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Courses	Request Tracking
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New Course Form

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Attachments:

Browse...

	ID	Attachment
Delete	754	Letter of Support.pdf
Delete	758	WRD 112new CC-II.pdf
Delete	942	WRD 112_syllabus.docx

First 1 Last

Select saved project to retrieve...

(*denotes required fields)

1. General Information

- a. * Submitted by the College of: ARTS & SCIENCES Today's Date: 11/19/2012
- b. * Department/Division: Arts and Sciences
- c.
 - * Contact Person Name: Janny Rice Email: jenny.rice@uky.edu Phone: 257-1415
 - * Responsible Faculty ID (if different from Contact): same Email: same Phone: same
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year ¹: Fall 2013

- e. Should this course be 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

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes ⁴ No
- b. * Prefix and Number: WRD 112
- c. * Full Title: Accelerated Composition and Communication II (WRD)
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed ² with (Prefix and Number):
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

<input type="checkbox"/> Lecture	<input type="checkbox"/> Laboratory ¹	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion
<input type="checkbox"/> Indep. Study	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum
<input type="checkbox"/> Research	<input type="checkbox"/> Residency	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio
<input type="checkbox"/> Other	If Other, Please explain: _____		
- g. * Identify a grading system: Letter (A, B, C, etc.) Pass/Fail
- h. * Number of credits: 3
- i. * Is this course repeatable for additional credit? Yes No
 - If YES: Maximum number of credit hours: _____
 - If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:
 WRD 112 is an accelerated version of the Composition & Communication II UK Core requirement. WRD 112 focuses on integrated oral, written, and visual communication skill development and emphasizes critical inquiry and research. Students will sharpen their ability to conduct research; compose and communicate in written, oral, and visual modalities; and use interpersonal skills to work effectively in groups. Same as CIS 112

- k. Prerequisites, if any: AP English Composition score of 4 or 5, an ACT English score of 32 or higher, an SAT verbal score of 700 or higher, or acceptance into the University's Honors Program
- l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address: _____

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain: _____

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain: _____

6. * What enrollment (per section per semester) may reasonably be expected? 25

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

This course is part of the UK CORE requirements.

8. * Check the category most applicable to this course:

- Traditional – Offered in Corresponding Departments at Universities Elsewhere
- Relatively New – Now Being Widely Established
- Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program: _____

b. * Will this course be a new requirement ⁵ for ANY program? Yes No

If YES ⁵, list affected programs: _____

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G/500-level grading differentiation if applicable, from 10.a above) are attached.

¹¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received

¹² The chair of the cross-listing department must sign off on the Signature Routing Log

¹³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 3.2.1)

¹⁴ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

¹⁵ In order to change a program, a program change form must also be submitted.

Rev 8/09

[Submit as New Proposal](#)

[Save Current Changes](#)

[Delete Form Data and Attachments](#)



Division of Writing, Rhetoric,
and Digital Media
1353 Patterson Office Tower
Lexington, KY 40506-0027
859 257-7002
fax 859 323-1072
wrd.as.uky.edu

September 18, 2012

Jenny Rice
Division of Writing, Rhetoric, and Digital Media
POT 1341

Dear Jenny,

I am writing to give formal approval for WRD 112, which was passed by the faculty in the Division of Writing, Rhetoric, and Digital Media on September 18, 2012. Thank you for working with our colleagues in the Division of Instructional Communication to create and pilot this course so that we could send forward a joint curriculum.

All best,

A handwritten signature in cursive script that reads "Roxanne Mountford". The signature is written in black ink and is positioned above the typed name and title.

Roxanne Mountford
Director

**Course Review Form
Composition and Communication II**

Reviewer Recommendation

Accept Revisions Needed

Course: WRD 112

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Assignments for one or more *major* projects grounded in scholarly research, delivered in *written and oral form with visuals* in a manner that a) is appropriate and effective for the audience, purpose and occasion and b) demonstrates advanced strategies for developing ideas and analyzing arguments, with 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. These assignments must represent at least 70% of the final grade.

