

SIGNATURE ROUTING LOG

General Information:

Proposal Type: Course Program Other




Proposal Name¹ (course prefix & number, pgm major & degree, etc.): WRD 110 (add bl; remove cross-list)

Proposal Contact Person Name: Elizabeth Connors-Manke Phone: 7-8046 Email: b.connors-manke@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
Division of Writing, Rhetoric, and Digital Media, Director	11-15-10	Roxanne Mountford / 7-6985 / mountford@uky.edu	
		/ /	
		/ /	
		/ /	
A&S Ed. Policy Cmte.		Randall Roorda, Humanities / 7-1033 / roorda@uky.edu	
A&S Dean		Anna Bosch, Associate Dean / 7-6689 / bosch@uky.edu	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ²
Undergraduate Council	2/15/2011		
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

*12/9/10
u6c*

Comments:

¹ Proposal name used here must match name entered on corresponding course or program form.

APPLICATION FOR COURSE CHANGE (MAJOR AND MINOR)

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: Arts and Sciences Today's Date: 11-15-10
- b. Department/Division: Writing, Rhetoric, and Digital Media
- c. Is there a change in "ownership" of the course? YES NO
If YES, what college/department will offer the course instead? _____
- d. What type of change is being proposed? Major Minor¹ (place cursor here for minor change definition)
- e. Contact Person Name: Elizabeth Connors-Manke Email: b.connors-manke@uky.edu Phone: 7-8046
- f. Requested Effective Date: Semester Following Approval OR Specific Term²: _____

2. Designation and Description of Proposed Course.

- a. Current Prefix and Number: WRD 110 Proposed Prefix & Number: _____
- b. Full Title: Composition and Communication I Proposed Title: _____
- c. Current Transcript Title (if full title is more than 40 characters): _____
- d. Proposed Transcript Title (if full title is more than 40 characters): _____
- d. Current Cross-listing: N/A OR Currently³ Cross-listed with (Prefix & Number): CIS 110
Proposed – ADD³ Cross-listing (Prefix & Number): _____
Proposed – REMOVE^{3,4} Cross-listing (Prefix & Number): CIS 110
- e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern type.
- | | | | | | |
|-----------|---|-------------------------------|-------------------------------------|------------------|--------------------|
| Current: | <input checked="" type="checkbox"/> Lecture | _____ Laboratory ⁵ | _____ Recitation | _____ Discussion | _____ Indep. Study |
| | _____ Clinical | _____ Colloquium | _____ Practicum | _____ Research | _____ Residency |
| | _____ Seminar | _____ Studio | _____ Other – Please explain: _____ | | |
| Proposed: | _____ Lecture | _____ Laboratory | _____ Recitation | _____ Discussion | _____ Indep. Study |
| | _____ Clinical | _____ Colloquium | _____ Practicum | _____ Research | _____ Residency |
| | _____ Seminar | _____ Studio | _____ Other – Please explain: _____ | | |
- f. Current Grading System: Letter (A, B, C, etc.) Pass/Fail
Proposed Grading System: Letter (A, B, C, etc.) Pass/Fail
- g. Current number of credit hours: 3 Proposed number of credit hours: _____

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.

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.)

APPLICATION FOR COURSE CHANGE (MAJOR AND MINOR)

h. Currently, is this course repeatable for additional credit? YES NO

Proposed to be 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

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.

i. Current Course Description for Bulletin: _____

Proposed Course Description for Bulletin: _____

j. Current Prerequisites, if any: _____

Proposed Prerequisites, if any: _____

k. Current Distance Learning(DL) Status: N/A Already approved for DL* Please Add⁶ Please Drop

*If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box) that the proposed changes do not affect DL delivery.

l. Current Supplementary Teaching Component, if any: Community-Based Experience Service Learning Both

Proposed Supplementary Teaching Component: Community-Based Experience Service Learning Both

3. Currently, is this course taught off campus? YES NO

Proposed to be taught off campus? YES NO

4. Are significant changes in content/teaching objectives of the course being proposed? YES 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? YES NO

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

b. Will modifying this course result in a new requirement⁷ for ANY program? YES NO

If YES⁷, list the program(s) here: _____

6. Information to be Placed on Syllabus.

a. 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) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

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

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

WRD 110-00

Composition & Communication I Summer 2011, Online

Ms. Allison Palumbo, MA
allison.palumbo@uky.edu

Office Hrs: available by email weekdays

Emergency Phone: (907) 903-5332

Required Texts & Materials

- Online handbook
- Readings to be downloaded in PDF
- Active library account & UK email address
- Reliable computer & internet access
- Flash drive to back up your work
- 3x5 in. index cards
- Camera microphone
- Adobe Connect
- Digital voice recorder

The UK helpdesk is available
for technical support
24 hours a day 7 days a week!

859-218-HELP (4357)

This course is taught in the Eastern Time Zone.
All deadlines for this course are ET. If you live outside this Time
Zone, you need to account for the time change when completing
assignments.

NOTE: Please make sure you read this syllabus closely. It contains important course policy information and schedules your assignment schedule. By remaining enrolled in this class, I can assume that you have read and understood the content of this syllabus and that you agree to abide by the guidelines and policies outlined in the herein, just as you can expect me to teach according to these guidelines and uphold these policies.

C&C I GOALS

“The difference between the right word and the almost right word is the difference between lightning and the lightning bug.” ~ Mark Twain

In Composition and Communication I, students are encouraged to value learning for its ability to affect our relationship to the world around us. In this class, students will practice citizen-scholarship as they become familiar with writing and speaking concepts and procedures inherent to effective communication both in and out of the classroom. As a citizen, you will investigate issues that bear importance to your work at this university and to your membership in the human race. You will also learn the benefits of being a member of the class community by providing helpful, specific feedback. As a scholar, you will practice speaking and writing emphasizing critical inquiry and research. You will examine various writing styles, develop critical thinking skills, analyze and utilize diverse textual and visual mediums, and concentrate on writing processes (composing, editing, and revision). Your coursework will build on “discovery” methods through writing and thinking.

After a semester of diligent effort, you should be able to 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.

POLICIES



Attendance

Online classes require excellent time management and self-motivation. For a web-based class, attendance means checking the *Blackboard* website daily for messages or assignment information. Carefully budgeting your time for coursework as if you were attending a class on a campus will help you avoid unforeseen delays and procrastination that will affect your overall performance. As this is an online class where you will work according to your own schedule, I cannot take attendance. However, if you do not submit assignments on time, according to the schedule deadlines, or if you miss feedback or formal speech sessions, you will receive deductions accordingly.

Feedback Sessions: This semester, you get to participate in four peer feedback sessions to help you with your project work. Peer feedback groups include three to four students. Specific requirements for each session will be provided in advance on *Blackboard*. Students who miss a feedback session for an essay or speech project will receive a full letter grade deduction from the final grade for that project.

Late Assignment Work: Maintaining academic integrity and keeping the class on track requires that I assign deadlines and that students meet those deadlines, so I do not accept late work. Late means any time after the time listed in the course schedule below. This policy allows me to keep equitable expectations for all students, and it prevents delays that keep me from grading and responding to student work in a timely manner.

