisely (time-on-task))	Development Paper & Action Plan
	Teaching Physical Education in the Classroom. Yes, it's possible!	
15	Student Presentations	Round Table Sessions Panel Presentations
	Student Presentations	

4. Evaluation Methods

The final grade will be determined as follows:

1. Cover Letter & Resume 10%

Students are required to create a cover letter and “working resume”. Emphasis will be placed on the writing process. Students will submit multiple draft of this assignment and will have an opportunity to make revisions based on instructor feedback. A rubric containing the breakdown of points will be distributed to students ahead of time.

2. Creation of Health and Physical Education Syllabus 5%

Students will conduct an internet search to find examples of health and physical education department syllabi. In small groups, students will compare and contrast each syllabus across sections including grading criteria, late-work, missed classes, etc. Students will then create their own syllabus.

3. Response to Guest Presentations 10%

After each guest presentation, students are required to prepare a two-page reflection including why the information shared was valuable and how it will help them make informed professional decisions. The response to the administrators’ presentation is worth 5 points, and the reflection of the teachers’ presentation is also out of 5 points.

4. Teaching Application Activities 15%

Students will be participating in a mock interview. This in-class activity is designed to enhance their ability to respond promptly and thoughtfully to potential interview questions in front of a group of people. Students will be assessed by their verbal or interactive performance.

5. Step 2: Electronic Portfolio 10%

Students will be required to complete the Step 2: Electronic Portfolio and submit 2 electronic copies of their work in soft covers. The Step 2: Electronic Portfolio will be evaluated using the rubric established by the College of Education and must include 2 artifacts (1 health and 1 physical education) and 2 reflections for each INTASC standards.

6. Grant Proposal 25%

Students will prepare a grant proposal. This activity is designed to promote the continued involvement in scholarly writing, and to help students gain a better

understanding of the sources of funding that are available to them and the schools they will soon be working for. Students will be assessed on their ability to follow the grant proposal guidelines and summarize the research relating to their topic. Overall organization and readability of the proposal will also be considered. Additionally, an emphasis will be placed on the writing process. Students will submit multiple draft of this assignment and will have an opportunity to make revisions based on instructor feedback.

7. Professional Development Paper and Action Plan 25%

Students will be required to conduct a literature review on the importance of professional development. This should be comprehensive and may also include the benefits of professional development in all areas of education. This is a two-part assignment, and the second part of the assignment requires students to create a Personal Action Plan that outlines their professional development goals including how they plan to incorporate professional development into their schedule after receiving a full-time teaching position. Students will be given an opportunity to develop and refine their writing skills as part of this assignment. This assignment will be submitted in multiple draft formats. After each submission, students will have the opportunity to make revisions based on instructor feedback. A rubric will be used to evaluate the final draft.

5. Grading Scale

<u>Letter Grade</u>	<u>Percentage</u>
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59 and Below

6. Course Attendance Policy

As future health and physical education professionals and in order to meet the course requirements, students are expected to be punctual and attend all classes. If a student must miss a class because of an illness or personal emergency, it is the responsibility of the student to contact the instructor of the course. Students will be allowed to miss a maximum of three credit hours per semesters for a 42 hour or 3-credit course. It is the responsibility of the student to obtain the information (class notes, handouts, assignments, etc.) that was missed during the absence.

7. Required Textbook(s), Supplemental Books and Readings.

No book is required.

8. Special Resource Requirements.

See Appendix A for supplemental readings.

9. Bibliography.

- Latta, S. (2004). Including technology in instructional programs. *Journal of Physical Education, Recreation and Dance*, 75(4), 12-56.
- Le Masurier, G., & Corbin, C. B., (2006). Top 10 reasons for quality physical education. *JOPERD-The Journal of Physical Education, Recreation & Dance*. 77 (6), 44-54. Retrieved, October 14, 2008 from General One File database.
- Mccullick, B., Belcher, D. Hardin, B., & Hardin, M. (2003). Butches, Bullies and Buffoons: Images of Physical Education Teachers in the Movies. *Sport, Education & Society*, 8(1), 3. Retrieved October 1, 2009, from: EBSCOHOST
- Warner, J., & Bryan, C. (2006). *Inside secrets of finding a teaching job*. (3rd edition). Indianapolis, IN: JIST Publishing, Inc
- Wiggins, G., & McTighe, J. (2005) *Understanding by design*. (2nd Ed). Upper Saddle River, NJ: Prentice Hall

III. Samples of Assignments

Sample #1: Grant Proposal Instructions

Grant Proposal Guide

Grant proposals are to be a minimum of 10 pages (**double-spaced**).

