

## SIGNATURE ROUTING LOG





**General Information:**

Proposal Type: Course  Program  Other   
 Proposal Name<sup>1</sup> (course prefix & number, pgm major & degree, etc.): Eng 204 *(orig: add DL)*  
 Proposal Contact Person Name: Bill Endres Phone: 7-8337 Email: bill.endres@uky.edu

**INSTRUCTIONS:**

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Writing, Rhetoric and Digital Media	11/15/10	Roxanne Mountford / 7-6985 / rdmo222@uky.edu	
Roxanne Mountford	11/15/10	Roxanne Mountford / 7-6985 / rdmo222@uky.edu	
		/ /	
		/ /	
A&S Ed. Policy Cmte.	1/20/11	Randall Roorda, Humanities / 7-1033 / roorda@uky.edu	
A&S Dean	1/20/11	Anna Bosch, Associate Dean / 7-6689 / bosch@uky.edu	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>2</sup>
Undergraduate Council	2/1/2011		
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

*uoc 1/21/11*

Comments:

<sup>1</sup> Proposal name used here must match name entered on corresponding course or program form.

## Hanson, Roxie

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**From:** Hanson, Roxie  
**Sent:** Friday, December 03, 2010 4:05 PM  
**To:** Mountford, Roxanne D  
**Cc:** Bosch, Anna; Beattie, Ruth E  
**Subject:** FW: ENG 204 (WRD) syl, DL, chg form - questions  
**Attachments:** Endres\_Course CHANGE Form.doc; Endres\_Distance Learning Form.doc; Endres\_Syllabus\_ENG\_204.doc

**Categories:** DL crs

Roxanne, couple of questions on this one as well.

- 1) Item 1-b: is this "English/Division of Writing, Rhetoric & Digital Media"? ✓
- 2) Item 1-c: is this accurate? ✓
- 3) Item 2-a: is this supposed to be just a change to add DL or prefix as well? ✓
- 4) item 2-b: will it change to WRD 204? ✓
- 5) item 2-e: is this accurate? ✓

*Roxanne Mountford  
revised 1/20/21*

Hopefully, we can figure this out next week. Best, Roxie

**From:** Endres, William F  
**Sent:** Thursday, November 18, 2010 9:03 AM  
**To:** Hanson, Roxie  
**Subject:** RE: ENG 204 syl, DL, need chg form

Here it is, Roxie. Sorry I forgot to attach it!

-Bill

**From:** Hanson, Roxie  
**Sent:** Wednesday, November 17, 2010 11:20 AM  
**To:** Endres, William F  
**Subject:** RE: ENG 204 syl, DL, need chg form

Professor Endres, please send me the e-file of the change form. It was not attached to the email. Thanks! Roxie

**From:** Endres, William F  
**Sent:** Monday, November 15, 2010 3:52 PM  
**To:** Hanson, Roxie  
**Subject:** ENG 204 syl, DL, need chg form

Hi Roxie,

Attached are my online course forms. I will walk down and deliver the Signature Routing Log and the University Senate Syllabi Guidelines Checklist momentarily.

Thanks,  
Bill

# APPLICATION FOR COURSE CHANGE (MAJOR AND MINOR)

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

**1. General Information.**

- a. Submitted by the College of: Arts & Sciences Today's Date: 11/15/2010
- b. Department/Division: A&S / Writing, Rhetoric & Digital Media
- c. Is there a change in "ownership" of the course? YES  NO
- If YES, what college/department will offer the course instead? \_\_\_\_\_
- d. What type of change is being proposed?  Major  Minor<sup>1</sup> (place cursor here for minor change definition)
- e. Contact Person Name: Bill Endres Email: bill.endres@uky.edu Phone: 7-8337
- f. Requested Effective Date:  Semester Following Approval OR  Specific Term<sup>2</sup>: \_\_\_\_\_

**2. Designation and Description of Proposed Course.**

- a. Current Prefix and Number: ENG 204 Proposed Prefix & Number: WRD 204
- b. Full Title: Technical Writing Proposed Title: \_\_\_\_\_
- c. Current Transcript Title (if full title is more than 40 characters): \_\_\_\_\_  
 Proposed Transcript Title (if full title is more than 40 characters): \_\_\_\_\_
- d. Current Cross-listing:  N/A OR Currently<sup>3</sup> Cross-listed with (Prefix & Number): \_\_\_\_\_  
 Proposed –  ADD<sup>3</sup> Cross-listing (Prefix & Number): \_\_\_\_\_  
 Proposed –  REMOVE<sup>3,4</sup> Cross-listing (Prefix & Number): \_\_\_\_\_
- e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>5</sup> for each meeting pattern type.

