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SEP 13 2013

OFFICE OF THE  
SENATE COUNCIL

## Course Information

Date Submitted: 10/15/2012

Current Prefix and Number: HON - University Honors Program , HON 252 - HONORS IN ARTS & CREATIVITY: (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 IMAGINATIVE ENDEAVOR

Proposed Title: THE WORLD AS IMAGINATIVE ENDEAVOR

c. Current Transcript Title: THE WORLD AS IMAGINATIVE ENDEAVOR

Proposed Transcript Title: THE WORLD AS IMAGINATIVE ENDEAVOR

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 creative process and its products and results are the focus of these Honors courses, and include but are not limited to, visual, verbal, musical, spatial, or kinesthetic forms of expression. Readings and final projects vary at the discretion of the faculty.

Proposed Course Description for Bulletin: The creative process and its products and results are the focus of these Honors courses, and include but are not limited to, visual, verbal, musical, spatial, or kinesthetic forms of expression. Readings and final projects vary at the discretion of the faculty.

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|BCWITH2|Benjamin C Withers|Dept approval for ZCOURSE\_CHANGE HON 252|20121015

SIGNATURE|DOLPH|Randolph Hollingsworth|College approval for ZCOURSE\_CHANGE HON 252|20121015

SIGNATURE|JMETT2|Joanie Ett-Mims|Undergrad Council approval for ZCOURSE\_CHANGE HON 252|20130318

Courses	Request Tracking
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### Course Change Form

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

[Open in full window to print or save](#)

Generate R

**Attachments:**

Upload File

ID	Attachment
<a href="#">Delete</a> 1900	<a href="#">HON 252 syllabus Revised.doc</a>

Select saved project to retrieve...

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

<b>Current Prefix and Number:</b>	HON - University Honors Program HON 252 - HONORS IN ARTS & CREATIVITY: (SR)	<b>Proposed Prefix &amp; Number:</b>	
* What type of change is being proposed?		<input checked="" type="checkbox"/> Major Change <input type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, except 799 is the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does change in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s) <input type="checkbox"/> 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			
<b>1. General Information</b>			
a. Submitted by the College of: Undergraduate Education		Submission Date: 10/15/2012	
b. Department/Division: Honors Program			
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? Select...			
e.* * Contact Person Name: Meg Marquis		Email: memarq0@email.uky.edu Phone: 257-3111	
* Responsible Faculty ID (if different from Contact) Ben Withers		Email: bwithers@uky.edu Phone: 257-3111	
f.* Requested Effective Date:		<input type="checkbox"/> Semester Following Approval	OR Specific Term: <sup>2</sup> Spring 2013
<b>2. Designation and Description of Proposed Course.</b>			
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 <u>unless</u> the department affirms (by checking this box ) that the proposed change affect DL delivery.			
b. Full Title:		Proposed Title: *	THE WORLD AS IMAGINATIVE ENDEAVOR
			THE WORLD AS IMAGINATIVE ENDEAVOR
c. Current Transcript Title (if full title is more than 40 characters):		THE WORLD AS IMAGINATIVE ENDEAVOR	

c. Proposed Transcript Title (if full title is more than 40 characters):		THE WORLD AS IMAGINATIVE ENDEAVOR			
d. Current Cross-listing:	<input checked="" type="checkbox"/> N/A	OR	Currently <sup>2</sup> Cross-listed with (Prefix & Number):	none	
Proposed – ADD <sup>2</sup> Cross-listing (Prefix & Number):					
Proposed – REMOVE <sup>3,4</sup> Cross-listing (Prefix & Number):					
e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours <sup>5</sup> for each meeting pattern					
Current:	Lecture	Laboratory <sup>2</sup>	Recitation	Discussion	Indep. Stud
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other Please explain: 3 seminar (form w		
Proposed: *	Lecture	Laboratory <sup>2</sup>	Recitation	Discussion	Indep. Stud
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar 3	Studio	Other Please explain:		
f. Current Grading System:	ABC Letter Grade Scale				
Proposed Grading System:*	<input type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input type="radio"/> Graduate School Grade Scale				
g. Current number of credit hours:	3	Proposed number of credit hours:*	3		
h.* Currently, is this course repeatable for additional credit?					<input type="radio"/> Yes <input checked="" type="radio"/> N
* Proposed to be repeatable for additional credit?					<input type="radio"/> Yes <input checked="" type="radio"/> N
If YES:	Maximum number of credit hours:	6			
If YES:	Will this course allow multiple registrations during the same semester?	<input type="radio"/> Yes <input checked="" type="radio"/> N			
i. Current Course Description for Bulletin:	The creative process and its products and results are the focus of these Honors courses, and include but are not limited to, visual, verbal, musical, spatial, or kinesthetic forms of expression. Readings and final projects vary at the discretion of the faculty.				
* Proposed Course Description for Bulletin:	The creative process and its products and results are the focus of these Honors courses, and include but are not limited to, visual, verbal, musical, spatial, or kinesthetic forms of expression. Readings and final projects vary at the discretion of the faculty.				
j. Current Prerequisites, if any:	Prereq: Membership in Honors				
* Proposed Prerequisites, if any:	Prereq: Membership in Honors				

k.	Current Supplementary Teaching Component, if any:	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both
	Proposed Supplementary Teaching Component:	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input type="radio"/> No Change
3.	Currently, is this course taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
*	Proposed to be taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES, enter the off campus address:	
4.*	Are significant changes in content/student learning outcomes of the course being proposed?	<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES, explain and offer brief rationale:	
5.	Course Relationship to Program(s).	
a.*	Are there other depts and/or pgms that could be affected by the proposed change?	<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES, identify the depts. and/or pgms:	
b.*	Will modifying this course result in a new requirement <sup>7</sup> for ANY program?	<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES <sup>7</sup> , list the program(s) here:	
6.	Information to be Placed on Syllabus.	
a.	<input type="checkbox"/> Check box if changed to 400G or 500.	If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) est. different grading criteria in the course for graduate students. (See SR 3.1.4.)

<sup>7</sup> See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will appropriate academic Council for normal processing and contact person is informed.

