Course Information

Date Submitted: 2/3/2016

Current Prefix and Number: ENG - English , ENG 130 LITERARY ENCOUNTERS

Other Course:

Proposed Prefix and Number: ENG 130

What type of change is being proposed?

> Major – Add Distance Learning

Should this course be a UK Core Course? Yes

> Inquiry - Arts &Creativity

1. General Information

a. Submitted by the College of: ARTS &SCIENCES

b. Department/Division: English

c. Is there a change in 'ownership' of the course? No

   If YES, what college/department will offer the course instead: Select...

e. Contact Person

> Name: Pearl James
>
> Email: pearl.james@uky.edu
>
> Phone: 7-6978
>
> Responsible Faculty ID (if different from Contact)
>
> Name: Jeff Clymer
>
> Email: jeff.clymer@uky.edu
>
> Phone: 7-1292

f. Requested Effective Date

   Semester Following Approval: Yes OR Effective Semester:

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: Please Add

b. Full Title: LITERARY ENCOUNTERS

   Proposed Title: LITERARY ENCOUNTERS

c. Current Transcript Title: LITERARY ENCOUNTERS

Proposed Transcript Title:

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 3

Proposed Meeting Patterns

LECTURE: 3

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: *Letter (A, B, C, etc.)*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit?   No

Proposed to be repeatable for additional credit?   No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?   No

2i. Current Course Description for Bulletin: This course introduces students to literary works of various styles that deal with current subjects and creative applications. Topics vary by semester and are chosen to give a broad-based understanding of literary works, genres, creative techniques, or cultural trends (e.g., Literature and Other Art Forms; Film, Art, &Social Protest; Creative Writing, Mixed Media, &Social Media). See departmental listings for different offerings per semester. Fulfills ENG premajor requirement or provides ENG Major or Minor Elective credit.

Proposed Course Description for Bulletin: This course introduces students to literary works of various styles that deal with current subjects and creative applications. Topics vary by semester and are chosen to give a broad-based understanding of literary works, genres, creative techniques, or cultural trends (e.g., Literature and Other Art Forms; Film, Art, &Social Protest; Creative Writing, Mixed Media, &Social Media). See departmental listings for different offerings per semester. Fulfills ENG premajor requirement or provides ENG Major or Minor Elective credit.

2j. Current Prerequisites, if any: No prerequisites.

Proposed Prerequisites, if any: No prerequisites.

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component: No Change

3. Currently, is this course taught off campus?   No

Proposed to be taught off campus?   No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed?   No

    If YES, explain and offer brief rational: This course can be offered easily online. Life writing has exploded online and this class will make use of that in addition to using published books. Students will be able to share their own life writing both online (within groups on Cavnas) and in more formal submitted assignments.

5a. Are there other depts. and/or pgms that could be affected by the proposed change?   No

    If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program?   No

    If YES, list the program(s) here:

6. Check box if changed to 400G or 500:   No

Distance Learning Form

Instructor Name: Matthew Godbey

Instructor Email: matthew.godbey@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1.How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?   Course material will be exchanged through Canvas and email. It conforms to the guidelines.

2.How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.   We will be using the Discussion feature on canvas as a way to have conversations about readings and topics related to the readings. These discussions will be monitored and failure to participate, or to not participate in a satisfactory manner will lower your grade. Students will be placed in groups for the purposes of peer review – failure to participate in peer review will count against your grade.

3.How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.   All material will be exchanges through canvas (password protected). There are not exams. Academic offense policy is standard and will be enforced with help from SafeAssign.

4.Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?   No.

If yes, which percentage, and which program(s)?   English currently offers fewer than 10% of its classes online.

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? The most important things students need in this course are: lecture and reading material; feedback; directions for producing assignments. All of this will be facilitated and provided through Canvas, and feedback will be given twice a week. Feedback will be via email or through canvas, or both. Reading material will be posted to Canvas and the textbook can be ordered through an online bookseller. Directions for producing assignments will be posted online, and students will have a chance to email questions.

6.How do course requirements ensure that students make appropriate use of learning resources? Assignments require students to analyze the reading. They will create essays that demonstrate their understanding of and ability to imitate aspects of the required reading.

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. Students are required to own or have access to a personal computer, which is the primary necessary equipment.

