

# NEW COURSE FORM

## Signature Routing Log

**General Information:**

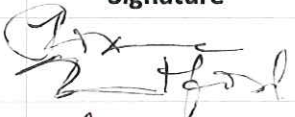
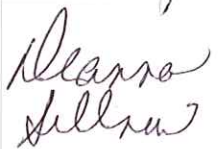


Course Prefix and Number: WRD 110

Proposal Contact Person Name: Roxanne Mountford Phone: 7-6985 Email: mountford@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
Director, Division of Writing, Rhetoric, and Digital Media	9-30-10	Roxanne Mountford / 7-6985 / mountford@uky.edu	
Director, Division of Instructional Communication, College of CIS	9-30-10	Deanna Sellnow / 7-2886 / deanna.sellnow@uky.edu	
A&S Ed. Policy Committee	10/19/10	Randall Roorda, Humanities / 7-1033 / rroorda@uky.edu	
A&S Dean	10/19/10	Anna Bosch, Associate Dean / 7-6689 / bosch@uky.edu	
		/ /	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>6</sup>
Undergraduate Council	12/07/2010		
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

*submitted 10/25/10 to UCC*

**Comments:**

<sup>6</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

# NEW COURSE FORM

## 1. General Information.

- a. Submitted by the College of: Arts & Sciences Today's Date: 9-30-10
- b. Department/Division: Writing, Rhetoric, and Digital Media
- c. Contact person name: Roxanne Mountford Email: mountford@uky.edu Phone: 7-6985
- d. Requested Effective Date:  Semester following approval OR  Specific Term/Year<sup>1</sup>: \_\_\_\_\_

## 2. Designation and Description of Proposed Course.

- a. Prefix and Number: WRD 110
- b. Full Title: Composition and Communication I
- c. Transcript Title (if full title is more than 40 characters): \_\_\_\_\_
- d. To be Cross-Listed<sup>2</sup> with (Prefix and Number): ~~CIS 110~~
- e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>3</sup> for each meeting pattern type.

3 Lecture \_\_\_\_\_ Laboratory<sup>1</sup> \_\_\_\_\_ Recitation \_\_\_\_\_ Discussion \_\_\_\_\_ Indep. Study \_\_\_\_\_  
\_\_\_\_\_ Clinical \_\_\_\_\_ Colloquium \_\_\_\_\_ Practicum \_\_\_\_\_ Research \_\_\_\_\_ Residency \_\_\_\_\_  
\_\_\_\_\_ Seminar \_\_\_\_\_ Studio \_\_\_\_\_ Other – Please explain: \_\_\_\_\_

- f. Identify a grading system:  Letter (A, B, C, etc.)  Pass/Fail
- g. Number of credits: 3
- h. Is this course repeatable for additional credit? YES  NO
- If YES: Maximum number of credit hours: \_\_\_\_\_
- If YES: Will this course allow multiple registrations during the same semester? YES  NO

- i. Course Description for Bulletin: Composition and Communication I is the introductory course in a two-course sequence designed to engage students in composing and communicating ideas using speech, writing, and visuals. Students will develop interpersonal communication, critical thinking, and information literacy skills by exploring what it means to be engaged, twenty-first century citizens. Students will practice composing, critiquing, and revising ideas based on personal experience, observation, and fieldwork in the community, culminating in several discrete projects using oral, written, and visual modalities. Same as CIS 110.

- j. Prerequisites, if any: \_\_\_\_\_
- k. Will this course also be offered through Distance Learning? YES<sup>4</sup>  NO

<sup>1</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>2</sup> The chair of the cross-listing department must sign off on the Signature Routing Log.

