

Course Information

Date Submitted: 10/15/2012

Current Prefix and Number: HON - University Honors Program , HON 251 - HONORS IN SOCIAL SCIENCES: (SR)

Other Course:

Proposed Prefix and Number:

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: Undergraduate Education

b. Department/Division: Honors Program

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

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

e. Contact Person

Name: Meg Marquis

Email: memarq0@email.uky.edu

Phone: 257-3111

Responsible Faculty ID (if different from Contact)

Name: Ben Withers

Email: bwithers@uky.edu

Phone: 257-3111

f. Requested Effective Date

Semester Following Approval: No OR Effective Semester: Spring 2013

2. Designation and Description of Proposed Course

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

b. Full Title: THE WORLD AS HUMAN NETWORK AND AFFAIRS

Proposed Title: THE WORLD AS HUMAN NETWORK AND AFFAIRS

c. Current Transcript Title: THE WORLD AS HUMAN NETWORK AND AFFAIRS

Proposed Transcript Title: THE WORLD AS HUMAN NETWORK AND AFFAIRS

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

Proposed Meeting Patterns

SEMINAR: 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? Yes

If Yes: Maximum number of credit hours: 6

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

2i. Current Course Description for Bulletin: The World as Human Network and Affairs: Courses in this category promote the understanding of individuals in the context of social interactions, groups and societies. The courses will focus on the subjective, intersubjective, and structural aspects of society, with the goal of helping students to enhance their understanding of the phenomenon that is human society.

Proposed Course Description for Bulletin: The World as Human Network and Affairs: Courses in this category promote the understanding of individuals in the context of social interactions, groups and societies. The courses will focus on the subjective, intersubjective, and structural aspects of society, with the goal of helping students to enhance their understanding of the phenomenon that is human society.

2j. Current Prerequisites, if any: Prereq: Membership in Honors

Proposed Prerequisites, if any: Prereq: Membership in Honors

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? No

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

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

If YES, list the program(s) here:

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

Distance Learning Form

Instructor Name:

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|JMETT2|Joanie Ett-Mims|Undergrad Council approval for ZCOURSE_CHANGE HON 251|20130913

SIGNATURE|DOLPH|Randolph Hollingsworth|College approval for ZCOURSE_CHANGE HON 251|20130318

SIGNATURE|BCWITH2|Benjamin C Withers|Dept approval for ZCOURSE_CHANGE HON 251|20121015

HON 251-XXX: THE WORLD AS HUMAN NETWORK AND AFFAIRS

SUBTITLE: CITIZEN KENTUCKY: JOURNALISM AND DEMOCRACY

FALL 2012

MWF 11-11:50 a.m., CB 211

Any questions? Please remember our motto: *“If you’re stuck, call Buck”*

BUCK RYAN

**DIRECTOR, CITIZEN KENTUCKY PROJECT
SCRIPPS FIRST AMENDMENT CENTER**

OFFICE: 134 GREHAN BUILDING

OFFICE HOURS: 10-12 TR

or BY APPOINTMENT

OFFICE PHONE: 257-4360

HOME PHONE: 335-8548

CELL PHONE: (859) 230-4201

E-MAIL: buck.ryan@uky.edu

HONORS PROGRAM

Main Office: 1153 Patterson OT

(Mailboxes are located in the HP main office)

Phone: 257-3111

WELCOME

This new Honors Program course in the Social Sciences explores the interconnections among the people, the press and public life. This semester the focus is the U.S. presidential election. You will help to organize a public forum as part of the Citizen Kentucky Project of UK’s Scripps Howard First Amendment Center with partners including Student Government, the Provost’s Office, the Student Center Director’s Office, middle school and high school students, public officials and others. You will keep a journal of your “coming to public judgment” about which candidate to support, and you will analyze news coverage. You will study the works of scholars with competing views of civic life in America and of journalism’s role in democracy. In so doing, you will combine research with public service to benefit yourself and your community as part of a service-learning project. Be sure you are registered to vote, as Election Day is Tuesday, Nov. 6. Welcome, good citizens!

COURSE OVERVIEW

Because the Social Sciences promote an understanding of individuals in the context of social interactions, groups, and societies, this course is designed to provide hands-on opportunities for students to become involved in the analysis of, the formation of, and the execution of a project that will impact the progress in solving an important issue in the network of human affairs. Students are required to interact, not only with each other, but within a network of Social Scientists who are diverse and varied with different understandings of the world, and who do not necessarily share the same views or goals. However, through this interaction, students will recognize the value of collaborative efforts resulting from social science inquiry and contribute to finding plausible answers to any given question, and specifically, the question of focus for this course.

