

PROPOSAL NUMBER: 99-2002
coll SCC #9798-242

CURRICULUM PROPOSAL FORM

(P)

DEADLINES:

ANNUAL COURSE PROPOSALS: OCTOBER 23, 1998 FOR FALL, 1999 AND FEBRUARY 19, 1999 FOR SPRING, 2000
SHORT-TERM COURSE PROPOSALS: DECEMBER 11, 1998 FOR FALL, 1999 AND MARCH 26, 1998 FOR SPRING 2000

PROPOSAL TITLE: Writing for Electronic Communities

SPONSOR/S: Dr. Diane Penrod, Dr. Jeff Maxson, Dr. Wanda Larrier

DEPARTMENT: College Writing

C661.548

CHECK ALL THAT APPLY:
 UNDERGRADUATE GRADUATE

COLLEGE: Communication
If LAS: History/Humanities
 Math/Sciences
 Social/Behavioral Sciences

* * * * *

TYPE OF PROPOSAL (Check ALL that Apply)

<input type="checkbox"/> General Education	<input checked="" type="checkbox"/> New Course (NOT Gen. Ed.)
<input type="checkbox"/> New Course in _____ Bank	<input type="checkbox"/> Name Change (Dept., School, Major)
<input type="checkbox"/> Existing course, Add To _____ Bank	<input type="checkbox"/> Changes in Degree Requirements
<input type="checkbox"/> Multicultural/Global Designation	<input type="checkbox"/> Changes Involve Gen. Ed. requirements
<input type="checkbox"/> Writing Intensive Designation	
<input type="checkbox"/> New Minor/Concentration/Specialization	<input type="checkbox"/> Minor Changes to Existing Courses
<input type="checkbox"/> New Major/Degree Program	<input type="checkbox"/> Course is NOT General Education
<input type="checkbox"/> Short Term Course Proposal	<input type="checkbox"/> Course IS General Education

* See attached for signatures *

DEPARTMENT
 (SIGNATURE INDICATES APPROVAL)

DEPT. CURRICULUM CHAIR / DATE **DEPT. CHAIRPERSON / DATE**

COLLEGE CURRICULUM COMMITTEE
 DATE OF OPEN HEARING (if necessary) _____

APPROVED
 NOT APPROVED

COMMENTS:

SIGNATURE **DATE**

ACADEMIC DEAN (& GRADUATE DEAN, for New Graduate Programs Only)

APPROVED
 NOT APPROVED

COMMENTS:

SIGNATURE (Academic Dean) **DATE**

SIGNATURE (Graduate Dean) **DATE**

ROWAN UNIVERSITY CURRICULUM PROPOSAL

PROPOSAL TITLE:

Writing for Electronic Communities

CHECK APPROPRIATE: UNDERGRADUATE GRADUATE 3 SEMESTER HOURS

SPONSOR(S): *Dr. Diane Penrod, Dr. Jeff Maxson, Dr. Wanda Larrier*

DEPARTMENT/TELEPHONE # *College Writing X 4330*

CHECK ONE: COURSE MINOR PROGRAM CONCENTRATION SPECIALIZATION
 ACHIEVEMENT CERTIFICATE CERTIFICATION PROGRAM MAJOR PROGRAM

Step #1 (Department)

Approved (Date) *2/18/98*

Not Approved (Date)

Dept. Curriculum Chr.

Reviewed (Date)

Janice Rowan
Dept. Chr.

Step #2 (Receipt)

SCC# *97-98-242*

2-18-98
Date Received Senate

Senate Curriculum Chr.

Step #3 (School)

Reviewed Date: *4/14/98*

Recommend to Approved

Recommend NOT to Approve

Forward for Open Hearing:

WITHOUT Reservations

WITH Reservations:

Comments:

Wanda Larrier
School Committee Chr.