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)? Yes. The syllabus states: Technical Problems: Since this is an online course, technological problems will arise and will need to be addressed swiftly. Please email if Canvas is down and you have an issue. No student will be penalized for the failure to submit or complete an assignment due to wide-spread, third party technical difficulty. If however the student has a personal technical difficulty, it is her/his responsibility to 1) inform the professor and ask for an extension; 2) seek remedy with help of ITS; 3) if problem persists beyond 5 days, find an alternative way such as in-person meeting, drop off to POT, or snail mail to submit the work. For help resolving technical problems: KIT Service Desk Contact http://www.uky.edu/ukit/Help/ Phone: 859-218-HELP(4357) Toll-Free: 1-877-481-UKIT(8548) Email: helpdesk@uky.edu Service is provided 24 hours a day, 7 days a week. Other useful Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS) •Carla Cantagallo, DL Librarian •Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6) •Email: dllservice@email.uky.edu •DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10.Does the syllabus contain all the required components? YES

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Matthew Godbey

SIGNATURE|ACSI222|Anna C Harmon|ENG 130 CHANGE College Review|20151110

SIGNATURE|JMETT2|Joanie Ett-Mims|ENG 130 CHANGE UKCEC Review|20160328

SIGNATURE|WST222|William H Stamps|ENG 130 CHANGE UKCEC Expert Review|20160328

SIGNATURE|JMETT2|Joanie Ett-Mims|ENG 130 CHANGE Undergrad Council Review|20160413

4

Course Change Form

Generate R

Open in full window to print or save

Attachments:

Browse...   Upload File

	ID	Attachment
Delete	6185	ENG 130 Arts and Creativity Form.doc
Delete	6619	ENG 130 syllabus (revised 4-5-16).docx

First | 1 | Last

NOTE: Start form entry by choosing the Current Prefix and Number

(*denotes required fields)

Current Prefix and Number:	ENG - English ▾ ENG 130 LITERARY ENCOUNTERS ▾	Proposed Prefix & Number: (example: PHY 401G) ☑ Check if same as current	ENG 130

*	What type of change is being proposed?	☐ Major Change ☑ Major – Add Distance Learning ☐ Minor - change in number within the same hundred series, exception 6C the same "hundred series" ☐ Minor - editorial change in course title or description which does not imp in content or emphasis ☐ Minor - a change in prerequisite(s) which does not imply a change in co content or emphasis, or which is made necessary by the elimination or sign alteration of the prerequisite(s) ☐ Minor - a cross listing of a course as described above

Should this course be a UK Core Course? ◉ Yes ○ No

If YES, check the areas that apply:

☑ Inquiry - Arts & Creativity   ☐ Composition & Communications – II

☐ Inquiry - Humanities   ☐ Quantitative Foundations

☐ Inquiry - Nat/Math/Phys Sci   ☐ Statistical Inferential Reasoning

☐ Inquiry - Social Sciences   ☐ U.S. Citizenship, Community, Diversity

☐ Composition & Communications - I   ☐ Global Dynamics

1.	General Information		
a.	Submitted by the College of: ARTS & SCIENCES		Submission Date: 2/3/2016
b.	Department/Division:	English	
c.*	Is there a change in "ownership" of the course?		
	○ Yes ◉ No If YES, what college/department will offer the course instead? Select... ▾		
e.*	* Contact Person Name: Pearl James Email: pearl.james@uky.edu Phone: 7-6978		
	* Responsible Faculty ID (if different from Contact) Jeff Clymer Email: jeff.clymer@uky.edu Phone: 7-1292		
f.*	Requested Effective Date:	☑ Semester Following Approval	OR Specific Term: 2

2.	Designation and Description of Proposed Course.		
a.	Current Distance Learning(DL) Status:	○ N/A ○ Already approved for DL* ◉ Please Add ○ Please Drop	
	*If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box) tha proposed changes do not affect DL delivery.		
b.	Full Title:	LITERARY ENCOUNTERS	Proposed Title: * LITERARY ENCOUNTERS
c.	Current Transcript Title (if full title is more than 40 characters):	LITERARY ENCOUNTERS	
c.	Proposed Transcript Title (if full title is more than 40 characters):		
d.	Current Cross-listing:	☑ N/A	OR Currently³ Cross-listed with (Prefix & Number): none

Proposed – ADD¹ Cross-listing (Prefix & Number):		
Proposed – REMOVE ¹·⁴ Cross-listing (Prefix & Number):		

e. Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours ⁵ for each meeting pattern type.

