Graduation Composition and Communication Requirement (GCCR)
GCCR PROPOSAL AND CHANGE UNDERGRADUATE PROGRAM FORM

I. General Information:

College:	Arts and Sciences		Department (Full name):	Political Science
Major Name (full name please):	Political Science		Degree Title:	B.A. and B.S.
Formal Option(s), if any:	———		Specialty Field w/in Formal Options, if any:	———
Requested Effective Date:	FALL 2014, *IF* RECEIVED BY SENATE COUNCIL BY MONDAY, APRIL 7.			
Contact Person:	Daniel Morey	Phone:	7-4234	Email:	dsmore2@uky.edu

II. Parameters of the Graduation Composition and Communication Requirement (GCCR):

The new GCCR replaces the old Graduation Writing Requirement. It is fulfilled by a course or courses specified within a B.A./B.S. degree program. As outlined in draft Senate Rule 5.4.3.1, the GCCR stipulates that students must successfully complete this requirement after achieving sophomore status and prior to graduation. To satisfy the GCCR, students must earn an average grade of C or better on the designated Composition and Communication (C&C) intensive assignments produced in any given course designated as fulfilling some or all of the GCCR. The requirements for GCCR courses include:

- at least 4500 words of English composition (approximately 15 pages total);
- a formal oral assignment *or* a visual assignment;
- an assignment demonstrating information literacy in the discipline;
- a draft/feedback/revision process on GCCR assignments.

The program requirements for the GCCR include:

- at least one specific Program Student Learning Outcome for C&C outcomes;
- a plan for assessing both the writing and oral *or* visual components of the GCCR;
- clear goals, rubrics, and revision plans for GCCR implementation.

Upon GCCR approval, each program will have a version of the following specification listed with its Program Description in the University Bulletin:

*"**Graduation Composition and Communication Requirement.** Students must complete the Graduation Composition and Communication Requirement as designated for this program. Please consult a college advisor or program advisor for details. See also 'Graduation Composition and Communication Requirement' on p. XX of this Bulletin."*

III. GCCR Information for this Program (by requirement):

A. *List the courses currently used to fulfill the old Graduation Writing Requirement:*
All 400-level PS courses ·
B. *GCCR Program Outcomes and brief description:*
1. Please specify the Major/Program Student Learning Outcomes (SLOs) pertaining to Composition & Communication and the GCCR requirement. These are *program* outcomes, not *course* outcomes. Please specify the program-level SLOs for C&C in your program:
3) Read and outline complex political/governmental material – such as a research report, court decision, or theoretical treatise – so as to identify the underlying assumptions and key arguments of the author(s) and the evidence provided for those arguments. 4) Write a literature review that describes existing research on a topic in political science, identifying the main questions asked in the relevant literature as well as meaningful areas of uncertainty that future research could address. 5) Compose an analytical or persuasive essay that draws on multiple fields within the discipline of political science and a sophisticated array of sources to synthesize knowledge about the policy process, about political behavior (mass and/or elite), and about the workings of political institutions (national and/or international).

2. Please provide a short GCCR description for your majors (limit 1000 characters): Please explain the GCCR requirement in language appropriate for undergraduate majors to understand the specific parameters and justification of your program's GCCR implementation plan:

The majority of Political Science majors follow career paths that require effective written and oral communication skills (graduate school, law school, government, business). The Political Science GCCR plan is specifically designed to improve multimodal composition and communication abilities while helping students further develop the necessary research skills. In the class students will learn how to write a professional literature review, write a policy brief or a human subjects research proposal, write a research essay, and present research results either orally or using visual communication. This course prepares students for advanced courses in Political Science and develops the professional skills necessary to succeed in most common career paths for Political Science majors.

C. Delivery and Content:

1. Delivery specification: for your major/program, how will the GCCR be delivered? Please put an X next to the appropriate option. *(Note: it is strongly recommended that GCCR courses be housed within the degree program.)*	☐ a. Single required course within program
	☐ b. multiple required or optional courses within program
	☒ c. course or courses outside program (i.e., in another program)
	☐ d. combination of courses inside and outside program
	☐ e. other (please specify): _

2. **Basic Course Information**: Please provide the following information for course(s) used to satisfy the GCCR, either in whole or in part:

Course #1: Dept. prefix, number, and course title: WRD 304

- new or existing course? Existing in WRD Department *(new courses should be accompanied by a New Course Proposal)*
  - ☐ *if a new course, check here that a New Course Proposal has been submitted for review via eCATS*
- required or optional? Required
- shared or cross-listed course? Shared
- projected enrollment per semester: 40-60