This course satisfies the objectives and outcomes delineated by the General Education: Intellectual Inquiry into Social Sciences, as well as those specific to the Honors Program, with its goal of providing its Honors students an integrative and interdisciplinary curriculum of core courses and where each course practices interdisciplinary approaches to teaching one's specialty or discipline. This course also encourages writing interesting essays about (discipline-specific) complex issues for a general university audience and that are essentially free of mechanical errors and awkwardness; that demonstrate an ability to discover, evaluate, and clearly present evidence in support of an argument in the subject area; that utilize documentation that conforms to the formats and the citation conventions of the subject area; and that have gone through multiple drafts, with varying degrees of focus on generating, revising, editing, and proofreading.

LEARNING OUTCOMES AND COURSE OBJECTIVES

The course objectives and learning outcomes for HON 251 are those contained in the criteria for the UK Core (Intellectual Inquiry in the Social Sciences) and the proposed new Honors curriculum. By the end of the course, students will be able to:

- A. Identify representative social-scientific arguments that inform intellectual discussions about human behavior, either broadly or as applied to an important social science topic. Also, recognize cultural variables—race, class, gender, religion—that affect human interaction in multicultural society.
- B. Evaluate the role of aesthetics, cultural tradition, and human creativity in shaping responses to contemporary issues.
- C. Recognize the complexities of citizenship and the process for making informed choices as engaged citizens in a richly diverse, globally-interconnected, multilingual world.
- D. Explore a variety of approaches to any given question about social phenomena that will prepare them to critically evaluate the variety of social situations with which they may be confronted in their everyday lives.
- E. Understand and justify ethical bases of personal and civic behavior. Also, participate actively in self-analysis and critical adjustments in social behavior.

FRINGE BENEFITS

By the end of the course, students will:

- Increase their **confidence in writing** at a college level, especially their ability to research, write and possibly publish a scholarly paper.
- Expand their knowledge of **quantitative and qualitative research** methods.
- Develop a greater understanding **journalism's role in public life**, especially in election years, as well as **develop journalistic skills**.
- Demonstrate the skills and knowledge of **good citizenship**. We want you to graduate from UK as a good citizen!

REQUIRED

1. **Coming to Public Judgment: Making Democracy Work in a Complex World**, Daniel Yankelovich, Syracuse University Press, Syracuse, N.Y., 1991.
2. **Bowling Alone, The Collapse and Revival of American Community**, Robert D. Putnam, Simon & Schuster, New York, 2000.
3. **The Good Citizen, A History of American Civic Life**, Michael Schudson, Harvard University Press, Cambridge, Mass., 1998, 2000.
4. **What Are Journalists For?**, Jay Rosen, Yale University Press, New Haven, 1999.
5. **Writing Baby, Editing Dog & You: A Friendly Place to Begin Improving Your Writing**, Buck Ryan, Maestro Consulting, Lexington, Ky., 2008.

PLEASE NOTE: Profits from the sale of Writing Baby this semester will go toward paying off a \$10,000 donation to the Bill Billiter journalism scholarship fund for a top-notch high school student who has decided to major in journalism at UK.

6. A 1- or 1 ½-inch three-ring binder.

ATTENDANCE POLICY

Attendance is absolutely mandatory (don't skip class!). Excused absences require documentation. Each unexcused absence lowers your grade by half a letter grade (A to A-/1 missed class, B+/2 missed classes, B/3 missed classes and so on).

EXCUSED ABSENCES

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor. Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754). Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

VERIFICATION OF ABSENCES

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

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

GRADING

Your final grade will be based on four segments of equal weight. A straight calculation will be used to determine an overall letter grade. So, for example, two A's (4.0 + 4.0) and two B's (3.0 + 3.0) divided by 4 would be 3.5, or B as a final grade. A student with three A's and a B would get an A (3.75 or above), and a student with three B's and an A would get a B (3.25). The same calculations apply to letter grades of C (2.0), D (1.0) and E (0.0).

Scale:

3.75 – 4.0: A

3.0 – 3.74: B

2.0 – 2.9: C

1.0 – 1.9: D

0.0 – 0.9: E

Class Participation (25 percent)

Lack of attendance and participation in class will lower your grade. Each week you are expected to offer a valuable insight to benefit the class in some way. In addition, you may be assigned a “Daily Workout” in class or as a homework assignment to submit on e-mail. These smaller assignments, designed to keep you on track, are not listed in the weekly schedule but are important to your final grade for this segment.

A note on civility: Your classroom interactions are the perfect place to practice civil discourse and appropriate conduct in accord with learning how to be good citizens.

Textbook Summaries and Mock Debates (25 percent)

You will be asked to summarize the overall argument in each of your textbooks, then later analyze individual chapters, in short writing assignments. At times you will be asked to assume the role of candidates and historical political figures in Kentucky in class discussions and mock debates, which will afford you the opportunity to practice using effective forms of visual/digital media.

