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OFFICE OF THE
SENATE COUNCIL

1. General Information

1a. Submitted by the College of: AGRICULTURE, FOOD AND ENVIRONMENT

Date Submitted: 10/17/2014

1b. Department/Division: Agr Economics

1c. Contact Person

Name: Alison Davis

Email: alison.davis@uky.edu

Phone: 257-7260

Responsible Faculty ID (if different from Contact)

Name: Roger Brown

Email: rogerbrown@uky.edu

Phone: 257-7257

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: AEC 306

2c. Full Title: Technical Communication in Economics

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 1

DISCUSSION: 1

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 2

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

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

2k. 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.

2l. Supplementary Teaching Component:

3. Will this course be taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 25

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree program?: No

If Yes, explain:

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: Yes

If YES, list affected programs: AEC 306 will be a new requirement (GCCR) for all AGECE majors that do not transfer into the program having already completed CIS 300.

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

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?

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.

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.

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?

If yes, which percentage, and which program(s)?

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?

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

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

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/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

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? NO

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

Instructor Name:

SIGNATURE|LMAYNARD|Leigh J Maynard|AEC 306 NEW Dept Review|20141003

SIGNATURE|LGRABAU|Larry J Grabau|AEC 306 NEW College Review|20141017

SIGNATURE|JMETT2|Joanie Ett-Mims|AEC 306 NEW Undergrad Council Review|20141203

AEC 306: Technical Communication in Economics

Fall 2015

Instructor:	Roger Brown, PhD	Office Phone:	859-257-7257
Office:	304 Barnhart Building	Cell Phone:	859-699-4446
E-Mail:	rogerbrown@uky.edu	Office Hours:	Sent weekly via email

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) of "C" or better on all GCCR assignments.

Required Text: Roger Brown. 2014. *Introduction to Economic Analysis*. Triple Silver.

For the convenience of studying, students are expected to purchase a hardcopy of this text from Johnny Print at 547 South Limestone Street in Lexington across from the Business and Economics Building. The text cost is \$10. This fee covers the cost of printing, binding, and distribution. Students who live out of town may contact the instructor or Johnny Print (859-254-6139) for help acquiring a copy of the text.

Learning Objectives: At the conclusion of this course, actively engaged students should be able to create and distribute original economic ideas in written and oral forms using appropriate digital technologies. More specifically, students should be able to convey ag-marketing concepts, strategies, theories, and conclusions clearly and convincingly orally and in writing, including the appropriate use of visual aids such as graphs, figures, and tables.

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, conveniently, and effectively;
- (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.

The instructor makes every reasonable effort to help students learn the material and earn the grade in this course that they want. However, students are expected to take primary responsibility for their learning. That means that students are expected to utilize in meaningful ways the learning resources provided. Students are expected to communicate their preferences and needs to the instructor (e.g., via email).

Technical Questions about Course Website: The software used to deliver academic content (e.g., lecture videos, course announcements, etc.) and assignments for this course is called "Canvas" by Instructure. Students can access this website by visiting <https://canvas.instructure.com/login>. UK students that are unfamiliar with how to use this free software package or experience problems 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.

Required Meeting Times: This class has eight required meetings that all students must attend:

Wednesday	August 26	18:15 to 19:30	Garrigus B52	Course overview
Wednesday	September 2	17:00 to 19:30	Garrigus B52	Term Paper Lecture, Part 1
Wednesday	September 9	17:00 to 19:30	Garrigus B52	Peer Eval: Outline, Part 1
Wednesday	September 30	17:00 to 19:30	Garrigus B52	Peer Eval: Draft, Part 1
Wednesday	October 7	17:00 to 19:30	Garrigus B52	Term Paper Lecture, Part 2
Wednesday	October 28	17:00 to 19:30	Garrigus B52	Peer Eval: Outline, Part 2
Wednesday	November 4	17:00 to 19:30	Garrigus B52	Peer Eval: Draft, Part 2
Wednesday	December 2	17:00 to 19:30	Garrigus B52	Oral presentation Strategies

Students are encouraged to participate in these optional class discussions and exam review sessions.

However, attendance and participation will have no direct impact on students' grades (i.e., no points are awarded for attendance and/or participation). Students are also invited to meet with the instructor during weekly office hours or by appointment. Students may also call/email/text the instructor during regularly business hours (i.e., 8:00 to 17:00) to inquire about the instructor's immediate on-campus availability.