Current:	Lecture 3	Laboratory²	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other	Please explain:	

Proposed: *	Lecture 3	Laboratory²	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other	Please explain:	

f.	**Current Grading System:**	ABC Letter Grade Scale
	*Proposed Grading System:**	⦿ *Letter (A, B, C, etc.)* ○ *Pass/Fail* ○ *Medicine Numeric Grade (Non-medical students will receive a letter grade)* ○ *Graduate School Grade Scale*

g.	**Current number of credit hours:**	3	*Proposed number of credit hours:**	3

h.*	**Currently, is this course repeatable for additional credit?**	○ Yes ⦿ No
*	*Proposed to be repeatable for additional credit?*	○ Yes ⦿ No
IF YES:	*Maximum number of credit hours:*	
IF YES:	*Will this course allow multiple registrations during the same semester?*	○ Yes ⦿ No

i.	**Current Course Description for Bulletin:**
	This course introduces students to literary works of various styles that deal with current subjects and creative applications. Topics vary by semester and are chosen to give a broad-based understanding of literary works, genres, creative techniques, or cultural trends (e.g., Literature and Other Art Forms; Film, Art, & Social Protest; Creative Writing, Mixed Media, & Social Media). See departmental listings for different offerings per semester. Fulfills ENG premajor requirement or provides ENG Major or Minor Elective credit.

*	*Proposed Course Description for Bulletin:*
	This course introduces students to literary works of various styles that deal with current subjects and creative applications. Topics vary by semester and are chosen to give a broad-based understanding of literary works, genres, creative techniques, or cultural trends (e.g., Literature and Other Art Forms; Film, Art, & Social Protest; Creative Writing, Mixed Media, & Social Media). See departmental listings for different offerings per semester. Fulfills ENG premajor requirement or provides ENG Major or Minor Elective credit.

j.	**Current Prerequisites, if any:**
	No prerequisites.

*	*Proposed Prerequisites, if any:*
*	No prerequisites.

k.	**Current Supplementary Teaching Component, if any:**	○ Community-Based Experience ○ Service Learning ○ Both

	Proposed Supplementary Teaching Component:	○ Community-Based Experience
		○ Service Learning
		○ Both
		◉ No Change

3.	Currently, is this course taught off campus?	○ Yes ◉ No
*	*Proposed to be taught off campus?*	○ Yes ◉ No
	If YES, enter the off campus address:	
4.*	Are significant changes in content/student learning outcomes of the course being proposed?	○ Yes ◉ No
	If YES, explain and offer brief rationale:	

This course can be offered easily online. Life writing has exploded online and this class will make use of that in addition to using published books. Students will be able to share their own life writing both online (within groups on Cavnas) and in more formal submitted assignments.

5.	Course Relationship to Program(s).	
a.*	Are there other depts and/or pgms that could be affected by the proposed change?	○ Yes ◉ No
	If YES, identify the depts. and/or pgms:	

b.*	**Will modifying this course result in a new requirement² for ANY program?**	○ Yes ◉ No
	If YES², list the program(s) here:	

6.	Information to be Placed on Syllabus.	
a.	☐ Check box if changed to 400G or 500.	If changed to 400G- or 500-level course you must send in a syllabus and *you must include the differentiation* undergraduate and graduate students by: (I) requiring additional assignments by the graduate students; and establishing different grading criteria in the course for graduate students. (See *SR 3.1.4.*)

Distance Learning Form

This form must accompany *every* submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for

All fields are required!

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instruct in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer techno

A number of specific requirements are listed for DL courses. **The *department* proposing the change in delivery method is responsible for ensuring that the require below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equi experience for students utilizing DL (available at http://www.uky.edu/USC/New/forms.htm).

Course Number and Prefix:	ENG 130	Date:	9/10/2015
Instructor Name:	Matthew Godbey	Instructor Email:	matthew.godbey@uky.edu

Check the method below that best reflects how the majority of the course content will be delivered.

Internet/Web-based ☑   Interactive Video ☐   Hybrid ☐

Curriculum and Instruction

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to Univers Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

   Course material will be exchanged through Canvas and email. It conforms to the guidelines.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goa assessment of student learning outcomes, etc.

   We will be using the Discussion feature on canvas as a way to have conversations about readings and topics related to the readings. These discussions will be monitored and failure to participate, or to not participate

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; acad offense policy; etc.

All material will be exchanges through canvas (password protected). There are not exams. Academic offense policy is standard and will be enforced with help from SafeAssign.

4. Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via a of DL, as defined above?

No.

Which percentage, and which program(s)?

English currently offers fewer than 10% of its classes online.

*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL deliv be six months from the date of approval.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom se

The most important things students need in this course are: lecture and reading material; feedback; directions for producing assignments. All of this will be facilitated and provided through Canvas, and feedback will be

Library and Learning Resources

6. How do course requirements ensure that students make appropriate use of learning resources?

Assignments require students to analyze the reading. They will create essays that demonstrate their understanding of and ability to imitate aspects of the required reading.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

Students are required to own or have access to a personal computer, which is the primary necessary equipment.

Student Services

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/ receipt of the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?

Yes. The syllabus states: Technical Problems: Since this is an online course, technological problems will arise and will need to be addressed swiftly. Please email if Canvas is down and you have an issue. No student

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?

◉ Yes
◯ No

If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components, below? ☑ Yes

- Instructor's *virtual* office hours, if any.
- The technological requirements for the course.
- Contact information for Distance Learning programs (http://www.uky.edu/DistanceLearning) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/Help/; 859-218-HELP).
- Procedure for resolving technical complaints.
- Preferred method for reaching instructor, e.g. email, phone, text message.
- Maximum timeframe for responding to student communications.
- Language pertaining academic accommodations:
  - "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Res Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)
  - Carla Cantagallo, DL Librarian
  - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
  - Email: dllservice@email.uky.edu
  - DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:
Matthew Godbey

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (http://www.uky.edu/UKIT/Help)

Revised 8/09

[11]See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "n form will be sent to appropriate academic Council for normal processing and contact person is informed.

[12]Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

[13] Signature of the chair of the cross-listing department is required on the Signature Routing Log.

[14] Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

[15] Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab me meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See *SR 5.2.1.*)

[16] You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

[17]In order to change a program, a program change form must also be submitted.

Course Review Form
Intellectual Inquiry in Arts & Creativity

Course: ENG 130

Using the course syllabus as reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

☒ An artifact (e.g. an object, product, installation, presentation, record of a performance etc.) that demonstrates personal engagement with the creative process either as an individual or as part of a collaborative.

Example(s) from syllabus:
Workshop Papers; one representative example in Assessment Portfolio

Brief Description:
Students will be required to write 8 short pieces of creative nonfiction (350-500 words each), focusing on specific techniques.

☒ Evidence that students utilize readings, lectures, presentations or other resources to define and distinguish approaches (historical, theoretical, and methodological issues) to "creativity" as appropriate to the disciplinary practices specific to the subject, medium, or approach of this course.

Example(s) from syllabus:
Short Individual Research Reports (11, 1-page reports); 2 representative examples in Assessment Portfolio

Brief Description:

(Students will be required to research creativity, particularly as it applies to effective and engaging social media. The lecture (and exams) will cover historical print examples for comparison.

☒ The processes and assignments where students apply the logic, laws, and/or constraints of the area of study, (e.g, "out of the box" thinking or application of given rules or forms).

Example(s) from syllabus:
Workshops on juxtaposition and braiding; poetic syntax

Brief Description:
These workshops require students to work with associative logic or with inversion of common syntax.

☒ Assignments or exercises that require students to demonstrate the ability to critically analyze work produced by other students in this course and in co-curricular events using appropriate tools.

Example(s) from syllabus:
Workshops and Research

Brief Description:
Students will critique each other's work in the workshop; they will also be required to engage with other student's research in the reflection piece.

☒ The process whereby students evaluate the process and results of their own creative endeavors and, using that evaluation, reassess and refine their work.

Example(s) from syllabus:
Revision Workshops; Reflection included in Assessment Portfolio

Brief Description:
There are two revision workshops, one early in the semester and one at the end of the semester. Students will choose a piece of prose already critiqued in a workshop and revise it. They will also compose a brief reflection assignment.

Describe how students demonstrate the use of information literacy resources:.
Individual research assignments and reflection assignment, both represented in Assessment Portfolio.

Reviewer's Comments:

ENG 130 – Literary Encounters: Life Writing

Class meeting days and time: TBA

Dr. Matt Godbey
Office 1273 POT
Hours M-F 8-9 am (virtual); By Appointment (in person)
E mail matthew.godbey@uky.edu
Phone:

Course Description:

This course introduces students to literary works of various styles that deal with current subjects and creative applications. Topics vary by semester and are chosen to give a broad-based understanding of literary works, genres, creative techniques, or cultural trends (e.g., Literature and Other Art Forms; Film, Art, & Social Protest; Creative Writing, Mixed Media, & Social Media). See departmental listings for different offerings per semester. Fulfills ENG premajor requirement or provides ENG Major or Minor Elective credit.