<sup>3</sup> In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

<sup>4</sup> You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

## NEW COURSE FORM

- i. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both
3. Will this course be taught off campus? YES  NO
4. Frequency of Course Offering.
- a. Course will be offered (check all that apply):  Fall  Spring  Summer
- b. Will the course be offered every year? YES  NO   
If NO, explain: \_\_\_\_\_
5. Are facilities and personnel necessary for the proposed new course available? YES  NO   
If NO, explain: \_\_\_\_\_
6. What enrollment (per section per semester) may reasonably be expected? 22
7. Anticipated Student Demand.
- a. Will this course serve students primarily within the degree program? YES  NO
- b. Will it be of interest to a significant number of students outside the degree pgm? YES  NO   
If YES, explain: This is the first of two Composition and Communication courses designed to meet learning outcome #2 in the general education program.
8. Check the category most applicable to this course:
- Traditional – Offered in Corresponding Departments at Universities Elsewhere
- Relatively New – Now Being Widely Established
- Not Yet Found in Many (or Any) Other Universities
9. Course Relationship to Program(s).
- a. Is this course part of a proposed new program? YES  NO   
If YES, name the proposed new program: General Education
- b. Will this course be a new requirement<sup>5</sup> for ANY program? YES  NO   
If YES<sup>5</sup>, list affected programs: General Education
10. Information to be Placed on Syllabus.
- a. Is the course 400G or 500? YES  NO   
If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)
- b.  The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached.

<sup>5</sup> In order to change a program, a program change form must also be submitted.

Division of Writing, Rhetoric, and Digital Media  
University of Kentucky

To: Anna Bosch, Associate Dean

From: Roxanne Mountford

Re: WRD 110 & 111

Date: 9-30-10

I am enclosing new course proposals, syllabi, and GEOC routing forms for WRD 110 and 111: Composition and Communication I & II, which have been developed as a collaborative effort between the Division of Instructional Communication in the College of Communication and Information Studies and the Division of Writing, Rhetoric, and Digital Media in our own College. The syllabi I have enclosed have gone forward as CIS 110 and 111 courses and been approved (CIS 111 has just received approval of the GEOC and is moving forward to the UC). WRD 110 was approved by the Vetting Teams and the UC last spring (see enclosed letter), though not as a new course. So there are two kinds of proposals enclosed—one that needs New Course approval only (WRD 110), and one that needs New Course approval and approval by the GEOC (WRD 111).

Since Dr. Deanna Sellnow and I were the original leaders of the faculty committees that created C&C I & II, we have adhered as closely as possible to the template design in building these courses. Dr. Sellnow and I piloted the C&C I syllabus as UK 100 in Spring 2010 (as a team-taught course), and the revised syllabus is now being taught by 35 faculty, lecturers, and advanced TAs this fall. These same instructors will pilot C&C II as CIS 111 and A&S 100 in Spring 2011. During the summer, we convened this faculty in a 12-day workshop so that Communication faculty could learn techniques for teaching writing and Writing faculty could learn techniques for teaching speech and interpersonal communication. We are very pleased by the energy and creativity of this group and the success thus far of the curriculum.

As you know, Roxie Hanson looked into what prefixes might be available for new Division of WRD courses and discovered that WRD was available. So that is the reason we are putting forward the course this way. We will send through more new courses under this prefix in the near future.

Please let me know if you have questions.



**From:** Campbell, Amber Dillon  
**Sent:** Wednesday, March 31, 2010 5:09 PM  
**To:** Hanson, Roxie  
**Cc:** Bosch, Anna; Noe, JoLynn  
**Subject:** RE: Writing, Rhetoric and Digital Media: requesting new prefix

Good afternoon, Roxie!

Thank you so much for your email regarding the interest of the English Department to add a new course prefix in preparation for upcoming Gen Ed courses in the Writing, Rhetoric, and Digital Media division. I've checked the course inventory and WRD is available to be used (it's not been used in the past). To add this course prefix to the catalog, you will just prepare new course forms for these items and submit them to the appropriate committees/councils (Undergraduate and Senate Councils, etc.). Once I receive the transmittal with Senate approval for the course, the new course prefix will be created, under the designation of the English Department, for these classes. The only rule associated with creating a new course prefix is that a group of new classes must be associated with it (or current courses changed to it) in order for it to go in effect. Since you're preparing new course forms (and courses) that will be associated with it, we're good to go.

Please let me know if you have any questions or concerns regarding this information; do not hesitate to contact me if I can be of any assistance. Have a wonderful day!

