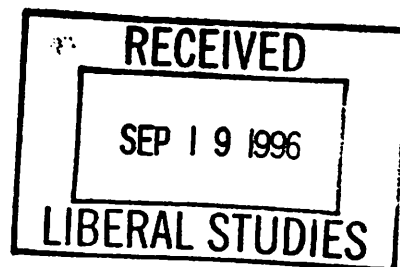
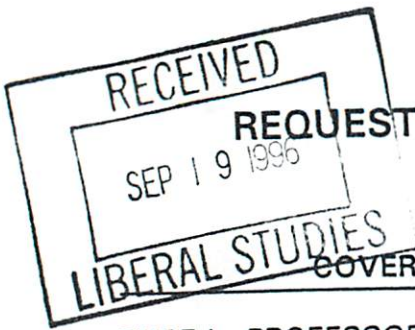


Date: September 16, 1996
Subject: Attached
To: Liberal Studies Committee
From: R.E. McClay, Safety Sciences Dept. *RM*

Attached please find my commitment to IUP's Writing Across the Curriculum Program. Also attached is a request for approval to use the W-Designation on SA 245, Product Safety to be offered in the Spring 1997 semester.

Please contact me at x3018 if you should have questions or need further information concerning this proposal.





REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC # 176
Action 10-4
96
approved

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

- (X) Professor R.E. McClay Phone X3018
- (X) Writing Workshop? (If not at IUP, where? when?) see attached
- (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)

- (X) Professor(s) R.E. McClay Phone X3018
- (X) Course Number/Title SA 245 Product Safety
- (X) Proposal for this W-course (see instructions below)

SIGNATURES:

Professor(s) R.E. McClay *R.E. McClay*

Department Chairperson R.D. Soule *Robert Soule*

College Dean H.E. Wingard *Harold E. Wingard*

Director of Liberal Studies D. Richardson *Berlene Richardson 10-4-96*

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"?

WRITING SUMMARY-SA 245 "PRODUCT SAFETY"

SA 245 Product Safety is proposed for identification as a "W" course. The course has never been taught as writing intensive, although it lends itself to this very well. The course is taught about every two (2) years and counts as an elective for Safety Sciences majors and minors. It would be a useful course for other majors and pre-law students, however nearly all students who have taken this course in the past have been Safety Science major and minors. The expected composition of the class includes about equal portions of Seniors, Juniors, and Sophomores. A class size of about 25 is anticipated.

Six (6) forms of writing assignments are to be given in this class:

1. **Writing to enhance product hazard identification skills-**On three (3) occasions in the first quarter of the course, students will be asked to identify all of the hazards associated with a particular consumer product. They will also be assigned to develop a potential loss incident sequence for each hazard and propose design changes to eliminate or control the hazard. This 2-3 page in-class discussion writing exercise will be graded. Students will utilize this written work to support a following in-class discussion about the risk posed by these consumer products (15% of final grade).
2. **Writing to enhance research skills-**Prior to midterm each student will be assigned a particular federal legislative act which regulates a product or class of products. The student will be expected to research this act outside of class and prepare a three (3) to five (5) page paper examining the scope, provisions and enforcement of the legislation. This assignment will be evaluated and returned to the student for a rewrite. It will then receive a final grade (10% of final grade)
3. **Writing for the evaluation of product liability knowledge-**Each student will randomly be assigned a legal term which illustrates an important principle in product-liability law. The student must then explain this term in two (2) or three (3) pages of text showing its significance and citing important precedent cases where the principle was applied. The student will then be asked to presume an accident involving an assigned product and show how this legal principle might be applied to this case. This in-class writing exercise will be graded (10% of final grade)
4. **Writing to describe a hazard-control measure-** Prior to midterm, students will learn the principle governing the construction of an effective product hazard warning. Each student will then be assigned a particular product for which he/she is to develop a product warning. This will be submitted for a grade together with a one (1) to three (3) page explanation and justification of the designed warning. This is an assignment to be completed outside of class (5% of final grade).
5. **Writing to create-**Each student will be asked to develop a comprehensive product safety program for a specified consumer product. This eight (8) to ten (10) page paper will describe each essential element of an effective program. This assignment will be completed outside of class and will be graded. Students will first turn in an outline and a list of reference sources

they plan to use. After consultation with the instructor they will then commence work on a draft. (20% of final grade).

6. **Writing to document-**After mid-term students will be required to keep a journal of informal observations on products and their hazards. Each week, students will be expected to describe ten (10) or more consumer products, their associated hazards and the legislation/agency which regulates these hazards. Journals will be handed in and checked weekly. These will not be graded.

