GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste __current__ course information from [Class Search/Course Catalog](.).

College/School	College of Integrative Sciences and Arts	Department/School	**Interdisciplinary Humanities (Technical Communication)**

Prefix: **TWC**	Number: **453**	Title: Info/Comm Tech/Amer History	Units: 3

Course description: **Explores the historical development of information and related technologies in the United States from colonial times to the present.**

Is this a cross-listed course?	No	If yes, please identify course(s):

Is this a shared course?	No	If so, list all academic units offering this course:

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of __each__ department that offers the course is required for __each__ designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent-numbered course with topics?　　　　　No

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Chair/Director Initials

_____ (Required)

Requested designation: Literacy and Critical Inquiry–L　　　　　**Mandatory Review:** (Choose one)

Note- a __separate__ proposal is required for each designation.

Eligibility: Permanent numbered courses **must** have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact [Phyllis.Lucie@asu.edu](.).

Submission deadlines dates are as follow:

For Fall 2019 Effective Date: October 5, 2018　　　　For Spring 2020 Effective Date: March 8, 2019

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.

Checklists for general studies designations:

Complete and attach the appropriate checklist

[Literacy and Critical Inquiry core courses (L)](.)
[Mathematics core courses (MA)](.)
[Computer/statistics/quantitative applications core courses (CS)](.)
[Humanities, Arts and Design core courses (HU)](.)
[Social-Behavioral Sciences core courses (SB)](.)
[Natural Sciences core courses (SQ/SG)](.)
[Cultural Diversity in the United States courses (C)](.)
[Global Awareness courses (G)](.)
[Historical Awareness courses (H)](.)

A complete proposal should include:

- ☒ Signed course proposal cover form
- ☒ [Criteria checklist](.) for General Studies designation being requested
- ☒ Course catalog description
- ☒ Sample syllabus for the course
- ☒ Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name	Eva Brumberger	E-mail	Eva.Brumberger@asu.edu	Phone	480.727.5981

Department Chair/Director approval: (*Required*)

Chair/Director name (Typed):	Eva Brumberger	Date:	8/10/18

Chair/Director (Signature): *Eva R. Brumberger*

LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence—that is, 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 that have little to do with language in the usual sense (words), but the analysis of written and spoken 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 skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

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.
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.

Revised April 2014

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**
☒	☐	**CRITERION 1:** At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. *In-class essay exams may not be used for [L] designation.*	Course 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:**

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".**

C-1

☒	☐	**CRITERION 2:** The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.	Assignment sheets

1. Please describe the way(s) in which this criterion is addressed in the course design.

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-2".**

C-2

☒	☐	**CRITERION 3:** The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.	Weekly schedule (with due dates) and assignment sheets

1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements

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-3".**

C-3

ASU - [L] CRITERIA			
YES	**NO**		**Identify Documentation Submitted**
☒	☐	**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. *Intervention at earlier stages in the writing process is especially welcomed.*	Syllabus and assignment sheets

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

Course Prefix	Number	Title	General Studies Designation
TWC	453	Information and Communication in American History	L

Explain in detail which student activities correspond to the specific designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
C1	100% of the grade is determined by 4 writing assignments and 1 speaking assignment	A list of the assignments and their weight in the determining the course grade is in the syllabus and marked C1.
C2	There are 4 assignments involving these skills: the Ethical Issues essay, the Proposal, the Research Report, and the Presentation.	The Ethical Issues essay asks students to identify an ethical issue and then explain positions on multiple sides making sure to present consequences of all positions. It is marked C2. The Proposal is a request to do the Research Report. It must present a claim (research question) and then a plan to prove the claim. It is marked C2. The Research Report is the completed report on the research project. The claim must be proven using documented sources. It is marked C2. The Presentation is an oral version of the Research Report. Since it is due before the Report, it is kind of a draft so students can get feedback if necessary before submitting the final report. It is marked C2.
C3	There are 3 writing assignments (the Ethical Issues essay, the Proposal, and the Research Report) and 1 speaking assignment (the Presentation) that are substantial in "depth, quality, and quantity."	The Ethical Issues essay is a minimum of 1000 words. It calls for presenting multiple sides to an issue including consequences of making decisions. It is not to be an opinion. It is marked C3. The Proposal is a minimum of 1000 words. It calls for the development of a claim that can be proven and a research plan to support the claim. It is marked C3. The Research Report is a minimum of 10 pages (2500 words). The Presentation is a minimum of 5 minutes. They both report on the same research project which is to make a claim that is then subtantiated. They are marked C3.
C4	There are 4 major assignment plus an Annotated Bibliography. There is at least a week between due dates. Instructor returns assignments in no more than 2 business days from when it is due.	Due dates are marked C4 on the Weekly Schedule. Except for the Ethical Essay, all other assignments are part of a scaffolded group of assignments. Students need instructor feedback before moving on from the Proposal to the Annotated Bibliography. The Presentation also serves as a next to final draft of the Research Report with time for instructor feedback. These assignments are marked C4.