Graded Assignments: This course includes four types of graded assignments designed to help the instructor to evaluate how well students have met the course learning objective. The four types of graded assignments are 1) online quizzes, 2) a multi-part term paper, 3) a digital presentation, and 4) peer evaluations.

Online Quizzes: During the active weeks of the semester, students must complete weekly online quizzes. There are three quizzes due each week on Wednesday at 17:00. For each quiz, students should read the assigned pages in the text, watch the associated online videos, and input their answers online. These online quizzes are designed to guide students through the course materials and to prepare students for writing their term papers and completing their oral presentations. All online quizzes are distributed via the course website. There are 21 quizzes total. Each quiz is worth 10 points and the lowest three quiz grades will be dropped. Students may retake each quiz an unlimited number of times until the due date and time. No further attempts are permitted after the due date and time.

Multi-Part Term Paper: The multi-part term paper assignment gives students an opportunity to analyze a particular agricultural or rural market of their choosing and practice writing to college-level standards.

For this paper, students must identify a single agricultural or rural market to investigate, analyze, and discuss. Paper topics must be approved in advance by the instructor. In Part 1 of their paper, students must define clearly and logically a single agricultural market characteristically in time and space. In Part 2 of their paper, students must identify how expected future supply and demand shifts independently and jointly are expected to impact the equilibrium price and quantity in their chosen market.

This paper must be at least 4,500 words. Papers should be no more than 20 pages, double-spaced, excluding figures and references. 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., journal articles, field observations, interviews, government data, etc.). Students are expected to review carefully the online paper description and consult with the instructor 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.

The multi-part term paper is worth 680 points total, including outlines for Part 1 and Part 2 (20 points each), drafts of each part (20 points each), a final version of each part (300 points each).

Peer Evaluation: Peer evaluation is an important part of any significant writing exercise. Peer evaluation (i.e., peer review) is particularly valuable during the early formative stages of writing. Student in this course will meet face-to-face on four different occasions to review outlines and drafts of their peer's work. Students are expected to participate actively and earnestly for the entire period for full credit. Each peer evaluation exercise is worth 20 points (80 points total).

Digital Presentation: All students in the course will create a recorded presentation with 20 visual aids (e.g., PowerPoint slides) that presents the results of their written analysis. Recorded presentations must be 6 minutes and 40 seconds long with each visual aid shown for exactly 20 seconds. This presentation is style is sometimes called "*pecha kucha*" (Japanese for "*chit-chat*"). Another similar presentation style is called "Ignite Talk" (search on the Internet for examples). While the course materials provide basic technical guidance for creating and recording a presentation, students should investigate the Media Depot at UK in the basement of the Young library (<http://www.uky.edu/ukit/mediadepot>) for additional guidance. The recorded presentation assignment is worth 100 points. Presentations should be recorded in MP4 or similar format and uploaded to the course website. Students must solicit, incorporate, and document peer feedback on at least one draft version of their digital presentation assignment.

Grading: Final grades for students are determined by adding all points from all of the assignments in the course. The total number of points possible in the course is 1,000 points.

Course Assignment	Points Possible	Letter Grades
Online Quizzes	180	
Term Paper, Part 1	340	A = 90% to 100% (i.e., 900 or more points)
Term Paper, Part 2	340	B = 80% to 89% (i.e., 800 to 799 points)
Peer Evaluations	40	C = 70% to 79% (i.e., 700 to 799 points)
Digital Presentation	100	D = 60% to 69% (i.e., 600 to 699 points)
Total	1,000	E = 59% or less (i.e., 599 or fewer points)

NOTE: GCCR credit requires an average (weighted) of "C" or better on all GCCR assignments.

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

NOTE: The instructor may make changes to this syllabus as needed at the instructor's sole discretion.

Absence Policy: Students that have another class or a common-hour exam scheduled at the same time as an exam in this class must contact the instructor no later than the third week of the semester to discuss alternate exam dates/times. Students that miss an exam for a University-approved reason must email the instructor within one week following the period of the excused absence (SR 5.2.4.2). The instructor will not reopen expired online quizzes for any reason. Appropriate verification of absences may be required.

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 that the written work of any student 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 exams) may be referred to their College dean for remedial coursework in English.

Grievance Policy: Students are encouraged to discuss any grievances that they may have regarding the class 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.

Students with Disabilities: Students with a documented disability that requires academic accommodations in this course should provide the instructor with a Letter of Accommodation from the UK Disability Resource Center (DRC) as soon as possible via email. For additional information, contact the DRC (Room 2, Alumni Gym, 859-257-2754, email: jkarnes@uky.edu).