<sup>8</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>9</sup> Signature of the chair of the cross-listing department is required on the Signature Routing Log.

<sup>10</sup> Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

<sup>11</sup> Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting gene least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

<sup>12</sup> You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

<sup>13</sup> In order to change a program, a program change form must also be submitted.

Submit as New Proposal    Save Current Changes

**HON 252-001: THE WORLD AS IMAGINATIVE ENDEAVOR**  
SUBTITLE: iSTORYTELLING & PUBLISHING

SPRING 2013

TR 9:30-10:45 a.m.

UK CORE:

ROOM 004B LCLI

*Intellectual Inquiry in Arts and Creativity*

**Any questions?** Please remember our motto: "*If you're stuck, call Buck*"

Your Honors Professor . . .

**BUCK RYAN**

**DIRECTOR, CITIZEN KENTUCKY PROJECT**

**SCRIPPS FIRST AMENDMENT CENTER**

OFFICE: 134 EGJ (GREHAN JOURNALISM 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

. . . With Instructor

**DAVID STEPHENSON**

**PHOTO ADVISER, KENTUCKY KERNEL**

OFFICE: 040 EGJ (GREHAN JOURNALISM BUILDING)

CELL PHONE: (859) 321-4975

EMAIL: [david@davidstephenson.com](mailto:david@davidstephenson.com)

**WELCOME**

This experimental new Honors Program course in the Social Sciences focuses on creativity, a slippery but fun topic we will explore through readings, videos, critiques, reflective papers, and, most importantly, your individual creations and our team creative project. In the end we hope to generate more than one entry into the university's Oswald Award Program intended to promote creativity in all fields of study.

The course fulfills the stated goals of the Honors Program to offer a course on "the creative process and its products and results" that includes (but is not limited to) "visual, verbal, musical, spatial or kinesthetic forms of expression."

It also fulfills a requirement of the UK Core for "intellectual inquiry in arts and creativity." As the university expects: "Students will personally perform, produce, fabricate or generate an artifact or artifacts that demonstrate their engagement with the creative process (e.g. an object, product, installation, presentation, record of a performance, etc.) either as an individual or as part of a collaborative."

The inspiration for the course was the creative ways that the iPhone, the iPad and the iBook have changed the way we think about publishing (thus, the subtitle "iStorytelling and Publishing"). In particular, these new technologies have created a revolution within the field of journalism. We will learn to use these tools to engage in our own creative experimentation with journalistic storytelling, then measure the results of our impact with readers on campus and beyond. In so doing, we will begin to envision an "out-of-the-box" journalism of the future.

— 1 —

**WELCOME** (cont'd)



Why the focus on journalism? Three reasons: First, creativity must have value, so sitting around and being "creative" is not as valuable as using the creative process to produce a product (news story, photo, video, multimedia story) and measuring the results on an audience. Second, the university is committed to engaging students in self-reflection that leads to an understanding of civic duty. Journalism affords you the opportunity to contribute to the public good. Three, it is a field that provides the opportunity to explore a historical perspective on design and artwork (photos and illustrations) and their impact on readers.

We have lofty goals, but starting today, you can add a new credential to your resume: journalist. By the end of the semester, you will be able to add another resume item about your role in producing a documentary.

Welcome, all you creative people! Let's get started.

### **COURSE OVERVIEW: HONORS PERSPECTIVE**

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 UK Core: Intellectual Inquiry into Social Sciences, as well as those specific to the Honors Program, with its goal to 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**

These are the UK Core learning outcomes and course objectives that we will address through the lens of journalism:

1. **Define and distinguish different approaches** (historical, theoretical, and methodological issues) to "**creativity**" as appropriate to disciplinary practices specific to the subject, medium, or approach that informs the course.
2. Apply the **logic, laws, or constraints** of the area of study (e.g. "out of the box" thinking, or the masterful, elegant treatment of given rules or forms).
3. Demonstrate the **ability to critically analyze work** produced by other students in this course and in co-curricular events using appropriate tools. These analyses should utilize relevant information resources to incorporate historical, theoretical, and/or cultural factors.
4. **Evaluate results** of their own creative endeavors and, using that evaluation, **reassess and refine** their work.

### **FRINGE BENEFITS**

By the end of the course, students will:

- Increase their **confidence in writing** professionally, especially writing creatively.
- Expand their knowledge of **creativity** and **visual literacy**.
- Develop **freelance journalistic skills** to supplement incomes in college and after graduation.
- Do the public good, demonstrating the skills and knowledge of **good citizenship** from a journalist's perspective. We want you to graduate from UK as a good citizen!

### **SEMESTER OUTLINE: A QUICK SKETCH**

The course, which will include **lecture, lab and field work**, is segmented into six interconnected parts, divided roughly into three first-half segments focused on skills and knowledge (**January to early March**) and three second-half segments focused on portfolio work (**early March to late April**).

#### **I. SETTING SAIL**

One-on-one Friday meetings: Setting personal goals/review grading rubrics

Twice-weekly creative journal entries: **4 p.m. email deadline on TR**

Overview of scholarship on creativity

Reflective paper: Begin exploring "What Is Creativity?" then "When Creativity Hits Reality"

#### **II. OUTLETS FOR CREATIVITY**

Meet the staff: Kernel and Kentuckian

Creating a blog

Setting up your YouTube channel

Leveraging Facebook and Twitter accounts

#### **III. SHARPENING THE TOOLS**

Principles of photography and photojournalism

Working with ReelDirector

Harrower and WB summaries (WB begins with What?!, zingers)

Writing, Photo and Design Workshops

Maestro Concept

#### **IV. DIVING IN**

Kernel shadowing: reporters and photographers

Getting an assignment!

Kentuckian opportunities

#### **V. TEAM BRAINSTORMING**

KET documentary, "Ballot Bomb: Exploring the Young Voter Explosion"

Music, visuals, acting/skit ("new" Gangnam style), promo

#### **VI. DEBRIEFING**

Reflective paper: Conclude with lessons learned as in "Now I Know, Creativity Is . . ."

