

1. General Information

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

Date Submitted: 2/19/2013

1b. Department/Division: Arts and Sciences

1c. Contact Person

Name: Diane Robertson

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Phone: 257-7002

Responsible Faculty ID (if different from Contact)

Name: Judith Prats

Email: judithprats@uky.edu

Phone: 257-2368

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 324

2c. Full Title: WRITING CENTER PEER TUTORING

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

SEMINAR: 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: An undergraduate seminar that prepares qualified undergraduate students to become engaged and effective peer consultants in the UK Writing Center. Students in the course are actively involved in reading, writing, listening, observing, speaking, researching, and presenting as they become immersed in the theory and practice of Writing Center consulting.

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: Relatively New – Now Being Widely Established,

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 Studies

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 324|20120301

SIGNATURE|RHANSON|Roxanna D Hanson|College approval for ZCOURSE_NEW WRD 324|20120308

SIGNATURE|RDMO222|Roxanne D Mountford|Approval resent to department for ZCOURSE_NEW WRD 324|20120403

SIGNATURE|RHANSON|Roxanna D Hanson|College approval for ZCOURSE_NEW WRD 324|20120404

SIGNATURE|JMETT2|Joanie Ett-Mims|Undergrad Council approval for ZCOURSE_NEW WRD 324|20120828

WRD 320: RHETORICAL THEORY AND HISTORY

KATHERINE ROGERS-CARPENTER, INSTRUCTOR

CLASS AND INSTRUCTOR SPECIFICS

MEETING PLACE AND TIME: TBA

PHONE: 257-6979

OFFICE HOURS: T/R 3:30-5:00 and by appointment

MAILBOX: 1243 Patterson Office Tower

OFFICE: 1361 Patterson Office Tower

EMAIL: K.Rogers-Carpenter@uky.edu

COURSE DESCRIPTION

This course introduces students to the scholarly study of rhetoric by exploring the interrelationship of theory, criticism, and practice within a particular historical context.

Prereq: Completion of Composition and Communication requirement or consent of instructor.

COURSE OVERVIEW

In WRD 320, we will examine the contributions women have made and continue to make to the Rhetorical Tradition. As a class, we will explore the origins and originators of feminist rhetoric; how feminist and masculinist traditions differ (along with what they share); and how feminist rhetoric and theory are connected to women's movements. We will begin the semester with the works of ancient rhetors Aspasia and Sappho. Next, we will shift to nineteenth-century American works by Margaret Fuller, Ida B. Wells, and Sojourner Truth. Finally we will turn to contemporary writers such as Adrienne Rich, Gloria Steinem, and Rebecca Walker. Reading these works in conjunction with responses to them and theoretical texts about feminist rhetoric will help foreground the conversational nature of writing, speaking, and persuading.

As a class, we will pay special attention to the following questions:

- How have scholars defined or delineated feminist rhetoric?
- How should we interpret the work of women rhetors—especially when considered in conjunction with “accepted rhetorical theory”?
- How has feminism informed important social movements?
- What happens when feminist movements splinter or fragment?
- What role does women's rhetoric play in contemporary society?

STUDENT LEARNING OUTCOMES

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

1. Link the history of rhetoric to the work of women rhetors.
2. Categorize common approaches to feminism within a rhetorical framework
3. Identify the role women's rhetoric has played (and continues to play) in social movements and contemporary society.
4. Analyze and interpret gendered components of texts or other cultural artifacts.

REQUIRED MATERIALS

Joy Ritchie and Kate Ronald, eds. *Available Means: An Anthology of Women's Rhetoric (s)*. Pittsburgh: University of Pittsburgh Press, 2001.

Andrea Lunsford, ed. *Reclaiming Rhetorica: Women in the Rhetorical Tradition*. Pittsburgh: University of Pittsburgh Press, 1995.

Assigned outside readings (available on Blackboard).

A good paperback or online thesaurus with multiple entries—*Roget's Thesaurus* is widely available and inexpensive.