Current: \_\_\_\_\_ Lecture \_\_\_\_\_ Laboratory<sup>5</sup> \_\_\_\_\_ Recitation \_\_\_\_\_ Discussion \_\_\_\_\_ Indep. Study  
 \_\_\_\_\_ Clinical \_\_\_\_\_ Colloquium \_\_\_\_\_ Practicum \_\_\_\_\_ Research \_\_\_\_\_ Residency  
 \_\_\_\_\_ Seminar \_\_\_\_\_ Studio \_\_\_\_\_ Other – Please explain: \_\_\_\_\_

Proposed: \_\_\_\_\_ Lecture \_\_\_\_\_ Laboratory \_\_\_\_\_ Recitation \_\_\_\_\_ Discussion \_\_\_\_\_ Indep. Study  
 \_\_\_\_\_ Clinical \_\_\_\_\_ Colloquium \_\_\_\_\_ Practicum \_\_\_\_\_ Research \_\_\_\_\_ Residency  
 \_\_\_\_\_ Seminar \_\_\_\_\_ Studio \_\_\_\_\_ Other – Please explain: \_\_\_\_\_

- f. Current Grading System:  Letter (A, B, C, etc.)  Pass/Fail  
 Proposed Grading System:  Letter (A, B, C, etc.)  Pass/Fail

g. Current number of credit hours: \_\_\_\_\_ Proposed number of credit hours: \_\_\_\_\_

<sup>1</sup> 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 "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.  
<sup>2</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.  
<sup>3</sup> Signature of the chair of the cross-listing department is required on the Signature Routing Log.  
<sup>4</sup> Removing a cross-listing does not drop the other course – it merely unlinks the two courses.  
<sup>5</sup> 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 meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

## APPLICATION FOR COURSE CHANGE (MAJOR AND MINOR)

- 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:** \_\_\_\_\_  
*Proposed Course Description for Bulletin:* \_\_\_\_\_
- j. Current Prerequisites, if any:** \_\_\_\_\_  
*Proposed Prerequisites, if any:* \_\_\_\_\_
- k. Current Distance Learning(DL) Status:**  N/A  Already approved for DL\*  Please Add<sup>6</sup>  Please Drop  
 \*If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box ) that the proposed changes do not affect DL delivery.
- l. Current Supplementary Teaching Component, if any:**  Community-Based Experience  Service Learning  Both  
*Proposed Supplementary Teaching Component:*  Community-Based Experience  Service Learning  Both
- 3. Currently, is this course taught off campus?** YES  NO   
*Proposed to be taught off campus?* YES  NO
- 4. Are significant changes in content/teaching objectives of the course being proposed?** YES  NO   
 If YES, explain and offer brief rationale:  
 \_\_\_\_\_
- 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 requirement<sup>7</sup> for ANY program?** YES  NO   
 If YES<sup>7</sup>, 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 between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

<sup>6</sup> You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

<sup>7</sup> In order to change a program, a program change form must also be submitted.

## 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 DL delivery. **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 a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements 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 equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: ENG 204 changes to WRD 204	Date: 11/09/2010
Instructor Name: Bill Endres	Instructor Email: bill.endres@uky.edu
Check the method below that best reflects how the majority of course of the course content will be delivered.	
Internet/Web-based <input type="checkbox"/>	Interactive Video <input type="checkbox"/>
Hybrid <input checked="" type="checkbox"/>	

### Curriculum and Instruction

1.	<p>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?</p> <p>The instructor will have weekly office hours using Adobe Connect Pro. Meetings by appointment will also be available. Connect Pro allows for secure video conferencing. In addition, the instructor will be available through email. Lessons will be delivered by video. Students will maintain their own blog, which will allow students to read what their classmates write and engage in interactions with them through the comment feature. Also, students will use Wikis to explore various aspects of writings. Finally, students will do peer reviews of each other's major assignments.</p> <p>The course syllabus conforms to University Senate Syllabus Guidelines, specifically those of Distance Learning.</p>
2.	<p>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.</p> <p>To ensure that DL students have an experience commensurate with students taught in the traditional classroom, I am using the same materials, course goals, and means of assessment. Furthermore, technical writers use many of the latest communicative technologies. Therefore, I have integrated the technologies used for my online class already into my traditional classroom course: blogs, wikis, video, writing assessment websites (like Diana Hacker), and writing resources on the web.</p> <p>Because conferences with students will no longer be possible for the online class, I will use Connect Pro to offer students one-on-one interactions with the instructor about their writing. This may even prove an advantage to students because job interviews and video conferencing are becoming more and more prevalent in the workplace.</p> <p>To understand technical writing in their field of engineering, students normally interview a faculty member in</p>

