

RECEIVED

APR 13 2016

Course Information

Date Submitted: 1/8/2016

Current Prefix and Number: AEC - Agricultural Economics , AEC 306 TECHNICAL COMMUNICATION IN ECONOMICS

Other Course:

Proposed Prefix and Number: AEC 306

What type of change is being proposed?

Major – Add Distance Learning

Should this course be a UK Core Course? No

1. General Information

a. Submitted by the College of: AGRICULTURE, FOOD AND ENVIRONMENT

b. Department/Division: Agr Economics

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Roger Brown

Email: rogerbrown@uky.edu

Phone: 859-257-7257

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: Please Add.

b. Full Title: TECHNICAL COMMUNICATION IN ECONOMICS

Proposed Title: TECHNICAL COMMUNICATION IN ECONOMICS

c. Current Transcript Title: TECHNICAL COMMUNICATION IN ECONOMICS

Proposed Transcript Title:

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 700 minutes / semester

DISCUSSION: 900 minutes / semester

Proposed Meeting Patterns

LECTURE: 700 minutes / semester

DISCUSSION: 900 minutes / semester

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: *Letter (A, B, C, etc.)*

g. Current number of credit hours: 2

Proposed number of credit hours: 2

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: This course examines how to create and distribute original economic ideas in written and oral forms using appropriate digital technologies.

Proposed Course Description for Bulletin: Same

2j. Current Prerequisites, if any: Prereq: ECO 201; CIS/WRD 110 and 111 or equivalent; 30 credit hours of coursework. AEC 305 is a co-requisite (recommended) or prerequisite. This course fully satisfies the University's graduation composition and communication requirement (GCCR) for AGECE majors. To receive GCCR credit, students must earn an average (weighted) of C- or better on all GCCR assignments.

Proposed Prerequisites, if any: Same

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component:

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rationale:

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name: Roger Brown

Instructor Email: rogerbrown@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

The course currently utilizes a "hybrid" approach with students watching 600 minutes of pre-recorded lecture videos, attending one introductory face-to-face course overview lasting 100 minutes, and participating in six face-to-face peer-evaluation sessions lasting 150 minutes each for a total of 1,600 minutes of student contact time as required for a 2-credit course. The current hybrid approach does not qualify as a DL course since only 37% of student-teacher interaction occurs remotely. For the DL version, I propose simply to move online the course overview (100 minutes), the six peer-evaluation sessions (900 minutes), and the instructor feedback. Canvas has a feature to support automated distribution of students' work for peer evaluation. DL students will also be encouraged to discuss their written feedback to their assigned peer face-to-face or via telephone, Skype, or similar digital technologies. For information about "What is a credit hour", please see:

http://www.uky.edu/Faculty/Senate/files/Forms/Credit%20hour%20grid%20proposal_May%207_TO%20US.pdf.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. All of the course materials, assessments, and student learning objectives will be the same for both the current (i.e., hybrid) students and the proposed DL students. Students in the hybrid course currently complete weekly online surveys to identify questions they have. I currently address these questions in class. For the DL version, I propose simply to respond to questions from DL students via the messaging/email system that is built into Canvas.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. This course currently does not require any exams since it focuses on written and oral communication skill development. Likewise, DL students will not take any exams. Students must submit draft versions of their writing and oral presentation assignments, in part, so that the instructor can observe the original development of the student's own work. Also, the current and proposed syllabus reminds students that the instructor "may formally interview students about their work to confirm that a student is the author of work that he/she purports to be his/her own (SR 6.4.2.A)." The SR reference is to the procedures for investigating plagiarism and cheating.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? No.

If yes, which percentage, and which program(s)? less than 10% for AGECE program

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? The proposed syllabus provides contact information for the DL librarian. DL students will have the same opportunities and expectations to discuss their work with their peers. The hybrid students will do their peer evaluation assignments in class together. The DL students will do their peer evaluation sessions asynchronously with live remote follow-up via telephone, Skype, FaceTime, etc. Like all current students, the DL students will have access to live weekly telephone or face-to-face office hours in addition to email exchange.

6. How do course requirements ensure that students make appropriate use of learning resources? Students in the current course have access to all course content for free without the need for a login. The course website includes about 200 pages of text and 600+ minutes of pre-recorded lecture videos. All graded assignments are distributed and received via Canvas. DL students will have the same access to these learning resources.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. Students may access Canvas via secure login using their UK LinkBlue credentials. Students may access all of the course materials online freely and without the need for a login. All of these course materials were specially developed for AEC 306 by the instructor.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? All procedures for resolving technical complaints are described in the proposed course syllabus with relevant contact information (e.g., phone numbers, URL addresses, email addresses, etc.).

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? YES

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Roger Brown

SIGNATURE|LGRABAU|Larry J Grabau|AEC 306 CHANGE College Review|20160208

SIGNATURE|JMETT2|Joanie Ett-Mims|AEC 306 CHANGE Undergrad Council Review|20160413

Brothers, Sheila C

From: Maynard, Leigh
Sent: Monday, May 02, 2016 1:05 PM
To: Brown, Roger M
Cc: Brothers, Sheila C
Subject: RE: AEC 306

Roger and Sheila,

Yes, I can confirm that the faculty approved the change to AEC 306 at our January 5, 2016 faculty meeting. As you can imagine, the vote was unanimous.

