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OFFICE OF THE
SENATE COUNCIL

Course Information

Date Submitted: 4/3/2014

Current Prefix and Number: WRD - Writing, Rhetoric, and Digital Media, WRD 130 INTRODUCTORY WORKSHOP (SUBT REQ)

Other Course:

Proposed Prefix and Number: WRD 130

What type of change is being proposed?

Major – Add Distance Learning

Should this course be a UK Core Course? No

1. General Information

a. Submitted by the College of: ARTS & SCIENCES

b. Department/Division: Arts and Sciences

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Diane Robertson

Email: diane.robertson@uky.edu

Phone: 218-2867

Responsible Faculty ID (if different from Contact)

Name: Beth Connors-Manke

Email: b.connors-manke@uky.edu

Phone: 257-8046

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: Please Add

b. Full Title: INTRODUCTORY WORKSHOP (SUBT REQ)

Proposed Title: INTRODUCTORY WORKSHOP (SUBT REQ)

c. Current Transcript Title: INTRODUCTORY WORKSHOP (SUBT REQ)

Proposed Transcript Title: INTRODUCTORY WORKSHOP (SUBT REQ)

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

STUDIO: 1-3

Proposed Meeting Patterns

STUDIO: 1-3

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: *Letter (A, B, C, etc.)*

g. Current number of credit hours: 1 - 3 (variable)

Proposed number of credit hours: 1-3

h. Currently, is this course repeatable for additional credit? Yes

Proposed to be repeatable for additional credit? Yes

If Yes: Maximum number of credit hours: 6

If Yes: Will this course allow multiple registrations during the same semester? Yes

2i. Current Course Description for Bulletin: Flexible course hours that supplement an existing course or provide introductory training in a particular area of writing, rhetoric, or digital studies. This workshop class focuses on the visual aspect of digital communication skills. Students will create visuals to explore identities, tell stories, and interpret information. May be taken a maximum of 6 credit hours under different subtitles.

Proposed Course Description for Bulletin: Flexible course hours that supplement an existing course or provide introductory training in a particular area of writing, rhetoric, or digital studies. Repeatable up to 6 hours.

2j. Current Prerequisites, if any:

Proposed Prerequisites, if any:

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component:

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rationale:

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

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

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name: J.G. Prats

Instructor Email: judithgprats@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

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? The course will be delivered and accessed through Blackboard. The syllabus adheres to the Senate Guidelines to the best of our knowledge and includes the DL considerations on pgs. 5-6.

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. This is an introductory workshop that provides as much student-instructor feedback as a classroom-based class. Students will have access to texts online, and their assignments can be easily circulated via Blackboard. Course goals and learning objectives are stated on the syllabus and are equivalent to a classroom-based writing class.

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. Blackboard courses are accessed through a password-protected log-in. Plagiarism and cheating are addressed on the syllabus; the online environment does not change normal procedures for plagiarism in papers.

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

If yes, which percentage, and which program(s)? N/A

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? Students can access Writing Center online services that are equivalent to the Writing Center services afforded to students taking the class in a traditional classroom.

6. How do course requirements ensure that students make appropriate use of learning resources? The instructor will fully inform students about the resources. The UK Writing Center's Online Services and UK's Distance Learning Library Services information are included on the syllabus.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. Students will have full access to all course materials through Blackboard and email.

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 Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? The UK IT information is included on the syllabus.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student 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. Students will be instructed on how to use any technology beyond the internet, Blackboard, and email by the instructor or user-friendly videos and other materials posted to the the class Blackboard site.

10. Does the syllabus contain all the required components? YES

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Judith G. Prats

SIGNATURE|AJBA227|Adam J Banks|WRD 130 CHANGE Dept Review|20140430

SIGNATURE|ACSI222|Anna C Harmon|WRD 130 CHANGE College Review|20141105

SIGNATURE|JMETT2|Joanie Ett-Mims|WRD 130 CHANGE Undergrad Council Review|20150707

Course Change Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Generate R

Attachments:

Browse...

