

EASTERN MICHIGAN UNIVERSITY  
DIVISION OF ACADEMIC AFFAIRS

**REQUEST FOR INCLUSION OF A COURSE IN THE  
GENERAL EDUCATION PROGRAM:  
EDUCATION FOR PARTICIPATION IN THE GLOBAL COMMUNITY**

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DEPARTMENT/SCHOOL: COMPUTER INFORMATION SYSTEMS

COLLEGE: COLLEGE OF BUSINESS

DEPARTMENT CONTACT: FAISON "BUD" GIBSON CONTACT PHONE: 734 – 657 – 4800

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1. Subject Code, Number, and Title: \_\_\_\_\_ IS 449: Systems Integration

2. Credit Hours 3

3. Course Description

This is a writing intensive capstone course. The course introduces concepts, technologies, and methodologies currently used for building information systems through selection and integration of available components and applications. Students will also learn how to customize available components and build new components when required.

4. This course is (check one):

an existing course with no revisions (need not go through the input system)

an existing course with revisions (attach this form to Request for Course Revision form). We are changing to be Writing Intensive only.

a new course (attach this form to Request for New Course form)

5. Check the General Education requirement this course is intended to meet. If the course is to be proposed for more than one requirement, submit a separate form for each one.

**Effective Communication**

**Quantitative Reasoning (*QR designation*)**

**Writing Intensive (*WI designation*)**

**Perspectives on a Diverse World**

Global Awareness

U.S. Diversity

**Knowledge of the Disciplines**

Arts

Humanities

Science

Social Science

**Learning Beyond the Classroom (*LBC designation*)**

- Self and Well Being
- Community Service, Citizenship, and Leadership
- Cultural and Academic Activities and Events
- Career and Professional Development
- International and Multicultural Experience
- Undergraduate Research

6. Rationale. Provide a concise, clear, jargon-free explanation of why this is a General Education course and how it fits into this specific area of the program. (The rationale should explain to students why they are taking the course. It should address both why it is part of the General Education program and why it fits into the particular category.) This rationale should appear on the general course syllabus provided here and should be included in specific course syllabi given to students. Note: *The Writing-Intensive courses are designed to provide students with the opportunity to continue to develop their writing through engagement with disciplinary strategies and conventions. Those proposing a WI course should explain in the rationale how and why the course is a writing-intensive course.*

This course is the writing intensive capstone for CIS majors. The writing intensive element is achieved through participation in a blogging knowledge network as explained in the attached rubric (grading matrix). A number of companies such as WashingtonPost.com, Microsoft, and Google are using blogging networks as a means of communicating knowledge more directly and openly. The writing intensive portion of this class will prepare students to effectively participate in and use such networks by requiring them to make frequent, high quality posts as defined by the criteria in the attached rubric. Further underlining the importance of writing in this course, writing in the blog knowledge network counts for 30% of the course grade.

7. Clearly and concisely explain how this course meets each of the General Education outcomes for the requirement checked in number five (all outcomes should be addressed). To do this, (a) list the General Education outcomes for the requirement and explain how the course meets each outcome; and (b) explain, in general terms, the method(s) of evaluation to be used in the course and how these methods assess the degree to which students have met the General Education outcomes for this requirement.

Here are the writing intensive criteria and how this course addresses them:

- Develop and employ successful, flexible writing and reading strategies that support sustained inquiry in a discipline.

Blogging is a genre that can be used in multiple writing situations. For instance, the Vice Chairman of General Motors uses the FastLane blog as a marketing tool. The CEO of Sun Microsystems uses his blog to discuss strategic direction. Internally, IBM uses their blogging platform as a medium to communicate and archive technical knowledge. As outlined in the attached syllabus and grading rubric, students are expected to blog five times per week over the course of the semester. They are specifically to discuss their semester projects as well as resources they are discovering as they learn

about and contribute to the topics we cover in the course. Their communications will include marketing messages to make their projects known, discussions of their strategies, and communications about highly technical aspects of their projects.

- Use writing strategies that achieve the purposes(s) for writing and address the expectations of audience(s) within a disciplinary context.

As outlined in the grading rubric, grading criteria are designed to encourage students to deliver concise, directed, and well-stated communications. Possible communication styles are explicitly enumerated as are suggested content items. Students will receive feedback from multiple audiences. They will pose questions to their peers and respond to other students' questions. The faculty will also probe and respond to them. Finally, students' blogs engage an outside professional audience from the Department's advisory board as well as other Internet professionals. These latter range from CEO's of small companies to technical experts who discover the students' writing through Internet search and other alerting services.

- Formulate research questions and employ strategies for researching and responding to those questions.

The blogging knowledge network is tied to the course project which involves developing a new software service product and presenting it on the Internet. New product development involves researching opportunities, potential feature sets, and technical aspects of implementation. The course project takes place in three iterations. Students formulate a software service and present it on the Internet. They use the blogging knowledge network to present alternative formulations and answers in all phases of researching their service product while soliciting feedback. Thus, blogging plays a central role in formulating research questions and soliciting feedback.

- Use discipline-specific genres to communicate information.

Modern business uses electronic communication extensively in all aspects. Blogging has emerged as a medium suited to conversational marketing, research queries, and knowledge archival. In the framework of IS449, blogging fulfills all three roles. Students advertise their projects to appropriate world wide audiences, communicate back and forth regarding urgent issues, and archive important learning.

- Understand conventions for communicating, disseminating, and interpreting information within a discipline.

Different conventions are used for marketing, strategy, and technical communications. Students learn these conventions based on live examples introduced by the instructor. Furthering reinforcing these conventions are the communication styles and possible content items indicated in the blog grading rubric. Students are also required to link to external resources in their posts and tag (label) posts with appropriate categories. All of these features help raise the visibility of student posts so they can be widely disseminated.

8. Attach a syllabus (1-inch margins and 10-12 pt. font). The syllabus must include the rationale from #6 above and clearly reflect the outcomes and methods of evaluation detailed in #7 above.

**Please submit all materials in electronic form.**

## Action of the Department/College

### 1. Department

Vote of department faculty: For \_\_\_\_\_ Against \_\_\_\_\_ Abstentions \_\_\_\_\_

\_\_\_\_\_  
Department Head

\_\_\_\_\_  
Date

**2. College**

\_\_\_\_\_  
College Dean

\_\_\_\_\_  
Date

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**Action of General Education Advisory Committee**

Vote of General Education Committee:    For \_\_\_\_\_    Against \_\_\_\_\_    Abstentions \_\_\_\_\_

\_\_\_\_\_  
Chairperson, General Education Advisory Committee

\_\_\_\_\_  
Date

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**Approval**

\_\_\_\_\_  
Associate Vice-President for Undergraduate Studies and Curriculum

\_\_\_\_\_  
Date