COURSE ORGANIZATION AND CONTENT

PARTICIPATION: (16%) Because WRD 320 is a seminar course, our class meetings will function as a forum for discussion. This is also a reading and writing intensive course and I expect every student to come to class prepared and ready to participate. In other words, participation is mandatory. This means you must read the assigned materials in time to discuss them in class. You are responsible for the success of our class discussions and you will be required to participate on a daily basis. (The participation grade also includes in-class writing, quizzes, in-class peer reviews, and responses to fellow student-led discussions.) Given the structure--one that requires lively, insightful discussion by all participants--the success of this class depends a great deal on the regular attendance of each class member. To that end, attendance is also mandatory. **Four unexcused absences will result in the reduction of your final grade by one letter grade. Six absences will earn you a failing grade in the course! Three tardies constitute one absence.**

ESSAYS: One 5-7 page rhetorical analysis (20%) and one 12-16 page seminar paper (30%) are required in this course. I will provide you with a handout and specific guidelines for these essays.

MINOR ASSIGNMENTS: (14%) Minor assignments include short informal writings and discussion questions as designated on the course schedule.

PEER REVIEW: Peer review grades consist of rough drafts (2% each), and participation in formal written peer reviews (2% each) throughout the semester.

TWO STUDENT-LED DISCUSSIONS: (6% each) On two different occasions over the course of the semester, you will lead class discussion for approximately 20 minutes. Prepare yourself to be an expert on the topic assigned (this will involve doing a close analysis of the assignment for the day--perhaps focusing on key passages or scenes and researching any unfamiliar terms or ideas). Make sure to come with a handout that contains at least five questions/comments for discussion.

You will sign up for dates the second week of classes. If you have any questions, feel free to discuss them with me ahead of time.

GRADING, SCALE, AND PERCENTAGE SPREAD

90 – 100%:	A	Rhetorical Analysis:	20%
80 – 89%:	B	Seminar Paper :	30%
70 – 79%:	C	Minor Assignments:	14%
60 – 69%:	D	Participation:	16%
59% and below:	E	Student-led Discussion Projects	12%
		Peer Review	8%

MIDTERM EVALUATION: Students will be provided a midterm evaluation by midterm date in the semester. 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

ATTENDANCE: Four unexcused absences will result in the reduction of your final grade by one letter grade. Six absences will earn you a failing grade in the course! Three tardies constitute one absence.

Note: Please reference the definition of excused absence in current edition of *Students Rights and Responsibilities* or on the web at <http://www.uky.edu/StudentAffairs/Code/>.

Students who are frequently tardy or unprepared may be marked absent for the day. Three instances of tardiness (being more than 10 minutes late to class) will constitute an absence. I reserve the right to add quizzes to the class agenda if too many class members appear to be unprepared. So be prepared and on time. Preparation involves not only reading but also making notes on the reading so that you are prepared to discuss issues in depth.

For any emergency situation that arises, call the department office to leave a message and e-mail me as soon as you know about the situation.

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).

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.

LATE ASSIGNMENTS

Your assignments for this course, including essays, short writing assignments, and class discussion materials are due on the dates indicated in the class outline below or as indicated in class. You may request (in advance) one two-day extension of the due date on the *final draft* of a major 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 cannot attend class on the day an assignment is due, you must post the assignment to Blackboard by the beginning of class.

NO REWRITES: Since there will be no opportunity to rewrite graded papers in this course, it would be a good idea to visit the writing center and to get feedback from fellow students on your drafts. Plan on revising more than once before submitting final drafts.

PLAGIARISM

Part II of Student Rights and Responsibilities (6.3.1; online at <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 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 phraseology 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.

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. This means you are 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, and 4) talk to your instructor outside of class if anything that happens during class bothers you. In order to maintain a productive work environment, silence your cell phone or pager before each class period and refrain from eating, sleeping, reading the newspaper or your personal email, 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 disruptive behavior will be directed to leave the class for the remainder of the class period. See the UKY's Code of Student Conduct for further information on prohibited conduct.

E-MAIL POLICY

Email provides a seemingly easy way to communicate, but as we will learn, communicating electronically can be complicated. The following guidelines will help ensure that you are communicating clearly, and get the response you desire.