Course #2 (if applicable): Dept. prefix, number, and course title: _____

- new or existing course? _____ *(new courses should be accompanied by a New Course Proposal)*
  - ☐ *if a new course, check here that a New Course Proposal has been submitted for review via eCATS*
- required or optional? _____
- shared or cross-listed course? _____
- projected enrollment per semester: _____

Course #3 (if applicable): Dept. prefix, number, and course title: _____

- new or existing course? _____ *(new courses should be accompanied by a New Course Proposal)*
  - ☐ *if a new course, check here that a New Course Proposal has been submitted for review via eCATS*
- required or optional? _____
- shared or cross-listed course? _____
- projected enrollment per semester: _____

3. **Shared courses:** If the GCCR course(s) is/are shared from *outside* the program, please specify the related department or program that will be delivering the course(s). Please provide the following:

- **Contact information of providing program:**
  Brian J. McNely
  Director of Undergraduate Studies
  Department of Writing, Rhetoric, and Digital Studies
  brian.mcnely@uky.edu

- **Resources:** what are the resource implications for the proposed GCCR course(s), including any projected budget or staffing needs? If multiple units/programs will collaborate in offering the GCCR course(s), please specify the resource contribution of each participating program.
  WRD will provide all staffing for this course, as per the MOA.
- **Memorandum of Understanding/Letter of Agreement:** Attach formal documentation of agreement between the providing

and receiving programs, specifying the delivery mechanisms and resources allocated for the specified GCCR course(s) in the respective programs (include with attachments).

Date of agreement: 10/1/14

4. **Syllabi: Please provide a sample syllabus for each course that will be designated to fulfill the GCCR.** Make sure the following things are clearly indicated on the syllabi for ease of review and approval (check off each):

- the GCCR assignments are highlighted in the syllabus and course calendar;
- the GCCR assignments meet the minimum workload requirements as specified by the Senate Rules for GCCR courses (see the draft Senate GCCR rule linked here);
- the elements are specified in the syllabus that fulfill the GCCR requirement for a clear draft/feedback/revision process;
- the grade level requirements for the GCCR are specified on the syllabus (i.e., an average of C or better is required on GCCR assignments for credit);
- the course or sequence of courses are specified to be completed after the first year (i.e. to be completed after completing 30 credit hours) for GCCR credit;
- the course syllabus specifies "This course provides full/partial GCCR credit for the XXX major/program"
  - o if the course provides partial GCCR credit, the fulfilled portion of the GCCR must be specified and the other components of the GCCR for the program must be specified: e.g. "This course provides partial credit for the written component of the GCCR for the XXX major/program in conjunction with Course 2"

5. **Instructional plan:** Summarize the instructional plan for teaching the C&C skills specified in the program SLOs and delivered in the course(s). Include the following information in **brief** statements (1000 characters or less). Information can be cut-and-pasted from the relevant sample syllabus with indications **where** on the syllabus it is found:

- overview of delivery model: summarize how the GCCR will be delivered for **all** program majors: explain how the delivery model is appropriate for the major/program and how it is offered at an appropriate level (e.g. required course(s), capstone course, skills practicum sequence of courses, etc.):

  The GCCR will be delivered using one course specifically targeting the skills essential for written and oral/visual communication. While not required, students will be advised to take the GCCR course either in conjunction with or after completing PS 372 (undergraduate research methods in Political Science). This model will aid students by providing an early concentrated focus on developing appropriate communication skills. Because the material is offered on one course students will better understand the differences between communication requirements appropriate for academic and professional audiences. Students will develop these skills prior to starting advanced course work in Political Science. This design will allow students to continue practicing these skills within a variety of climates as they complete research intensive courses.

- assignments: overview or list of the assignments to be required for the GCCR (e.g. papers, reports, presentations, videos, etc.), with a summary of how these GCCR assignments appropriately meet the disciplinary and professional expectations of the major/program:

  3 practica (total of 1,500 words), Literature review (1,000-1,500 words), Policy Brief or IRB protocol (1,000-1,500 words), research essay (3,000 words), and a scholarly presentation (oral or visual communication). These assignments prepare students to meet the demands of most common career paths for PS graduates. They learn how to present (written and oral) professional research aimed at an academic and/or policy audience. Within PS students are expected to be able to produce an academic literature review along with a professional quality research paper and to present results in a manner appropriate for a professional conference. While professionally most majors will work within a governmental research office producing policy reports.