Book and Chapter Summary Guidelines

When you are asked to do book or chapter summaries, please type them in a half-page format (12-point, single-space text, double space between segments) with a heading across the top of the page that lists the class, the book or chapter number, and your name in one boldfaced line. See format at top of the next page.

— 3 —

HON 251

Bowling Alone, Chapter 1

Your Name

First subhead (bold):

Point: What is the main argument of the chapter?

(Answer in 1 to 3 sentences)

Second subhead (bold):

Support: How does the chapter fit with the main argument of the book?

(Answer in 1 sentence)

Third subhead (bold):

Elaboration: Top 3 most interesting points, with citations.

*(Answer in three segments, each including a **one-paragraph summary** for each interesting point. Follow the summary with a **quotable quote** from the book. Be sure to include the **page number** and be sure to indicate whether the comment comes **from the author** or whether the author is quoting **someone else** or some document.)*

You must keep all this to **one page (half page, if possible)**! If it's too long, edit, slash, hit the delete button several times—do whatever it takes, but **don't change the point size or margins**.

We will begin with books in their entirety, as you will be asked to summarize the Point-Support-Elaboration of the overall book on the journey to drafting the Introduction of your research paper.

Public Journalism Project and Public Forum (25 percent)

You will receive a letter grade for a summary of your contributions to a public journalism project in conjunction with Constitution Day at UK 2012's public forum. You will receive, actually volunteer for, a series of small assignments leading up to the forum.

Research Paper (25 percent)

You will receive a letter grade for your final research paper based on a 100-point scale (100-90/A, 80s/B, 70s/C and so on). You will receive guidelines on how to research and write the paper; be sure to follow them!

MIDTERM GRADES

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

FINAL GRADES

No Final Exam will be administered for this class. Your final grade will be based on the four segments listed previously.

SUBMISSION OF ASSIGNMENTS

Guidelines for submitting assignments, as outlined in the syllabus, will be discussed in class along with details about deadlines. Students are encouraged to complete assignments early, and if an assignment is going to be late, the student must be in touch with the professor, either in class or on e-mail.

ACADEMIC INTEGRITY

You are expected to adhere to the university's policy on academic integrity. Fabrication, plagiarism, cheating and other violations of the code will not be tolerated in this course. When you are using

other people's ideas to make a point, you must give the source credit through proper attribution. Merely cutting and pasting Web site information into your assignment without attribution is wrong and a resulting charge of plagiarism can mean an "E" for your final grade. When the professor requests that you work quietly on a Daily Workout assignment, talking with a classmate and writing the same ideas for an answer is cheating. Other times, the professor may ask you to work together in a team; that is not cheating. Please ask if you have any questions about what constitutes cheating, plagiarism or other violations. Here is the official university line on this important point:

— 4 —

ACADEMIC INTEGRITY (Cont'd)

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

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

Part II of *Student Rights and Responsibilities* (available online <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 the question of plagiarism involving their own 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 acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. 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 of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

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

OVERVIEW OF ASSIGNMENTS: TEAM AND INDIVIDUAL

Students will write journal entries three times a week, from the first day of class through the Friday following Election Day in November, as they move from awareness, to comparing candidates' pros and cons, and to deliberating on consequences and trade-offs in their decision-making on which candidate to

support. They will learn how to be registered to vote, if they are not already registered, and come Election Day they will make their statement in a polling booth (we hope) as well as a reflection in their journals.

Students will combine service-learning with public service as they conduct a public journalism experiment and organize a community forum for Constitution Day at UK 2012 that invites public officials, journalists, schoolchildren, UK administrators, faculty and staff, and fellow college students to explore public policy issues and to assist first-time voters.

— 5 —

OVERVIEW OF ASSIGNMENTS (Cont'd)

The forum will be produced as a live webcast on young voters for Wildcat Student TV, and a few skilled students in the class will edit the video to produce a local cable TV program. Other students in the class will work with the Kentucky Kernel, WRFL-FM, and WUKY-FM as well as online journalism sites and social media to tell the story of Election 2012.

I. TEAM PROJECTS

Public journalism project and public forum

For your part, you will explain your role and contributions to making our class projects a success. Be sure to distinguish between your personal contributions and decision-making compared with your team's collective work and decision making.

Class presentations

You will work in teams to tackle research and reading assignments as well as to address these challenges in class discussions, debates and simulations:

Learning Outcomes A & B: Understanding differences

Imagine that you are the Kentucky office campaign manager for a Democratic or Republican candidate (your choice) for president of the U.S. in 2012. Advise your candidate on how to deal with the following issues on the campaign trail:

Race

Ethnicity/nationality

Gender

Sexuality

Language

Religion

Political Party Affiliation/Cross-over Voters

Socioeconomic Class

What **ethical concerns** do you face in putting together your campaign?