Your grant proposal must contain the following sections (*adapted from www.education.polarusa.com*):

- I. **Proposal Summary**
 - Write two or three paragraphs outlining the proposed project.
 - Include current research (minimum of three studies) to support your project.
 - List the specific objectives of your project. Objectives should be specific and measurable.
- II. **Introduction to Your Organization**
 - Describe your organization (i.e. school size, location, SES, etc.)
 - Offer a brief biography of key players. Who will be implementing/working on the project?
 - List your organization's goals, philosophy, and success stories.
- III. **Statement of Purpose**
 - State the problem and include: who might benefit from solving the problem, what is currently being done to solve the problem, and how the grant monies will help solve the problem.
 - Make sure it directly relates to your proposed outcomes.
- IV. **Objectives, Goals, Desired Outcomes**
 - State your objectives: what do you plan to accomplish?
 - Briefly outline what methods will you use to attain this? *Note: Be realistic: If you obtain grant funding, your progress will most likely be evaluated, at least in part, on your attainment of these objectives, goals, and outcomes.*
- V. **Plan of Action**
 - Explain in detail how the project will work in solving the problem you have stated.
 - Include charts (if applicable), specific activities and who will carry them out, and how you will measure progress.
 - Be sure your plan of action clearly states how the project will be innovative and will address the objectives.
- VI. **Plan for Evaluation**
 - Describe in detail how progress toward stated objectives, goals, and desired outcomes will be monitored.
 - Include a proposed time for monitoring and collecting data.
- VII. **Budget Proposed**
 - Create a detailed table to outline expense. Include name of equipment or software, cost, vendor, and quantity.
 - Make sure each expense listed directly relates to the outlined proposal.
 - Include a total cost for the project.

Sample #1: Grant Proposal Rubric

Category	Target	Acceptable	Unacceptable
I. Proposal Summary	Excellent summary. Thorough review of relevant and empirical sources, citing minimum of three articles that are clearly linked to project objectives. Objectives are clearly stated specific, measurable.	Good summary and review of relevant and empirical sources, citing three articles that are linked to project objectives. Objectives are stated, specific and measurable.	Poor summary. Incomplete or poorly developed review of literature. Cited articles do not match project objectives. Objectives are not clear, specific or measurable.
II. Introduction to Organization	Provides exceptionally clear statement of intended audience/school for project, qualifications of professionals who would use project, and requirements for implementing project.	Provides good statement of intended audience/school for project, qualifications of professionals who would use project, and requirements for implementing project.	Incomplete or poor conceptualized statement of intended audience/school for project, qualifications of professionals who would use project, and requirements for implementing project.
III. Statement of Purpose	Provides exceptionally clear context supporting rationale for proposed project; clear statement of why project is needed; who may benefit, and how monies will be used. Clearly linked to objectives.	Provides clear context supporting rationale for proposed project; clear statement of why project is needed; who may benefit and how funds will be used. Linked to objectives.	Poor statement of context supporting rationale for proposed project, statement of why project is needed, who may benefit, and how funds will be used. No clear link to objectives.
IV. Objectives, goals, desired outcomes	Comprehensive and well-organized outline of project objectives and methods. Specific attention to project evaluation (e.g., variables to be measured, method of assessment, data collected and management).	Well-organized outline of project objectives and methods. Attention to project evaluation (e.g., variables to be measured, method of assessment, data collected and management).	Outline for project unclear. Adequate description of evaluation methods.
V. Plan of Action	Explains in exceptional detail how the project will meet the objectives and solve the problem. Clearly describes how the project will be implemented, who will work on the project and how progress will be measured.	Explains in detail how the project will meet the objectives and solve the problem. Describes how the project will be implemented, who will work on the project and how progress will be measured.	Poor explains how the project will meet the objectives and solve the problem. Description of how the project will be implemented, who will work on the project and how progress will be measured is unclear.
VI. Plan for Evaluation	Provides exceptionally clear description for program evaluation. Extremely well-organized and detailed timeline for monitoring and testing.	Provides clear description for program evaluation. Well-organized and detailed timeline for monitoring and testing.	Poor statement for program evaluation. Timeline for monitoring and testing is unclear.
VII. Budget Proposed	Comprehensive and well-organized budget table. Expenses are clearly linked to objectives.	Well-organized budget. Expenses are linked to objectives.	Outline for budget unclear. Expenses are not linked to objectives.
Organization & Mechanics	Exceptionally well conceptualized, organized, and meets required criteria (page length, citations, etc.). Exemplary writing that flows well: clear, concise, and comprehensive. Uses proper grammar and spelling; clear transitions.	Well conceptualized, organized, and meets required criteria (page length, citations, etc.). Well written: uses proper grammar and spelling; clear transitions.	Poor or incomplete conceptualization, organization, and does not meet required criteria (page length, citations, etc.). Grammar structure adequate.
Mastery of Information Technology	Evidence of sophisticated use of research resources, including databases, library, and internet. Evidence of sophisticated use of word processing and other relevant software.	Evidence of competent use of research resources, including databases, library, and internet. Evidence of competent use of word processing and other relevant software.	Minimal knowledge of research resources, including databases, library, and internet. Minimal knowledge of basic skills with word processing and other relevant software.
Professionalism	Exemplary use of time, is always on task, and is able make significant contributions to the team.	Good use of time, is on task, and is able to make notable contributions to the team.	Poor use of time, sometimes on task and makes minimal contributions to the team.

