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APR 18 2013

OFFICE OF THE
SENATE COUNCIL**Course Information**

Date Submitted: 4/22/2013

Current Prefix and Number: ENG - English , ENG 306 - INTRO TO PROFESSIONS IN WRITING

Other Course:

Proposed Prefix and Number: WRD 306

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? No

1. General Information

a. Submitted by the College of: College of Arts & Sciences

b. Department/Division: English

c. Is there a change in 'ownership' of the course? Yes

If YES, what college/department will offer the course instead: Arts and Sciences

e. Contact Person

Name: Diane Robertson

Email: georgia.robertson@uky.edu

Phone: 257-7002

Responsible Faculty ID (if different from Contact)

Name: Roxanne Mountford

Email: mountford@uky.edu

Phone: 257-6985

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: N/A

b. Full Title: INTRODUCTION TO PROFESSIONS IN WRITING

Proposed Title: INTRODUCTION TO PROFESSIONS IN WRITING

c. Current Transcript Title: INTRO TO PROFESSIONS IN WRITING

Proposed Transcript Title: INTRO TO PROFESSIONS IN WRITING

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: PropGradingSys

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 rhetorical studies, advanced composition, and research in rhetoric and composition. The course aims to begin preparation for careers in the teaching of writing in secondary schools, two- and four-year colleges, Teaching English as a Second Language (TESOL), as well as in publishing and freelance writing.

Proposed Course Description for Bulletin: This course offers an introduction to and preparation for careers in the teaching of writing, professional writing, publishing, and editing.

2j. Current Prerequisites, if any: Prereq: Fulfillment of the University Writing requirement.

Proposed Prerequisites, if any: Prereq: Completion of Composition and Communication requirement or consent of instructor.

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component:

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 rationale:

5a. Are there other depts. and/or pgms that could be affected by the proposed change? Yes

If YES, identify the depts. and/or pgms: Department of English (BA in English)

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:

Instructor Email:

Internet/Web-based: No

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?

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.

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.

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?

If yes, which percentage, and which program(s)?

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?

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

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

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/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

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? NO

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

Instructor Name:

SIGNATURE|RDMO222|Roxanne D Mountford|Dept approval for ZCOURSE_CHANGE ENG 306|20120308

SIGNATURE|RHANSON|Roxanna D Hanson|College approval for ZCOURSE_CHANGE ENG 306|20120308

SIGNATURE|JMETT2|Joanie Eit-Mims|Undergrad Council approval for ZCOURSE_CHANGE ENG 306|20120619

Courses	Request Tracking
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Course Change Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

Generate F

Open in full window to print or save

Attachments:

Upload File

	ID	Attachment
Delete	268	WRD_Major_new_memo-English-April.doc
Delete	1618	WRD_306_Intro_to_Professions_in_Writing.docx

First 1 Last

Select saved project to retrieve...

Get New

NOTE: Start form entry by choosing the Current Prefix and Number (*denotes required fields)

Current Prefix and Number:	ENG - English ENG 306 - INTRO TO PROFESSIONS IN WRITING	Proposed Prefix & Number:	WRD 306
What type of change is being proposed?		<input checked="" type="checkbox"/> Major Change <input type="checkbox"/> Major - Add Distance Learning Minor - change in number within the same hundred series, (799 is the same "hundred series") Minor - editorial change in course title or description which change in content or emphasis Minor - a change in prerequisite(s) which does not imply a content or emphasis, or which is made necessary by the elimination of a prerequisite(s) Minor - a cross listing of a course as described above	
Should this course be a UK Core Course? <input type="radio"/> Yes <input checked="" type="radio"/> No If YES, check the areas that apply: <input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics			
1. General Information			
a.	Submitted by the College of: College of Arts & Sciences		Today's Date: 4/22/2013
b.	Department/Division:	English	
c.*	Is there a change in "ownership" of the course? <input checked="" type="radio"/> Yes <input type="radio"/> No If YES, what college/department will offer the course instead? Arts and Sciences		
e.*	* Contact Person Name:	Diane Robertson	Email: georgia.robertson@uky.edu Phone: 257-7002
	* Responsible Faculty ID (if different from Contact)	Roxanne Mountford	Email: mountford@uky.edu Phone: 257-6985
f.*	Requested Effective Date:	<input checked="" type="checkbox"/> Semester Following Approval	OR <input type="checkbox"/> Specific Term: ²
2. Designation and Description of Proposed Course.			
a.	Current Distance Learning(DL) Status:	<input checked="" type="radio"/> N/A <input type="radio"/> Already approved for DL* <input type="radio"/> Please Add <input type="radio"/> 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 change is not a DL delivery.			
b.	Full Title:	INTRODUCTION TO PROFESSIONS IN WRITING	Proposed Title: * INTRODUCTION TO PROFESSIONS IN WRITING
c.	Current Transcript Title (if full title is more than 40 characters):	INTRO TO PROFESSIONS IN WRITING	