Thanks,
Leigh

Leigh Maynard, Chair
Dept. of Agricultural Economics, Univ. of Kentucky
400 Charles E. Barnhart Bldg.
Lexington, KY 40546-0276
Phone: 859-257-7277



From: Brown, Roger M
Sent: Monday, May 02, 2016 12:32 PM
To: Maynard, Leigh <lmaynard@email.uky.edu>
Cc: Brothers, Sheila C <sbrothers@uky.edu>
Subject: AEC 306

Dear Dr. Maynard,

As Chair, could you please affirm that the AEC department faculty have approved changing AEC 306: Technical Communication in Economics to include the distance learning option (a major course change). The Departmental approval was accidentally deleted (I believe).

Please "reply all" so that Sheila Brothers in the Senate Council Office has a record of departmental approval.
Thanks,

Roger

From: Brothers, Sheila C
Sent: Monday, May 2, 2016 12:21 PM
To: Brown, Roger M

Course Change Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Generate R

Attachments:

Browse...

Upload File

ID	Attachment
Delete 6644	AEC 306 Syllabus eCATS 4-7-16.docx

First 1 Last

NOTE: Start form entry by choosing the Current Prefix and Number (*denotes required fields)

Current Prefix and Number:		AEC - Agricultural Economics AEC 306 TECHNICAL COMMUNICATION IN ECONOMICS	Proposed Prefix & Number: (example: PHY 401G) <input checked="" type="checkbox"/> Check if same as current	AEC 306
* What type of change is being proposed?		<input type="checkbox"/> Major Change <input checked="" type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, except for the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does not in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in content or emphasis, or which is made necessary by the elimination or alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above		
Should this course be a UK Core Course? <input type="radio"/> Yes <input checked="" type="radio"/> No				
If YES, check the areas that apply:				
<input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics				
1. General Information				
a. Submitted by the College of:		AGRICULTURE, FOOD AND ENVIRONMENT		Submission Date: 1/8/2016
b. Department/Division:		Agr Economics		
c.* Is there a change in "ownership" of the course?				
<input checked="" type="radio"/> Yes <input type="radio"/> No If YES, what college/department will offer the course instead? Select...				
e.* * Contact Person Name:		Roger Brown		Email: rogerbrown@uky.edu Phone: 859-257-7257
* Responsible Faculty ID (if different from Contact):		Email:		Phone:
f.* Requested Effective Date:		<input checked="" type="checkbox"/> Semester Following Approval		OR Specific Term: 4
2. Designation and Description of Proposed Course.				
a. Current Distance Learning(DL) Status:		<input type="radio"/> N/A <input type="radio"/> Already approved for DL* <input checked="" type="radio"/> Please Add <input type="radio"/> Please Drop		
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box) that the proposed changes do not affect DL delivery.				
b. Full Title:		TECHNICAL COMMUNICATION IN ECONOMICS		Proposed Title: * TECHNICAL COMMUNICATION I ECONOMICS
c. Current Transcript Title (if full title is more than 40 characters):			TECHNICAL COMMUNICATION IN ECONOMICS	
c. Proposed Transcript Title (if full title is more than 40 characters):				
d. Current Cross-listing:		<input checked="" type="checkbox"/> N/A		OR Currently ² Cross-listed with (Prefix & Number): none
Proposed - ADD ² Cross-listing (Prefix & Number):				

Proposed - REMOVE ^{2,3} Cross-listing (Prefix & Number):					
e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours ³ for each meeting pattern type.					
Current:	Lecture 700 minutes / semester	Laboratory ²	Recitation	Discussion 900 minutes / semester	Indep. Stud
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other: _____ Please explain: _____		
Proposed: *	Lecture 700 minutes / semester	Laboratory ²	Recitation	Discussion 900 minutes / semester	Indep. Stud
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other: _____ Please explain: _____		
f. Current Grading System:		ABC Letter Grade Scale			
Proposed Grading System:*		<input checked="" type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input type="radio"/> Graduate School Grade Scale			
g. Current number of credit hours:	2		Proposed number of credit hours: *	2	
h.* Currently, is this course repeatable for additional credit?					<input type="radio"/> Yes <input checked="" type="radio"/> No
* Proposed to be repeatable for additional credit?					<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES:		Maximum number of credit hours:			
If YES:		Will this course allow multiple registrations during the same semester?		<input type="radio"/> Yes <input checked="" type="radio"/> No	
i. Current Course Description for Bulletin:					
This course examines how to create and distribute original economic ideas in written and oral forms using appropriate digital technologies.					
* Proposed Course Description for Bulletin:					
Same					
j. Current Prerequisites, if any:					
Prereq: ECO 201; CIS/WRD 110 and 111 or equivalent; 30 credit hours of coursework. AEC 305 is a co-requisite (recommended) or prerequisite. This course fully satisfies the University's graduation composition and communication requirement (GCCR) for AGEC majors. To receive GCCR credit, students must earn an average (weighted) of ?C? or better on all GCCR assignments.					
* Proposed Prerequisites, if any:					
Same					
* Current Supplementary Teaching Component, if any:					
<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both					

