

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

RECEIVED

FEB 25 2015

I. General Information:

College:	Agriculture, Food, and Environment	Department (Full name):	Agricultural Economics	OFFICE OF THE SENATE COUNCIL	
Major Name (full name please):	Agricultural Economics	Degree Title:	B.S. in Agricultural Economics		
Formal Option(s), if any:	(1) Agribusiness Management & Food Marketing OR (2) Agricultural Economics	Specialty Field w/in Formal Options, if any:	_____		
Requested Effective Date:	FALL 2014, IF RECEIVED BY SENATE COUNCIL BY MONDAY, APRIL 7.				
Contact Person:	Roger Brown	Phone:	859-257-7257	Email:	rogerbrown@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:
WRD 203: Business Writing
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: <u>Learning Outcome #3: Professional Communication--Students will be able to select appropriate forms and styles of communication; and deliver information clearly and professionally in writing, speech, and presentation forms.</u>
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: <u>Complete AEC 306 (two credit hours) with a C or better. NOTE: STudents that transfer to AEC from B&E and have previously completed CIS 300 will be exempt from taking AEC 306.</u>

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C. Delivery and Content:	
<p>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.)</p>	<input checked="" type="checkbox"/> a. Single required course within program <input type="checkbox"/> b. multiple required or optional courses within program <input type="checkbox"/> c. course or courses outside program (i.e., in another program) <input type="checkbox"/> d. combination of courses inside and outside program <input type="checkbox"/> e. other (please specify): _____
<p>2. Basic Course Information: Please provide the following information for course(s) used to satisfy the GCCR, either in whole or in part:</p>	
<p>Course #1: Dept. prefix, number, and course title: <u>AEC 306 "Technical Communication in Economics"</u></p>	
<ul style="list-style-type: none"> • new or existing course? <u>new course (new courses should be accompanied by a New Course Proposal)</u> <ul style="list-style-type: none"> ○ <input checked="" type="checkbox"/> if a new course, check here that a New Course Proposal has been submitted for review via eCATS • required or optional? <u>This new course (AEC 306) will be a graduation requirement for all AEC majors. NOTE: Students that transfer to AEC from B&E and who complete CIS 300 prior to transferring will be exempt from taking AEC 306.</u> • shared or cross-listed course? <u>No. AEC 306 will be limited to AEC majors only.</u> • projected enrollment per semester: <u>We expect to offer one section of AEC 306 each fall and spring semester with a target enrollment of 25 and maximum enrollment of 30 students (i.e., 50 - 60 students annually).</u> 	
<p>Course #2 (if applicable): Dept. prefix, number, and course title: _____</p>	
<ul style="list-style-type: none"> • new or existing course? _____ (new courses should be accompanied by a New Course Proposal) <ul style="list-style-type: none"> ○ <input type="checkbox"/> 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: _____ 	
<p>Course #3 (if applicable): Dept. prefix, number, and course title: _____</p>	
<ul style="list-style-type: none"> • new or existing course? _____ (new courses should be accompanied by a New Course Proposal) <ul style="list-style-type: none"> ○ <input type="checkbox"/> 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: _____ 	
<p>3. Shared courses: If the GCCR course(s) is/are shared from <i>outside</i> the program, please specify the related department or program that will be delivering the course(s). Please provide the following:</p>	
<ul style="list-style-type: none"> • Contact information of providing program: _____ • 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. _____ • 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: _____ 	
<p>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):</p>	
<ul style="list-style-type: none"> • 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 	