Sample #2: Cover Letter and Resume Instructions

You will create a professional cover letter and resume. The cover letter should be limited to 1 page and the resume should be limited to 2-3 pages. To meet these page limits, you will need to refine your writing skills to be clear and concise. Please read the tips listed below and review the rubric as you prepare your first drafts. You will submit your first drafts for review and will receive instructor feedback. You will then have an opportunity to revise your documents. The final drafts will be submitted and evaluated using the rubric provided.

Tips to Writing an A+ Cover Letter and Resume

Adapted from: <http://teaching.monster.com/careers/articles/6779-12-tips-to-writing-an-a-cover-letter>

Getting your resume selected and read is the first step toward securing a great teaching position. While your resume needs to be strong and well-written, you also need a perfect cover letter, or letter of introduction, to get your resume read in the first place.

1. Write a concise, yet powerful, cover letter that introduces you to the school. Be sure that your letter gives a truthful and positive picture of your experience and skills. Provide a quick rundown of your best attributes, and be sure to include some reasons why you are the best fit for the position.
2. Show your passion for teaching in your cover letter. Anyone can write a simple cover letter, but a great cover letter should show your passion and dedication to teaching. Administrators are looking for teachers who are passionate about teaching because they will make the best teachers.
3. Keep your cover letter short and to the point. Ideally, it should contain a maximum of three paragraphs, and it must fit onto one page while allowing room for your signature at the bottom of the page.
4. Pay as much attention to the teacher cover letter as you do to the resume itself. Many times, people spend days or even weeks perfecting their resume only to produce a cover letter that was thrown together in a few minutes.
5. Use colorful language to describe your qualifications. Give specific reasons why you are the right person for the position. Do be sure to make your points precisely and confidently. Make the reader want to learn more about you by reading your resume.
6. Triple check for spelling and grammatical errors. A teaching position calls for impeccable literacy skills; therefore, you need to make certain that your cover letter is always checked for errors. Always have someone else read your cover letter and check it for errors.
7. Always sign every one of your covers letter individually. Never send a copy of the letter. Administrators can tell when you've used a standard letter instead of writing a new cover letter. Sending a copy will give an employer the idea that you are lazy and do not care enough to produce an original document.
8. Create a new cover letter for each teaching job for which you apply. This allows you to customize the letter for each particular school. Try to include information that shows you have researched the school and know something about it.
9. Use a person's name. It is important to try to address the cover letter to an individual rather than "To whom it may concern:" or "Dear Sir." That you have done research to find out the correct name will impress anyone who sees your letter.
10. Try to avoid sending cover letters and resumes through e-mail. However, if you must, always include a cover letter. You can follow up by sending a paper copy through the regular mail.
11. Pay attention to detail. While the cover letter is short and precise, it should also be informative and interesting; it should provide a good sample of your capabilities. To be sure that you have a well-written, correctly spelled letter, check it, check it again, and then check it once more for information and errors. Make sure at least two other people proofread it as well.

