

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

**I. General Information:**

College:	<u>A&amp;S</u>	Department (Full name):	<u>Gender and Women's Studies</u>		
Major Name (full name please):	<u>Gender and Women's Studies</u>	Degree Title:	<u>BA</u>		
Formal Option(s), if any:	_____	Specialty Field w/in Formal Options, if any:	_____		
Requested Effective Date:	<b>FALL 2014, IF RECEIVED BY SENATE COUNCIL BY MONDAY, APRIL 7.</b>				
Contact Person:	<u>Carol Mason</u>	Phone:	<u>859 744 1733</u>	Email:	<u>carol.mason@uky.edu</u>

**II. Parameters of the Graduation Composition and Communication Requirement (GCCR):**

The new GCCR replaces the old Graduation Writing Requirement. It is fulfilled by a course or courses specified within a B.A./B.S. degree program. As outlined in draft Senate Rule 5.4.3.1, the GCCR stipulates that students must successfully complete this requirement after achieving sophomore status and prior to graduation. To satisfy the GCCR, students must earn an average grade of C or better on the designated Composition and Communication (C&C) intensive assignments produced in any given course designated as fulfilling some or all of the GCCR. The requirements for GCCR courses include:

- at least 4500 words of English composition (approximately 15 pages total);
- a formal oral assignment *or* a visual assignment;
- an assignment demonstrating information literacy in the discipline;
- a draft/feedback/revision process on GCCR assignments.

The program requirements for the GCCR include:

- at least one specific Program Student Learning Outcome for C&C outcomes;
- a plan for assessing both the writing and oral *or* visual components of the GCCR;
- clear goals, rubrics, and revision plans for GCCR implementation.

Upon GCCR approval, each program will have a version of the following specification listed with its Program Description in the University Bulletin:

*“Graduation Composition and Communication Requirement. Students must complete the Graduation Composition and Communication Requirement as designated for this program. Please consult a college advisor or program advisor for details. See also ‘Graduation Composition and Communication Requirement’ on p. XX of this Bulletin.”*

**III. GCCR Information for this Program (by requirement):**

<b>A. List the courses currently used to fulfill the old Graduation Writing Requirement:</b>
<u>GWS 599</u>
<b>B. GCCR Program Outcomes and brief description:</b>
1. Please specify the Major/Program Student Learning Outcomes (SLOs) pertaining to Composition & Communication and the GCCR requirement. These are <i>program</i> outcomes, not <i>course</i> outcomes. Please specify the program-level SLOs for C&C in your program:  <u>Pertinent SLO: "Demonstrate ability to communicate clearly and effectively." Included in this SLO is "Analyze and present concepts and interpretations orally," which is introduced in GWS 200, 201, and 250; reinforced in 250, 340, 350; and emphasized in 599, our capstone. Also under this SLO is "Write persuasive and organized essays," which is introduced in 200, 201, 250; reinforced in 250, 340; and emphasized in 400 and 599. 599 is the culmination of the major which entails a written research paper conceived in 400 and executed in 599, with a public presentation of research findings at the end of 599.</u>
2. Please provide a short GCCR description for your majors (limit 1000 characters): Please explain the GCCR requirement in language appropriate for undergraduate majors to understand the specific parameters and justification of your program's GCCR implementation plan:  <u>To ensure that our majors have necessary communication skills to succeed in the world, GWS requires you to write a final thesis</u>

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of 20-25 pages and deliver an oral presentation about your thesis to peers and professors at the end of the semester. GWS 599, our capstone course, takes you through a step-by-step process in which you will work with your classmates and professor to draft, revise, and finalize a thesis. This is your opportunity to synthesize what you have learned about methods and theories of Gender and Women's Studies, and to explore an issue about which you feel passionately. You will develop structured writing habits; build skills in critically engaging with and providing feedback on peers' work; build skills in developing and defending a scholarly argument, in both oral and written communication; and learn the conventions of scholarly writing that you can apply to real world contexts.

**C. Delivery and Content:**

**1. Delivery specification:** for your major/program, how will the GCCR be delivered? Please put an X next to the appropriate option. (Note: it is strongly recommended that GCCR courses be housed within the degree program.)