Upload File

ID	Attachment
Delete 4149	WRD 130 DL UGC Review Checklist.docx
Delete 4950	WRD 130 syllabus.docx

First 1 Last

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

Current Prefix and Number:		WRD - Writing, Rhetoric, and Digital Media WRD 130 INTRODUCTORY WORKSHOP (SUBT REQ)	Proposed Prefix & Number: (example: PHY 401G) <input type="checkbox"/> Check if same as current	WRD 130
* What type of change is being proposed?		<input type="checkbox"/> Major Change <input checked="" type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, exception 600 the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does not imply in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above		
Should this course be a UK Core Course? <input type="radio"/> Yes <input checked="" type="radio"/> No				
If YES, check the areas that apply:				
<input checked="" type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics				
1. General Information				
a. Submitted by the College of:		ARTS & SCIENCES		Submission Date: 4/3/2014
b. Department/Division:		Arts and Sciences		
c.* Is there a change in "ownership" of the course?				
<input checked="" type="radio"/> Yes <input type="radio"/> No If YES, what college/department will offer the course instead? <input type="text" value="Select..."/>				
e.* Contact Person Name:		Diane Robertson		Email: diane.robertson@uky.edu Phone: 218-2867
* Responsible Faculty ID (if different from Contact):		Beth Connors-Manke		Email: b.connors-manke@uky.edu Phone: 257-8046
f.* Requested Effective Date:		<input checked="" type="checkbox"/> Semester Following Approval		OR <input type="checkbox"/> Specific Term: <input type="text" value="2"/>
2. Designation and Description of Proposed Course.				
a. Current Distance Learning(DL) Status:		<input type="radio"/> N/A <input type="radio"/> Already approved for DL* <input checked="" type="radio"/> Please Add <input type="radio"/> Please Drop		
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box) that proposed changes do not affect DL delivery.				
b. Full Title:		INTRODUCTORY WORKSHOP (SUBT REQ)	Proposed Title: *	INTRODUCTORY WORKSHOP (SUBT R
c. Current Transcript Title (if full title is more than 40 characters):		INTRODUCTORY WORKSHOP (SUBT REQ)		
c. Proposed Transcript Title (if full title is more than 40 characters):		INTRODUCTORY WORKSHOP (SUBT REQ)		
d. Current Cross-listing:		<input checked="" type="checkbox"/> N/A		OR <input type="checkbox"/> Currently ² Cross-listed with (Prefix & Number): none

Proposed – ADD ² Cross-listing (Prefix & Number):		
Proposed – REMOVE ³ / ₂ Cross-listing (Prefix & Number):		
e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours ³ for each meeting pattern type.		
Current:	Lecture	Laboratory ²
	Clinical	Colloquium
	Seminar	Studio 1-3
		Other: _____ Please explain:
Proposed: *	Lecture	Laboratory ²
	Clinical	Colloquium
	Seminar	Studio 1-3
		Other: _____ Please explain:
f. Current Grading System:		ABC Letter Grade Scale
Proposed Grading System:*		<input checked="" type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input type="radio"/> Graduate School Grade Scale
g. Current number of credit hours:	1 - 3 (variable)	Proposed number of credit hours: * 1-3
h.* Currently, is this course repeatable for additional credit?		<input checked="" type="radio"/> Yes <input type="radio"/> No
* Proposed to be repeatable for additional credit?		<input checked="" type="radio"/> Yes <input type="radio"/> No
<i>IF YES:</i>	Maximum number of credit hours:	6
<i>IF YES:</i>	Will this course allow multiple registrations during the same semester?	<input checked="" type="radio"/> Yes <input type="radio"/> No
i. Current Course Description for Bulletin:		
Flexible course hours that supplement an existing course or provide introductory training in a particular area of writing, rhetoric, or digital studies. This workshop class focuses on the visual aspect of digital communication skills. Students will create visuals to explore identities, tell stories, and interpret information. May be taken a maximum of 6 credit hours under different subtitles.		
* Proposed Course Description for Bulletin:		
Flexible course hours that supplement an existing course or provide introductory training in a particular area of writing, rhetoric, or digital studies. Repeatable up to 6 hours.		
j. Current Prerequisites, if any:		
* Proposed Prerequisites, if any:		
k. Current Supplementary Teaching Component, if any:		<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both