Proposed Supplementary Teaching Component:	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input type="radio"/> No Change
3. Currently, is this course taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
* Proposed to be taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, enter the off campus address:	
4.* Are significant changes in content/student learning outcomes of the course being proposed?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, explain and offer brief rationale:	
5. Course Relationship to Program(s).	
a.* Are there other depts and/or pgms that could be affected by the proposed change?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, identify the depts. and/or pgms:	
b.* Will modifying this course result in a new requirement ² for ANY program?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES ² , list the program(s) here:	
6. Information to be Placed on Syllabus.	
a. <input checked="" type="checkbox"/> Check box if changed to 400G or 500.	If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation undergraduate and graduate students by: (1) requiring additional assignments by the graduate students; and establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for distance learning delivery. **Fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as an educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technology.

A number of specific requirements are listed for DL courses. The **department proposing the change in delivery method is responsible for ensuring that the requirements are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent course students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: AEC 306	Date: 1/6/2016
Instructor Name: Roger Brown	Instructor Email: rogerbrown@uky.edu
Check the method below that best reflects how the majority of the course content will be delivered.	
<input checked="" type="checkbox"/> Internet/Web-based	<input type="checkbox"/> Interactive Video
<input type="checkbox"/> Hybrid	

Curriculum and Instruction

- How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Syllabus Guidelines, specifically the Distance Learning Considerations?
 The course currently utilizes a "hybrid" approach with students watching 600 minutes of pre-recorded lecture videos, attending one introductory face-to-face course overview lasting 100 minutes, and participating in six face-to-face class sessions.
- How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course content, assessment of student learning outcomes, etc.
 All of the course materials, assessments, and student learning objectives will be the same for both the current (i.e., hybrid) students and the proposed DL students. Students in the hybrid course currently complete weekly assignments.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic policy; etc.

This course currently does not require any exams since it focuses on written and oral communication skill development. Likewise, DL students will not take any exams. Students must submit draft versions of their writing

4. Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via a DL, as defined above?

No.

Which percentage, and which program(s)?

less than 10% for AGECE program

*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery is six months from the date of approval.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?
- The proposed syllabus provides contact information for the DL librarian. DL students will have the same opportunities and expectations to discuss their work with their peers. The hybrid students will do their peer

Library and Learning Resources

6. How do course requirements ensure that students make appropriate use of learning resources?

Students in the current course have access to all course content for free without the need for a login. The course website includes about 200 pages of text and 600+ minutes of pre-recorded lecture videos. All graded

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

Students may access Canvas via secure login using their UK LinkBlue credentials. Students may access all of the course materials online freely and without the need for a login. All of these course materials were specially

Student Services

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

All procedures for resolving technical complaints are described in the proposed course syllabus with relevant contact information (e.g., phone numbers, URL addresses, email addresses, etc.).

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?

Yes

No

If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components, below? Yes

- Instructor's *virtual* office hours, if any.
- The technological requirements for the course.
- Contact information for Distance Learning programs (<http://www.uky.edu/DistanceLearning>) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/Help/>; 859-218-HELP).
- Procedure for resolving technical complaints.
- Preferred method for reaching instructor, e.g. email, phone, text message.
- Maximum timeframe for responding to student communications.
- Language pertaining academic accommodations:
 - "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide you with a Letter of Accommodation detailing the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (<http://www.uky.edu/Libraries/DLLS>)
 - Carla Cantagallo, DL Librarian
 - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
 - Email: dllservice@email.uky.edu
 - DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=2538&lib_id=16

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

Roger Brown

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (<http://www.uky.edu/UKIT/Help/>)

Revised 8/09

¹²¹See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "n form will be sent to appropriate academic Council for normal processing and contact person is informed.

¹²²Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

¹²³Signature of the chair of the cross-listing department is required on the Signature Routing Log.

¹²⁴Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

¹²⁵Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab me meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See *SR 5.2.1.*)

¹²⁶You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

¹²⁷In order to change a program, a program change form must also be submitted.

AEC 306: Technical Communication in Economics

Instructor: Roger Brown, Ph.D.
Office: 304 Barnhart Building
E-Mail: rogerbrown@uky.edu

Office Phone: 859-257-7257
Cell Phone: 859-444-4279
Office Hours: Sent weekly via email

Note: Students may choose either the hybrid version of this course or the online version of the course.

HYBRID VERSION

The hybrid version has 6 required on-campus, face-to-face meetings on Wednesdays from 6:00PM to 8:30PM plus a course overview lecture. Students must also view pre-recorded online lecture videos—about 600 minutes total—throughout the course. The hybrid version is much less flexible and offers regular, live, in-class problem solving, discussion, feedback, and reminders.