Summary of Writing Assignments for SA 245					
Assignment	Pages	# of Assignments	Graded (yes/no)	Revisions (yes/no)	% of Final Grade
#1 Product Hazard Identification *	2-3	3	Yes	No	15
#2 Research **	3-5	1	Yes	Yes	10
#3 Product Liability *	2-3	1	Yes	No	10
#4 Hazard Control **	1-3	1	Yes	No	5
#5 Comprehensive Safety Program **	8-10	1	Yes	No	20
#6 Journal **	variable	6-7	No	No	0

* In-class Writing

** Out-of-class Writing

SHORT RESEARCH PAPER

In order to better understand the nature of federal product safety legislation, each class member is assigned one federal act to research at Stapleton Library (Government Publications area). Look up this law, read it and also check the periodical literature and reference books listed in the Syllabus to get background information about this legislation.

Prepare a well organized 3 to 5 page research paper covering all of the main points listed below. This paper will be read, comments offered for improvement and it will then be returned to the student for revision. The revised version will then be graded.

1. The name of the act and the date of its enactment.
2. The purpose of this act. What problem was this law designed to address?
3. What product or products are covered by this legislation? How are these products used?
4. Who has to comply with the law?
5. What must be done (or not done) in order to comply with this act?
6. What federal organizations are given enforcement responsibilities? What are these responsibilities?
7. How is the safety of the product improved? What loss incidents are prevented? How is the consumer better protected than before the act was passed?
8. What evidence exists to show that this act has been effective or ineffective?

This paper will be graded utilizing evaluation criteria listed in the Syllabus so be sure to review these. This paper counts 10% of the final course grade.

SA 245
Spring 1997

Product Safety
(To be handed out about one-week
prior to the in-class writing
exercise)

IN-CLASS WRITING EXERCISE

A handout will be provided each student listing a set of legal terms and principles important in the area of product liability. Most of these will be discussed in class together with the important land-mark cases which determined the development of product liability law. Students are also advised to study these terms in our text and in references listed in the Syllabus.

On a date to be announced in class, each student will be given 30 minutes to prepare a written discussion on a particular term or principle drawn at random out of a hat. This is a closed book exercise. Students are expected to discuss the following in a 2-3 page handwritten paper.

- A. Definition and explanation of the term or principle
- B. The importance of this term or principle to Product Liability Law
- C. An example of how this term might be applied in an actual product liability case. (The name of a product will be written on the chalkboard by the instructor. Each student must create a loss incident scenario involving this product and discuss it briefly. Students will then describe how this term or principle could be applied or misapplied in a product liability case arising out of the loss incident previously described. Students must then discuss how the case would probably be resolved.)

This paper will be graded utilizing evaluation criteria listed in the Syllabus so be sure to review these. This paper counts 10% of the final course grade.

SA 245
Spring 1997

Product Safety
(To be handed out the day of
the in-class writing exercise)

IN-CLASS WRITING EXERCISE

I. Define and explain the term or legal principle (30%)

II. Explain the importance of this term or principle to Product Liability Law. (15%)

III. Create a hypothetical loss incident scenario involving the consumer product identified on the chalkboard. Provide enough detail to identify loss incident causal factors. (10%)

IV. If a product liability case were to arise out of this loss incident, explain how this term or legal principle might be applied. (Or misapplied) (25%)

V. Explain how this case might be resolved, ie the likely finding of the judge or jury. (20%)

SYLLABUS OF RECORD

I. CATALOG DESCRIPTION

SA 245 Product Safety

3c-01-3sh

Prerequisite: MA 217 and SA 101

Traces flow of applicable legislation dealing with consumerism and product safety. Corporate liability for product safety is emphasized through case studies. Students are familiarized with the role of the Consumer Product Safety Commission. Corporate management of product development and safety is detailed with emphasis on systems safety analysis, standards, and product testing. (Numbered SA 445 prior to 1989).

II. COURSE OBJECTIVES

- A. Students must be able to utilize product related accident data and data collection systems while demonstrating a knowledge of the limitations of this data.
- B. Students must be able to identify the hazards associated with a wide range of consumer products as well as the populations exposed to these hazards.
- C. Students will improve their writing skills through the completion of a number of different writing assignments.
- D. Students must be able to discuss consumer product safety legislation with an emphasis on the Consumer Product Safety Act of 1972.
- E. Students must understand and be able to apply legal principles which govern product liability law.
- F. Students must be able to demonstrate an understanding of hazard control principles which can be utilized to improve product safety.
- G. Students must be able to plan and organize a total product safety management program to prevent/mitigate design hazards and system failures capable of causing human injury/illness.