Amber

Amber Dillon Campbell  
Associate Registrar  
University of Kentucky  
12C Funkhouser Building  
Lexington, KY 40506-0054  
P. 859-257-3107  
F. 859-257-9200  
[amber.campbell@uky.edu](mailto:amber.campbell@uky.edu)



**From:** Hanson, Roxie  
**Sent:** Wednesday, March 31, 2010 4:09 PM  
**To:** Campbell, Amber Dillon  
**Cc:** Bosch, Anna; Noe, JoLynn  
**Subject:** Writing, Rhetoric and Digital Media: requesting new prefix

Amber, it has been quite a while since we have requested a new prefix for courses. So I am asking for help with this. Writing, Rhetoric and Digital Media is a division in English. They are requesting WRD to be used for courses being prepared for approval. Let me know if this is available and what other paperwork might be needed for approval. The urgency to get approval is Gen Ed driven.

Best, Roxie

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Roxie Hanson | University of Kentucky | College of Arts & Sciences | Office of the Associate Dean |  
213 Patterson Office Tower | Lexington, KY 40506 | p. 859.257.6689 | f. 859.323.1073 | [www.as.uky.edu](http://www.as.uky.edu)

## WRD 110: Composition and Communication I (3 credits)

Semester    Time    Location

Instructor  
Office Location  
Office Hours  
Phone  
Email

### Overview and Goals

Composition and Communication I is a course in speaking and writing emphasizing *critical inquiry* and *research*. Throughout the course, I will encourage you to explore your place in the broader community and take a stance on issues of public concern—that is, to begin to view yourself as an engaged citizens. You will engage in reflective thinking and analysis, conduct primary research in the community and secondary research using Library resources, and learn how to write and speak effectively about a local issue not only for your classmates but also for audiences beyond the classroom. A significant component of the class will be learning to use visuals and online resources to enhance writing and oral presentations. Over the course of the semester, class members can expect to work independently, with a partner, or with a small group of classmates to investigate, share findings, and compose presentations of their research, as well as to practice and evaluate interpersonal and team dynamics in action.

### Student Learning Outcomes

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

- compose written texts and deliver oral presentations that represent a relevant and informed point of view appropriate for its audience, purpose, and occasion in an environment that reinforces the recursive and generative nature of the composition and delivery rehearsal processes.
- demonstrate an awareness of strategies that speakers and writers use in different communicative situations and media, and in large and small groups; learn to analyze and use visuals effectively to augment their oral presentations; to employ invention techniques for analyzing and developing arguments; to recognize and address differing genre and discourse conventions; and to document their sources appropriately.
- find, analyze, evaluate, and properly cite pertinent primary and secondary sources, using relevant discovery tools, as part of the process of speech preparation and writing process.
- develop flexible and effective strategies for organizing, revising, editing, proofreading, and practicing/rehearsing to improve the development of their ideas and the appropriateness of their expression.
- collaborate with peers, the instructor, and librarians to define revision strategies for their essays and speeches, to set goals for improving them, and to devise effective plans for achieving those goals.
- engage in a range of small group activities that allow them to explore and express their experiences and perspectives on issues under discussion.

## Required Materials

Lunsford, Andrea A. *The St. Martin's Handbook: University of Kentucky*. Boston: Bedford/St. Martin's, 2009.

O'Hair, Dan, Rob Stewart and Hannah Rubenstein. *A Speaker's Guidebook: Text and Reference*, 4<sup>th</sup> ed. Boston: Bedford/St. Martin's, 2010.

*The Engaged Citizen: A Reader for First-Year Writing*. 4<sup>th</sup> ed. University of Kentucky, Division of Writing, Rhetoric, and Digital Media, 2010-11. Boston: Bedford/St. Martin's, 2011.

3x5 inch index cards

2-pocket portfolio folder

Essays and other readings to be downloaded in pdf or provided.

## Assignments

**Major Assignments.** You will complete two major projects, each of which will have an oral, written, and visual component. You will revise your projects based on our comments and the comments of your classmates (70% of grade).

**Minor Assignments:** You will also complete several minor assignments to practice writing skills and to demonstrate interpersonal, small group, and speech evaluation skills. In place of a final exam, you will complete a (re)MixTape assignment during the last week of class. This will make up 5% of your final grade. Active participation makes up the remaining 5% of your grade.

### Major Project #1: Picturing Yourself

Overview: The goal of this assignment is to introduce you to the process of writing and speaking for an audience, drawing on materials from your life. You will learn to write with rich detail, strong verbs, and effective organization and support your ideas with evidence drawn from a visual source, a written source, and your own experience. You will learn to speak in ways that honor the oral tradition for public speaking based on content, structure, and delivery with a visual aid.

