

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

RECEIVED

FEB 25 2015

I. General Information:

OFFICE OF THE
SENATE COUNCIL

College:	<u>Agriculture, Food and Environment</u>	Department (Full name):	<u>Animal and Food Sciences</u>
Major Name (full name please):	<u>Equine Science & Management</u>	Degree Title:	<u>B.S. in Equine Science & Management</u>
Formal Option(s), if any:	<u>—</u>	Specialty Field w/in Formal Options, if any:	<u>N/A</u>
Requested Effective Date:	<u>FALL 2014, IF RECEIVED BY SENATE COUNCIL BY MONDAY, APRIL 7.</u>		
Contact Person:	<u>Robert J Coleman</u>	Phone:	<u>(859) 257-9451</u> Email: <u>rcoleman@uky.edu</u>

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:
<u>WRD 203 - Business Writing</u>
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 <i>program</i> outcomes, not <i>course</i> outcomes. Please specify the program-level SLOs for C&C in your program:
<u>Students will formulate and coherently support positions using written, oral, and visual communication skills.</u> <u>Students will recognize and respect diverse viewpoints when deriving solutions to challenges related to the equine industry.</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>Equine Science and Management students will be required to take WRD 203 Business Writing or WRD 204 Technical Writing both of which focus on written and oral communication skills. Currently WRD 204 is approved as a GCCR course and WRD 203 is being submitted for GCCR approval. The recent change in the relatively new ESMA program where emphasis areas have been developed, allowing students to choose between WRD 203 and WRD 204 will strengthen your plans of study and develop the</u>

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appropriate communications skills. We have developed an agreement where WRD will fulfill our composition and communication SLO related to GCCR. Equine Science and Management faculty have provided WRD faculty several typical communication examples in order to structure the discipline specific assignments/requirements for GCCR for your success here and beyond.

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 203 Business Writing

- new or existing course? existing (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? No
- projected enrollment per semester: 20-25

Course #2 (if applicable): Dept. prefix, number, and course title: WRD 204 Technical Writing

- new or existing course? existing (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? no
- projected enrollment per semester: 20-25

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 these courses as indicated in the MOA. No increase in budgeting or staffing needs is anticipated as a result of this partnership.
- **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: on or before November 1st 2014

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):

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- 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"
 - 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.):
See Attached plan for both WRD 203 and WRD 204
- **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:
See Attached plan for both WRD 203 and WRD 204.(syllabi attached)
- **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.):
See Attached plan for both WRD 203 and WRD 204.
- **other information helpful for reviewing the proposal:**
See Attached plan for both WRD 203 and WRD 204

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):
Annual review of the outcome/course/assignments by Equine Science Director of Undergraduate Studies and WRD faculty, with formal assessments occurring on odd number years
- identify the internal assessment authority (e.g. curriculum committee, Undergraduate Studies Committee):
The Director of Undergraduate Studies and the Academic Coordinator in the ESMA Program.
- 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):
The WRD faculty will identify the artifacts, collect the assessment data. The ESMA DUS will review, make recommendations and report the information for assessment.

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Signature Routing Log

General Information:

GCCR Proposal Name (course prefix & number, program major & degree):	WRD 203 or WRD 204, Equine Science and Management, B.S. in Equine Science and Management
Contact Person Name:	Robert Coleman
Phone:	257-9451
Email:	rcoleman@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>	10/17/2014	Robert Coleman / 7-9451 / rcoleman@uky.edu
Providing Program <i>(if different from Home Program)</i>	10/28/2014	Brian McNely / ?? / brian.mcnelly@uky.edu
Cross-listing Program <i>(if applicable)</i>		/ /
College Dean	10/24/2014	Larry Grabau / 7-3469 / lgrabau@uky.edu
		/ /

Administrative Reviews:

Reviewing Group	Date Approved	Approval of Revision/ Pending Approval ¹
GCCR Advisory Committee	12/01/2014	

Comments:

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.



Animal & Food Sciences
907 W.P. Garrigus Building
Lexington, KY 40546-0215

859 257-2686
fax 859 257-2534

www.uky.edu

October 17, 2014

Larry J. Grabau
Associate Dean for Instruction
Office of Academic Programs
College of Agriculture, Food and Environment
University of Kentucky
N6 Ag Science Center
Lexington, KY 40546-0091

Dear Dr. Grabau,

As the Equine Science and Management curriculum has changed from offering two options of study to include areas of emphasis related to the equine industry it has been determined that a change in the GCCR requirement for ESMA students is needed. Students in consultation with their academic advisors can now develop a plan of study that will build a skill set that prepares them for a career in the equine industry. To support the both the change in the curriculum and the needs of the students I believe that the student should take a writing intensive course that will support their plan of study and ultimate career goals. To that end the Equine Science and Management faculty wish to work with the faculty in WRD to have students take either WRD 203 Business Writing or WRD 204 Technical Writing. The use of these courses in the student's sophomore or fall of their junior will prepare them for other writing opportunities that will occur within the major courses of the curriculum.

Students will have opportunities in EQM 490 Equine Capstone to further enhance their composition and communications skills by addressing issues related to the industry. I feel that combination of content related activities in Capstone and the GCCR requirements form WRD 203 and 204 will help our graduates develop the communications skills necessary to be successful in the industry after graduation.

Sincerely;

A handwritten signature in cursive script that reads "Bob Coleman".

Bob Coleman PhD PAS
Director of Undergraduate Studies
Equine Science and Management

Instructional Plan for WRD 203 Business Writing

Overview and delivery model

WRD 203 is primarily delivered as a face-to-face, inquiry-based course. Instructors deliver lectures, and students work individually, in small groups, and in large groups through discussions of course readings and practical applications of course skills and ideas. The course is appropriate for majors in Equine Science and Management that choose the Equine Business focus as their area of Emphasis because the communication in WRD 203 will focus on the types of writing assignments that the student will encounter when working in the horse industry.

Assignments

WRD 203 will provide a variety of communications activities for students.

- 1) Common, brief business writing genres (letters, memorandums, resumes, agendas) totaling over 2,000 words
- 2) Individual report that is discipline specific 3,000 – 3750 words
- 3) Discipline specific group proposal from a group of 3-5 students 5,000-6,000 words
- 4) Deliver formal oral presentations with appropriate visual illustrations of at least 15 minutes, since many business documents and presentations rely on visuals students will receive instruction in creating and analyzing visual texts.
- 5) Students will deliver a digital media project in collaboration with team members that will be 10 minutes in length using a suitable medium to deliver a targeted message to an industry related group.

Revision

The assignments in WRD 203 include clearly identified stages of planning, drafting, peer feedback, instructor feedback, and final instructor grading and feedback. More important, major norms of organization and development in business writing are modeled in class. Students build drafts in stages (e.g., methods section of collaborative Report is peer and instructor reviewed in class; analysis section of the collaborative report is peer and instructor reviewed, with both

instructor and peer feedback during development. At each stage, drafts are compared to previous models and scaffolds.

Other

Together, these assignments provide students with practice in the major genres associated with business writing and communication in the horse industry. Because the course is inquiry-based, students apply writing norms to the equine industry using primary and secondary research.

Overview and delivery model

WRD 204 is primarily delivered as a face-to-face course that will explore the major genres, norms and practices of technical writing and communications that Equine Science and Management student will encounter in the horse industry.

