1. General Information

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

   Date Submitted: 4/22/2013

1b. Department/Division: Arts and Sciences

1c. Contact Person

> Name: Diane Robertson

> Email: diane.robertson@uky.edu

> Phone: 7-7002

> Responsible Faculty ID (if different from Contact)

> Name: Roxanne Mountford

> Email: mountford@uky.edu

> Phone: 7-6985

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 406

2c. Full Title: Topics in Professional Writing: Subtitle Required

2d. Transcript Title: Topics in Prof Writing

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? Yes

   If Yes: Maximum number of credit hours: 6

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

2j. Course Description for Bulletin: This course addresses contemporary genres of professional writing, including professional correspondence, reports, and social media most often found in business, technical, and scientific communities. The course also addresses the common tools and technologies of professional writing production and practice.

2k. Prerequisites, if any: WRD 204 or WRD 306 or 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?:   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: 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/BS 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|RHANSON|Roxanna D Hanson|College approval for ZCOURSE_NEW WRD 406|20120402

SIGNATURE|JMETT2|Joanie Ett-Mims|Undergrad Council approval for ZCOURSE_NEW WRD 406|20120911

e

Courses	Request Tracking

New Course Form

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

Open in full window to print or save

Attachments:

[Browse...]   Upload File

	ID	Attachment
Delete	1563	WRD 406 Topics in Prof Writing.pdf

First 1 Last

Select saved project to retrieve...   [ ] Get   New

(*denotes required fields)

1. General Information

a. * Submitted by the College of: ARTS & SCIENCES   Today's Date: 4/22/2013

b. * Department/Division: Arts and Sciences

c.
   * Contact Person Name: Diane Robertson   Email: diane.robertson@uky.edi Phone: 7-7002
   * Responsible Faculty ID (if different from Contact) Roxanne Mountford   Email: mountford@uky.edu   Phone: 7-6985

d. * Requested Effective Date: ⦿ Semester following approval OR ○ Specific Term/Year [1]

e.
   Should this course be a UK Core Course?   ○ Yes ⦿ No
   If YES, check the areas that apply:

   ☐ Inquiry - Arts & Creativity   ☐ Composition & Communications - II

   ☐ Inquiry - Humanities   ☐ Quantitative Foundations

   ☐ Inquiry - Nat/Math/Phys Sci   ☐ Statistical Inferential Reasoning

   ☐ Inquiry - Social Sciences   ☐ U.S. Citizenship, Community, Diversity

   ☐ Composition & Communications - I   ☐ Global Dynamics

2. Designation and Description of Proposed Course.

a. * Will this course also be offered through Distance Learning?   ○ Yes [4] ⦿ No

b. * Prefix and Number: WRD 406

c. * Full Title: Topics in Professional Writing: Subtitle Required

d. Transcript Title (if full title is more than 40 characters): Topics in Prof Writing

e. To be Cross-Listed [2] with (Prefix and Number):

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours[3] for each meeting pattern type.

3	Lecture	Laboratory[1]		Recitation		Discussion
	Indep. Study	Clinical		Colloquium		Practicum
	Research	Residency		Seminar		Studio
	Other	If Other, Please explain:				

g. * Identify a grading system: ⦿ Letter (A, B, C, etc.) ○ Pass/Fail

h. * Number of credits: 3

i. * Is this course repeatable for additional credit?   ⦿ Yes ○ No
   If YES: Maximum number of credit hours: 6
   If YES: Will this course allow multiple registrations during the same semester? ○ Yes ⦿ No

j. * Course Description for Bulletin:

This course addresses contemporary genres of professional writing, including professional correspondence, reports, and social media most often found in business, technical, and scientific communities. The course also addresses the common tools and technologies of professional writing production and practice.

k. Prerequisites, if any:

WRD 204 or WRD 306 or consent of instructor.

l. Supplementary teaching component, if any: ○ Community-Based Experience ○ Service Learning ○ Both

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

   If YES, enter the off campus address:

4. Frequency of Course Offering.

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

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

      If No, explain:

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

   If No, explain:

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

7. Anticipated Student Demand.

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

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

      If YES, explain:

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

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

9. Course Relationship to Program(s).

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

      If YES, name the proposed new program:
      BA/BS in Writing, Rhetoric, and Digital Studies

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

      If YES [5], list affected programs::

10. Information to be Placed on Syllabus.

   a. * Is the course 400G or 500? ○ Yes ⦿ No
       If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b.** You must include: (i) ident additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

    b. ☑ * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if appl

       10.a above) are attached.