### **REQUIRED**

1. **Inside Reporting: A Practical Guide to the Craft of Journalism**, Tim Harrower, McGraw-Hill, New York. Used first or second editions OK. (Third Edition, 2013).
2. **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.*

3. 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 for the Class Participation segment 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](mailto: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: Inside and Out (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 will be assigned a “Daily Workout” for each class to submit on e-mail by 4 p.m. each Tuesday and Thursday. These twice-weekly creative journal entries may serve a dual role as postings for your blog. The main purpose of the DW, however, is to update your professor on your progress with various assignments and to demonstrate your creative writing skills, as taught by Writing Baby. The format for each entry is to write a 1-3-5 summary (See WB, p. 4) and to open with the zinger of the day (See WB, p. 5) as listed in the weekly course outline. On a particular day, the professor may ask you to add something else to your entry, so take good notes. 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.

**(Learning Outcome No. 2)**

*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 Tutorials (25 percent)**

You will be asked to summarize chapters from Harrower and Writing Baby, including workouts, that you will use to create “A Rookie Journalist’s Survival Kit” as a primer for you before you jump formally into the world of publishing. Also, you will be assigned a series of tutorials, usually from online sites such as YouTube or News University. You’ll add summaries of those tutorials to your survival kit, which will also serve as a resource for creating rubrics to assess the quality of your own work and the work of classmates. (Learning Outcomes No. 3 and No. 4)

### **Portfolio of Published (and non-Published) Work (25 percent)**

You will keep a portfolio of assignments where you individually create something or, as a team member, you contribute something substantially to a collective project. This portfolio will be kept in the form of a **blog**, which will allow you not only to display your work (photos, 30-second ReelDirector pieces, multimedia storytelling, Kernel or Kentuckian articles, et al.) but also reflect on the experience of creativity. A blog post can be easily turned into a Facebook entry or tweet on Twitter when you wish to promote your work and encourage comment on it. Those comments will be essential to your assessment of the results and impact of your creativity.

(Learning Outcome No. 4)

### **Reflective Paper (25 percent)**

You will assemble piece by piece, through a series of short assignments, a reflective paper on creativity, including historical, theoretical and methodological dimensions.

(Learning Outcome No. 1)

### **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. *In general, you are encouraged to work in teams, but you must always deliver your own original work.* 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:

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.

## GETTING STARTED

- **BUY COPY OF WRITING BABY:** Read pp. 4-5 and study to complete DW#1 email.
- **DUE BY 4 P.M. TODAY:** Your creative journal entry, known as DW#1, which is an email update sent to the professor ([buck.ryan@uky.edu](mailto:buck.ryan@uky.edu)), always in the same format:

*Straight email, no attachment.*

Subject line: **HON 252/DW#/Your Name**

**First line of email:** Your name and your cell phone number

**Second line of email:** Your "1," or a clever opening line using a zinger (simile for DW#1). For details on writing a simile zinger, read "The Zinger Factory" in *Writing Baby*, p. 5.

**Third line of email:** Your "3," or nut graph, a one-sentence or -paragraph summary of your first impressions of today's class. See if you can write a three-part nut graph including the three most valuable insights, comments or questions. For details on how to write a nut graph, read "The What?! Approach" in *Writing Baby*, p. 4.

**Fourth line of email:** Your "5," or echo, a one-sentence closing line that echoes your opening line. For details on how to write an echo, read "The What?! Approach" in *Writing Baby*, p. 4.

- **FRIDAY ONE-ON-ONE:** See you in the Kernel photojournalism office, Room 040 EGJ, in the journalism office for your first 10-minute huddle. **Bring a highlighted, marked-up version of this syllabus** and a list of any questions. Mark your time from the signup sheet and don't forget!

- **FOR TUESDAY:** Read *Harrower, Chapter 1*, and *WB, Chapter 1*. Bring both books to class. Read *HON 252 Writing Guidelines*. Read blog assignment and prepare for a brainstorming session on how you will complete this project, step by step. **Final deadline: Tuesday, Feb. 26.**

## HON 252-001: THE BLOG ASSIGNMENT

*“Put it before them briefly so they will read it, clearly so they will appreciate it, picturesquely so they will remember it and, above all, accurately so they will be guided by its light.”*

—Joseph Pulitzer

### ASSIGNMENT OVERVIEW

This assignment is a 1-2 punch: First, create a blog, if you do not already have one, and second, turn your pursuit of a dream job into illustrated blog items, starting with photos and punctuated by visuals at key points along the way. **Focus on your Dream Job, whether or not that is journalism-related.** Tips for this exercise focus on journalism, for obvious reasons, with advice to visit a site like “journalismjobs.com.” If your focus is not journalism, that’s fine. It can be anything; you’ll just need to do a little more work to find equivalent websites for your chosen profession.

Journalists create blogs to offer opinions that add insights to their news coverage and generate comments from readers. These blogs differ from their news coverage, just as news is different from opinion. Your first assignment is to create a blog—or to add to an existing blog this semester—to show that you can generate comments from others about your interesting opinions. This is an opportunity for you to make a name for yourself in a way that might help you achieve your dream job. It’s also a great chance to practice the fine art of editorial writing.

Pick a topic for your blog that relates to your dream job: science, medicine, sports, politics, education, fashion, music, whatever lights your fire. The blog will mostly be a chronicle of your pursuit of a dream job. So use your blog to think out-loud about possibilities and feel free to reach out for help and advice from fellow bloggers, including your classmates. You will write a “**This I Believe Essay**” about who you are and what you aspire to be.

Begin with an inspirational picture, preferably one that you took yourself, certainly one you have permission to use, and definitely not one where using it is a copyright infringement. Then punctuate your essay visually as you move along with key points. For free images and lessons in copyright, turn to: <http://search.creativecommons.org/>

As part of your dream job pursuits, you will write or update your resume, draft a cover letter pitching yourself to a prospective employer or important contact, set up an interview with that person or someone else who can help you professionally, and write a thank you note. The resume, cover letter and thank you note, as well as a reflection on lessons learned, will be added as an appendix to printouts of your blog.