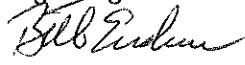
## Distance Learning Form

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	<p>their major. With the Distant Learning course, this will not be possible for all of the students. Therefore, I am conducting interviews with faculty members in each of the Engineering departments and will make those interviews available for students through Blackboard. Students taking the online course who are involved in a summer coops will have the opportunity to interview someone in their immediate workplace about writing in their field.</p>
3.	<p>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.</p> <p>The individualized approaches that each student will need to take for each assignment insures integrity of student work in ways typical for writing classes in the traditional classroom. Technical writing is a particularly collaborative activity. Therefore, I want students to be reading each other's writing, commenting on it, and pushing each other. Seeing difficulties in someone else's writing and helping that person to solve them many times is the best way to see those same problems in one's own writing and find solutions.</p>
4.	<p>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?</p> <p>No</p> <p>If yes, which percentage, and which program(s)?</p> <p><small>*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 delivery will be six months from the date of approval.</small></p>
5.	<p>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?</p> <p>Links to student services are provided on the syllabus.</p>
<b><i>Library and Learning Resources</i></b>	
6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>Online resources will be listed in the daily schedule and within assignments. There are many online technical writing resources, and students must become familiar with these and use them for success in their field. Furthermore, during office hours, if students are struggling to use any of the online resources, the instructor can walk the student through their use.</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>All necessary resources will be available through Blackboard and the Web. In this regard, the DL course will be no different than this course when taught in the traditional classroom.</p>
<b><i>Student Services</i></b>	
8.	<p>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 Teaching and Academic Support Center (<a href="http://www.uky.edu/TASC/index.php">http://www.uky.edu/TASC/index.php</a>) and the Information Technology Customer Service Center (<a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a>)?</p> <p>These support websites are listed on the syllabus. In addition, students are requested to test all technologies three days prior to their need for the class. If they experience difficulties, they need to contact the appropriate linked resource. In addition, students can email the instructor for further assistance or for directions in how to resolve an issue.</p>

## 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 DL delivery. **All fields are required!**

9.	<p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>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.</p>
10.	<p>Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any.</li> <li><input type="checkbox"/> The technological requirements for the course.</li> <li><input type="checkbox"/> Contact information for TASC (<a href="http://www.uky.edu/TASC/">http://www.uky.edu/TASC/</a>; 859-257-8272) and Information Technology Customer Service Center (<a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a>; 859-257-1300).</li> <li><input type="checkbox"/> Procedure for resolving technical complaints.</li> <li><input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message.</li> <li><input type="checkbox"/> Maximum timeframe for responding to student communications.</li> <li><input type="checkbox"/> Language pertaining academic accommodations:             <ul style="list-style-type: none"> <li>o "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource 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 <a href="mailto:jkarnes@email.uky.edu">jkarnes@email.uky.edu</a>."</li> </ul> </li> <li><input type="checkbox"/> Information on Distance Learning Library Services (<a href="http://www.uky.edu/Libraries/DLLS">http://www.uky.edu/Libraries/DLLS</a>)             <ul style="list-style-type: none"> <li>o Carla Cantagallo, DL Librarian</li> <li>o Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)</li> <li>o Email: <a href="mailto:dllservice@email.uky.edu">dllservice@email.uky.edu</a></li> <li>o DL Interlibrary Loan Service: <a href="http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;llib_id=16">http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;llib_id=16</a></li> </ul> </li> </ul>
11.	<p>I, the instructor of record, have read and understood all of the university-level statements regarding DL.</p> <p>Instructor Name: Bill Endres <span style="float: right;">Instructor Signature: </span></p>

# University Senate Syllabi Guidelines

Bill Endres ENG 204

why do  
we do 204  
add DL

## General Course Information

- Full and accurate title of the course.
- Departmental and college prefix.
- Course prefix, number and section number.
- Scheduled meeting day(s), time and place.

## Instructor Contact Information (if specific details are unknown, "TBA" is acceptable for one or more fields)

- Instructor name.
- Contact information for teaching/graduate assistant, etc.
- Preferred method for reaching instructor.
- Office phone number.
- Office address.
- UK email address.
- Times of regularly scheduled office hours and if prior appointment is required.