[1] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
[2] The chair of the cross-listing department must sign off on the Signature Routing Log.
[3] In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, re two hours per week for a semester for one credit hour. (from SR 5.2.1)
[4] You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
[5] In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal   Save Current Changes   Delete Form Data and Attachments
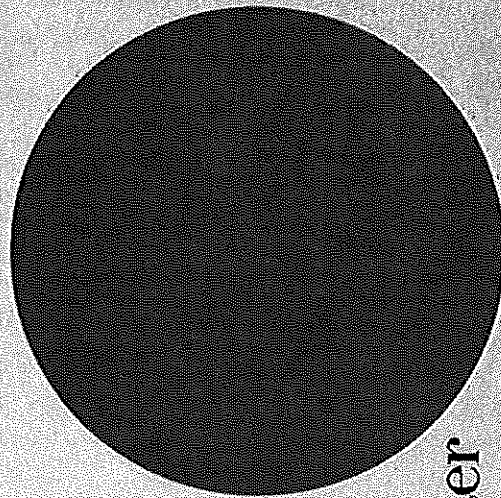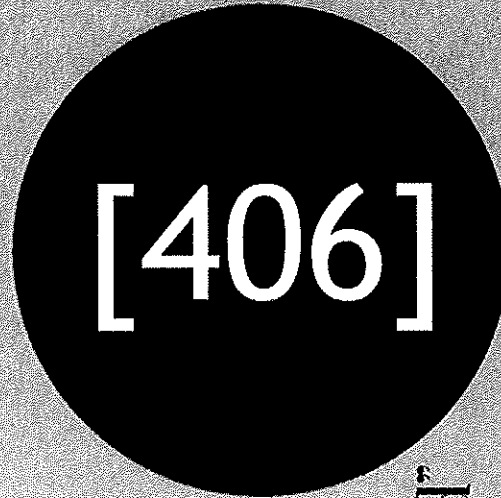
[WRITING in INDUSTRY][1]

WRD 406: TOPICS in PROFESSIONAL WRITING: Fall 2011 MWF 1:00–1:50 :: CB 306

Dr. Roxanne Mountford | 257-6985
mountford@uky.edu

Office :: POT 1355 :: Hours :: MWF 12:00–1:00

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[1] Syllabus credits go to Dr. Brian McNely, Ball State U. Dr. McNely joins the faculty at UKY in Aug. 2012 and will be teaching this course in Spring 2013.

[ABOUT]

"Professional writers most often write on behalf of, or manage the work of, other groups. Whereas, for example, creative writers and journalists create work that's likely to have their names on it (journalists want a byline), professional writers often create work on behalf of organizations (clients, corporations, non-profits).

And whereas creative writers and journalists are responsible primarily for managing their own work, professional writers and editors are often responsible for managing the work of teams or even entire organizations."

—Stuart Blythe, 2010

"Work itself is changing. Work is more distributed, more contingent, less stable. ... This reality needs to be taken into account as we design. Knowledge work usually involves multitasking and working with diverse groups and individuals. Efforts to design technologies to meet these conditions benefit from careful theoretical analysis of workers' activities..."

—Kaptelinin and Nardi, 2006

— Δ —

[Description]
This course addresses contemporary genres of professional writing, including professional correspondences, reports, and social media most often found in business, technical, and scientific communities. The course also addresses the tools and technologies of professional writing production and practice. Prereq: WRD 204 or WRD 306 or consent of instructor.