Personal obligations and mechanical failures are not acceptable excuses for late work. So, organize your time, back up all of your work, keep copies of each draft, and schedule around your other responsibilities. My expectation is that you will treat this course as you do a face-to-face class: it must have reserved time in your schedule. Few, if any accommodations will be made for deadline conflicts related to work or travel. *Blackboard* has a handy feature under the *eContent Collection* to store all of your work on the network server; thus, there is no reason not to back up your work. **Please Note:** due to problems with virus transmission, I do not accept email submissions of essays or homework—all work must be submitted through Blackboard.

Excused Absences: Even though I will not take attendance, there may be times during the semester when you are unable to meet an assignment or feedback deadline due to circumstances beyond your control. Excused absences will be given at my discretion only with proof as defined by the UK Student Code 5.2.4.2. Students missing work due to an excused absence must inform me about their excused absence within one week following the period of the excused absence (except where prior notification is required), so we can determine a new deadline. Students will not be penalized for excused absences, and only for excused absences will students be given an opportunity to turn in work after the deadline. For further information on related UK policies, see <http://www.uky.edu/StudentAffairs/Code/part2.html> (sections 5.24, 5.2.4.1, and 5.2.4.2)

Student Conduct

A safe, positive environment is essential for learning, and we are all responsible for protecting our class community. You deserve to be treated with respect and courtesy at all times as a member of this community, and I expect you will return that respect to others. Our community provides a forum for creating and exploring ideas. I encourage intellectual freedom and welcome open expression, so you can benefit from new ideas and even controversial points of view during debates and discussions. Students have a right to share their own opinions in an appropriate manner, but I will not allow anyone in class to subject you to aggressive language founded in ignorance or hate. Thus, I protect our community by not tolerating negative student conduct that might infringe on your learning experience. Although there is some face-to-face communication in this class, we will get to know each other primarily through writing so think carefully about your tone when posting to Blackboard, emailing me or your classmates, etc.

Students who violate conduct policies or contribute to a hostile or negative environment will receive a warning, possible assignment deductions, and, if necessary, be referred to the Writing Division for further action.

Academic Integrity

To respect the integrity of your education and the quality of academics at this institution, I uphold the Writing Division's no tolerance policy for any student who plagiarizes or cheats. "Plagiarism" applies to intentional misuse and unintentional misuse of intellectual property, and it is a form of cheating. Students shall not use work that they have not written specifically for this class. Also, students may not use work written before or outside this course. To help you avoid unintentional plagiarism, you will submit your projects to *Safe Assign* on *Blackboard*, an electronic service that verifies student work originality. *Safe Assign* anonymously retains documents submitted to their databases. Continued enrollment in this course constitutes your acceptance of this policy.

Plagiarism and cheating are serious offenses with equally serious consequences.
The *minimum* penalty for either offense is a zero on the assignment.

For additional policies, definitions, and violation penalties for academic offenses, go to Section IV, part 6.3 to 6.4 under <http://www.uky.edu/StudentAffairs/Code/part2.html>. Students who cheat disrespect themselves and our writing community. To protect our community and the standards of UK's education, I teach prevention strategies and immediately address any academic integrity violations. Should plagiarism or cheating occur, I will directly refer the violating student to the Writing Division's office to begin official plagiarism proceedings.

MLA Documentation

To reduce instances of plagiarism, pay attention to discussions and readings about MLA documentation and keep track of your sources as you draft. Any time you use and refer to sources in your assignment work, you must use MLA in-text documentation and include a properly formatted Works Cited page to avoid plagiarism or misrepresentation. For all typed major and minor assignment work in this class, students should follow the MLA formatting guidelines in your handbooks.

Assignment Requirements

The Writing Division sets assignment length requirements, so students must meet minimum word count for project work to be eligible for a passing grade. You are expected to produce a minimum amount of writing in this course as an indicator of your facility with the writing skills you learn.

Assignments that do not meet minimum word counts earn a failing grade, in accordance with Writing Division policies. This policy allows instructors to be fair to students who follow directions and make sincere efforts to grow as writers.

Disability Services

Division policy requires that any student eligible for and requesting academic accommodations due to a disability provide me with a letter of accommodation as soon as possible. Please supply this documentation by the third day of class, especially if the accommodations are related to our uses of technology in this online course. I am happy to make the necessary accommodations once I have been notified.

Instructor Contact

While I will not hold physical office hours, I will be regularly accessible by email on weekdays until 6pm. I will respond to all emails by the following weekday. You can email me to discuss paper topics, research strategies, revision options, various ways to improve your writing, whatever you need. Although I don't accept full project drafts by email, you can send portions for review and feedback, and I am happy to email answers to general

questions or your concerns. Calling the phone number listed is for EMERGENCIES only, and I will take abuse of this privilege as poor student conduct. Please do not call after 9pm, Eastern Time.

COURSEWORK

	Assignment	Worth	Grade Scale	Students must complete all components of both major projects on time to be eligible for a passing grade in this course.
Major Project 1	Project 1: Reflective Essay	15%	A=90-100% B=80-89% C=70-79% D=60-69% E=0-59%	
	Project 2: Speech	15%		
	Homework	10%		
Major Project 2	Project 2: Space Analysis Essay	20%		
	Project 2: Speech	20%		
	Homework	10%		
Minor Assignments	Introduction Speech, Final Reflection Audio Essay, Blog Journals	10%		
Due dates are in the course schedule below and on <i>Blackboard</i> . All major project, minor assignment, and homework details and instructions are listed by due date on <i>Blackboard</i> under the appropriate Week Folder.				

Overview

You will complete two major projects that have an oral, written, and visual component that will showcase your skills development. You will also have three minor assignments to hone composition and multi-media use. The homework is designed help you build toward both major projects and minor assignments and to develop and practice communication techniques. Homework may include invention work, speech outlines, self and peer critiques, research assignments, drafts, and workshop exercises. If necessary, there may be periodic quizzes on the readings. All assignments will be submitted electronically in the form of typed texts and audio/video recordings.

Assessments

Assessments for the each component for both major projects and minor assignments will be based on holistic grading criteria posted on *Blackboard*. Homework will be graded accordingly:

- 3** =Excellent: Work is complete, follows all instructions precisely, and shows mastery of skills being covered.
- 2** =Adequate: Work is complete, follows all instructions, and indicates an appropriate skill level.
- 1** =Basic: Work is incomplete, doesn't follow all instructions, or indicates only partial grasp of skills covered.
- 0** =Inadequate: Work is late or not turned in, fails to follow instructions, or shows no grasp of skills covered.

Coursework that does not follow instructions or meet project and assignment requirements will receive grade deductions that could lead to a failing grade on the work.

Submitting Coursework

Since the only way I can verify that you have completed an assignment on time is to note the time stamp when you submit the work online, it's important that you verify all of your homework submissions. To check assignment submissions: After you submit an assignment, click the "My Grades" button. If you see an exclamation point (!) next to that assignment, it worked. If you don't see it, resubmit the file and re-verify. To verify discussion board and other posts, simply click on the link to your thread and review the submission.

Much of your coursework will be submitted to Blackboard. In order to foster collaboration, for your minor assignments and major projects, you will be assigned groups. Within the group function in Blackboard, you will be able to exchange Word documents as well as audio and video files that you have created. At times, you will be asked to view/read and respond to a classmate's work that has been posted to Blackboard. Know that using video and audio technologies well will be absolutely vital to this course, as this course focuses on written, verbal, and

visual composition and communication skills (see the course description and student learning outcomes). We will also be using Adobe Connect Pro for group discussions and presentations. Directions for these assignments and technologies will be posted on Blackboard.