- a. Single required course within program
- b. multiple required or optional courses within program
- c. course or courses outside program (i.e., in another program)
- d. combination of courses inside and outside program
- e. other (please specify): \_

**2. Basic Course Information:** Please provide the following information for course(s) used to satisfy the GCCR, either in whole or in part:

**Course #1:** Dept. prefix, number, and course title: GWS 599 Senior Seminar (sub. req.)

- new or existing course? existing (new courses should be accompanied by a New Course Proposal)
  - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? Required
- shared or cross-listed course? no
- projected enrollment per semester: 5-15

**Course #2 (if applicable):** Dept. prefix, number, and course title: n/a

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

**Course #3 (if applicable):** Dept. prefix, number, and course title: n/a

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

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

- **Contact information of providing program:**  
n/a
- **Resources:** what are the resource implications for the proposed GCCR course(s), including any projected budget or staffing needs? If multiple units/programs will collaborate in offering the GCCR course(s), please specify the resource contribution of each participating program.  
n/a
- **Memorandum of Understanding/Letter of Agreement:** Attach formal documentation of agreement between the providing and receiving programs, specifying the delivery mechanisms and resources allocated for the specified GCCR course(s) in the respective programs (include with attachments).  
**Date of agreement:** n/a

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

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

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- the GCCR assignments meet the minimum workload requirements as specified by the Senate Rules for GCCR courses (see the draft Senate GCCR rule linked [here](#));
- the elements are specified in the syllabus that fulfill the GCCR requirement for a clear draft/feedback/revision process;
- the grade level requirements for the GCCR are specified on the syllabus (i.e., an average of C or better is required on GCCR assignments for credit);
- the course or sequence of courses are specified to be completed after the first year (i.e. to be completed after completing 30 credit hours) for GCCR credit;
- the course syllabus specifies “This course provides full/partial GCCR credit for the XXX major/program”
  - if the course provides partial GCCR credit, the fulfilled portion of the GCCR must be specified and the other components of the GCCR for the program must be specified: e.g. “This course provides partial credit for the written component of the GCCR for the XXX major/program in conjunction with Course 2”

**5. Instructional plan:** Summarize the instructional plan for teaching the C&C skills specified in the program SLOs and delivered in the course(s). Include the following information in **brief** statements (1000 characters or less). Information can be cut-and-pasted from the relevant sample syllabus with indications **where** on the syllabus it is found:

- **overview of delivery model:** summarize how the GCCR will be delivered for **all** program majors: explain how the delivery model is appropriate for the major/program and how it is offered at an appropriate level (e.g. required course(s), capstone course, skills practicum sequence of courses, etc.):

The GCCR will be delivered via GWS 599, our senior capstone course. This is appropriate because it is a culmination of the undergraduate instruction in the major.

- **assignments:** overview or list of the assignments to be required for the GCCR (e.g. papers, reports, presentations, videos, etc.), with a summary of how these GCCR assignments appropriately meet the disciplinary and professional expectations of the major/program:

The 30-40 page thesis reflects students' knowledge of interdisciplinary thinking and research methods associated with the academic field of Gender and Women's Studies. The 20-minute presentation of the thesis requires students to engage in the field's standard means of disseminating research findings.

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

Students will write 2-4 paragraphs identifying a research topic related to the course and how they plan to approach it, followed by a preliminary bibliography. Students will then pre-circulate drafts of their papers to the entire class for feedback on two occasions during the semester. On two occasions during the semester, each student will read and comment on the draft of his/her classmates, to whom you will submit written feedback (one page of summary notes and marginalia where appropriate). The final draft of the paper is a polished product that demonstrates significant revision over the course of the semester based on feedback received from peers and the professor.