TWC 453
Information and Technology in American History

Barry Maid   **Santa Catalina 240H**
(480) 727-1190   **Barry.Maid@asu.edu**

Textbook:

Chandler, Alfred D. and Cortada, James W., eds. (2000) *A Nation Transformed by Information.* NY: Oxford University Press.

Course Description and Objectives:

Information and the technologies that produce, manage, and disseminate it have always been an integral part of American history. This course explores the historical development of information and related technologies in the United States from colonial times to the present. Students will research, explore, and analyze the adoption and use of various information and communications technologies in American history. Topics may include the use of printing during colonial times leading up to and during the American Revolution, the relationship between the railroad and telegraph in westward expansion, the role of information technologies in the industrial age, the role of radio and film during WWII, the impact of information processing machines on business practices, etc.

Outcomes:

Outcomes articulate the skills, abilities, and knowledge that students learn in the MWTC Program. If you are a TWC major, you will present examples of your work from the courses you have taken in your capstone portfolio to demonstrate your learning based on these outcomes. As you are taking courses, an understanding of the outcomes will help you in two ways: 1) it will help you understand how the various courses tie together and integrate work and experiences as part of a larger context and 2) it will help identify and select coursework that meets specific outcomes. In this course, the outcomes that are specifically addressed include:

Rhetorical Knowledge
- RK1: Respond to the need of the appropriate audience
- RK2: Understand how each genre helps to shape writing and how readers respond to it
- RK3: Understand the role of a variety of technologies/media in accessing, retrieving, managing, and communicating information

Critical Thinking, Reading, and Writing

- CRW1: Use information, writing, and reading for inquiry, learning, thinking, and communicating
- CRW2: Understand that research and writing are a series of tasks, including accessing, retrieving, evaluating, analyzing, and synthesizing appropriate data and information from sources that vary in content, format, structure, and scope
- CRW3: Understand the relationships among language, knowledge, and power including social, cultural, historical, and economic issues related to information, writing, and technology
- CRW4: Recognize, understand, and analyze the context within which language, information, and knowledge are produced, managed, organized, and disseminated
- CRW5: Integrate previously held beliefs, assumptions, and knowledge with new information and the ideas of others

Processes
- P1: Develop research and writing strategies appropriate to the context and situation
- P2: Develop flexible strategies for generating, revising, editing, and proof-reading
- P3: Understand research and writing as an open process that permits writers to use later invention and re-thinking to revise their work

Knowledge of Conventions:
- KC1: Learn standard tools for accessing and retrieving information
- KC2: Develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics
- KC3: Understand and apply legal and ethical uses of information and technology including copyright and intellectual property
- KC4: Understand and apply appropriate standards for use of technology including accessibility

To meet these outcomes, on completion of this course, students will be able to:

- ➢ Learn and understand the historical factors related the adoption of information and communication technologies in the United States;
- ➢ Learn, understand, and analyze the regulatory, legal, and economic factors related to the adoption and use of information and communication technologies;
- ➢ Learn, understand, and analyze the role and impact of technologies on writing and
- ➢ Identify and evaluate the role and affect of communication technologies within
- ➢ Identify and apply effective research strategies

Assignments:

All students will be expected to produce

An Ethical Issues Paper –8 points

A Proposal for a Research Report—8 points

An Annotated Bibliography –8 points

A Research Report—12 points

A Presentation on the Research Report—4 points

C1

C3

In addition, all students will be expected to take part in weekly Discussion Board assignments. These will take place from the week of January 8th through the week of February 26th.