The major projects represent 80% of the final grade. The assignments require students to conduct both primary and secondary scholarly research to develop 4 products which combine written, oral, and visual communication. Each assignment requires the students to revise the communication product to address a different purpose (e.g., exploratory, informative, persuasive) and audience (e.g., classmates, professional community, diverse online audience). Because students will focus on a controversial issue at a national, local, or professional level, they will be examining an issue of public interest.

Demonstration through readings, activities, and assignments that the development of at least one major scholarly project is the course's *primary educational focus*.

The first three major projects include readings, activities, and assignments that help students to develop significant knowledge of their chosen topic culminating in a final major project that combines written, oral, and visual modes to communicate for both informative and persuasive purposes.

Readings, activities and assignments that require students to conduct significant research on a subject, using the resources of the UK Libraries and other sources.

The students are required to conduct research including the UK libraries, community research, primary interviews, and other resources to understand their topics for each project.

The processes through which students learn to refine their speaking, writing, and visual communication skills, focusing on matters of construction, design, and delivery style.

The students will learn to apply speaking, writing, and visual skills to prepare for peer and instructor critique processes and rehearsal opportunities. Based on peer and instructor feedback during the critique and rehearsal sessions, they will be required to revise their communication products to refine construction, design, and delivery style.

Assignments and exercises that demonstrate students' ability to critique the oral and written and visual work of peers and professionals in a variety of contexts?

Students will engage in self and other critique during draft reviews, rehearsal days, and self-critiques of communication products. Additionally, many of the course topics will be taught by asking students to critique the work of professionals.

Assignments or exercises that revise their written and oral and visual presentations, in collaboration with peers, instructor, librarians and pertinent members of the public.

Based on peer and instructor feedback during the critique and rehearsal sessions, they will be required to revise their communication products to refine construction, design, and delivery style. Further, project four asks students to revise and reconceptualize all of the work they have completed over the course of

the semester to develop and deliver oral, written, and visual communication with a new audience, occasion, and purpose guiding the construction and delivery of the final project.

Assignments or exercises that enable students to employ and evaluate formal interpersonal and small group communication skills effectively. These assignments must represent at least 15% of the final grade.

Students will have the opportunity to employ and evaluate interpersonal and group skills through critiques and rehearsals, working in a group to complete projects 3 and 4, and in interacting with members of the professional community. These assignments account for 20% of the final grade.

Reviewer Comments

Pending Senate Review

WRD 112: Accelerated Composition and Communication

Fall 2012

Instructor information Office: 1301 Patterson Office Tower
Instructor email Office Hours: Mon. – 1:00-2:30pm
Mailbox: Patterson Office Tower

Course Time and Location

TR 2:00-3:15pm
White Hall 209

Course Description and Goals

WRD 112 is an accelerated version of the Composition & Communication II UK Core requirement. WRD 112 focuses on integrated oral, written, and visual communication skill development and emphasizes *critical inquiry* and *research*. Students will sharpen their ability to conduct research; compose and communicate in written, oral, and visual modalities; and use interpersonal skills to work effectively in groups.

In order to achieve these goals, students will explore issues of public concern using exploratory, informative, and persuasive communication skills as both consumers and producers of information. Students will develop complex arguments based on significant primary and secondary research, ultimately aimed at making a persuasive argument about a public issue to an audience of key stakeholders. To achieve this goal, they will conduct individual, partner, and team-based work and produce a series of communication products that combine modalities (face-to-face, written, oral, visual, digital) in different ways. 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.

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.)
- Employ advanced strategies for developing ideas and analyzing arguments, with an emphasis on engaging in dialogue with communities outside the university, and with evidence of critical thinking in both the conception and the development of the thesis.
- Employ advanced strategies for developing ideas and analyzing arguments.
- Find, analyze, evaluate, and properly cite pertinent primary and secondary sources as part of the process of conducting significant research on a subject.

- Develop flexible and effective strategies for organizing, revising, practicing/rehearsing, editing, and proofreading (for grammar and mechanics) as a means to improve the construction, design, and delivery of their ideas.
- Define revision strategies for essays, speeches, and visuals; set goals for improving those texts; devise effective plans for achieving those goals, in collaboration with peers, instructor, and pertinent members of the public.
- Employ and evaluate interpersonal and small group communication skills, with particular emphasis on critiquing the work of peers and professionals.

Required Materials

- *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.

