Approved by the Undergraduate Council 3/21/2012   Sharon Gill

COURSE CHANGE FORM

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

<table>
<tr>
<td></td>
<td>Current Prefix and Number:</td>
<td>WRD - Writing, Rhetoric, and Digital Media

WRD 111 - COMP & COMM II</td>
<td><i>Proposed Prefix & Number</i>:</td>
<td>WRD 111</td>
</tr>
<tr>
<td>*</td>
<td>What type of change is being proposed?</td>
<td colspan="3">
☐ Major Change
☑ Distance Learning Only
☐ Minor - change in number within the same hundred series, exception 600-799 is the same "hundred series"
☐ Minor - editorial change in course title or description which does not imply change in content or emphasis
☐ Minor - a change in prerequisite(s) which does not imply a change in course content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s)
☐ Minor - a cross listing of a course as described above
</td>
</tr>
<tr>
<td></td>
<td colspan="4">
Does the change make the course a UK Core course?   ◦ Yes ◦ No
If YES, check the areas that apply:

☐ Inquiry - Arts & Creativity   ☑ Composition & Communications - II

☐ Inquiry - Humanities   ☐ Quantitative Foundations

☐ Inquiry - Nat/Math/Phys Sci   ☐ Statistical Inferential Reasoning

☐ Inquiry - Social Sciences   ☐ U.S. Citizenship, Community, Diversity

☐ Composition & Communications - I ☐ Global Dynamics
</td>
</tr>
<tr>
<td>1.</td>
<td colspan="4">General Information.</td>
</tr>
<tr>
<td>a.</td>
<td colspan="4">Submitted by the College of: College of Arts & Sciences   Today's Date: 3/1/2012</td>
</tr>
<tr>
<td>b.</td>
<td colspan="4">Department/Division: Arts and Sciences</td>
</tr>
<tr>
<td>c.*</td>
<td colspan="4">Is there a change in "ownership" of the course?</td>
</tr>
<tr>
<td></td>
<td colspan="4">◦ Yes ● No   If YES, what college/department will offer the course instead? Select...</td>
</tr>
<tr>
<td>e.*</td>
<td colspan="4">
* Contact Person Name: Katherine Rogers-Carpe Email: K.Rogers-Carpenter@uk Phone: 502-314-6741
* Responsible Faculty ID (if different from Contact)   Email: Phone:
</td>
</tr>
<tr>
<td>f.*</td>
<td colspan="4">Requested Effective Date: ☐ Semester Following Approval OR Specific Term: ² Summer 2012</td>
</tr>
<tr>
<td>2.</td>
<td colspan="4">Designation and Description of Proposed Course.</td>
</tr>
<tr>
<td>a.</td>
<td colspan="4">
Current Distance Learning(DL) Status:
◦ N/A
◦ Already approved for DL*
● Please Add
◦ Please Drop
</td>
</tr>
<tr>
<td></td>
<td colspan="4">*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box) that the proposed changes do not affect DL delivery.</td>
</tr>
<tr>
<td>b.</td>
<td>Full Title:</td>
<td>COMPOSITION AND COMMUNICATION II</td>
<td><i>Proposed Title</i>: *</td>
<td>Composition and Communication II</td>
</tr>
</table>

Note: Requested Effective Date references footnote 2.

c.	**Current Transcript Title** (if full title is more than 40 characters):		COMP & COMM II
c.	*Proposed Transcript Title (if full title is more than 40 characters)*:		

d.	**Current Cross-listing:**	☐ N/A	OR	Currently[3] Cross-listed with (Prefix & Number):	none
	Proposed – ADD[3] Cross-listing (Prefix & Number):				
	Proposed – REMOVE [3,4] Cross-listing (Prefix & Number):				

e.	**Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours [5] for each meeting pattern type.**

Current:	Lecture	Laboratory[5]	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other	Please explain:	