Library Services: While this is not an online course, students who desire library assistance may contact Carla Cantagallo at 859-257-0550, ext. 2171, dllservice@uky.edu or visit <http://libraries.uky.edu/dlls>. Campus-based students can also 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).

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 and, for writing assignments, with the staff at the UK Writing Center at the Young Library if they have questions about academic expectations regarding plagiarism and cheating.

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.

Students may work together cooperatively to complete their online quizzes. However, the minimum expectations (to avoid cheating) are that every individual working in such a group 1) is logged onto his/her own course website account at the same time, and 2) enters his/her own answer choices into the computer. Students failing to meet these two minimum requirements are guilty of cheating.

Statement on Plagiarism: All academic work, written or otherwise, submitted by students to their instructor, is expected to be the result of their own thought, research, or self-expression unless clear attribution indicates otherwise or unless the instructor clearly makes an exception. In cases where students feel unsure about the standards of clear attribution or about any exception, 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 anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else’s work, whether it be a published article, chapter of a book, a paper from a friend or some file, or whatever. “Work” includes not only the particular words or phrases from another author. Work also includes any photograph or other image created by someone else. It includes any graph created, data collected, idea conveyed, or organization of thoughts, or particular ideas generated by someone else. In academic assignments, all work that is the creation of someone else—including work from a book, the radio, an internet site, a blog, a friend, a relative, or your instructor—must be clearly attributed to its author unless clearly excepted by the instructor. Otherwise, it’s plagiarism.

When students’ work in any way draws upon other’s work, students must carefully acknowledge exactly what, where and how they have employed other’s work. An author’s last name in parentheses at the end of a long paragraph is often not enough to clarify exactly what work the student did versus other authors. Of course, 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. Some information and ideas have no genuinely unique source and are so generally and freely circulated as to be a part of the public domain. This so-called “general knowledge” only includes information or ideas that may be found without attribution in at least two credible sources (i.e., sources with correct attribution). If in doubt, ask your instructor.

Plagiarism:

Plagiarism is simply any violation of the attribution requirement (see attached flowchart, "Understanding and Avoiding Plagiarism"). The attribution requirement states that, given an assumption of originality, any work done by any person other than the presenter must have clear attribution. In other words, plagiarism is simply unclear attribution given an assumption of originality.

An originality assumption is a reasonable expectation by a listener, reader, or viewer that the presenter is the sole producer of all work not clearly attributed to others. Clear attribution is unambiguous indication by the presenter that some work—differentiated clearly from his or her own—was done by others. Work is any product that results from the mental or physical activity of any person. Work includes photographs, data, graphs, wording, ideas, pictures, arguments, outlines, organization of ideas, maps, arrangement of information, analytical techniques, and much, much more.