ONLINE VERSION

The online version has 6 required asynchronous peer review/discussion assignments (2.5 hours each) plus an online course overview lecture. Students must also view pre-recorded online lecture videos—about 600 minutes total—throughout the course. The online version is much more flexible and typically requires extra self-discipline, initiative, and awareness to do well.

Any student may switch to their preferred version of the course during the first week of class.

Course Description This course examines how to create and distribute original economic ideas in written and oral forms using appropriate digital technologies. Prereq: ECO 201; CIS/WRD 110/111 or equivalent; 30 credit hours of coursework. AEC 305 is a co-requisite (recommended) or prerequisite. This course fully satisfies the University's composition and communication requirement (GCCR) for AEC majors. To receive GCCR credit, student must earn an average (weighted) grade of "C" or better on all GCCR assignments.

Required Text Roger Brown. *Technical Communication in Economics*. Online. TripleSilver.

The instructor has prepared a free online text for this course. This text has many advantages. First, it's free (i.e., more lunch money for you). Second, it's online (i.e., you can put your lunch in your backpack instead of a huge book). Third, the content in the text aligns with the course learning objectives (i.e., the text will help you prepare your assignments). Plus, online and free is kind to students and the environment. The link to the free online text for this course is: <https://sites.google.com/site/techcominecon/>. A printed copy of the text (recommended) is available for \$10 at Johnny Print (561 S. Limestone, Lexington, KY). For mail order, call 859-254-6139.

Learning Outcomes This course prepares students to form and convey useful economic ideas logically and professionally to others. In academic parlance, this is a technical communication course focused on economics. At the conclusion of this course, actively engaged students should be able to:

- (1) Form useful analytical arguments using economic theory.
Identify appropriate definitions, assumptions, and evidence that convincingly support a clear set of propositions that logically lead to a useful conclusion as instructed.
- (2) Communicate analytical arguments based on economic theory clearly in writing.
Present a useful analytical argument clearly, neatly, and succinctly in writing using appropriate language, visual aids, and references as instructed.
- (3) Communicate analytical arguments based on economic theory orally using digital technology.
Prepare a brief pre-recorded presentation using appropriate visual aids, audio narration, and annotation that usefully supports a more detailed written analysis as instructed.

Teaching Objectives The instructor strives in a fair, consistent, and professional way to help students meet the learning objectives for this class. Specifically, the instructor seeks to:

- (1) Provide convenient and effective access to high-quality, low-cost course materials;
- (2) Facilitate meaningful interactions among all course participants;
- (3) Present course content and expectations clearly and conveniently;
- (4) Provide clear, convenient, and timely responses to student questions;
- (5) Evaluate students fairly; and above all
- (6) Provide students with a high-value learning experience.

Required Meeting Times Class meeting times vary based on the version of the class:

- **Hybrid Version:** Students in the hybrid version of the class are required to attend seven meetings.

Wednesday	Week 1	6:00PM to 8:30PM	Course Overview	} For location, see the semester schedule.
Wednesday	Week 2	6:00PM to 8:30PM	Peer Eval: Market Selection	
Wednesday	Week 3	6:00PM to 8:30PM	Peer Eval: Market Ideas, Part 1	
Wednesday	Week 6	6:00PM to 8:30PM	Peer Eval: Market Ideas, Part 2	
Wednesday	Week 7	6:00PM to 8:30PM	Peer Eval: Draft 1 Term Paper	
Wednesday	Week 10	6:00PM to 8:30PM	Peer Eval: Draft 2 Term Paper	
Wednesday	Week 11	6:00PM to 8:30PM	Peer Eval: Draft Presentation	
- **Online Version:** Students in the online version of the class are not required to meet on campus. However, they must watch the course overview video (100 minutes) and complete 6 asynchronous peer review discussion assignments (2.5 hours each). Self review assignments are due via Canvas at 6:00PM on the Wednesdays above, and Peer Reviews are due via Canvas at 6:00PM on the following Fridays.

All students are also required to access about 600 minutes of pre-recorded online lecture videos throughout the course. These lecture videos are all accessible via the online text. These lecture videos explain complex topics and clarify specific assessment criteria.

Assignments This course has three graded assignments that align with the course's three learning objectives. Students must (1) prepare an outline of a useful analytical argument based on economic theory, (2) develop this outline into a paper, and (3) develop this paper into an oral presentation. Students must also complete six homework assignments and six peer review assignments.

Outline: At midterm, students must submit a detailed paragraph outline that describes clearly, specifically, and completely their ideas and supporting information for a market analysis. Students must identify a single agricultural, food, or rural market to investigate, analyze, and discuss. Students must clearly and logically define this market characteristically in time and space. Students must estimate logically the current or initial equilibrium price and quantity in the market using data and information they gather. Students must identify how expected future or historical supply and demand shifts independently and jointly will change or have changed the initial equilibrium price and quantity in their chosen market. Student topics must be approved in advance by the instructor. The detailed outline is worth 600 points (i.e., 60% of the final grade).

