

COURSE CHANGE FORM

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

1. General Information.					
a.	Submitted by the College of:	<u>Agriculture and School of Human Environmental Sciences</u>	Today's Date:	<u>9/28/2012</u>	
b.	Department/Division:	<u>Natural Resources and Environmental Science</u>			
c.	Is there a change in "ownership" of the course?			YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, what college/department will offer the course instead? _____				
d.	What type of change is being proposed?	<input checked="" type="checkbox"/> Major	<input type="checkbox"/> Minor ¹	(place cursor here for minor change definition)	
e.	Contact Person Name:	<u>Mary Arthur</u>	Email:	<u>mary.arthur@uky.edu</u>	Phone: <u>257-2852</u>
f.	Requested Effective Date:	<input checked="" type="checkbox"/> Semester Following Approval	OR	<input type="checkbox"/> Specific Term ² :	_____
2. Designation and Description of Proposed Course.					
a.	Current Prefix and Number:	<u>NRE 301</u>	Proposed Prefix & Number:	<u>NRE 201</u>	
b.	Full Title:	<u>Natural Resources and Environmental Science</u>	Proposed Title:	<u>Natural Resources and Environmental Science</u>	
c.	Current Transcript Title (if full title is more than 40 characters): _____				
c.	Proposed Transcript Title (if full title is more than 40 characters): _____				

¹ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.

² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

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d.	Current Cross-listing:	<input checked="" type="checkbox"/> N/A	OR	Currently ³ Cross-listed with (Prefix & Number): _____	
	<i>Proposed</i> – <input type="checkbox"/> <i>ADD</i> ³ <i>Cross-listing (Prefix & Number):</i>	_____			
	<i>Proposed</i> – <input type="checkbox"/> <i>REMOVE</i> ^{3, 4} <i>Cross-listing (Prefix & Number):</i>	_____			
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern type.				
Current:	<u>3</u> Lecture	_____ Laboratory ⁵	_____ Recitation	_____ Discussion	_____ Indep. Study
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
	_____ Seminar	_____ Studio	_____ Other – Please explain:	_____	
Proposed:	<u>3</u> Lecture	_____ Laboratory	_____ Recitation	_____ Discussion	_____ Indep. Study
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
	_____ Seminar	_____ Studio	_____ Other – Please explain:	_____	
f.	Current Grading System:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail		
	<i>Proposed Grading System:</i>	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail		
g.	Current number of credit hours:	<u>3</u>	<i>Proposed number of credit hours:</i>	<u>3</u>	

³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

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h.	Currently, is this course repeatable for additional credit?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	<i>Proposed to be repeatable for additional credit?</i>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	<i>If YES: Maximum number of credit hours:</i> _____		
	<i>If YES: Will this course allow multiple registrations during the same semester?</i>	YES <input type="checkbox"/>	NO <input type="checkbox"/>
i.	Current Course Description for Bulletin:	<u>An introductory course in management of natural resources as supported by environmental science at an ecosystem level. Students will write a range of papers about natural resource issues. An overnight field trip is required. Prereq: ENG 104 and sophomore standing.</u>	
	<i>Proposed Course Description for Bulletin:</i>	<u>An introductory course in management of natural resources as supported by environmental science at an ecosystem level. Students will write a range of papers about natural resource issues. An overnight field trip is required. Prereq: CIS/WRD 111 or equivalent (ENG 101, ENG 102, and COM class) and sophomore standing</u>	
j.	Current Prerequisites, if any:	<u>ENG 104 and sophomore standing</u>	
	<i>Proposed Prerequisites, if any:</i>	<u>CIS/WRD 111 or equivalent (ENG 101, ENG 102, and COM class) and sophomore standing</u>	
k.	Current Distance Learning(DL) Status:	<input checked="" type="checkbox"/> N/A	<input type="checkbox"/> Already approved for DL* <input type="checkbox"/> Please Add ⁶ <input type="checkbox"/> 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 <input type="checkbox"/>) that the proposed changes do not affect DL delivery.		
l.	Current Supplementary Teaching Component, if any:	<input checked="" type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning <input type="checkbox"/> Both
	<i>Proposed Supplementary Teaching Component:</i>	<input checked="" type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning <input type="checkbox"/> Both