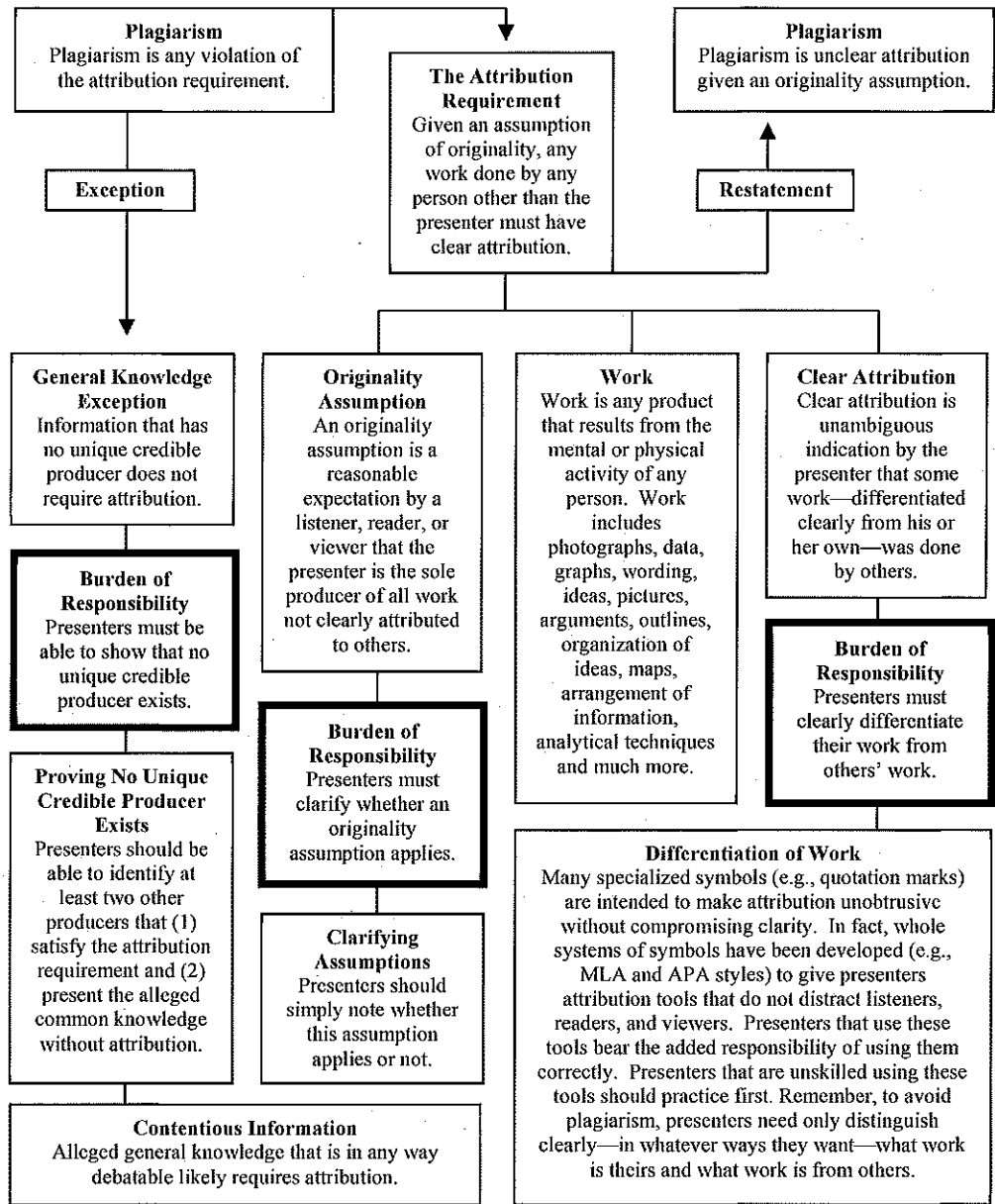
Some information—called "common knowledge"—does not require attribution. Common knowledge is information that has no unique producer. In other words, information is common knowledge if it appears without attribution in at least two sources authored by credible presenters, i.e., those who themselves satisfy the attribution requirement.

Under this definition of plagiarism, authors and presenters have three responsibilities. First, presenters must clarify whether an originality assumption applies. If so, presenters secondly must clearly differentiate their work from others' work. Finally, presenters that use common knowledge must be able to show that at least two other credible sources use the same information without attribution.

Many specialized symbols (e.g., quotation marks) are intended to make attribution unobtrusive without compromising clarity. In fact, whole systems of symbols have been developed (e.g., MLA and APA styles) to give presenters attribution tools that do not distract listeners, readers, and viewers. Presenters that use these tools bear the added responsibility of using them correctly. Presenters that are unskilled using these tools should practice first. Remember, to avoid plagiarism, presenters need only distinguish clearly—in whatever ways they want—what work is theirs and what work is from others.

Students that are in doubt about the "rules" of attribution or about the academic conventions of proper attribution must at least be clear what work is theirs and what work is from others. All college students possess and are consequently held completely responsible for communication skills sufficient to distinguish clearly their work from others' work. Students that do not make this distinction clear deceive listeners, viewers, and/or readers and are guilty of plagiarism.

UNDERSTANDING AND AVOIDING PLAGIARISM



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 course with a failing grade and additionally recommended to the UK Dean of Students Office for disciplinary action, if appropriate.

Minimum System Requirements: Students enrolled in this course will need reliable access to a computer with a high-speed internet connection. Students will also need to install some free software to display some files (e.g., Adobe Flash player is needed to play video files). Students who do not have convenient high-speed or broadband internet access should contact the instructor for possible alternatives.

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. Discussion boards are best for course-related questions. 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 with an invitation to resubmit the original inquiry in a later email if needed. Students are expected to make reasonable efforts on their own to answer their own questions.

Official Communication: All official course communications are sent to students' UK email accounts (e.g., rogerbrown@uky.edu). Students should check their accounts regularly (e.g., once daily).

Office Hours: All students are likely to benefit from some direct interaction with the instructor outside of normal class times over the course of the semester. The instructor for this course (Roger Brown) 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.