Step #4 (Academic Dean): Recommended NOT Recommended Conditionally Recommended (See Comments)

Comments:

Dean Signature/Date *Heber* *4/20/98*

Step #5 (Senate Curriculum Committee): Open Hearing Date: _____ Approved by Curriculum Committee Date _____

Returned to Sponsor(s) for the following reason:

Step #6 (Senate) Date announced/voted on at Senate _____ If voted on: Approved NOT Approved

Date forwarded to Executive Vice President/Provost _____

Senate Curriculum Committee chair Signature/Date: _____

Course Proposal

1. Details:

- a) Course Title: Writing for Electronic Communities
- b) Sponsor: Drs. Diane Penrod, Jeffrey Maxson, and Wanda Larrier
College Writing Department, College of Communication
- c) Credit Hours: 3 credit hours
- d) Course Level: 500-level graduate *COMM 515*
- e) Curricular Effect: Recommended course for composition track in proposed Masters of Arts in Writing. Recommended course for students pursuing the Masters in Public Relations in the College of Communication. Open to students throughout the University. Available to senior-level undergraduates who are eligible under the Rowan University "Senior Privilege" status.
- f) Prerequisites: Permission of instructor.
- g) Suggested Time/
Scale of Implementation: Spring 2000
One section
- h) Resources: Teaching faculty are on staff and computer equipment in Bozorth Writing Lab available consistent with the College of Communication budget. New software and library acquisitions will be required over time.

2. Rationale:

The proposed course is part of the Masters of Arts currently under development by the College Writing and Professional Writing Departments in the College of Communication. The course can also be offered as an elective for students enrolled in the Masters of Communication in Public Relations or other graduate programs across campus. Interested senior-level undergraduate students can participate in the course using the "Senior Privilege" option outlined in the Rowan University Student Handbook, provided they meet the academic requirements of having a 3.0 GPA.

As students move into the 21st Century, they face immediate changes in the ways educational institutions and industries communicate through writing. The greatest change in communication has become the development of "electronic communities." Doug Schuler, in his January 1994 *Communications of the Association for Computing Machinery* article, "Community Networks: Building a New Participatory Medium," defines an **electronic community** based on three distinct elements: the technical specifications of the medium (e-mail, "chat" forums, web pages, hypertext, etc.); the user population (the number and characteristics of the users as well as the formal and informal roles these users adopt online); and the conventions, interaction patterns, and language adopted by the user population for its medium.

Already many of the traditional papertext methods of correspondence have been supplanted by electronic means, such as the creation of web pages, Intranet, E-mail systems, and other online services. Electronic contexts for writing have made a powerful impact on literacy, language, and the practices of teaching writing to students who now have a global audience for their ideas. The proposed course is designed to provide Rowan students with the intellectual background and the practical tools to become skilled writers -- and teachers of writers -- in a cyberspace environment.

This course differs from a computer skills or computer literacy class in that those courses do not offer students the rhetorical and communication-based issues connected to writing with technology. While we will teach students how to use certain computer applications, such as Storyspace or Aspects, these applications are specifically designed for writers. These computer tools are not presented in the broader-based, "office-type" (word processor, spreadsheet, graphs and chart-style graphics) applications discussed in either a computer skills or computer literacy course. *Writing for Electronic Communities* (WFEC) also moves beyond the basic "evaluation-research" Internet skills now being presented in College Composition II. *WFEC* is very much an advanced writing-rhetoric course in that it explores how writing is being re-imagined by the infusion of technology.

The topics covered in this course span a range of issues related to writing for electronic audiences. The class will examine theoretical discussions ranging from the rhetorical and social implications of writing with technology for various audiences to the impact electronic technology has had on the printed word. Practical writing experience with software programs like Storyspace and Maven (or other "chat" programs), evaluating the content of and constructing web pages, and developing listservs or distribution lists teach students the complex rhetorical and technical aspects for electronic writing. By learning the issues and the practices related to writing in networked spaces, Rowan students can develop a stronger understanding of how computer technologies are better used to communicate information in our culture. Our students then have an advantage over their peers in future employment situations, as Rowan students will be able to demonstrate their knowledge of how to communicate effectively on-line in the schools where they will teach or in the industries where they will work.

