

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

RECEIVED

FEB 25 2015

OFFICE OF THE
SENATE COUNCIL

I. General Information:

College:	Agriculture, Food and Environment	Department (Full name):	Animal & Food Sciences
Major Name (full name please):	Food Science	Degree Title:	B.S. in Food Science
Formal Option(s), if any:	_____	Specialty Field w/in Formal Options, if any:	_____
Requested Effective Date:	FALL 2014, IF RECEIVED BY SENATE COUNCIL BY MONDAY, APRIL 7.		
Contact Person:	Luke Boatright	Phone:	257-5988
		Email:	luke.boatright@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>Demonstrate communication, computer and information technology skills necessary to obtain, analyze, interpret and convey scientific information to individuals or groups at various educational levels.</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>Food Science students are required to take Business Writing (WRD 203), which focuses on written communication skills plus oral communication skills. Previously approved for GWR, this course is being submitted for GCCR approval. We have developed an agreement (see attached) where the WRD program will fulfill the majority of our composition and communication SLO. As part</u>

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

of our accreditation requirements, communication is a key component. Food Science faculty have provided to WRD faculty several typical communication examples to help structure the assignments/requirements for the GCCR course.

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 GWR course, but will be submitted for approval as GCCR (new courses should be accompanied by a New Course Proposal)
 - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? required
- shared or cross-listed course? shared
- projected enrollment per semester: 15

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

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

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

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

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

- **Contact information of providing program:**
Brian J. McNely
Director of Undergraduate Studies
Department of Writing, Rhetoric, and Digital Studies
brian.mcnely@uky.edu
- **Resources:** what are the resource implications for the proposed GCCR course(s), including any projected budget or staffing needs? If multiple units/programs will collaborate in offering the GCCR course(s), please specify the resource contribution of each participating program.
WRD will provide all staffing for this course as 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: October 3, 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):

- the GCCR assignments are highlighted in the syllabus and course calendar;

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

- 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.):

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 Food Science because the communication focuses on the types of writing assignments that students will encounter upon obtaining employment in the food industry.

- 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:

The five major assignment areas in WRD 203 include (see attached syllabus for more details):

- 1) "Profession Exploration Presentation" including a five-minute oral presentation that focuses on an interesting or controversial topic relevant to Food Science.
- 2) "Job Search Documents" include a cover letter, résumé, reference request letter, reference list, and thank you letter.
- 3) "Individual Short Report" appropriate to the Food Science discipline. This report must be at least five single spaced pages including headings and illustrations.
- 4) "Group Proposal" collaboratively planned to propose a solution to problems specific to the Food Science field and must be a minimum of 10 pages, single-spaced.
- 5) "Digital Media Project" collaboratively planned to design and deliver a ten-minute business presentation with appropriate PowerPoint slides targeted to a food science audience.

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

The 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 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 information helpful for reviewing the proposal:

Together, these assignments provide students with practice in the major genres associated with business writing and communication in the food science field. Because the course is inquiry-based, students apply writing norms to the food science field, drawing from both primary and secondary research.

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 Food Science Assessment Committee, with formal assessments occurring per accreditation cycle (5 yr).

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

<ul style="list-style-type: none">• identify the internal assessment authority (e.g. curriculum committee, Undergraduate Studies Committee): Food Science Assessment Committee
<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): The WRD faculty will identify the artifacts, collect the assessment data. The Food Science Assessment Committee will review, make recommendations and report the information for our accreditation.

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

Signature Routing Log

General Information:

GCCR Proposal Name (course prefix & number, program major & degree):	WRD 203, Food Science Major, BS in Food Science
Contact Person Name:	Dr. Luke Boatright
Phone:	7-5988
Email:	luke.boatright@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>	10/10/2014	Robert Harmon / 7-2686 / rharmon@uky.edu
Providing Program <i>(if different from Home Program)</i>	10/10/2014	Jeff Rice / 502-566-2325 / j.rice@uky.edu
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	

Comments:

<hr/>

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

Memorandum of Agreement

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

WRD providing a Graduation Communication and Composition course for Food Science students.