## Course Description

- Reasonably detailed overview of the course.
- Student learning outcomes.
- Course goals/objectives.
- Required materials (textbook, lab materials, etc.).
- Outline of the content, which must conform to the Bulletin description.
- Summary description of the components that contribute to the determination of course grade.
- Tentative course schedule that clarifies topics, specifies assignment due dates, examination date(s).
- Final examination information: date, time, duration and location.
- For 100-, 200-, 300-, 400-, 400G- and 500-level courses, numerical grading scale and relationship to letter grades for *undergraduate* students.
- For 400G-, 500-, 600- and 700-level courses, numerical grading scale and relationship to letter grades for *graduate* students. (Graduate students cannot receive a "D" grade.)
- Relative value given to each activity in the calculation of course grades (Midterm=30%; Term Project=20%, etc.).
- Note that undergraduate students will be provided with a Midterm Evaluation (by the midterm date) of course performance based on criteria in syllabus.
- Policy on academic accommodations due to disability. Standard language is below:  
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. 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](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

## Course Policies

- Attendance.
- Excused absences.
- Make-up opportunities.
- Verification of absences.
- Submission of assignments.
- Academic integrity, cheating & plagiarism.
- Classroom behavior, decorum and civility.
- Professional preparations.
- Group work & student collaboration.

1/21/11  
revised  
12/17/12  
RH



# Technical Writing

Writing Rhetoric and Digital Media 204, section 01

## Syllabus

### ESSENTIALS

Instructor: Dr Bill Endres  
Course: WRD 204, sect. 01  
Office: 1307 POTS  
Phone: 257-8337  
Email: bill.endres@uky.edu

Summer 2011  
Fulfills GWR  
Online Office Hrs (Connect Pro):  
T & R 8:00-9:00 p.m.  
& by arrangement

### ABOUT THE COURSE

The goal of this course is to help you to grow as a writer in ways that will prepare you to meet the demands of the technical writing you will need to do in your studies and ultimately in the workplace. Unfortunately, writing is a performance, and as such, studying and memorizing is not enough to become a proficient writer. Instead, practice is a must. To this end, you will keep a blog and write from 500-750 words per week. This writing will take many forms. Sometimes it will be working on smaller parts of larger assignments, others it will be working and reflecting on aspects of writing and course readings, and still others it will be writing about something that interests you. So plan on spending a couple of hours each week writing your blog entries: they are essential, like practicing free throws in basketball. Your blog entries will give you the edge in developing your writing abilities and help you succeed on your larger assignments.

Furthermore, writing ability is grounded in your writing experiences, and these experiences shape who you are as a writer. They can either help or hinder you. Therefore, as we work on the first two major writing assignments, you will explore your writing experiences and reflect upon how those experiences affect you as a writer. This will help you understand your current writing abilities and offer you insights on how best to develop a plan for your growth as a writer so that you can meet the challenges of writing in your field of engineering. This will feed the first major assignments: a report in which you assess the writing in your field and propose a plan for your development as a writer. For the final two major assignments, you will use one of your current courses as a base and write a proposal and technical report on a subject from that class that will offer a solution in the real world. For the second and third major assignment, you will give a presentation. For all writing, we will use a process approach, writing at least one draft and doing extensive peer reviews and workshops to improve your final papers. Therefore, much participation is required.

## OBJECTIVES

- Know your writing process, its roots in your experiences, and learn practices used by professional writers to aid you in its development and refinement.
- Learn to read for writing strategies (not just content) and to put those strategies to use.
- Understand the writing required of an engineer, both in the classroom and on the job.
- Learn to write writer-centered drafts for discovery and how to revise those drafts for reader-centered prose.
- Analyze for and adapt to the constraints of specific rhetorical situations, including audience and purpose.
- Learn strategies for making documents accessible and reader-centered (analyzing for needed context, background information, and flow of claims, evidence, and commentary).
- Design and integrate tables, figures and images into documents in a reader-friendly way.
- Refine writing style for clarity, conciseness, coherence, cohesion, and emphasis.
- Learn the punctuation marks most helpful to engineers and how to proofread carefully.
- Develop abilities to perform peer reviews that are insightful, critical, encouraging, and constructive.
- Learn to strategically orchestrate elements of document design, including font, spacing, images, graphs, and color.
- Learn to assess one's own strengths and weaknesses as a writer and develop strategies for continued growth in your writing.

## KEEP A DIGITAL COPY OF ALL YOUR WORK

For all of your daily and larger composing assignments, keep digital copies. You can keep them on a flash drive, but if they are the only copies I highly suggest that you also email them to yourself. For the blog entries, I recommend that you complete the assignment on your word processing software and copy and paste your work into your blog.

## CHECK YOUR TECHNOLOGY EARLY

Check any technology that you will use for this class at least three days before you will need it. If you have a problem, contact me immediately ([bill.endres@uky.edu](mailto:bill.endres@uky.edu)). Also, to solve problems, contact the Teaching and Academic Support Center (<http://www.uky.edu/TASC/index.php> or 859-257-8272) or the Information Technology Customer Service Center (859-257-1300 or <http://www.uky.edu/UKIT/>).