Checking Grades

All assignment grades will be posted regularly under the “My Grades” button on the main menu. This allows you to track your progress throughout the class. I grade assignments within two weeks of the due date, so please do not contact me before the end of these two weeks to ask about your grades.

SPECIAL CONSIDERATIONS FOR WRD 110 ONLINE

Course Access/Class Time and Location

This is an online course. To access the course visit <http://elearning.uky.edu> and login to Blackboard with your **LINK BLUE** username and password.

Minimum Technology Requirements

Complete the following steps to make sure your computer is correctly configured and the necessary software is installed. **Note: You will not be able to access course material if you fail to complete these steps.**

1. Go to this site to check the **minimum hardware, software and browser requirements**:<http://wiki.uky.edu/blackboard/Wiki%20Pages/Bb9%20Hardware%20and%20Software%20Requirements.aspx>
2. Internet Explorer is NOT recommended for Blackboard. **Firefox is the recommended Internet browser for the course.** Go to <https://download.uky.edu/> to download a free version of Firefox. Log in with your **LINK BLUE** id and password and search for **Firefox**.
3. Go to <http://java.com> and click on the **Free Java Download** button. Run the installer to get the latest version.
4. You will also need **Flash, Adobe Acrobat Reader and QuickTime** movie player. Go to <http://wiki.uky.edu/blackboard/Wiki%20Pages/Browser%20Check.aspx> then click **BbGO!** If you do not have these installed, you can download them from this site.
5. To download **Windows Media Player**, click this link:
<http://www.microsoft.com/windows/windowsmedia/player/10/default.aspx>
6. Students and faculty can download **Microsoft Office Suite** (including Word and PowerPoint) from this site: <https://download.uky.edu/>.

If you experience technical difficulties contact the Customer Service Center at 859-218-HELP (4357) or by e-mail at helpdesk@uky.edu. Please also inform me when you are having technical difficulties.

Bb 101 for First-Time Online Students

This is a brief introduction for students using Blackboard for the first time.

- Go to <http://elearning.uky.edu> and log in with your **Link Blue ID**.
- Click on the Courses link near the top left of the page (to the right of My Bb and under the Library tab).
- In the Course Search line, type **Bb9-101** (exactly as you see it there, including the hyphen).
- Find the Course ID (first column) **Bb9-101-OnLine-Stu**, and click the down arrow next to the Course ID. Click **Enroll** then **Submit**.

Distance Learning Library Services

(<http://www.uky.edu/Libraries/DLLS>)

- Carla Cantagallo, DL Librarian, Email: dlservice@email.uky.edu
- Local phone number: 859. 257.0500, ext. 2171;
- Long-distance phone number: (800) 828-0439 (option #6)

Appropriate Online Behavior

Students are expected to maintain decorum that includes respect for other students and the instructor, to regularly log in to the course, and to display an attitude that seeks to take full advantage of the educational opportunity. All students are expected to be prepared to work and actively participate in class activities.

Virtual communication and discussion "in cyberspace" occur in a social environment where normal rules of social interaction apply. The remoteness of the recipients is no excuse to behave in an anti-social manner and post unacceptable messages.

Unacceptable messages include those that harass, intimidate, threaten, belittle, ridicule, expressed hatred for, or aggression toward others. Let us be mindful to avoid words that imply that some groups of people are less worthy than others (e.g., avoid racist, sexist, anti-Semitic, age-ist, and homophobic language).

Discussion board and other electronic communication for this course should relate only to the course subject matter, generally respond to the instructor threads, and always seek to further the aims of that particular discussion forum or chat session (e.g., stay on topic).

Contributions to discussion boards and synchronous chat are the intellectual property of the authors. Students who quote another person in class projects, publications or even in remarks made on the discussion board should always acknowledge the source of that quote (e.g., do not plagiarize your classmates).

Personal comments about other users and their views should not be placed in any of our Blackboard course areas that are viewable by other users.

Do not copy private messages to another person without the author's explicit permission.

Consult the UK Student Rights and Responsibilities regarding the steps for addressing unresolved academic issues at <http://www.uky.edu/StudentAffairs/Code/part2.html>

TENTATIVE DAILY SCHEDULE (subject to change)

Our schedule runs Monday through Sunday

M = Saint Martin's Handbook; *G* = Speaker's Guidebook; *O*: Online Handout (found on *Bb* under related unit)

<i>Week</i>	<i>Assignments and Deadlines</i>
1	Due Jun. 10: syllabus response and brief discussion board literacy narrative Due Jun. 12: readings on college communication, speech organization and delivery // activity
2	Due Jun. 15: introduction podcast due, readings on audience analysis and rhetorical triangle //activity Due Jun. 19: Professional essay examples (Walker, Blue Sky)// readings on memorable prose, description, narration // activities
3	Due Jun. 22: P1 student essay example // student response or discussion // readings on presentation aids // activities Due Jun. 26: MLA introduction and practice (epigraph example?)
4	Due Jun. 29: P1 speech due // Blog needs to be created, link submitted to instructor // midterm reflection Due Jul. 3: P1 speech critiques // essay peer review
5	Due Jul. 6: P1 essay due // reflection post Due Jul. 10: analysis intro // activities and reading
6	Due Jul. 13: research overview // activities and readings (Starbucks) Due Jul. 17: source integration // example analysis essay (professional, Science of shopping) // activities, readings, and responses
7	Due Jul. 20: working bib due // student analysis example // responses Due Jul. 24: P2 speech due
8	Due Jul. 27: speech critiques due Due Jul. 31: essay peer review
9	Due Aug. 2: P2 essay due Due Aug. 4: Reflection podcast due

<i>Week</i>	<i>Assignments Due</i>	<i>Readings Due</i>
	Welcome, Course Overview, Getting Started	
	<ul style="list-style-type: none"> ▪ Bring <i>OH</i> copies: syllabus, schedule, P1 instructions, and reading presentation instructions due in class ▪ Complete SMH exercises (assigned in class) 	<i>SMH</i> : College Writing // Reading, Writing, & Research // Rhetorical Situations// Presentations
	Homework: Lamott Response	<i>OH</i> : Lamott “Shitty First Drafts” <i>SMH</i> : Exploring, Planning, & Drafting
	Homework: Walker Response <i>P1 Proposal</i> : printed copy due in class	<i>OH</i> : Walker “When the Other Dancer Is the Self” <i>SMH</i> : Memorable Prose
	<ul style="list-style-type: none"> ▪ Homework: Houston Response ▪ Complete SMH exercises (assigned in class) ▪ Bring P1 photos 	<i>OH</i> : Houston “Blizzard Under a Blue Sky” <i>SMH</i> : Ch. 29—Effective Language
	<i>P1 Draft</i> : printed copy due in class, minimum 3 full pgs.	<i>SMH</i> : Ch. 7, sections a-f—Developing Paragraphs
	<i>P1 Final Draft</i> : printed copy due in class, online copy due before class on BB under Unit 1	<i>SMH</i> : Ch. 6, section a only—Rereading Your Draft

