

1. General Information

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

Date Submitted: 1/29/2013

1b. Department/Division: Arts and Sciences

1c. Contact Person

Name: Diane Robertson

Email: georgia.robertson@uky.edu

Phone: 257-7002

Responsible Faculty ID (if different from Contact)

Name: Roxanne Mountford

Email: mountford@uky.edu

Phone: 257-6985

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 395

2c. Full Title: INDEPENDENT STUDY

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

INDEPSTUDY: 1 - 3

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

2h. Number of credit hours: 1-3

2i. Is this course repeatable for additional credit? Yes

If Yes: Maximum number of credit hours: 3

If Yes: Will this course allow multiple registrations during the same semester? No

2j. Course Description for Bulletin: For undergraduate majors in WRD with a standing of 3.0 in the major and permission of the Director of Undergraduate Studies. Each student pursues a course independently under the guidance of a faculty member and produces at least one major project.

2k. Prerequisites, if any: Standing of 3.0 in the major and permission of the Director of Undergraduate Studies

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?: 1

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

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 395|20120413

SIGNATURE|RHANSON|Roxanna D Hanson|College approval for ZCOURSE_NEW WRD 395|20120413

SIGNATURE|JMETT2|Joanie Ett-Mims|Undergrad Council approval for ZCOURSE_NEW WRD 395|20120828

SIGNATURE|RHANSON|Roxanna D Hanson|Approval resent to college for ZCOURSE_NEW WRD 395|20130114

SIGNATURE|JMETT2|Joanie Ett-Mims|Undergrad Council approval for ZCOURSE_NEW WRD 395|20130115

WRD 395: Independent Study Proposal

John Miles
With Dr. Roxanne Mountford
Spring 2012
"Community Literacy Study"

Request:

I am requesting an independent study for two hours credit in the spring of 2012 with Roxanne Mountford in order to 1) facilitate a program I am developing between the Carnegie Center for Literacy and some teachers at the University of Kentucky, 2) develop my writing and rhetorical observation skills with faculty assistance, 3) learn critical ethnography, 4) write a critical ethnography.

Description:

In brief, I have recruited three instructors from the University of Kentucky to guest teach a community literacy class for middle-school students at the Carnegie Center. The guest teachers are graduate teaching assistants who are experienced at teaching composition. I will observe all guest-teaching sessions, facilitate the coordination between the Carnegie Center and the University of Kentucky faculty and staff, and work with the students myself. The larger goal is to use social media/digital media to develop middle school students' literacy skills.

Timetable/Assignments:

Approximately fifteen weeks is planned for the program and study. I plan to bring in a college teacher every two weeks. I will spend several hours a week with the students observing them and developing working relationships with them. I will also meet regularly with the instructor at Carnegie. I hope to tape/video record these meetings and hope to convince the Carnegie instructor to keep a teaching diary that I might access.

Dr. Mountford and I plan on meeting approximately once every three weeks to discuss the readings in critical ethnography she has given me and to discuss the program at the Carnegie Center and to discuss my fieldnotes. We will also be in contact via e-mail at least once a week.

I will complete a seminar length critical ethnography article/essay about this project by the end of the semester.

Content (Reading Agenda):

Lives on the Boundary and Possible Lives, Mike Rose; *Handbook of Research on Teaching Literacy Through the Communicative and Visual Arts*, eds. James Flood and Shirley Brice Heath; other Shirley Brice Heath; Mina Shaughnessy; excerpts from *After the Fact*, *Local Knowledge* and *The Interpretation of Cultures*, Clifford Geertz; I would also like to read *Pedagogy of the Oppressed*; and for a primer, *Doing Critical Ethnography*, Jim Thomas. Ira Shore's "Our Apartheid." Marilyn Sternglass' *Time to Know Them*. Ralph Cintron, *Angels' Town*. David Schaafsma, *Eating on the Streets*. Balester, *Cultural Divide*. McLaughlin and Tierney, *Naming Silenced Lives*. Gordon, *Literacy by Degrees*.

Research Agenda/ Methodology:

I will apply to the UK IRB for permission to do this study. I view this proposed independent study as building on the general research and methodological bases built in White's class and look forward now to learning more about critical ethnography as a specific methodology/discipline and doing my own critical ethnography.

Goals and Expectations:

I hope to establish some protocol for better coordinating the work of college teachers and community literacy teachers and encourage both to explore social media as a means for engaging middle school students.

My expectations as a critical ethnographer are to gather sufficient data for an article length report. I will do this by 1) taking fieldnotes; 2) studying video of events (I hope for the students to do this work); 3) record interviews with guest-teachers, the Carnegie instructor and student writers.

Grading:

I understand that I will be graded according to the following grading scale:

90-100: A 80-89: B 70-79: C 60-69: D 0-59: E

My ethnography will be presented in written form, will be at least 20 pages in length, and will conform to MLA citation format. I will also append my IRB approval and provide Dr. Mountford with access to all of my fieldnotes. This project will account for 100% of the final grade.

Rationale:

No research methods courses are offered in WRD, though Dr. Mountford and a few other faculty are professional ethnographers. My long-term goal is to go to graduate school and specialize in rhetoric and composition. My short-term goal is to publish this project in an undergraduate research journal.

WRD 395: Independent Study Proposal Form

Student:

Instructor:

Semester:

Focus of Study:

Request overview (include rationale):

Description of study:

Timetable/Assignments:

Content (Reading Agenda):

Research Agenda (if applicable):

Goals and Expectations (include learning outcomes):

Grading (include grading scale):