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

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3.	Currently, is this course taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	<i>Proposed to be taught off campus?</i>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
4.	Are significant changes in content/teaching objectives of the course being proposed?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, explain and offer brief rationale:		

5.	Course Relationship to Program(s).		
a.	Are there other depts and/or pgms that could be affected by the proposed change?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, identify the depts. and/or pgms: _____		
b.	Will modifying this course result in a new requirement ⁷ for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES ⁷ , list the program(s) here: _____		
6.	Information to be Placed on Syllabus.		
a.	<input type="checkbox"/>	Check box if <u>changed to 400G or 500.</u>	If <u>changed to</u> 400G- or 500-level course you must send in a syllabus and <i>you must include the differentiation</i> between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

⁷ In order to change a program, a program change form must also be submitted.

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Signature Routing Log

General Information:

Course Prefix and Number: NRE 301

Proposal Contact Person Name: Mary Arthur Phone: 257-2852 Email: mary.arthur@uky.edu

INSTRUCTIONS:

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

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
NRES Steering Committee	09/28/2012	Mary Arthur / 257-2852 / mary.arthur@uky.edu	
Undergraduate Curriculum Committee, College of Agriculture	11/16/2012	Larry Grabau / 257-3469 / Larry.Grabau@uky.edu	
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁸
Undergraduate Council	5/14/13	Joanie Ett-Mims	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁸ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

NRE 201 SYLLABUS
NATURAL RESOURCES AND ENVIRONMENTAL SCIENCE
FALL 2014

Course Instructor Info: Geri Philpott, Natural Resources and Environmental Science (geri.philpott@uky.edu; 859-257-2337; 215 T.P. Cooper Bldg). The best way to reach me is by email or stopping by my office. I don't have any scheduled office hours but I am usually in my office. To guarantee that I am there, please email or call me to schedule an appointment.

Course Location and Time: Tuesdays and Thursdays, 5:00-6:15 PM, 113 T.P. Cooper Building

Field Trips: See page two for required and suggested field trips

Required Course Book: "Natural Resource Conservation" 10th Edition, 2010, by Chiras and Reganold.

Example prices are: \$117.75 (new) from Amazon or Barnes & Noble; ~\$141.00 (new) from Follett's or Kennedy's. Used books are available in various venues. A copy of this book is on reserve in the Ag Library and there is a copy for use in my office. You may take it down to the student lounge and use it anytime I am in my office.

Student Learning Outcomes:

After completing this course, the student will be able to:

- 1) Identify and distinguish between the NRES Analytical Skill Development Areas and Environmental Systems Emphasis Areas including policy, field and laboratory work, GIS, conservation biology, forestry, water resources, soils, human dimensions and natural resource planning, and wildlife biology.
- 2) Create a resume and cover letter for a specific job or internship.
- 3) Discover the importance of communications and teamwork skills.
- 4) Show an increase in writing skills in the context of environmental science and policy issues.

Course Attendance Policy: Students who attend every session of this course will benefit from first-hand, direct learning opportunities. Each student will be granted one unexcused absence. **Beyond that one unexcused absence, twenty-five points will be deducted for each unexcused absence, up to a maximum of 100 points.** Excused absences will be based on UK's standards (Section 5.2.4.2 of Student Rights and Responsibilities, in Appendix 2) including illness of the student; death of an immediate family member; official trips for University clubs, classes, or teams; major religious holidays; or "any other circumstances which the instructor finds reasonable cause for nonattendance." You are required to attend every class. Roll will be taken every day. You will receive a possible 5 points per class for on time attendance. You will receive a reduction in points if more than 5 minutes tardy.