Assignments

Students in 204 will write approximately 6,500–7,500 words in formal deliverables during the course, in technical genres specific to the equine industry. In addition, students will deliver presentations of progress (i.e., an oral Progress Report) toward their final projects that demonstrate facility with both oral and visual communication.

A) Beginning with 4 brief, inquiry-driven deliverables, students develop their knowledge and practice of genres and norms specific to the equine industry (2500 -3000 words).

One such deliverable—the Professionalization Cheat Sheet demonstrates information literacy, as students are required to identify, discuss, and hyperlink to key stakeholders, professional organizations, and epistemic courts (e.g., peer-reviewed journals, grey literature) in the equine industry. This assignment also provides practice in single-sourcing and an additional layer of information literacy by having students compose in Markdown syntax and export valid HTML.

B) The major course deliverables are twofold: (a) the collaborative field report, based on an industry specific study that deploys both primary and secondary research (3000 - 4000 words), and (b) the final project suite, composed of three interrelated deliverables: (i) project proposal (750 -1,000 words), (ii) oral/visual presentation (10 minute oral presentation accompanied by visually supporting materials), and (iii)

final lab, field, or recommendation report (3,000 words minimum, not including references and appendices).

Revision

Each of the major assignments includes ample, in-class opportunities for model review, ideation, and peer and instructor review of drafted sections as outlined in the WRD 204 Syllabus

Other

Together, these assignments provide students with practice in the major genres associated with technical writing and communication in the horse industry. Because the course is inquiry-based, students apply writing norms to the equine industry

Assessment Plan

To assess written and visual communication for both GCCR and course outcomes, WRD will randomly sample an agreed upon percentage of student final projects during odd years (e.g., 2015, 2017, etc.). Using the Written Communication and Visual Aids rubrics developed in the Department of Animal and Food Science (attached), raters will assess student proficiency across six metrics that gauge both written and visual components of the GCCR, and of the WRD 204 curriculum. In odd years, following assessment, WRD faculty will meet with faculty in Equine Science and Management to discuss course outcomes, trends in professionalization, and contemporary technical communication artifacts from the disciplines that could productively shape the curriculum.

Memorandum of Agreement

Department of Writing Rhetoric and Digital Studies (WRD) and Department of Animal & Food Sciences University of Kentucky

WRD providing a Graduation Communication and Composition courses for Equine Science and Management Students and Animal Science Students

Effective: November 1, 2014 through October 31, 2019

Background

The University Senate has voted to transform the current graduation-writing requirement (GWR) into a graduation composition and communication requirement (GCCR) that is appropriate for the academic program a given major represents. The GCCR will be anchored by writing appropriate to the discipline. It will 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 Equine Science and Management and the Animal Sciences faculty in the Department of Animal & Food Sciences have voted to fulfill the requirement through two courses.

Faculty from WRD and Animal and Food Sciences have recently discussed the requirements and the type of communication relevant to Equine Science and Management and Animal Sciences graduates. From those discussions, and subsequent planning, the faculty voted to formally require that the GCCR for the two programs Equine Science and Management and Animal Science be satisfied by WRD 203 or WRD 204. The courses shall be administered in such a manner as to ensure that they are appropriate for the students in the fore mentioned programs.

Agreement

1. WRD shall have WRD 203 approved as a GCCR course. In general the course will have the following specific requirements: written assignment(s) of at least 15 pages double-spaced in English (the equivalent to 4,500 words) demonstrating information literacy relevant to Animal Science or Equine Science and Management, student presentations of at least 10 minutes in English, and evidence of draft/feedback/revision process on the required GCCR assignment(s).
2. WRD will teach WRD 204 as an approved GCCR course. In general the course will have the following specific requirements: written assignment(s) of at least 15 pages double-spaced in English (the equivalent to 4,500 words) demonstrating information literacy relevant to Animal Science or Equine Science and Management, student presentations of at least 10 minutes in English, and evidence of draft/feedback/revision process on the required GCCR assignment(s).
3. The WRD courses 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. The Animal Science and the Equine Science and Management programs use this information as part of the programs assessment and reporting requirements to the University Senate.
4. WRD shall offer enough sections (no more than 30 students per section) each year so that Animal Science and Equine Science and Management students (approximately 80 - 150 students per year) can fulfill the GCCR.
5. WRD and Animal Science and the Equine Science and Management shall coordinate scheduling of the WRD 203 and WRD 204 courses to minimize scheduling conflicts with required Animal Science and the Equine Science and Management courses.
6. Animal Science and the Equine Science and Management faculty shall, from time to time, provide to WRD faculty/instructors examples/types of communication appropriate for graduates of the Animal Science and the Equine Science and Management programs.
7. Faculty designated by the WRD and Animal Science and the Equine Science and Management Directors of Undergraduate Studies shall meet in assessment years 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 the Animal Science and the Equine Science and Management programs graduates. The results will be reported to the faculty of all involved programs.

8. Animal Science and the Equine Science and Management faculty have already approved WRD 203 and WRD 204 as the GCCR, appropriate for the Animal Science and the Equine Science and Management program graduates, and will maintain this as a program requirement.

Renewal

This initial agreement shall be for 5 years with the possibility of renewal. In the year prior to the expiration year of the agreement, program faculty from each program will review and consider this agreement renewal. If agreed to by both programs, the renewal shall be approved 6 months prior to contract expiration. Renewals shall not be for less than a 3-year term.

Termination

In the unlikely event that either program would like to terminate this agreement, the program initiating termination shall give the other program a 1-year written notice of intent to terminate this agreement. In addition, if the University Senate fails to approve the GCCR, eliminates the requirement once formally approved, or significantly changes the requirement, then this agreement shall become null and void.

Jeff Rice
WRD,
Professor and Iterim Chair

Date

Bob Harmon
AFS
Professor and Chair

Date

Graduation Composition and Communication Requirement (GCCR)
Syllabus, Sample Daily Calendar, and Assessment Plan for WRD 203: Business Writing

Overview of WRD 203 Compliance with GCCR Course Requirements

WRD 203: Business Writing is currently approved as fulfilling the University of Kentucky's Graduation Writing Requirement. While WRD 203 is officially described as offering "instruction and experience in writing for business, industry, and government," for some time, the WRD 203 curriculum has broadly interpreted "writing" to mean effective professional communication across multiple genres and modalities. The aim of the course is to enable students to analyze any specific rhetorical situation and then determine the most appropriate professional genre or medium for their message, whether that be a written report, an oral presentation, or a digital project. With its written, oral, and visual communication components, WRD 203 meets the specifications outlined by the University Senate for the new Graduation Composition and Communications Requirement (GCCR).

In addition to completing incremental assignments focused on common, brief business writing genres (letters, memoranda, email, agendas, minutes, etc.), WRD 203 students write 7,500-8,500 words while completing larger projects (reports and proposals) related to their discipline. Students also deliver formal oral presentations with appropriate visual illustrations totaling at least 15 minutes. Since many business documents and presentations rely heavily on visuals to help audiences clearly understand important information, students also receive instruction in creating and analyzing visual texts so that they can design appropriate graphs, tables, and illustrations. The course culminates with a digital media project. (See syllabus pp. 4-5 for a brief description of the five major written, oral, and visual projects.)

In WRD 203, all major assignments include a research component. Students receive instruction in conducting both primary and secondary research, in analyzing the relevancy and authority of their sources, and in how to integrate research into their own texts, using a documentation style appropriate for their discipline. (See syllabus course learning outcomes p. 2, assignment descriptions pp. 4-5, and highlighted daily calendar).