The course, while it is designed primarily for future Writing graduate students, may also be beneficial for other Rowan majors. The sponsor notes that Computer Science or other graduate students in the Colleges of Communication, Education, and Business would find this course useful. Senior-level undergraduates in any discipline may also find this course beneficial for their future careers.

3. Essence of the Course:

a) Objectives:

This proposed course presents a number of objectives:

- (i) To expose students to the issues and practices of writing in electronic contexts (electronic mailing lists, e-mail postings, web documents, Intranet, etc.)

- (ii) To provide a history of the ways in which writing has evolved through the use of computer technology. For example, students may study topics based on the interactive and non-linear nature of hypertext, the use of collaborative writing and multiple viewpoints for online communication, the informational and social roles of specific electronic document forms, and the disruption of time and space electronic writing creates compared to the "traditional" understanding of time and space in paper text writing formats.
- (iii) To provide students with an expanded framework of writing as a problem solving skill that employs certain software tools to enhance visualization, analysis, and information presented to an audience.
- (iv) To introduce students to changes in argumentation and rhetoric that occur when writing for electronic environments.
- (v) To provide students with specific instruction in computer software programs used to generate writing in electronic contexts (ex: Storyspace, Maven, listservs, Java, AOL Press). Students will learn techniques for creating cybertexts to communicate their ideas/information. Projects will include students developing digital/multi/hypermedia presentations.
- (vi) To introduce students to the ethical aspects of cyberwriting, such as copyright debates, compliance with the 1996 Telecommunications Act, plagiarism. This may be established through classroom examination of case studies in these areas.

b) Topical Outline:

The topical outline and certain content of the course will include:

Issues in Writing for Electronic Communities

Gender, race, class and access
 Global issues (i.e., Global Information Infrastructure, International Government Restrictions)
 National Technology Policies (Universal access, government policies, free speech/censorship)
 Encryption/hacking/cracking/copyright laws (ethics)
 Community Building on the Internet (MOOs, MUDs, BBSs, listservs)
 Impact on educational systems
 Evaluation and assessment of the expository qualities of computer-generated essays
 Impact of authoring in cyberspace
 Communication as an organizational process
 Informational and social roles of specific document forms
 Writing as collaboration
 Ethical behavior for electronic writing (employer-employee privacy rights, spam advertising, Internet cash exchange)

Practices in Writing for Electronic Communities

Hypertextual writing (Storyspace)
Community writing (Maven)
Synchronous ("real time") writing (Talk, Chat functions)
Asynchronous writing (listservs, BBSs)
Web page construction (Java, AOL Press, HTML, etc.)
ENFI (Electronic Networks for Interaction): Aspects (Mac), Commonsense
(Mac, PC)
MOOs, MUDs (Multi-User Domain systems)

Project

Can be any of the following:

Web page construction
Hypertext story or poetry/creation of cybertexts
Listserv, MOO, MUD construction or project to use in future classroom (for
education majors or masters students)
Multimedia presentation for online site
In-depth research on case studies in writing for electronic fora (seminar
presentation)

Weekly Outline of Course (Including Assignments)

Week 1: Introduction to the Course

- Defining "electronic community" and community building in cyberspace
- Introduction to basic terms used when writing for electronic contexts
- Discussion of the weekly responses that have to be submitted to the class's electronic distribution list
- Discussion of the seminar presentation (one per student; 20-minutes in length on a particular topic of interest related to course)*
- Discussion of final course project (a creation of original written work for electronic transmission)**

Week 2: Ethics, Law, and Technology

- Privacy rights
- Intellectual property rights
- Copyright
- Spamming

Week 3: Writing for Asynchronous Media vs. Real Time Media

Discussing the rhetorical strategies found in each kind of community Practice:

- Writing to Bulletin Board Systems and listservs
- Writing to Internet Relay Chat (IRC) system
- Writing to a MOO (Multi-User Object Oriented) dungeon

* Outline of the seminar presentation follows in Appendix.