Paper: The paper is the written expression of the ideas formulated in the detailed paragraph outline.

This paper must be at least 4,500 words. Typically papers are about 10 to 12 pages, single-spaced, excluding figures, tables, footnotes, references, and appendices. This paper is a highly focused and structured technical writing assignment. In their papers, students must gather, integrate, and document appropriate information sources (e.g., field observations, interviews, government data, etc.). Students are expected to review carefully the online course materials and consult with the instructor in class or as needed for additional ideas, suggestions, and feedback.

Sloppy or half-hearted attempts at writing will be returned ungraded. Students that submit recklessly written papers or who demonstrate serious writing deficiencies may be referred to their college dean for remedial work following University Policies (Senate Rule 5.2.4.3).

Term papers are graded based on the quality and clarity of the ideas presented and on the paper's ideas, organization, structure, style, grammar, and neatness. These traits usually require careful rewriting and revision. The term paper is worth 200 points total (i.e., 20% of the final grade).

Presentation: All students in the course must create a recorded presentation with 14 to 20 visual aids (e.g., PowerPoint slides) showing the results of their written analysis. Recorded presentations must be 10 minutes long. The file size limit is 150MB. While the course materials provide basic technical guidance for creating and recording a presentation, students should investigate the *Media Depot* and *Presentation U* offices at UK in the basement of the Young library for additional guidance. The recorded presentation assignment is worth 200 points (i.e., 20% of the final grade).

Self/Peer Reviews: Self and peer reviews are an important part of any significant writing or other communication exercise. Students must complete six self reviews of their own work and six peer review of another student's work. Students are expected to prepare for fully and participate actively in each of these assignments. Students may miss two self or peer review assignments without penalty. Each missed self or peer review beyond the first two will result in a

10 point deduction applied to the student's final grade. The maximum deduction possible is minus 100 points (i.e., minus one letter grade).

- **Hybrid Version:** Students in the hybrid version of the class will complete their six self review assignments at home prior to class and their six peer review assignments on campus during class.
- **Online Version:** Students in the online version of the class will complete their six self review assignments at home and their six peer review assignments asynchronously online.

Grading This course has no exams. Final grades are determined by adding all points from all of the required assignments. The total number of points possible in the course is 1,000 points.

<u>Course Assignment</u>	<u>Points Possible</u>	<u>Letter Grades</u>
Paragraph Outline	600	A = 900 to 1,000 points
Final Term Paper	200	B = 800 to 899 points
Digital Presentation	200	C = 700 to 799 points
Total	1,000	D = 600 to 699 points E = 599 or fewer points

NOTE: GCCR credit requires a weighted average of "C" (i.e., 70%) or better on the outline, term paper, and digital presentation assignment.

NOTE: Mid-term grades will be posted in MyUK by the deadline established by the University Calendar.

NOTE: Students' final grades may be adjusted higher based on their overall performance in the course.

NOTE: Under unusual and currently unforeseen circumstances, the instructor may need to modify the syllabus.

NOTE: At any time during the course, the instructor may formally interview students about their work to confirm that a student is the author of work that he/she purports to be his/her own (SR 6.4.2.A).

Final Exam Information There is no final exam in this course.

Mid-term Grade Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/registrar/calendar>).

Submission of Assignments All of the self review assignments must be submitted online. Students in the hybrid section must complete their peer review assignments in class. Students in the online section must complete their peer review assignments online. The Outline and Paper assignments must be submitted online (Canvas) and as a paper copy (to 304 Barnhart). The Presentation assignment must be submitted via Canvas.

Grievance Policy Students are encouraged to discuss any grievances that they may have regarding the course with the instructor as soon as possible. Students who wish to dispute a grade on an assignment or exam should present their concerns to the instructor in writing, including a justification for a grade change.

Office Hours All students are likely to benefit from some direct interaction with the instructor outside of normal class times. The instructor for this course is generally available to meet with students in his office at least two or three days per week. Weekly office hours for the instructor will be announced via email each week on Sunday evening for the following week. Students may also meet with the instructor by appointment. When meeting with the instructor, students do not need to have specific questions prepared ahead of time to benefit from face-to-face meetings.

Guidelines for Discussion and Interaction All participants in this course are expected to show consideration and respect for others' ideas and to meet appropriate standards of tolerance, decorum, and civility. Students are expected to address the issues under discussion, never the personalities of the other participants. Any student who does not abide by these standards and expectations will be dismissed from the class period with a failing grade and additionally referred to the UK Dean of Students Office for disciplinary action.

Student – Instructor Interaction Students may contact the instructor via email or telephone or may meet the instructor in person on campus. The instructor will be available to meet with students on campus during office hours,

by appointment, or during optional meeting times. Email is best for personal questions. The telephone is best for specific or time-sensitive questions. During weekend or early evening hours, students are invited to use the cell phone number provided to contact the instructor. Students should contact the instructor again if they have not received a response within a few hours (cell phone calls) or within 12 hours (email). Only in rare cases will the instructor not respond to students within 24 hours.