Cell phones and other electronic devices: You are expected to silence and put away cell phones, iPods, and other electronic devices during class time. Any use of these devices (including ringing phones) during class will result in a loss of attendance points for that day and possible dismissal from class.

FIELD TRIPS

Required Field Trips

Thursday – Friday, September 26-27, 7:15 AM Thursday to 6:00 PM Friday

Mammoth Cave Region

Meeting location to be announced

This is our trip to the Mammoth Cave Region of Kentucky. If you do not attend then you will need to write a 10 page paper.

Tuesday, October 23

12:00 PM – 4:00 PM **College of AG Career Fair**

5:30 PM – 7:30 PM **Experiential Learning Expo**

The Good Barn

This is where the NRE students who participated in an internship or research project this past year will present their posters. There will also be guest speakers as well as free pizza!

Suggested Field Trips

Thursday, September 12, 5:00 PM (meal at 5:45 PM, program at 6:15 PM)

AG Student Faculty Picnic

Large tents around the Good Barn on Farm Road

You need a ticket for the event, which I will provide. We can meet in the classroom and walk over together or you can just meet at the picnic. The Good Barn has booths set up with interesting AG related vendors (who have give-a-ways). There is a free meal at 5:45 and there are prizes given away. It will end by 6:45 PM but you can leave at normal class time.

Wednesday, September 11, 10:30 AM - 3:00 PM

Education Abroad Fair

Student Center Grand Ballroom

Learn more about opportunities to study abroad, intern abroad or research abroad.

Wednesday, October 23, Time: TBA

Campus Sustainability Day

An interactive showcase of the various sustainability-related initiatives, programs and research on campus.

Date: TBA

Peace Corps Information Session

Upper Lobby/Seay Auditorium of Ag. Science North

This session has information about becoming a Peace Corps volunteer. Even if you are not interested right now, it would be good to attend. The Peace Corps has jobs available only if you have served as a corps member and serving as a corps member provides excellent experience (plus looks great on a resume!).

COURSE GRADING

<u>Item</u>	<u>Value (points)</u>
Reaction paper for Mammoth Cave field trip	100
Assignment 1: Opinion Paper	100
Assignment 1: Opinion Paper Debate	40
Midterm Exam	110
Reaction to Internship Forum	50
Assignment 2: Team Paper	100
Assignment 2: Team Presentations and slides	100
Assignment 3: Career Paper	100
Assignment 3: Career Paper Report/Discussion	40
Final Exam	110
Class Participation	150
Total	1000

<u>Summary by Assignment Type:</u>	<u>Points</u>	<u>Percent</u>
Individual Critical Thinking (Papers)	300	30%
Individual Content and Synthesis (Exams)	220	22%
Teamwork and presentation skills (Presentations, Debates)	180	18%
Field Trips (Mammoth, Intern Forum)	150	15%
Class Participation and Attendance	150	15%
	1000	

Grading: Minimum points

A—90%	900
B—80%	800
C—70%	700
D—60%	600
E—less than	600

Note: You must earn a minimum of a “C” (70%) on both papers and the written portion of the team project in order to pass the course. If you meet this criterion, then your points will decide your course grade, per the above grading breakdown.

If you are unable to attend the Mammoth Cave Field trip, you will be expected to complete the Mammoth paper to earn those points. Due Dates: Oct. 10, Nov. 11, Dec 12.

TEST OF KNOWLEDGE

There will be two tests in this course. The test will be on any material covered in the course leading up to the test including text book readings, field trips, speakers, and in-class discussions.

CRITERIA USED TO ASSESS CLASS PARTICIPATION

1. Attendance and timeliness
2. Field trip attendance
3. Frequency and substance of communication
4. Quality of questions
5. Visits during office hours or emails to clarify questions and ideas
6. Respectful and accepting of others
7. Cooperative behavior (a.k.a. plays well with others in group work)

GRADING RUBRIC, MAMMOTH CAVE REGION FIELD TRIP

Please submit to Geri (250 words each on items II and III) in class following the field trip.