- Lunsford, Andrea A. and John J. Ruszkiewicz. *Everything's an Argument*, 5th ed. Boston: Bedford/St. Martin's, 2010.
- Other content for reading and/or viewing online.

Course Policies

On-Time Attendance and Participation

Since discussion will be an integral part of the course, you must be prepared for class, on time, and offer productive comments based on the assigned readings. Preparation involves not only reading but also making notes about the reading so that you are prepared to discuss issues in depth. I reserve the right to add quizzes to the class agenda if too many class members appear to be unprepared.

You can accrue three unexcused absences without penalty on a MWF schedule or two unexcused absences on a TR schedule, but your final course grade will be reduced by a half letter grade for each unexcused absence thereafter. To receive an excused absence, you must provide official documentation; if for a sponsored University activity (such as intercollegiate athletics), documentation must be provided in advance. The University Senate set a limit on total absences—*both excused and unexcused*—at 1/5th of the total class meetings.

Students who are 10 minutes late on a MWF schedule or 15 minutes late on a TTh schedule will be marked absent for the day. That absence will become an unexcused absence, weighing against your total number of unexcused absences, if you cannot provide proper documentation. If a quiz occurs, you can only make it up if you have a valid, documented excuse for your tardiness. So be prepared and on time!

Late Assignments

Your assignments for this course, including speeches, essays, journals, and informal assignments, are due on the dates indicated in the class outline below or as indicated in class. Late assignments are not accepted. All assignments must be posted on Blackboard, which applies a date/time stamp to them. They must be posted BEFORE class in order to be marked as "on time." You may request (in advance) one two-day extension of the due date on the *final draft* of a major written assignment (not drafts). Late assignments are not accepted unless a two day extension has been requested and approved in advance of the deadline. If you are absent on a day when an assignment is due, your speech is scheduled, or an exam is given, you will be allowed to hand in or make-up that work *only* if the absence is officially excused.

Plagiarism

Part II of Student Rights and 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 6.3.1; online at: <http://www.uky.edu/StudentAffairs/Code/Section%20VI.pdf>.

In cases where students feel unsure about a question of plagiarism involving their work, they are obligated 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 is a published article, chapter of a book, 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 111 course.

Class Conduct

We will have fun this semester, and there will be a great deal of give and take in our discussions. But we will only have fun if you conduct yourself with respect for yourself and others. I expect you to

1. Come to class prepared (do all reading and come prepared to discuss it; do all homework) and take pride in the work you do
2. Offer support and encouragement to your classmates
3. Listen to others carefully before offering your opinion
4. Talk to me outside of class if anything that happens during class bothers you.

In order to maintain a productive work environment, I expect you to turn off your cell phone or pager before each class period and refrain from eating, sleeping, reading irrelevant materials, talking once class is in session unless asked to do so, and entering the classroom late or leaving early without permission. *Students who engage in behavior so disruptive that it is impossible to conduct class may be directed to leave for the remainder of the class period. See the UKY's Code of Student Conduct for further information on prohibited conduct:*
<http://www.uky.edu/StudentAffairs/Code/part1.html>

Peer Groups

Because most writers, educators, and other professionals must learn to work collaboratively, you will collaborate—cheerfully—with your peers both in and out of class. I will ask you to form groups early in the semester. You will work with this group often in class as well. Treat everyone in this class as a valued colleague, and you will have few problems. *That means that you will honor all deadlines agreed to by your classmates as though I were the one who set them and in general be respectful.* Consequences for “slacking” may result in anything ranging from a full letter grade deduction for the assignment to a zero (determined on a case-by-case basis).

Gender and Pronoun Reference

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

Blackboard

The daily schedule may change during the semester. You will be responsible for checking the online syllabus and schedule before beginning your homework for each of our class meetings for any changes or updates. I will post all major assignments here and on Blackboard. If you lose an assignment page or handout, you are expected to get a copy from the website or Blackboard rather than from me. In general, all assignments will require a title, your name, my name, and the

date, but this is particularly important for items posted to Blackboard. You are responsible for keeping back-up (I recommend several) copies of all your work since electronic texts can be lost. Copies of work can be saved in the "Content Collection" area of your Blackboard account. You are also responsible for checking to make sure that your assignments are posted to Blackboard on time, in the right location, and in the right format.