- other information helpful for reviewing the proposal:

\_\_\_\_\_

**D. Assessment:**

In addition to providing the relevant program-level SLOs under III.B, please specify the assessment plan at the program level for the proposed course(s) and content. Provide the following:

- specify the assessment schedule (e.g., every 3 semesters; biennially):

biennially

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

undergraduate Studies committee

- if the GCCR course(s) is/are shared, specify the assessment relationship between the providing and receiving programs: explain how the assessment standards of the receiving program will be implemented for the provided course(s):

n/a

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**Signature Routing Log**

**General Information:**

GCCR Proposal Name (course prefix & number, program major & degree):	GWS 599, GWS BA
Contact Person Name:	Carol Mason
Phone:	859.744.1788
Email:	carol.mason@uky.edu

**Instructions:**

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

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

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

Reviewing Group	Date Reviewed	Contact Person (name/phone/email)
Home Program <i>review by Chair or DUS, etc.</i>	02/11/14	Karen Tice, Chair / 7-7976 / karen.tice@uky.edu
Providing Program <i>(if different from Home Program)</i>		/ /
Cross-listing Program <i>(if applicable)</i>		/ /
College Dean	4/1/14	Ruth Beattie, Associate Dean / 3-9925 / rebeat1@uky.edu
		/ /

**Administrative Reviews:**

Reviewing Group	Date Approved	Approval of Revision/ Pending Approval <sup>1</sup>
GCCR Advisory Committee	2/26/2014	

**Comments:**

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

Professor Melissa Stein  
melissa.stein@uky.edu  
Office: Breckinridge Hall 206  
Office Hours: Tues, 12:00-3:00 p.m., and by appt

GWS 599-001  
Class meets Tuesdays, 3:30-6:00 p.m.  
Thomas Poe Cooper Bldg (TPC)-Rm.101

### **GWS 599-001: Senior Seminar in GWS (Capstone)** *Spring 2014*

This GWS Senior Seminar and Capstone course is a space for you to synthesize what you have learnt about the methods and theories of Gender and Women's Studies in a few different ways: you will be reflecting on the ways in which one puts together an argument and writes as a GWS scholar, and thinking through and applying some debates in the field. You will do this by writing a senior thesis that will be similar in format to a journal article or an academic long-form essay, editing the theses of other students, formally presenting your research to an audience of GWS faculty and students. Alongside, you will be reading and discussing materials which consider various approaches to research and writing in GWS. **This course is required and provides full GCCR credit for the GWS major.**

#### Learning Outcomes and Objectives:

Through assigned readings, class discussions, and written work, students will:

- Explore feminist methodologies in writing and research
- Develop structured writing habits
- Builds skills in critically engaging with and offering substantive feedback on peers' work
- Build skills in developing and defending a scholarly argument, in both oral and written communication
- Learn the conventions of scholarly writing employing primary and secondary evidence

#### **Readings:**

Though this course is primarily structured around independent research and writing, we will discuss a number of common readings on the practice of doing feminist research and writing early in the semester. Please bring your readings to class and be prepared to discuss them in depth.

#### **Attendance Policy:**

In order for a small research seminar to work, everyone's presence and active participation is essential. Attendance is **mandatory**. Roll will be taken at the beginning of each class. More than one unexcused absence will lower your final grade a full grade. Three latenesses (more than five minutes late) will count as an unexcused absence. You must let me know at the beginning of class if you need to leave early. Leaving early without permission will count as a double absence. Please see me if you have a legitimate reason for absence or lateness so that I may record it as excused.

#### **Classroom Behavior, Decorum and Civility:**

Students will not always agree on the issues discussed in class. Such debate is encouraged; discussion is more engaging when a range of perspectives are represented. However, while class members may not share the same opinions, students are expected to be respectful of each other and of the professor in class, and especially in a course of this nature, to offer **constructive** criticism of each other's work. That includes not interrupting classmates, or otherwise exhibiting disrespect or a lack of attention while classmates are speaking. In addition, use of headphones, cell phones, text messaging, or reading materials not assigned for the course will not be tolerated during class, and all phones should be set to "silent" prior to the start of class. Engaging in any of the disruptive or disrespectful behaviors described above will severely impact your class participation grade.

### **Plagiarism and Academic Dishonesty:**

Academic dishonesty of any kind will not be tolerated. Please note that plagiarism is a violation of University Policy and subject to disciplinary proceedings. All cases of plagiarism, regardless of degree, will be reported to the University and will, at the minimum, result in an “E” final grade for the course. According to university codes, “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.” You are encouraged to read more at <http://www.cs.uky.edu/~paulp/Plagiarism.htm>. Ignorance of plagiarism and cheating does not make you immune to disciplinary action; students are responsible for knowing what constitutes plagiarism and how to avoid it, or asking the professor for further guidance if needed.