- Give your email a descriptive subject and include "WRD 420" in the subject (i.e., "WRD 420 excused absence for 4/15," not "hi!")
- Use a greeting ("Dear Dr. Carpenter," or "Hi, Professor Carpenter")
- Use standard grammar and punctuation
- Be clear in what you are asking, but not demanding
- Be respectful in your writing
- Sign your email with your first and last name

In return, I will also uphold these guidelines in my electronic communication with you. Emails that provide me with a clear communication of your needs will be responded to promptly, generally within 24 hours except on weekends. Remember that while email seems instantaneous, I am not always in front of my computer, waiting to reply to your email. Emails asking for information clearly found on the course syllabus or website (i.e., what chapter is being covered in a given week, due dates) will not be answered because this information is available for you.

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

I am responsive to student requests for changes in the schedule, which means that 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 on Blackboard. If you lose an assignment page or handout, you are expected to get a copy from Blackboard rather than from one of us.

All of your work in this class must be available to be posted both on Blackboard and on paper. In general, all assignments will require a title, your name, my name, and the date. When you post papers on your Blog (which only presents texts single-spaced), you must have 1) spacing between each paragraph, 2) all characters visible (including quotation marks, asterisks, and dashes), and 3) underlining or italics for titles. You are responsible for keeping back-up (we 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. If your assignment is lost in cyberspace, you will be expected you to repost it within the same day.

WRITING CENTER

The Writing Center is located in W. T. Young Library, Thomas D. Clark Study, 5th Floor, West Wing (phone: 257-1368). The staff can help you identify and address problems with all aspects of your writing. We will not require you to go to The Writing Center, but recommend that all of you consider going if you feel stuck at any stage of the writing process.

ACADEMIC ACCOMMODATIONS DUE TO DISABILITY

If you have a documented disability that requires academic accommodations, please see your instructor as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide your instructor with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination for campus disability services available to students with disabilities.

WRD 320 SPRING COURSE SCHEDULE

Date	Reading Assignment	Written Assignments
Week 1	Course Introduction	
Jan. 12 (R)	Course Policies: Syllabus Introductions, defining feminism and finding feminists	
Week 2	Feminism in Your Own Back Yard	
Jan 17 (T)	Read: Alice Walker Excerpt “In Search of Our Mother’s Gardens” <i>Available Means</i> (AM) 315 (Also available in PDF form on Blackboard)	6 Typed Discussion Questions
Jan 19 (R)	Read: Nomy Lamm’s “It’s a Big Fat Revolution” AM 455 (Also in PDF form on Blackboard) Read Lisa Bloom’s “How to talk to Little Girls” available through the <i>Huffington Post</i> : http://www.huffingtonpost.com/lisa-bloom/how-to-talk-to-little-gir_b_882510.html	
Week 3	Ancient Women Rhetors	
Jan. 23 (M)	Email me your top three choices for RR presentations and for AM presentations by noon. You will make a total of 6 choices—3 in each category. Be sure to: <input type="checkbox"/> include your name on the document you send <input type="checkbox"/> order your choices from most to least favorite (1 is favorite, 3 is least favorite) <input type="checkbox"/> For each entry include the category (RR or AM), the title of the assigned reading, and the presentation date. If you don’t email me your choices by noon, I will assign your	