<i>Date</i>	<i>Assignments Due</i>	<i>Readings Due</i>
<i>Mon.</i> <i>6/21</i>	<ul style="list-style-type: none"> ▪ Bring <i>OH</i>: P2 Instructions, printed copy due in class ▪ Bring copies of visuals from P1 ▪ Sign up for Unit 2 conferences 	
<i>Tue.</i> <i>6/22</i>	Homework: hooks Response	<i>OH</i> : Analysis Thought Processes <i>SMH</i> : review Ch. 2, section c only <i>OH</i> : hooks “In Our Glory”

Wed. 6/23	Homework: Mathieu Response	TEC: Mathieu “Rhetoric of Gourmet Coffee”
Thu. 6/24	Homework: Haynsworth Response	SMH: Ch. 10—Thinking Critically about Visuals OH: Haynsworth “My Volvo My Self”
Fri. 6/25	P2 Proposal: printed copy due in class	
Mon. 6/28	Homework: Gladwell Response	OH: Gladwell “The Science of Shopping” SMH: review Ch. 7, sections a-e
Tue. 6/29	P2 Draft: printed copy due in class, minimum 3 full pgs.	SMH: Ch. 13—Conducting Research
Wed. 6/30	Library Orientation: meet in Young Library, room TBA P2 Outline: printed copy due in class	
Thu. 7/1	Homework: Plagiarism Reflection	SMH: Ch. 16—Acknowledging Sources & Avoiding Plagiarism & Ch. 18—MLA
Fri. 7/2	P2 Quotes: Bring 2 possible relevant quotes for your P2	SMH: Ch. 15—Integrating Sources
Mon. 7/5	P2 Review Draft: 3 full length printed copies due in class	SMH: Ch. 6, section b only—Peer Review
Tue. 7/6	P2 Revision Plan: printed copy due in class	SMH: Ch. 6, sections f & g, Ch. 7, review section f, & Ch. 44—Sentence Variety AWE: Brereton, “Ode to Sausage”

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: WRD 110	Date: 11-15-10
Instructor Name: Elizabeth Connors-Manke	Instructor Email: b.connors-manke@uky.edu
Check the method below that best reflects how the majority of course of the course content will be delivered.	
Internet/Web-based <input type="checkbox"/>	Interactive Video <input type="checkbox"/>
Hybrid <input checked="" type="checkbox"/>	

Curriculum and Instruction	
1.	<p>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?</p> <p>This course is based on both asynchronous and synchronous communication, which means that student-faculty interaction will be the same as in a regular class. Some class meetings will occur via interactive video and others through Blackboard discussion board. The syllabus conforms to the University Senate Guidelines.</p>
2.	<p>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.</p> <p>The online syllabus is identical to the regular syllabus, including the very same assignments, texts, learning outcomes, and assessment rubrics.</p>
3.	<p>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.</p> <p>Students currently turn in their papers using SafeAssign (on Blackboard); this same system will be used for the online course, thereby ensuring that students' papers are their own work. There are no exams in this course.</p>
4.	<p>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?</p> <p>This course is part of the General Education program and not a degree program.</p> <p>If yes, which percentage, and which program(s)?</p> <p><small>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</small></p>
5.	<p>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?</p>


Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

	Students can send their essays to a tutor in the Writing Center and may work with a reference librarian via email. These are the two main services that students need for C&C I & II.
<i>Library and Learning Resources</i>	
6.	How do course requirements ensure that students make appropriate use of learning resources? Students are required to learn information literacy skills and apply them to their speeches and essays. Project #2, for example, requires students to use 6 different sources in their essay and cite 4 oral footnotes in their speech.
7.	Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. Students do not need special facilities for this course.
<i>Student Services</i>	
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 Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)? See page 2 of the Syllabus.
9.	Will the course be delivered via services available through the Teaching and Academic Support Center? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> If no, explain how students 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.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

10.	<p>Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes</p> <p>Instructor's <i>virtual</i> office hours, if any.</p> <p>The technological requirements for the course.</p> <p>Contact information for TASC (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300).</p> <p>Procedure for resolving technical complaints.</p> <p>Preferred method for reaching instructor, e.g. email, phone, text message.</p> <p>Maximum timeframe for responding to student communications.</p> <p>Language pertaining academic accommodations:</p> <ul style="list-style-type: none">o "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu." <p>Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)</p> <ul style="list-style-type: none">o Carla Cantagallo, DL Librariano Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)o Email: dllservice@email.uky.eduo DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?web_id=253&lib_id=16
11.	<p>I, the instructor of record, have read and understood all of the university-level statements regarding DL.</p> <p>Instructor Name: Elizabeth Connors-Manke</p> <p style="text-align: right;"> Instructor Signature:</p>

University Senate Syllabi Guidelines

WRD
110
add DL

General Course Information

- Full and accurate title of the course.
- Departmental and college prefix.
- Course prefix, number and section number.
- Scheduled meeting day(s), time and place.

Instructor Contact Information (if specific details are unknown, "TBA" is acceptable for one or more fields)

- Instructor name.
- Contact information for teaching/graduate assistant, etc.
- Preferred method for reaching instructor.
- Office phone number.
- Office address.
- UK email address.
- Times of regularly scheduled office hours and if prior appointment is required.

Course Description

- Reasonably detailed overview of the course.
- Student learning outcomes.
- Course goals/objectives.
- Required materials (textbook, lab materials, etc.).
- Outline of the content, which must conform to the Bulletin description.
- Summary description of the components that contribute to the determination of course grade.
- Tentative course schedule that clarifies topics, specifies assignment due dates, examination date(s).
- Final examination information: date, time, duration and location.
- For 100-, 200-, 300-, 400-, 400G- and 500-level courses, numerical grading scale and relationship to letter grades for *undergraduate* students.
- For 400G-, 500-, 600- and 700-level courses, numerical grading scale and relationship to letter grades for *graduate* students. (Graduate students cannot receive a "D" grade.)
- Relative value given to each activity in the calculation of course grades (Midterm=30%; Term Project=20%, etc.).
- Note that undergraduate students will be provided with a Midterm Evaluation (by the midterm date) of course performance based on criteria in syllabus.
- Policy on academic accommodations due to disability. Standard language is below:
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Course Policies

- Attendance.
- Excused absences.
- Make-up opportunities.
- Verification of absences.
- Submission of assignments.
- Academic integrity, cheating & plagiarism.
- Classroom behavior, decorum and civility.
- Professional preparations.
- Group work & student collaboration.

WRD 110-00

Composition & Communication I

Summer 2011 Online

Instructor: Ms. Allison Palumbo, MA Office: Patterson Office Tower 1218 Office Hrs: available by email weekdays	Office Phone: (859) 257-6990 Email: allison.palumbo@uky.edu Preferred Method of Contact: email
The UK helpdesk is available for technical support 24 hours a day 7 days a week! Phone: Toll Free ...	This course is taught in the <u>Eastern Time Zone</u> . All times listed in this syllabus, whether stated or not, are ET. If you live outside this Time Zone, you need to account for the time change when completing assignments.
<p><i>Required Texts & Materials</i></p> <ul style="list-style-type: none"> • <i>Speaker's Guidebook: text & reference</i>. 4th ed. O'Hair. Bedford. ISBN 0-312-59633-2 • <i>St. Martin's Handbook: 2009 MLA Update</i>. 6th edition. Lunsford. Bedford. ISBN 0-312-67597-6 • <i>Essays and other readings to be downloaded in pdf or provided</i> • Active library account & UK email address • 3x5 in. index cards • Computer & printer access (available across campus); computer disk or flashdrive to back up your w 	

Course Objectives

Composition and Communication I is a course in speaking and writing emphasizing critical inquiry and research. Throughout the course, we will encourage students to explore their place in the broader community and take a stance on issues of public concern—that is, to begin to view themselves as engaged citizen scholars. Students 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 their 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.

