

1. General Information

1a. Submitted by the College of: ARTS & SCIENCES

Date Submitted: 1/7/2013

1b. Department/Division: Arts and Sciences

1c. Contact Person

Name: Diane Robertson

Email: diane.robertson@uky.edu

Phone: 257-7002

Responsible Faculty ID (if different from Contact)

Name: Beth Connors-Manke

Email: b.connors-manke@uky.edu

Phone: 257-8046

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: WRD 302

2c. Full Title: THE ESSAY

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

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

2j. Course Description for Bulletin: Intensive writing and reading in the genre of the essay. The course will explore the conventions of the essay and may analyze historical changes in the genre or survey well-known essayists such as Montaigne and Woolf. Students will write essays and analyze the stylistic choices of professional essayists in order to inform their own writing in the genre.

2k. Prerequisites, if any: Prereq: Completion of Composition and Communication requirement and consent of instructor.

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 30

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: Yes

If YES, name the proposed new program: BA in Writing, Rhetoric, and Digital Media

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

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: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

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?

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.

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.

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?

If yes, which percentage, and which program(s)?

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?

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

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

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/>)?

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.

10. Does the syllabus contain all the required components? NO

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

Instructor Name:

SIGNATURE|RDMO222|Roxanne D Mountford|Dept approval for ZCOURSE_NEW WRD 302|20120301

SIGNATURE|RHANSON|Roxanna D Hanson|College approval for ZCOURSE_NEW WRD 302|20120308

SIGNATURE|JMETT2|Joanie Ett-Mims|Undergrad Council approval for ZCOURSE_NEW WRD 302|20120828

WRD 302: The Essay

WRD 302.000

Location: CB 306

Schedule: MWF 9-9:50 a.m.

Writing Division: POT 1353/ 257-7002

Writing Center: 257-1368

Instructor: Dr. Beth Connors-Manke

Office: POT 1301

Office Hours: MWF 2-3p.m. & by appointment

Office Phone: 257.8046

Email: b.connors-manke@uky.edu (best way to reach me)

Bulletin Description

Intensive writing and reading in the genre of the essay. The course will explore the conventions of the essay and may analyze historical changes in the genre or survey well-known essayists such as Montaigne and Woolf. Students will write essays and analyze the stylistic choices of professional essayists in order to inform their own writing in the genre.

Prerequisite: Completion of Composition and Communication requirement and consent of instructor.

Course Description

The essay is a genre, an approach to viewing the world, and a type of intellectual movement. In the preface to his *Collected Essays*, Aldous Huxley describes the essay as “a literary device for saying almost everything about almost anything. . . . Essays belong to a literary species whose extreme variability can be studied most effectively within a three-poled frame of reference. There is the pole of the personal and the autobiographical; there is the pole of the objective, the factual, the concrete-particular; and there is the pole of the abstract-universal.” In order to understand how those three poles interact, we’ll be reading and writing essays, practicing and analyzing the various aspects of style alive in the genre. Students should be prepared to live and think as an essay writer during this course. So, buy a notebook and start looking around.

Student Learning Outcomes

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

- compose and edit prose for stylistic principles appropriate to the genre and purpose of the essay.
- analyze the stylistic choices of professional essayists in order to inform their own prose.
- employ highly refined strategies for organizing, revising, editing, and proofreading.
- provide editorial critique for others’ writing.

Course Texts Outcomes

* Oates, Joyce Carol and Robert Atwan. *The Best American Essays of the Century*. Boston: Houghton, 2000.

* Readings provided in .pdf

* Your writing

Course Requirements & Evaluation

Essaying is mostly about exploring, so we’ll work out some details of our class assignments together. Handouts will come once we’ve collaborated. Here are the broad categories, though:

Audio Essaying—off the page and into the airwaves; we’ll put breath to some of our essaying. I’m thinking two audio reviews and one author’s rumination and reading; we’ll see what you think. (10% per audio essay=30% total)

Forays—short experiments in the genre. Typed. (10% total)

Polished Essays—each must have a unique topic and be stylistically distinct. (50% total)

WRD 302: The Essay

Half-pint: the compressed essay, 1000 words (about 3 pages) (10%)

5er: the medium essay, 1500 words (about 5 pages) (15%)