In general, students should not hesitate to contact the instructor when/if they have questions. However, if students ask questions that are already clearly answered either in the syllabus, in the online course materials, or in earlier email communications, the instructor will typically refer students in such cases to those existing online documents. Students are expected to make reasonable efforts to answer their own questions.

Minimum System Requirements Students enrolled in this course will need reliable access to a modern computer (e.g., 5 years or newer) with a high-speed internet connection (min. 512kbps), an updated operating system (e.g., Windows XP, Mac OSX 10.6 or newer), and updated components (1GB of RAM, 2GHz processor) plus audio and video capabilities (play and record).

Library Services Students in the online version of the course who desire library assistance, including assistance with interlibrary loan services, may contact Carla Cantagallo at 859-257-0550, ext. 2171, dllservice@uky.edu or visit <http://libraries.uky.edu/dlls>. Campus-based students can contact the Young Library for assistance at 859-218-2048 (voice), 859-904-2733 (text via SMS), refdesk@uky.edu (email), or <http://libanswers.uky.edu> (internet).

Official Communication All official course communications are sent to students' UK email accounts (e.g., rogerbrown@uky.edu) directly or via the course website (Canvas). Students should check their UK email accounts each weekday.

Technical Skill Expectations and Questions All of the course content (e.g., lecture videos, readings, etc.) is distributed via the following website: <https://sites.google.com/site/techcominecon>. All of the graded assignments (e.g., draft work, outline, paper, and presentation) and the syllabus are managed via Canvas by Instructure. Students can access this website by visiting <https://uk.instructure.com/>. Instructure privacy policies can be found here: <http://www.canvaslms.com/policies/privacy>. UK students that are unfamiliar with how to use or experience problems with Canvas should visit <http://guides.instructure.com> or contact the instructor. Students may also contact the UK Information Technology Customer Service Center (<http://www.uky.edu/UKIT> or 859-218-4357) or the UK Teaching and Academic Support Center (<http://www.uky.edu/TASC/index.php>). Students should plan ahead and make contingent plans in case they encounter technical problems accessing course materials on the course website.

University Statement on Writing A student's writing in all courses is expected to meet acceptable standards for college-level English. Any instructor who finds written work of any student that does not meet college-level standards may require the work to be revised to reflect competency and resubmitted. Instructors may include the quality of writing as a factor in students' grades (Senate Rule 5.2.4.3). Interpretation of this rule by the University Ombud allows instructors to "ask students to rewrite papers, make writing style one of the grading criteria, and report a seriously deficient student to his/her college for remedial work." Students that do not demonstrate minimally acceptable college-level standards of written English (e.g., on term papers and in presentations) may be referred to their College dean for remedial coursework in English.

Penalties for Academic Dishonesty Academic dishonesty is described in the "Code of Student Conduct" (Part 11, Section 6.3.0). These University rules are strictly enforced. The minimum penalty for plagiarism or cheating in this class is an 'E' grade in the course, not merely on the assignment. Students should consult with their instructor if they have questions about how to avoid plagiarism. If unsure, students should consult with the instructor and with the staff at the UK's *Writing Center*, *Media Depot*, and *Presentation U* office in the basement of the Young Library for help using style manuals properly and how to give appropriate attribution for others' work.

Cheating Cheating is defined by its general usage. It includes, but is not limited to, wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. Any question of definition shall be referred to the University Appeals Board.

Excused Absences Students need to notify the professor of absences prior to class when possible. Senate Rules 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php).

Students may withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per Senate Rule 5.2.4.2, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Students must complete all required assignments on time and participate in all required activities fully. Students that miss an assignment due date for a University-approved reason must email the instructor within one week following the period of the excused absence (SR 5.2.4.2). Appropriate verification of excused absences may be required. Late assignments, assignments missed for unexcused reasons, or partial participation in or completion of any required activity will count the same as missing the assignment or activity completely.

Verification of Absences Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

Academic Integrity Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of Senate Rules) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin.

Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations Due to Disability If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

Grading Rubric for AEC 306: Technical Communication in Economics

Students in this course must complete a detailed paragraph outline (600 points), a term paper (200 points), and a pre-recorded oral presentation (200 points). Students must also complete 6 self review and 6 peer review assignments. Student will receive minus 10 points per missed assignment after the first two; the maximum deduction for missed self or peer reviews is 100 points (i.e., one letter grade). There are 1,000 points possible in the course.