FALL 2015 SEMESTER SCHEDULE

Students must complete a term paper and a recorded oral presentation. The term paper has two parts. For each part, students must prepare an outline (20 points), a draft (20 points), and a final version (300 points). The oral presentation (100 points) must be recorded and posted on the course website. Students must also attend and participate in four Peer Evaluation sessions (10 points each). Finally, students must complete 21 online quizzes (10 points each) over the course of the semester. The lowest three quiz scores (30 points possible) will be dropped. There are 1,000 points possible in the course.

Week	Location	Time Due	Day	Date	Assignment	Points
1	Garr B52	18:15	Wednesday	Aug 26	Course Overview	--
2	Online	17:00	Wednesday	Sept 2	Quizzes: Chapters 1 to 3	30
2	Garr B52	17:00	Wednesday	Sept 2	Term Paper Lecture, Part 1	--
3	Online	17:00	Wednesday	Sept 9	Quizzes: Chapters 4 to 6	30
3	Online	17:00	Wednesday	Sept 9	Outline, Part 1	20
3	Garr B52	17:00	Wednesday	Sept 9	Peer Eval: Outline, Part 1	10
4	--	--	Wednesday	Sept 16	No Class	--
5	--	--	Wednesday	Sept 23	No Class	--
6	Online	17:00	Wednesday	Sept 30	Quizzes: Chapters 7 to 9	30
6	Online	17:00	Wednesday	Sept 30	Draft, Part 1	20
6	Garr B52	17:00	Wednesday	Sept 30	Peer Eval: Draft, Part 1	10
7	Online	17:00	Wednesday	Oct 7	Quizzes: Chapters 10 to 12	30
7	Online	17:00	Wednesday	Oct 7	Term Paper, Final, Part 1	300
7	Garr B52	17:00	Wednesday	Oct 7	Term Paper Lecture, Part 2	--
8	--	--	Wednesday	Oct 14	No Class	--
9	--	--	Wednesday	Oct 21	No Class	--
10	Online	17:00	Wednesday	Oct 28	Quizzes: Chapters 13 to 15	30
10	Online	17:00	Wednesday	Oct 28	Outline, Part 2	20
10	Garr B52	17:00	Wednesday	Oct 28	Peer Eval: Outline, Part 2	10
11	Online	17:00	Wednesday	Nov 4	Quizzes: Chapters 16 to 18	30
11	Online	17:00	Wednesday	Nov 4	Draft, Part 2	20
11	Garr B52	17:00	Wednesday	Nov 4	Peer Eval: Draft, Part 2	10
12	--	--	Wednesday	Nov 11	No Class	--
13	--	--	Wednesday	Nov 18	No Class	--
..... <i>Thanksgiving Break</i>						
14	Online	17:00	Wednesday	Dec 2	Quizzes: Chapters 19 to 21	30
14	Online	17:00	Wednesday	Dec 2	Final, Part 2	300
14	Garr B52	17:00	Wednesday	Dec 2	Presentation Strategies Lecture	--
15	Online	17:00	Wednesday	Dec 9	Final Presentation	100

NOTES: "Garr B52" refers to the Garrigus Building, Room B52 on UK's campus. "Online" refers to the course website.

SPRING 2016 SEMESTER SCHEDULE

Students must complete a term paper and a recorded oral presentation. The term paper has two parts. For each part, students must prepare an outline (20 points), a draft (20 points), and a final version (300 points). The oral presentation (100 points) must be recorded and posted on the course website. Students must also attend and participate in four Peer Evaluation sessions (10 points each). Finally, students must complete 21 online quizzes (10 points each) over the course of the semester. The lowest three quiz scores (30 points possible) will be dropped. There are 1,000 points possible in the course.