** Outline of the final course project follows in Appendix.

Week 4-6: Impact of Authoring in Cyberspace

Discussing the rhetorical and technical strategies for web pages

Practice:

- Week 4 Analyzing three different web sites (depending on student's interests)
- Week 5 Designing an interface
- Week 6 Constructing simple web page using AOL Press from Week 5 project

Week 7: Forming Electronic Writing Groups

Discussing the differences between e-mail and real time writing groups

- Constructing an effective e-mail writing group
- Using "real time" conversations to improve writing

Week 8-10: Hypertext writing

Discussing the creation of non-linear fiction and non-fictional writing

Practice:

Week 7 — Becoming familiar with Storyspace

Week 8 — Creating a short essay, short story, or set of linked poems

Week 9 — Presenting work to class for critique

Week 11: Issues of Gender, Race, Class and Access

Discussion of these issues on writing in the various media studied

Weeks 12-13: ENFI and Collaborative Writing

Discussion of how ENFI can be used to produce small group projects

Practice: In small groups, designing a pamphlet for electronic citizenship

Week 14: Presentation of Semester-long Project to Class**c) Evaluation and Grading Procedures:**

Final course grade will be determined based on the quality of the student assignments throughout the duration of the class. The assignments can include projects, portfolios or webfolios, examinations, seminar presentations and/or tests and quizzes.

d) Course Evaluation:

The proposed course will be evaluated using the College of Communication student evaluation forms and critical review by the College Writing Department faculty. Student evaluation forms will assess effectiveness of content and content delivery, assignments, and texts. The critical review by the College Writing Department faculty and College of Communication faculty will determine whether or not the course meets the goal(s) outlined or whether additional courses are needed. Critical review by the department faculty can be met in several ways: classroom observation, syllabus review, faculty meetings at regular intervals to assess progress.

Plus, the following journals and listservs could provide articles that may be used in the course:

Computers and Composition

ACE Newsletter (NCTE Assembly on Computers in Education)

College Composition & Communication

Byte

Wired

ACW-L (Alliance for Computers and Writing listserv)

Plus see the attached photocopied bibliography for additional print and electronic sources.

6.) Catalog Description:

Writing for Electronic Communities (1501.112.)

Prerequisite: Permission of Instructor. Graduate standing or senior-level undergraduates only.

This course presents the rhetorical, social, and practical dimensions of writing in electronic (cyber) contexts. Students focus both on the various roles an individual creates and maintains when writing for different cybermedia formats and the kinds of conventions, concerns, and grammars that exist in discrete electronic systems like the World Wide Web, listservs, distribution lists, the Intranet, e-mail, and hypertext. Seminar presentations and a semester-long project in a concentrated area of writing for a particular electronic community demonstrate students' ability to communicate on-line.

Appendix

Seminar Presentation: Each student in the course is required to present a 20-minute oral discussion related to a topic being discussed in class. The topics and scheduled dates of presentation will be set on the first night of class, with presentations to begin the third week of class. The student is to formalize his or her presentation in writing and upload it to the class's web page (adjoining my home page on the Rowan web site) for public access.

Final Course Project: Each student in the course is required to complete a semester-long project connected to the course. These are individualized projects, designed and agreed upon through a written contract between each student and the instructor. Examples of projects could be a short collection of poems or a short story written in Storyspace that could be moving toward publication; the development of a listserv or distribution list related to a hobby or a course in which a student maintains an interest; the creation of a web page related to the student's discipline; a case study of how computers are used at a particular job site, educational site, or civic organization that could be turned into a full-length publishable text or conference paper.