Learning Outcome C: Historical, societal and cultural contexts

Now imagine that you were the campaign manager in the Kentucky office for a presidential candidate in the early 1900s. How were the issues different, or the same, back then? Offer a historical perspective that paints a picture of Kentucky society and culture at the turn into the 20th century.

Learning Outcome D: Change over time, civic engagement

Please explain how Robert Putnam in *Bowling Alone* came to his conclusions about **societal, cultural, and institutional** change in America over time. Be sure to explain his theory of "social capital," his methodology and the time frame for his analysis. Please explain how Robert Putnam offers a **national** perspective in *Bowling Alone* but also distinguishes **regional** differences. In particular, where does Kentucky fall in his analysis and how does it fare in terms of social capital? What **cross-national** comparisons does he offer? Be sure to explain his early research on differences between northern and southern Italy? Compare and contrast how Robert Putnam in *Bowling Alone* and Michael Schudson in *The Good Citizen* describe how **civic engagement** has changed in American society over time.

II. INDIVIDUAL PROJECT

Research Paper: Learning Outcome E

You will write a research paper (minimum 10 typed pages) with the working title of “Coming to Public Judgment: An Analysis of Young Voters in Kentucky in the Presidential Election of 2012.” Individually you will write journal entries reflecting on how you see candidates and issues, then you will compare your “coming to public judgment” with those of your classmates in the context of your required textbook by the same name. In your journal entries you will demonstrate an ability to identify and evaluate conflicts, compromises and ethical dilemmas focusing on personal and collective decision-making. In the end, you will gain a basic understanding of effective and responsible participation in a diverse society.

— 6 —

Research Paper: Learning Outcome E (Cont’d)

You’ll draft segments of the paper, based on a format used in UK’s magazine for undergraduate research called Kaleidoscope. As the semester progresses, you will do your revisions and submit your final version of the research paper along with a cover sheet on lessons learned.

To succeed you will need to:

Keep a journal, with three blog items a week (M, W and F), on how you are “coming to public judgment” on whom to vote for in Election 2012. Explain what role class discussion influences your decision, if at all, as you will file your journal entries by e-mail to the professor by 4 p.m. on each class day.

Keep a front-page headline log, as you will follow news in three newspapers, the Kentucky Kernel, the Lexington Herald-Leader and the Louisville Courier-Journal. Your headline log will run for a month leading up to Election Day and will record how candidates are named and issues framed, particularly comparing a traditional-elite approach to news coverage with a public journalism approach.

Your journal entries and your headline log will be included as an appendix to your research paper.

Research Paper Guidelines

Your research paper, which will be typed in 12-point type, double-spaced, has 12 segments, plus an appendix, and is based on the publishing guidelines for Kaleidoscope, University of Kentucky Journal of Undergraduate Scholarship. Those guidelines are on-line at the Kaleidoscope Web site (www.uky.edu/kaleidoscope). Click on “submission guidelines” to get a pdf copy.

Deadlines: You will have a series of deadlines to help pace you through the research and writing, and some segments you can write completely or partially as the semester progresses. You’ll submit the final draft of the research paper for a letter grade.

Here are the 12 segments:

I. AUTHOR: Bio and photo. Please write a one-paraphrase summary of who you are, your background and interests, and your future plans. Please use this checklist:

- Year in school
- Hometown
- Year expected to graduate
- Academic major
- Highlight from your high school career
- Hobbies and interests
- Future plans and dream job

Be sure to clip a nice **portrait photo** of you (suitable for publishing) to your one-paragraph bio.

Deadline: Submit first draft in class on the first Friday.

II. MENTOR: Don’t worry—your prof writes this part if your research paper turns out to be suitable for publication.

III. TITLE: Our working title is, “Coming to Public Judgment: An Analysis of Young Voters in Kentucky in the Presidential Election of 2012.” This is the gist of our challenge, and as you conduct your research and analyze your findings you may narrow the title to reflect your evidence-based conclusions.

IV. ABSTRACT. This is a one-paragraph summary that crystallizes your research findings. Although the abstract appears first under the title, the final version is written last in the writing process. The first sentence summarizes the importance of your research topic, and the last sentence highlights the value of your research findings to the scholarly community. In between you will summarize your findings for hypotheses based on three research questions. A first draft of your abstract will leave those findings blank or include either-or phrasing, depending on the hypothesis.