Here’s what we mean when we say “pursuit of your dream job”: Apply and interview for something good—a job, an internship, a scholarship, a shadowing opportunity, an EXP 396 internship, whatever—with a resume and a cover letter. Then write a follow-up thank you letter to the person you interviewed with. Then reflect on lessons learned from the experience, including what you found from online resources.

For advice on how to succeed with this assignment, you will need to consult with online sources as well as Harrower Chapter 6 (Writing editorials and columns and Writing reviews) and Chapter 8 (Online reporting). You will warm up by reading and analyzing some legendary editorial writers and studying the “**This I Believe Essay-Writing Guidelines**” posted at: <http://thisibelieve.org/guidelines/>

The Harrower book itself offers a model for launching storytelling through visuals, as each chapter section tends to begin with picture-word combinations.

**Frank Church**

*Yes, Virginia, there is a Santa Claus*

The Sun of New York, September 21, 1897

<http://www.newseum.org/yesvirginia/>

<http://www.youtube.com/watch?v=jd-x-tLSY2w> (cartoon)

**William Allen White**

*Mary White*

Emporia Gazette, May 17, 1921

<http://www.journalism.ku.edu/school/waw/writings/waw/newspaper/editorials/marywhite.html>

As a warm-up to your pursuit of a dream job, here are several links and background information:

**GENERAL ADVICE**

Resume

<http://www.wikihow.com/Make-a-Resume>

Cover Letter

<http://www.wikihow.com/Write-a-Cover-Letter>

Interviewing Tips

<http://www.bls.gov/oco/oco20045.htm>

<http://career-advice.monster.com/job-interview/careers.aspx>

Follow-up Letter

<http://career-advice.monster.com/job-interview/following-up/follow-up-letter-after-phone-call/article.aspx>

**JOURNALISM ADVICE**

Overview Site for Journalism:

<http://www.journalismjobs.com/>

Job Hunting Tips:

<http://mia-carter.suite101.com/how-to-get-a-job-as-a-journalist-a62797>

Salaries:

<http://www.journalismjobs.com/salaries.cfm>

Where to Work:

<http://www.journalismjobs.com/resources.cfm>

**EXP 396 OPTION**

The Experiential Education Office is in the James W. Stuckert Career Center if you wish to sign up for an EXP 396 internship. Maybe you'll do EXP 396 next semester or, if you get a jump on this, maybe you can begin a 1-credit shadowing experience at a Dream Job location this semester. Here's the official line:

*\*EXP 396 EXPERIENTIAL EDUCATION. (1-12)*

*A community-based or field-based learning experience under the supervision of a faculty member. May be repeated to a maximum of 30 credits. Pass/fail with departmental permission required for letter grade. Prereq: Completion of Experiential Education Learning Contract and submission of contract to Career Center prior to course registration.*

Here's a link to help you get started:

<http://www.uky.edu/careercenter/students/internships>

James W. Stuckert Career Center

<http://www.uky.edu/CareerCenter>

408 Rose Street

Phone: 859 257-2746

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**ESSAY LENGTH AND CONTENT**

The topic of your essay, and a draft title, is:

### *This I Believe is My Dream Job*

Using the “This I Believe Guidelines,” you will write your essay in 350 to 500 words. If you would like to voice it, as a YouTube broadcast clip and provide a link on your blog, that’s cool, too. Look for visuals to punctuate points as you take readers through your insights.

#### **RATIONALE FOR ASSIGNMENT**

Bloggging is a way for you to make a name for yourself and, possibly, a way to underwrite the cost of your education. The key to success is to be interesting and to engage a community of followers who respect and enjoy your special insights on a topic near and dear to them and you. By all means, be creative!

#### **Q&A WITH THE PROFESSOR**

*Q: I’m scared to death—where should I begin?*

A: Relax, I feel your pain. First, do a Google search on “How to start a blog.” You’ll find a lot of advice and a few helpful articles, ranging from how to pick a topic to how to make money. Then watch a **YouTube clip**, “**Blooger.com | 5 Minute Blog Setup**,” a couple of times and after 10 to 15 minutes you’ll feel more confident.

*Q: Hey, wait: I’ve been blogging for years—in fact, I have more than one blog.*

A: OK, that’s cool. The key to this assignment is to add posts this semester and increase your comment count. You may want to spend your research time learning how to add new features or studying award-winning blogs for new ideas.

*Q: How many blog posts do I need to write to get full credit?*

A: Try **one a day for a week or so** and see what happens. The real measure of your success is not just what you write but how many people are paying attention and feel compelled to respond to what you say. Your goal is to build an audience, and the bigger the better.

*Q: What can I write about?*

A: Anything that relates, even remotely, to your dream job. My suggestion is to start thinking about how a blog might help you achieve your **dream job**. Imagine that someday you send your blog link to a prospective employer, and the boss says, “Hey, we need to hire that person!” Go with **your passion and your expertise**. Stop and brainstorm on a list of possible blog posts. If you can think of 15 story ideas in about 15 minutes, then you are on the right track. If you take an hour to come up with one or two, then change your topic to something you know and love.

*Q: What if I write a dozen blog posts and no one cares?*

A: First, congratulations on starting a blog in the first place. That counts for a lot. Second, you can still reflect on your lessons learned: Maybe you need to change your topic? Maybe the problem lies with your writing style? Try self-promotion: Link your blog to your Facebook or twitter accounts.

*Q: I’m really concerned about blowing this assignment and killing my grade. What do you think?*

A: Don’t worry, just follow the guidelines and do your best. And most importantly, start this assignment early—**don’t procrastinate**.

#### **FORMAT**

You will staple a two-page typed reflection (12-point single-spaced; double-space between sections) to printouts of your blog, especially the section with the illustrated essay. Add the **grade sheet as the last page** of the stapled package.

#### **I. Two-Page Reflection (40 points)**

Use this two-line heading:

00\_\_\_ **Opinion/Blog**                      **Date Submitted**                      **Your Name**  
**URL for blog** \_\_\_\_\_ **Comment count** \_\_\_\_\_

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#### **A. “How I Did It” Reflection: My Blog**

Tell us how you did it! Explain your experiences and your most important lessons learned about blogging and pursuing your dream job. Be sure to explain your Dream Job and **where you applied and with whom**.