Date	Reading Assignment	Written Assignments
	presentations without your input—this would be a shame!!	
Jan 24 (T)	<ul style="list-style-type: none"> • Be prepared to discuss your interview results in class. • Read AM Introduction and Aspasia. Be prepared to explain what the AM authors mean by rhetoric. How are they defining it? 	Upload your interview assignment to BB by noon.
Jan 26 (R)	Bring in a link to reliable information about the roles of women in ancient Greece. Lecture: Rhetoric in the Ancient World—	In 1-2 paragraphs typed, summarize this site's information. Then, explain how reliable you find this site. Upload this assignment to BB by noon.
Week 4	Interpreting Ancient Women Rhetors Today	
Jan. 31 (T)	More about rhetoric in the Ancient World Read AM: Diotima and Hortensia	Bring 6 Typed Discussion Questions with you to class.
Feb. 2 (R)	<i>Reclaiming Rhetorica</i> (RR): “On Reclaiming Rhetorica” and “Aspasia: Rhetoric, Gender, and Colonial Ideology” Locate the three most difficult passages in this reading and be ready to discuss what makes them difficult.	
Week 5	Moving into the Middle Ages	
Feb. 7 (T)	Lecture: Women's Roles in the Middle Ages AM-Presentation 1 Read: AM “Catherine of Siena” and “Christine de Pizan”	
Feb. 9 (R)	Read (RR): “Christine de Pizan and <i>The Treasure of the City of Ladies</i> ” RR Presentation 1	
Week 6	More Middle Ages	
Feb. 14 (T)	Read AM: Margery Kempe AM-Presentation 2 Read RR: “Reexamining <i>The Book of Margery Kempe</i> ” RR-Presentation 2	
Feb. 16 (R)	In-Class Peer Review Rhetorical Analysis	Bring in two hard copies (typed) of your rhetorical analysis.
Week 7	The Virgin Queen: Leadership, Rhetoric and Women	
Feb. 21 (T)	Lecture: Background on Queen Elizabeth View <i>Elizabeth</i> (the 1998 film) Available on Streaming Netflix. I will also put a copy on reserve at Young's AV library (basement).	
Feb. 23 (R)		Peer Review Letter 1 two hard copies due in class
Week 8	Editing and Revising/Moving into the 17th Century	
Feb. 28 (T)	AM-Read “Mary Astell” AM Presentation 3	
March 1 (R)	Bring a clean copy of your draft to class for editing session RR-Read “Mary Astell: Reclaiming Rhetorica in the Seventeenth Century” RR Presentation 3	

Date	Reading Assignment	Written Assignments
March 2 (F)		Upload Rhetorical Analysis to Blackboard by midnight
Week 9	Movements Towards the Modern World	
March 6 (T)	AM—Read “Mary Wollstonecraft” AM Presentation 4	
March 8 (R)	RR—Read “Daring to Dialogue: Mary Wollstonecraft’s Rhetoric of Feminist Dialogics” RR Presentation 4	
March 9 (F)	Midterm	
Week 10	March 13 -15 ~ Spring Break!!!	
March 20 (T)	AM-Read Sojourner Truth AM—Presentation 5 RR—Read “Sojourner Truth: A Practical Public Discourse” RR—Presentation 5	
March 22 (R)	AM—Read Ida B. Wells AM-Presentation 6 RR—Read “To Call a Thing by Its True Name: The Rhetoric of Ida B. Wells” RR—Presentation 6	Note that Persepolis is showing March 22 at 7PM in UK’s student center (Worsham Theater)
Week 12	Into the Twentieth Century	
March 27 (T)	AM—Read Margaret Sanger AM—Presentation 7 (Sanger)	
March 29 (R)	RR—Read “Intelligent Members or Restless Disturbers”: Women’s Rhetorical Styles, 1880-1920 RR—Presentation 7	
Week 13	Contemporary Feminists	
April 3 (T)	AM—Read Dorothy Allison AM Presentation 8	
April 5 (R)	Read Julia Kristeva--PDF posted to Blackboard RR—Read “Julia Kristeva: Rhetoric and the Woman as Stranger” RR—Presentation 8	
April 6 (F)	Last day to withdraw without instructor’s signature	
Week 14	The Possibility of Transnational/Transglobal Feminism	
April 10 (T)	AM-Read “Merle Woo” and “Gloria Anzaldua” AM—Presentation 9 (Merle Woo) AM—Presentation 10 (Gloria Anzaldua)	
April 12 (R)	<ul style="list-style-type: none"> • Discuss <i>Persepolis</i> • In-class Peer Review 	View Persepolis— Available on Streaming Netflix, on reserve in Young’s AV library, and also showing March 22 at 7PM in UK’s student center (Worsham Theater) Bring 6 typed discussion questions to class Bring 2 typed hard copies

Date	Reading Assignment	Written Assignments
		of your seminar paper draft to class.
Week 15	Back to Basics	
April 17 (T)	AM—Read Virginia Woolf AM—Read Dorothy Allison	
April 19 (R)	AM—Read Leslie Marmon Silko	Peer Review Letter 2 due (2 hard copies)
Week 16	Seminar Presentations	
April 24 (T)	Presentations	
April 26 (R)	Presentations	
April 30 (M)	Upload Seminar Paper by midnight	

FINAL EXAM: No Final Exam in this course