A cornerstone of WRD 203 is a process approach to composition. Each major written, oral, and visual assignment offers students ample opportunities for analyzing genre models, drafting written and visual projects, rehearsing oral presentations, receiving peer reviews and instructor feedback, and revising. (See syllabus p. 3 and highlighted daily calendar).

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 reports during odd years (e.g., 2015, 2017, etc.). Using the Written Communication and Visual Aids rubrics developed in the Department of Animal and Food Science (attached), raters will assess student proficiency across six metrics that gauge both written and visual components of the GCCR, and of the WRD 204 curriculum. In odd years, following assessment, WRD faculty will meet with faculty in Animal Science and Equine Science and Management to discuss course outcomes, trends in professionalization, and contemporary technical communication artifacts from the disciplines that could productively shape the curriculum.

Animal / Equine Sciences Written Communication Grading Schema

Item	Weight, %	Criteria
<p>Structure</p> <p>Macrostructure:</p> <ul style="list-style-type: none"> Organization of paper Transitions Overall presentation <p>Microstructure:</p> <ul style="list-style-type: none"> Grammar/Spelling Citations properly included Written appropriately for audience Meets assignment requirements 	<p>10%</p>	<ul style="list-style-type: none"> Clear organization, appropriate headers, content within appropriate sections Clear transitions connecting ideas between topics/sections Appropriate use of graphics, neat, concise overall layout Work is free from grammatical and spelling errors Proper use of J. Anim. Sci. Style & Form Written at a technical level appropriate for a college-educated audience 3,500 words or more, proper formatting
<p>Content</p> <p>Introduction/Background</p> <ul style="list-style-type: none"> Explanation of topic relevance Clear presentation of thesis <p>Argument structure</p> <ul style="list-style-type: none"> Logic & clarity of presentation Accurate interpretation of source materials Sufficiency of support Cited works appropriate & credible Alternative/Opposing viewpoints Refutation Conclusions <p>Policy recommendations</p> <ul style="list-style-type: none"> Recommendations Implications/expected outcomes 	<p>15%</p> <p>55%</p> <p>10%</p>	<ul style="list-style-type: none"> Relevance is clearly explained and convincing The issue is clearly and concisely stated The points raised support the contention The points are laid out in a clear, easily followed, and logical form Source materials actually show what is claimed No important elements of support are excluded The cited works are from peer-reviewed journals or other highly credible sources. Alternative/opposing viewpoints are clearly addressed Alternative/opposing viewpoints are effectively rebutted Clear concluding statement that concurs with the weight of the evidence Policy recommendations are realistic and follow from the preceding argument Implications of policy recommendations demonstrate reflection on what it would actually take to implement, recognition of opportunity costs, constraints, etc.

**Animal / Equine
Sciences Oral
Communication
Rubric**

Evaluator: _____

Presenter/Title: _____

Overall Grade (please circle one):

A B C D

Assessment and Comments:

Content 55 points	
Arrangement and explanation of information	Circle One: A B C D
Depth of knowledge/evidence of literature search	
Quality of evidence	
Recognition of alternative viewpoints	
Properly credited	
Concise and valid conclusions	
Quality and completeness of answers to questions	
Structure 15 points	
<i>Macrostructure:</i> Explanation of topic relevance, Detail presented concisely and clearly, Clear issue statement, Transitions	Circle One: A B C D
<i>Microstructure:</i> Language (word choice and phraseology), Technical jargon defined, Colloquialisms, Vocalized pauses	
Visual Aids [GCCR] 15 points	
Effectiveness for conveying ideas	Circle One: A B C D
Choice of layout, organization	
Legibility, amount of detail	
Delivery 15 points	
Vocal audibility	Circle One: A B C D
Enunciation and clarity	
Absence of distracting mannerisms	
Use of eye contact	
Appropriately attired	
Operated within time limit	

General Comments:

WRD 203: BUSINESS WRITING

SPRING 2014: Generic

Instructor: Deborah Kirkman

Mailbox: POT 1314

Office Location: POT 1351

Phone Number: (859) 257.1115

Office Hours: MWF 10-11:00

WRD Office: (859) 257.7008

Course Objectives and Student Learning Outcomes

WRD 203 is a course devoted to instruction in writing, speaking, and researching for business, industry, and government workplaces. This course will introduce you to some of the most common genres and conventions of business writing, but it will also enable you to analyze rhetorical, contextual, and ethical factors affecting all human communication. Because communication is such a complex activity, not easily reducible to rules and formulas, WRD 203 uses a process approach. Each major assignment encourages you to approach your writing and presentations in stages, to consider the common steps professionals follow and the decisions they must make during the development of any project. In addition to offering strategies for planning, researching, drafting, revising, editing, and proofreading, we urge you to examine the broader picture, to consider ways to respond effectively and ethically to professional situations and audiences.

WRD 203 consists of five major unit projects and shorter, daily incremental assignments designed to present you with business workplace scenarios akin to those encountered in the "real world" where creative problem-solving, invention, innovation, and collaboration are highly prized, marketable skills. Through these daily and larger course projects you will learn to emphasize clarity, conciseness, and effectiveness in the preparation of letters, memos, reports, presentations, and group projects; to meet the needs of specific audiences through rhetorical and contextual analysis; to understand principles of professional document design in print and electronic media; to make decisions about the practical application of multimedia technology while acquiring competence in multimedia design; to collaborate with others in the creation of professional documents, digital media, and oral presentations; to respond ethically to professional situations and audiences.

After successfully completing WRD 203, you will be able to

- * Understand and adapt the communication process to diverse situations, audiences, and purposes.
- * Employ the standard genre conventions and forms of professional writing and speaking.

- * Determine the appropriate content, format, and style for effective communication.
- * Organize documents clearly and effectively for the intended audience.
- * Demonstrate an awareness of the ethical implications of your rhetorical choices.
- * Understand that document design (both print and digital) is a crucial element in business communication, intricately linked to decisions about audience and purpose.
- * Produce accessible, well-designed print and electronic documents.
- * Develop professional speaking skills.
- * Develop good research questions and strategies appropriate to your academic discipline.
- * Gather, evaluate, interpret, and apply information accurately, logically, and ethically.
- * Demonstrate an ability to discover, evaluate, and clearly present evidence in support of an argument in your discipline-specific area.
- * Understand the importance of practice and multiple drafts—with varying degrees of focus on generating, revising, editing, and proofreading—in the production of professional work, regardless of the medium.
- * Exhibit a professional voice and a clear, concise writing style.
- * Develop teamwork skills and collaborate effectively in teams.

Enrollment Criteria

This course provides full GCCR credit for some majors and programs, such as Animal Science and Equine Science and Management in the College of Agriculture. Please check with your advisor for more information.

Students may not enroll in WRD 203 unless they have already completed the equivalent of UK's Core composition and communication sequence. To receive GCCR credit for this course, you must have successfully completed at least 30 hours of college-level coursework (that is, have sophomore status).

Since students in WRD 203 must have completed this pre-requisite work, we assume you

- Have mastered the basic writing and usage skills of standard American English.
- Know how to conduct basic research and use an appropriate and approved documentation style (e.g., MLA, APA, Chicago) to acknowledge sources and set up a works cited/reference page.
- Can avoid plagiarism.
- Know the basic principles of academic writing and argument.