Proposed Supplementary Teaching Component:	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input type="radio"/> No Change
3. Currently, is this course taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
* Proposed to be taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, enter the off campus address:	
4.* Are significant changes in content/student learning outcomes of the course being proposed?	<input type="radio"/> Yes <input checked="" type="radio"/> 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?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, identify the depts. and/or pgms:	
b.* Will modifying this course result in a new requirement² for ANY program?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES ² , list the program(s) here:	
6. Information to be Placed on Syllabus.	
a. <input type="checkbox"/> Check box if changed to 400G or 500.	If changed to 400G- or 500-level course you must send in a syllabus and <i>you must include the differentiation</i> between undergraduate and graduate students by: (i) requiring additional assignments by the graduate student and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

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 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 educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructor 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 equitable experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: WRD 130	Date: 4/4/2014
Instructor Name: J.G. Prats	Instructor Email: judithgrats@uky.edu
Check the method below that best reflects how the majority of the course content will be delivered.	
Internet/Web-based <input checked="" type="checkbox"/>	Interactive Video <input type="checkbox"/>
Hybrid <input type="checkbox"/>	

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?

The course will be delivered and accessed through Blackboard. The syllabus adheres to the Senate Guidelines to the best of our knowledge and includes the DL considerations on pgs. 5-6.

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 go assessment of student learning outcomes, etc.

This is an introductory workshop that provides as much student-instructor feedback as a classroom-based class. Students will have access to texts online, and their assignments can be easily circulated via Blackboard.

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.

Blackboard courses are accessed through a password-protected log-in. Plagiarism and cheating are addressed on the syllabus; the online environment does not change normal procedures for plagiarism in papers.

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 a of DL, as defined above?

No

Which percentage, and which program(s)?

N/A

*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 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?

Students can access Writing Center online services that are equivalent to the Writing Center services afforded to students taking the class in a traditional classroom.

Library and Learning Resources

6. How do course requirements ensure that students make appropriate use of learning resources?

The instructor will fully inform students about the resources. The UK Writing Center's Online Services and UK's Distance Learning Library Services information are included on the syllabus.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

Students will have full access to all course materials through Blackboard and email.

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 receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

The UK IT information is included on the syllabus.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?

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.

Students will be instructed on how to use any technology beyond the internet, Blackboard, and email by the instructor or user-friendly videos and other materials posted to the the class Blackboard site.

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 Distance Learning programs (<http://www.uky.edu/DistanceLearning>) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/Help/>; 859-218-HELP).
- 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:
 - "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."
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (<http://www.uky.edu/Libraries/DLIS>)
 - Carla Cantagallo, DL Librarian
 - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
 - Email: dllservice@email.uky.edu
 - DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?web_id=253&lib_id=16

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

Judith G. Prats

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-216-HELP (<http://www.uky.edu/UKIT/Help>)

Revised 8/09

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- ¹¹ 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 "n form will be sent to appropriate academic Council for normal processing and contact person is informed.
 - ¹² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
 - ¹³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.
 - ¹⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.
 - ¹⁵ 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 generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)
 - ¹⁶ You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.
 - ¹⁷ In order to change a program, a program change form must also be submitted.

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 (course description should match on syllabus and eCATS form)
- Prerequisites, if any (should match on syllabus and eCATS form)
- 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.

UGE Review (12/3/14)

- May want to include office address and phone number even though it's a DL course
- Add grading scale
- Add midterm grading statement
- Add boilerplate disability statement
- Add boilerplate excused absences policy and verification of absences

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

Committee Review ()

Comments

WRD 130-201: Introductory Workshop in Style and Grammar

General Course Description, WRD 130

Flexible course hours that supplement an existing course or provide introductory training in a particular area of writing, rhetoric, or digital studies. Repeatable up to 6 hours.