Essay Prompt:

(1) Select one personal photograph that you would like to present the “back story” to in your essay. What is the photo’s history? Why is it dear to you? What is its importance? How did it come into being? Where is it from? How does this photo help define who you are and/or were? What has changed in your life since the photo was taken? What has remained the same?

(2) The photo you choose does not necessarily have to be of you or taken by you, though it can be if you wish. Family photos, photos of objects, or photos of places can be used. What is most important is that the photo is personal and is one that you feel an interest in discussing.

(3) This essay is personal in nature, but class readings and activities may serve as important resources. Mine any of the essays we read in this unit for key ideas to apply to your analysis. This essay assignment requires the incorporation of at least two class readings, properly documented according to MLA style.

(4) After revising your paper based on instructor and peer critiques, the final draft should include five or more full pages of text (double-spaced, typewritten, 12-point font, 1" margins). Your photograph and the Works Cited page do not count toward the page requirement. This essay is a multimedia assignment, which means that the photograph you choose is integral to, and not an appendage of, your writing. You will need to insert the image into your text, so make sure it isn't too large. Keeping your image between 2 ½" and 3" is ideal.

Evaluation: This essay will make up 15% of your final grade. We will evaluate essays according to the "Grading Criteria in UK Writing Courses" outlined in *The St. Martin's Handbook* on pages UK-18 through UK-22.

Speech Prompt:

(1) In the written component of this project, you were asked to use a photograph to help you explain who you are from an insider's perspective (that is, your own). This prompt asks you to use the same photo to explore, in a speech, the larger social network that this photograph represents and how it shaped you. You will prepare a speech that helps your audience understand how the object, person(s), or event represented in the image has helped shape who you are today. Using this image and your written component as a starting point, you will compose a speech that explains your values and beliefs and how they were formed as a response to a greater social context. You may take into account a variety of factors in determining this social context.

Based on your paper and formal outline, prepare a speaking outline (no more than four 3 x 5 inch note cards—one side only) from which you will practice, refine (based on self and peer critiques) and present a 4-6 minute speech responding to this prompt. Supporting material should come from personal life experiences and other supporting evidence (e.g., secondary sources about the group you are part of). You may not use the lectern for this speech. Points will be deducted for going over or under the time limits, for not using a *speaking outline*, or for using more than four 3 x 5 inch note cards (one side only).

(2) This speech is designed to encourage you to understand that supporting material (evidence) can come from personal experience, as well as from primary or secondary research. Second, this speech is grounded in the self-disclosure research that suggests that public speaking anxiety decreases when speakers feel they are speaking to people they know (rather than strangers). Hence, this speech is designed to reduce public speaking anxiety through self-disclosure.

Evaluation: This speech will make up 15% of your final grade. We will evaluate your speech according to the grading criteria for this speech given to you in class. Your formal outline must use proper MLA style and your speaking outline must adhere to the standards given to you.

## **Major Project #2: Picturing the Lexington Community**

Purpose: The goal of this assignment is to provide an introduction to analysis, critical reading, audience awareness, and primary research. Throughout this unit, we will explore diversity within



the Lexington community. In your second major project, you will work with a classmate to examine the values of a cultural group to which you do not belong, how those values are conveyed, and whether or not you share those values. For two weeks, you will adopt or omit a practice that connects you with a particular community. Keep a journal (hand-written, Blog, audio journal, etc.) to document your observations. You will be required to interview at least one member of this community and to observe the community in action. The additional research you do will provide you with context and perspective.

#### Essay Prompt:

(1) Each partner will prepare his or her own 8-page essay (2500 words) investigating the implications of a change in day-to-day habits that brings you in touch with a new community. When choosing *your* topic, just make sure you make a change that you will notice and that will connect you to a new community. In other words, don't give up something that is not already part of your daily life. Your essay should include details and reflection from your experiment, but also textual support and background for your thoughts and observations. As your experiment develops, pay attention to the issues, questions, concerns that develop and use those to guide more textual research. You will be required to interact with this community in order to learn more about them, both formally and informally. You will quote one or more members from this community in your essay. You will also include visuals (e.g., digital photographs) that you produce/create and/or that you draw from the community.