All of the content for this course will be delivered through Blackboard. The address for Blackboard's login is <https://elearning.uky.edu/webapps/portal/frameset.jsp>. To login, use your UK username and password. Blackboard will offer you access to course materials, assignments, videos, readings, and blogs. Also, you will find instructions on how to use Adobe Connect Pro, a web-based application that we will use for conferences to discuss your writing.

## BEST WAY TO CONTACT ME

The best way to contact me is through email ([bill.endres@uky.edu](mailto:bill.endres@uky.edu)). I am on email regularly. If I do not respond within one day, double-check my email and send me a second message. If I do not respond within a day, that usually means that I did not receive your message. Sometimes odd things just happen with technology.

## THREE MAJOR ASSIGNMENTS

**Report Assessing Writing in Field/Self-Assessment & Plan:** you will write a report that explains in detail the types of writing done in your field of engineering. In addition, you will present a plan on how to prepare yourself for writing in your field. To complete this report, you will include information from interviews of people in your chosen field. You might also wish to choose a piece of technical writing and analyze it for its writing strategies. Finally, your report will include a self-assessment and plan that will lead to your maturity as a writer so that you can meet the challenges of writing in your field.

**Technical Proposal:** to win work, engineers write proposals. A successful proposal is an engineer's meal ticket. Therefore, in this major assignment, you will write a proposal to solve a problem related to your field of engineering. For content, you will choose from one of your current or completed engineering courses. If there is another engineering problem you wish to pursue, please see me. The goal of this assignment is to focus energy on writing and not too much on research.

**Technical Report:** you will write a report as if you have done all the work that you had proposed in your proposal for Assignment 2. Again, the goal of this assignment is for you to focus energy on writing and not too much on research. Therefore, this assignment can be approached individually or as a member of a partnership.

**All Major Assignments:** 5-9 pages, double-spaced, 12-point Times New Roman font, 1" margins.

### **Texts**

Course readings will be accessed through Blackboard.  
You should have a good English handbook (one from first-year composition will work well).

### **GUIDELINES FOR ONLINE INTERACTION**

All UK students are responsible for upholding the UK Code of Student Conduct, written to insure an environment where you can interact comfortably, push on your ideas and abilities, and explore thinking in ways that are new to you. In short, the Code's goal is to cultivate a supportive atmosphere so you can produce excellence, whether in a traditional classroom or online. Please see the UK Code of Student Conduct, <http://www.uky.edu/StudentAffairs/Code>.

### **ACADEMIC DISHONESTY AND PLAGIARISM**

All UK students are responsible for conducting their intellectual lives with integrity. This includes not representing the ideas or writings of others as your own. If you have questions about the proper means to document the ideas or writings of others, please contact me to discuss your questions, consult a handbook, or visit one of these helpful links supplied by the UK Ombud: "Plagiarism: What Is It?", <http://www.uky.edu/Ombud/Plagiarism.pdf> and "Understanding Plagiarism" [http://wps.prenhall.com/hss\\_understand\\_plagiarism\\_1/0,6622,427064-,00.html](http://wps.prenhall.com/hss_understand_plagiarism_1/0,6622,427064-,00.html). For UK's policy on plagiarism, please see the UK Code of Student Conduct (particularly section 6.3.1), <http://www.uky.edu/StudentAffairs/Code>.

### **LATE ASSIGNMENTS**

Assignments are due on the date indicated on the syllabus. I will not accept late **daily assignments**. I will, however, have two extra daily writing assignments. These assignments can be used to substitute for missed work. If you have completed all of the assignments, the extra assignments will count as bonus points. **Major assignments** will be docked one-third of a letter grade for each day they are late, including weekends. Extensions will only be given under the most extreme circumstances (i.e. death in the family, severe sickness, etc.). If extreme circumstances arise, please email me or talk with me immediately so that we can determine an appropriate time for the completion of the major assignment.

### **DISABILITIES ACCOMMODATIONS**

If you have a documented disability that requires academic accommodations, please contact 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 (Room 2, Alumni Gym, 257-2754, [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

## GRADES

**Major Assignments:** I will consider the following aspects of your compositions (always within the context of a particular assignment): purpose, audience, content, expression, organization, style, development of ideas, mechanics, and maturity of thought. A short reflection on your writing, its successes and weaknesses, will accompany each major assignment. I will only grade one major assignment before the midterm of the semester. This grade will serve to offer you a sense of where you stand in the class.