[Overview]
Over the next 16 weeks, we will explore what it means to manage the writing work of others, to design content for changing work environments, and to research and collaborate in a knowledge work model.

We will be especially focused on people acting *with* technology via their *discursive activities*, now and in the near future. At the end of this course you will be able to identify and explain some of the key rhetorical, social, cultural, ethical, and economic issues related to people acting with technology in professional writing scenarios.

You will be immersed in concepts and practices of qualitative research, iterative design, and the production of high quality deliverables grounded in real-world interactions.

The culmination of the course will be reflected in collaborative knowledge work, consisting of:

[research brief + IRB protocol + presentation of findings + collaborative white paper + assessment memo]
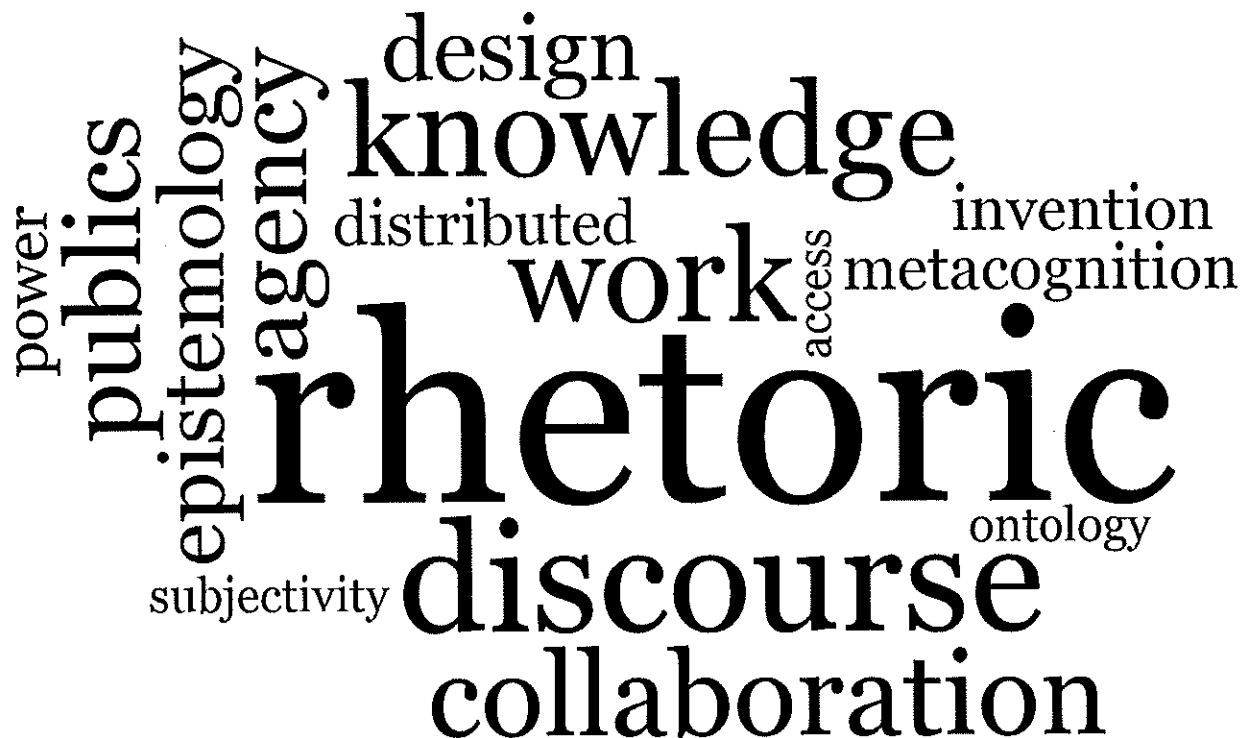
[Outcomes]

After completing this course, the student will be able to:

- Identify important genres and styles of professional communication
- Describe the prevalence of professional writing in everyday experience
- Identify common tools of professional writing production with proficiency and resourcefulness