I. Attendance and Active Participation	50
II. Discussion of karst concepts learned in different management arenas ¹	25
III. Reaction to the service learning work	<u>25</u>
Total	100

¹ For example, science, recreation, agriculture, and industry.

COURSE SCHEDULE²

Date	Topic
Aug 29	Intro; Steering Committee Welcome; field trip information
Sep 3	Introduction to Assignment #1, Chapter 1—Introduction to NR
Sep 5	<i>Speaker</i>
Sep 10	Ch. 2 - Economics, Ethics, Ch. 4 - Population
Sept 12	<i>Speaker</i> Assignment 1: Opinion Paper - Draft Due
Sep 17	Chapter 9 – Aquatic & Chapter 10 - Water Resources
Sep 19	College of Ag Faculty Student Picnic
Sep 24	<i>Speaker</i>
Sep 26-27	Mammoth Cave Region Field Trip
Oct 1	<i>Speaker</i> Reaction paper for Mammoth Cave field trip
Oct 3	Opinion Paper Debate Assignment 1: Opinion Paper – Final Due
Oct 8	Introduction to Assignment #2, team formation, topic selection, teamwork session
Oct 10	<i>Speaker</i>
Oct 15	Ch. 7—Soil Conservation & Sustainable Ag
Oct 17	Midterm Test of Knowledge
Oct 22	<i>Speaker</i> Assignment 2: Team Paper - Draft Due
Oct 24	Introduction to Assignment #3, Graduate Schools
Oct 29	Career Fair and Internship Forum
Oct 31	Ch. 3 - Ecology Reaction to Internship Forum
Nov 5	Team Presentations
Nov 7	Team Presentations
Nov 12	Team Presentations
Nov 14	Team Presentations Assignment 2: Team Paper – Final Due
Nov 19	Chapter 14—Forest Management
Nov 21	<i>Speaker</i> Assignment 3: Career Paper - Draft Due
Nov 26	Ch. 22 (Nonren. Energy) & Ch. 23 (Sus. Energy)
Nov 28	Thanksgiving Holiday!!
Dec 3	Ch. 19 - Warming & Climate
Dec 5	Career Paper Report/Discussion Assignment 3: Career Paper Assignment 3: Career Paper Report/Discussion
Dec 10	Chapter 15—Plant & Animal Extinction, Dead Week
Dec. 12	Chapter 16 –Wildlife Management, Dead Week
Dec. ?	Final Test of Knowledge

Possible Speakers: Shane Tedder – Sustainability, Monte McGregor - Kentucky Mussels, Amanda Gumbert - Kentucky Water, E.J. Bunzendahl - Fire Management, Steve Greb - Underground Resources and Energy

² Course schedule is subject to change

WRITING ASSIGNMENTS

There are three writing assignments for this course. Each of these writing assignments will go through a draft, review, and revision process. The draft-and-review process used in this course may include peer review or instructors written comments on drafts. If you do not submit a draft with at least 50% of the work completed then your final score will be reduced by 10%. Detailed instructions on the three writing assignments are listed below. This course meets the Graduation Writing Requirement (See Appendix 1).

ASSIGNMENT #1: OPINION PAPER INSTRUCTIONS

- Write a four-page (double spaced) (12 pt. font) position paper.
- This is a “position” paper, so no theory is right or wrong; however, you will be graded on your ability to research the issue, use the global experience to support your position, and effectively champion your argument. Points will be deducted on wishy-washy arguments (or flip-flopers); i.e., pick one direction and stick with it! Justify (support) your position. Use sources from the literature to expand upon your position. Think about whether or not it is necessary, and/or feasible from an economic and environmental standpoint.
- If you wish, you may write this as a letter to the editor of the Herald Leader. If you do so, an internet and/or library search on the local issue (FLOW) will be needed. (use the Herald Leader which is archived electronically in our library).
- The class will split evenly between the three options below.