- revision: description of the draft/feedback/revision plan for the GCCR assignments (e.g. peer review with instructor grading & feedback; essay drafting with mandatory revision; peer presentations; etc.):

  The literature review, IBR Proposal/Policy Brief, and Final Essay all receive one round of peer and instructor review. Students submit an initial draft for peer and instructor review, then students revise the assignment based on the comments before submitting a final draft for each project..

- other information helpful for reviewing the proposal:

D. Assessment:

In addition to providing the relevant program-level SLOs under III.B, please specify the assessment plan at the program level for the

proposed course(s) and content. Provide the following:
• specify the assessment schedule (e.g., every 3 semesters; biennially):
Assessment will take place in odd numbered years. WRD will conduct an assessment focused directly on the GCCR outcomes. WRD and PS faculty will meet after the assessment is complete to discuss the results and the overall functioning of the partnership.
• identify the internal assessment authority (e.g. curriculum committee, Undergraduate Studies Committee):
Assessment by WRD will be done by a committee appointed by the WRD chair or WRD DUS. Assessment and review will be done by the Undergraduate Policy Committee within PS.
• if the GCCR course(s) is/are shared, specify the assessment relationship between the providing and receiving programs: explain how the assessment standards of the receiving program will be implemented for the provided course(s):
WRD Chair and/or DUS and PS Chair and/or DUS shall meet in assessment years (i.e., odd numbered years) after assessment is complete to review the course assessment results, the assignments, and recommend improvements/changes to the course and/or assignments to ensure consistency with the needs of PS graduates. The results will be reported to the PS DUS for use in the PS Department's accreditation reports and for dissemination to the PS faculty.

Graduation Composition and Communication Requirement (GCCR)
GCCR PROPOSAL AND CHANGE UNDERGRADUATE PROGRAM FORM

Signature Routing Log

General Information:

GCCR Proposal Name (course prefix & number, program major & degree):	WRD 304, Political Science BA & BS
Contact Person Name:	Daniel S. Morey
Phone:	7-4234
Email:	dsmore2@uky.edu

Instructions:

Identify the groups or individuals reviewing the proposal; record the date of review; provide a contact person for each entry. On the approval process, please note:

- Proposals approved by Programs and Colleges will proceed to the GCCR Advisory Committee for expedited review and approval, and then they will be sent directly to the Senate Council Office. Program Changes will then be posted on a web transmittal for final Senate approval in time for inclusion in the Fall 2014 Course Bulletin.
- New Course Proposals for the GCCR will still require review and approval by the Undergraduate Council. This review will run parallel to GCCR Program Change review.
- In cases where new GCCR courses will be under review for implementation after Fall 2014, related GCCR Program Changes can still be approved for Fall 2014 as noted *"pending approval of appropriate GCCR courses."*

Internal College Reviews and Course Sharing and Cross-listing Reviews:

Reviewing Group	Date Reviewed	Contact Person (name/phone/email)
Home Program *review by Chair or DUS, etc.*	10/1/14	Daniel S. Morey / 7-4234 / dsmore2@uky.edu
Providing Program *(if different from Home Program)*	10/1/14	Brian J. McNely / 8-0957 / brian.mcnely@uky.edu
Cross-listing Program *(if applicable)*		/ /
College Dean	10/16/2014	Anna Bosch / 7-1584 / bosch@uky.edu
		/ /

Administrative Reviews:

Reviewing Group	Date Approved	Approval of Revision/ Pending Approval[1]
GCCR Advisory Committee	11/5/2014	

Comments:

MoA copy attached with WRD 304 syllabus.

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[1] *Use this space to indicate approval of revisions made subsequent to that group's review, if deemed necessary by the revising group; and/or any Program Change approvals with GCCR course approvals pending.*

Memorandum of Agreement

Department of Writing Rhetoric and Digital Studies (WRD) and Department of Political Science (PS)
University of Kentucky
WRD providing a Graduation Communication and Composition course for all Political Science majors.
Effective: Aug 1, 2015 through May 31, 2019

Background

The University Senate transform the graduation-writing requirement (GWR) into a graduation composition and communication requirement (GCCR) that is appropriate for the academic program of each major. The GCCR is anchored by writing appropriate to a specific discipline. It must also include at least one other modality of communication—oral or visual. The Senate has established the principles and requirements of the GCCR and the Political Science faculty has voted to fulfill the requirement using a single course.