Effective: October 3, 2014 through October 2, 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 Food Science faculty in the Department of Animal & Food Sciences has voted to fulfill the requirement by one class.

Faculty from WRD and Food Science have recently discussed the requirements and the type of communication relevant to Food Science graduates. From those discussions, and subsequent planning, the Food Science faculty voted to formally require that the GCCR for the Food Science program be satisfied by WRD 203. The course shall be administered to ensure that it is appropriate for the Food Science program.

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 in Food Science, student presentations of at least 10 minutes in English, and evidence of draft/feedback/revision process on the required GCCR assignment(s).
2. The WRD course 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 Food Science program will be using this information as part of the program accreditation by the Institute of Food Technologists and reporting requirements to the University Senate.
3. WRD shall offer enough sections (no more than 30 students per section) each year so that Food Science students (approximately 10-20 students per year) can fulfill the GCCR.
4. WRD and Food Science shall coordinate scheduling of the WRD 203 course to minimize scheduling conflicts with required Food Science courses.
5. Food Science faculty shall, from time to time, provide to WRD faculty/instructors examples/types of communication appropriate for graduates of the Food Science program.
6. Faculty designated by the WRD and Food Science Directors of Undergraduate Studies shall meet annually 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 Food Science program graduates. The results will be reported to the Food Science faculty as a whole, and used in the Food Science program's accreditation reports.
7. Food Science faculty has already approved WRD 203 as the GCCR, appropriate for the Food Science 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
Digitally signed by Jeff Rice
DN: cn=Jeff Rice, o, ou,
email=j.rice@uky.edu, c=US
Date: 2014.10.09 09:39:35
-05'00'

Jeff Rice, WRD
Professor and Interim Chair

10/10/14

Date

Bob Harmon, AFS
Professor and Chair

Date

Graduation Composition and Communication Requirement (GCCR)

Syllabus, Daily Calendar, and SLO Assessment Rubric 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 assignments focused on common, brief business writing genres (letters, memorandum, email, resumes, agendas, minutes) totally over 2,000 words, WRD 203 students complete two larger projects related to their discipline-specific fields: an individually authored informational report (3,000-3,750 words) and a proposal (5,000-6,000 words) researched, written, and formatted by a group of 3 to 5 students. 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 their audiences clearly understand research data and other 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 opportunity 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 the written and oral component of the Food Science SLO, WRD will randomly sample an agreed upon percentage of the individual short reports and profession exploration presentations for annual review by the Food Science Assessment committee, with formal assessments occurring per accreditation cycle (every 5 years). The Food Science Assessment Committee will review, confer with and make recommendations to WRD faculty regarding any needed revisions, and report the information for their accreditation. The direct assessment responsibility of WRD 203 faculty will be limited to identifying the artifacts, creating an appropriate assessment rubric focused on the Food Science programmatic learning outcome, and collecting the assessment data.

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 & Food Sciences 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.haydenmneil.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, and 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://wr.d.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 / SPR