Sample #2: Cover Letter and Resume Rubric

Cover Letter	Target	Acceptable	Unacceptable
Format/Layout	This letter uses appropriate format with date and addresses at the top and a signature at the bottom. This letter is clear and concise, and grammatically correct.	This letter uses appropriate format with date and addresses at the bottom. There are minimal grammatical errors. This letter is acceptable in content but does not set candidate apart from field.	Appropriate formatting is not used in this letter. There is no address or date at the top. This letter is not signed. There are multiple grammatical errors. The content is not clear and does not align to material in resume.
Content: Introduction	This section identifies the position you are applying for. You have described how you heard about the opening. This section identifies why you are interested in this job. Wording is creative and catches an administrator's attention quickly.	This section identifies the position you are seeking. This letter does not describe how you heard about the opening. You vaguely describe why you are interested in this job. This section is bland and might not catch someone's attention fast enough.	This section does not clearly identify what position you are seeking. There is no description of how you heard about the position or why you are interested. This letter definitely will not grab an administrator's attention and keep them reading.
Content: Identification of skills and experiences as related to position	This letter identifies one or two of your strongest qualifications and clearly relates how these skills apply to the job at hand. This letter explains specifically why you are interested in this position and how your experiences align to the job duties.	This letter identifies one of your qualifications but it is not related to the position at hand. This letter restates what is on your resume with minimal additional information. You explain why you are interested in this position but you are still too vague.	This letter does not discuss any relevant qualifications. You have not related your skills to the job you are applying for. This letter does not state why you are interested in this position.
Content: Closing	This letter refers the reader to your resume or any other enclosed documents. This letter thanks the reader for taking time to read this letter. You are assertive as you describe how you will follow up with the school in a stated time period.	You thank the reader for taking time to read this letter. You do not refer the reader to your resume or application materials. This letter assumes that the school will contact you to follow up.	This letter does not thank the reader for taking time to review this letter. There is no reference to a resume or other materials. This letter does not mention any plan for follow up.
Mechanics	There are no errors in spelling, punctuation, or capitalization in the resume.	There are 1-3 errors in spelling, punctuation, or capitalization in the resume.	There are 4-5 errors in spelling, punctuation, or capitalization in the resume.
Resume	Target (2)	Acceptable (1)	Unacceptable (0)
Format/Layout	The resume consistently follows formatting guidelines for length, layout, spacing, and alignment. Format and layout make the resume exceptionally attractive, drawing attention to the content, and enhancing readability.	Formatting guidelines for length, layout, spacing, and/or alignment are almost always followed. 1-2 problems in format and layout, but readability and attractiveness are not affected.	Formatting is repeatedly inconsistent in length, layout, spacing, and/or alignment, reducing readability and attractiveness.
Style	The fonts are consistent and easy to read. Font size varies appropriately for headings and text. Use of font styles (italic, bold, underline) is used consistently and improves readability.	The fonts are consistent and easy to read. Font size varies appropriately for headings and text.	Fonts are not used consistently, varying in style and size and making the text difficult to read.
Content	The resume includes all necessary items (headings) and follows guidelines consistently (e.g. objective, action verbs, dates, places). Relevant education and experience substantiate position sought and are presented in reverse chronological order.	Almost all necessary items are included and guidelines are followed for the most part. 1-2 errors in presentation of the content (e.g. objective, dates/places, action verbs, use of reverse chronological order). Relevant education and experience mostly support position sought.	Several necessary content items are missing or there are several errors in presentation (e.g. objective, dates, places, actions verbs or use of reverse chronological order). Relevant education and experience provide little support for position sought.
Grammar/Vocabulary	The resume uses appropriate grammar and vocabulary (word forms, word choice). Action verbs are consistently used in past tense.	There are 1-3 errors in the use of grammar and vocabulary (word forms, word choice). Action verbs are almost always used in past tense.	There are 4-5 errors in grammar and vocabulary (word forms, word choice). Action verbs are often not used in past tense.
Mechanics (Spelling, Punctuation/Capitalization)	There are no errors in spelling, punctuation, or capitalization in the resume.	There are 1-3 errors in spelling, punctuation, or capitalization in the resume.	There are 4-5 errors in spelling, punctuation, or capitalization in the resume.

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:

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

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

- 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?