


# ENG 756 Digital Literacy for the English Professional: A Domain of One's Own-NewCrs-2016-11-01

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Form Information

 The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: **ONLY** change the text in the [brackets] so it looks like this:



<b>(H) Number of Credits*</b>	<p>Class Hours:3</p> <p>Lab Hours:</p> <p>Credits:3</p>
<b>(I) Repeatable Course*</b>	<p>NO</p> <p>If YES, please complete the following:</p> <p style="padding-left: 40px;">Number of Credits that May be Repeated:</p> <p style="padding-left: 40px;">Maximum Number of Credits Allowed to be Repeated:</p>
<b>(J) Prerequisite(s)</b>	<p>None</p>
<b>(K) Co-requisite(s)</b>	<p><i>This means that another course must be taken in the same semester as the proposed course</i></p> <p>None</p>
<b>(L) Additional Information</b>	<p><i>Check all that apply. Note: Additional documentation will be required</i></p> <p><i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i></p> <p><i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i></p> <p><i>* Distance Education: Please complete the Distance Education section of this form (below)</i></p>
<b>(M) Recommended Class Size</b>	<p>YES</p> <p>Number (Enter Zero if No):15</p> <p>If YES: (Check one of the following reasons and provide a narrative explanation)</p> <p>Pedagogical</p> <p>Explain (required):</p> <p>Graduate seminars are typically limited to 15 so as to provide intense, ongoing formative assessment. Students arrive with extremely varied prior experience in this area.</p>
<b>(N) Catalog Description*</b>	<p><i>Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.</i></p> <p>Enables students to make professional choices by exploring the transformations of traditional conceptions of literacy as a consequence of the emergence of new media and digital networks. Fosters informed and critical production in the digital sphere, including how to control one's web presence; utilize web services and platforms; and compose and publish multi-modal projects. Facilitates literacy as a form of agency through workshops and projects. Satisfies the doctoral research skills requirement.</p>

**(O) Student Learning Outcomes\***

*These should be measurable, appropriate to the course level, and phrased in terms of student achievement, not instructional or content outcomes*

*If dual listed, indicate additional learning objectives for the higher level course.*

**Students will:**

1. Cultivate a professional online identity for the scholar and teacher with an awareness of changing disciplinary and cultural norms;
2. Develop a digital writing "workflow" using appropriate techniques (exs. Markdown, HTML, CSS) to produce and publish on the web;
3. Demonstrate working knowledge of simple markup to create and publish an academic website on a hosted server, managing their own web domain;
4. Identify and critically evaluate tools for digital learning;

**MA-level 756 goals:**

5. Explore personal learning environments appropriate to the discipline and to the academic goals of an MA student; demonstrate how platforms constrain and enable communication and interaction;
6. Enhance their existing digital literacies by producing a project(s) with at least two multimodal elements: sound, images, visual design and typography, interactivity (exs. audio podcast, video, Twine game).

**Doctoral-level 856 goals:**

5. Implement personal learning and teaching environments appropriate to the discipline, including but not limited to blogs and wikis and to academic goals including professional advancement and the job market, participation in disciplinary discourse, and contribution to the community or public sphere; demonstrating theoretical knowledge and practical application of how platforms constrain and enable communication and interaction;
6. Enhance their existing digital literacies by producing a project(s) with a full range of appropriate multimodal elements: sound, images, visual design and typography, interactivity (exs. audio podcast, video, Twine game).

<p><b>(P) Brief Course Outline*</b></p> <p>For Each Outcome Describe</p> <p>How the Outcome Will Be Achieved</p>	<p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar, or assignments</i></p> <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> <p><b>1.) Identity</b>  Digital publishing  Disciplinary discourses  Social media in academia  Publishing  Collaboration</p> <p><b>2.) Workflow</b>  Introducing Markdown/HTML  Visual design</p>
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<p><b>(S) How Does it Fit into the Departmental Curriculum?*</b></p>	<p><i>Check all that apply</i></p> <p>Other</p> <p>If Other, please explain:</p> <p>This course would serve as an elective for MA students or as one of several options doctoral students can choose to fulfill the 6 credit research skills requirement.</p>				
<p><b>(T) Is a Similar Class Offered in Other Departments? *</b></p>	<p>NO</p> <p>Please Provide Comment:</p>				
<p><b>(U) Does it Serve the College /University Above and Beyond the Role it Serves in the Department?*</b></p>	<p>YES</p> <p>Please Provide Comment:</p> <p>As a special topics course, this course has been an attractive elective for graduate students in other programs.</p>				
<p><b>(V) Who is the Target Audience for the Course?*</b></p>	<p>Other</p> <p>If Other, please explain:</p> <p>Graduate students enrolled in MA or Doctoral programs within English.</p>				
<p><b>(W) Implications for Other Departments*</b></p>	<p>A. What are the implications for other departments? (For Example: overlap of content with other disciplines, requirements for other programs)</p> <p>None.</p> <p>B. How have you addressed this with other department(s) involved? What was the outcome of that attempt?</p> <p>n/a</p>				
<p><b>(X) Attach Supporting Documents for Implications, if Necessary</b></p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="border: none;">File</th> <th style="border: none;">Modified</th> </tr> </thead> <tbody> <tr> <td colspan="2" style="border: none;"><hr style="width: 20%; margin: auto;"/></td> </tr> </tbody> </table>	File	Modified	<hr style="width: 20%; margin: auto;"/>	
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<p><b>(Y) Are the Resources Adequate?*</b></p>	<p><i>(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)</i></p> <p>YES</p> <p>Please Provide Comment:</p> <p>Course was successfully taught in Leonard labs. Access to facilities in the new HSS building is more than adequate.</p>				



If Completing this Section,  
Check the Box to the Right:

**Liberal Studies Course Designations (Check all that apply)**

**Learning Skills:**

**Knowledge Area:**

**Liberal Studies Elective**

*Please mark the designation(s) that apply - must meet at least one*

**Expected Undergraduate Student**

*Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners*

**Learning Outcomes (EUSLOs)**

*See <http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694>*

**Description of the Required**

*Narrative on how the course will address the Selected Category Content*

**Content for this Category**

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