POLICIES: Coursework

Attendance

Online education requires excellent time management and self-motivation. As an accelerated web-based class, attendance means checking the Blackboard website daily for messages or assignment information. Carefully budgeting your time for coursework and reading as if you were attending a class on a campus will help you avoid unforeseen delays and procrastination that will affect your overall performance. As this is an online class where you will work according to your own schedule, I will not take attendance. However, if you do not complete assignments on time, according to the schedule deadlines, or if you miss peer feedback or formal speech sessions, you will receive deductions accordingly.

Feedback Sessions: This semester, you get to participate in four peer feedback sessions to help you with your project work. Peer feedback groups include three to four students. Specific requirements for each session will be provided in advance on *Blackboard*. Students who miss a feedback session for an essay or speech project will receive a full letter grade deduction from the final grade for that project.

Late Assignment Work: Maintaining academic integrity and a reasonable course schedule requires that I assign deadlines and that students meet those deadlines, so I do not accept late work. Late means any time after the time listed in the course schedule below. This policy allows me to keep equitable expectations for all students, and it prevents excessive delays that keep me from grading and responding to student work in a timely manner. Personal obligations and mechanical failures or meltdowns are not acceptable excuses for late work. It is up to you to organize your time and back up all of your work, keep copies of each draft, and to schedule around your school responsibilities. Blackboard has a very handy feature under the *eContent Collection* to store all of your work on the network server; thus, there is no reason not to back up your work. Please note: due to problems with virus transmission, I do not accept email submissions of essays or homework—all work must be submitted through Blackboard.

Excused Absences: Even though I will not take attendance, there may be times during the semester when you are unable to meet an assignment or feedback deadline due to circumstances beyond your control. Excused absences will be given at my discretion only with proof as defined by the UK Student Code 5.2.4.2. Students missing work due to an excused absence must inform me about their excused absence within one week following the period of the excused absence (except where prior notification is required), so we can determine a new deadline. Students will not be penalized for excused absences, and only for excused absences will students be given an opportunity to turn in work after the deadline.

For further information see <http://www.uky.edu/StudentAffairs/Code/part2.html>

Academic Standards: 5.2.4

Attendance and Completion of Assignments: 5.2.4.1

Excused absences: 5.2.4.2

Technical Preparation

In order to participate in this online course, students must have reliable computer and internet access, preferably with broadband connection. The computer must be capable of running the software and compatible with the required hardware necessary for completing the coursework (listed above under required materials). Each student generally has a different computer system and internet provider, and most technical problems come in the form of equipment problems, internet service issues, or a student's lack of technical facility.

Assignment Requirements

- ❖ For homework and project work, follow basic MLA formatting guidelines in *St. Martin's Handbook* p. 337-347
- ❖ When you use sources, use MLA in-text documentation and include a properly formatted Works Cited page.

The Writing Division sets assignment length requirements, so students must meet minimum word count for project work to be eligible for a passing grade. You are expected to produce a minimum amount of writing in this course as an indicator of your facility with the writing skills you learn.

To be fair to students who follow directions and make sincere efforts to grow as writers:
 Assignments that do not meet minimum word counts earn a failing grade, in accordance with Division policies.

POLICIES: Student Conduct & Academic Integrity

A safe, positive environment is essential for learning, and we are all responsible for protecting our writing community. You deserve to be treated with respect and courtesy at all times as a member of this community, and I expect you will return that respect to others. Our community provides a forum for creating and exploring ideas. I encourage intellectual freedom and welcome open expression, so you can benefit from new ideas and even controversial points of view during debates and discussions. Students have a right to share their own opinions in an appropriate manner, but I will not allow anyone in class to subject you to aggressive language founded in ignorance or hate.

As your instructor, I will protect your learning experience and the classroom community by addressing student misconduct immediately. Students who violate conduct policies and contribute to a hostile or negative environment will receive a warning, if necessary, be referred to the Division for further action.

To respect the integrity of your education and the quality of academics at this institution, I uphold the Writing Division’s no tolerance policy for any student who plagiarizes or cheats. “Plagiarism” is a term that applies to intentional misuse and unintentional misuse of intellectual property, and it is a form of cheating. Students shall not use work that they have not written specifically for this class. Also, students may not use work written before or outside this course. To reduce instances of plagiarism, pay attention to discussions and readings about MLA documentation and keep track of your sources as you draft. To help you avoid unintentional plagiarism, you will submit your projects to *Safe Assign* on *Blackboard*, an electronic service that verifies student work originality. *Safe Assign* anonymously retains documents submitted to their databases. Continued enrollment in this course constitutes your acceptance of this policy.

Plagiarism and cheating are serious offenses with equally serious consequences.
 The *minimum* penalty for either offense is a zero on the assignment.

For additional policies, definitions, and violation penalties for academic offenses, go to Section IV, part 6.3 to 6.4 under <http://www.uky.edu/StudentAffairs/Code/part2.html>. Students who cheat disrespect themselves and our writing community. To protect our community and the standards of UK’s education, I teach prevention strategies and immediately address any academic integrity violations. Should plagiarism or cheating occur, I will directly refer the violating student to the Writing Division’s office to begin official plagiarism proceedings.

COURSEWORK OVERVIEW

Due dates are tentative. Any changes will be provided in advance of the revised due date.	Assignment	Due	Grade Scale	Students must complete all components of both major projects on time to be eligible for a passing grade in this course.
	Project 1 Essay 15%	TBA	A=900-1000 pts (90-100%)	
	Project 1 Presentation 15%		B=800-899 pts (80-89%)	
	Project 2 Essay 20%		C=700-799 pts (70-79%)	
	Project 2 Presentation 20%		D=600-699 pts (60-69%)	
	Reading Presentation 10%		E=599 pts or less (0-59%)	
	Homework 20%			
Midterm Evaluations Date TBD There are no Final Exams in this class				

Major Assignments:

Project Work: You will complete two projects this semester. Both projects include a written and spoken component. You will revise project drafts based on my feedback and the comments of your classmates.

Reading Presentation: Each student will be responsible for presenting an analysis and a discussion question to one of the assigned readings from the course schedule. Students will sign up for readings the first week of classes.

Homework

Your homework can include blog journals, invention exercises, reading responses, topic proposals, drafts, outlines, peer feedback, research preparation, and any other work you might do to craft each project. Homework due dates are listed in the course schedule below.

Peer Feedback is integral to the revision process. Because most professionals do collaborative work, and these sessions teach you effective group work and respectful collaboration. To encourage constructive student efforts, peer feedback is a significant part of the homework grade. Inadequate efforts may result in consequences ranging from deductions on the assignment to a zero (determined on a case-by-case basis).

Blog Journals begin writing for a larger audience even as they provide an outlet for personal reflection and idea development. These journals will be completed on your chosen website or blog, and they will include both self-evaluative reflections throughout the semester as well as Project 2 preparation. Details and instructions will be posted as homework listings under the appropriate day in the course schedule.