**Top 3 Lessons/Blog:** Explain the three most valuable lessons you learned from your experience of as a blogger this semester.

**Top 3 Lessons/Dream:** Explain the three most valuable lessons you learned from your experience of applying and interviewing for something good. Be sure to reflect on how your resume and cover letter were received: any critique or advice on how to improve? Also what went well, or not so well, in the interview?

### B. Warm-up

Type these as **boldfaced subheads**:

List **five points** you learned about essay writing from the “**This I Believe**” guidelines.

Transcribe **two quotable lines from each** editorial writing legend—**Church and White**—and explain why you found those so instructive.

List **two citations from Harrower Chapter 6** and **two from Harrower Chapter 8** and explain why you found them valuable. Be sure to use HON 252 Writing Guidelines, No. 12.

### C. On Blogging

Type these as **boldfaced subheads**:

List **five online sources** you consulted to create or enhance your blog, and explain how you put that advice to work. Be sure to explain **at least one** source that helped you learn **how to make money** from your blog, either from Google ads or other sources.

Explain how you decided to use **visuals** for your blog, especially the one that highlights your **This I Believe** essay.

Explain what you learned about how to **generate comments**. Be sure to reflect on any comments you did receive.

### II. Illustrated Essay Printout (40 points)

Please print out your illustrated **This I Believe is My Dream Job** essay from your blog and place it under the write-up (A. “How I Did It” Reflection, B. Warm-up and C. On Blogging).

### III. Printouts of Other Blog Highlights (40 points)

Please print out the first few pages of your blog and any other key segments you wish to highlight and place them under the illustrated essay.

**IV. Your Resume (10 points):** Must be all true and verifiable. Don’t dream up credentials! Include three references.

**V. Cover Letter (10 points):** Must be addressed to a real person, applying for a real opportunity, and setting up a real interview this semester—not last summer or any other time.

**VI. Follow-up Thank You Letter (10 points):** Must be addressed to a real person who interviewed you this semester for a job, scholarship or some other opportunity.

*Grading note: 150 points maximum, zero points possible. Lose half credit (minus 75) for a misspelled name or a fact error. Points deducted for writing or editing mistakes, for writing too long, for lack of a stapled grade sheet or for a wrong heading. Double-check facts, rewrite, edit—don’t turn in your first draft.*

### CHECKLIST OF REMINDERS

### FINAL GRADE

#### MECHANICS

\_\_\_\_\_/150

Be sure to staple everything together with the grade sheet as the last page.

Put your name, section number and blog link URL on the top sheet (Reflection heading).

Use the proper boldfaced headings and subheads in your Reflection.

Type everything (12-point single-spaced; double-spaced between sections).

#### WRITING AND EDITING

Follow the “HON 252 Writing Guidelines” and use “Writing Baby,” especially The Fixionary.

In your Reflection, be sure to use direct quotes from the Harrower book and use citations like “(Harrower, Chapter 8, p. 162)” to show where you got the help.

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STAPLE THIS GRADE SHEET AS **LAST PAGE**  
AND WRITE YOUR NAME, PLEASE

NAME \_\_\_\_\_

**Opinion/Blog**

FINAL SCORE \_\_\_\_\_/150 POINTS

**OVERVIEW**

Typed with student's **name and section**, following format; includes this **grade sheet as the last page**; and is **stapled**?

Yes

No (minus 10 points)

#### Format

Typed (12-point) single-spaced items and double-space between items.

Two pages at most for Reflection.

Use this two-line heading at the top of first page:

00 \_\_\_\_\_ **Opinion/Blog** **Date Submitted** **Your Name**

**URL for blog** \_\_\_\_\_ **Comment count** \_\_\_\_\_

**WB Fixionary errors?**

No  Yes (minus 5 points each)

**I. Reflection's Content (40 points)**

**Any parts missing?**

No  Yes (minus 10 to 25 points each)

**A. "How I Did It" Reflection: My Blog**

Type these as **boldfaced subheads**:

Top 3 Lessons/Blog

Top 3 Lessons/Dream

**B. Warm-up**

Type these as **boldfaced subheads**:

List **five points** you learned about essay writing from the "**This I Believe**" guidelines.

Transcribe **two quotable lines from each** editorial writing legend—**Church and White**—and explain why you found those so instructive.

List **two** citations from **Harrower Chapter 6** and **two** from **Harrower Chapter 8** and explain why you found them valuable. Be sure to use HON 252 Writing Guidelines, No. 12.

**C. Blogging**

Type these as **boldfaced subheads**:

List **five online sources** you consulted to create or enhance your blog, and explain how you put that advice to work. Be sure to explain **at least one** source that helped you learn **how to make money** from your blog, either from Google ads or other sources.

Explain how you decided to use **visuals for your blog**, especially the one that highlights your journalism and democracy essay.

Explain what you learned about how to **generate comments**. Be sure to reflect on any comments you did receive.

**II. Illustrated Essay Printout (40 points)**

Please print out your illustrated **This I Believe is My Dream Job** essay and place it under the Reflection.

**III. Printouts of Other Blog Highlights (40 points)**

Please print out the first few pages of your blog after the essay and any other key segments.

**IV. Resume (10 points)**

Must be all true and verifiable. Don't dream up credentials! Include three references.

**V. Cover Letter (10 points)**

Must be addressed to a real person, applying for a real opportunity, and setting up a real interview this semester—not last summer or any other time.

**VI. Follow-up Thank You Letter (10 points)**

Must be addressed to a real person who interviewed you this semester.

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## HON 252 WRITING GUIDELINES

Subtitled, "A 12-Step Program to End Winging It"

By Buck Ryan

*Slow down, focus on every letter, every word and every piece of punctuation, and give yourself time to edit. In other words, don't wing it! Never submit first drafts for a grade.*

KILLER MISTAKES

**No. 1: Names.** Always double-check the spelling of names of people (Jon Stewart, not John), places (Colombia the Latin nation, not Columbia) and things (Lexington Herald-Leader, note the hyphen). Start with the names of your required textbooks and the authors. Every letter and word counts.