Spill it/Spin it: the long essay, 5000 words (about 15 pages)—*this one will need research to go that long* (25%)

Notebooks—this is where you really **be** a writer. By the end of the semester, it will be full of notes, attempts, experiments, dead-ends, observations, sketches, field notes, middle-of-the-night ideas: all the things we do when courting the muses, hoping they'll deliver something brilliant to our pens. *At least 700 words* (about 2 pages) a week, not counting any in-class work in our notebooks. Randomly collected and evaluated for completeness, fun, and engagement. This category will also include any quizzes or homework assigned. (10% total)

Technology:

Much of your written and oral essaying will be published on an individual or collective blog. We'll make some decisions together about this—stay tuned.

Please note that we will be using Blackboard (Bb) on a regular basis and to the degree that the technology is useful for our class study. It is your responsibility to check Bb daily for announcements and assignments. You should also print out important documents posted on Bb such as major project prompts, etc., in the event of a technology failure. If we have technological mishaps with Bb, you should always have an alternate plan for getting your work to me; don't use computer problems as an excuse for not doing your work. Always have a backup file.

Late Work:

The life of the writer is about deadlines, ya'll—there's no way to get around this. No matter how brilliant an article may be, if it's not there when it's time to do layout it's brilliance doesn't matter. We'll practice professional discipline in this way. That said, here are the regs:

* *Major Projects:* All major writings must be turned in to me during our class period or during the Bb time window. Any piece turned in after the class period on the date it is due will be considered late. If you cannot make it to class on the due date, arrange to have a classmate turn in your portfolio or turn it in earlier. Computer or printer problems are not acceptable reasons for turning in a late paper; always back-up your files. *Late projects will lose .5 for each calendar day they are late, except in the case of excused absences.*

* *Minor Assignments:* No minor assignments, with the exception of peer review, may be turned in late (meaning after class or after the designated time for Blackboard) or made up *for credit*. In the case of an excused absence, the assignment will be not be factored in your final grade.

* *Quizzes:* Quizzes will be given at the beginning of the class period. This means that if you are late, you can only answer the questions you were present for—I will not repeat questions you missed because you were late. Quizzes cannot be made up in the event of an absence; however, you will not be penalized for quizzes missed because of an excused absence.

Evaluation:

Major Projects: Major projects will be graded on an A,B,C,D,E scale, corresponding to the university's point system. Each major project will be evaluated according to the rubric, portfolio grading sheet, and the essay's success in fulfilling the assignment prompt.

Minor Assignments & Quizzes: Minor assignments and quizzes will be evaluated using an A,B,C,D,E scale, by points, or using a 3+, 3, 3- system. Some minor assignments may simply be awarded a "CR," signifying the student receives credit for having fully completed the assignment.

WRD 302: The Essay

General Grading Scale: A 3.6-4.0 B 2.7-3.59 C 1.7-2.69 D .7-1.69 E 0-.69

WRD 302: The Essay

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>)

Final Exam Information

Date, time, location TBA.

Attendance Policy

If a student misses more than one-fifth of class contact hours for any reason, he or she cannot receive credit for the course. **For this course, that means upon your 9th absence you will fail the class.** You will be allowed three unexcused absences without penalty, but on your 4th unexcused absence, you will lose .5 (1/2 point) from your final grade. For every unexcused absence thereafter, another .5 will be subtracted from your final grade. For example, if your final grade is 3.1 (B) and you have six unexcused absences, your grade will drop 1.5 points to 1.6 (C). If you are absent, you are responsible for the material you missed. *It is solely the student's responsibility to provide proper documentation for excused absences.* See <http://www.uky.edu/StudentAffairs/Code/> for the University's policy on excused/unexcused absences. Students are expected to come to class on time and stay for the whole period. Each time you come late and/or leave early, .1 will be subtracted from your final grade.

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.

Integrity

Civil Discourse, Rights, and Responsibilities:

During this course we will examine ideas from diverse perspectives. At this university, students and faculty are afforded an environment that allows for intellectual expression; challenging issues may arise, but none of these should be expressed in an inappropriate manner, verbally, physically, or in writing. One of the goals of a university is to challenge us to think again about what we know and all that we do not. This demands we share responsibility for creating and maintaining a civil learning environment.

