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

I. General Information:

College:	Engineering	Department (Full name):	Chemical and Materials Engineering
Major Name (full name please):	Chemical Engineering	Degree Title:	Bachelor of Science Chemical Engineering
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:	J. Zach Hilt	Phone: 257-9844	Email: hilt@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:*

Students selected from approved GWR course (e.g., EGR201). Students were encouraged to "double dip" with course approved for GWR and UKCore/USP

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:

.An ability to communicate effectively using written, oral and visual methods of communication.

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:

Chemical engineering students are required to take Technical Writing (WRD204), which focusses on writen communication skills plus oral communication skills. Building from the initial interactions of Civil Engineering (specifically Prof. Scott Yost) with WRD, we have developed an agreement (see attached) where the WRD program will fulfill the majority of our communication SLO. As part of our accredidation requirements, communciation is a key component. Civil Engineering faculty have provided to WRD

faculty several typical communication examples to help structure the assignments/requirements for the GCCR course, and Chemical Engineering faculty plan to do similarly in the near future.

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: WRD204 Technical Writing

- new or existing course? existing GWR course, but attached 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 for Chemical Engineering students as the GCCR
- shared or cross-listed course? _____
- projected enrollment per semester: 35

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:**

  WRD204 Technical Writing
- **Resources:** what are the resource implications for the proposed GCCR course(s), including any projected budget or staffing needs? If multiple units/programs will collaborate in offering the GCCR course(s), please specify the resource contribution of each participating program.

  _____
- **Memorandum of Understanding/Letter of Agreement**: Attach formal documentation of agreement between the providing and receiving programs, specifying the delivery mechanisms and resources allocated for the specified GCCR course(s) in the respective programs (include with attachments).

  Date of agreement: see attached

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

- the GCCR assignments are highlighted in the syllabus and course calendar;
- the GCCR assignments meet the minimum workload requirements as specified by the Senate Rules for GCCR courses (see the draft Senate GCCR rule linked here);
- the elements are specified in the syllabus that fulfill the GCCR requirement for a clear draft/feedback/revision process;
- the grade level requirements for the GCCR are specified on the syllabus (i.e., an average of C or better is required on GCCR

assignments for credit);
- the course or sequence of courses are specified to be completed after the first year (i.e. to be completed after completing 30 credit hours) for GCCR credit;
- the course syllabus specifies "This course provides full/partial GCCR credit for the XXX major/program"
  - 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 204 is primarily delivered as a 16 week, face-to-face, inquiry-based course. Instructors deliver few 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 Chemical Engineering because the communication focusses on the types chemical engineers practice.

- 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:

There are eight assignments in WRD 204:
1) 4 brief individual writring assignments that help students build foundational approaches to argument, design, audience, and information literacy in technical communication genres (2,500–3,00 words total)
2) A collaboratively planned and written informational report based upon an organizational site study (3,000–4,000 words total)
3) An individual proposal for the final lab or recommendation report (750–1,000 words)
4) An individual presentation that stresses oral and visual delivery, structured as a progress report that covers research and findings for the final lab or recommendation report
5) An individual final lab or recommendation report (3,000 words minimum, not including references or appendices)

- 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.):

Each of the major assignments includes 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 technical writing are modeled in class. Students build drafts in stages (e.g., methods section of collaborative report is peer and instructor reviewed in class during Week 7; analysis section of collaborative report is peer and instructor reviewed in Week 9), 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 and norms of technical writing and communication. Because the course is inquiry-based, students apply technical writing norms to their discipline, drawing from both primary and secondary research in their field.

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 CME faculty, but atleast 3 formal assessments per accreditation cycle (6 yr).

- identify the internal assessment authority (e.g. curriculum committee, Undergraduate Studies Committee):

CME Undergraduate Studies Committee

- 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, and select CME faculty will review and make suggestions as to improvements, and report the information for our accreditation.