GRADING NOTE: A misspelled name is a “killer mistake,” meaning you can **lose half credit** for one mistake: 5 points, 50 points, 75 points, whatever is half credit for an assignment.

**No. 2: Facts.** Always double-check titles (editor, not publisher), dates (1690, not 1960) and other facts (Watergate is synonymous with the Washington Post, not the New York Times).

GRADING NOTE: A fact error is a “killer mistake,” meaning you can **lose half credit** for one mistake: 5 points, 50 points, 75 points, whatever is half credit for an assignment.

#### EMBARRASSING MISTAKES

**No. 3: Spelling.** It’s “adviser,” not advisor; “definitely,” not definately; “professor,” not proffesor; “canceled,” not cancelled; “grammar,” not grammer—you get the idea. Every letter counts and we’ll use “preferred spelling,” meaning the way words are listed in the AP stylebook or its companion dictionary. Pros check the stylebook first for spelling. Writing Baby can help, too.

GRADING NOTE: A spelling error is an “embarrassing mistake,” meaning you may lose 10 points.

**No. 4: Commas, semicolons, hyphens: Watch your punctuation!** You’re expected to know how to use commas, semicolons, hyphens, dashes and quotation marks (double or single). You’ll save yourself trouble by increasing the number of periods to keep your sentences short. Jump right to Writing Baby’s segments on punctuation and get the rules down cold.

So remember our style:

Write “red, white and blue” and “He came, he saw and he ran” (only one comma and no comma before the “and.”)

Use a semicolon to join two sentences (“Congress passed the bill; the president vetoed it.”), not a comma.

Use a hyphen for compound modifiers (“the two-ton truck”), not a dash.

Use a dash for emphasis—like this (not one hyphen like this - or even two hyphens like this --).

Use double quotation marks unless you have single quotation marks within double quotation marks (like this: “Do you mean ‘I can’ or ‘I may’?”)

GRADING NOTE: A punctuation error is an “embarrassing mistake,” meaning you may lose 10 points.

**No. 5: “They” and “them.”** Don’t say, “I went to the newspaper and they told me . . .,” when you mean “I went to the newspaper and the editors told me . . .” You can’t use a “they” until you have explained the people first. A variation of the error is, “I went to the newspaper and talked to them.” Who’s “them”? And don’t say “they” (plural) when you mean “it” or “he or “she” (singular). Don’t say, “The Kernel does what they please.” Say, “The Kernel does what it pleases.” Don’t say, “Everyone gets what they deserve.” Say, “Everyone gets what he or she deserves” or “People get what they deserve.”

GRADING NOTE: A usage error is an “embarrassing mistake,” meaning you may lose 10 points.

**No. 6: “Its” or “it’s”** Always stop and ask, “Do I mean ‘it is’ or ‘it has’?” If not, the possessive “its” is what you want.

GRADING NOTE: A grammar error is an “embarrassing mistake,” meaning you may lose 10 points.

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**No. 7: “There,” “their” or “they’re.”** Don’t say “there food” when you need the possessive “their.” And, of course, “they’re” means “they are.” “There” is fine as an adverb showing where: “The horses are over there.”

GRADING NOTE: A grammar error is an “embarrassing mistake,” meaning you may lose 10 points.

**No. 8: Parallel construction.** If you say, “a dog, a cat and a mouse,” then you have parallel construction; likewise, “I like to run, to jump and to climb mountains.” See the “a, a, a” and “to, to, to”? Those words keep the writing construction “parallel.” See Writing Baby, Chapter 2, Rules for Good Writing for details, but in general stop when you write “and,” then check for parallel construction.

GRADING NOTE: A grammar error is an “embarrassing mistake,” meaning you may lose 10 points.

**No. 9: Starting sentences with “There” or “It,” or clauses with “who is” or “which (that) was.”** If your sentence starts with “There are” or “There were,” stop and see if you can rewrite it. “There are several career options for me” becomes “I have several career options.” The same goes for sentences beginning with “It is” or “It was.” So “It is hard to edit” becomes “Editing is difficult.”

If you start a clause with the pronouns “who,” “which” or “that,” stop and see if you can tighten your writing by eliminating the clause:

□ “Buck Ryan, who is a journalism professor, said ...” can become “Buck Ryan, a journalism professor, said ...” or “Journalism professor Buck Ryan said ...”

□ “The company, which is operated by an international partnership, filed for bankruptcy” can become “The company, operated by an international partnership, filed for bankruptcy.”

□ “The rules that are intended to stop bullying” can become “The rules intended to stop bullying.”

GRADING NOTE: Lack of tightening is an “embarrassing mistake,” meaning you may lose 10 points.

**No. 10: Trim “in order to.”** Always omit needless words and this is a flabby phrase to target. Don’t say, “In order to finish early ...” Make it “To finish early ...,” Say, “I must work hard to succeed,” not “I must work hard in order to succeed.”

GRADING NOTE: Lack of tightening is an “embarrassing mistake,” meaning you may lose 10 points.

#### TEDIOUS MISTAKES

**No. 11: Numerals.** AP style generally means spell out one to nine, then use 10, 11, 12 and so on unless you start a sentence with a number, such as “Twenty-five people attended the picnic.”

Thousands take commas (1,200, not 1200 unless you’re dealing with addresses). The main exceptions to the under-10 rule involve ages (the 9-year-old), temperatures (9 degrees) and headlines (9 killed in bombing).

GRADING NOTE: A style error is a “tedious mistake,” meaning you may lose five points.

**No. 12: Put commas or periods inside quotation marks and use our style (not APA or MLA) for format and citations.** Our style is AP with “local style” for points not covered by the stylebook. Note the punctuation when you put attribution at the first break like this: “Use these guidelines often,” the professor said, “and you’ll save your grade.”

For citations from our textbooks, use “(Harrower, Chapter 5, p. 108)” after a full quotation to indicate where we could find the information you are citing. So it might look like: In a typical day in America, “ordinary folks suffer from a lack of reliable information,” Harrower says. “What they don’t know can hurt them (Harrower, Preface, p. 2).”

GRADING NOTE: A local style error is a “tedious mistake,” meaning you may lose five or more points depending on how much extra work is involved for your paper grader.