Assignment Assessments

Assessments for the each component for both major assignment projects and reading presentations will be based on grading criteria posted on *Blackboard*. Homework will be graded accordingly:

- =Above and beyond. Assignment is not only complete and follows content and formatting requirements precisely, but also shows mastery of skills being covered.
- =Adequate. Assignment is complete, follows content and formatting requirements, and indicates an adequate level of skills being covered.
- 0 =Inadequate. Assignment may be incomplete, fail to meet content or formatting requirements, or show no grasp of skills being covered. Work that is not turned in or turned in late due to an unexcused absence also earns a '0'.

PROJECTS

Project One (P1)

Exploring Our Personal History: The Position Shift Essay

Purpose: To examine your life through writing by describing and explaining a personal experience that altered how you thought or felt about an issue, idea, or belief. This essay requires you to use critical thinking skills to analyze your own experiences and make meaning from them. In addition, you will need to convey that meaning in a way that is significant for the reader. Your work should also exhibit attention to detail and illustration, effectively utilize narrative form, and engage in reflective writing.

Essay Prompt: For Project 1, you will write about a time in your life when you had a “shift” (change in position or way of thinking) about a certain issue or value that is important to who you are today. To help guide your reflective narration, you will also select one or two relevant photographs that represent this personal story of change that you would like to share. These photo(s) can represent the before and after or the actual changing process, depending on what you prefer. The photo or photos you choose do not have to be of you or taken by you; they can be of other people, photos of objects, places, phrases, etc. They simply need to be interesting and relevant.

Reflection on the experience that brought about the switch (meaning what the experience was, how it affected or changed you, or how it made you who you are today) should play as strong a role as memory exploration (which you can use to provide the details and descriptions that will make the topic interesting to your readers).

Getting Started

Think about a time when you had a very strong idea about a person, place, thing, or event that, as you grew older, changed dramatically to the very opposite or to an entirely different view. Or, think about an experience that showed you that you were not who you thought you were. The more of an impact the change had on your life, the more you will remember it, so you may want to focus on major topics like personal tastes, interests, beliefs/values, politics, religious views, etc..

Here are examples of different switch topics

- ⊕ You used to hate beets until you had a great beet stew, and now it's your favorite vegetable.
- ⊕ You had a crush on the most popular person in school, until you saw him or her teasing someone.
- ⊕ You voted Republican/Democrat until you learned something that made you switch your position.
- ⊕ You were a Christian until you visited a temple in China and decided to become Buddhist.
- ⊕ You thought you were an unprejudiced person until you met someone from a race/religion/culture who was completely different from you, and you reacted with prejudice.

The key with this essay is to make sure that you provide ample evidence/examples to give the reader an appropriate sense of who you once were and why and how that differs from who are now. The actual shift may have been gradual or abrupt, and you can characterize it in whatever way adds to the narrative.

Some topics are harder to be creative with or to engage the reader, and some are just overdone. Use invention strategies to really search your memory for an experience that will set you apart and engage your reader's interests. Topics to avoid:

- ⊕ Coming to college (you have a classroom of peers who have similar stories)
- ⊕ Your boyfriend/girlfriend (it's hard not to get too wrapped up in emotions and lose the story)

Requirements

There are two required components to Project 1: text (essay content and captions) and visuals (photos).

Text: Your project must be a minimum of **five full pages of text** to be eligible for a passing grade. If you come up short in the page requirements, you need more development. Return to the inquiry stage: go back and find places to expand, places where you can add more explanations or descriptions.

Text Formatting: Uniform formatting helps me grade by ensuring you include necessary data and by ensuring your essay's development. Please follow the formatting instructions in your syllabus exactly. Papers that do not conform to these requirements will be subject to grade deductions.

Visuals: **Visuals do not count toward page length requirements.** Write your essay first and once you have ensured you have met the minimum requirements, then insert the photos digitally. *Note:* You are responsible for managing the technology of incorporating them into your essay. If you anticipate having issues with this, please contact me sooner, rather than later.

Grading: This paper is worth 10% of your final grade. Two weeks after the due date, your grade will be posted on Blackboard, and you will receive an email with my feedback and an assessment rubric to help you pinpoint strengths and weaknesses that will allow you to revise the project for the portfolio.

Applicable Writing Skills: **As you write your position shift, you will practice multiple forms of inquiry, including exploration and reflection, to give the details of your experience and make them significant for the reader. You will also be able to make use of several forms of development, depending on your approach, including compare and contrast, examples and illustrations, description, and cause and effect. (Refer to the section on patterns of paragraph development in SMH for more examples.)**

Final Reminders

- ↓ Get started on the writing early, and give yourself plenty of time to draft to ensure greater success in achieving a clear and engaging essay through revision.
- ↓ If you come up short in the page requirements, don't give up—develop by expanding your ideas.
- ↓ If you have any questions or concerns about this paper, please come and see me during my office hours or by making an appointment for another time that is more convenient for you.

PROJECT 1 (P1): Shifting Identities

<i>Essay Component Due Date & Percentage:</i>	TBA	15%
<i>Presentation Component Due Date & Percentage:</i>	TBA	15%

Purpose: 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. Both components require you to use critical thinking skills to analyze your own experiences and make meaning from them in a way that is significant for both yourself and your readers. Sharing a self-analysis involves attention to detail and illustration, utilizes narrative form, and engages in reflective communication. You will share details of analysis from your perspective with your audience in a presentation that utilizes effective public speaking skills based on content, structure, and delivery with a visual aid. In addition, you will write to explore and share some key components of your own identity and the role other groups play in shaping who you are. This means you will practice writing using rich detail, strong verbs, effective organization, and support for your ideas based on evidence drawn from a visual source and your own experience.

Overview: When attempting to explain who we are to others, we frequently use the roles we play, traits, and interests as a shorthand way to describe our identities. For example, people in this class might identify themselves as big brothers/sisters, musicians, athletes, republicans, students, or activists. While these roles may be quick ways of identifying ourselves, they cannot represent our complete identity. Still, by examining one role, trait, or interest we can begin to see how identity forms and changes over time.

Presentation Component

Prompt:

Requirements: The presentation component of P1 must:

- ❖ Meet the presentation time limit of 4-6 minutes.
- ❖ Be accompanied by a speaking outline submitted electronically on the due date.
- ❖ Use no more than four 3 x 5 inch note cards, one side only.
- ❖ Contain 3-4 effective *PowerPoint* slides.
- ❖ Not use a lectern.

Points will be deducted for going over or under the time limits, for not submitting a speaking outline, or for using more than four 3 x 5 inch note cards (one side only).

Essay Component

Prompt:

Requirements: The written component of P1 must:

- ❖ Meet the minimum word count of 1500 words (Works Cited page and visuals do not count toward limit).
- ❖ Follow proper formatting requirements outlined in syllabus policies.
- ❖ Include at least two relevant visuals.

Project Two (P2)
Reading the World Around You: Space Analysis

Purpose: To provide an introduction to analysis, effective source use, critical reading, and audience awareness—all of which are foundational skills for writing of all sorts, as well as critical thinking. By this point there is no denying that we live in a visual culture; we frequently believe or are influenced by what surrounds us. Becoming a skilled interpreter of our environment and clearly articulating those interpretations, then, are key skills to possess in the twenty-first century.