There will be fifteen Discussion Board posts. Discussion Board activity will be graded as pass/fail.   More than 3 "fails" will result in a 1 point deduction from your total points for the semester; more than 5 "fails" will result in a 2 point deduction; more than 7 "fails" will result in a 3 point deduction; and more than "10" fails will result in a 4 point deduction.

Grading

There will be no +/- grades.

A=35-40

B=25-34

C=15-24

D=5-14

E=0-4

Use of ASU Email Accounts

All official email correspondence with and from ASU is to use ASU email accounts. This includes all work done for Technical Communication courses. You can find ASU's email policy, which includes help setting up your ASU email, at

(http://help.asu.edu/Email_at_ASU).

Online Etiquette

Your email messages (and all communication, including Discussion Board posts) should be written in a professional style and tone

ADA Statement

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. One element of this legislation requires that all qualified students with documented disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation please contact the Disability Resource Center at ASU Polytechnic located in Student Affairs Quad # 4 or call 480-727-1039 / TTY: 480-727-1009. Eligibility and documentation policies online: http://www.asu.edu/studentaffairs/ed/drc/

(Revised 7/24/08)

Disability Accommodations for Students

Students who feel they may need a disability accommodation(s) in class must provide documentation from the Disability Resource Center to the class instructor verifying the need for an accommodation and the type of accommodation that is appropriate. Students who desire accommodations for a disability should contact DRC as early as possible (i.e., before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the DRC.

Academic Integrity and Plagiarism

As a student in this course you are expected to complete your own work and to write your own assignments. The use of all sources should be properly cited and documented.

You are responsible for reading and understanding your rights, responsibilities and obligations under ASU's Student Academic Integrity Policy (http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm).

Additional information on plagiarism can be found on the Council for Writing Program Administrators' statement on best practices for defining and avoiding plagiarism (http://www.wpacouncil.org/node/9).

If you have any questions about how or when to cite sources in your assignments, please contact me or consult with a tutor in the ASU Student Success Center.

"This course is offered by the College of Integrative Sciences and Arts. For more information about the school, visit our website: https://cisa.asu.edu/. If you have questions or concerns, please send your inquiry to cisa@asu.edu."

TWC 453   Information and Technology in American History

Readings and assignments posted here are to be completed during the week beginning with the date listed. All chapters are in Chandler and Cortada. I will post firm due dates (listing date and time assignments are due) for each assignment.

January 8	Introductions and Definitions/ Chapter 1	
January15	Chapter 2	Ethical Issues paper due (1/17)
January 22	Chapter 3	Proposal due (1/24)
February 5	Chapter 6	Annotated Bibliography due (2/7)
February 12	Chapter 7	
February 19	Chapter 8	Presentation due (2/21)
February 26	Chapter 9	Research Report due (2/27)

C4

Ethical Issues Paper

Everyone claims to behave ethically, but we all know better, don't we?

So then, what is ethical behavior?

One of the problems in any discussion of ethics is the overwhelming tendency for so many people to want to see things as being simply either right or wrong. I suspect it would be very comfortable for all of us if the world worked in a binary universe. Unfortunately for simplicity's sake, very few things are either all one way or all the other. Most are contingent on context, situation, and so many other things.

As a result, any discussion of real world ethics is often very murky. We can see this happening in the workplace when we often have real responsibilities to two different groups. Clearly, we have an obligation to be loyal employees—to do the job we're being paid to do. However, sometimes we also have obligations to those who benefit from our work such as clients or customers. What happens when the interests of our clients differ from the interests of our employers?

In order to cope with these issues, organizations often create codes or regulations to help guide people towards ethical behavior. Unfortunately, no such codes exist when using or implementing the use of new communication technologies.

I'd like you to write a 4-5 page (1000-1250 word) paper on an ethical issue posed by the use of a specific communication technology or the implementation of a new communication technology. For example, you might think about the implications creating a coast to coast telegraph network had in the United States during the19th century. Or you might consider the use municipalities have in employing reverse 911 technologies when some populations only use cell phones.

Whatever you choose, and I expect you will choose better examples than the ones I've mentioned, I want you to specifically name the technology and how it's been used. Then present both sides of the ethical issue. In addition, I expect you to present consequences, intended or not, of taking one side or the other. I don't want you to argue for either side, rather simply show me that you are able to understand multiple perspectives.

C2

C3

Writing Assignments

The rest of the writing assignments for this course are intertwined. As a result, I think it's easier to present the final assignment first. The rest will then make more sense.