— 7 —

V. INTRODUCTION. This writing challenge opens with a line that sets the stage for a study of the people, the press and public life in the context of the U.S. presidential election. Then you will provide background on the topic that weaves your textbook summaries (point-support-elaboration: citations) into a coherent narrative that also includes key insights on the history of 18-year-olds' getting the right to vote and research done on young voters, who may be defined as 18 to 24, or 29 or even 35 years old, depending on the study you cite. Your introduction ends with the key statement: "The purpose of this present study is to explore three research questions ..."

VI. RESEARCH QUESTIONS AND HYPOTHESES. We will focus on three research questions, which you will state, then turn into hypotheses, or predictions. The first involves whether the Kentucky Kernel newspaper will be found "bowling alone" compared with the level of front-page coverage in the two professional newspapers. The second involves the key determinants for young voters in "coming to public judgment" on which candidate to support for president. The third involves whether the front-page headlines will be framed mostly as traditional-elite or public journalism.

VII. METHODOLOGY. You will study and learn to use both quantitative and qualitative research methods, as you analyze the methods that the authors used in your required textbooks. You will do a content analysis of front-page newspaper headlines to determine if the Kernel was "bowling alone" and to determine the nature of news coverage (TE v. PJ), and we will turn the journal entries into a case study of young voters (you and your classmates) to explore what were the key determinants in "coming to public judgment."

VIII. CONCLUSION. Your findings will be summarized in three parts in keeping with your research questions and hypotheses. Think of ways to present your findings in clear graphs or charts (called "tables").

IX. FURTHER RESEARCH. Here you will state the limitations inherent in your study and offer ideas for further research on your topic.

X. ACKNOWLEDGEMENTS. This is a one-paragraph thank you to all the people who helped (including that nice librarian, I hope!)

XI. WORKS CITED. This is a bibliography of books, articles and other sources that you consulted or cited in your research paper.

XII. APPENDIX. You will print out your journal entries, which are short narratives, and your headline log, which is more like a grid with headings for date, newspaper, headline, name of candidate(s), frame (TE, PJ or ?), and play (above the fold, or below; big type or small; promo or full story).

About the Journal Entries

After each class session, by 4 p.m. at the latest, you will file an e-mail to the professor (buck.ryan@uky.edu) that includes a thoughtful journal entry on your "coming to public judgment" on which candidate to support in the presidential race. This is an assignment that will run up to Nov. 6, Election Day, then continue until the following Monday, so you can track news coverage of the results. After you file your e-mail, copy it and **put it into a word file**, which you will include in chronological order as **an appendix to your research paper**. Each journal entry will have a number reflecting the date of a class session, so your e-mail subject line will look like this:

HON 251/DW#1/Your Name

First line of e-mail: Your name and cell phone number

Second line of e-mail: Time stamp heading, such as **Wednesday, Aug. 22, 2012, 2:30 p.m.**

Third line of e-mail: Begin journal entry, which can be long or short but always must be honest and thoughtful, showing that you have done serious thinking about the issue of which candidate you will support for president. You may reflect on something you heard in class, or read on a candidate’s website, or saw on a TV commercial, or read on the front page of a newspaper, or saw on a YouTube clip, or overheard from a friend or family member.

— 8 —

About the Journal Entries (Cont’d)

A journal entry follows deliberation, so think about pros and cons, trade-offs you have to make, and consequences of one decision over another. You will be trying to understand your values and how they match—or mismatch—with those of candidates. You may have to confront ethical dilemmas. Don’t worry: There is no “right” or “wrong” journal entry. Your grade will be based on whether you completed the assignment and whether you followed the proper format. Your first journal entry might read something like this:

Just left my first Honors class and ,wow, I had no idea who was running on the Election 2012 ballot in Fayette County, which I learned was named after the great French Revolutionary War general, Marquis de Lafayette. I knew the Republican and Democratic candidates for president, but I had no idea that people across the country could vote for candidates on the Libertarian, or Constitutional, or Green Party tickets. I look forward to studying the candidates and the issues as I “come to public judgment.”

SCHEDULE OUTLINE

This Honors Program course is one we will create together from class session to class session along a basic outline, which divides the class into **four segments**. We will work as a team as much as possible and sometimes that means you will be volunteering to handle one part of an assignment while a classmate will be handling some other task, so outlining those details in advance would be counterproductive to our teamwork goals. Please note: That’s why attendance is not only mandatory but also essential to building the capacity of the class to come together as a learning community for the public good. So **don’t miss class**, but if something unavoidable arises, be sure you get the notes from a classmate and keep on track. For any work that will affect your final grade, **you will receive detailed instructions on those assignments** well in advance of when they are due in class, so don’t worry about that.