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

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
F Jan 17	Syllabus Questions Answered Assignment Overviews: PEP and JSD	Bb: Profession Exploration Presentation instructions, Job Search Documents instructions E-text: Chapter 1 ("The Rhetoric of Business Communication")	Blog Entry #1 (due 11:59pm) Student Contract (due 11:59) Add Course Annotated Set (due 11:59)
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) Preliminary PEP Research (due 11:59pm)
F Jan 24	Research Refresher (bring laptops) Presentation and Design Basics		Blog Entry #2 (due 11:59pm) Continue PEP Research
M Jan 27	Working with the Knowledge Matrix	E-text: Chapter 2 ("Job Search Documents")	Blog Response #2 (due 11:59pm) Knowledge Matrix Part One (due 11:59pm)
W Jan 29	Job Search Documents detailed overview Looking at Job Ads		Exercise 2 in Chapter 2 (due 11:59pm) Basic Chronological Résumé (due 11:59pm)
F Jan 31	Discuss homework Résumés, Cover Letters, and Thank You Letters		Begin drafting Job-Specific PEP Continue preparing PEP
M Feb 3	Reference Request Letters and Reference Lists		Job-Specific Résumé and Cover Letter Knowledge Matrix Part Two (due 11:59pm)
W Feb 5	Review Résumé and Cover Letter drafts PEP Final Reminders		PEP PowerPoint and speech Begin revising Résumé and Cover Letter
F Feb 7	PEP Rehearsal Day		Reference Request Letter and Cover Letter Optional: Submit revised Résumé and Cover Letter
M Feb 10	Profession Exploration Presentations		Continue revising Job Search Documents Other Homework and In-Class Activities
W Feb 12	Profession Exploration Presentations		
F Feb 14	Profession Exploration Presentations		Revised Résumé and Cover Letter Prepare One-Minute Sells Pitch

DATE	IN CLASS ACTIVITY	READ BEFORE NEXT CLASS	WORK TO COMPLETE
M Feb 17	JSD Review (Bring all JSD Drafts) Rehearse Sells Pitch		Thank You Letter Draft (due Drafts of all Job Search Doc the assignment.
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 potent
F Feb 21	Discuss Groups and Group Work Discuss Team Charters and Task Schedules	Bb: ISR, GP, and DMP Instructions E-text: Finish Chapter 4 ("Collaboration in the Workplace")	FINAL JOB SEARCH DOCUMEN
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 11:59p Begin work on Team Charter
W Feb 26	Researching the Individual Short Report		Group Memo #2 (due 11:59p 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 Team Charter and Task Sche Continue drafting ISR
M Mar 3	Document Design, Formatting, and Illustrations		Two pages (or more) of ISR
W Mar 5	Revision workshop Bring ISR draft		Continue revising ISR Rough draft of ISR (due bef
F Mar 7	Rough Draft of ISR due before class		Respond to peer drafts
M Mar 10	Peer Review Day		Optional Instructor Conferen
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 revisio
M Mar 17			
W Mar 19	Spring Break (No Class)		
F Mar 21			
M Mar 24	Analyzing Visuals, Project Pitch overview (20 minutes) Group Work Day	Bb: GP and DMP Instructions, Group ISR Drafts	Group Visual Analysis Assign
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. Ema prior to Friday's class.
F Mar 28	Project Pitches		FINAL DRAFT OF ISR (due 1: 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 (d on Friday.)
F Apr 4	Organizing the Group Proposal		Begin drafting the Group Proc

DATE	IN CLASS ACTIVITY	READ BEFORE NEXT CLASS	WORK TO COMP
M Apr 7	Group Work Day	Review assignment instructions, class PowerPoints, and any other documents necessary for successful completion of the Group Proposal and Digital Media Project.	Three pages (or more) of GP
W Apr 9	Revising the Group Proposal		Continue drafting Group Pro
F Apr 11	Group Work Day		Rough draft of Group Propos
M Apr 14	Rough Draft of Group Proposal due before class DMP Workday		Rough draft of Digital Media 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 Assign Revised Task Schedule (due
M Apr 21	Group Work Day		GP and DMP Revision Plan (C Group Conferences This Wee
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 11:59
F May 2	Final Presentations		FINAL DRAFT OF DMP, MEMO Group Reflection (due 11:59
May 5-9	Final Exam Week		FINAL DRAFT OF GROUP PRO

Assessment Rubric for BS Food Science GCCR Student Learning Outcome Oral Presentation and Individual Report