The Research Report

C2

I want you to write a research report on a particular communication technology that can be shown to have had a particular impact on American history. I expect your reports will be in the neighborhood of 10-12 pages. In your report, I expect you to make a claim: XYZ communication technology had MNO impact on ABC event in American history. You will then give evidence to support your claim. If in your research, you find opposing perspectives, you will be expected to acknowledge them and then address them.

The Presentation

A week before you research report is due, I want you to post a 5-7 minute narrated presentation to the Discussion Board reporting on the findings that you will present in your final written report. You may use PowerPoint or any other appropriate narrated presentation format.

The Proposal

However, before you even start your report I want you to write a 4-6 page (1000-1250 words) proposal arguing that your claim is worth researching. In order to have your proposal accepted (and I must accept your proposal before you start on your research report), you must have a clearly articulated claim and have a research plan which should provide the evidence to support your claim.

C3

The Annotated Bibliography

I want you to write an annotated bibliography of five of the sources you will be using in your research report. I expect you to have at least two different kinds of sources in your bibliography. The medium the source exists in is irrelevant. A scholarly, peer-reviewed, article is no different if it appears online or on the library shelf.

Due Dates:

C4

Proposal   noon on Wednesday, January 24th

Annotated Bibliography   noon on Wednesday, February 7th

Presentation   noon on Wednesday, February 21st

Research Report   noon on Tuesday, February 27th

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Overview

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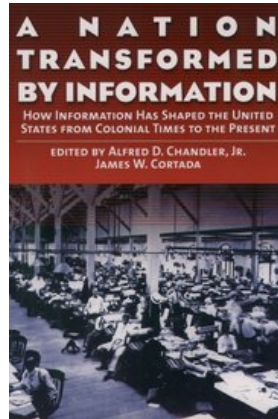
A Nation Transformed by Information

How Information Has Shaped the United States from Colonial Times to the Present

Edited by Alfred D. Chandler, Jr. and James W. Cortada

This book makes the startling case that North Americans were getting on the "information highway" as early as the 1700's, and have been using it as a critical building block of their social, economic, and political world ever since.
From the beginning North Americans were willing to invest in the infrastructure to make such connectivity possible. This book explores what the deployment of these technologies says about American society. The editors assembled a group of contributors who are experts in their particular fields and worked with them to create a book that is fully integrated and cross-referenced.

$71.00

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Paperback

Published: 02 October 2003

404 Pages | 45 b/w line illus.

6-1/8 x 9-1/4 inches

ISBN: 9780195128147

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Description

This book makes the startling case that North Americans were getting on the "information highway" as early as the 1700's, and have been using it as a critical building block of their social, economic, and political world ever since.
By the time of the founding of the United States, there was a postal system and roads for the distribution of mail copyright laws to protect intellectual property, and newspapers, books, and broadsides to bring information to a populace that was building a nation on the basis of an informed electorate. In the 19th century, Americans developed the telegraph, telephone, and motion pictures, inventions that further expanded the reach of information. In the 20th century they added television, computers, and the Internet, ultimately connecting themselves to a whole world of information.
From the beginning North Americans were willing to invest in the infrastructure to make such connectivity possible. This book explores what the deployment of these technologies says about American society. The editors assembled a group of contributors who are experts in their particular fields and worked with them to create a book that is fully integrated and cross-referenced.

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4. Business Use of Information and Technology during the Industrial Age, *JoAnne Yates*
5. The Threshold of the Information Age: Radio, Televsion, and Motion Pictures Mobilize the Nation, *Margaret Graham*
6. Progenitors of the Information Age: The Development of Chips and Computers, *James*

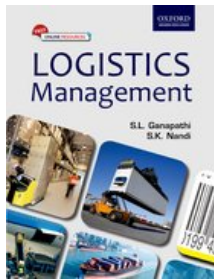## Reviews and Awards

This is a pioneering effort to illustrate a simple fact-that the American information 'revolution' is anything but new.

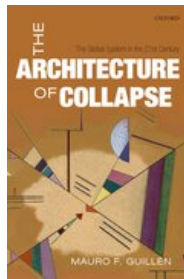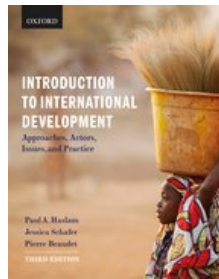**Share:**

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