Proposed: *	Lecture	Laboratory[5]	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other Mixture of mini-lectures a	Please explain: Also--synchronous and a	

f.	**Current Grading System:**	ABC Letter Grade Scale
	Proposed Grading System:	● *Letter (A, B, C, etc.)* ○ *Pass/Fail*

g.	**Current number of credit hours:**	3	*Proposed number of credit hours:**	3

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

i.	**Current Course Description for Bulletin:**
	Composition and Communication II is the second of two general education courses focused on integrated oral, written, and visual communication skill development emphasizing critical inquiry and research. In this course, students will explore issues of public concern using rhetorical analysis, engage in deliberation over those issues, and propose solutions based on well-developed arguments. Students will sharpen their ability to conduct research; compose and communicate in written, oral, and visual modes; and work effectively in groups (in pairs and small groups). A significant component of the class will consist of learning to use visual and digital resources, first to enhance written and oral presentations and later in digital projects intended for various public audiences. Same as CIS 111.
*	*Proposed Course Description for Bulletin*:

Composition and Communication II is the second of two general education courses focused on integrated oral, written, and visual communication skill development emphasizing critical inquiry and research. In this course, students will explore issues of public concern using rhetorical analysis, engage in deliberation over those issues, and propose solutions based on well-developed arguments. Students will sharpen their ability to conduct research; compose and communicate in written, oral, and visual modes; and work effectively in groups (in pairs and small groups). A significant component of the class will consist of learning to use visual and digital resources, first to enhance written and oral presentations and later in digital projects intended for various public audiences. Same as CIS 111.

j.	**Current Prerequisites, if any:**
	Prereq: WRD 110 or CIS 110

*	*Proposed Prerequisites, if any:*	
*	WRD 110 or CIS 110	

k.	**Current Supplementary Teaching Component, if any:**	○ Community-Based Experience ○ Service Learning ○ Both
	Proposed Supplementary Teaching Component:	○ Community-Based Experience ○ Service Learning ○ Both ◉ No Change

3.	**Currently, is this course taught off campus?**	○ Yes ◉ No
*	*Proposed to be taught off campus?*	○ Yes ◉ No
	If YES, enter the off campus address: Actually proposed as an online course.	

4.*	**Are significant changes in content/student learning outcomes 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:	

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Communication
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b.*	**Will modifying this course result in a new requirement[7] for ANY program?**	○ Yes ● No
	If YES[7], 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.*)

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[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.*)

[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.

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 111	Date: Jan. 23, 2012
Instructor Name: Katherine Rogers-Carpenter	Instructor Email: K.Rogers-Carpenter@uky.edu
Check the method below that best reflects how the majority of course of the course content will be delivered. Internet/Web-based ☒ Interactive Video ☐ Hybrid ☐	

	Curriculum and Instruction
1.	How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?
	This course syllabus includes specific instructor office hours and contact information. The course includes assignments and instructions for both synchronous and asynchronous interaction between students and between students and instructors using Adobe Connect as well as assignments using Blackboard discussion forums and threads. Synchronous meetings with the instructor will take place in small groups or on an individual basis.
2.	How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.
	The texts and projects assigned mirror those in the traditional classroom-based version of WRD 111. The learning outcomes and expectations are also the same as those in the traditional classroom. Assessments for these projects are also the same. Peer review and instructor critiques which would normally be conducted through face-to-face interactions will be conducted using Adobe Connect.
3.	How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.
	The course will be delivered through Blackboard (which is password-protected). Written work will be submitted to Safe Assign to safeguard against plagiarism. Speeches (both prepared and impromptu) will be performed synchronously and asynchronously to ensure that students are actually delivering their own speeches. Rehearsals and rough drafts will help deter cheating too. Note that both kinds of plagiarism are clearly explained on the syllabus.
4.	Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? No

Abbreviations: TASC = Teaching and Academic Support Center   DL = distance learning   DLP = Distance Learning Programs

Distance Learning Form

This form must accompany <u>every</u> 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!**