(2) This essay will call for at least six different sources, including the primary interview. You could mine any of the essays that we read in this unit for key ideas to apply to your analysis, or search for articles, books, and websites. Only one of your sources can come from in-class material, and no more than one source should be a website.

(3) After revising your paper based on instructor and peer critiques, the final draft should include 8 or more full pages of text. Images and the Works Cited page do not count towards the page requirement.

(4) During this unit, we will be talking about some of the ethics of representing others. One absolute rule is that covert research is not permitted; you must have the written approval of the people you study for the research for this assignment. You should explain to the persons you interview what you are doing and to get permission to record them. If you are studying a setting where you have a prior role, or are interviewing people with whom you have a prior relationship, do not rely on your own memory to fill in gaps. We will talk about these issues in class. Issues discussed in class are absolutely confidential; you may not discuss any aspect of others' research and/or research issues with anyone outside this class. We need this confidentiality to ensure that everyone feels comfortable raising the often unusual and difficult questions that arise during field research.

Evaluation: This essay will make up 20% of your final grade.

#### Speech Prompt:

(1) Based on your paper and formal outline, prepare a speaking outline (no more than four 3 x 5 inch note cards—one side only) from which you will practice, refine (based on self and peer

critiques) and present a 5-7 minute “Speech of Information and Diversity” about the community group you focused on in your essay. Your specific goal is to step beyond your own cultural perspective in some way to develop an understanding of the unique beliefs, attitudes, values, experiences, or practices of this cultural group. You may not use the lectern for this speech. Points will be deducted for going over or under the time limits, for not using a *speaking outline*, or for using more than four 3 x 5 inch note cards (one side only).

(2) You must cite at least 4 oral footnotes (external sources) for this speech. One must be from an interview you conducted with someone in the community group you observed. No more than one source can come from class readings and you may cite no more than one website.

(3) You must incorporate at least two PowerPoint slides in this presentation. The slides must adhere to the criteria for effective presentational aids described in O’Hair, Ch. 20.

Evaluation: This speech will make up 20% of your final grade. We will evaluate your speech (formal outline, speaking outline, and presentation) according to the grading criteria you will receive in class.

### **Minor Assignments**

Twenty percent of your grade for this class will be based on one peer review for each of the three major assignments, informal in-class writing, short in-class impromptu speeches, multiple drafts of your major papers, speech outlines (preparation, formal, and speaking) for each of the three major speeches, a peer and self critique for each of the major speeches, as well as other in-class activities and assignments that cannot be made up.

### **Readings Homework and Quizzes**

Ten percent of your grade will come from homework and quizzes focused on concepts and theories based on required readings and on a final based on impromptu speaking and timed writing.

### **Grading and Scale**

Only students who have completed all components of the two major assignments on time are eligible for a passing grade in this course.

<b>90 – 100%:</b>	<b>A</b>	<b>Major Project #1:</b>	<b>30%</b>
<b>80 – 89%:</b>	<b>B</b>	<b>Major Project #2:</b>	<b>40%</b>
<b>70 – 79%:</b>	<b>C</b>	<b>Minor Assignments:</b>	<b>20%</b>
<b>60 – 69%:</b>	<b>D</b>	<b>Exams/Quizzes:</b>	<b>10%</b>
<b>59% and below:</b>	<b>E</b>		

### Daily Schedule\*

*\*Please note: all topics and assignments below are subject to change.*

**O= O'Hair, et al    H=St. Martin's Handbook    E=Engaged Citizen    P=PDF**

Date	Topics & Activities / Instructor in Charge	Assignments Due on This Date
<b>UNIT ONE</b>		
Jan. 14	Introduction to the Course	
Jan. 19	Comp and Comm Perspectives Introduction Speeches	O: 6-18 Be prepared to introduce a classmate
Jan. 21	Project #1 Overview In-class Diagnostic Essay	H: UK 1-47 E: 1-8
Jan. 26	Analyzing Visuals Perceptions	H: Part 2 (all) P: from Nondesigner's Guide to Design
Jan. 28	Planning & Drafting Essays	H: Part 1 (all) O: 19-31, 41-52
Feb. 2	Verbal & Nonverbal Comm	O: 35-40, 53-79, 265-338 E: 124-9
Feb. 4	Listening & Responding	O: 81-123, 463-9 <b>Draft of Project #1 Essay</b>
Feb. 9	Peer Review	Comments on Assigned Peers' Drafts H: Part 7 (all)
Feb. 11	Writing Effective Sentences	H: Part 8 (all) E: 168-72
Feb. 16	Rehearsal Day	Draft of Project #1 Speech
Feb. 18	Effective Punctuation	H: Part 9 (all) <b>Final Draft of Project #1 Essay</b>
Feb. 23 & 25	Project #1 Speeches & Critiques	O: R11-R30