Signature Routing Log

General Information:

GCCR Proposal Name (course prefix & number, program major & degree):	Chemical Engineering, Bachelor of Science, WRD 204
Contact Person Name:	J. Zach Hilt
Phone:	257-9844
Email:	hilt@uky.edu

Instructions:

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

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

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

Reviewing Group	Date Reviewed	Contact Person (name/phone/email)
Home Program *review by Chair or DUS, etc.*	March 2014 by CME Undergraduate Studies Committee	J. Zach Hilt / 257-9844 / hilt@uky.edu
Providing Program *(if different from Home Program)*	March 2014	Brian McNely / 218-0957 / brian.mcnely@uky.edu
Cross-listing Program *(if applicable)*		/ /
College Dean	March 2014	Kimberly Anderson, Assoc Dean / 7-1864 / kimberly.anderson@uky.edu
		/ /

Administrative Reviews:

Reviewing Group	Date Approved	Approval of Revision/ Pending Approval[1]
GCCR Advisory Committee	3/26/2014	

Comments:

Since CME currnetly has the GWR requirement listed as part of the total credit hours of the program, the replacement of the GWR with WRD 204 for GCCR will not add any hours to the program.

[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.*

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 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 rubric from the Accreditation Board for Engineering and Technology (ABET, Outcome G, 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 even years, WRD faculty will meet with CoE faculty to discuss course outcomes, trends in Engineering professionalization, and contemporary technical communication artifacts from the disciplines that could productively shape the curriculum.

Written Communication Rubric (ABET Outcome G)

	Exceeds Standards, 4	Meets Standards, 3	Partially Meets Standards, 2	Does Not Meet Standards, 1
Visual Format	• Document is visually appealing and easily navigated. • Formatting is compelling used appropriately to separate blocks of text and add emphasis.	• Document is organized. • Formatting is used appropriately to separate blocks of text and add emphasis.	• Small errors, for example in the Table of Contents are present. •	• The document is not visually appealing and there are few "cues" to help the reader navigate the document. •
Organization	• Document flows very well, making it easy for the reader to follow.	• Document flows pretty well, but there are some chopping areas.	• Within section, the order in which ideas are presented is occasionally confusing.	• There is no apparent ordering of paragraphs.
Language (Word Choice, Grammar)	• Sentences are complete and grammatical. They flow together easily. • Words are chosen for their precise meaning. • Engineering terms and jargon are used correctly. • There are no misspelled words.	• For the most part, sentences are complete and grammatical, and they flow together easily. Any errors are minor and are not a distraction to the reader. • Repetition of words and phrases is mostly avoided. • For the most part, engineering terms and jargon are used correctly. • There are one or two misspelled words.	• In a few places, errors in sentence structure and grammar distract the reader and interfere with meaning. • Word choice could be improved. • Occasionally, technical jargon is used without definition. • There are a few misspelled words.	• Errors in sentence structure and grammar frequently distract the reader and interfere with meaning. • There is unnecessary repetition of the same words and phrases. • There is an overuse of jargon and technical terms without definition. • There are many misspelled words.
Equations, Numerical Usage, and Illustrations	• All equations are clear, accurate, and labeled. All variables are defined and units specified. Discussion regarding the equation development and use has been stated. • All figures, graphs, charts and drawings are accurate, consistent with the text and of	• Most equations are clear, accurate, and labeled. Most variables are defined and units specified. With minor exception, discussion regarding the equation development and use has been stated. • For the most part, figures,	• Most equations are accurate. Too many variables not defined. Discussion regarding the equation development and use is unclear. • In some cases, illustrations are not conveying information clearly.	• There may be inaccuracies within the equations. Little or no attempt is made to make it easy for the reader to understand the use of an equation or its derivation. • Figures, graphs, charts, and drawings are of poor quality, have numerous