Required Texts

Business Writing: A Guide to WRD 203 at the University of Kentucky (E-Textbook) Spring 2014 Edition. Boston: Hayden-McNeil Publishing, 2014.

Additional readings will be made available on *Blackboard* and through Internet sources.

You may purchase access to the required electronic textbook directly from the publisher at a price savings or from any of the UK affiliated bookstores:

Hayden-McNeil: <http://ukwrd203.haydenmcneil.com>

Kennedy Bookstore, 405 South Limestone, (859) 252-0331
Wildcat Text Books, 563 South Limestone, (859) 225-7771
UK Bookstore, 106 Student Center Annex, (859) 257-6304

ASSIGNMENTS AND GRADING

You will complete five major projects, identified as Component A in the table below. Each will require a response to a specific prompt as well as engagement with course materials and outside research. You must earn an average grade of C or better on these assignments to receive GCCR credit for this course. Grades will be assigned based on the criteria outlined in the grading rubrics available with each major project.

In addition to (and in preparation for) these major projects, you will complete a variety of short writing and speaking assignments for homework and as in-class activities. These might include email exercises, memo drafts, assigned or improvised speeches, peer reviews, and workshop activities focused on drafts of your oral, written, and visual design projects. These smaller assignments, along with group participation, are identified as Component B in the table below.

	ASSIGNMENT	PERCENT OF FINAL GRADE	TENTATIVE DUE DATES
COMPONENT A	Profession Exploration Presentation (PEP)	10%	Rehearsal Day: FRIDAY, FEB. 7 TH PEPs Begin: MONDAY, FEB. 10 TH
	Job Search Documents (JSD)	15%	Rough Drafts: SEE SCHEDULE Final: SUNDAY FEB. 23 RD
	Individual Short Report (ISR)	25%	Rough Draft: FRIDAY, MARCH 7 TH Final: SUNDAY, MARCH 30 TH
	Group Proposal (GP)	20%	Rough Draft: MONDAY, APRIL 14 TH Final: WEDNESDAY, MAY 7 TH
	Digital Media Project (DMP) and Group Presentation	10%	Rough Draft: TUESDAY, APRIL 15 TH Final: SUNDAY, MAY 3 RD Rehearsal Day: Friday, April 25 th Group Presentations Begin: April 30 th
COMPONENT B	Course Participation (Discussion, Rough Drafts and Peer Review)	5%	<p style="text-align: center;">NOTES</p> <ul style="list-style-type: none"> ⊛ Final grades will be calculated on a ten-point scale (A = 100-90, B = 89-80, C = 79-70, D = 69-60, E = 59 and below). ⊛ There is no midterm or final exam in this course; however, the final week of class ("dead week") will include a presentation of the group's digital media project.
	Group Participation	5%	
	Minor Assignments (Homework, Blog Entries, Memos, Quizzes, etc.)	10%	

Major Projects

Below you'll find a brief description of each Major Project. Complete instructions along with grading criteria will be provided at the start of each unit.

Profession Exploration Presentation (PEP)

This five-minute oral presentation focuses on an interesting or controversial topic relevant to your academic field and your ultimate career goal(s). The presentation should address a clearly identified audience, be based on discipline-specific research, and include appropriate visual aids.

Job Search Documents (JSD)

You will simulate a professional job search and produce a packet of documents necessary for such a search: a cover letter, résumé, reference request letter, reference list, and thank you letter. You will also develop a one-minute, elevator sells pitch for yourself.

Individual Short Report (ISR)

You will write an informational report appropriate for your academic discipline. In preparation for this report, you will conduct research in your field; then you will interpret your research data and offer your audience a clear and concise analysis of that data. The report must be at least five single-spaced pages including headings and illustrations, but not including the memo of transmittal, title page, table of contents, list of illustrations, and works cited page. The report must include a minimum of two original figures or tables based on your research.

Group Proposal (GP)

Under the direction of a project manager, you will collaborate with colleagues to propose a solution to a product or services problem relevant to your academic field or to propose a new marketing strategy for a non-profit client in a ten-page minimum (single-spaced) formal business proposal. The purpose of this assignment is to investigate, inform, analyze, evaluate, propose, and persuade as you identify problems and offer solutions. The ten-page, single-spaced minimum does not include your Title Page, letter or Memo of Transmittal, Table of Contents, List of Illustrations, Works Cited page, or any material included in the appendix of the proposal. The proposal must include both primary research (such as an observation, interview, or survey) and secondary research sources and at least four original figures or tables. You will use your discipline's documentation style (for example, Chicago, APA, or MLA) for citing research sources.

Digital Media Project (DMP)

In collaboration with team members, you will design and deliver a ten-minute business presentation with appropriate PowerPoint slides targeted to a clearly defined audience. The presentation can take the form of a Progress Report on the formal group proposal or it can be a presentation of the digital media campaign recommended as a marketing strategy in the formal proposal.

Course Participation

Our small class size allows us the opportunity to discuss readings and assignments, and it allows you the opportunity to ask questions and offer suggestions that may benefit others. Each day, you'll need to come to class prepared to participate in the day's activities. In addition to completing required reading and joining discussions, you will need to meet deadlines for Rough drafts and offer thoughtful feedback in Peer Reviews to earn full credit for Course Participation.

Rough Drafts

You will submit at least one rough draft of each major assignment. These assignments will be graded based on their completeness, not on their adherence to final draft assessment criteria. For example, if you are asked to submit a rough draft of your Résumé, you will receive full credit if you submit something that looks like a Résumé, even if major revisions are necessary in order to earn a passing grade on the Job Search Documents assignment. There will be opportunities for personal instructor feedback for each assignment in addition to these rough drafts.

Peer Review

Peer Review allows you to read and respond to your classmates' drafts. If done correctly, peer review achieves two goals: 1.) you will offer constructive feedback that will help your peers revise their work, and 2.) through reading and responding to your peers, you'll develop a better understanding of your own work and how you might revise it for the better. Detailed instructions for each Peer Review will be provided.

Group Participation

You will spend a large portion of this course working with a group of peers to research and create a formal proposal and to prepare a group presentation for a targeted audience. Each group will have a Project Manager whose duties will include the submission of minor assignments (charters, schedules, memos, agendas, minutes) generated by the group. Each group member will receive the same grade on these and all group assignments.

However, students failing to participate fully in the major group assignments without a documented excuse cannot receive a passing grade on these assignments regardless of the grade for the group.

Project managers are responsible for notifying the instructor if students miss group meetings, come to group meetings tardy so as to make the group work overtime, or fail to complete assigned work by agreed upon deadlines. This notification to the instructor must be within one working day of the meeting or a missed deadline. If a student has a verified, documented excuse, the project manager will set a schedule for make-up work.

At the end of the semester, each group member will also complete a Group Reflection, which will contribute to the final calculation of each student's Group Participation Grade.

Minor Assignments

Minor Assignments such as reading responses, exercises from the eBook, blog entries, and memos are meant to help you work towards successful completion of the Major Projects. There are two types of Minor Assignments: 1.) those assignments that allow you to apply and practice your understanding of the readings and in-class discussions and 2.) those assignments that document your progress (blog entries) or your group's progress (memos) and identify a course of action. Minor Assignments may be checked for accuracy but will otherwise be graded based on their completion.