Week	Location	Time Due	Day	Date	Assignment	Points
1	Garr B52	18:15	Wednesday	Jan 13	Course Overview	--
2	Online	17:00	Wednesday	Jan 20	Quizzes: Chapters 1 to 3	30
2	Garr B52	17:00	Wednesday	Jan 20	Term Paper Lecture, Part 1	--
3	Online	17:00	Wednesday	Jan 27	Quizzes: Chapters 4 to 6	30
3	Online	17:00	Wednesday	Jan 27	Outline, Part 1	20
3	Garr B52	17:00	Wednesday	Jan 27	Peer Eval: Outline, Part 1	10
4	--	--	Wednesday	Feb 3	No Class	--
5	--	--	Wednesday	Feb 10	No Class	--
6	Online	17:00	Wednesday	Feb 17	Quizzes: Chapters 7 to 9	30
6	Online	17:00	Wednesday	Feb 17	Draft, Part 1	20
6	Garr B52	17:00	Wednesday	Feb 17	Peer Eval: Draft, Part 1	10
7	Online	17:00	Wednesday	Feb 24	Quizzes: Chapters 10 to 12	30
7	Online	17:00	Wednesday	Feb 24	Term Paper, Final, Part 1	300
7	Garr B52	17:00	Wednesday	Feb 24	Term Paper Lecture, Part 2	--
8	--	--	Wednesday	Mar 2	No Class	--
9	--	--	Wednesday	Mar 9	No Class	--
..... <i>Spring Break</i>						
10	Online	17:00	Wednesday	Mar 23	Quizzes: Chapters 13 to 15	30
10	Online	17:00	Wednesday	Mar 23	Outline, Part 2	20
10	Garr B52	17:00	Wednesday	Mar 23	Peer Eval: Outline, Part 2	10
11	Online	17:00	Wednesday	Mar 30	Quizzes: Chapters 16 to 18	30
11	Online	17:00	Wednesday	Mar 30	Draft, Part 2	20
11	Garr B52	17:00	Wednesday	Mar 30	Peer Eval: Draft, Part 2	10
12	--	--	Wednesday	Apr 6	No Class	--
13	--	--	Wednesday	Apr 13	No Class	--
14	Online	17:00	Wednesday	Apr 20	Quizzes: Chapters 19 to 21	30
14	Online	17:00	Wednesday	Apr 20	Final, Part 2	300
14	Garr B52	17:00	Wednesday	Apr 20	Presentation Strategies Lecture	--
15	Online	17:00	Wednesday	Apr 27	Final Presentation	100

NOTES: "Garr B52" refers to the Garrigus Building, Room B52 on UK's campus. "Online" refers to the course website.

Courses Request Tracking

New Course 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 3887	AEC 306 Revised New Course Proposal 10-13-14.pdf

First 1 Last

Select saved project to retrieve... Get New

(*denotes required fields)

1. General Information

a. * Submitted by the College of: Submission Date:

b. * Department/Division:

c.

* Contact Person Name: Email: Phone:

* Responsible Faculty ID (if different from Contact) Email: Phone:

d. * Requested Effective Date: Semester following approval OR Specific Term/Year ¹

e.

Should this course be a UK Core Course? Yes No

If YES, check the areas that apply:

Inquiry - Arts & Creativity Composition & Communications - II

Inquiry - Humanities Quantitative Foundations

Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning

Inquiry - Social Sciences U.S. Citizenship, Community, Diversity

Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

a. * Will this course also be offered through Distance Learning? Yes ⁴ No

b. * Prefix and Number:

c. * Full Title:

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed ² with (Prefix and Number):

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

<input type="checkbox"/> Lecture	<input type="checkbox"/> Laboratory ¹	<input type="checkbox"/> Recitation	<input type="checkbox"/> 1 Discussion
<input type="checkbox"/> Indep. Study	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum
<input type="checkbox"/> Research	<input type="checkbox"/> Residency	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio
<input type="checkbox"/> Other	If Other, Please explain: <input type="text"/>		

g. * Identify a grading system:

Letter (A, B, C, etc.)

Pass/Fail

Medicine Numeric Grade (Non-medical students will receive a letter grade)

Graduate School Grade Scale

h. * Number of credits:

i. * Is this course repeatable for additional credit? Yes No

If YES: Maximum number of credit hours:

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

j. * Course Description for Bulletin:

This course examines how to create and distribute original economic ideas in written and oral forms using appropriate digital technologies.

k. 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.

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 25

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

8. * Check the category most applicable to this course:

- Traditional – Offered in Corresponding Departments at Universities Elsewhere
- Relatively New – Now Being Widely Established
- Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement⁵ for ANY program? Yes No

If YES⁵, list affected programs::

AEC 306 will be a new requirement (GCCR) for all AGECE majors that do not transfer into the program having already completed CIS 300.

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the differentiation for undergraduate and graduate students must be included in the information required in 10.b. You must include: (i) identify additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable above) are attached.

⁵ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
⁶ The chair of the cross-listing department must sign off on the Signature Routing Log.

In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, require two hours per week for a semester for one credit hour. (from SR 5 2.1)

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

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

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