Please provide to CAA and/or CGS, as applicable:

1. A copy of the most recent course proposal approved by CAA/CGS or a copy of the most recent course syllabus.
The course proposal for PLS 1153, “American Government and the Constitution,” was approved by CAA on 4/7/00. The approved proposal is attached. (See http://www.eiu.edu/~eiucaa/elibrary/pls1153g.pdf)

2. A rationale for offering a technology-delivered section of this course
The Internet is increasingly being used as an avenue for the delivery of educational materials to students. Web-based instruction allows students to learn at their own pace, provides access to students who might not otherwise be able to attend classes (such as students in remote areas or working professionals), and creates a learning environment where many students are more comfortable sharing ideas — thus allowing normally shy or reluctant students to “find their voice.” While I was initially apprehensive about internet-delivered courses, I have found that the class discussions are generally more productive and thoughtful than traditional on-site classes because the students have the opportunity to gather their thoughts and draw on materials before contributing.

3. A description of how the format/technology will be used to support and assess students’ achievements of the specified learning objectives.
PLS 1153 is an Internet course based on three content modules that are subdivided into fifteen smaller topics. The course relies exclusively on WebCT which is used for on-line discussions, faculty-student interaction, and the submission of written work. The learning objectives for this course are identical to those for the regular course and the assessment varies in that there is more written work and individual participation required of each student. While the assessment varies from the on-site course, I feel the additional emphasis on writing cannot be viewed as a negative. Moreover, the additional emphasis on participation in the weekly discussions requires that students read, synthesize, and apply the material in a meaningful way.

4. A description of how the integrity of student work will be assessed.
Rather than placing tremendous weight on one or two exams which I feel may be problematic in this particular setting, students are evaluated on weekly written assignments and discussion board postings. With the number of postings required, coupled with my regular interaction on the board, I am able to get a feel for a student’s writing style. Once a particular voice has been established, it is fairly easy to match a student with the written assignment they turn in. In addition, any work that is suspected of plagiarism is subjected to an electronic search (such as Google or Turnitin) in the same manner that I check work of students in a traditional on-site setting.

5. A description of provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g, e-mail, web-based discussion, computer conferences, etc.)
See questions three and four above. WebCT will be used as the vehicle for both student-student interaction and instructor-student interaction. Students are required to submit a minimum of three substantive postings to the discussion board each week which incorporate class readings, current events, and the comments of other students. I regularly monitor the board and interject when the discussion is getting off track, if there are problems with understanding concepts or with misinterpreting information, and when the discussion is getting overly heated and is about to become personal. In addition, instructor-student interaction occurs through comment on written assignments.

6. An explanation of how the course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time described in the original course proposal.
See questions three and five above. There is perhaps more time devoted to this course in the on-line setting for both students and the instructor.