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<p>30 credit hours) for GCCR credit;</p> <ul style="list-style-type: none"> • the course syllabus specifies “This course provides full/partial GCCR credit for the XXX major/program” <ul style="list-style-type: none"> ○ 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”
<p>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:</p>
<ul style="list-style-type: none"> • 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.):
<p><u>AEC 306 may be taught in multiple formats (e.g., traditional face-to-face format, distance learning, hybrid learning, or independent study). AEC 306 will require AEC 305 (Principles of Ag and Food Marketing) as a co-requisite (recommended) or prerequisite.</u></p>
<ul style="list-style-type: none"> • 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:
<p><u>The GCCR assignments are designed to develop the composition and communication skills of agricultural economists. As such, the assignments focus on training students to convey applied problem-solving methods and solutions clearly and professionally to a broad range of audiences (e.g., farmers, business leaders, and academics) in writing and digital presentation forms. To satisfy the composition portion of the GCCR, all AEC students enrolled in AEC 306 will be required to draft, review, and revise one or more writing assignments that together equal at least 4,500 words and demonstrate information literacy. To satisfy the communication portion of the GCCR, all AEC students enrolled in AEC 306 will be required to draft, compose, record, and distribute a 6 to 10 minute digital presentation of their written composition.</u></p>
<ul style="list-style-type: none"> • 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.):
<p><u>AEC 306 will require students to draft and revise all written essays and demonstrate writing improvement through appropriate responses to feedback about their work from the instructor and/or peers.</u></p>
<ul style="list-style-type: none"> • other information helpful for reviewing the proposal:
<p><u>This is a revised proposal. Our previous proposal was to create a four-credit hour course (also called AEC 306) that combined AEC 305 content and the GCCR composition requirement. The GCCR communication requirement was housed in several other courses. Upon further consideration, AEC decided that the GCCR assignments should be housed in one separate course and that course should be separate from AEC 305. The newly proposed version of AEC 306 is now two credit hours and includes not only the GCCR composition requirement (as before) but also the GCCR communication requirement (i.e., it includes multimodal communication).</u></p>
<p>D. Assessment:</p>
<p>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:</p>
<ul style="list-style-type: none"> • specify the assessment schedule (e.g., every 3 semesters; biennially):
<p><u>The SLO will be assessed biennially.</u></p>
<ul style="list-style-type: none"> • identify the internal assessment authority (e.g. curriculum committee, Undergraduate Studies Committee):
<p><u>The SLO will be assessed by the AEC undergraduate committee at the direction of the Director of Undergraduate Studies.</u></p>
<ul style="list-style-type: none"> • 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):
<p><u>N/A</u></p>

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Signature Routing Log

General Information:

GCCR Proposal Name (course prefix & number, program major & degree):	AEC 306: Technical Communication in Economics
Contact Person Name:	Roger Brown
Phone:	859-257-7257
Email:	rogerbrown@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 <i>review by Chair or DUS, etc.</i>	10/1/2014	Alison Davis / 257-7260 / alison.davis@uky.edu
Providing Program <i>(if different from Home Program)</i>		/ /
Cross-listing Program <i>(if applicable)</i>		/ /
College Dean	10/10/2014	Larry Grabau /7-3469/ lgrabau@uky.edu
		/ /

Administrative Reviews:

Reviewing Group	Date Approved	Approval of Revision/ Pending Approval ¹
GCCR Advisory Committee	11/05/2014	11/05/2014

Comments:

AEC revised the proposal to clarify the requirements for the presentation component.

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.

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. 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, students must earn a "C" or better in the course and also must have successfully completed the first-year composition and communication requirement (CIS/WRD 110/111 or equivalent) and have completed at least 30 hours of coursework.

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.

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: Students must earn a “C” or better in the course to satisfy the composition portion of the GCCR.

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.