OUTLINE	A+ 600	A 570	A- 540	B 510	B- 480	C 450	C- 420	D 240	E 0
Form a useful analytical argument using economic theory. Identify appropriate definitions, assumptions, and evidence that convincingly support a clear set of propositions that logically lead to a useful conclusion as instructed.		Learning objective fully met in essence		Learning objective fully met except for a few significant flaws		Learning objective fully met except for some significant flaws		Learning objective not met despite some significant successes	Learning objective not met as instructed

SUB-TOTAL:

PAPER	A+ 200	A 190	A- 180	B 170	B- 160	C 150	C- 140	D 80	E 0
Communicate ideas clearly in writing. Present a useful analytical argument clearly, neatly, and succinctly in writing using appropriate language, visual aids, and references as instructed.		Learning objective fully met in essence		Learning objective fully met except for a few significant flaws		Learning objective fully met except for some significant flaws		Learning objective not met despite some significant successes	Learning objective not met as instructed

SUB-TOTAL:

PRESENTATION	A+ 200	A 190	A- 180	B 170	B- 160	C 150	C- 140	D 80	E 0
Communicate ideas orally using digital technology. Prepare a brief pre-recorded presentation using appropriate visual aids, audio narration, and annotation that usefully supports a more detailed written analysis as instructed.		Learning objective fully met in essence		Learning objective fully met except for a few significant flaws		Learning objective fully met except for some significant flaws		Learning objective not met despite some significant successes	Learning objective not met as instructed

SUB-TOTAL:

SELF/PEER REVIEWS	-100	-90	-80	-70	-60	-50	-40	-30	-20	-10	-0
Number missed or incomplete.	12	11	10	9	8	7	6	5	4	3	2 or fewer

SUB-TOTAL:

TOTAL POINTS	A	B	C	D	E
	900 - 1000	800 - 899	700 - 799	600 - 699	0 - 599

AEC 306 Assignment Expectations

This course requires students to complete three primary graded assignments: an outline, a paper, and a presentation. These assignments give students an opportunity to analyze a single agricultural, food, or rural market of their choosing and practice communicating their ideas professionally orally and in writing. Student topics must be approved in advance by the instructor.

Technical communication should focus on what C-O-U-N-T-S, namely being clear (C), organized (O), useful (U), neat (N), true (T), and succinct (S). The outline assignment focuses on forming clear, organized, useful, and true ideas. The paper and presentation focus additionally on communicating those ideas in a succinct and neat/attractive way. Papers must be at least 4,500 words. Typically papers are about 10 to 12 pages, single-spaced, excluding figures, tables, footnotes, references, and appendices. Presentations must be pre-recorded and as near to 10 minutes as possible.

The outline is worth 600 points and the paper and presentation assignments are each worth 200 points for a total of 1,000 points possible in the course. At midterm, students must submit their final outlines. Students that do not earn full credit on their outlines may earn some or all of those points back on their papers and/or presentations.

Students must also complete 6 self review and 6 peer review assignments. Student will receive minus 10 points per missed assignment after the first two. The maximum deduction for missed self or peer reviews is 100 points (i.e., one letter grade).

Outline

600 points

At midterm, students must submit a detailed paragraph outline that describes clearly, specifically, and completely their ideas and supporting evidence for a market analysis. Students must gather, integrate, and document appropriate information sources (e.g., field observations, interviews, government data, etc.).

In essence, the outline is a draft of the paper that emphasizes the quality of the ideas rather than the technical correctness of their expression. Outlines will not be penalized for incorrect grammar, spelling, sentence structure, tone, style, neatness, layout, or wording as long as the organization and ideas are clear enough for the instructor to judge how useful and true they are.

Keep in mind that this outline will eventually be transformed into a 4,500 word paper and a 10 minute pre-recorded presentation. Your outline should contain content sufficient to meet these targets.

Outlines should follow all of the instructions provided in the course's online text, including the review criteria listed in the first four review exercises. These criteria are listed in the "Review" chapter of the online text.

Self Review 1

zero or -10 points

Complete the online Self Review 1 form on Canvas. This form requires you to upload a PDF or Word version of your Outline that satisfies all of the review criteria described in section R.1 in the "Review" chapter of the online text.

Self Review 2

zero or -10 points

Complete the online Self Review 2 form on Canvas. This form requires you to upload a PDF or Word version of your Outline that satisfies all of the review criteria described in sections R.1 and R.2 in the "Review" chapter of the online text.

Self Review 3

zero or -10 points

Complete the online Self Review 3 form on Canvas. This form requires you to upload a PDF or Word version of your Outline that satisfies all of the review criteria described in sections R.1, R.2, and R.3 in the "Review" chapter of the online text.

Self Review 4

zero or -10 points

Complete the online Self Review 4 form on Canvas. This form requires you to upload a PDF or Word version of your Outline that satisfies all of the review criteria described in sections R.1, R.2, R.3, and R.4 in the "Review" chapter of the online text.

Paper

200 points

For the paper assignment, students must make the ideas in their outlines clear, neat, and succinct. Students should create polished papers that are free of grammar and spelling mistakes with appropriate sentence structure, tone, style, layout, and wording.

Papers should follow all of the instructions provided in the course's online text. Specifically, papers should satisfy all of the review criteria listed in the first five review exercises. These criteria are listed in the "Review" chapter of the online text.

Papers must be at least 4,500 words. Typically papers are about 10 to 12 pages, single-spaced, excluding figures, tables, footnotes, references, and appendices.