### **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.

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### **OVERVIEW OF ASSIGNMENTS (Cont'd)**

The forum on young voters is scheduled to be produced as a live webcast by Wildcat Student TV, and, if we have a few skilled students in the class, the video might be edited 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 1960s. 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 middle of the 20<sup>th</sup> 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

### **Learning Outcome E: Research Paper**

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.

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### **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, the Louisville Courier-Journal and national newspapers. 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](http://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.

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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 two of Kentucky's larger professional newspapers, the Herald-Leader and the Courier-Journal. 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 (TE) or public journalism (PJ).

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](mailto: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 252/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.

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### **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, YEAH! (Aug. 22 to Sept. 17)**

We begin with a deadline: Create a successful civic education forum for UK on Monday, Sept. 17, 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. Brainstorming on Constitution Day: create assignments. Review five required textbooks. Set up time for chat with prof on Thursday about the syllabus. 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 Writing Baby, Chapters 1 and 2: Read these before class. 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.

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### *Happy Labor Day!*

\_\_\_\_ 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 prep for Monday. JE#10 e-mail by 4 p.m.

\_\_\_\_ 11. **Monday, Sept. 17:** Constitution Day: 11-12:30 on Main Building lawn. JE#11 e-mail by 4 p.m.

## **SECTION II: HISTORY & TEXTBOOKS (Sept. 19 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. In this segment we will address **Learning Outcomes A & B: Understanding differences (LO A&B)** and **Learning Outcome C: Historical, societal and cultural contexts (LOC)** with a series of small individual and team assignments.

\_\_\_\_ 12. **Wednesday, Sept. 19:** 1-page debriefing paper on Constitution Day due. 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? **LO A&B** assignments for teams with deadlines. JE#13 e-mail by 4 p.m.

\_\_\_\_14. **Monday, Sept. 24:** Bowling Alone (BA) analysis paper due. 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:** Good Citizen (GC) 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. **LOC** assignments for teams with deadlines. 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.

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### 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)**, the **Louisville Courier-Journal (C-J)** and national papers. 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. In this segment we will address with a series of small individual and team assignments. In this segment we will address **Learning Outcome D: Change over time, civic engagement (LOD)** with a series of small individual and team assignments.

\_\_\_\_19. **Friday, Oct. 5: Research paper, first draft, due.** In-class editing session with a focus on **Learning Outcome D**. Prep for watching presidential debate at 8 p.m. from University of Denver. **Begin headline log using code book.** JE#19 e-mail by 4 p.m.

\_\_\_\_20. **Monday, Oct. 8:** 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:** Prep to watch VP debate at Centre College (8 p.m. Thursday, Oct. 11) 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:** Prep to watch presidential debate (8 p.m. Tuesday, Oct. 16). 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:** Prep to watch presidential debate tonight! 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.

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\_\_\_\_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*

\_\_\_\_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)

In this segment we will wrap up **Learning Outcome E: Research paper**, so we need to agree on what we discovered in our class research project. Our findings will also help us 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 understand 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 the 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.

\_\_\_\_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 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: No final during Finals Week!

# HON 252-001 STUDENT PROFILE SHEET

SPRING 2013

NAME \_\_\_\_\_ NICKNAME (if any) \_\_\_\_\_

AGE \_\_\_\_\_

FRESHMAN? Check \_\_\_YES \_\_\_NO

HOMETOWN \_\_\_\_\_

CAMPUS ADDRESS

HOME ADDRESS

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

PHONE (\_\_\_\_) \_\_\_\_\_

EMAIL \_\_\_\_\_

**REFLECTION:** *And now, a brief creative story . . .*

*What is creativity?*

*What is the **most creative thing** you have ever done?*

*How was that creative act received—**what were the results?***

## **BONUS QUESTION**

*Why did you decide to take **HON 252-001** on *iStorytelling and Publishing*?*

**HONORS BOOK DISCUSSION GUIDE**  
WITH BUCK RYAN

**AUG. 21, 2012**

NAME \_\_\_\_\_ NICKNAME (if any) \_\_\_\_\_

AGE \_\_\_\_\_

FRESHMAN? Check \_\_\_YES \_\_\_NO

HOMETOWN \_\_\_\_\_

CAMPUS ADDRESS

HOME ADDRESS

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

PHONE \_(\_\_\_\_) \_\_\_\_\_

EMAIL \_\_\_\_\_

**NARRATIVE:** *And now,  
a brief story of your life . . .*

- What's most interesting about you?*
- What's your dream job?*
- What is the most valuable lesson you learned from Thomas S. Kuhn's **The Structure of Scientific Revolutions?***

**WELCOME  
TO  
CITIZEN  
KENTUCKY!**

**BUCK RYAN**

Director, Citizen Kentucky Project  
Scripps Howard First Amendment Center  
University of Kentucky

[buck.ryan@uky.edu](mailto:buck.ryan@uky.edu)

859.230.4201

**DIAGNOSTIC TEST  
ELECTION 2012**

*No name, please!*

- \_\_\_ 1. Which presidential candidate supports raising taxes on income over \$250,000?
  - a. President Barack Obama
  - b. Gov. Mitt Romney
  - c. Both
  - d. Neither
  
- \_\_\_ 2. Mitt Romney was the governor of which state?
  - a. Massachusetts
  - b. Utah
  - c. Michigan
  - d. Texas
  
- \_\_\_ 3. Mitt Romney was the CEO of which of these companies?
  - a. American Motors
  - b. Bain Capital
  - c. Google
  - d. Sears
  
- \_\_\_ 4. Who is the current vice president of the United States?
  - a. Joe Biden
  - b. John Boehner
  - c. Hillary Clinton
  - d. Dick Cheney
  
- \_\_\_ 5. Which presidential candidate is PRO-LIFE, that is, supports restricting access to abortion in most cases?
  - a. President Barack Obama
  - b. Gov. Mitt Romney
  - c. Both
  - d. Neither
  
- \_\_\_ 6. Which presidential candidate supports allowing many illegal immigrants who were brought to the U.S. as children to remain in the country?
  - a. President Barack Obama
  - b. Gov. Mitt Romney
  - c. Both
  - d. Neither
  