- Analyze professional writing artifacts and practices.
- Critically integrate professional writing in everyday experience—from organizational communication to the impact of branding and visual rhetorics
- Explain rhetorical choices (metacognition) made as a result of both individual and collaborative work
- Analyze specific artifacts and/or organizations to better understand rhetorical, social, cultural, and political implications of professional writing in everyday experience
- Plan and demonstrate *in situ* qualitative research on practices and activities that impact professional writing contexts
- Discuss appropriateness of different methods for producing and researching practices and contexts
- Examine and compose professional writing as a way of thinking, knowing, and being
- Apply rhetorical and design principles to producing professional artifacts
- Demonstrate principles of fair use, copyright and documentation conventions for print and digital media
- Illustrate rhetorical possibilities of different modes (alphabetic text, images, graphics, video, audio, etc.) and apply sound rhetorical choices when combining modes

Research » Produce » Share

[KEYWORDS]

design knowledge
epistemology agency publics power distributed
work invention metacognition access
rhetoric
subjectivity discourse ontology
collaboration

[SOURCES]
Selected academic journal articles, blog posts, images, and videos *Community Action and Organizational Change*. Faber, B. SIU Press, 2002. *Document Design: A Guide for Technical Communicators*. Kimball, M., & Hawkins, A. Bedford, 2008. *The Cognitive Style of Powerpoint*. Tufte, E Graphics Press, 2006.

[ASSESSMENT]
Deliverables

Practica (4)	300
Research Brief	100
IRB Protocol	100
Presentation of Findings	100
Collaborative White Paper	250
Project Assessment Memo	150
Course Total:	1,000

Grading Scale

A	900-1,000
B	800-B99
C	700-799
D	600-699
E	0-599

Mid-term Grade:
Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar http://www.uky.edu/registrar/registrar-academic-calendar

[DETAILS]

Grading Policy
Deliverables are assessed according to criteria distributed through Blackboard.

Storage and Backup
This course will require the consistent use of one or more of the following methods of digital storage and
backup:
Dropbox :: SugarSync :: Evernote :: Google Drive

Academic Integrity:

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities*
(Available on http://www.uky.edu/StudentAffairs/Code/part2.html) The Code 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. In cases where students feel unsure about the question of plagiarism involving their own 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 acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. 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 of information, the student must carefully acknowledge exactly what, where and how he/she 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 (Section 6.3.1). **Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

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. If you are absent, you are responsible for the material you missed.

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.

Students missing any graded work due to an excused absence are responsible for informing me about their excused absence and providing documentation within one week following the period of the excused absence (except where prior notification is required), and are responsible for making up the missed work. I will give you an opportunity to make up the work and/or the exams missed due to an excused absence, and will do so, if feasible, during the semester in which the absence occurred. Assignments missed due to an unexcused absence may not be made up for credit.

Attendance, Withdrawals, and Incompletes

Come to class—it's fun! Don't be late—you'll miss important stuff! If you miss more than 4 classes—for any reason—your final grade will be lowered by a step for each missed class beyond the limit (for example, 5 absences will result in a reduction from a B+ to a B). Let me know early in the semester if you will miss class for university business or religious holidays—you will may be eligible for an excused absence. Keep in mind, however, that you cannot miss more than 1/5th of the total course for any reason (including excused absences); students who do so will have to withdraw or may fail the class. Please see the University Catalog for more information on withdrawals and incompletes.

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.

Writing Center

The Writing Center offers free one-to-one assistance on all of your writing projects for all of your classes. Also? The Writing Center is full of awesome people. They are located in Young Library, 5th Floor. You can make an appointment online or drop in.

[CALENDAR + SCHEDULE]
Important Dates

Research Brief	10.19
IRB Protocol	10.26
Presentations	12.5 — 12.9
Collaborative White Paper	12.16
Project Assessment Memo	12.16

[SYLLABUS]

[Complete the readings *before* the class for which they are assigned, and prepare to interact in class.]