Prerequisites

None.

Introductory Workshop in Style and Grammar

This introductory course helps student writers compose and communicate more clearly and concisely in standard, edited written English. Through guided practice in writing, revising, and editing, the instructor will help students revise their style and grammar to become more confident and effective writers. To receive course credit, students must engage in a focused online conversation about their writing, complete weekly revision assignments and major assignments on time, and use required online and print resources. This course is delivered through Blackboard at <http://elearning.uky.edu>

Instructor:

J. G. Prats, Director of the UK Writing Center
Senior Lecturer Faculty in Writing, Rhetoric, and Digital Studies (WRD)
Virtual Office Hours: Monday and Tuesday 4:00-5:30 PM
Office: POT 1325
Phone: 859 257-7002
E-mail: judithgprats@uky.edu
Students will receive replies to emails within 24 hours.

Student Learning Outcomes

Students are expected to:

- Learn to write (that is, write, review, reflect, re-write, revise, and edit) with increasing clarity and conciseness.
- Learn to review and analyze their writing.
- Learn to write helpful peer reviews.
- Learn to compose and communicate with a clear purpose for a specific audience.

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

- Reflect on their writing strategies and skills.
- Refine their writing, revising, and editing skills.
- Review, evaluate, and revise their own writing as well as the writing of peers and professionals.

Prats WRD 130-201: Introductory Workshop in Style and Grammar

Students will submit writing samples and compose responses to writing exercises. Student writing will be the primary “text” for the class.

Required Texts:

Online Writing Resources TBA
Strunk and White, *The Elements of Style*

Technology Requirements:

Access and usage of a computer
Access to the Internet on a regular basis, including email

Course Grade

Students will earn a course grade based on their grades on the following assignments:

3 Major Assignments:

Due at the end of the 3rd week (Tentative Due Date: November 14th), at the end of 6th week (Tentative Due Date: November 25th), and at the end of the 8th week (Tentative Due Date: December 12th: 4-5 pages of unified and organized writing that the student has reviewed, revised, and edited in response to comments from the instructor and peers. (80% of the Course Grade)

Weekly Assignments:

Each week, students will submit at least two assignments (1-2 pages of writing). These assignments will provide practice in writing, reviewing, revising, and editing. (20% of the Course Grade)

Week 1: Diagnostic Writing/ Diagnostic Sentence Editing Exercises

Student Submissions

Overview of Online Student Resources

Tentative Due Date: October 24

Week 2: Sentence Structure

Student submissions

Sentence Exercises

Tentative Due Date: October 29

Week 3: Conciseness

Student Submissions

Conciseness Exercises

Tentative Due Date: November 5 and November 7

Week 4: Verbs

Student Submissions

Verb Exercises

Tentative Due Date: November 12 and November 14

Prats WRD 130-201: Introductory Workshop in Style and Grammar

Week 5: Sentence Punctuation

Student Submissions

Punctuation Exercises

Tentative Due Date: November 19 and November 21

Week 6: Paragraph Unity, Organization, and Development

Student Submissions

Paragraph Exercises

Tentative Due Date: November 25

Week 7: Mechanics

Student Submissions

Mechanics Exercises

Proofreading

Tentative Due Date: December 3 and December 5

Week 8: Proofreading

Student Submissions

Combined Revising and Editing Exercises

Tentative Due Date: December 10 and December 12

There is no final exam in the course.

Grading Scale

90-100% = A

80-89% = B

70-79% = C

60-69% = D

below 59% = E

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>)

Course Policies

On-Time Submission of Assignments and Preparation for Class

Since writing, responding to comments, composing questions, reviewing drafts, and preparing multiple revisions of assignments will be integral to the course, you must be prepared for each activity, submit assignments on time, offer productive comments and questions, and revise conscientiously based on the reviews and comments you receive.

Prats WRD 130-201: Introductory Workshop in Style and Grammar

Preparation for class—and for effective, on-time submission of assignments—involves not only reading your own writing but also annotating the work of others so that you are prepared to discuss writing processes writ large.