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www.as.uky.edu/English

April 2, 2012

Mark Kornbluh, Dean
College of Arts & Sciences
202 Patterson Office Tower

Dean Dean Kornbluh:

I write to express the English Department's support for the creation of a B.A. degree in Writing, Rhetoric, and Digital Media (WRD) as a step complementary with WRD's imminent movement to Department status.

As detailed in its proposal, WRD now has the faculty to support a degree program. Further, the program envisioned by WRD will be the first of its kind in the Commonwealth of Kentucky.

English will cross-list WRD 301, 401, and 405 as ENG 301, 401, and 405, respectively. English will also transfer ENG 205 and 306 to WRD as WRD 205 and 306.

English looks forward to working with WRD as the Division's BA is created and the Division moves to Department status. Please contact me if there are any questions.

Yours Truly,

A handwritten signature in black ink, appearing to read "Jeffery A. Clymer".

Jeffery A. Clymer
Associate Professor
Chairperson

WRD 306: Introduction to Professions in Writing (3 credits)

Instructor: Roxanne Mountford
Office Location: 1355 POT
Office Hours: TR 2:00-3:15 and by appointment
Phone: 859.257.6985
Email: mountford@uky.edu

Semester	Time	Location
Fall 2012	3:30-4:45 pm TTh	TBA

Description

This course offers an introduction to and preparation for careers in the teaching of writing, professional writing, publishing, and editing.

Overview and Goals

This course considers some of the many possible professions in writing. The central focus will be in-class presentations by professional working writers who will provide insight to their work and career path through talk, example, and class discussion. Professions represented will include entrepreneurial publishing, children's writing, grant writing, literary nonfiction, teaching college writing, news writing, teaching high school writing, editing, free-lancing, writing graphic novels, political & public relations writing, TV & movie script writing, technical writing, and publishing house internships. Following each presentation, there will be time for Q & A and discussion with the presenter. The last 15 minutes of class will be spent in reflective writing about the presentation and its potential influence on your own career path. Coursework includes active engagement in class discussion, a portfolio of reflective writing about the various professions presented, an ethnographic research project and report, and a formal class presentation of the research project.

Student Learning Outcomes

By the end of the semester, students will be able to

- demonstrate a foundational understanding of career opportunities in writing
- employ methods of participant observation to study a workplace setting where writing is the career focus
- collaborate with peers and the instructor to set goals for their career.

Required Materials

- Bly, Robert W. *Careers for Writers and Others Who Have Ways with Words*. New York: McGraw-Hill, 2003. (ISBN: 978-0071406000)
- A Handbook on writing (must include MLA citation guidelines and rules for usage)
- Other content for reading and/or viewing on Blackboard.

Course Policies

ON-TIME ATTENDANCE AND PARTICIPATION

Since discussion will be an integral part of the course, you must be prepared for class, on time, and offer productive comments based on the assigned readings. Preparation involves not only reading but also making notes about the reading so that you are prepared to discuss issues in depth. I reserve the right to add quizzes to the class agenda if too many class members appear to be unprepared.

You can accrue two unexcused absences, but your final course grade will be reduced by a half letter grade for each unexcused absence thereafter. To receive an excused absence, you must provide official documentation; if for a sponsored University activity (such as intercollegiate athletics), documentation must be provided in advance. You must let me know in advance if you will need to be absent because of observation of a religious holiday. The University Senate and the Division of Writing, Rhetoric, and Digital Media set a limit on total absences—*both excused and unexcused*—at 1/5th of the total class meetings, or 5 class meetings.