	<b>UNIT TWO</b>	
Mar. 2	Introduction to Project #2	P: "A Sense of Place"
Mar. 4	Effective Community Research	P: "Iowa 80: An Ethnographic Study" E: 55-65
Mar. 9	Effective Secondary Research	H: Part 3 (all)
Mar. 11	Rhetorical Devices	<b>Proposal for Project #2 Due</b> O: R31-R49
Mar. 15-19	SPRING BREAK	
Mar. 23	Conducting Effective Interviews	E: 130-40 P: "Interviewing"
Mar. 25	Document Design & Organization	O: 189-203 H: Ch. 4
Mar. 30	In-class Transcript Peer Review	<b>Interview Transcription Due</b>
Apr. 1	Writing about People and Places	O: 301-38 E: 115-23
Apr. 6	Interpersonal Communication	P: from <i>Communicate!</i> <b>Draft of Project Essay #2 Due</b>
Apr. 8	Communicating across Cultures	O: 231-262 P: from <i>Communicate!</i>
Apr. 13	Peer Review Day	Comments on Assigned Peers' Drafts
Apr. 15	Rehearsal Day	<b>Draft of Project Speech #2 Due</b>
Apr. 20	Polishing Powerpoints	<b>Final Draft of Project Essay #2 Due</b>
Apr. 22 & 27	Presentations	
Apr. 29	Class Evaluations, Celebration	
May 6	Final Exam: impromptu speeches & in-class writing	

## Course Policies

1) Attendance and Participation. Since discussion will be an integral part of the course, you must be prepared for class, on time, and offer productive discussion based on the assigned readings. You may miss three classes for any reason without penalty, but your final course grade will be reduced by a half letter grade for each absence thereafter. You will be dropped from this course if you miss more than five (5) class meetings; if those missed classes occur at the end of the semester, you may receive an "E" for the final course grade. Students who are frequently tardy or unprepared may be marked absent for the day. We reserve the right to add quizzes to the class agenda if too many class members appear to be unprepared. So be prepared and on time. Preparation involves not only reading but also making notes on the reading so that you are prepared to discuss issues in depth.

2) Late Assignments. Your assignments for this course, including speeches, essays, journals, and informal assignments, are due on the dates indicated in the class outline below or as indicated in class. You may request (in advance) one two-day extension of the due date on a journal entry or the *final draft* of a major assignment (not drafts). Late assignments are not accepted unless a two-day extension has been requested and approved in advance of the deadline. If you cannot attend class on the day an assignment is due, you must post the assignment to Blackboard by the beginning of class. You may not miss class on the day of a peer review, workshop, or speaking day. You may not write your assignments during class unless you are directed to do so.

3) Plagiarism. Part II of Student Rights and Responsibilities (6.3.1; online at <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 a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission. When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or another source, including the Internet. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Plagiarism also includes using someone else's work during an oral presentation without properly citing that work in the form of an oral footnote.

Whenever you use outside sources or information, you must carefully acknowledge exactly what, where and how you have employed them. If the words of someone else are used, you must put quotation marks around the passage in question and add an appropriate indication of its origin. Plagiarism also includes making simple changes while leaving the organization, content

and phraseology intact. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

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

4) Class Conduct. We will have fun this semester, and there will be a great deal of give and take in our discussions. But we will only have fun if you conduct yourself with respect for yourself and others. We expect you to 1) come to class prepared (do all reading and come prepared to discuss it; do all homework) and take pride in the work you do, 2) offer support and encouragement to your classmates, 3) listen to others carefully before offering your opinion, and 4) talk to us outside of class if anything that happens during class bothers you. In order to maintain a productive work environment, we expect you to turn off your cell phone or pager before each class period and refrain from eating, sleeping, reading the newspaper or your personal email, talking once class is in session unless asked to do so, and entering the classroom late or leaving early without permission. Students who engage in disruptive behavior may be directed to leave the class for the remainder of the class period. See the UKY's Code of Student Conduct for further information on prohibited conduct.