E-mail Format and Etiquette

During the first week of class, we will discuss professional e-mails as another tool for developing writing skills and professionalism. Because WRD 203 is a course that teaches professional writing, you will be expected to follow the appropriate, professional standards of electronic communication outlined in your course eBook. Specifically, all such correspond should include a subject line, salutation, body, and closing and should be proofread to avoid grammar, syntax, and punctuation errors. E-mail messages should embody the principles of "you-attitude" and be polite and professional in tone.

Students who do not observe these professional communication conventions should not expect their instructor or peers to respond in a timely manner, if at all. Moreover, grades on some specific daily assignments and the course class participation grade may be negatively impacted.

Late Work Policy

Everyone is allowed **one extra calendar day on the final draft of one written assignment**. This is your only free pass, so use it wisely. To use your late pass, you need to include a note (an extra page attached at the *beginning* of the document) with the assignment that states your intention and the date. **If you incur an excused absence on the deadline for any assignment, you may turn it in on the following day with your documentation attached with no penalty. If you incur an unexcused absence on the deadline**

for any assignment, your work will be considered late. After you have used your free pass for the semester, any late work will lose a letter grade for each calendar day it is late.

Blackboard and Computer Access

Access to a computer and printer are essential for success in this class. If you do not have personal computer access, please take advantage of the many computer labs on campus. Checking email and Blackboard regularly will help to facilitate communication and make you aware of any changes to the schedule. You can also check your grade in the course through Bb. Due to privacy policies, I do not discuss grades via email, so check Bb first; then make an appointment with me to discuss grades further.

Unless the assignment instructions explicitly state otherwise, **all assignments must be submitted via Blackboard.** Assignments should be submitted as a Microsoft Word document (.doc or .docx) on the day and time indicated on Bb. If for any reason you are unable to submit your work to Bb, you may email or hand in a hard copy before the due date so that I will see that the assignment was completed on time. However, your assignment will not be graded until it is submitted to Blackboard. I will expect you to resolve any technological issues after the first graded assignment.

Grade Appeal Procedure

To request a re-evaluation of any **major assignment**, you must write a letter to the Department of Writing, Rhetoric, and Digital Studies Grievance Committee. A step-by-step description of the appeals process is available on the Department's website: <http://wrd.as.uky.edu/grade-appeal-policy-and-procedures>.

Note: You have two weeks from the date when grades are officially posted to file a grade appeal.

Incompletes

Incompletes must be authorized by WRD composition directors and at the request of your instructor. Requests for an I grade will be considered only if (1) a serious emergency prevents completion of the course on time and (2) a passing grade in the course will result from completion of the work.

Attendance

Because Business Writing relies on writing workshop methods, regular attendance is essential. If you are not in class, you cannot receive credit for any in-class activity, nor can you turn in any work that may be due that day unless your absence is excused. **Students who accumulate more than three (3) unexcused absences will have their final grades reduced by one third of a letter grade for each additional unexcused absence.**

Additionally, University guidelines state that students accumulating 20% or more absences for any reason (excused and unexcused) will be required to withdraw or receive an E grade for the semester.

Courtesy

Our classroom environment should be one of mutual respect. For this reason, I expect everyone to demonstrate courtesy towards others and their views. Spirited debate in class is encouraged; intolerance, name-calling, and discrimination are prohibited. Additionally, please do not disrupt the class by texting, chatting with neighbors, or engaging in activities unrelated to class while class is in session.

Being on time for each class meeting is also the polite thing to do. If you must arrive late, please do so without disrupting class activities. **If you arrive 10 minutes or more after the start of class, you are tardy. Three (3) tardies will constitute a single unexcused absence.**

Academic Integrity

WRD 203 provides direct instruction in finding, using, and documenting sources. Plagiarism and cheating are considered violations of academic policy and are treated accordingly. **The minimum penalty for plagiarism is a zero on the plagiarized assignment.** Additional consequences may apply. Each student is responsible for reading the definitions of plagiarism provided in the eBook and the University Senate Rules (available on UK's website).

Campus Resources

Below you'll find more information about two of the many resources available on UK's campus.

The Writing Center

The Writing Center, Room B108B in The Hub of the W. T. Young Library (lower level), is available to help you with your writing. It is strongly advised to make an appointment in advance: go to uky.mywconline.com to sign on as a new client (select "First visit? Click here to register") or to log in and schedule an appointment. More information about the Writing Center is available at: <http://wrld.as.uky.edu/writing-center>. You can contact the Director of the Writing Center, Judy Prats, at judithgprats@uky.edu.

The Media Depot

Also located in The Hub of Young Library, the Media Depot offers audio and video recording rooms as well as Mac and PC computers with a variety of audio and video editing software. For more information, visit their website at <http://www.uky.edu/ukit/mediadepot>.

Accommodations Due to a Disability

If you require any accommodations to facilitate your success in WRD 203, please let me know. University regulations mandate you must provide a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754) detailing the recommended accommodations. If you have any questions about academic accommodations, please contact the DRC Director Jake Karnes at 859.257.2754 or jkarnes@email.uky.edu. You may also visit the Disability Resource Center online: <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/index.html>.

BUSINESS WRITING DAILY SCHEDULE/SPRING 2014

Abbreviations: PEP=Profession Exploration Presentation; ISR=Individual Short Report; GP=Group Proposal; DMP=Digital Media Project

DATE	IN CLASS ACTIVITY	READ BEFORE NEXT CLASS	WORK TO COMPLETE
W/Jan 15	Introductions and Expectations	Bb: Syllabus Parts One and Two, Course Schedule E-text: "Preface" and "Getting Started"	Come to class on 1/17 prepared to ask questions about the syllabus
F/Jan 17	Syllabus Questions Answered Assignment Overviews: PEP and JSD	Bb: Profession Exploration Presentation instructions, Job Search Documents E-text: Chapter 1 ("The Rhetoric of Business Communication")	Blog Entry #1 (due 11:59pm Sunday 1/19) Student Contract (due 11:59pm Sunday 1/19) Add Course Annotated Set (due 11:59pm Sunday 1/19)
M/Jan 20	Martin Luther King Jr. Day (No Class)		
W/Jan 22	You Attitude Email Etiquette	Chapter 3 ("Research on the Job and in the Classroom") and Chapter 8, Section 8.1 ("Oral and Multimedia Presentations")	Blog Response #1 (due 11:59pm Sunday 1/26) Preliminary PEP Research (bring to class)
F/Jan 24	Research Refresher (bring laptops) Presentation and Design Basics		Blog Entry #2 (due 11:59pm Sunday 1/26) Continue PEP Research
M/Jan 27	Working with the Knowledge Matrix	E-text: Chapter 2 ("Job Search Documents")	Blog Response #2 (due 11:59pm Tuesday 1/28) Knowledge Matrix Part One (due 11:59pm Wednesday 1/29)
W/Jan 29	Job Search Documents detailed overview Looking at Job Ads		Exercise 2 in Chapter 2 (due 11:59pm Thursday 1/30) Basic Chronological Résumé (due 11:59pm Thursday 1/30)
F/Jan 31	Discuss homework Résumés, Cover Letters, and Thank You Letters		Begin drafting Job-Specific Résumé and Cover Letter Continue preparing PEP
M/Feb 3	Reference Request Letters and Reference Lists		Job-Specific Résumé and Cover Letter Draft (due 11:59pm Tuesday 2/3) Knowledge Matrix Part Two (due 11:59pm Wednesday 2/5)
W/Feb 5	Review Résumé and Cover Letter drafts PEP Final Reminders		PEP Power-Point and speech (bring to class on laptop or flash drive) Begin revising Résumé and Cover Letter
F/Feb 7	PEP Rehearsal Day		Reference Request Letter and Reference List Drafts (due 11:59pm Sunday 2/3) Optional: Submit revised Résumé and Cover Letter for instructor feedback
M/Feb 10	Profession Exploration Presentations		Continue revising Job Search Documents Other Homework and In-Class Work TBD
W/Feb 12	Profession Exploration Presentations		Revised Résumé and Cover Letter Drafts (due 11:59pm Sunday 2/16) Prepare One-Minute Sells Pitch
F/Feb 14	Profession Exploration Presentations		Thank You Letter Draft (due 11:59pm Tuesday 2/18.) Bring revised Drafts of all Job Search Documents and any final questions about the assignment.
M/Feb 17	JSD Review (Bring all JSD Drafts) Rehearse Sells Pitch		
W/Feb 19	Present Elevator Sells Pitch Overview of Individual Short Report, Group Proposal, and Digital Media Project	E-text: Chapter 4, Section 4.1 ("Planning Your Collaboration") and Section 4.2 ("Project Management")	Begin thinking about potential clients and topics for report and proposals
F/Feb 21	Discuss Groups and Group Work	Bb: ISR, GP, and DMP Instructions	FINAL JOB SEARCH DOCUMENTS PACKET (due 11:59pm Sunday 2/23)