Over the last several semesters faculty from WRD and PS have been in discussion about the requirements and the type of communication relevant to PS graduates. From those discussions, and subsequent planning, the PS faculty voted to formally require that the GCCR for the Political Science program be satisfied by WRD 304. This course shall be administered to ensure that it is appropriate for the learning outcomes of the PS major.

Agreement

1. WRD shall have WRD 304 approved as a GCCR course. In general the course will have the following specific requirements: written assignment(s) of at least 4,500 words in English (the equivalent of 12-15 pages of double-spaced, typewritten text), student presentations of at least 10 minutes in English, and evidence of draft/feedback/revision process on the required GCCR assignment(s).
    a. Pending approval of WRD 304 as a university course, WRD shall offer WRD 205, Writing and Rhetoric, with the subtitle "Writing in the Social Sciences," to serve as the GCCR course for Political Science majors. The DUS in WRD and PS will coordinate scheduling to ensure PS students have the ability to fulfill GCCR requirements using WRD 205.
2. WRD 304 shall have a specific program learning outcome and assessment plan focused directly on the GCCR. The assessment plan will include (a) clear goals for successful achievement of the GCCR, (b) specific criteria and rubrics for systematically assessing student work, and (c) a cogent description of how assessment results will be utilized to revise GCCR instruction and/or curriculum if the goals are not met. PS will use this information as part of the department's accreditation and reporting requirements to the University Senate.
3. WRD shall offer enough sections of WRD 304 (no more than 30 students per section) each year so that all PS majors (currently 90-120 students per year) can fulfill the GCCR.
4. WRD and PS shall coordinate scheduling of the WRD 304 sections to minimize scheduling conflicts with required PS courses.
5. PS faculty shall, from time to time, provide to WRD faculty/instructors examples/types of communication appropriate for graduates in Political Science.
6. WRD Chair and/or DUS and PS Chair and/or DUS shall meet in assessment years (i.e., odd numbered years) after assessment is complete to review the course assessment results, the assignments, and recommend improvements/changes to the course and/or assignments to ensure consistency with the needs of PS graduates. The results will be reported to the PS DUS for use in the PS Department's accreditation reports and for dissemination to the PS faculty.
7. PS faculty have already approved WRD 304 to fulfill the GCCR for all PS majors and will maintain this as a department requirement as long as this agreement remains in effect.

Renewal
This agreement shall be for 4 years with the possibility of renewal. In year 3 of the agreement faculty from each department will review and consider this agreement renewal. If agreed to by both departments, the renewal shall be approved in year 4. Renewals shall last for a minimum of 4 years.

Termination
In the event that either department decides to terminate this agreement, the program initiating termination shall give the other program written notice 1 year prior to termination. In addition, if the University Senate eliminates the GCCR requirement, or significantly changes the requirement, then this agreement shall become null and void.

[signed 10/1/2014, original on record with PS & WRD]

Jeff Rice
Professor and Interim Chair of WRD

Ernest Yanarella
Professor and Chair of PS

Graduation Composition and Communication Requirement (GCCR)

Syllabus and Assessment Plan | WRD 304: Writing in the Social Sciences (prospective course)

This document contains:

> + a narrative overview of GCCR-related assignments and pedagogical processes for WRD 304
> + [an assessment plan (and rubric) for measuring written and visual communication in WRD 304 (to be aligned with standards in the behavioral and social sciences)]
> + a WRD 304 syllabus with all GCCR components delineated and highlighted

Overview of WRD 304 as a GCCR Course

WRD 304, Writing in the Social Sciences, is a prospective course that explores the major genres, norms, and practices of writing and communication for students majoring in social scientific disciplines. A statement of GCCR credit may be found on the syllabus, at the bottom of p. 2 (all other GCCR-related items are highlighted).

Students in 304 will write approximately 6,500–7,500 words in formal deliverables during the course, in genres specific to their fields (see syllabus p. 4). In addition, students will deliver presentations of scholarly literature and relevant research questions related to their final projects that demonstrate facility with both oral and visual communication.

In three brief, inquiry-driven deliverables (1,500 words, total), students develop their knowledge and practice of genres and norms specific to their disciplines. One such deliverable—Tracing Scholarly Networks—demonstrates information literacy, as students are required to identify, trace, explore, and discuss citation nodes and networks found in one recent scholarly article in their field.