Life writing encompasses works of autobiographical literature drawn from our own personal experiences and observations. Whether autobiographies, memoirs, blogs, personal essays, or even works of fiction and poetry, life writing represents a uniquely human desire to take our sometimes messy, complicated, mundane, and extraordinary lives and represent them narratively and creatively. Beyond a focus on the self, life writing is also a crucial means of thinking and of engaging the world. Today, life writing is more popular and widespread than ever, with the Internet and other forms of electronic media providing opportunities for personal expression and engagement with the world unparalleled in history, and with the steady popularity of memoirs, which rival novels as the preeminent literary form of the 21ˢᵗ century. As a result, it is important to consider the role life writing plays in our lives and in American culture.

Over the course of the semester, we will explore life writing in all its diversity and examine how writers use their works to navigate and narrate the collision between their individual selves and the world at large. As in all writing, our authors will employee a wide range of literary techniques in order to craft their works, and we will analyze these techniques in order to better understand how they try to communicate their personal messages to a broader audience. At the same time, we will look to these works for inspiration and use them as springboards for our own writing, experimenting with different strategies, modes and styles to tell personal stories and narrate our own engagement with the world.

Course Goals

- To read and analyze life writing, recognizing its diversity, flexibility, and complexity.
- To develop your abilities as an engaged, critical, and sympathetic reader – of the work of other writers as well as your own work and the work of your peers
- To focus on the process of writing as a means of self-discovery, exploring and learning about the world and as a means of effective communication.

Student Learning Outcomes

- Produce a variety of personal narratives of varying length that are clear, organized, sophisticated, and polished
- Develop and apply revision skills necessary for producing and refining personal narratives
- Evaluate critically your own work and the work of others
- Understand the importance of audience and how different audiences shape/influence writing

Course Texts

Holy Land D.J. Waldie
Brother, I'm Dying Edwidge Danticat
Stitches David Small
The Things They Carried Tim O'Brien

Additional Readings will be posted online at the beginning of the semester.

Computer/Internet Access. You will need:
-A personal computer
-headset with a microphone
-Webcam (recommended)

Software

- The latest version of Java (Available from UK)
- The latest version of Adobe Flash (Available from UK)
- The latest version of Adobe Acrobat Reader (Available from UK)
- Microsoft Office (Available free to students through myUK)

Note About Technology

For technical questions, problems, concerns, please contact UK's Information Technology Customer Service Center at 859-218-HELP or http://www.uky.edu/UKIT.

You can also contact the Distance Learning Library Services for questions about research, resources, etc at http://libraries.uky.edu/dlls

If you encounter technical issues that interfere with your ability to submit an assignment e mail me immediately and then contact the Customer Service Center for help resolving it. If the issue cannot be resolved before the assignment's deadline I will make alternative arrangements for you to submit it. If you fail to contact me or the center and submit the assignment late or via e-mail without contacting me first the assignment will be considered late and penalized accordingly.

Grading/Assignments

Grading Scale: ***90-100, A / 80-89, B / 70-79, C / 60-69, D / Below 60, E***

Class Participation/Homework/Peer Review/Daily Writings – 15%

Participation is essential to your success in this class and you are required to participate just as if you were in a face-to-face course. This means that in order to get full credit for participation, you must complete all assignments on a timely basis. Consistent failure to participate in class will negatively impact your final grade.

We will be using the Discussion feature on canvas as a way to have conversations about readings and topics related to the readings. These discussions will be monitored and failure to participate, or to not participate in a satisfactory manner will lower your grade.

Peer Review: Giving and receiving feedback from your peers is an important and necessary part of the writing process. To facilitate this, students will be placed in peer review groups that will be conducted via Google documents, which allows me to track who does and does not participate. Students will be expected to read and comment on the drafts of each group member and students who don't will lose points toward their homework. Additionally, students who do not submit their drafts for review will lose 10 points on the assignment when it is graded.