Students missing any graded work due to an excused absence are responsible for informing me about their excused absence and providing documentation within one week following the period of the excused absence (except where prior notification is required), and are responsible for making up the missed work. I will give you an opportunity to make up the work and/or the exams missed due to an excused absence, and will do so, if feasible, during the semester in which the absence occurred. Assignments missed due to an unexcused absence may not be made up for credit.

Students who are 15 minutes late will be marked absent for the day. That absence will become an unexcused absence, weighing against your total number of unexcused absences, if you cannot provide proper documentation. If a quiz occurs, you can only make it up if you have a valid, documented excuse for your tardiness. So be prepared and on time!

LATE ASSIGNMENTS

Your assignments for this course, including formal and informal assignments, are due on the dates indicated in the class outline below or as indicated in class. Late assignments are not accepted. All assignments must be posted on Blackboard, which applies a date/time stamp to them. They must be posted BEFORE class in order to be marked as "on time." You may request (in advance) one two-day extension of the due date on the *final draft* of a major written assignment (not drafts). Late assignments are not accepted unless a two-day extension has been requested and approved in advance of the deadline. If you are absent on a day when an assignment is due, your speech is scheduled, or an exam is given, you will be allowed to hand in or make-up that work *only* if the absence is officially excused.

PLAGIARISM

Part II of Student Rights and Responsibilities 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. See section 6.3.1; online at

<http://www.uky.edu/StudentAffairs/Code/Section%20VI.pdf>

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 another source, including the Internet. 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. Plagiarism also includes using someone else's work during an oral presentation without properly citing that work in the form of an oral footnote.

Whenever you use outside sources or information, you must carefully acknowledge exactly what, where and how you have employed them. If the words of someone else are used, you 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 phrasing 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.

You may discuss assignments among yourselves or with me or a tutor, but when the actual work is done, it must be done by you, and you alone unless the assignment has been designed to be conducted with a partner or small group of classmates. All work submitted must be new, original work; you may not submit work you have produced for another purpose or class, including a previous CIS or WRD 110 course.

CLASS CONDUCT

We will have fun this semester, and there will be a great deal of give and take in our discussions. But we will only have fun if you conduct yourself with respect for yourself and others. I expect you to

- 1) come to class prepared (do all reading and come prepared to discuss it; do all homework) and take pride in the work you do
- 2) offer support and encouragement to your classmates
- 3) listen to others carefully before offering your opinion
- 4) talk to me outside of class if anything that happens during class bothers you.

In order to maintain a productive work environment, I expect you to turn off your cell phone or pager before each class period and refrain from eating, sleeping, reading irrelevant materials, talking once class is in session unless asked to do so, and entering the classroom late or leaving early without permission. *Students who engage in behavior so disruptive that it is impossible to conduct class may be directed to leave for the remainder of the class period. See the UKY's Code of Student Conduct for further information on prohibited conduct:*

<http://www.uky.edu/StudentAffairs/Code/part1.html>

GENDER AND PRONOUN REFERENCE

It is no longer customary to use the masculine pronoun for cases of indefinite pronoun reference, e.g., "When a professor grades papers, *he* is often swayed by a student's degree of effort." Instead, style books recommend changing pronouns to the plural form, e.g., "When professors grade papers, *they* are often swayed by a student's degree of effort." Some call this practice "gender-fair language." Others just call it good sense. Regardless of the reason, it is standard procedure in professional settings and this class, so bring your gender-bender sentences to class so we can figure them out together.

BLACKBOARD

The daily schedule may change during the semester. You will be responsible for checking the online syllabus and schedule before beginning your homework for each of our class meetings for any changes or updates. I will post all major assignments here and on Blackboard. If you lose an assignment page or handout, you are expected to get a copy from the website or Blackboard rather than from me. In general, all assignments will require a title, your name, my name, and the date, but this is particularly important for items posted to Blackboard. You are responsible for keeping back-up (I recommend several) copies of all your work since electronic texts can be lost. Copies of work can be saved in the "Content Collection" area of your Blackboard account. You are also responsible for checking to make sure that your assignments are posted to Blackboard on time, in the right location, and in the right format.