The major course deliverables comprise a single, extended, inquiry-based project, consisting of: (a) a Literature Review (1,000–1,500 words); (b) an IRB Protocol OR a Policy Brief (1,000–1,500 words); (c) a Presentation of scholarly literature and relevant research questions; and (d) an essay (theoretical, methodological, empirical, or an extended literature review) exploring and answering the research questions driving the final project suite of deliverables (3,000 words minimum, not including references and appendices). A statement of the minimum GCCR grade requirement may be found on p. 4 of the syllabus.

Each of the major assignments includes ample, in-class opportunities and models for review, ideation, and peer and instructor review of drafted sections (see pp. 6–8 of the syllabus for details on ideation and review processes).

Assessment Plan

To assess written and visual communication for both GCCR and course outcomes, WRD will randomly sample an agreed upon percentage of Final Project essays during odd years (e.g., 2015, 2017, etc.). Using the Written Communication rubric from [enumerate relevant accreditation board] (attached), raters will assess student proficiency across [N] metrics that gauge both written and visual components of the GCCR, and of the WRD 304 curriculum.

In even years, WRD faculty will meet with participating faculty in the social sciences to discuss course outcomes, trends in professionalization and scholarship, and contemporary artifacts from the disciplines that could productively shape and improve the curriculum.

{ INSERT RELEVANT ASSESSMENT RUBRIC HERE }

304]
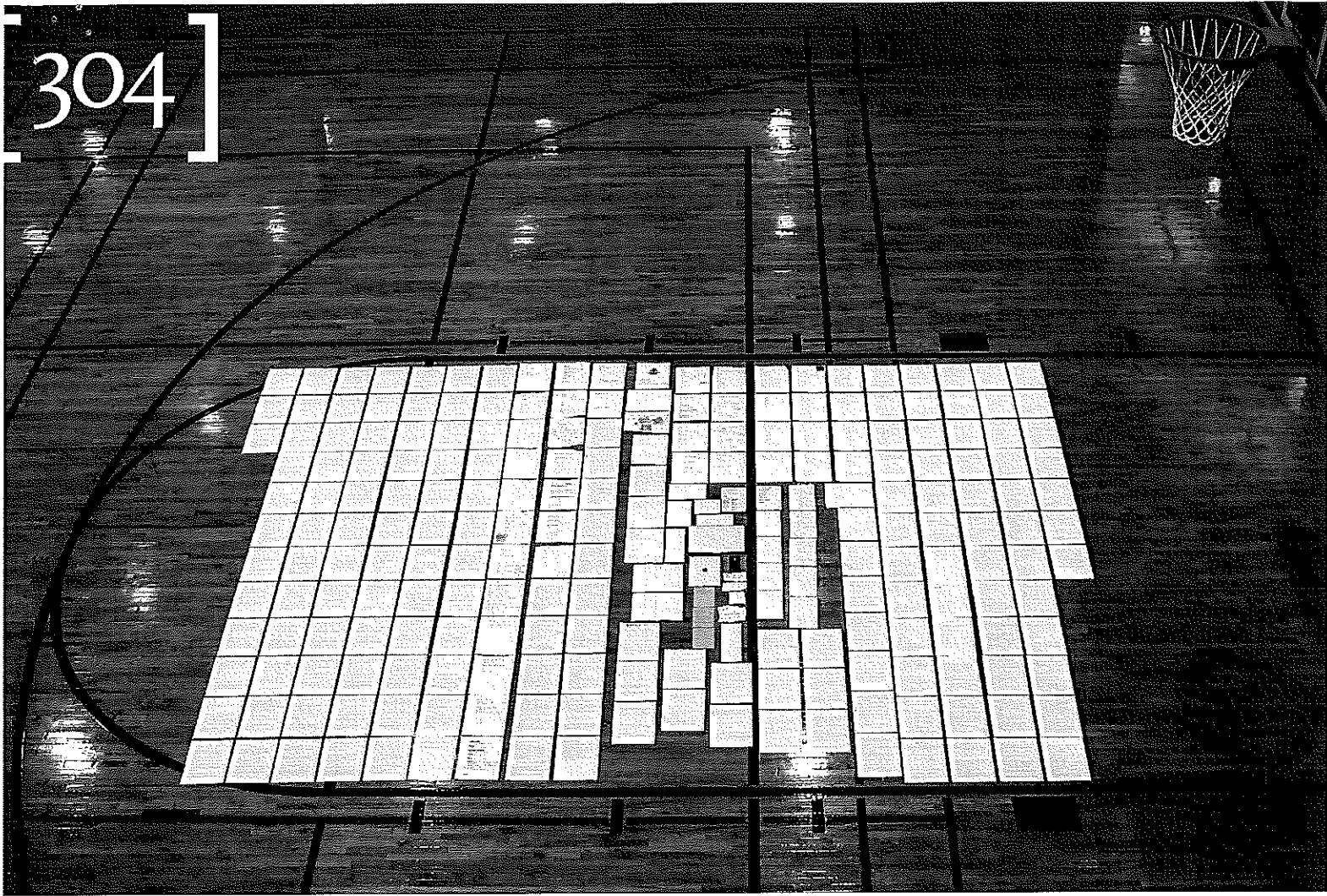
[WRITING IN THE SOCIAL SCIENCES]