Week 1

8.22   On Writing: Accentuate the Positive On the New Literacy Do Typefaces Really Matter?

8.24   Nike's Roots [BB]
Twitter Wants to Tell You a Story with Twitter Tales Share Your Twitter Tale Facebook Stories Your Google Stories: 1, 2, 3, and 4

8.26   Faber, B. "What is Professional about Professional Communication?" [BB]

Week 2

8.29   Drucker, P. "The Coming of the New Organization." [BB] Spinuzzi, C. "What do We Need to Teach about Knowledge Work?"

8.31   Spinuzzi, C. "Technical Communication in the Age of Distributed Work." [BB] Emig, J. "Inquiry Paradigms and Writing." [BB]

9.2   Vatz, R. "The Myth of the Rhetorical Situation." [BB]

Week 3

9.5   Labor Day — No Class

9.7   Brummett, B. "Three Meanings of Epistemic Rhetoric." [BB]
Freedman, D. "The Aggressive Egg." [BB]
Practicum Due

9.9   Thoughts on Flash Decoding Steve Jobs' Dressing Down of Flash

Week 4

9.12   Faber Ch. 1

9.14   Faber Ch. 2
Practicum Due
9.16   Faber Ch. 3

Week 5

9.19   Faber Ch. 4
9.21   Faber Ch. 4
9.23   Winsor, D. "Using Writing to Structure Agency: An Examination of Engineers' Practice." [BB]

Week 6

9.26   Faber Ch. 5
9.28   Faber Ch. 6 **Practicum Due**
9.30   Faber Ch. 7 (166–181)

Week 7

10.3   Spinuzzi, C. "Starter Ecologies: Introduction to the Special Issue on Social Software." [BB]
10.5   boyd, d. "Social Media is Here to Stay... Now What?" **Practicum Due**

10.7   McNely, B. "Sociotechnical notemaking: Short-form to long-form writing practices."

Week 8

10.10   *Document Design* Ch. 1 IRB Training :: Qualitative Research Workshop

10.12   IRB Training :: Qualitative Research Workshop

10.14   IRB Training :: Qualitative Research Workshop

Week 9

  10.17 Fall Break — No Class

  10.19 *Document Design* Ch. 2 & Ch. 3 **Research Brief Due**

  10.21 Spinuzzi, C. "How not to Write Fiction." Brand New: 1, 2, 3, 4, & 5

Week 10

  10.24 *Document Design* Ch. 10

  10.26 *Hart-Davidson, et al. "Coming to Content Management: Inventing Infrastructure for Organizational Knowledge Work." [BB]*
         IRB Protocol Due

  10.28 *Spinuzzi, C. "Office Work, Knowledge Work: Studying Office Work in an Academic Environment as Knowledge Work." [BB]*
         Zhao, D., & Rosson, M.B. "How and Why People Twitter: The Role that Micro blogging Plays in Informal Communication at Work." [BB]

Week 11

  10.31 *Document Design Ch. 5*

  11.2   *Document Design Ch. 6*

  11.4   *Milks, J., & Bloxham, M. "A Play Date with the iPad: Real People Experience the iPad." [BB]*
         Resources in Typography [BB]

Week 12

  11.7   *Document Design Ch. 7*

  11.9   *Resources in Information Graphics [BB]*

  11.11 *Document Design Ch. 8*

Week 13

  11.14 *Document Design Ch. 9*

  11.16 *Kostelnick, C. "A Systematic Approach to Visual Language in Business Communication." [BB]*

  11.18 *Tufte (all)*

Week 14

  11.21 *Swarts, J. "Technological Literacy as Network Building." [BB]*

  11.23 *Thanksgiving :: No Class!*

  11.25 *Thanksgiving :: No Class!*

Week 15

  11.28 *Data Analysis :: Collaborative Work*

  11.30 *Data Analysis :: Collaborative Work*

  12.2   *Data Analysis :: Collaborative Work*

Week 16

  12.5   **Presentations**

  12.7   **Presentations**

  12.9   **Presentations**

Finals Week

  12.12 Final Projects Workshop
  12.16 — 12:00–2:00 — Final Projects Due