



ARIZONA STATE UNIVERSITY

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GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 3/4/2009

1. ACADEMIC UNIT: Multimedia Writing & Technical Communication
2. COURSE PROPOSED: TWC 421 Principles of Writing with Technology 3
3. CONTACT PERSON: Name: Barbara D'Angelo Phone: 480-727-1160
Mail Code: 0180 E-Mail: bdangelo@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

Core Areas

Awareness Areas

Literacy and Critical Inquiry-L [x]
Mathematical Studies-MA [] CS []
Humanities, Fine Arts and Design-HU []
Social and Behavioral Sciences-SB []
Natural Sciences-SQ [] SG []

Global Awareness-G []
Historical Awareness-H []
Cultural Diversity in the United States-C []

6. DOCUMENTATION REQUIRED.
(1) Course Description
(2) Course Syllabus
(3) Criteria Checklist for the area
(4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: [x] No [] Yes; Please identify courses:

Is this a multisection course?: [x] No [] Yes; Is it governed by a common syllabus?

Barry M. Maid, Ph.D.
Chair/Director (Print or Type)

[Signature]
Chair/Director (Signature)

Date: 3/4/2009

**Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]**

Rationale and Objectives

Literacy is here defined broadly as communicative competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills which have little to do with language in the usual sense (words), but the analysis of spoken and written evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skills become more expert, as well as more secure, as the student learns challenging subject matter. Thus, the Literacy and Critical Inquiry requirement stipulates two courses beyond First Year English.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Students must complete six credit hours from courses designated as [L], at least three credit hours of which must be chosen from approved upper-division courses, preferably in their major. Students must have completed ENG 101, 107, or 105 to take an [L] course.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [L] CRITERIA			
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 1: At least 50 percent of the grade in the course should depend upon writing, including prepared essays, speeches, or in-class essay examinations. <i>Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report</i>	syllabus
1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1". </div> C-1			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 2: The composition tasks involve the gathering, interpretation, and evaluation of evidence	syllabus, assignment descriptions
1. Please describe the way(s) in which this criterion is addressed in the course design			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2". </div> C-2			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams	assignment descriptions (paper, ...)
1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements			
2. Also: <div style="border: 1px solid black; border-radius: 50%; padding: 10px; text-align: center;"> Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3". </div> C-3			

ASU - [L] CRITERIA			
<input checked="" type="checkbox"/>	<input type="checkbox"/>	CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed</i>	syllabus
1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments			
2. Also: Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".			
C-4			

TWC421 Principles of Writing with Technology

Criterion 1: At least 50% in the course grade should depend on writing, including prepared essays, speeches, or in-class essay examinations.

The entire course grade is based on written assignments or prepared written work/tasks. Written assignments include a report, manual, website, prepared presentation, and reports. As an online course, students participate in course discussion via written posts to the discussion board in Blackboard.

Criterion 2: The composition tasks require the gathering, interpretation, and evaluation of evidence.

All written assignments require critical thinking and inquiry to gather, interpret, and evaluate information. The manual and prepared presentation require finding, evaluating evidence to complete successfully.

Criterion 3: The syllabus should include a minimum of two substantial writing or speaking tasks, other than or in addition to in-class essay exams.

Correspondence, manual, and prepared presentation are all substantial assignments requiring significant interpretation and evaluation of information and evidence.

Criterion 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments.

As indicated on the syllabus, assignments are sequenced and are returned to students in a timely manner so that they have feedback prior to completing succeeding work. Progress reports for the website assignment, for example, not only provides students the opportunity to submit updates on their project status but allow the instructor to provide timely feedback for the student to revise his/her process and final product. The instructor also provides feedback on discussion board posts in a timely manner so that students can improve on later postings.

TWC 5/421 Principles of Writing with Technology

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Material to be covered:

- The historical and social impact of technologies on writing from papyrus to pixels.
- Multimedia design or multiple media design
- Computer mediated communication
- Hypertext
- Database generated information

Course Objective:

This course will give students an understanding of the historical and social impacts of differing technologies on writing. There will be an emphasis on multimedia design, computer mediated communication, hypertext, and database generated information. Students will be expected to learn which medium is the most appropriate for each task.

Assignments:

All students will be expected to produce a

100% of course = written or prepared oral assignments

Memo and email (x 2)

Students will be assigned a scenario where they must compose both a memo and an email to respond to the same situation. They will then compose a short (3-5 page) analysis of the differing constraints and freedoms faced by the writer in both media. They will also be expected to look at the impact the method of delivery has on the audience.

C-3: substantial assignment (weighted 3x)

Paper? HTML? or Wiki? (x 3)

Students will draft a short (3-5 page) procedures manual in paper, html, and wiki format. They will conduct the necessary research using appropriate methods to ensure incorporation of accurate and appropriate information. They will then write a short (3-5 page) analysis of the same document in the different media.

C-2: gathering, interpretation, and evaluation of evidence

C-3: substantial assignment (weighted 4x)

Multimedia website (x 4)

Student teams will develop a website for an existing organization making use of appropriate multimedia technologies

Progress Reports (4 x .5)

Each student is responsible for writing a short weekly progress report on the Multimedia website.

Oral presentation (x 2)

Students will find one existing corporate, government, or non-profit website and give critique using narrated PowerPoint or similar technology.

C-2: gathering, interpretation, and evaluation of evidence

Grad students will do a short (5-7 page) **Annotated Bibliography (x 2)** of current books (at least 3 books) and articles (no older than two years) in the field.

In addition, all students will be expected to take part in weekly Discussion Board assignments. These will take place from the week of January 21 to the week of March 24.