- \_\_\_ 7. Which presidential candidate opposes allowing gays and lesbians to marry legally?
  - a. President Barack Obama
  - b. Gov. Mitt Romney
  - c. Both
  - d. Neither
  
- \_\_\_ 8. The Republican Party currently has a majority of seats in:
  - a. The Senate
  - b. The House of Representatives
  - c. Both the House and Senate
  - d. Neither the House nor the Senate



- \_\_\_\_ 9. Who is the Chief Justice of the U.S.?  
a. Stephen Breyer  
b. William Rehnquist  
c. Harry Reid  
d. John Roberts
- \_\_\_\_ 10. What state did Barack Obama represent in the U.S. Senate before he became president?  
a. Hawaii  
b. Illinois  
c. New York  
d. Texas
- \_\_\_\_ 11. What does the term "super PAC" refer to?  
a. A Congressional committee on the budget deficit  
b. A group able to accept unlimited political donations  
c. A popular video game for smartphones  
d. Government cleanup projects at hazardous waste sites
- \_\_\_\_ 12. Read the 14 statements below, then mark an answer that most closely reflects your view.  
a. All these statements are correct.  
b. Most, but not all, of these statements are correct.  
c. About half of these statements are correct.  
d. Far less than half of these statements are correct.  
e. All these statements are wrong in at least one way.

### **1. On diversity**

Asians, not Hispanics, are now the leading class of immigrants to the U.S. About 430,000 Asian immigrants arrived in the U.S. in 2010, compared to about 370,000 of Hispanic origin. An influx of educated Asians meets demand for science and engineering talent: Asian students earn 45 percent of engineering Ph.D.s awarded in the U.S. despite being only 5.6 percent of the population.

### **2. On food stamps**

One in seven Americans, more than 46 million, now rely on food stamps. The program now consumes 2 percent of the federal budget, or \$78 billion in fiscal 2011.

### **3. On the federal deficit:**

In every second of 2011, the government spent \$114,253 while taking in only \$73,043 in revenue. That means in each second, the federal government spent \$41,210 that it didn't have. Divided among every man, woman and child in the U.S., the 2011 deficit amounted to \$4,158.

### **4. On the corporate tax rate:**

The United States has the world's highest corporate tax rate at up to 35 percent. Japan recently lowered its corporate tax rate to 30 percent.

### **5. On education:**

America spends an average \$10,995 in public dollars on each U.S. elementary and secondary student, but other countries spend less to get better reading, math and science test scores. Japan spends \$8,301 per student and South Korea spends less, at \$6,723, but both outpace U.S. academic performance. Then again, the biggest spenders per student – Luxembourg, Norway, and Switzerland – have mixed results compared to the U.S.

### **6. On the federal debt:**

As of summer 2012, the federal government's outstanding debt surpassed \$15 trillion. Who are the nation's creditors? The government owes the most money to — itself. The Federal Reserve and various U.S. agencies own 41 percent of the federal debt, more than \$2 of every \$5. Nearly one-third of the national debt is owed to other countries. China is the biggest foreign creditor (\$1.144 trillion), followed by Japan (\$1.076

trillion), but together they own less than 15 percent of it. Mexico and Canada together are owed \$90 billion.

**7. On defense spending:**

The United States spends 58 percent of the total defense dollars paid out by the world's top 10 military powers, which combined for \$1.19 trillion in military funding in 2011. At \$695.7 billion, the U.S. outspends China, the next-biggest military power, by nearly 6-to-1. Rounding out the top 10 military spenders are Japan (\$60 billion), Russia (\$52.7 billion), the UK (\$59 billion), France, Germany, India, Saudi Arabia and Brazil.

**8. On Social Security:**

Thirty-six percent of Social Security recipients are not retired workers, but children, the disabled, or spouses and survivors of workers. Almost one of every six Americans receives a Social Security benefit today.

**9. On gas and oil:**

The United States is a net exporter of fuel for the first time since 1949. In 2011, for the first time in 62 years, we exported more refined gas, diesel and other fuels than we imported. By dollar value, petroleum products were ranked second among all U.S. exports in 2011 at \$111.1 billion, behind automotive.

**10. On taxes:**

Up to 1.2 million tax preparers make a living navigating the labyrinth U.S. tax code for taxpayers. We have more professional tax preparers in the United States than law enforcement officers (765,000) and professional firefighters (310,400) combined.

**11. On college education:**

A worker with a high school diploma is twice as likely to be unemployed as a worker with a college degree. A worker holding a bachelor's degree earned an average weekly salary of \$1,053 in 2011, nearly double the \$638 weekly salary for those with a high school education.

**12. On obesity:**

The average American has gained about one pound each year since the mid-1990s. The average American man weighed 194.7 pounds in 2006, up from 181 pounds in 1994. The average American woman weighed up to 165 pounds, up from 154. Two-thirds of us are overweight or obese.

**13. On Medicare:**

Since the Medicare prescription drug insurance program began in 2006, Medicare spending on prescriptions increased 22 percent. Private insurance spending on prescription drugs rose 6 percent in the same period. The Medicare drug tab jumped from nearly \$46 billion in 2006 to \$56.1 billion in 2010.

**14. On health care:**

Health care spending per capita in the U.S. increased 36 percent between 2000 and 2010, from \$6,177 to \$8,402 for every person in the country. During the same period, inflation-adjusted pay went down approximately 6.4 percent, from \$28,293 per capita in 2000 to \$26,487 in 2010.

*Thanks for reading! To complete this exercise at home, please take the online version of the political quiz (Questions Nos. 1-11) to see how you scored compared with other people like you. Go to this site:*

<http://pewresearch.org/politicalquiz/quiz/index.php>

*If you like facts, go to this site and sign up to get a fact a day emailed to you leading up to the Nov. 6 election:*

<http://facethefactsusa.org/>

*If you respect the role of journalists to keep politicians honest, go to this site, which won a Pulitzer Prize. Watch out for lies so hot that they can get a "pants on fire" rating.*

<http://www.politifact.com/>