Essay Prompt: In this essay, you will be analyzing a specific space to come up with an interpretive claim about the message the space sends—the underlying meaning of the space that is not readily apparent or obvious. As with any essay, you need to establish a “so what?”: what the audience can gain from learning about your way of interpreting the space. Using this essay, you will hopefully learn to relate to your surroundings in a new way by becoming aware of the assumptions involved with forming the spaces as well as the assumptions about people’s relationship with those spaces. You will need to include a photo of the space to provide a visual for your readers.

This space will NOT be a personal space, meaning a space you have designed or one you normally spend a lot of time in—anywhere in your home, work, or church environment. Your analysis should not be about a natural space that is not human-made (like the Grand Canyon or a lake). However, it can be about human-made structures in a natural space. Your space can be a place you have visited in the past, but it may help if it’s a place you can readily visit a few times to gather details for your essay. It is also useful to choose a space that is relatively small, maybe one or two rooms, or a small structure.

For example, you would not want to write about a place you visited when you were five but have no pictures of for reference to guide your analysis. You would not want to write a space analysis of the Grand Canyon or your favorite park (these are natural spaces that aren’t shaped by human intentions or needs). However, you could write about the visitor’s center at the Grand Canyon or about a place you visited last year of which you have a lot of pictures. Other students have written about McDonald’s, Blockbuster, a glamour studio, a friend’s unique bedroom (but not their own bedroom, which is personal), a money-lending office—there are countless opportunities out there for interesting spaces. If you have questions about your possible space choice, feel free to talk it over with me.

Getting Started

Once you have chosen a space for your analysis, start compiling detailed notes about that space. Describe every little thing in it—look at objects, colors, structure, people, lighting, and write everything you can about the space. You don’t have to worry about your interpretation, yet. Just gather data. The better your description in the notes, the better your support for your interpretation will be. These notes will then make up the foundation of your examples and evidence.

Remember, your goal is not to explain the obvious. For example, if you write about a space where something is being sold (food, clothes, movies, etc.), you would not want to write about how the meaning behind the space is to sell something. Everyone already knows that. Instead, point out something people might not realize about the space if they aren’t looking closely. Spaces are built to imply certain values or ideals; they often manipulate other interests or needs to encourage people to use them—like providing comfort, security, excitement, adventure, sophistication, an unusual education, or feelings of camaraderie.

Requirements

There are three required components to Project 2: text (essay content and captions), visuals (photos), and sources.

Text: Your project must be a minimum of six full pages of text to be eligible for a passing grade. If you come up short in the page requirements, you need more development. Return to the inquiry stage: go back and find places to expand, places where you can add more explanations or descriptions.

Text Formatting: Uniform formatting helps me grade by ensuring you include necessary data and by ensuring your essay's development. Please follow the formatting instructions in your syllabus exactly. Papers that do not conform to these requirements will be subject to point deductions.

Visuals: As with Project 1, visuals do not count toward page length requirements. Write your essay first and once you have ensured you have met the minimum requirements, then insert the photos digitally. *Note:* You are responsible for managing the technology of incorporating them into your essay. If you anticipate having issues with this, please contact me sooner, rather than later.

Sources: The paper needs to include one engaged source. By this I mean that you should show how your ideas "play off of" and connect/disconnect with those of the source author. To do this you can quote a passage or paraphrase some key ideas from the source, but either way it needs to be properly cited. Please keep quotes/paraphrases limited to three lines in length. You must also have a Works Cited page, which does not count toward the final page length.

Grading: This paper is worth 15% of your final grade. Two weeks after the due date, your grade will be posted on Blackboard, and you will receive an email with my feedback and an assessment rubric to help you pinpoint strengths and weaknesses that will allow you to revise the project for the portfolio.

Applicable Writing Skills: Through your analysis, you will practice making a claim and substantiating it through textual evidence. Showing and telling plays an integral part in supporting your interpretation, so you will continue to develop ways of explaining and describing by providing relevant, detailed examples based on your analytical reasoning and making them significant for the reader. You will also continue recursive writing techniques through drafting and revising as well as proper idea organization.

PROJECT 2 (P2): Reading the World Around Us

<i>Essay Due Date & Percentage:</i>	TBA	20%
<i>Presentation Due Date & Percentage:</i>	TBA	20%

Purpose: The goal of this assignment is to introduce you to the process of writing and speaking for an audience, drawing on appropriate primary and secondary sources. You will learn to inquire into issues of public concern, moving toward an awareness of rhetorical devices that shape audience response. You will also learn to handle some of the ethical issues involved in writing and speaking about others for a public audience. Finally, you will learn to design effective visuals for a public presentation using *PowerPoint* and online media.

Overview:

Topics: Conducting community research requires special attention to the safety and comfort of both you and your participants. For this reason, you are not permitted to engage in any illegal activity for this project. If your chosen topic includes risky behavior or illegal activity, you will be told to find a new topic and will not be able to proceed until I have determined that you have an appropriate and safe topic.

Essay Component

Prompt:

Requirements: The essay component of P2 must:

- ❖ Be a minimum of 8 full pages of text (Works Cited page and visuals do not count toward page length).
- ❖ Use at least six different sources including:
 - direct quotes from the primary interview.
 - two other sources produced in/through/about the community.
 - no more than one website source.
 - no more than one source from in-class material.
- ❖ Include MLA documentation style including in-text citations and a Works Cited page.
- ❖ Incorporate at least 3 original digital photographs from your fieldwork.
- ❖ Use at least 6 embedded hyperlinks in your online published essay or your blog journal (internal and/or external).

Essay Publishing: In addition to submitting the final draft of your essay on *Blackboard*, you will also publish your work online on your chosen website or blog (either wix.com or blogger.com). If you have a pre-existing website or blog you are welcome to publish your materials there once you inform me in advance.

There are two reasons for publishing online: first, you can embed hyperlinks into your essay or journal, thereby connecting your work into a network of other related websites in this area; second, you'll be able to share your work with the community that you engaged with for this assignment. This publishing requirement is meant to help you imagine a broader public audience for this work and to encourage you to see yourself as creating materials that may be interesting to and useful for others. **Please note: The essay that you submit on Blackboard will still meet formatting requirements, but you can change the format for version you publish online. Feel free to experiment with formatting and design for the web.

Presentation Component

Prompt:

Requirements: The speech component of P2 must:

- ❖ Meet the presentation time limit of 5-7 minutes.
- ❖ Be accompanied by a speaking outline submitted electronically on the due date.
- ❖ Use no more than four 3 x 5 inch note cards, one side only.
- ❖ Contain 7-8 effective *PowerPoint* slides.
- ❖ Cite at least 4 oral footnotes for external sources.

Points will be deducted for going over or under the time limits, for not submitting a speaking outline, or for using more than four 3 x 5 inch note cards (one side only).

READING PRESENTATION

Overview: This assignment has two main purposes. First, to help you become accustomed to speaking in front of an audience using effective communication skills. Second, to help you interact more fully with one of the readings in this course as you present your analysis and guide part of the discussion. If you present on an essay rather than a handbook chapter, on the day you present, you will not be required to complete the assigned homework reading response.