**Daily Assignments:** Daily assignments need to be turned in by the start of class for you to receive credit for them. The work we do in class begins with the work you do in your daily assignments. Most daily assignments will require that you write 250-300+ words. If the assignment is turned in on time, responds to the prompt, and meets the word requirement, you will receive full credit.

<u>Assignment</u>	<u>Total Points</u>
Report on Writing in Field/Self-Assessment & Plan (5-7 pages)	20%
Technical Proposal (5-9 Pages)	25%
Presentation of Report	5%
Technical Report (5-9 Pages)	30%
Presentation on Report	5%
Daily Assignments (Blog Entries)	<u>15%</u>
<b>Total</b>	100%

To receive an A in this course, you must accumulate at least a 90%; for a B, 80%; for a C, 70%; and for a D, 60%.

\* Your grade from your first major assignment plus completion % of daily assignments will count as your midterm grade.

## WRITING CENTER

The Writing Center is located in the West Wing on the 5<sup>th</sup> floor of the W. T. Young Library. Visit their website, <http://www.uky.edu/AS/English/wc/>, or call 257-1368. The Writing Center has resources to help you improve your writing. The writing consultants can help you brainstorm topics, organize and develop ideas, and identify and correct problems in all aspects of your writing. The Writing Center is a great place to go for additional help.

## Attendance

Keeping up with work (attendance) is required. Writing is learned through practice, discussion, and examining parts of texts that work and do not work. If you fail to complete more than one-fifth of the daily assignments on time (even if excused), you cannot receive credit for the course. For a Summer Session 2 course, like this one, you must withdraw or receive a grade of E upon the sixth late assignment. Please see UK policy: <http://www.uky.edu/StudentAffairs/Code>.

If you must miss be late on an assignment, contact me beforehand by emailing me. You are responsible for competing assignments fully and when due. For an excused absence, I will give reasonable time to turn in the missed worked. Again, please see the UK policy, <http://www.uky.edu/StudentAffairs/Code>.

## WEEKLY SCHEDULE

(Tentative–Summer Session 2)

	Activities/Writings (All Writings 250-300+ Words)
<p><b>Unit 1 – Week 1 -3</b> <b>Technical Report</b> (Writing in Engineering)</p> <p>Wk 1: June 9</p>	<p><b>Watch:</b> Video on introduction to class.</p> <p><b>Read:</b> Henry Petroski’s “Engineers as Writers.” As you read, jot down your reactions to his writing.</p> <p><b>Write:</b> <u>Blog entry</u> in which you identify how Petroski’s writing choices, from word choice to organization to order of words, contributes to your reactions.</p> <p><b>Watch:</b> Video on Petroski’s writing strategies in his essay—more fully develop a system for analyzing style.</p> <p><b>Follow up:</b> Add one paragraph to your blog entry that refines or enhances your system for analyzing style.</p>
<p>Wk 2: June 13</p>	<p><b>Read:</b> Amy Tan’s “Mother Tongue” and Charles Simic’s “Self-Portrait with a Bowl of Spaghetti”. <u>Also read the assignment sheet for your first major assignment.</u></p> <p><b>Write (Blog entry):</b> Choose either Tan or Simic and analyze two sentences for style. 1) Tan: Discuss 2 similarities and 2 differences between your literacy experiences and Tan’s. 2) Simic: Identify your reactions to Simic’s essay and specific details that Simic uses that helped lead to those reactions.</p> <p><b>Watch:</b> Video discussing level of detail, experiences learning to write, and the first major assignment.</p> <p><b>Follow up:</b> Add one paragraph to your blog entry that discusses the level of detail needed for technical writing. Give some examples from your engineering classes.</p>