NETIQUETTE

When communicating online, consider the conversations as having the same boundaries as any real life interactions. No personal attacks. If you happen to be attacked by a member of the class, it is best to let me handle it. If you feel compelled to respond, I recommend a request for information, e.g., "What makes you say that?" Responding in kind feels good momentarily, but escalating the flame will only quash discussion for the rest of us. In addition, do not download material to the class listserv or send messages to members in private or on Blackboard that could make other members of the class uncomfortable. Think of the class as a

professional place, like an office, and your fellow classmates as fellow professionals. Within these guidelines, our online interactions should be an enjoyable and productive.

CLASS DISCUSSION BOARD

You may be required to post a message to the class discussion board on Blackboard. To try to make our messages to each other easy to recognize, try to place in the subject heading a meaningful phrase describing the content of your message. For instance, if you are discussing a chapter in Hauser, you could write in the subject line "Ch. 1 of Hauser." If you have a response to someone's comments, you might put in the subject line, "Re: Linda's Response to Hauser." If you have a question about a class policy, please post it to this list so others can benefit from my response. So, for instance, if you want to ask about the grading policy, write "Question about Grading."

WRITING CENTER

The Writing Center is located in W. T. Young Library, Thomas D. Clark Study, 5th Floor, West Wing (phone: 257-1368). You can walk in or make an appointment online (<http://web.as.uky.edu/oxford/>). The staff can help you identify and correct problems with all aspects of your writing as well as work with you on multimedia and visual design. I recommend that you consider going to either location if you feel stuck at any stage of the communication process.

ACCOMMODATIONS DUE TO DISABILITY

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@emial.uky.edu) for coordination of campus disability services available to students with disabilities.

Ethnographic Project

UNIT PROMPT

In this unit, you will conduct an ethnographic project in which you study a professional writer or a professional whose primary job is focused on writing.

The Ethnographic Research Project has three parts:

1. Choose a working writer to research, interview and shadow, and submit a proposal for your research project
2. Research, interview and shadow the writer of your choice—write a 8-page descriptive essay with images
3. Prepare and deliver a 10-minute formal presentation to the class with a 5-minute Q&A

Choose a writing profession that interests you and find a working practitioner in that profession. Conduct field research: interview them, shadow them, and take notes as you go along. Write up your experience. Do some library research on that profession and take notes as you go along. Synthesize your field research and your library research into a final IMRD report on your project.

Proposal due Week 5

Ethnographic study due Draft, Week 10; Final draft, Week 13

Oral Presentation due Weeks 14-16

Parameters

The proposal must be written in the form of a memo. In a one-page, single-spaced memo, you will introduce the writer, his or her career, and your plan for shadowing and interviewing him or her. The proposal is worth 10% of your final grade.

The ethnographic study may be presented in the form of a report or as an essay. In it, you will report on what you have learned in the ethnography. The study must be a minimum of 2100 words and conform to MLA formatting. The study will include at least 6 secondary resources; all research must be appropriately cited and incorporated into the text in significant, meaningful ways. Your portfolio will include multiple drafts and peer reviews. This project will be worth 40% of your final grade.

The presentation is worth 10% of your final grade. You will offer the presentation with notecards (or no cards) at a lectern, using visual aids. Your presentation should have a clear structure including an interesting introduction, clear purpose statement, supporting evidence, and a strong conclusion. In no event may you read your presentation. Your slides will include images and text that contribute to your overall message/purpose. You will also incorporate at least three oral citations into your presentation.

A Note on Research:

You are required to conduct at least four interviews at your field site and to observe the group you are studying for at least 10 hours. You will be required to use consent forms for this fieldwork. The other research sources you use can be from books, newspapers, blogs, magazines, or websites, just to name a few. Regardless of the type of resource, you will select credible sources relevant to your project and contribute to rich development of your essay and speech. If you have questions or concerns about how to cite a resource make sure to ask me about it during office hours, consult your handbook, visit the Writing Center, or any combination of these things BEFORE you submit your final draft/give your speech.