Option 1: Renewable energy or coal for Kentucky? There is no shortage of information (and emotions) on this issue in Kentucky. For the group that chooses this topic, half of you will choose the pro-coal position and half of you will choose the take the position of renewable energy.

Option 2: Hunting for sport or conservation? Hunting in the Kentucky, the United States, and Worldwide is a huge industry but can it also be used for conservation? Half of this group will side on hunting is good for conservation and half will take the position of banning all hunting.

Option 3: Fracking and natural gas in KY, is it good or bad? The general public has never heard of fracking but yet it is something already happening in Kentucky. Half of this group will take a position that it is good and half will take the position that it is bad.

ASSIGNMENT #2: TEAM PAPER INSTRUCTIONS

You will have a team paper due that goes along with your team presentation.

- 10 pages (2500-3000 words) (double spaced) (12 pt. font)
- Your final 10 pages is due on November 20 in class, this is after your presentation in case you have any changes arising from the presentation.

You will be graded in the following way:	Points
A. Identification of central natural resource issue—your dramatic title and first paragraph which identify the central issue, with enough context to give your reader the main ideas of your paper. (250 words)	10
B. Well organized, free from mechanical errors, thoughtful, logical presentation of the aspects of this natural resource issue. (1250 words)	50
C. Identification and interests of the stakeholders for your central issue. (500 words)	20
D. Process you would use to get diverse groups of people to work together on this issue. (250 words)	10
E. Your team’s consensus opinion on what should be done regarding this issue. (250 words)	10
Team Paper Total	100

TEAM PRESENTATION

- Writing the text pages and slides for your team presentation is intended to be a team activity. Our program places a very high value on teamwork!
- Your final 20-25 slides are both due electronically to me at geri.philpott@uky.edu by 7 AM on the date of your team's presentation. That will enable me to make copies for your classmates to have during your presentation.
- 20-25 slides

	<u>Points</u>
Clear and attractive presentation of all five aspects of your written report	
1) Clear issue summary—1-2 slides	5
2) Pertinent, timely, well-supported reference material (or visuals)—4-8 slides	20
3) Stakeholder identification and interests—2-4 slides	10
4) Process to get diverse people to work together on this issue—1-2 slides	5
5) Your team opinion as to what should be done regarding this issue—1-2 slides	10

III. 18-22 minutes (including time for questions from classmates) Points

Well-coordinated PowerPoint presentation in which:	
1) all team members participate	10
2) valuable content is provided beyond the slides themselves	10
3) level appropriate for non-science college graduates	10
4) questions are addressed smoothly	10
5) complete presentation runs between 18 and 22 minutes	10

Presentation Total 100

POTENTIAL TOPICS FOR TEAM PROJECTS

1. Kentucky's Coal Resource

http://www.coaleducation.org/Ky_Coal_Facts/coal_resources/ky_resources.htm

<http://energy.usgs.gov/factsheets/nca/nca.html>

2. Kentucky's Forest Resource

<http://www.forestry.ky.gov/programs/utilize/>

<http://www.fs.fed.us/r8/boone/>

3. Streamside Management Zone (SMZ) Research in Robinson Forest

<http://www.ca.uky.edu/forestry/rf-facts.pdf>

4. Kentucky's Water Resource

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

<http://ky.water.usgs.gov/>

5. Freshwater Mussels in Kentucky

Monte McGregor's material is available on request

6. Cave ecosystems within Mammoth Cave National Park

<http://www.nps.gov/macana/naurescience/insects.htm>

7. Kentucky's Air Quality Issues and Their Management

<http://www.air.ky.gov/>

8. Progress of Elk Re-introduction Program

<http://www.rmefnky.org/kyelkherd.html>

9. Your choice—must be related to Kentucky natural resource issues, and you must convince me that it is both do-able and important. For example, a previous group worked on Kentucky's emerging black bear re-establishment program; others have studied issues related to the population of wild turkeys in Kentucky.