June 14	<p><b>Read:</b> Sample technical reports.</p> <p><b>Write (Blog Entry):</b> Discuss the organization of the technical reports and how to assess successful organization. Also, how do the proposals account for their audience—both audience members as non-engineers and as people who might not know the writers.</p> <p><b>Watch:</b> Video discussing organization of reports and audience awareness.</p> <p><b>Follow up:</b> Add a paragraph to your blog entry that refines your sense of a report's organization or its strategies for audience awareness.</p>
June 15	<p><b>Watch:</b> One video of an interview in which a faculty member of the College of Engineering discusses writing.</p> <p><b>Write (Blog entry):</b> Discuss information from the videotaped interview that is telling about writing in your field of information and that you can use in your report.</p> <p><b>Write (Blog entry):</b> An outline for your proposal for first assignment.</p> <p><b>Follow up:</b> Read two of your fellow classmates' blog entries. Write a comment of two or three sentences discussing the strengths and short-coming of their outlines in regard to the sections of a technical report and the level of detail needed.</p>
June 16	<p><b>Write (Blog entry):</b> Begin to perform your self-assessment of your writing ability and write a draft of that assess for your report. You can think about this as a self-contained report in its own right and not as a middle section of a larger report, if it helps. In many ways, this is exactly what it is.</p> <p>To perform the self-assessment, I encourage you to take the self-assessment at the University of Washington listed below) before going into and doing more targeted skills, like commas, word choice, or organization. Then, for your analysis, you will offer a sense of yourself as a writer as a whole, with your writing process being the key element of you as a writer. Then, you can relate other, more specific aspects of writing, like organization, to your writing process. Remember that analysis is breaking something into pieces and understanding how those pieces are related to other pieces and the whole. Making relationships between pieces and to your writing process will offer you a momentum for your assessment and a way to narrate it.</p> <p><u>Self-assessment (University of Washington)</u>  <a href="http://www.bothell.washington.edu/writingcenter/assessment">http://www.bothell.washington.edu/writingcenter/assessment</a></p> <p><u>Writing exercises (Diana Hacker)</u>  <a href="http://bcs.bedfordstmartins.com/writersref6e/Player/Pages/Main.aspx">http://bcs.bedfordstmartins.com/writersref6e/Player/Pages/Main.aspx</a></p> <p><u>Writing handbook and exercises (Purdue Owl)</u>  <a href="http://owl.english.purdue.edu/owl/resource/625/1/">http://owl.english.purdue.edu/owl/resource/625/1/</a></p> <p><b>Follow up:</b> Read two of your classmates' blog entries on their assessment of their writing. <u>Write a comment</u> of two to three sentences pointing out what is helpful and where they might be able to push their assessment.</p>
Wk 3: June 20	<p><b>First draft of report due (post to blog).</b></p> <p><b>Conferences:</b> Set up a 10-15 minute conference with me about the draft of your</p>

<p>June 21</p>	<p>report. Prepare three questions about your report where further development and refinement are needed.</p> <p><b>Peer Review:</b> Write peer review of assigned student's report. Email a copy to the student and the instructor. Due by 9:00 p.m. on June 21.</p> <p><b>Watch:</b> Video on revising a report: clarity and level of detail.</p> <p><b>Write (Blog entry):</b> Take one section of your report and revise it for clarity and level of detail.</p> <p><b>Write (Blog entry):</b> Use the method that we developed for analyzing the style of Henry Petroski's "Engineers as Writers" and analyze a section of your report. Explain your analysis in detail. Discuss specifically what suggestions your analysis makes in regard to revision?</p> <p><b>Revision:</b> Without looking at your executive summary, write it anew, in 15 minutes (flash writing—just write quickly!), not worrying about punctuation or grammar. The main issue is to write it quickly. You might find it helpful to imagine that you are recapping the major information in your report to a fellow student or friend. Once you finish, compare what you wrote to your draft. Are there transitions that you can use from your flash writing? Can you borrow some of your flash writing's narrative flow? Other issues to examine: does your executive summary recap specific information, include topic sentences that offer readers road markers to let them know where you are taking them, and take into account your audience?</p> <p>Remember, <u>Peer Review</u> due to your partner and instructor by <u>9:00 p.m. on June 22</u>.</p>
<p>June 23</p>	<p><b>Write (Blog entry):</b> Randomly write down 5 nouns. They can be of anything. Now, write a story from these nouns, being as creative as you like. However, you must follow these rules: for sentence 1, the first part of the sentence must have your first noun and the second part must have your second noun; for sentence two, the first part must have your second noun and the second part your third noun; for sentence 3, the first part must have your third noun and the second part your fourth noun; and for sentence 4, the first part must have your fourth noun and the second part your fifth noun.</p> <p><b>Watch:</b> Video on flow of given to new information in paragraph.</p> <p><b>Write:</b> Take three paragraphs from your report. <u>Underline</u> given information and <i>italicize</i> new information. Make certain that sentences begin with given information. If not revise appropriately. Then, work on this issues throughout your report—not only will this technique help the flow of your writing but it will help insure you include important information for clarity.</p>
<p>June 24</p>	<p><b>Read:</b> A selection of Pablo Neruda's Book of Questions.</p> <p><b>Write (Blog entry):</b> Write five questions in the spirit of Pablo Neruda's.</p> <p><b>Watch:</b> Video on passive constructions and topic sentences</p> <p><b>Revision Work:</b> For your blog entry, you will be working to revise your report, looking for passive sentences and paragraphs without topic sentences. First, work through your essay and identify any passive sentences--sentences like, "The project</p>