Journal – 20%

Students will complete 7 short (200-400 words) responses to/analyses of the readings. These entries will be more formal than the discussions posted online and are more than simple reactions to the readings: prompts will be provided for each entry, and responses must show evidence either of answering the question asked or considering the topic covered in the prompt. Additionally, all journal entries must be posted by midnight of the night listed on the course schedule.

Place Essay (300 word minimum) – 15%

Students will be asked to analyze and write about a significant place in their lives

Ekphrasis Assignment – 15%

Students will respond to a work of art, pop culture artifact, personal artifact, etc. This response can take the form of a personal essay, short story, poem, etc.

Significant Moment Essay (300 word minimum) – 15%

Students will be asked to analyze and write about a significant moment from their lives

Final Project: Interrogating our experiences – 20%

Students will revise and expand their Significant Moment essay by interviewing others who were involved in it and considering how new/different perspectives interact with your own to produce a new understanding of the moment. This final project can take many forms: fiction, creative nonfiction, multi-media presentation, poetry, personal essay, etc.

Midterm:

Midterm grades will be calculated based on the student's performance on the Place Essay

and the Significant Moment Essay, and will be posted in myUK by the deadline established in the Academic Calendar (http://www.uky.edu/registrar/calendar).

Course Policies:

Communicating With Instructor:
I will hold virtual office hours every morning from 8-9 am. Outside of these hours, please e mail me with any questions or concerns regarding the course. If you contact me during the office hours listed above I will respond promptly when the e mail is received. Outside of my office hours I will check my e mail periodically and will respond within the hour. If you contact me in the evening after 8 pm I will respond to you first thing in the morning.

Submission of Assignments:
As this is an on-line course, all students must have access to computers or portable electronic devices. We will submit all drafts electronically and workshop with electronic copy.

Attendance Policy:
As this is an on-line course, students are not required to be in any particular location. However, they will have to listen to lectures, complete assignments, and critique peers within the time limits indicated on the syllabus. Students unable to complete assignments on time due to excused absences will be allowed to submit work late without being penalized. Students without an excused absence will receive a penalty of 10% off their final grade for all assignments.

Excused Absences:
Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php.

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Verification of Absences:
Students may be asked to verify their absences in order for them to be considered excused.

Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

Academic Integrity:
Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see http://www.uky.edu/Faculty/Senate/ for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability:
If you have a documented disability that requires academic accommodations, please inform me as soon as possible. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (725 Rose Street, Multidisciplinary Science Bldg, Suite 407-- Phone: 257-2754. Director: David Beach dtbeac1@uky.edu) for coordination of campus disability services available to students with disabilities.

Technical Problems: Since this is an online course, technological problems will arise and will need to be addressed swiftly. Please email or leave a phone message at 859-257-6978 if Canvas is down and you have an issue. No student will be penalized for the failure to submit or complete an assignment due to wide-spread, third party technical difficulty. If however the student has a personal technical difficulty, it is her/his responsibility to 1) inform the professor and ask for an extension; 2) seek remedy with help of ITS; 3) if problem persists beyond 5 days, find an alternative way such as in-person meeting, drop off to POT, or snail mail to submit the work.

For help resolving technical problems:

KIT Service Desk Contact
http://www.uky.edu/ukit/Help/
Phone: 859-218-HELP(4357)
Toll-Free: 1-877-481-UKIT(8548)
Email: helpdesk@uky.edu   Service is provided 24 hours a day, 7 days a week.

Other useful Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)

- Carla Cantagallo, DL Librarian
- Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
- Email: dllservice@email.uky.edu
- DL Interlibrary Loan Service:
  http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

Tentative Course Schedule – All work should be completed by the date listed

August

W 26: Introduction to Life Writing; read "Leaving Reality" by John Jeremiah Sullivan
Homework Discussion: Who do we learn more about in this essay: Sullivan or The Miz? Make sure to defend/support your answer

F 28: read "The Sense of Place" by Wallace Stegner
Homework Discussion: In your own words, what defines "place" for Stegner? What are some "places" in your life?

M 31: read "Maps and Legends" by Michael Chabon
Homework Discussion: Read handout on Symbolism and discuss what "maps" symbolize for Chabon. How does it help him make sense of Columbia where he grew up?

September

W 2: read "Schemes of My Father" by Eric Puchner
Journal Entry #1 Due Thursday by Midnight

F 4: Begin drafting your Place Essay. Please read the prompt carefully and feel free to e mail with any questions.

M 7: Labor Day

W 9: read Handout on Cultural Geography/Cultural Landscapes
Homework Discussion: What does Disney World tell us about America and American culture?