WRD 304–001 :: Generic
T/TH 9:30–10:45 :: WTYL B-35

Brian J. McNely, Ph.D.
POT 1315 | brian.mcnely@uky.edu | @bmcnely

Office Hours :: T/TH 2:00–3:15 and by appointment

[ABOUT]

"Writing does not exist apart from its uses, for it is a tool for accomplishing object(ive)s beyond itself. The tool is continually transformed by its use into myriad and always changing genres." "Learning to write means learning to write in the ways (genres) those in an activity system write." Genres, therefore, are "historically constituted ways of forming and using this tool called writing among the people who carry on an activity." "There is no autonomous, generalizable skill or set of skills called 'writing' that can be learned and applied to all genres or activities."

— Russell, 1995

"Genres are not simply text types; they are culturally and historically grounded ways of 'seeing and conceptualizing reality.'"

— Spinuzzi, 2003

"Knowing how to use the routines, rituals, and structures of language is to have agency in the face of change. In other words, human agency is enacted when people take the structures of language and use them to create interpretive stories of change."

— Faber, 2002

"The categories of readers an author recognizes and courts help shape the writing"

—Van Maanen, 1988

"{Pithy, arresting quote about writing from political science or other social scientific field.}"

— Author, Date

—⚊—

Over the next 16 weeks, we'll explore writing in the social sciences by focusing on the culturally and historically conditioned ways in which social scientific genres and arguments play out in actual practice. Common written genres and subgenres in the social sciences are typified responses to recurring situations shaped by field-specific norms and expectations. It is through these common genres that social scientists make things happen and effect change in the world.

Genres are "traditions of producing, using, and interpreting artifacts" (Spinuzzi, 2003) that emerge from *practice*—from everyday expectations about how people in a given discipline or profession will think, make, and do. Genres embody "a galaxy of assumptions, strategies, and ideological orientations" (Spinuzzi, 2003) that a given social scientist must negotiate when writing for academic and professional audiences.

Professional and scholarly communication in the social sciences, then, has the power to profoundly shape disciplinary knowledge, public policy, and civic engagement. In WRD 304, you will explore and practice communicating in the genres that professionals in your field use to make and share knowledge, and to define and shape disciplinary identities.

This course provides full GCCR credit for majors in Political Science. Check with your advisor for more information.

[OBJECTIVES]

Students will —

Practice communicating in social scientific genres:
- Recognize and work with common disciplinary genres and styles of communication
- Consider the impact of social scientific writing in everyday experience
- Practice and improve proficiency with common tools and technologies of social scientific writing

Analyze social scientific artifacts and practices:
- Critically interact with scholarly examples and models of writing in the social sciences
- Explain rhetorical choices made by professional writes, and the impacts of those choices
- Analyze scholarship to better understand rhetorical, social, cultural, and political implications of disciplinary writing

Research common communication practices in the social sciences:
- Plan and implement appropriate research practices in disciplinary contexts
- Recognize appropriateness of different methods for producing and researching practices and contexts
- Explore disciplinary writing as a way of thinking, knowing, and being

Produce discipline-specific artifacts:
- Apply rhetorical and design principles to produce work in common genres
- Apply principles of fair use, copyright and documentation conventions for print and digital media
- Recognize rhetorical possibilities of different modes and make sound choices when combining modes

[KEYWORDS]