	<p>was implemented." Passive sentences have a subject that is not the doer of the action in the sentence. Also, they use a helping verb with the normal verb, like "was" or "has been." Identify these sentences and rewrite them. It is okay to have a few passive sentences. Sometimes, like all constructions, they are helpful. However, we do not want to have too many in a piece of writing. Otherwise, they can slow a reader down and make a piece of writing more difficult to read. For rewriting passive sentences, use the strategy we learned for the poet Pablo Neruda and try to find a verb that one of the object in a passive sentence can do, like a "report" can "present" information and "interviews" can "provide" important information. Also, if you find an infinitive in the sentence, like in Isaac's sentence that we examined in class--to target--many times the verb in the infinitive can become the main verb of the sentence. If you have any passive sentences that you cannot rewrite, copy them to our Passive Sentence Wiki.</p> <p>For the second part of this blog entry, go through your report and make sure each paragraph has a topic sentence. The topic sentence makes a claim that the rest of the paragraph works to explain and/or prove. For example, in your methods section, you might begin a paragraph with "We interviewed two professionals in the field of chemical engineering to gain specific information about the writing done in the field and determine strategies a young engineer might use to be a successful writer." Your topic sentences should let a reader know what information will be explained in a paragraph. In a draft, many times a topic sentence is found as the last sentence in the paragraph, the writing leading the writer to his or her main point for the paragraph.</p> <p><b>Wiki:</b> Read our Passive Sentence Wiki. Offer rewrites to three sentences.</p> <p><b>Revision:</b> revise your first assignment, paying particular attention to aspects of writing discussed in your conference.</p>
<p><b>Unit 2 – Week 4-6</b> Technical Proposal</p>	<p><b>Jun 27 – Final version of Report Due.</b> Jun 27 – Begin Major Assignment 2 – Technical Proposal.</p>
<p><b>Unit 3 – Week 7-8</b> Technical Report</p>	<p><b>July 25 – Final Version of Technical Proposal Due.</b> July 25 – Begin Major Assignment 3 – Technical Report.</p>
<p><b>Week 9</b></p>	<p><b>Final Exams (Final Version of Technical Report Due)</b></p>

## University Senate Syllabus Guidelines for Graduation Writing Requirement Courses

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### Student Eligibility

This is a writing-intensive (W) course approved to fulfill the upper tier of the graduation writing requirement (GWR). To receive W credit for this course, you must have successfully completed the first-year writing requirement (ENG 104 or its equivalent) and have completed at least 30 hours of coursework.

### Learning Outcomes

- Write a paper that is essentially free of mechanical errors (grammar, punctuation, spelling, and syntax) and awkwardness, using a style that is appropriate to the purpose and audience.
- Demonstrate an ability to discover, evaluate, and clearly present evidence in support of an argument in the subject area and utilize documentation that conforms to the formats and the citation conventions of the subject area.
- Be aware that composing a successful text frequently takes multiple drafts, with varying degrees of focus on generating, revising, editing, and proofreading.
- Write a capable, interesting essay about a complex issue (discipline-specific) for a general university audience.

### Minimum Writing Requirements

- Students will be required to write a minimum of *15 pages of formal* writing.
- At least 10 of these pages must be single-authored assignments.
- No assignments requiring fewer than 4 pages may be included in the 15-page minimum.
- These 15 pages must go through a *draft, review, and revision* process. Peer review is sufficient to meet the review requirement.

### Grading Policies

- To pass the course, students must earn a grade of “C” or higher on ALL FORMAL assignments. Instructors can consider additional formal writing, writing other than the formal writing, or additional projects and assignments in the final grade computation. Thus, students can receive lower than a “C” as a final grade and still receive GWR credit.
- Any major assignment that receives a D or below must be revised to reflect competency and resubmitted. Instructors may limit the number of revision attempts and set time restrictions on revisions.
- At the discretion of the instructor, students who fail to achieve competency may receive an “I” (incomplete) grade, but in no case may a student whose writing fails to reach the level of “C” (competent) receive a passing grade in a course that satisfies the University Writing Requirement.

### Plagiarism

Part II of *Student Rights and Responsibilities* (6.3.1; online at <http://www.uky.edu/StudentAffairs/Code/part2.html>) 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 anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. 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. Plagiarism also includes making simple changes while leaving the organization, content and phraseology intact. 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.

#### Assessment

Please ask students to submit an ungraded copy of one of their minimum four page papers to you for SACS assessment. This paper should contain only their **student id number** (NOT SOCIAL!) listed at the top of the page. All other identifying information (student name, instructor name, course and section number, etc) should be removed. The student id or billing number is located on the right hand corner of the student ID card.

#### Information

Questions about the W option should be referred to the Director of the UK Writing Initiative, Professor Janet Carey Eldred, [eldred@uky.edu](mailto:eldred@uky.edu).