	If yes, which percentage, and which program(s)? *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.
5.	How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? Information about technical support, distance learning library services, the writing center, and disability services is provided on the syllabus but students are also encouraged to contact the instructor with questions via email or phone (in emergencies).
	Library and Learning Resources
6.	How do course requirements ensure that students make appropriate use of learning resources? Course assignments and exercises require the use of distance library resources along with the assigned course texts. Students in this course must, initially, configure their computers and download required software. Steps for downloading are specifically listed on the syllabus.
7.	Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. URLs and phone numbers for the distance library service, the writing center, and technical support are listed on the syllbus. The course's technical requirements (in terms of software and hardware) are also listed on the syllabus.
	Student Services
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/)? Yes, the phone number and email address for technical support are listed on the syllabus. Students are also required to contact the instructor if they are having technical problems.
9.	Will the course be delivered via services available through the Teaching and Academic Support Center? Yes ☒ No ☐ 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.	Does the syllabus contain all the required components, below? ☒ Yes
	Instructor's *virtual* office hours, if any.
	The technological requirements for the course.
	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).
	Procedure for resolving technical complaints.
	Preferred method for reaching instructor, e.g. email, phone, text message.
	Maximum timeframe for responding to student communications.
	Language pertaining academic accommodations:
	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."
	Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)
	o Carla Cantagallo, DL Librarian
	o Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
	o Email: dllservice@email.uky.edu
	o DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16
11.	I, the instructor of record, have read and understood all of the university-level statements regarding DL.
	Instructor Name: Katherine Rogers-Carpenter Instructor Signature:

Abbreviations: TASC = Teaching and Academic Support Center   DL = distance learning   DLP = Distance Learning Programs

WRD 111-00
Composition & Communication II
Summer 2012, Online

Please read this entire syllabus closely because it contains important course policy information, coursework overviews, and your assignment schedule. By remaining enrolled in this class, I can assume that you have read and understood all of the content in this syllabus and that you agree to abide by the guidelines and policies outlined herein, just as you can expect me to uphold these policies and teach according to these guidelines.

Ms. Allison Palumbo, MA
allison.palumbo@uky.edu
Office Hrs: available by email weekday afternoons
Emergency Phone: (907) 903-5332

Required Texts
* Lunsford, Andrea A. and John J. Ruszkiewicz. *Everything's an Argument*. 5th ed. Boston: Bedford/St. Martin's, 2010.
* *The Engaged Citizen: A Reader for Composition and Communication*. 4th ed. UK, Composition and Communication Program, 2011-12. Cincinnati: Van-Griner, 2011.
* *University of Kentucky Guide to Oral, Written, and Visual Communication*. Division of Writing, Rhetoric, and Digital Media. Boston: Bedford/St. Martin's, 2011. **http://ebooks.bfwpub.com/uky**

Please note: This online textbook (ehandbook) is designed for this course by your faculty. It includes elements from over seven different textbooks as well as materials for the University of Kentucky. While this book is organized to meet the needs of this course, you may use it as a reference in any other UK course in which you are asked to provide work in writing, speaking, or visuals as part of your coursework.

When you go to the bookstore you will purchase cards that say "The St. Martin's Handbook for the University of Kentucky"; those cards will give you access to *The University of Kentucky Guide to Oral, Written, and Visual Communication*. The cards have a different title because the cards had to be shipped to the campus store before the final title was assigned to the book.

Required Materials
* Active library account
* Active UK email address
* Reliable computer & internet access
* Flash drive to back up your work

* 3x5 in. index cards
* Digital video camera
* Adobe Connect
* Digital voice recording device

The UK helpdesk is available for technical support 24 hours a day 7 days a week!
If you experience technical difficulties, contact the Customer Service Center by calling
859-218-HELP (4357) or by emailing **helpdesk@uky.edu**

Please also inform me when you are having technical difficulties.

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.

C&C II GOALS

Composition and Communication II is the second of two general education courses focused on integrated oral, written, and visual communication skill development emphasizing *critical inquiry* and *research*. In this course, students will explore issues of public concern using rhetorical analysis, engage in deliberation over those issues, and ultimately propose solutions based on well-developed arguments. Students will sharpen their ability to conduct research; compose and communicate in written, oral, and visual modalities; and work effectively in groups (dyads and small groups).

To learn to analyze a public issue using rhetorical analysis, the entire class will explore together one contemporary social issue and related texts about it. Students will then be grouped in teams, each of which will explore a different public controversy with a local face (e.g., the use of renewable energy vs. fossil fuels—local angle: coal mining practices in Eastern Kentucky). For the first two-thirds of the class, students will decide on their team focus and conduct significant primary and secondary research on the issue, culminating in a series of reports and a group symposium. In the last third of the class, teams will develop digital projects to communicate their well-argued solutions to audiences beyond the classroom.