Conducting community research requires special attention to the safety and comfort of both you and your participants. For this reason, please conduct fieldwork in a safe manner (i.e. safe settings, etc.) and with respect for your informants. To insure greater safety and communication, a topic proposal is required. If I receive an essay over a topic that has not been previously approved by me via a proposal, I will not accept it.

During this unit, we will be talking about the ethics of representing others. One absolute rule is that covert research is not permitted; you **must** have the written approval of the people you study for the research for this assignment. You should explain to the persons you interview what you are doing and get permission to record them. This written permission **must be submitted** if requested.

If you are investigating a setting where you have a prior role, or are interviewing people with whom you have a prior relationship, do not rely on your own memory to fill in gaps. We will talk about these issues in class. Issues discussed in class are absolutely confidential; **you may not discuss any aspect of others' research and/or research issues with anyone outside this class.** We need this confidentiality to ensure that everyone feels comfortable raising the often unusual and difficult questions that arise during field research

Career Journal

Throughout the semester, you will keep a career journal in which you reflect on the class presentations, the readings, and your own sense of where you want to go with your career. The career journal is worth 20% of your final grade.

Parameters

The journal should include at least one entry per week of 500 words or more. You post entries on a Blog on Blackboard each week and post a final journal including all of these entries plus an introduction offering a summary of what you have learned.

GRADING POLICY

Only students who have completed all components of the two major assignments are eligible for a passing grade in this course. Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

90 – 100%:	A	Ethnographic Project Proposal:	10%
80 – 89%:	B	Ethnographic Project:	40%
70 – 79%:	C	Ethnographic Project Presentation:	20%

60 – 69%: D
59% and below: E

Career Journal: 20%
Participation: 10%

Daily Schedule

Week 1 & 2: Introduction to Careers in Writing

Read: Bly, Chapter 1

Introduction to course & assignments. Overview of careers in writing. Take career assessment test.

Week 3: Conducting Fieldwork

Read: Selections from Sunstein & Chiseri-Strater, Fieldworking

Identifying and approaching a field site; ethical observation practices

Guest Speaker: Kate Larkin, publisher—Motes Books

Due: Proposal for field site & 500-word Blog post

Week 4: Publishing Careers

Read: Bly, Chapter 2

Guest Speaker: Jason Howard, editor; student intern from UK Press

Due: Signed consent forms & 500-word Blog post

Week 5: Writing within Corporate Settings

Read: Bly, Chapter 6

Guest Speaker: Jay Blanton, UK public relations

Due: Two pages of field notes & 500-word Blog post

Week 6: Free-lance Writing

Read: Bly, Chapter 5

Guest Speaker: Judy Sizemore, free-lance writer

Due: Two pages of transcribed interview data/feedback to peers on transcripts & 500-word Blog post

Week 7: Technical Writing

Read: Bly, Chapter 8

Guest Speaker: Frankie Finley, technical writer

Due: 500-word Blog post

Week 8: Creative Fields

Read: Bly, Chapter 3

Guest Speaker: Ken Mintner, graphic novelist

Due: 500-word Blog post

Week 9: Creative Fields, cont'd

Read: Bly, Chapter 7

Guest Speaker: The Abertawe Brothers, TV & movie script writers

Due: 500-word Blog post

Week 10: Creative Fields, cont'd

Read: Sample magazine articles

Guest speaker: Erik Reece, free-lance magazine and book author

Due: Draft of Ethnographic Project

Week 11: Workshopping

Strategies for improving Ethnographic projects.

Due: Comments on peers' proposals

Week 12: Writing for the Web

Read: Sample blogs; Bly, Chapter 4

Guest speakers: Jeff Rice

Week 13: Grant Writing

Read: from Barbato & Furlich, Writing for a Good Cause

Guest speakers: Stephanie Balzer, Director of VOICES, Inc. (nonprofit)

Due: Final Draft of Ethnographic Project

Week 14: Presentations

8 presentations this week.

Week 15: Presentations

8 presentations this week.

Week 16: Presentations/Conclusions

4 presentations / Class evaluations & celebration

Due: Career Journal.