### **Disability Accommodations:**

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.

### **Grading system:**

In a 500 level course, grading standards are high and grades are calculated mathematically according to a 4.0 scale (4=A; 3=B; 2=C; 1=D; 0=E).

Letter grades are awarded according to the following standards for *undergraduates*:

- A outstanding work that far exceeds basic requirements
- B work that significantly exceeds basic requirements
- C work that satisfies course requirements in all respects
- D substandard work
- E performance that fails to meet course requirements or exhibits academic dishonesty

### **Assignments/Grading** (All assignments must be completed to pass the course):

Class Participation:	15%
Reading Response Papers:	10%
Peer Review	20%
Paper topic, outline, and bibliography	5%
First Draft	10%
Second Draft	10%
Final Thesis	20%
Presentation	10%

*Class Participation:* Part of the function of a seminar is to build skills in scholarly debate, both orally and in writing; consequently, students will be expected to engage with each other’s ideas in classroom discussion as well as with the arguments made in the readings. (See also the statement above on “Classroom Behavior, Decorum, and Civility.”)

*Response Papers:* In the beginning of the semester, we will be doing several scholarly readings for which students will turn in response papers (1-2 pages for undergraduates) at the beginning of class every Tuesday where readings are assigned, EXCEPT week two’s reading on the practice of writing. These

papers should summarize and synthesize the assigned readings for the week and discuss how they might resonate for your own thesis project. Please note that the response papers are designed to ensure you are keeping up with and understanding the foundational readings, and they are a relatively simple way to pull up your grade if needed.

*Paper Assignment:* In addition to the response papers, students will complete a senior thesis or capstone project of 30-40 pages in length. Students will be working on this assignment throughout the semester, and receive feedback from the professor and their peers as their projects progress.

In total, work related to the paper assignment is worth **75% of your final grade**; portions of the assignment grading break down as follows:

- Paper Topic Statement & Preliminary Bibliography (5%): Students will write 2-4 paragraphs identifying a research topic related to the course and how they plan to approach it, followed by a preliminary bibliography.
- 1<sup>st</sup> and 2<sup>nd</sup> Drafts (20%): Students will pre-circulate drafts of their papers to the entire class for feedback on two occasions during the semester.
- Peer Review (20%): On two occasions during the semester, each student will read and comment on the draft of his/her classmates, to whom you will submit written feedback (one page of summary notes and marginalia where appropriate). Please provide a hard copy of your summary notes to the professor.
- Final Draft (20%): The final draft of your paper is due to the professor by **Tuesday, May 6<sup>th</sup> at 5:00 p.m.** (Please send by email attachment in .doc or .pdf format in addition to turning in a hard copy at my office in Breckinridge Hall.) Your final draft should be polished and demonstrate significant revision over the course of the semester; it should also show that you have considered and addressed the feedback you received from your peers and the professor.
- GCCR fulfillment. This assignment partially fulfills the Graduate Composition and Communication Requirement. You must receive a C or better to obtain the graduation requirement.

*Class Presentation:* Students will create, practice, and deliver a 20-minute oral presentation of the final thesis at the end of the semester before an audience of your peers and professors.

- On April 8<sup>th</sup> students will circulate a 3-paragraph vision/plan of your oral presentation along with the first draft of your paper. These three paragraphs should address:
  - the format of your presentation (what technologies, such as power point or prezi, you might employ or what general delivery you will rely on);
  - how you will discuss methods used in your research (with visual aids, or verbally, or performatively via dance or poetry);
  - how you will present the findings of your research (including which findings you will focus on, what you will emphasize, and how to convey their implications of, impact for, or contributions to the field of women's and gender studies).
- On April 15<sup>th</sup> students will discuss your vision/plan and get feedback from the group.
- On April 22, students will practice the presentation, or a portion of it.
- On April 29, students will deliver class presentations.
- GCCR fulfillment. This assignment partially fulfills the Graduate Composition and Communication Requirement. You must receive a C or better to obtain the graduation requirement.