Academic Integrity:

WRD 302: The Essay

Part II of Student Rights and Responsibilities (6.3.1; <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission. When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. 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. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. 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.

Special Needs

If you have special needs in the classroom or on Blackboard such as medical concerns, learning and/or physical disabilities, please speak with me as soon as possible so we can make the necessary arrangements. As well, you may want to contact the Disability Resource Center at 257-2754.

TENTATIVE SCHEDULE

Note: This schedule may change due to class collaboration on the structure of the course.

r: reading due that day. Unless otherwise noted, the entire reading should be read and digested for the first date it appears on the syllabus. Pdf readings noted; all others from *Best American Essays* anthology.

w: writing due that class period; remember, you will have other written homework due as assigned.

Week	Monday	Wednesday	Friday
1		8.24 syllabus In-class writing sample w: long writing samples due	8.26 Tradition r: Seneca, Montaigne, Johnson (all pdfs) w: imitation of S, M, or J
2	8.29 <i>The Banal</i> r: V. Woolf (pdf)	8.31 <i>The Banal</i> r: Orwell (pdf) & Woolf	9.2 <i>The Banal & Oral Composition</i> r: Orwell & Woolf w: foray 1 (700 words)
3	9.5 LABOR DAY—NO CLASS	9.7 <i>Notebooks & Style</i>	9.9 <i>Notebooks & Style</i> audio review 1 due
4	9.12 <i>Preoccupations</i> r: Eliot	9.14 <i>Preoccupations</i> r: Stein & Eliot	9.16 <i>Preoccupations</i> r: Stein & Eliot w: foray 2 (700 words)
5	9.19 <i>Notebooks & Style</i>	9.21 <i>Notebooks & Style</i>	9.23 <i>Notebooks & Style</i>
6	9.26 <i>Genteel & Modern</i> r: E.B. White	9.28 <i>Genteel & Modern</i> r: Hurston & White	9.30 <i>Genteel & Modern</i> r: Hurston & White w: foray 3 (700 words)
7	10.3 <i>Artifice</i> r: Sontag	10.5 <i>Artifice</i> r: Klosterman (pdf) & Sontag	10.7 <i>Artifice</i> r: Klosterman & Sontag

WRD 302: The Essay

Week	Monday	Wednesday	Friday
8	<i>10.10</i> workshop	<i>10.12</i> workshop	<i>10.14</i> Oral Stylin' 5er due (1800 words)
9	<i>10.17</i> Bop/Oral Stylin' r: Hughes	<i>10.19</i> Bop/Oral Stylin' r: Hughes	<i>10.21</i> audio review 2 due
10	<i>10.24</i> Crack Up r: Fitzgerald	<i>10.26</i> Crack Up r: Perelman & Fitzgerald	<i>10.28</i> Crack Up r: Perelman & Fitzgerald w: proposal for Spill it/Spin it due
11	<i>10.31</i> Those Folks r: J. Addams	<i>11.2</i> Those Folks r: Mencken & Addams	<i>11.4</i> Those Folks r: Mencken & Addams w: foray 4 (700 words)
12	<i>11.7</i> Speak, Memory r: Baldwin	<i>11.9</i> Speak, Memory r: Nabokov & Baldwin	<i>11.11</i> Speak, Memory r: Nabokov & Baldwin Half-pint due (1000 words)
13	<i>11.14</i> Dissolution r: T. Wolfe w: draft Spill it/Spin it	<i>11.16</i> Dissolution r: Rich & Wolfe w: draft Spill it/Spin it	<i>11.18</i> Dissolution r: Rich & Wolfe w: draft Spill it/Spin it
14	<i>11.21</i> Spill it/Spin it workshop	<i>11.23</i> THANKSGIVING BREAK	<i>11.25</i> THANKSGIVING BREAK
15	<i>11.28</i> Discernment r: Didion w: draft Spill it/Spin it	<i>11.30</i> Discernment r: Dillard & Didion w: draft Spill it/Spin it	<i>12.2</i> Discernment r: Dillard & Didion w: draft Spill it/Spin it
16	<i>12.5</i> workshop	<i>12.7</i> workshop	<i>12.9</i> Spill it/Spin it due (5000 words)