	good quality. They enhance understanding of the text. • All items are labeled in accordance with the ASABE standards.	graphs, charts and drawings are accurate, consistent with the text and of good quality. • All items are generally labeled in accordance with the ASABE standards.	• While items are labeled, references to these items are missing.	inaccuracies and mislabeling, or may be missing. • There is no corresponding explanatory text for included items.
Use of references	• Prior work is acknowledged by referring to sources for theories, assumptions, quotations, and findings. • References are complete.	• With an occasional oversight, prior work is acknowledged by referring to sources for theories, assumptions, quotations, and findings. • With minor exceptions, references are complete.	• On several instances, references are not stated when appropriate. • Reference entries are not complete.	• Little attempt is made to acknowledge the work of others. • Most references that are included are inaccurate or unclear.
Use of Appendices	• Information is placed appropriately in the main text of the appendix. • Appendices are documented and referred to in the text.	• Appendices are used when appropriate. • Selection and/or extent of material in appendix may not be optimal.	• While appendices are present, material in appendix is not referred to properly in the text. • Content in appendix is not complete.	• Appendices were not utilized appropriately. • There is unnecessary inclusion of detailed information in the main body of the text.

[204]

[Technical Writing]

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

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

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

[About]

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

— Russell, 1995

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

— Spinuzzi, 2003

"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 some majors and programs in the College of Engineering. Check with your advisor for more information.

[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

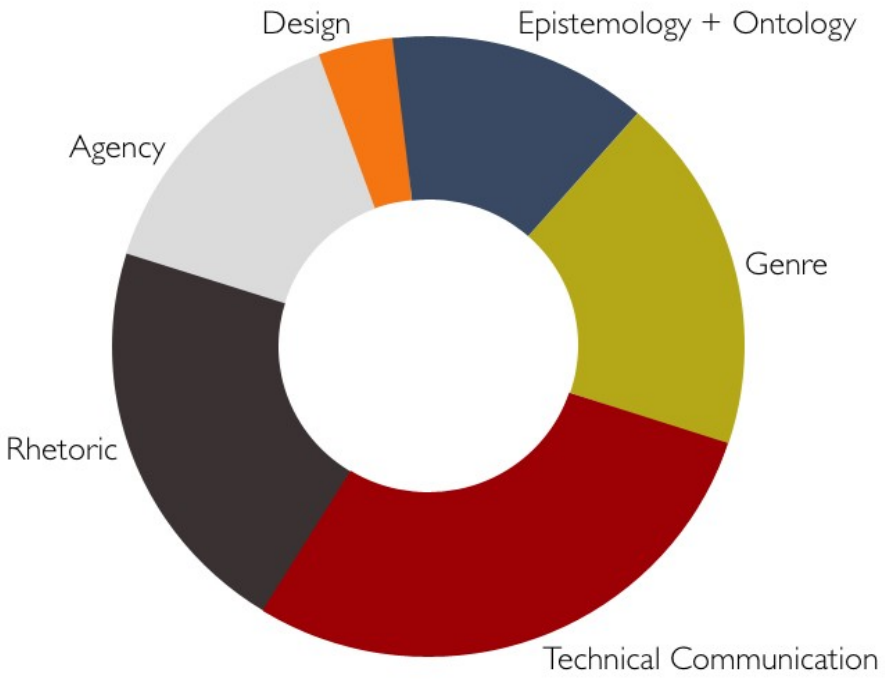
Research practices that impact technical writing scenarios:

- 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

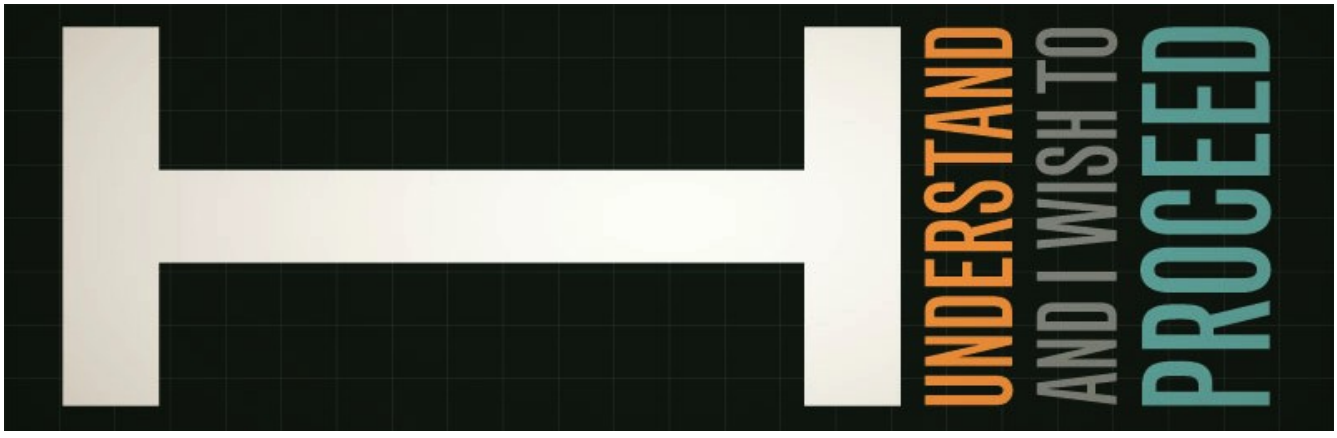
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours (or via appointment). In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 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]

Memorandum of Agreement

Department of Writing Rhetoric and Digital Studies (WRD) and Department of Chemical and Materials Engineering (CME)
University of Kentucky
WRD providing a Graduation Communication and Composition course for chemical engineering students.
Effective: Aug 1, 2014 through May 31, 2016

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 Chemical Engineering faculty has voted to fulfill the requirement by one class.

Building on the discussions of civil engineering and WRD faculty, CME faculty have been in discussion with WRD faculty about the requirements and the type of communication relevant to CME graduates. From those discussions, and subsequent planning, the CME faculty voted to formally require that the GCCR for the chemical engineering program be satisfied by WRD 204. The course shall be administered to ensure that it is appropriate for the chemical engineering program.

Agreement

1. WRD shall have the WRD204 approved as a GCCR course. In general the course will have the following specific requirements: written assignment(s) of at least 4,500 words in English (the equivalent of 15 pages of double-spaced, typewritten text), student presentations of at least 10 minutes in English, and evidence of draft/feedback/revision process on the required GCCR assignment(s).
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. CME will be using this information as part of the program accreditation by ABET, Inc, and reporting requirements to the University Senate.
3. WRD shall offer enough sections (no more than 30 students per section) each year so that CME students (currently 50-70 students per year) can fulfill the GCCR.
4. WRD shall offer at least one online section during the academic year that is offered to students enrolled in the Paducah ME and CME Programs (currently 20 – 40 students per year). This section will have the appropriate restrictions applied to accommodate the UK Paducah student billing process. The UK Paducah program will bear the responsibility for applying the required restrictions for both enrollment and billing for the designated section. The students in this section will be merged with students in other sections for teaching and assessment purposes. The separate section is for Paducah student billing processes only.
5. WRD and CME shall coordinate scheduling of the WRD204 course to minimize scheduling conflicts with required CME courses.
6. CME faculty shall, from time to time, provide to WRD faculty/instructors examples/types of communication appropriate for graduates of the chemical engineering program.
7. Faculty designated by the WRD Director and CME Chair shall meet annually to review the course assessment results, the assignments, and recommend improvements/changes to the course and/or assignment to ensure consistency with the needs of the CME program graduates. The results will be reported to the CME Undergraduate Studies Committee, and faculty as a whole, and used in the CME program's accreditation reports.

8. WRD shall investigate the possibility of obtaining approval of WRD204 for UKCore. WRD faculty shall solely decide if UKCore approval is in the best interest of the WRD program.
9. CME faculty have already approved the WRD204 as the GCCR, appropriate for the CME program graduates, and will maintain this as a program requirement.

Renewal
This initial agreement shall be for 2 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.

Adam Banks, WRD
Professor and Director

Doug Kalika, CME
Professor and Chair 3/31/14