DATE	IN CLASS ACTIVITY	READ BEFORE NEXT CLASS	WORK TO COMPLETE
	Discuss Team Charters and Task Schedules	E-text: Finish Chapter 4 ("Collaboration in the Workplace")	
M Feb 24	Groups Assigned Preliminary Research methods Bring Laptops	E-text: Chapter 6 ("Individual Short Reports") and Chapter 7, Sections 7.2.1 ("Brainstorming") and 7.2.2 ("Research")	Group Memo #1 (due 11:59pm Tuesday 2/25) Begin work on Team Charter and Task Schedule (due Tuesday 3/4)
W Feb 26	Researching the Individual Short Report		Group Memo #2 (due 11:59pm Thursday 2/27) Begin drafting ISR
F Feb 28	Researching the Individual Short Report	E-Text: Chapter 5 ("Document Design and Format")	Chapter 5, Exercises 5.1 and 5.2 (due 11:59pm Sunday 3/2) Team Charter and Task Schedule (due 11:59pm Tuesday 3/4) Continue drafting ISR
M Mar 3	Document Design, Formatting, and Illustrations		Two pages (or more) of ISR (due 11:59pm Tuesday 3/4. Bring to class)
W Mar 5	Revision workshop Bring ISR draft		Continue revising ISR Rough draft of ISR (due before class on Friday 3/7)
F Mar 7	Rough Draft of ISR due before class		Respond to peer drafts
M Mar 10	Peer Review Day		Optional Instructor Conferences this week
W Mar 12	Revising the ISR	Bb: GP and DMP Instructions	Continue Revising ISR
F Mar 14	Digital Media Project and Group Proposal Overview	E-Text: Chapter 8 ("Presentations and Digital Media Projects"), Chapter 4 ("Collaboration in the Workplace")	Continue Revising ISR Post most recent ISR revisions to Group File Exchange
M Mar 17			
W Mar 19			
F Mar 21	Spring Break (No Class)		
M Mar 24	Analyzing Visuals, Project Pitch overview (20 minutes) Group Work Day	Bb: GP and DMP Instructions, Group ISR Drafts	Group Visual Analysis Assignment #1 (submit to Group Message Board)
W Mar 26	Final ISR Review (as needed) Group Work Day	E-Text: Chapter 7 ("Group Proposals"), Chapter 8 ("Presentations and Digital Media")	Finalize Project Pitches. Email PowerPoint to me at least 30 minutes prior to Friday's class.
F Mar 28	Project Pitches		FINAL DRAFT OF ISR (due 11:59pm Sunday 3/30. Submit to BlackBoard and to Group File Exchange.)
M Mar 31	Researching and Organizing the Group Proposal	Bb: Group ISR final drafts	
W Apr 2	Group Work Day		Outline of Group Proposal (due 11:59pm Thursday 4/4. Bring to class on Friday.)
F Apr 4	Organizing the Group Proposal		Begin drafting the Group Proposal and Digital Media Project
M Apr 7	Group Work Day		Three pages (or more) of GP due 11:59pm Tuesday 4/9)
W Apr 9	Revising the Group Proposal		Continue drafting Group Proposal and Digital Media Project
F Apr 11	Group Work Day		Rough draft of Group Proposal (due before class on Monday 4/14)
M Apr 14	Rough Draft of Group Proposal due	Review assignment instructions, class PowerPoints, and any other documents necessary for successful completion of the Group Proposal and Digital Media Project.	Rough draft of Digital Media Project (due 11:59pm Tuesday 4/15)

DATE	IN CLASS ACTIVITY	READ BEFORE NEXT CLASS	WORK TO COMPLETE
	before class DMP Workday		Respond to Group Proposals
W Apr 16	Digital Media Project Peer Review		Respond to Group Proposals
F Apr 18	Group Proposal Peer Review		Group Visual Analysis Assignment #2 (due 11:59pm Sunday 4/20) Revised Task Schedule (due 11:59pm Sunday 4/20)
M Apr 21	Group Work Day		GP and DMP Revision Plan (due 11:59pm Tuesday 4/22) Group Conferences This Week
W Apr 23	Revision Discussion		
F Apr 25	Group Presentation Rehearsal		
M Apr 28	Group Presentation Rehearsal and Final Revision Workshop		
W Apr 30	Final Presentations		GP Revision Plan (due 11:59pm Friday 5/2)
F May 2	Final Presentations		FINAL DRAFT OF DMP, MEMO, AND BIBLIOGRAPHY (due 11:59pm Sun Group Reflection (due 11:59pm Monday 5/4)
May 5-9	Final Exam Week		FINAL DRAFT OF GROUP PROPOSAL (due by noon Wednesday 5/7)

Graduation Composition and Communication Requirement (GCCR)

Syllabus and Assessment Plan | WRD 204, Technical Writing

This document contains:

- + a narrative overview of GCCR-related assignments and pedagogical processes for WRD 204
- + an assessment plan (and rubric) for measuring written and visual communication in WRD 204
- + a WRD 204 syllabus and calendar with all GCCR components delineated and highlighted

Overview of WRD 204 as a GCCR Course

WRD 204, Technical Writing, explores the major genres, norms, and practices of technical writing and communication for students majoring in STEM disciplines. It is currently designated GWR. A statement of GCCR credit may be found on the syllabus, at the bottom of p. 2 (all GCCR-related items are highlighted).

Students in 204 will write approximately 6,500–7,500 words in formal deliverables during the course, in technical genres specific to their fields (see syllabus p. 4). In addition, students will deliver presentations of progress (i.e., an oral Progress Report) toward their final projects that demonstrate facility with both oral and visual communication.

Beginning with 4 brief, inquiry-driven deliverables, students develop their knowledge and practice of genres and norms specific to their disciplines. One such deliverable—the Professionalization Cheat Sheet—demonstrates information literacy, as students are required to identify, discuss, and hyperlink to key stakeholders, professional organizations, and epistemic courts (e.g., peer-reviewed journals, grey literature) in their field. This assignment also provides practice in single-sourcing and an additional layer of information literacy by having students compose in Markdown syntax and export valid HTML.