Journal Entry #2 Due Thursday by Midnight

F 11: read "You Blow My Mind. Hey, Mickey!" by John Jeremiah Sullivan

M 14: read selection from "Travels in Hyperreality" by Umberto Eco (Begin with "City of Robots" pg. 39 and end with "Ecology 1984 and Coca Cola Made Flesh" pg. 48)
Journal Entry #2 Due Thursday by Midnight

W 16: read first part of *Holy Land* by D.J. Waldie

F 18: read second part of *Holy Land*;
Homework Discussion: The suburbs as symbol

M 21: finish *Holy Land*
Journal Entry #3 Due Tuesday by Midnight
Homework: Submit drafts of Place Essay to group members by 5 pm

W 23: Peer Review Place Essays
Homework for Friday: Final Revisions Place Essay

F 25: Place Essay Due

M 28: read first story in *The Things They Carried* by Tim O'Brien, "The Things They Carried" and read "Introduction: The Things that Matter" by Sherry Turkle

Homework Discussion: Why are these "things" so important to the soldiers? Choose an object from the story to support your answer.

W 30: read "My Laptop" by Annalee Newitz and "Death-Defying Superheroes" by Henry Jenkins

October

F 2: Read handout on personal/cultural artifacts. Select your own cultural/personal artifact

M 5: read intro to Ekphrasis and poems by W.H. Auden, William Carlos Williams and Gary Jackson

W 7: read "Fear Itself" by Xu Xi and David Clarke and "Find Your Beach" by Zadie Smith; **Homework**: Find a painting, photograph or work art that inspires you, provokes a reaction, etc.

F 9: begin reading *Brother, I'm Dying* Edwidge Danticat **Homework Discussion:** What difficulties does Danticat face in trying to tell this story? How does she address these difficulties?

M 12: *Brother, I'm Dying* **Homework Discussion:** What does Haiti represent to Danticat?

W 14: *Brother, I'm Dying* **Homework Discussion:** How would you describe Danticat's writing when discussing her Uncle's troubles with U.S. Homeland Security?

F 16: finish *Brother, I'm Dying* **Journal Entry #4 Due Tuesday by Midnight**

M 19: Read handout on Graphic Novels; begin reading *Stitches* by David Small **Homework Discussion:** Review notes on the "pregnant moment" and talk about a moment from the text that fits the definition. Explain why.

W 21: *Stitches*

F 23: finish *Stitches* **Journal Entry #5 Due Thursday by Midnight**

M 26: Work on Significant Moment draft Homework: Revise Significant Moment and submit to group by 5 today.

W 28: Peer Review Significant Moment drafts

F 30: Significant Moment draft due

November

M 2: read "Love" and "Spin" in *Things* **Homework Discussion:** Choose either "Love" or "Spin" and talk about the relationship between the title and the story: how does the story develop the concept contained in the title? **Journal Entry #6 Due Tuesday by Midnight**

W 4:   read "On the Rainy River" in *Thing*
Homework Discussion: How does this story illustrate the conflict between self and society?

F 6:   Ekphrasis assignment due

M 9:   read "Enemies," "Friends," "True War Story," and "Dentist" in *Things*

W 11:   read "Sweetheart of the Song Tra Bong" in *Things*
Homework Discussion: How does the story illustrate the conflict between man and nature and what does it reveal about American attitudes toward Vietnam?

F 13:   read "Stockings" through "Ambush" in *Things*

M 16:   read "Style" through "Good Form" in *Things*
Homework Discussion: What does "story truth" mean to you?

W 18:   read excerpts from *The Night of the Gun* by David Carr
Journal Entry #7 Due Tuesday by Midnight

F 20:   Work on Interview Project: Who would I interview about my Significant Moment assignment and why?

M 23:   finish reading *Things*
Homework Discussion: Is there a "real" Tim O'Brien present in this book?

W 25:   Thanksgiving

F 27:   Thanksgiving

M 30:   Drafts of interview questions due: Each question must be accompanied by a brief discussion of the rationale behind the question.

December
W 2:   Peer Review: Submit an overview of your final project to group members. What form have you chosen and why? In other words, how does the form of the final project best represent the content?

F 4:   Final project work

M 7:   Peer Review: Integration of outside perspectives

W 9:   Peer Review: Final Overview/Lingering Concerns

F 11:   Final Project due