Excused Absences:

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Make Up Opportunity

When there is an excused absence, students have the opportunity to make up missed work and/or exams. It is the student’s responsibility to inform the instructor of the absence preferably in advance, but no later than one week after it.”

Late Assignments

Your assignments for this course, including weekly and major assignments, are due on the dates indicated in the class outline or as indicated on Blackboard Course Announcements or emails. Late assignments will not be accepted. All assignments must be posted on Blackboard, which applies a date/time stamp to them. They must be posted by the assigned date and time in order to be marked as “on time.” If you are unavailable to compose and/or submit assignments, or you cannot access assignments, you will be allowed to make up that work *only* if the absence is excused under the parameters detailed above.

Policies Concerning Plagiarism and Cheating

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 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. Unless approved by your instructor ahead of time, ALL work submitted must be new, original work; you may not submit work you have produced for another purpose or class.

Class Conduct

Students are expected to:

- Prepare: do all assigned writing and reading; be prepared to apply and discuss the assigned reading and writing; do all assignments on time.
- Offer support and encouragement to others when you review their writing.
- Read and consider carefully the writing and review comments of others before offering your opinion.
- Talk to me in a private message if anything connected to our course is hindering you in your attempts to complete assignments.

Working with Peers

Because most writers, educators, and other professionals must learn to work with others, you will work online to review and revise the writing of others, and everyone is expected to *be respectful*. Consequences for "slacking" in your obligations to complete peer reviews or respond to peer comments may result in penalties ranging from a full letter grade deduction for the assignment to a zero (determined on a case-by-case basis) for the assignment.

Accommodations due to disability:

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.

Student Resources

UK Writing Center

<http://www.uky.mywconline.com>

Monday-Thursday 9:00 AM-9:00 PM

Friday 9:00 AM-3:00 PM

Sunday 7:00 PM-10:00 PM

The University of Kentucky Writing Center, located in the Young Library Hub, B108B, offers free and friendly help to all UK students, faculty, and staff. We assist with the process of composing and communicating in all media, including essays, reports, posters, visuals, websites, slide presentations, and videos. Visit our [ukwrite.wordpress](http://ukwrite.wordpress.com) site to see tutorials.

We help students at every stage of the composing and communicating process, and we can share ideas on creative, academic, and professional projects. Staffed by graduate students and undergraduate peer consultants, the Center offers free individual and group consultations. We provide a supportive and confidential environment tailored to individual needs.

The UK Writing Center offers Face-to-Face Consultations, Online Meeting Consultations (that is, you meet with us online and work on your writing online from wherever you are), and e-Tutoring Consultations (not a "meeting"; instead, you schedule an appointment, identify specific writing issues, and send your work to us as an attachment).

UK Information Technology Help

<http://www.uky.edu/ukit/help>

Students can ask questions and submit help requests about link blue accounts and Blackboard issues at the IT site. UKIT “assists with the knowledge and tools for success with any information technology at the University Of Kentucky.” Students, Faculty, and Staff may also contact the IT Service Desk to receive additional technical support by calling **(859) 218-4357** or by emailing questions to 218help@uky.edu.

Further technical help is available via TASC (<http://www.uky.edu/TASC>) 859-257-8272 and Information Technology Customer Service center (<http://www.uky.edu/UKIT>) 859-257-1300.

UK Distance Learning Library Services

<http://libraries.uky.edu/dlls>

Phone: (859) 218-1240

Fax: (859) 257-0505

E-mail: dllservice@email.uky.edu

Librarian: [Carla Cantagallo](#)

2-2, north wing, [William T. Young Library](#) 0456

DL Interlibrary Loan: http://libraries.uky.edu/libpage.php?lweb_id=253&llib_id=16

Distance Learning Library Services provides access to information resources for the students who take classes through the Distance Learning Programs.

UK Disability Resource Center

<http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>

Students with documented physical, learning, or temporary disabilities may receive assistance and support from the Disability Resource Center.

Phone: V/TDD (859) 257-2754.