SECTION I: CONSTITUTION DAY (Aug. 22 to Sept. 17)

We begin with a deadline: Create a successful civic education forum for the university on Friday, Sept. 14, in advance of Sept. 16, the official Constitution Day. You will invite participants, organize a civic information fair and participate in the forum, and promote the event for a great turnout. You’ll get up to speed on a pending piece of legislation, the Henry Clay-Sandra Day O’Connor Civic Education Act for Kentucky; learn about candidates who will be on the ballot for Election 2012, especially for president; create a voter guide; and learn—and teach—the history of American presidents to schoolchildren. What fun!

____ 1. **Wednesday, Aug. 22:** Team roster: let’s find the most interesting person in the class. Download syllabus and read. JE#1 e-mail by 4 p.m.

____ 2. **Friday, Aug. 24:** Turn in bio-photo to start your research paper. Q&A on syllabus. Review of five required textbooks. JE#2 e-mail by 4 p.m.

____ 3. **Monday, Aug. 27:** Constitution Day prep: Clay-O’Connor Act background. Bowling Alone (BA) review. JE#3 e-mail by 4 p.m.

____ 4. **Wednesday, Aug. 29:** Constitution Day prep: Set up The Great Debate in class: you become the candidates! More on BA. JE#4 e-mail by 4 p.m.

____ 5. **Friday, Aug. 31:** Constitution Day prep: The Great Debate. Who is the winner? Voter guide sketch. JE#5 e-mail by 4 p.m.

Happy Labor Day!

— 9 —

____ 6. **Wednesday, Sept. 5:** Constitution Day prep: What are Journalists For? (WF) review. Voter guide editing. JE#6 e-mail by 4 p.m.

____ 7. **Friday, Sept. 7:** Constitution Day prep: Voter guide editing. More on WF. JE#7 e-mail by 4 p.m.

____ 8. **Monday, Sept. 10:** Constitution Day fliers and promotion. JE#8 e-mail by 4 p.m.

____ 9. **Wednesday, Sept. 12:** Constitution Day dress rehearsal. JE#9 e-mail by 4 p.m.

____ 10. **Friday, Sept. 14:** Constitution Day: 11-12:30 on Main Building lawn. JE#10 e-mail by 4 p.m.

SECTION II: HISTORY & TEXTBOOKS (Sept. 17 to Oct. 3)

After we debrief on Constitution Day (big success, right?), we will look back to lessons learned from history about key issues in presidential elections. This is material that you will include in the first draft of the Introduction to your research paper. Also, we will return to our five required textbooks: BA and GC, WF and WB, and CJ, for short. You will master the main arguments in each book and develop a list of relevant citations to use in the Introduction to your research paper.

____ 11. **Monday, Sept. 17:** 1-page debriefing paper on Constitution Day due. JE#11 e-mail by 4 p.m.

____ 12. **Wednesday, Sept. 19:** Comparing BA and WF. History of issues in presidential election campaigns: citations for upcoming first draft of research paper's Introduction. JE#12 e-mail by 4 p.m.

____ 13. **Friday, Sept. 21:** In-class reports on history of issues in presidential election campaigns: what are your citations? JE#13 e-mail by 4 p.m.

____ 14. **Monday, Sept. 24:** Research paper: More on making the Intro sing with Writing Baby (WB). Turning WF into a Code Book for headline log content analysis. JE#14 e-mail by 4 p.m.

____ 15. **Wednesday, Sept. 26:** Bowling Alone (BA) analysis paper due. Research paper: How to write a fill-in-the-blank Abstract to see the big picture of where we're headed as our three research questions become hypotheses. JE#15 e-mail by 4 p.m.

____ 16. **Friday, Sept. 28:** What are Journalists For? (WF) analysis paper due. Research paper: How to write an Introduction starting with BA, history citations and WF and ending with "The purpose of this study is ..." JE#16 e-mail by 4 p.m.

____ 17. **Monday, Oct. 1:** Writing Baby (WB) analysis paper due. Research paper: Tips on writing Intro. JE#17 e-mail by 4 p.m.

____ 18. **Wednesday, Oct. 3:** Coming to Public Judgment (CTPJ) analysis paper due. Research paper: More on WB Chapter 1 (Fixionary) and Chapter 2 citations (Traditional news values). Turning WB into a Code Book for headline log content analysis. JE#18 e-mail by 4 p.m.

SECTION III: ELECTION COVERAGE (Oct. 5 to Nov. 12)

Now we turn to a content analysis of front-page headlines in the **Kentucky Kernel** (K), the **Lexington Herald-Leader** (H-L) and the **Louisville Courier-Journal** (C-J). We want to know how the candidates for president are “named” and “framed” in front-page headline coverage of the election campaign. You will keep a headline log summary of such coverage in the month leading up to the Nov. 6 election, then keep following the news through the week and weekend as the election results are analyzed. This headline log will be included in the appendix to your research paper.