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WEEK ONE

**Tuesday, January 21**

Readings: None.

WEEK TWO

**Tuesday, January 28--On Writing**

Readings: Anne Lamott, *Bird by Bird: Some Instructions on Writing and Life* [excerpt] (Anchor 1995), pages 3-27 **BB**

WEEK THREE

**Tuesday, February 4--Is There a Feminist Method?**

Readings: Sandra Harding, "Introduction: Is There a Feminist Method?" in *Feminism and Methodology: Social Science Issues* (1987) **BB**; Katherine Side, "Methods," in *Rethinking Women's and Gender Studies*, edited by Catherine Orr, Ann Braithwaite, and Diane Lichtenstein (2011) **BB**

WEEK FOUR

**Tuesday, February 11--Feminist Historical and Cultural Analysis**

Readings: Joan Kelly-Gadol, "The Social Relation of the Sexes: Methodological Implications of Women's History" **BB**; Joan W. Scott, "Experience" **BB**, and Paula Gunn Allen, "Kochinnenako in Academe: Three Approaches to Interpreting a Keres Indian Tale" in *Just Methods: a Reader in Feminist Methodology*, edited by Alison M. Jaggar (2008) **BB**

WEEK FIVE

**Tuesday, February 18--Dealing with Difference**

Readings: Maxine Baca Zinn, Lynn Weber Cannon, Elizabeth Higginbotham, and Bonnie Thornton Dill, "The Costs of Exclusionary Practices in Women's Studies" **BB**, Linda Alcoff, "The Problem of Speaking for Others" **BB**, and Patricia Hill Collins, "Learning from the Outsider within: The Sociological Significance of Black Feminist Thought" **BB** in *Just Methods: a Reader in Feminist Methodology*, edited by Alison M. Jaggar (2008)

WEEK SIX

**Tuesday, February 25--Discuss paper topics**

Readings: None.

Assignment: Paper topic, outline, and preliminary bibliography due at the start of class

WEEK SEVEN

**Tuesday, March 4--First Drafts (NO CLASS)**

Readings: None.



Assignment: Work on paper drafts, **due by Friday, March 7<sup>th</sup> at 5:00 p.m.** Please circulate by email attachment (.doc, .docx, or .pdf file) to the entire class.

#### WEEK EIGHT

**Tuesday, March 11--Discuss First Drafts**

Readings/Assignment: Read and comment on Group A's first drafts

#### WEEK NINE

**Tuesday, March 18--Spring Break (NO CLASS)**

Readings: None.

#### WEEK TEN

**Tuesday, March 25--Discuss First Drafts**

Readings/Assignment: Read and comment on Group B's first drafts

#### WEEK ELEVEN

**Tuesday, April 1--Revisions (NO CLASS)**

Readings: None.

Assignment: Work on revising first draft, based on peer and professor comments.

\*\*Students are also encouraged to attend sessions of the National Conference on Undergraduate Research held on campus from April 3-5.

#### WEEK TWELVE

**Tuesday, April 8--Revisions (NO CLASS)**

Readings: None.

Assignment: Finish revising first draft and circulate by email attachment (.doc, .docx, or .pdf file) to the entire class by **Tuesday, April 8<sup>th</sup> at 5:00 p.m.** Also circulate a brief vision/plan for your oral presentation.

#### WEEK THIRTEEN

**Tuesday, April 15--Discussing Second Drafts**

Readings/Assignment: Read and comment on Group B's second drafts. Discuss plans for oral presentation of your thesis.

#### WEEK FOURTEEN

**Tuesday, April 22--Discussing Second Drafts, Practicing Oral Presentations**

Readings/Assignment: Read and comment on Group A's second drafts

#### WEEK FIFTEEN

**Tuesday, April 29—Class Presentations**

Readings: None.

Assignment: Deliver 20-minute paper/presentation on final thesis

**\*\*\*Final draft due to professor in hard copy and email attachment by Tuesday, May 6<sup>th</sup> at 5:00 p.m.**