ASSIGNMENT #3: CAREER PAPER INSTRUCTIONS

Research an organization that you might like to apply to in the future and find a job or internship that is currently open or that has been open in the past (you must have the actual job announcement). After you have researched the company thoroughly, contact someone at that organization and interview them about their career path and experiences. It can be in person or over the phone. That person should be working in your chosen field. Our alumni are a great resource for this assignment!

- Write a four page (double spaced) (12 pt. font) review of the organization and interview. Include: Organization Name, Headquarters Address, Other Locations Company Operates In, Website, Approximate Number of Employees, Mission/Vision of the Organization, Impact of the Organization (For example: What do they do for the environment? How long have they been doing it?), How did this person end up here, What was their career path, what would they do differently, can they tell you about the job that is available and what qualifications they are looking for, what would make a graduating senior most hireable, do they have any advice, etc.
- Write a one page formal cover letter as if you were applying to this job.
- Write a one or two page resume directed to this job.
- Write a one page reference list for this job.

Proper format of the above assignment will be covered in class before the assignment is due. You must actually speak to a professional in the field. You cannot write this paper based on websites, articles, books, etc. You cannot interview another student who has a job, it must be a professional.

MAMMOTH CAVE REPLACEMENT ASSIGNMENT

Information:

- ⇒ A 300 word, type-written “scoping piece” of your environmental issue, including your plan of attack for your paper along with 10 references you intend to use in preparing your paper, is due by 10:10 PM on October 10.
- ⇒ Your white paper is due electronically by 11:11 PM on November 11.
- ⇒ Note: in order to qualify for a re-write opportunity for your white paper, your scoping piece and your first draft must both be received by the deadlines above. If you meet these criteria, your second draft will be due by 12:12 AM on December 12.
- ⇒ Expectations for freedom from mechanical errors; for clarity of approach; and for consistency of documentation remains unchanged from the recommendation brief style.
- ⇒ Your white paper may be used to replace the Mammoth Cave Region field trip score. This is intended to provide an option for students with unbreakable conflicts for this field trip.
- ⇒ Ten pages of content, not including your one-page executive summary or references. Expectation is further defined as 2500-3000 words. Shorter or longer papers will aggravate the grader, and that is generally not a good idea.
- ⇒ You should plan to identify a “difficult-to-resolve” environmental issue, in consultation with your instructor (this could be one about which you wrote an I/P brief earlier in the semester).
- ⇒ The first 1250 to 1500 words of your white paper lays out information about your chosen issue, then the last 1250 to 1500 words take and defend a position on the issue.
- ⇒ Minimum of 15 references; may be web-based, but must be authenticated (prior approval by the instructor; this will take place through the October 10th scoping piece).
- ⇒ Submit all drafts by email to geri.philptt@uky.edu using the subject line format: NRE 301 MammothPaper # *last name*. Where the # corresponds to the draft number. Example: “NRE 301 MammothPaper 2 Philpott” for the November draft.

APPENDIX 1: "GWR" STORY

University Senate Syllabus Guidelines for Graduation Writing Requirement (GWR) Courses

Any course or series of courses offered for GWR credit **MUST** state the following guidelines and these cannot be contradicted elsewhere in the syllabus. These policies apply to all students in a GWR course regardless of whether the student is eligible for GWR credit. Please feel free to copy and paste from the following:

Student Eligibility

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

Learning Outcomes

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

Minimum Writing Requirements

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

Grading Policies

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

Assessment

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

APPENDIX 2—ACADEMIC INTEGRITY

Copying and pasting words from internet or print sources into your papers without a citation is cheating, and will result in a zero for the assignment and/or failure of the course. Scholastic dishonesty is not tolerated. Forms of scholastic dishonesty include, but are not limited to: plagiarism (copying or using someone else's work as your own), utilization of unauthorized materials during academic evaluations, and giving or receiving unauthorized assistance during evaluations. The first offense will result in a grade of 0 for that particular assignment. A second offense will result failure of the course and reporting to the Dean. If previous evidence of academic dishonesty exists, then the first offense may result directly in failure of the course. For more information, see Part II Section 6.3 of “The Code of Student Conduct”. Also see “What is Plagiarism?” at: <http://www.uky.edu/Ombud/Plagiarism.pdf> and “Understanding Plagiarism” at: http://wps.prenhall.com/hss_understand_plagiarism_1/0,6622,427064-.00.html.