A significant component of the class will consist of learning to use visual and digital resources, first to enhance written and oral presentations and later to communicate mass mediated messages to various public audiences. Over the course of the semester, class members can expect to work independently, with a partner, and in a small group (team) to investigate, share findings, and compose and deliver presentations, 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 in writing and deliver orally with visuals (in a face-to-face or digital environment) at least one major project grounded in scholarly research in a manner that is appropriate and effective for the audience, purpose, and occasion. (The development of one or more major research projects is the course's primary educational focus.)

* Conduct significant research on a subject using the resources of the UK Libraries

* Employ advanced strategies for developing ideas and analyzing arguments, with greater emphasis on addressing and mediating issues of public interest, and with evidence of critical thinking in both the conception and the development of the thesis.

* Refine their speaking, writing, and visual communication skills, focusing on matters of construction, design, and delivery style.

* Critique the work of peers and professionals.

* Revise their written and oral presentations, in collaboration with peers, instructor, librarians, and pertinent members of the public.

* Employ and evaluate interpersonal and small group communication skills.

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 budget time for coursework as if you were attending a class on a campus to help you avoid unforeseen delays or 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 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

Education requires a safe, positive environment, and we are all responsible for protecting our class community. As a member of this community, you deserve respect and courtesy, 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.

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

Plagiarism
Part II of Student Rights & Responsibilities 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. See section VI, 6.3.1 online at http://www.uky.edu/StudentAffairs/Code/part2.html

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 phrasing 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, including a previous CIS or WRD 110 course.

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.

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

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.

Disability Services

If you are registered with the Disability Resource Center (DRC) and require special accommodations to complete the work for this course, you must produce a letter from the DRC that details what you need *before* I can grant you these accommodations. Special accommodations cannot be granted retroactively. This is a non-negotiable class policy. Please contact the DRC at 257-2754 if you have questions about your eligibility for special accommodations.

Writing Center / Multimodal Communications Lab

The Writing Center is located in W. T. Young Library, Thomas D. Clark Study, 5th Floor, West Wing. You can walk in or make an appointment by phone (859-257-1368) or online (http://web.as.uky.edu/oxford/). The staff can help you identify and correct problems with all aspects of your writing as well as work with you on visual design. If you have additional problems with speaking, you may go to the Multimodal Communication Lab in 106 Grehan (859-257-8370). Consider going to either location if you feel stuck at any stage of the communication process.

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: Exploration Essay**	15%	A=90-100% B=80-89% C=70-79% D=60-69% E=0-59%	
	Project 1: Speech	15%		
	Homework	10%		
Major Project 2	**Project 2: Analysis Essay**	20%		
	Project 2: Speech	20%		
	Homework	10%		
Minor Assignments	**Introduction Video, Final Reflection Audio Essay, Blog Journals**	10%		

Due dates are in the course schedule below and on *Blackboard*.
All major project, minor assignment, and homework details and instructions are listed by due date on *Blackboard* 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

Much of your coursework will be submitted to *Blackboard*. 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 *Blackboard* 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.

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.

Group Work

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 synchronous peer critiques and presentations. Directions for these assignments and technologies will be posted on *Blackboard*.

PROJECT 1: Understanding and Engaging in Public Debates

In groups of 4-5 students, you will select a public controversy to study and participate in throughout the semester. Each group will choose their own public controversy that is currently in the news at the **local** and **national** levels. Your group will find original documents produced by those involved in the controversy and secondary sources written about the controversy. You may also produce your own data through interviews with those involved or by observing some facet of the controversy in action. Since you will be expected to offer original insights, you will not be allowed to select a subject that has been thoroughly researched, such as the abortion controversy.

Part 1: Stakeholder Speech

Every team will generate a list of major stakeholders involved in the controversy your group is studying. Within your team, each group member will select one stakeholder on which they will become an expert, irrespective of your own position on the issue. In a *3 - 5 minute informative speech without a lectern*, each team member will give a speech about what motivates his or her stakeholder's involvement in the controversy and where they enter debate. Your speech will use as evidence at least three pieces of text or images made by your stakeholder to explain your stakeholder's motivation and point of entry; this supporting evidence will be presented on

PowerPoint slides or on Prezi. You may each use a maximum of *five 3 x 5 one-sided index cards* (key words only—no complete sentences). This individual speech will be *10% of your final grade*.