Prompt: Each student will sign up to present either an essay analysis or a handbook chapter explanation. You will then present on the day the reading is due in the course schedule below. After you finish, you will be responsible for asking one discussion starter question designed to encourage meaningful class discussion on the reading. Use the following question lists to develop your presentation content:

Essay Analysis (Online handout reading)

- ❖ What is the author's main point/message in this essay? How did you come to this conclusion?
- ❖ How does the author broaden the topic or issue from the personal (her or his own experience) to the general (a lesson or moral for a wide-ranging audience) to make it meaningful or relevant for readers?
- ❖ What stylistic things (figurative language, engaging intro or conclusion, etc.) should we notice in this piece and attempt to model in our own writing? Give examples from the essay. Why are they so effective?

- ❖ How does this piece relate to our current project? Does it provide an example of the assignment purpose or is it more of a model for effective writing or both? Explain.
- ❖ Briefly, reflect on your experience reading this piece.

Handbook Explanation (St. Martin's or Speaker's Guidebook)

- ❖ Briefly overview the skills addressed by the chapter(s) and define any important terms.
- ❖ How do these skills relate to our current project work?
- ❖ What was new to you from the reading? How do you think this new knowledge will improve your communication in college situations? In situations outside academia (like professional or personal situations)?
- ❖ Reflect briefly about whether or not you have had any experience using or learning about any of the skills you read about. For example, if you read a section on outlining, you could describe an experience you have had with outlining in the past.

****** Address these presentation questions in any order you feel best suits your needs as long as you cover them all ******

Requirements: The reading presentation must:

- ❖ Meet the presentation time limit of 3-5 minutes, not including the discussion question.
- ❖ Provide thorough answers to each of the required questions.
- ❖ Be followed by one discussion starter question.
- ❖ Follow a speaking outline using no more than four 3 x 5 inch note cards, one side only.

Points will be deducted for missing questions, for going over or under the time limits, and for not using note cards (one side only).

Presentation Tips: As you prepare your presentation, keep this information in mind:

- ❖ An effective answer is one in which you stay focused and explain the answer.
- ❖ Use the questions themselves in your presentation to guide your structure and create logical transitions that your audience can follow. Example: "One skill the chapter addresses is... Another skill..."
- ❖ Review *A Speaker's Guidebook* and *The St. Martin's Handbook* Ch. 25 for effective presentation skills.
- ❖ Practice before class—It is painfully obvious to you and your audience when you do not practice your speech.
- ❖ Even better, practice out loud, so you can get a feel for what it will be like to actually present.

TENTATIVE DAILY SCHEDULE (subject to change)

M = Saint Martin's Handbook; *G* = Speaker's Guidebook; *O*: Online Handout (found on *Bb* under related unit)
******Homework details and instructions are listed by due date on *Blackboard* under the appropriate Unit Folder******

<i>Date</i>	<i>Unit 1 Assignments Due in Class</i>	<i>Unit 1 Readings Due before Class</i>
	Course Introduction	Hand out syllabus & web enhancement handouts—read for next class
	<ul style="list-style-type: none"> ▪ Bring syllabus to class ▪ Reading presentation and Unit 1 conference sign up 	<i>M</i> : Ch. 1-3 <i>G</i> : Ch. 2
	Introduce Classmate Presentation Bring syllabus	<i>G</i> : Ch. 17-19
Labor Day Holiday—No Classes		
	Read <i>M</i> : Ch. 22-24—Create wix shell or blogger site, post self-evaluation reflection, and email me the web address by 5:30pm	
	Bring a small object that is important to you Homework: Haynsworth Response	<i>M</i> : Ch. 10 <i>O</i> : Haynsworth "My Volvo My Self"

	Bring lyrics to a song that is important to you Homework: hooks Response	<i>O</i> : Analysis Processes handout <i>O</i> : hooks, "In Our Glory"
	Homework: Lamott Response <i>P1 Visual Due</i>	<i>M</i> : Ch. 5 <i>O</i> : Lamott "Shitty First Drafts"
	Homework: Walker Response <i>P1 Proposal</i> : bring typed copy	<i>M</i> : Ch. 29 & Ch. 45 <i>O</i> : Walker "Beauty"
		<i>M</i> : Ch. 7, sections a-f <i>G</i> : Ch. 20-22
	<i>P1 Essay Draft</i> *Bring scissors and highlighter	<i>G</i> : Ch. 11-13
	<i>P1 Presentation Outline</i>	<i>M</i> : Ch. 6, section b only <i>G</i> : Ch. 4
	<i>P1 Presentation Feedback Session</i>	Typed comments on assigned peers' outlines due
	<i>P1 Presentations & Critiques</i>	Students will not critique on days they present
	<i>P1 Presentations & Critiques</i>	
	<i>P1 Essay Feedback Session</i>	

<i>Date</i>	<i>Unit 2 Assignments Due in Class</i>	<i>Unit 2 Readings Due before Class</i>
	<i>P1 Final Essay</i> : One printed copy due in class Bb copy due by 3:00pm under Unit 1	Bring syllabus to class
	Homework: Plagiarism Reflection	<i>M</i> : Ch. 16
	<i>P2 Topic Proposal</i> : bring typed copy Library Orientation: meet in Young Library, room TBA	<i>M</i> : Ch. 12-13, 17, & UK 21-39
	Homework: King Response	<i>O</i> : King "Confined Conceptions"
	Homework: Dobie Response	<i>M</i> : Ch. 14 <i>O</i> : Dobie "Crimes Against Nature"
	Bring two sources you have found on your topic	<i>M</i> : Ch. 18
	<i>P2 Quotes</i> : Bring 2 interesting quotes from research	<i>M</i> : Ch. 15 <i>G</i> : Ch. 8 / Ch. 9 pp. 162-166 / Ch. 10 pp.180-182

	<i>P2 Essay Outline: bring typed copy</i>	<i>M: review Ch. 7</i>
	Bring pop culture reference to community	
		<i>M: Ch. 27 & Ch. 44</i>
	<i>P2 Essay Feedback Session</i>	Typed & marginal comments on assigned peers' drafts due
	Thanksgiving Holiday—No Classes	
	<i>P2 Final Essay: due by 3:00pm on Bb under Unit 2</i>	
	<i>P2 Presentation Feedback Session:</i>	<i>G: Review Ch. 20-22</i>
	<i>P2 Presentations Due</i>	
	<i>P2 Presentation Due</i>	

USEFUL INFORMATION

Writing Center

Located in the Thomas D. Clark Study on the 5th floor of the W.T. Young Library, tutors are available to help you with writing problems (conceptual or technical) and the writing process. Make an appointment in advance by calling 257-1356 or scheduling on their website, or you can drop in for assistance as available. For more information on the writing center, please visit <http://www.uky.edu/AS/English/wc/>

Disability Services

Division policy requires that any student eligible for and requesting academic accommodations due to a disability provide me with a letter of accommodation within the first two weeks of the semester. I am happy to make the necessary accommodations once I have been notified.

Instructor Contact

While I will not hold physical office hours, I will be regularly accessible by email. Calling the office phone number is unreliable, but email is a good way to reach me, and I will respond to all emails by the following weekday. You can contact me to discuss paper topics, research strategies, revision options, various ways to improve your writing, whatever you need. While I don't accept project drafts by email because I prefer to discuss them in person, I am happy to email answers to general questions or your concerns.

This syllabus acts as a contract between you, the student, and me, the instructor.

By remaining enrolled in this class,
you agree to abide by the guidelines and policies outlined in the syllabus,
just as you can expect me to teach according to these guidelines and uphold these policies.