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

APPENDIX 3—EXCUSED ABSENCES

5.2.4.2 – Excused Absences (US: 11/11/85; 2/9/87; 4/12/04): The following are defined as excused absences:

- A. Significant illness of the student or serious illness of a member of the student’s household (permanent or campus) or immediate family. The instructor shall have the right to request appropriate verification.
- B. The death of a member of the student’s household (permanent or campus) or immediate family. The instructor shall have the right to request appropriate verification.
 1. Children of students are considered members of the immediate family (RC: 11/9/94)
 2. For the purpose of this rule, immediately family is defined as:
 - a. Spouse or child or parent (guardian) or sibling (all of the previous include steps, halves and in-laws of the same relationship); and
 - b. Grandchild or grandparent (US: 4/12/04)
- C. Trips for members of student organizations sponsored by an academic unit, trips for University classes, and trips for participation in intercollegiate athletic events. When feasible, the student must notify the instructor prior to the occurrence of such absences, but in no case shall such notification occur more than one week after the absence. Instructors may request formal notification from appropriate university personnel to document the student’s participation in such trips.

* Intercollegiate athletic events include club sports registered with the university as well as varsity sports. (RC: 10/18/00)
- D. Major Religious Holidays. Students are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day for adding a class.
- E. Any other circumstances which the instructor finds reasonable cause for nonattendance. (US: 4/23/90)

Students missing work due to an excused absence bear the responsibility of informing the instructor about their excused absence within one week following the period of the excused absence (except where prior notification is required), and of making up the missed work. The instructor shall give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred. (US: 11/10/85 and RC: 11/20/87)

If attendance is required or serves as a criterion for a grade in a course, and if a student has excused absences in excess of one-fifth of the class contact hours for that course, a student shall have the right to petition for a “W,”

and the faculty member may require the student to petition for a “W” or take an “T” in the course. (US: 2/9/87; RC: 11/20/87)

* If a student has an excused absence on a day when a quiz is given, the instructor may not deny permission for a makeup exam and simply calculate the student’s grade on the basis of the remaining requirements. (RC: 8/20/87)

* The language “The instructor shall give the student an opportunity to make up the work and/or the exam missed during an excused absence...” implies the student shall not be penalized for the excused absence. (RC: 8/25/95)

* This rule applies to all graded work. (RC: 1/29/03)

APPENDIX 4—ACADEMIC ACCOMMODATIONS

If you have a documented disability that requires academic accommodations, please see me as soon as possible. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, jkarnes@uky.edu) for coordination of campus disability services available to students with disabilities. We can then collaborate on the best solution.

APPENDIX 5—CLASSROOM BEHAVIOR

Please be respectful to others in the class and engage in civil discourse when we discuss topics that have a diversity of perspectives. Please minimize distractions by turning off mobile phones during class. Please help me maintain the most courteous environment by using a little peer pressure if necessary. Thank you.

STUDENT ACKNOWLEDGMENT OF RECEIPT OF COURSE INFORMATION

My signature below indicates that I have received a course syllabus for the following course, NRE 201.

I agree to read these documents, and I agree to sign and deliver this copy of the “Student Acknowledgment” form within two (2) weeks of the start of the semester. I understand that the policies contained within these documents apply directly to me and to all students in the class. I agree to abide by these policies, and recognize that not abiding by these policies could result in dismissal from this class and/or affect my standing as a student.

Name (please print): _____

ID#: _____

Signature: _____

Date: _____

Contact information (please PRINT clearly):

Local Phone: _____

E-Mail: _____