5) Peer Groups. Because most writers, educators, and other professionals must learn to work collaboratively, you will collaborate--cheerfully--with your peers both in and out of class. We will ask you to form groups early in the semester. You will work with this group often in class as well. While we do not expect you to develop life-long friendships through this process, it has been known to happen in our classes! Treat everyone in this class as a valued colleague, and you will have few problems. *That means that you will honor all deadlines agreed to by your classmates as though we were the one who set them and in general be respectful.* Consequences for "slacking" may result in anything ranging from a full letter grade deduction for the assignment to a zero (determined on a case-by-case basis).

6) Class Webpage. We are responsive to student requests for changes in the schedule, which means that the daily schedule may change during the semester. You will be responsible for checking the online syllabus and schedule before beginning your homework for each of our class meetings for any changes or updates. We will post all assignments here and on Blackboard. If you lose an assignment page or handout, you are expected to get a copy from the website or Blackboard rather than from one of us.

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

8) Blackboard. All of your work in this class must be available to be posted both on your Blog in Blackboard and on paper. In general, all assignments will require a title, your name, my name, and the date. When you post papers on your Blog (which only presents texts single-spaced), you must have 1) spacing between each paragraph, 2) all characters visible (including quotation marks, asterisks, and dashes), and 3) underlining or italics for titles. You are responsible for keeping back-up (I recommend several) copies of all your work since electronic texts can be lost. Copies of work can be saved in the "Content Collection" area of your Blackboard account. If your assignment is lost in cyberspace, you will be expected you to repost it within the same day.

9) Netiquette. When communicating online, consider the conversations as having the same boundaries as any real life interactions. No "flames" (personal attacks). If you happen to be "flamed" by a member of the class, it is best to let us handle it. If you feel compelled to respond, we recommend a request for information, e.g., "What makes you say that?" Responding in kind feels good momentarily, but escalating the flame will only quash discussion for the rest of us. In addition, do not download material to the class listserv or send messages to members in private or on Blackboard that could make other members of the class uncomfortable. Think of the class as a professional place, like an office, and your fellow classmates as fellow professionals. Within these guidelines, our online interactions should be an enjoyable and productive.

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

11) Writing Center. The Writing Center is located in W. T. Young Library, Thomas D. Clark Study, 5th Floor, West Wing (phone: 257-1368). The staff can help you identify and correct problems with all aspects of your writing. We will not require you to go to The Writing Center, but we recommend that all of you consider going if you feel stuck at any stage of the writing process.

12) Students with Special Needs. If you are registered with the Disability Resource Center and have special needs, we are happy to talk with you outside of class about making reasonable accommodations. To negotiate special arrangements (especially of deadlines) you must contact one of us at least two weeks before an assignment is due so that we can consult with your adviser or tutor. This is a non-negotiable class policy.



Associate Provost for  
Undergraduate Education  
217 Funkhouser Building  
Lexington, KY 40506-0054

August 20, 2010

MEMORANDUM

To: Roxanne Mountford  
English

Deanna Sellnow  
Communications

From: Nichole Knutson  
Office of Undergraduate Education

Re: Status of General Education Course Submission

859 257-3027  
Fax 859 323-1932  
[www.uky.edu/ugs](http://www.uky.edu/ugs)

I am pleased to inform you that your proposed General Education course,

*Composition and Communication I*

has been approved as meeting the General Education course template in the area of

*Composition & Communication*

The vetting team found that the course met all five learning outcomes as outlined on the course template.

As a new submission, the Undergraduate Council must still evaluate this course for inclusion in the course catalog. If you have not yet submitted this course for permanent inclusion in the UK course catalog, please do submit it to your departmental committee with the appropriate forms as soon as possible. You will be notified through normal channels as to the final status of the course.

We look forward to the inclusion of this course in the new General Education curriculum. If you have questions, do not hesitate to contact me.

C: Dr. Bill Rayens, Chair, Interim General Education Oversight Committee