Netiquette

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

Class Discussion Board

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

Writing Center and Multimodal Communication Lab

The Writing Center is located in W. T. Young Library, Thomas D. Clark Study, 5th Floor, West Wing (phone: 257-1368). You can walk in or make an appointment 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 your speaking or using technology, you may also go to the Multimodal Communication Lab in 106 Grehan (phone: 859-257-8370). I recommend that you consider going to either location if you feel stuck at any stage of the communication process.

Assessment

Each Composition and Communication student will be required to complete a pre-test at the beginning of the semester and a post-test at the end of the semester for assessment purposes. You can find these surveys at the following link: <http://comm.uky.edu/courses/CC2/survey>.

You will also receive an email reminder with a link for the surveys. The pre-test will be open during the first two weeks of the semester and the post-test will be open during the last two weeks of the semester. You will receive 2% of your final course grade for completing them.

Students with Special Needs

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.

Major Assignments

Project Topic: You should choose a profession related to your major that you are interested in joining after completing college. If you have not yet chosen a major/profession, then choose one that interests you and use this series of assignments to explore what you may do in a particular field of study. Each project should link to the profession you choose throughout the entire semester.

Project 1: Exploring the Intersection of Public Issues and a Profession

For your first major project, you will write a *6-page paper with supplementary visuals* that outlines a public controversy of significance to your profession of interest. For example, you might address the current controversy over birth control if you hope to enter a health care field, the destruction of Kentucky farmland if you are in an agricultural field, or the “digital divide” if you aim to be a teacher.

In order to convey the issue’s complexity, your paper should:

- a. Address the issue at a national, local, and professional level.
- b. Outline the major perspectives on the issue.
- c. Offer a brief rhetorical analysis of one perspective represented by members of your chosen professional community.
- d. Draw on a variety of primary and secondary materials.
- e. Contain 3-5 visuals that supplement the written text.

Project 2: Profiling the Professional Community

The second major project for this course asks you to combine the spoken word with visuals to develop a “profile” (i.e., description or analysis of a figure or group) of a group of professionals in your chosen field. This profile will be presented as a *4-6 minute informative speech with supplementary visuals* and include both primary and secondary research about the professional community you would like to join. While your profile may address the day-to-day activities of these professionals, it should emphasize the ways in which these professionals use spoken, written, interpersonal, and group communication skills in their work and the professionals’ stance on the issue you have chosen to explore.

This speech should:

- a. Include material gained through at least 2 interviews with professionals in your field.
- b. Contain 3-5 visuals that supplement the spoken text.

Project 3: Communicating as a Citizen-Professional

The third major project for this course asks you, as a group of 4-5 students, to develop a sustained argument about a public issue of interest in your field. You will choose one of your group member's topics from Project 1, whichever you believe holds the most interest and potential for success at persuading your audience. Your goals as a group will be to convince your audience to agree with your position, propose solutions, and persuade the audience to take action to help solve it. In short, the first two projects were exploratory informative and emphasized listening to and critically examining various perspectives; this project requires you to enter the debate, build arguments, and effectively present the persuasive argument.

Your argument will be presented as a website that includes both spoken and written information (and potentially visuals, if appropriate for the topic, audience, purpose, and occasion) using only one web page on a shared class website. In order to complete the assignment, your group will need to make two major decisions: First, you will need to develop an appropriate argumentative structure for your argument (i.e. problem, cause, unsatisfactory solutions, proposed solution). Second, you will need to decide what information to include in the written text, what information to include in the spoken text, and what information to include in both media. In other words, the spoken material and written material should both supplement and complement one another. The site should include:

- a. 2000-2500 written words
- b. 7-8 minutes spoken
- c. A reference list with at least 20 sources

Project 4: Remixing the Profession

This project asks you to reassess and reformulate the information that you have collected from your other three projects. As a group, you will develop your own group website that presents your profession to the public. In order to do this, you will need to select an appropriate audience, choose the information that you think is most important, and "remix" it to suit the new rhetorical situation. You might, for example, develop a site focused on issues in the field, reimagining the group member's first papers as a collection with an oral introduction.