Design
Epistemology + Ontology
Agency
Genre
Rhetoric
Argumentative Structure
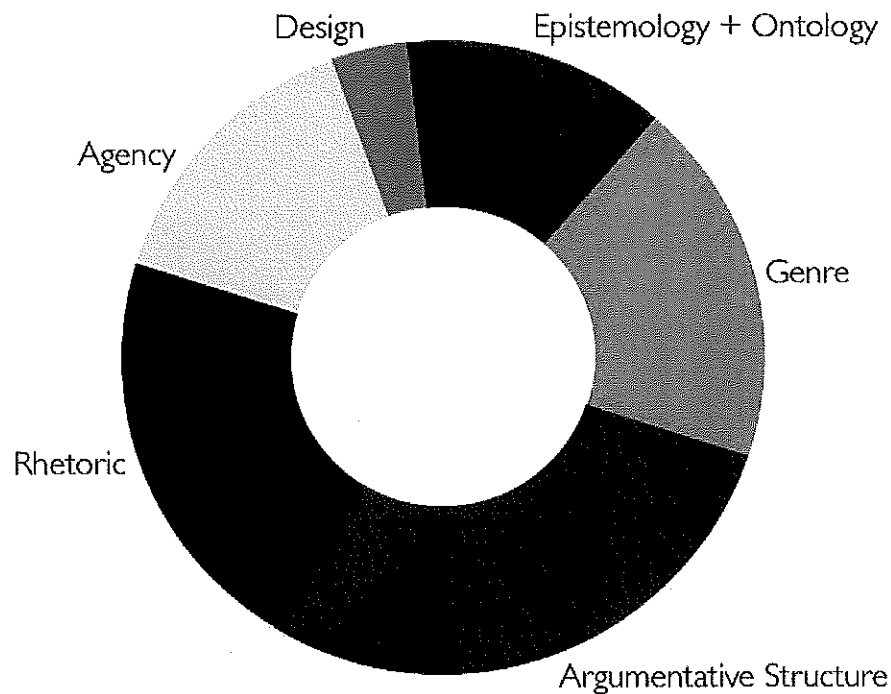
[SOURCES]

Selected academic journal articles and chapters provided via Blackboard [BB] or syllabus [hyperlinked]
Bazerman, C. (2014). *A rhetoric of literate action: Literate action Volume 1*. [BB]
Strunk, W., & White, E.B. (2000). *The Elements of Style* (4th ed.).
Publication manual of the American Psychological Association, 6th Edition.

[ASSESSMENT]

Deliverables

Practica (3) [1,500 words across three assignments	GCCR]	300
Literature Review [1,000–1,500 words	GCCR]	150
IRB Protocol **OR** Policy Brief [1,000–1,500 words	GCCR]	150
Scholarly Presentation (oral/visual communication) [GCCR]	100
Research Essay [3,000 words	GCCR]	300

Course Total: 1,000

Grading Scale

A	900–1,000
B	800–899
C	700–799
D	600–699

NB: An average grade of "C" or better is required for GCCR credit on GCCR assignments. Midterm grades will be posted at MyUK; in lieu of a Final Exam, final essays are due by N:NN pm on mm/dd/yy.

[DETAILS]

Grading Policy

Deliverables are assessed according to criteria distributed through Blackboard.

Storage and Backup

This course will require the consistent use of one or more of the following methods of digital storage and backup:

Dropbox :: SugarSync :: Evernote :: Google Drive

Plagiarism and Academic Dishonesty

Proper citation is a hallmark of good scholarship. Crediting someone else's work—whatever form that work takes—is a nice thing to do.

It's nice to be nice to people.

Don't use someone else's work without giving them credit. Don't submit work for this class that you did for another class. Don't falsify data. If in doubt, see Section 6.3.1 of <u>UK's University Senate Rules</u> on academic offenses and procedures. But mostly? <u>Be nice to people</u> and give credit where it's due.

Attendance, Withdrawals, and Incompletes

Come to class—it's fun!

Don't be late—you'll miss important stuff!

If you have more than 3 unexcused absences—for any reason—your final grade will be lowered by 50 points (5% of the course grade) for *each* missed class beyond the limit (for example, 4 absences will result in a 50 point reduction from your final course total).

Let me know early in the semester if you will miss class for university business or religious holidays. Please see the University Catalog for more information on withdrawals and incompletes.

Students Needing Accommodations

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours (or via appointment). In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address <u>jkarnes@email.uky.edu</u>) for coordination of campus disability services available to students with disabilities.

In other words, please see me so that we can focus most effectively on your learning!

Writing Center

The <u>UK Writing Center</u> offers free one-to-one assistance on all of your writing projects for all of your classes. The Writing Center is full of wonderful people.

They are located in the HUB of the W.T. Young Library (B108B) and are open from 9:00am to 9:00pm, Monday through Thursday, and 9:00am to 3:00pm on Friday.