Part 2: Rhetorical Analysis

Using careful research and critical thinking, each team member will write a *7-page rhetorical analysis* of one stakeholder's position, argument, and rhetorical strategies. Each group member's rhetorical analysis should cite at least three outside sources and use at least two supporting images and/or graphics. These analyses should strive to provide a fair analysis of your stakeholder's position by quoting from and closely engaging with sources produced by those stakeholders. This individual essay will be *15% of your final grade*.

Part 3: Symposium

Your group will give a symposium-style persuasive presentation on your controversy with the following objectives: convince your audience to agree with your position; propose solutions; persuade the audience to take action to help solve it. Each group will choose a pattern for persuasive speeches that every member of the group will follow. One person will serve as the moderator for the symposium, offering an introduction and conclusion and introducing each member of the group. The group will create one typed outline, which includes individual members' outlines, to be turned in on your assigned symposium day. After the presentation, the group will participate in a question and answer session with the class.

Each individual within the group will provide a *4 - 6 minute speech from a lectern*, including an introduction, body, and conclusion. Speakers should cite at least two relevant outside sources and use at least two PowerPoint slides containing a title, key words, and one nonverbal symbol (e.g., image, pie chart, line graph, or a diagram) that helps listeners to better understand the message. You may each use a maximum of *five 3 x 5 one-sided index cards* (key words only—no complete sentences).

This symposium will be 25% of your final grade: 15% individual speech, 10% group symposium.
Note: Periodic evaluations of group work & dynamics will be conducted throughout the project and will count as points in the "minor assignments" category on the syllabus. *See Blackboard for the portfolio requirements and rubrics for these assignments.*

PROJECT 2: Into the Public Sphere
Now that you have developed an argument about your controversy, in the second major project you will use digital tools to launch your message in a broader public sphere. You will prepare two artifacts: a multi-modal digital project (e.g., YouTube video, website, audio essay), and an argumentative position statement on the controversy. By the end of the semester, your digital project will be presented to the public.

Part 1: Digital Project

Your group will develop a digital project that presents your group's argument about your controversy. The artifact must include visuals (moving or still), graphics, and spoken words. For example, the group may decide to produce a video for YouTube that includes a voice-over and moving and still images. Or, the group may produce an audio essay for the radio that is loaded onto a Blog with visuals and other graphics (see NPR for examples). The digital project should be produced in a genre that is fitting for your topic and familiar to the public audience you are trying to reach. Length requirements will vary, based on the genre you choose, but your project should be detailed enough to be persuasive for your audience. The project will include a collaboratively created *5 - 7 page proposal* that includes the following sections:
  1) **how your argument will be refined based on the feedback you received at the symposium**
  2) **an audience analysis**
  3) **a detailed description of the digital artifact (content, mode of delivery, persuasive strategy)**
  4) **a project plan, with assignments to group members and deadlines associated with each task.**

The digital project will be worth *20% of your final grade*.

Part 2: Position Statement

Together, the group will write a *10-page position paper* on the controversy, explaining the problem as the group sees it and taking a stance on the issue. Each statement should use strong evidence and reasoning to support your position, drawing on individual group members' rhetorical analysis papers and stakeholder's speeches to provide insights into the ways in which the controversy has unfolded thus far. The position statement should propose a three-part solution including broad-scale, local, and personal action steps. This group position statement will be *15% of your final grade*.

Note: Periodic evaluations of group work & dynamics will be conducted throughout the project and will count as points in the "minor assignments" category on the syllabus.

SPECIAL CONSIDERATIONS FOR WRD 111 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. **Please 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/.

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.**

Contact Distance Learning Library Services

Main website: 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)

UK Guidelines for 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

Backing up Assignment Work

While you will submit some of your written compositions by uploading *Word* documents to the appropriate assignment link on *Blackboard* (like project essays and speaking outlines), many of your daily assignments and reflections will be posted to the discussion board or onto your blog. I recommend that instead of composing those assignments directly in the message board, you write them on *Word* documents that you can save as you go. When the assignment is complete, then copy and paste the content into the discussion board message box or into your blog. This way, if you encounter any technical problems while submitting, you will have a backup saved in *Word*. **Please Note:** *Microsoft Office Suite, which includes Word,* is one of the free downloads you receive as a UK student. Review links above under the "Minimum Technology Requirements" for more information.