The major course deliverables are twofold (syllabus p. 4): (a) the collaborative field report, based on a specific site study that deploys both primary and secondary research, and (b) the final project suite, composed of three interrelated deliverables: (i) project proposal (750–1,000 words), (ii) oral/visual presentation (10 minute oral presentation accompanied by visually suasive supporting materials), and (iii) final lab, field, or recommendation report (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 for model 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 reports during odd years (e.g., 2015, 2017, etc.). Using the Written Communication and Visual Aids rubrics developed in the Department of Animal and Food Science (attached), raters will assess student proficiency across six metrics that gauge both written and visual components of the GCCR, and of the WRD 204 curriculum.

In odd years, following assessment, WRD faculty will meet with faculty in Animal Science and Equine Science and Management to discuss course outcomes, trends in professionalization, and contemporary technical communication artifacts from the disciplines that could productively shape the curriculum.

Animal / Equine Sciences Written Communication Grading Schema

Item	Weight, %	Criteria
<p>Structure</p> <p>Macrostructure:</p> <ul style="list-style-type: none"> Organization of paper Transitions Overall presentation <p>Microstructure:</p> <ul style="list-style-type: none"> Grammar/Spelling Citations properly included Written appropriately for audience Meets assignment requirements 	<p>10%</p>	<ul style="list-style-type: none"> Clear organization, appropriate headers, content within appropriate sections Clear transitions connecting ideas between topics/sections Appropriate use of graphics, neat, concise overall layout Work is free from grammatical and spelling errors Proper use of J. Anim. Sci. Style & Form Written at a technical level appropriate for a college-educated audience 3,500 words or more, proper formatting
<p>Content</p> <p>Introduction/Background</p> <ul style="list-style-type: none"> Explanation of topic relevance Clear presentation of thesis <p>Argument structure</p> <ul style="list-style-type: none"> Logic & clarity of presentation Accurate interpretation of source materials Sufficiency of support Cited works appropriate & credible Alternative/Opposing viewpoints Refutation Conclusions <p>Policy recommendations</p> <ul style="list-style-type: none"> Recommendations Implications/expected outcomes 	<p>15%</p> <p>55%</p> <p>10%</p>	<ul style="list-style-type: none"> Relevance is clearly explained and convincing The issue is clearly and concisely stated The points raised support the contention The points are laid out in a clear, easily followed, and logical form Source materials actually show what is claimed No important elements of support are excluded The cited works are from peer-reviewed journals or other highly credible sources. Alternative/opposing viewpoints are clearly addressed Alternative/opposing viewpoints are effectively rebutted Clear concluding statement that concurs with the weight of the evidence Policy recommendations are realistic and follow from the preceding argument Implications of policy recommendations demonstrate reflection on what it would actually take to implement, recognition of opportunity costs, constraints, etc.

**Animal / Equine
Sciences Oral
Communication
Rubric**

Evaluator: _____

Presenter/Title: _____

Overall Grade (please circle one):

A B C D

Assessment and Comments:

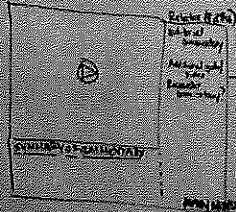
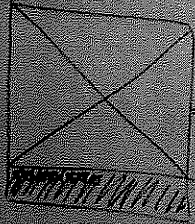
Content 55 points	
Arrangement and explanation of information	Circle One: A B C D
Depth of knowledge/evidence of literature search	
Quality of evidence	
Recognition of alternative viewpoints	
Properly credited	
Concise and valid conclusions	
Quality and completeness of answers to questions	
Structure 15 points	
<i>Macrostructure:</i> Explanation of topic relevance, Detail presented concisely and clearly, Clear issue statement, Transitions	Circle One: A B C D
<i>Microstructure:</i> Language (word choice and phraseology), Technical jargon defined, Colloquialisms, Vocalized pauses	
Visual Aids [GCCR] 15 points	
Effectiveness for conveying ideas	Circle One: A B C D
Choice of layout, organization	
Legibility, amount of detail	
Delivery 15 points	
Vocal audibility	Circle One: A B C D
Enunciation and clarity	
Absence of distracting mannerisms	
Use of eye contact	
Appropriately attired	
Operated within time limit	

General Comments:

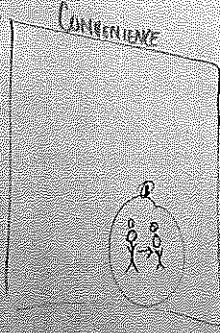
DO NOT ERASE

WHY?

Behaviors based on...



PERCEPTIONS SHAPE BEHAVIORS



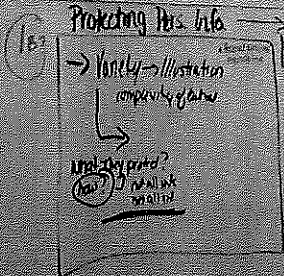
CREDIBILITY

REMARKS

TEST

- Video + comm
- Video + quotes
- Image + Audio + quotes
- Image + Audio -> communication

The Behaviors

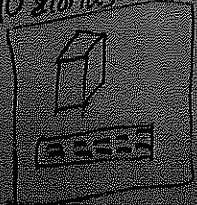


Why Share/Withhold?

- Identifiers, names
- Personal
- Social network
- Location
- Age
- Relationships, photos
- Comments
- Tags (numbers)

Others, privacy

40 seconds



[TECHNICAL WRITING]

WRD 204-001 :: Generic
T/TH 9:30-10:45 :: WTYL B-35

Brian J. McNely, Ph.D.
POT 1315 | brian.mcnelly@uky.edu | @bmcnelly

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

“Agency arises not from some unified valorized self but from the positions in which we function and the power those positions allow us to exert.”

— Winsor, 2006

“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

“Displays of evidence implicitly but powerfully define the scope of the relevant, as presented data are selected from a larger pool of material. Like magicians, chartmakers reveal what they choose to reveal. That selection of data ... can make all the difference, determining the scope of evidence and thereby setting the analytic agenda that leads to a particular decision.”

— Tufte, 1997

Over the next 16 weeks, we'll explore technical communication as a function of culturally and historically conditioned forms of professional practice; such practice regularly occurs through a variety of technical *genres* —typified responses to recurring situations with field-specific norms and expectations related to *social actions* in the world. In other words, genres make things happen.

Genres are “traditions of producing, using, and interpreting artifacts” (Spinuzzi, 2003) that emerge from *practice*—from everyday expectations about how people in a given social group or profession will think, make, and do. Genres embody “a galaxy of assumptions, strategies, and ideological orientations” (Spinuzzi, 2003) that a given technical writer must negotiate in any given communicative situation.

Technical writing, therefore, is about everyday practice and meaning within the context of one's professional and organizational culture. In WRD 204, you will explore technical writing as a way of knowing, being, and interacting professionally—through writing, speech, and visual communication.

This course provides full GCCR credit for majors in Animal Science and Equine Science and Management. Check with your advisor for more information. To receive GCCR credit for this course, you must have successfully completed at least 30 hours of college-level coursework (that is, have sophomore status).