[CALENDAR + SCHEDULE]

Important Dates

Literature Review	Tues, Week 10
IRB Protocol	Tues, Week 12
Scholarly Presentations	Weeks 15 & 16
Final Essays	12.16

[Complete readings *before* the class for which they are assigned, take notes, and prepare to interact in class.]

Week 1

Thur   <u>Writing is the Greatest Invention</u> | <u>On the New Literacy</u>
{Brief, provocative, online reading from Political Science or related field.}

Week 2

Tues   Scott, R. (1967). On viewing rhetoric as epistemic. [BB]
Strunk & White: Forward and Introduction
{Short reading from Political Science on writing/communication.}

Thur   *APA Manual* Foreword, Introduction, & Ch. 4 | Grammar and usage refresher
Strunk & White Ch. 1

Week 3

Tues   Emig, J. (2006). Inquiry paradigms and writing. [BB]
Dirk, K. (2010). Navigating genres. [BB]

Thur   Jones, R. (2010). Finding the good argument, OR, why bother with logic? [BB]

Week 4

Tues   {Recent scholarly article from a major journal, chosen by students.}
APA Manual Ch. 1 | Overview of scholarship in the social sciences
Practicum Due | Exploring Argumentative Structures [GCCR]

Thur   Bazerman Ch. 1 | Rhetorics of speaking and writing [BB]
Strunk & White Ch. 3

Week 5

Tues   Bazerman Ch. 2 | Knowing where you are: Genre [BB]
APA Manual Ch. 2 | Scholarly structures and forms
Practicum Due | Surveying Research Questions in your Field [GCCR]

Thur   Bazerman Ch. 3 | When you are: Temporality and genre [BB]

Week 6

Tues   Bazerman Ch. 4 | Intertextuality: Citation networks and assemblages of texts [BB]
Practicum Due | Tracing Scholarly Networks [GCCR Information Literacy in the Discipline]

Thur   *APA Manual* Ch. 3 | Writing clearly and concisely
Strunk & White Ch. 2

Week 7

Tues   {Article on argumentative structures and/or lit reviews in Political Science} [BB]
        Strunk & White Ch. 4
        Literature Review Ideation and Development [GCCR]

Thur   Bazerman Ch. 5 | Kairos, social facts, speech acts [BB]
        Literature Review Ideation and Development [GCCR]

Week 8

Tues   Bazerman Ch. 6 | Emergent motives, situations, forms [BB]
        Literature Review Ideation and Development [GCCR]

Thur   Bazerman Ch. 7 | Text strategics [BB]
        IRB Protocol Ideation and Development [GCCR]
        Literature Review Peer Review [GCCR]

Week 9

Tues   *APA Manual* Ch. 5 | Data displays and visual evidence
        IRB Protocol/Policy Brief Development and Peer/Instructor Review [GCCR]

Thur   Bazerman Ch. 8 | Emergent forms, emergent meanings [BB]
        IRB Protocol/Policy Brief Development and Peer/Instructor Review [GCCR]

Week 10

Tues   *APA Manual* Ch. 6 & 7 **OR** Chicago Manual of Style (Political Science norms)
                Reviewing citation practices and examples
        Literature Review Due [GCCR]
        Final Essay Ideation, Development, and Peer/Instructor Review [GCCR]

Thur   *APA Manual* Ch. 8 | Professional writing practices in the social sciences
        Strunk & White Ch. 5

Week 11

Tues   Bazerman Ch. 9 | Social scientific meanings and representations [BB]
        Protocol Draft and Peer Review [GCCR]

Thur   Bazerman Ch. 10 | Textual organization and movement [BB]

Week 12

Tues   {Article on human subjects research and ethics in Political Science} [BB]
        IRB Protocol/Policy Brief Due [GCCR]

Thur   Bazerman Ch. 11 | Style and revision [BB]

Week 13

Tues   Bazerman Ch. 12 | Managing writing processes [BB]
        Scholarly Presentations: Ideation and Peer/Instructor Review [GCCR]

Thur   {Article on public policy/civic engagement in Political Science research} [BB]

Week 14

Tues   Scholarly Presentations and Final Essays Workshop and Peer/Instructor Review
             [GCCR]

	Thur	No Class—Thanksgiving

Week 15

	Tues	**Scholarly Presentations [GCCR]**
	Thur	**Scholarly Presentations [GCCR]**

Week 16

	Tues	**Scholarly Presentations [GCCR]**
	Thur	**Scholarly Presentations [GCCR]**

Final

	Thur	3:30–5:30pm
		Final Essays Due [GCCR]