Sloppy or half-hearted attempts at writing will be returned ungraded. Students that submit recklessly written papers or who demonstrate serious writing deficiencies may be referred to their college dean for remedial work following University Policies (Senate Rule 5.2.4.3).

Self Review 5

zero or -10 points

Complete the online Self Review 5 form on Canvas. This form requires you to upload a PDF or Word version of your completed Paper that satisfies all of the review criteria described in sections R.1, R.2, R.3, R.4, and R.5 in the "Review" chapter of the online text.

Presentation

200 points

All students in the course must create a recorded presentation with 14 to 20 visual aids (e.g., PowerPoint slides) showing the results of their written analysis. Recorded presentations must be as close to 10 minutes as possible. The file format should be suitable for upload to YouTube (e.g., .MP4 or .MOV) and the size limit for presentations is 200MB.

Presentations should follow all of the instructions provided in the course's online text. Specifically, presentations should satisfy all of the review criteria listed in all six review exercises. These criteria are listed in the "Review" chapter of the online text. Students are encouraged to consult with the UK Media Depot and Presentation U office in the basement of the Young library for additional guidance.

Sloppy or half-hearted presentations will be returned ungraded. Students that submit recklessly prepared presentations or who demonstrate serious communication deficiencies may be referred to their college dean for remedial work following University Policies (Senate Rule 5.2.4.3).

Presentations will be graded based on the organization, neatness, and clarity of the ideas presented plus the speaker's tone, style, layout, word choice, and grammar.

Self Review 6

zero or -10 points

Complete the online Self Review 6 form on Canvas. This form requires you to upload a .MP4, .MOV, or other YouTube compatible file of your completed Presentation that satisfies all of the review criteria described in sections R.1, R.2, R.3, R.4, R.5 and R6 in the "Review" chapter of the online text.

FALL 2016 SEMESTER SCHEDULE
Hybrid Version

Students in this course must complete a detailed paragraph outline (600 points), a term paper (200 points), and a pre-recorded oral presentation (200 points). Students must also complete 6 self review and 6 peer review assignments. Student will receive minus 10 points per missed assignment after the first two; the maximum deduction for missed self or peer reviews is 100 points (i.e., one letter grade). There are 1,000 points possible in the course.

Week	Due Date and Time			Assignment	Points
1	6:00PM	Wed	Aug 24	Read: Preface, Chapter 1	--
1	6:00PM	Wed	Aug 24	Class: Course Overview (Garrigus B52)	--
2	6:00PM	Wed	Aug 31	Read: Chapters 2, 3, and 4	--
2	6:00PM	Wed	Aug 31	Self Review 1: Complete at home and upload to Canvas	-10 if missed
2	6:00PM	Wed	Aug 31	Peer Review 1: In class (Garrigus B52)	-10 if missed
3	6:00PM	Wed	Sept 7	Read: Chapter 5	--
3	6:00PM	Wed	Sept 7	Self Review 2: Complete at home and upload to Canvas	-10 if missed
3	6:00PM	Wed	Sept 7	Peer Review 2: In class (Garrigus B52)	-10 if missed
4	--	--	--	NO CLASS	--
5	--	--	--	NO CLASS	--
6	6:00PM	Wed	Sept 28	Read: Chapters 6, 7, and 8	--
6	6:00PM	Wed	Sept 28	Self Review 3: Complete at home and upload to Canvas	-10 if missed
6	6:00PM	Wed	Sept 28	Peer Review 3: In class (Garrigus B52)	-10 if missed
7	6:00PM	Wed	Oct 5	Read: Chapters 1 - 8	--
7	6:00PM	Wed	Oct 5	Self Review 4: Complete at home and upload to Canvas	-10 if missed
7	6:00PM	Wed	Oct 5	Peer Review 4: In class (Garrigus B52)	-10 if missed
7	4:00PM	Mon	Oct 10	Outline: Hard copy to Barnhart 304 and upload to Canvas	600
8	--	--	--	NO CLASS	--
9	--	--	--	NO CLASS	--
10	6:00PM	Wed	Oct 26	Read: Chapter 9	--
10	6:00PM	Wed	Oct 26	Self Review 5: Complete at home and upload to Canvas	-10 if missed
10	6:00PM	Wed	Oct 26	Peer Review 5: In class (Garrigus B52)	-10 if missed
11	6:00PM	Wed	Nov 2	Read: Chapter 10	--
11	6:00PM	Wed	Nov 2	Self Review 6: Complete at home and upload to Canvas	-10 if missed
11	6:00PM	Wed	Nov 2	Peer Review 6: In class (Garrigus B52)	-10 if missed
12	--	--	--	NO CLASS	--
13	--	--	--	NO CLASS	--
-- Thanksgiving Break.....				
14	6:00PM	Wed	Nov 30	Read: Review Chapters 1-10	--
14	6:00PM	Wed	Nov 30	Optional Workshop: In class (Garrigus B52)	--
14	4:00PM	Fri	Dec 2	Paper: Hard copy to Barnhart 304 and upload to Canvas	200
15	6:00PM	Wed	Dec 7	Presentation: Upload to Canvas	200