Student Learning Outcomes	Exceeds Standards 4	Meets Standards 3	Partially Meets Standards 2
Audience	"You -attitude" controls all aspects of the presentation or report: organization, language level, background information, evidence, and use of visual aids all show thoughtful consideration of the target audience's needs and prior knowledge of the subject	The audience's needs control most rhetorical choices throughout the presentation or report with occasional lapses	Some parts of the presentation or report address audience needs, but often this focus is missing from other rhetorical choices
Content and Analysis	Central purpose and audience focus guide the inclusion of all content with no digressions or inclusion of extraneous background material; information accurately represents authoritative knowledge in the field; the speaker or writer is aware of, and responsive to, counter arguments; analysis of data is logical and conclusions are valid	Purpose and audience control content, but some points may need more explanation or elaboration; occasionally material may not be clearly relevant to the focus; counter arguments may not be fully addressed or evidence that could complicate an issue or claim may not be acknowledged; analysis and conclusions remain logical and valid	Purpose and audience focus may be lost in some parts of the speech or report; ideas are not fully developed and information may not represent the best current knowledge in the field; contradictory claims and evidence are often ignored; relies too heavily on undigested summary of sources at the expense of analysis and conclusions
Research/Evidence	Research exceeds minimum requirements; sources are authoritative and well chosen; evidence is used effectively to meet the audience's need for information and to support claims and conclusions; speaker or writer appears credible and professional	Research meets minimum requirements; sources are generally well chosen and evidence is provided to support most claims and conclusions.	Meets most requirements but source selection shows a lack of discrimination (outdated or irrelevant material); some claims are left unsupported; speech or report may rely excessively on undigested source materials ("data dump") with minimal analysis or explanation of relevance

<p>Organization and Format</p>	<p>The presentation or report is logically organized to address the target audience's needs and expectations; uses appropriate signal phrases and smooth transitions; sections are unified around a central idea; formatting is used appropriately to separate blocks of text and to add emphasis, making the text easy to navigate</p>	<p>Presentation or report is clearly organized; formatting follows accepted genre conventions to separate sections and guide readers; transitions may need work</p>	<p>Tries to meet audience's needs but the order and relationship of speech or report segments is sometimes confusing; appropriate transitions may be missing and material may become repetitious; formatting conventions are attempted with some noticeable flaws</p>
<p>Visual Design</p>	<p>The report or PowerPoint presentation is visually appealing, including multiple types of illustrations that function as integral parts of the presentation or report, advancing the claims and conclusions and aiding the audience's understanding of information; illustrations are designed so that they are easy to read and interpret and follow the formatting conventions of the genre</p>	<p>Meets requirements for illustrations and contributes to the audience's interpretation of information; some minor formatting flaws may be present</p>	<p>Contains illustrations, but the visual aids may not be well chosen or of the most appropriate type; the audience's understanding of data may not be enhanced because illustrations merely repeat material already introduced; formatting flaws may distract the audience</p>
<p>Language</p>	<p>Speaking style is conversational and engaging while being adapted to the educational level of the audience; written style is professional and appropriate for the audience; language is concise and direct, using mainly active verbs and concrete nouns</p>	<p>Sense of style or voice is evident and generally appropriate for the targeted audience; there may be minor problems with correct word choice, wordiness, vagueness, or unnecessary repetition</p>	<p>The speaker or writer does not maintain a consistent level of diction; there are frequent lapses in clarity and concision</p>

<p>Mechanics</p>	<p>Documentation of research and citations accurately follow the appropriate style manual for the academic field; sources (quotations, paraphrases, and summaries) are smoothly integrated; all format conventions for the genre are confidently employed; PowerPoint slides or report pages contain no problems with grammar, spelling, or punctuation</p>	<p>Occasional minor lapses in approved style manual documentation and citation may be present; sources are generally well integrated; format conventions for the genre are adhered to; minor grammar, spelling, or punctuation errors may occur but do not disrupt the speech or report.</p>	<p>Citation and format conventions are generally followed, but problems distract the audience and interfere with the ability to process information; source integration is attempted, but awkward; grammar, spelling, and punctuation errors are evident and suggest a failure to adequately rehearse the presentation or proofread the text</p>
-------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------