This site should:

- a. Use all of the media we have discussed (oral, written, and visual).
- b. Include a bibliography of at least 25 sources that will help your audience begin an exploration of the field and topics.

Grading Policies

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

90 – 100%: A 60 – 69%: D

80 – 89%: B 59% and below E

70 – 79%: C or > 6 absences:

Assignments will be given the following weight:

Project One 15%

Project Two 20%

Project Three 20%

Project Four 25%

Assessment 2%

Participation 8%

Short Assignments 10%

The major projects will be graded as a portfolio, using a rubric which will be provided on Blackboard. Short assignments will be graded with a $\sqrt{+}$ (full credit, 10 pts.), $\sqrt{}$ (partial credit, 8 pts.), or $\sqrt{-}$ (half credit, 5 pts.), unless marked otherwise. If a short assignment is late, you will receive half-credit.

Final Exam Information

Date, time, location, other information TBA

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>)

TENTATIVE COURSE SCHEDULE

Date	Topic	Readings/Assignments
M	Syllabus/Overview	
W	Basic Public Speaking/Organization Overview	
M	Basic Writing and Writing Process Overview	
W	Basic Visual/Digital/Presentational Aids Overview	
M	Conducting Research and Selecting Sources	
W	Evaluating and Citing Sources	
M	Peer Review -- Project One	Project One Draft Due
W	Advanced Writing Skills	
M	Interpersonal Communication	
W	Interpersonal Communication	Project One Due
M	Community Research	
W	Conducting Primary Research/Interviewing	
M	Advanced Public Speaking Skills	

Date	Topic	Readings/Assignments
W	Peer Review/Speech Rehearsal Day	Project Two Speech Outline Draft Due
M	Project Two Speeches	Project Two Due
W	Project Two Speeches	Project Two Due
M	Project Two Speeches	Project Two Due
W	Foundations of Rhetoric	
M	Ethos, Logos, and Pathos	
W	Arguments and Fallacies	
M	Persuasive Organization and Structure	
W	Group Communication	
M	Group Communication	
W	Peer Review Day	Project Three Draft Due
M	In-Class Work Day	
W	Discuss Remix Assignment/Invention Day	Project Three Due
M	Digital Communication	
W	Advanced Visual Skills	
M	Website Analysis	
W	Peer Review and Instructor Consults	Project Four Draft Due
M	In Class Work Day	
W	Discuss Final Project, Evals, Course Wrap Up	Project Four Due

- Detailed Navigation
- Workflow Items
 - eCATS (Curricular Proposal)
 - OSPA eAF Form
 - Financial Disclosure
- Related Links
- Browser Compatibility

Courses Request Tracking
eCATS Request Tracking

No Filter
 Filter By College Name: AGRICULTURE
 Filter By CourseID: WRD
 Filter By Date Range
 FromDate: ToDate: 11/19/2011

Course/ Prog ID	Display Form	Course/ Program	Request Type	College	Date
WRD 112	Display Form	Course	New	ARTS & SCIENCES	9/18/2011

Details of Course/Program ID(WRD 112)

WORKITEMID	WorkItem Status	Date	Time
000010851041	Department Received	2012-09-18	15:13 PM
000010851058	Department Approved	2012-09-18	15:54 PM
000010863279	Received by College	2012-09-18	15:54 PM
000010863281	Approved by College	2012-10-09	14:58 PM
000011119069	RECEIVED BY UKCEC AFEA EXPERT	2012-10-23	14:24 PM
000011119099	REVIEWED BY UKCEC AFEA EXPERT	2012-10-23	14:24 PM
000011119098	RECEIVED BY UKCEC	2012-10-23	14:24 PM
000011119011	Approved by ISEOC	2012-11-07	14:21 PM
000011247731	Received by UGC	2012-11-07	14:21 PM
000011247733	Approved by UGC	2012-11-15	13:18 PM

WRD 130	Display Form	Course	New	ARTS & SCIENCES	3/27/2011
WRD 208	Display Form	Course	New	ARTS & SCIENCES	3/1/2011
WRD 210	Display Form	Course	New	ARTS & SCIENCES	3/1/2011
WRD 300	Display Form	Course	New	ARTS & SCIENCES	3/1/2011
WRD 302	Display Form	Course	New	ARTS & SCIENCES	3/1/2011