III. COURSE OUTLINE

- A. Collection and analysis of data on Product-Related Accidents (2 hours)
 - 1. NEISS
 - 2. Follow-up investigations
 - 3. Death Certificate Investigations
 - 4. Other Data Sources

B. Nature of Product Hazards (13 hours)

- | | |
|--------------------------|------------------------------|
| 1. Lawn mowers | 6. Bicycles |
| 2. Architectural Glass | 7. Toys and Infant Furniture |
| 3. Gas Fueled Appliances | 8. Household Chemicals |
| 4. Containers | 9. Walking Surfaces |
| 5. Electrical Wiring | 10. Other Products |

C. Existing Product Hazard Control Measures (3 hours)

- | | |
|---------------------------|--|
| 1. Shields | 6. Substituting Less Hazardous Substances |
| 2. Interlocks | 7. Stabilizing Structures |
| 3. Pressure Relief | 8. Elimination of Pinch and Strangulation Points |
| 4. Overcurrent Protection | 9. Other Controls |
| 5. Size Control | |

D. Product Safety Legislation Enacted Prior to 1972 (4.5 hours)

1. Flammable Fabrics Act
2. Food, Drug and Cosmetic Act
3. Radiation Control for Health and Safety Act
4. Federal Hazardous Substances Labeling Act
5. Child Protection Act
6. Child Protection and Toy Safety Act
7. Poison Prevention Packaging Act

E. Consumer Product Safety Act of 1972 (3 hours)

1. Legislative History
2. Creation of the Consumer Product Safety Commission
3. Enforcement Powers
4. Product Jurisdiction
5. Standard Setting Activity
6. Enforcement

F. Introduction to Torts and Liability (6 hours)

1. Terminology
2. Liability Concepts
3. Negligence
4. Breach of Warranty
5. Landmark Cases

G. Modern Developments in Product Liability (6 hours)

1. Strict Liability
2. Legislative Curbs on Liability
3. Defenses in Product Liability
4. Landmark Cases

H. Managing the Loss Prevention Effort (4.5 hours)

- | | |
|---------------------------|------------------------------------|
| 1. Product Safety Policy | 6. Marketing Review |
| 2. System Safety Analyses | 7. Product Feedback |
| 3. Design Reviews | 8. Recall Planning |
| 4. Use Testing | 9. Traceability and Record Keeping |
| 5. Warnings | |

IV. EVALUATION METHODS

A. The final grade will be determined by using the following evaluation methods:

40% Exams

There will be four (4) exams consisting of combinations of multiple choice, true/false, and matching questions. All exams count equally. The first three (3) one-hour exams will consist of 80-90 questions. The two (2) hour final will include 150 questions. The final exam will count the same as each other exam but will be comprehensive.

35% Out-of-class Writing

Each student will prepare three (3) formal papers outside of class on topics assigned by the instructor.

25% In-Class Writing

Each student will complete two (2) assignments in class utilizing free-style writing techniques on topics assigned by the instructor.

All work will receive a percentage score and students will carry a numerical average throughout the course. The grading scale will be based on the following:

A	90-100%--	Excellent
B	80-89%--	Good
C	70-79%--	Average
D	60-69%--	Poor
F	< 60%--	Unsatisfactory

B. Writing assignments will be graded using the following criteria all of which are weighed equally:

1. **Technical Accuracy**--the degree to which the student uses correct principles, terminology and descriptions to explain product safety and product liability concepts.
2. **Organization**--the written work must contain a logical progression of ideas. There should be an Introduction, Summary and a well-organized Main Body where each paragraph discusses one central idea.
3. **Depth of Explanation**--this refers to how completely the work describes the assigned ideas and copies. The ideal work would explain each topic completely while staying within the specified paper length.
4. **Clarity**--the writing should be clear, easy to read and understand. Long and awkward sentences as well as poor word usage can detract from clarity, so careful proofreading is essential.
5. **Grammar, Spelling, and References**--the written work must follow accepted rules of grammar and be free of spelling errors. Proper citations are expected on all research writing.

V. **REQUIRED TEXTBOOK**

Product Safety Management and Engineering., 2nd Edition. Willie Hammer ASSE, Des Plaines, IL (1993).

VI. **BIBLIOGRAPHY**

A. Texts

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Pennisi, Elizabeth, "How Safe Are the Products You Buy?", Family Safety and Health. Fall 1995, pp 28-29.

Romary, Regina, "Carbon Monoxide Poisoning Preventable With Complete Inspection", National Board Bulletin. Spring, 1995, pp 24-25.

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Liberal Studies Office
352 Sutton Hall

DRCHRDSN
X 5715

October 4, 1996

To: R.E. McClay, Criminology Department

From: Darlene Richardson, Director

Subject: Type I Writing Approval

At its October 3, 1996, meeting, the Liberal Studies Committee approved your application to be a Type I Writing Professor. Type I approval means that you may teach any course you wish as writing-intensive provided that the course is taught following the criteria for writing-intensive. We based our approval in part on the syllabus for SA 245 Product Safety. If you decide to teach another course as writing-intensive, we would appreciate a copy of that syllabus.

Thank you for submitting such a strong proposal and for helping improve our students' writing skills.

Copies: Robert Soule, chair, Safety Science
Hal Wingard, dean, College of Health and Human Services