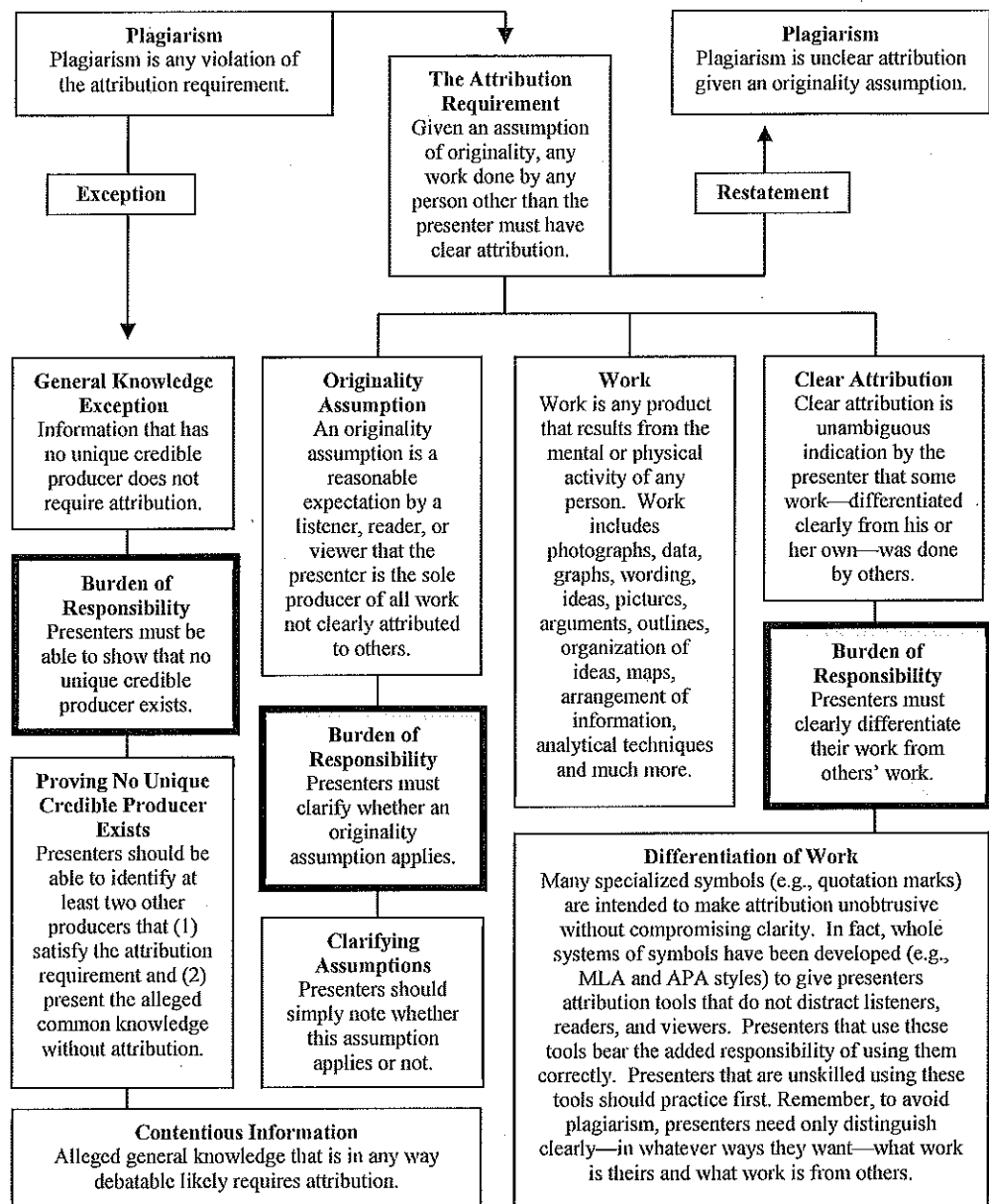
Some information—called "common knowledge"—does not require attribution. Common knowledge is information that has no unique producer. In other words, information is common knowledge if it appears without attribution in at least two sources authored by credible presenters, i.e., those who themselves satisfy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



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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.

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
	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
	Online	17:00	Wednesday	Sept 9	Online, Part 1	20
	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
	Online	17:00	Wednesday	Sept 30	Draft, Part 1	20
	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
	Online	17:00	Wednesday	Oct 7	Term Paper, Final, Part 1	300
	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
	Online	17:00	Wednesday	Oct 28	Online, Part 2	20
	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
	Online	17:00	Wednesday	Nov 4	Draft, Part 2	20
	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
	Online	17:00	Wednesday	Dec 2	Final, Part 2	300
	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
	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
	Online	17:00	Wednesday	Jan 27	Outline, Part 1	20
	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
	Online	17:00	Wednesday	Feb 17	Draft, Part 1	20
	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
	Online	17:00	Wednesday	Feb 24	Term Paper, Final, Part 1	300
	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
	Online	17:00	Wednesday	Mar 23	Outline, Part 2	20
	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
	Online	17:00	Wednesday	Mar 30	Draft, Part 2	20
	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
	Online	17:00	Wednesday	Apr 20	Final, Part 2	300
	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.