— 10 —

____ 19. **Friday, Oct. 5: Research paper, first draft, due.** In-class editing session. Prep for watching presidential debate at 8 p.m. from the University of Denver. **Begin headline log using code book.** JE#19 e-mail by 4 p.m.

____ 20. **Monday, Oct. 8:** Good Citizen (GC) analysis paper due. Research papers revisited. Using WB to make corrections. Review headline log: grid format, use of code book. JE#20 e-mail by 4 p.m.

____ 21. **Wednesday, Oct. 10:** Young Voters: History segment of research paper’s Intro; let’s ask a librarian. JE#21 e-mail by 4 p.m.

____ 22. **Friday, Oct. 12:** Young Voters: History segment of research paper due. JE#22 e-mail by 4 p.m.

____ 23. **Monday, Oct. 15:** Page 1 headline analysis (K, H-L, C-J). How to write research paper’s Methodology segment. JE#23 e-mail by 4 p.m.

____ 24. **Wednesday, Oct. 17:** Page 1 headline analysis (K, H-L, C-J). More on Methodology. JE#24 e-mail by 4 p.m.

____ 25. **Friday, Oct. 19: Research paper, second draft, due.** For abstract write preliminary results on Kernel “Bowling Alone” and TE v. PJ framing of headlines. Refine Intro and add Methodology segment. Conclusions: two out of three not bad! Include headline log. **Prep abstract for Posters-at-the-Capitol.** JE#25 e-mail by 4 p.m.

____ 26. **Monday, Oct. 22:** Page 1 headline analysis (K, H-L, C-J), plus class discussion on news coverage. JE#26 e-mail by 4 p.m.

____ 27. **Wednesday, Oct. 24:** Page 1 headline analysis (K, H-L, C-J), plus class discussion on news coverage. Begin developing code book for analyzing journal entries: Revisiting Yankelovich and CTPJ. JE#27 e-mail by 4 p.m.

____ 28. **Friday, Oct. 26:** Page 1 headline analysis (K, H-L, C-J), plus class discussion on news coverage. More on code book for analyzing journal entries: Revisiting Yankelovich and CTPJ. JE#28 e-mail by 4 p.m.

____ 29. **Monday, Oct. 29:** Page 1 headline analysis (K, H-L, C-J), plus class discussion on news coverage. More on code book for analyzing journal entries: Revisiting Yankelovich and CTPJ. JE#29 e-mail by 4 p.m.

____ 30. **Wednesday, Oct. 31:** Page 1 headline analysis (K, H-L, C-J), plus class discussion on news coverage. JE#30 e-mail by 4 p.m.

____ 31. **Friday, Nov. 2:** Page 1 headline analysis (K, H-L, C-J), plus class discussion on news coverage. JE#31 e-mail by 4 p.m.

___32. **Monday, Nov. 5:** Page 1 headline analysis (K, H-L, C-J), plus class discussion on news coverage. JE#32 e-mail by 4 p.m.

Please note for extra credit:

*Vote on **Election Day**, Tuesday, Nov. 6*

— 11 —

___33. **Wednesday, Nov. 7:** Election results: Page 1 headline analysis (K, H-L, C-J). Write updated abstract with Kernel “Bowling Alone” final results and final summary of TE v. PJ framing. Include final version of headline log. Prep abstract for National Conference on Undergraduate Research (NCUR). JE#33 e-mail by 4 p.m.

___34. **Friday, Nov. 9:** Election results in perspective: Page 1 headline analysis (K, H-L, C-J). How did the class “come to public judgment”? Forming teams to read and analyze each other’s journals using code book...JE#34 e-mail by 4 p.m.

___35. **Monday, Nov. 12:** Continue work on research poster’s Abstract with BA and TE v. PJ findings. Finding key determinants: In-class reports on first round of journal analysis. JE#35 e-mail by 4 p.m. JE#35 e-mail by 4 p.m.

SECTION IV: JOURNAL ANALYSIS & RESEARCH WRAP-UP (Nov. 14 to Dec. 9)

OK, time to wrap up what we discovered in our class research project so we can produce a **research poster** for Posters-at-the-Capitol and for UK’s **Showcase of Undergraduate Scholars** in Spring. As you finish your individual research papers, the goal is for you to understanding the value and limitations of **quantitative and qualitative research** and to hone your skills on how to **write with a scholarly tone** for publication.

___36. **Wednesday, Nov. 14:** Refining research poster: How did the class “come to public judgment”? In-class reports on second round of journal analysis. How to turn your Intro pieces into a scholarly quilt in three pages.