[OBJECTIVES]

Students will—

Practice technical communication:

- Recognize and work with important genres and styles of technical communication
- Consider the prevalence of technical writing in everyday experience
- Practice using common tools and technologies of technical writing production with proficiency

Analyze technical writing artifacts and practices:

- Critically interact with technical writing in everyday professional experience
- Explain rhetorical choices made as a result of both individual and collaborative work
- Analyze specific artifacts and/or organizations to better understand rhetorical, social, cultural, and political implications of technical writing in everyday experience

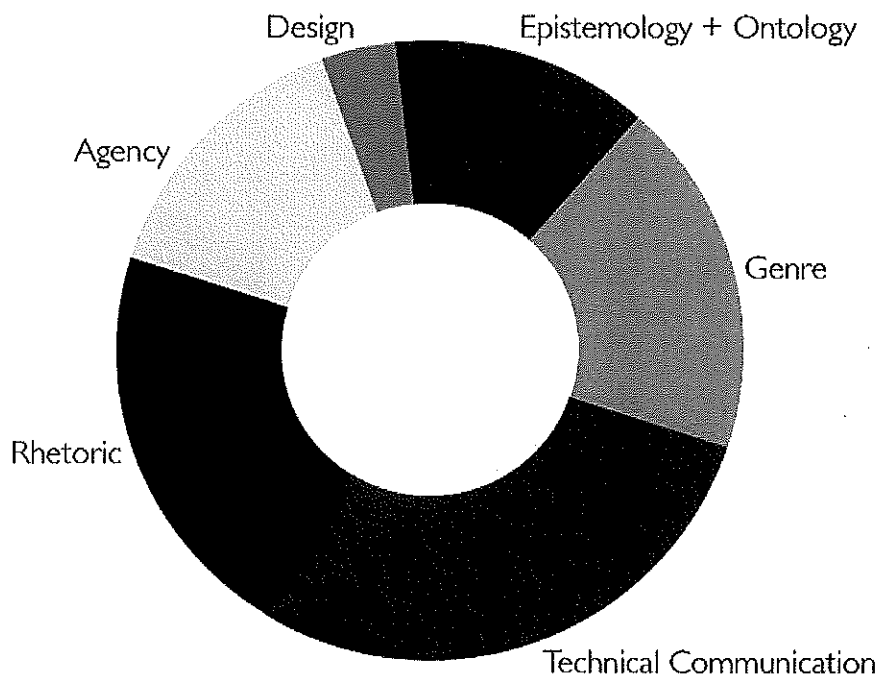
Research practices that impact technical writing scenarios:

- Plan and implement appropriate research practices that impact technical writing contexts
- Recognize appropriateness of different methods for producing and researching practices and contexts
- Explore and practice technical writing as a way of thinking, knowing, and being

Produce professional artifacts:

- Apply rhetorical and design principles to produce professional artifacts
- 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]



[SOURCES]

Selected academic journal articles and chapters provided via Blackboard [BB] or syllabus [[hyperlinked](#)]
Markel, M. (2012). *Technical communication* (10th ed.).

[ASSESSMENT]

Deliverables

Practica (4) [2,500–3,000 words across four assignments GCCR]	300
Collaborative Informational Report [3,000–4,000 words GCCR]	150
Proposal for Lab or Recommendation Report [750–1,000 words GCCR]	100
Professional Presentation (Oral/Visual Progress Report) [GCCR]	100
Final Lab or Recommendation Report [3,000 words GCCR]	350

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 projects 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 UK's University Senate Rules on academic offenses and procedures. But mostly? Be nice to people 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 jkarnes@email.uky.edu) 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 UK Writing Center 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

Collaborative Informational Report	Tues, Week 10
Proposal for Lab or Recommendation Report	Tues, Week 12
Final Projects Presentations	Weeks 15 & 16
Final Projects	12.16

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

Week 1

Tues Writing is the Greatest Invention | On the New Literacy
Golden Rules of Technical Writing | Agile Basics
Hall of Technical Documentation Weirdness

Week 2

Tues Boroditsky, L. (2009). How does language shape the way we think?
Markel pp. 660–669; 713–754 | Grammar and usage refresher

Thur Markel Ch. 1 | Introduction to Technical Communication

Week 3

Tues Winsor, D. (2006). Using writing to structure agency. [BB]
Markel Ch. 2 | Ethical and Legal Considerations

Thur Markel Ch. 3 | Writing Technical Documents

Week 4

Tues Brummett, B. (1979). Three meanings of epistemic rhetoric. [BB]
Freedman, D. (1992). The aggressive egg. [BB]
Practicum Due | Analytic Memo [GCCR]

Thur Markel Ch. 5 | Analyzing Audience and Purpose

Week 5

Tues Spinuzzi, C. (2006). What do we need to teach about knowledge work? [BB]
Markel Ch. 10 | Writing Effective Sentences
Practicum Due | Audience Profiles [GCCR]

Thur Markel Ch. 6 | Researching Subject Matter
Collaborative Project Group Assignments

Week 6

Tues Markel Ch. 20 | Writing Definitions, Descriptions, and Instructions
Practicum Due | Professionalization Cheat Sheet in Markdown and HTML
[GCCR Information Literacy in the Discipline]
Collaborative Project Ideation and Development [GCCR]

Thur Markel Ch. 4 | Writing Collaboratively

Week 7

Tues Markel Ch. 17 | Writing Informational Reports

Practicum Due | Descriptions and Instructions [GCCR]

Thur Markel Ch. 9 | Writing Coherent Documents
Collaborative Project Methods Section and Peer/Instructor Review [GCCR]

Week 8

Tues Markel Ch. 7 & 8 | Organizing Information & Communicating Persuasively

Thur Markel Ch. 11 | Designing Documents and Websites
Collaborative Project Intro/Framing and Peer Review [GCCR]

Week 9

Tues Bawarshi & Reiff. (2010). Rhetorical Genre Studies.
Markel Ch. 12 | Creating Graphics
Collaborative Project Analysis Section and Peer/Instructor Review [GCCR]

Thur Markel Ch. 13 | Reviewing, Evaluating, and Testing Documentation

Week 10

Tues Markel Ch. 14 | Writing Correspondence
Collaborative Informational Report Due [GCCR]
Final Project Suite Ideation, Development, and Peer/Instructor Review [GCCR]

Thur Doheny-Farina, S. (1986). Writing in an emerging organization. [BB]
Winsor, D. (1990). Engineering writing/writing engineering. [BB]

Week 11

Tues Markel Ch. 16 | Writing Proposals
Proposal Draft and Peer Review [GCCR]

Thur Markel Ch. 18 | Writing Lab Reports

Week 12

Tues Markel Ch. 19 | Writing Recommendation Reports
Proposal Due [GCCR]

Thur Markel Ch. 22 | Connecting with the Public (social media)

Week 13

Tues Markel Ch. 21 | Making Oral Presentations
Professional Presentation (Oral/Visual Progress Report) Ideation and Peer/Instructor
Review [GCCR]

Thur Markel Ch. 15 | Writing Job-Application Materials

Week 14

Tues Final Projects Workshop and Peer/Instructor Review [GCCR]

Thur **No Class—Thanksgiving**

Week 15

Tues **Final Projects Presentations [GCCR]**

Thur **Final Projects Presentations [GCCR]**

Week 16

Tues **Final Projects Presentations [GCCR]**

Thur **Final Projects Presentations [GCCR]**

Final

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