*Department of Curriculum and Instruction:
Elementary/Early Childhood Education*

TO: Diane Penrod, Communications Department
FROM: Louis Molinari, Graduate Advisor
DATE: November 19, 1997

The course that you are proposing, Writing For The Electronic Community, is an interesting one and I believe that such a course is relevant and absolutely needed. When your course is officially approved by the University Senate Curriculum Committee, please send me an updated copy so that I can include the course as an elective in the proposed Masters Degree in Educational Technology.

Thanks for sharing your ideas and good luck with the course.

LM/djb

LM/djb



ROWAN

Don C. Stone, Chair
Department of Computer Science
(609) 256-4806
stone@rowan.edu

October 19, 1997

Dr. Diane Penrod
College Writing Department
College of Communication
Bozorth Hall
Rowan University
Glassboro, NJ 08028

Dear Dr. Penrod:

I have reviewed the proposal for Writing for Electronic Communities, and I believe that the proposed course will be a valuable one for a number of students at Rowan.

Your coverage of the various modes and contexts in which electronic writing can occur appears to be rather comprehensive. In a field this dynamic, of course, you will find new modes or contexts cropping up fairly often, and it will be a challenge to keep the course up-to-date.

I wish you success in this effort!

Yours truly,

A handwritten signature in cursive script that reads "Don C. Stone".

Don C. Stone



To: Diane Penrod

From: George C. Romeo, Chair of Accounting and Finance

Date: October 18, 1997

In a recent meeting of the Accounting/Finance Department, one of the agenda items was consideration of the proposed new course, Writing for Electronic Communities. I am happy to report that the faculty members present are in support of the new course. In fact, we will include the course as a required elective in Communications for the B.S. in Accounting. It should be a valuable addition to the curriculum for all Business majors, whose success in the work world increasingly depends upon their facility in using electronic means such as the web pages, intranet, e-mail, and other online services as a communication tool.

Please feel free to contact me if I can provide further support for this proposal.
Thank you.

C. Antoinette Libro, Dean of College of Communication

Memo
from
JANICE ROWAN
Chair, College Writing Department, School of Communication

Date: October 20, 1997

To: Dr. Diane Penrod, College Writing

From: Janice Rowan, Chair, College Writing



Subject: Proposal for Writing for Electronic Communities

I welcome an opportunity to support the Writing for Electronic Communities course proposal. In our ongoing departmental discussions about students' writing and communication needs, we have considered the development of a course which teaches students to write in cyberspace a priority. In addition to our Department's support, I know you have wide support from other faculty in the College of Communication and across campus.

This course is very well designed and will provide Rowan students with a competitive edge as educators and business leaders. It is most encouraging that the course gives students both the theory and the practical applications (hypertext, web pages, Listserv, etc.) of electronic discourse.

Writing for Electronic Communities speaks to the writing issues of today and tomorrow. It will help train our students to become cyberspace authors and informed consumers of the materials on the Internet.

This course will be a fine addition to a variety of programs.

Bozorth Hall, Rowan University, Glassboro, NJ 08028
609-256-4096, rowan@elan.rowan.edu



*Department of Curriculum and Instruction:
Elementary/Early Childhood Education*

October 13, 1997

Dr. Diane Penrod
College Writing Department
College of Communication
Rowan University
Glassboro, New Jersey 08028

Dear Dr. Penrod:

I have had a chance to review your new course proposal Writing for Electronic Communities and am inclined to support both the obvious need and the timely provision of such a course. In an era when a "functional illiterate" is defined as a person who is technologically illiterate, your proposal goes to the heart of this dilemma.

I concur that this course would be a welcomed asset for a pre-service teacher who is expected to be more than minimally familiar with current technology and the ability to teach others to communicate on a variety of mediums.

Because it is a senior level course and half of our majors are out during one of the two senior semesters in Student Teaching, this course would have to be available during both the fall and spring semesters.

Very truly yours,

Carl L. Calliari, Ed.D.
Chairperson

CLC/djb