___37. **Friday, Nov. 16: Research paper, third draft, due:** In-class editing teams. Finding key determinants: In-class reports on final round of journal analysis.

___38. **Monday, Nov. 19:** Refining segments of research paper: Abstract and Intro.

Happy Thanksgiving!

___39. **Monday, Nov. 26:** Refining segments of research paper: Methodology.

___40. **Wednesday, Nov. 28:** Refining segments of research paper: Conclusions.

___41. **Friday, Nov. 30:** Explore our limitations: the Need for Further Research.

___42. **Monday, Dec. 3:** Editing our research poster: Posters-at-the-Capitol and Showcase of Undergraduate Scholars.

___43. **Wednesday, Dec. 5:** Poster revealed: Education Innovation Summit and Summer Research Grants.

___44. **Friday, Dec. 7:** Last day of class: Celebrate final grades!

NOTE: No final exam during Finals Week.

HON 251 GRADE SHEET/FALL 2012

FINAL _____

NAME _____

MIDTERM _____

PHONE _____ - _____ - _____ (home or cell) E-MAIL _____

(Print big and clear!)

A, 4.0 A-, 3.8 B+, 3.5 B, 3.0 B-, 2.8 C+, 2.5 C, 2.0 D, 1.0 E, 0

I. CLASS PARTICIPATION (25%)

You will receive a letter grade each week for your class participation, and total points will be calculated to determine your midterm and final grades for this segment. Remember you face a deadline every class session: You must file a journal entry by e-mail to the professor by 4 p.m. after each class session on M, W or F.

- | | |
|------------------------------|------------------------------|
| ___/___ 1. Friday, Aug. 24: | ___/___ 9. Friday Oct. 19: |
| ___/___ 2. Friday, Aug. 31: | ___/___ 10. Friday, Oct. 26: |
| ___/___ 3. Friday, Sept. 7: | ___/___ 11. Friday, Nov. 2: |
| ___/___ 4. Friday, Sept. 14: | ___/___ 12. Friday, Nov. 9: |
| ___/___ 5. Friday, Sept. 21: | ___/___ 13. Friday, Nov. 16: |
| ___/___ 6. Friday, Sept. 28: | <i>Happy Thanksgiving!</i> |
| ___/___ 7. Friday, Oct. 5: | ___/___ 14. Friday, Nov. 30: |
| ___/___ 8. Friday, Oct. 12: | ___/___ 15. Friday, Dec. 7: |

___/___ **8-Week Average*/Midterm grade**
**May drop lowest first-half grade*

___/___ **15-Week Average*/Final grade**
**May drop 2 lowest grades of 15*

Midterm Grade _____

Final Grade _____

**II. PUBLIC JOURNALISM PROJECT (25%)
AND PUBLIC FORUM**

Reflective Paper: 1-page typed, double-spaced

Deadline: Sept. 17

Contents:

- Contributions to Constitution Day public forum and advance work
- Debriefing on lessons learned: Were we “bowling alone?”

Grade _____ (Final grade for this segment a key to Midterm Grade)

III. TEXTBOOK SUMMARIES AND MOCK DEBATES (25%)

Book Summaries (Point-Support-Elaboration): In-class reports.

BA, **deadline Sept. 26** for first draft, make corrections within the next week.

WF, **deadline Sept. 28** for first draft, make corrections within the next week.

WB, **deadline Oct. 1** for first draft, make corrections within the next week.

CTPJ, **deadline Oct. 3** for first draft, make corrections within the next week.

III. TEXTBOOK SUMMARIES AND MOCK DEBATES (Cont'd)

Great Debates

Time and date for your role in the Great Debates in class, in which you will assume the role of a current candidate or a historical figure, will be determined by a joint agreement. The debates will occur mostly in the first half of the semester and before Election Day.

Grade _____ (Midterm evaluation)

Book Summaries (Point-Support-Elaboration):

GC, **deadline Oct. 8** for first draft, make corrections within the next week.

Young Voters: History, Research, **deadline Oct. 12** for first draft, make corrections within the next week.

Chapter summaries. as assigned. You will volunteer to analyze a chapter in one of the required textbooks and do a 3-minute presentation based on it for the class. Guidelines will be provided separately, and topics and deadlines to be determined by joint agreement in the second half of the course.

Grade _____ (Final grade for this segment)

IV. RESEARCH PAPER (25%)

12-Segment Paper at least 10 pages typed, double-spaced (possible Kaleidoscope manuscript), includes appendix with journal entries and headline log.

Deadlines: Oct. 5 for first draft, **Oct. 19** for second draft, **Nov. 16** for third draft.

Contents:

See syllabus outline based on Kaleidoscope guidelines.

Grade _____ (Final grade for this segment a key to Final Grade)