

MAR 18 2015

OFFICE OF THE
SENATE COUNCIL

Course Information

Date Submitted: 1/28/2015

Current Prefix and Number: WRD - Writing, Rhetoric, and Digital Media, WRD 420 RHETORICAL TRADITIONS (SR)

Other Course:

Proposed Prefix and Number: WRD 420

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? Yes

Global Dynamics

1. General Information

a. Submitted by the College of: ARTS & SCIENCES

b. Department/Division: Writing, Rhetoric, and Digital Studies

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: N/A

b. Full Title: RHETORICAL TRADITIONS (SUBTITLE REQUIRED)

Proposed Title: RHETORICAL TRADITIONS (SUBTITLE REQUIRED)

c. Current Transcript Title: RHETORICAL TRADITIONS (SR)

Proposed Transcript Title: RHETORICAL TRADITIONS (SR)

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 3

Proposed Meeting Patterns

LECTURE: 3

f. Current Grading System: ABC Letter Grade Scale

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

g. Current number of credit hours: 3

Proposed number of credit hours: 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? No

2i. Current Course Description for Bulletin: This course offers a detailed examination of the history and theory of a specific rhetorical tradition or group of traditions. Students will gain familiarity with key concepts and terms in a rhetorical tradition, compare and contrast culturally situated definitions of rhetoric, and better understand the way rhetorical historiography influences how rhetorical traditions are defined and taught. Repeatable up to 6 hours.

Proposed Course Description for Bulletin: This course offers a detailed examination of the history and theory of a specific rhetorical tradition or group of traditions. Students will gain familiarity with key concepts and terms in a rhetorical tradition, compare and contrast culturally situated definitions of rhetoric, and better understand the way rhetorical historiography influences how rhetorical traditions are defined and taught. Repeatable up to 6 hours under different subtitles.

2j. Current Prerequisites, if any: Prereq: Completion of WRD 320 or consent of instructor.

Proposed Prerequisites, if any: Prereq: Completion of WRD 320 or consent of instructor.

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component: No Change

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? Yes

If YES, explain and offer brief rationale: Changes have been made to the student learning outcomes to align this course with the outcomes for UK Core: Global Dynamics.

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:

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|AJBA227|Adam J Banks|WRD 420 CHANGE Dept Review|20140430

SIGNATURE|ACSI222|Anna C Harmon|WRD 420 CHANGE College Review|20141021

SIGNATURE|JMCDO2|Juliana McDonald|WRD 420 CHANGE UKCEC Expert Review|20150310

SIGNATURE|JMETT2|Joanie Ett-Mims|WRD 420 CHANGE UKCEC Review|20150313

SIGNATURE|JMETT2|Joanie Ett-Mims|WRD 420 CHANGE Undergrad Council Review|20150318

Courses	Request Tracking
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Course Change Form

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

Open in full window to print or save

Generate R

Attachments:

Upload File

Browse...

ID	Attachment
Delete 3212	WRD 420 GlobalDynamics CourseReview.pdf
Delete 4602	WRD 420 Global Dynamics Carpenter.docx

First 1 Last

Select saved project to retrieve... Get New

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 420 RHETORICAL TRADITIONS (SR)	Proposed Prefix & Number: (example: PHY 401G) <input type="checkbox"/> Check if same as current	WRD 420
* What type of change is being proposed?		<input checked="" type="checkbox"/> Major Change <input type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, except 799 is the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does not change in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change course content or emphasis, or which is made necessary by the elim 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 checked="" type="radio"/> Yes <input type="radio"/> No If YES, check the areas that apply: <input 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 checked="" type="checkbox"/> Global Dynamics			
1. General Information			
a.	Submitted by the College of: ARTS & SCIENCES	Submission Date: 1/28/2015	
b.	Department/Division: Writing, Rhetoric, and Digital Studies		
c.*	Is there a change in "ownership" of the course? <input type="radio"/> Yes <input checked="" type="radio"/> 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) Beth Connors-Manke Email: b.connors-manke@uky.e Phone: 257-8046		
f.*	Requested Effective Date:	<input checked="" type="checkbox"/> Semester Following Approval	OR <input type="checkbox"/> Specific Term: ²
2. Designation and Description of Proposed Course.			
a.	Current Distance Learning(DL) Status:	<input checked="" type="radio"/> N/A <input type="radio"/> Already approved for DL* <input 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 the proposed change not affect DL delivery.			
b.	Full Title:	RHETORICAL TRADITIONS (SUBTITLE REQUIRED)	Proposed Title: * RHETORICAL TRADITIONS (SUBTITLE REQUIRED)

c.	Current Transcript Title (if full title is more than 40 characters):	RHETORICAL TRADITIONS (SR)				
c.	Proposed Transcript Title (if full title is more than 40 characters):	RHETORICAL TRADITIONS (SR)				
d.	Current Cross-listing:	<input checked="" type="checkbox"/> N/A	OR	Currently ³ Cross-listed with (Prefix & Number):	none	
	Proposed – ADD ³ Cross-listing (Prefix & Number):					
	Proposed – REMOVE ^{3,4} Cross-listing (Prefix & Number):					
e.	Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours ⁵ for each meeting pattern					
	Current:	Lecture 3	Laboratory ⁵	Recitation	Discussion	Indep. Study
		Clinical	Colloquium	Practicum	Research	Residency
		Seminar	Studio	Other	Please explain:	
	Proposed: *	Lecture 3	Laboratory ⁵	Recitation	Discussion	Indep. Study
		Clinical	Colloquium	Practicum	Research	Residency
		Seminar	Studio	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:	3	Proposed number of credit hours:*	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	
	If YES:	Maximum number of credit hours:	6			
	If YES:	Will this course allow multiple registrations during the same semester?			<input type="radio"/> Yes <input checked="" type="radio"/> No	
i.	Current Course Description for Bulletin:					
	This course offers a detailed examination of the history and theory of a specific rhetorical tradition or group of traditions. Students will gain familiarity with key concepts and terms in a rhetorical tradition, compare and contrast culturally situated definitions of rhetoric, and better understand the way rhetorical historiography influences how rhetorical traditions are defined and taught. Repeatable up to 6 hours.					
*	Proposed Course Description for Bulletin:					
	This course offers a detailed examination of the history and theory of a specific rhetorical tradition or group of traditions. Students will gain familiarity with key concepts and terms in a rhetorical tradition, compare and contrast culturally situated definitions of rhetoric, and better understand the way rhetorical historiography influences how rhetorical traditions are defined and taught. Repeatable up to 6 hours under different subtitles.					
j.	Current Prerequisites, if any:					
	Prereq: Completion of WRD 320 or consent of instructor.					
*	Proposed Prerequisites, if any:					
*						

	Prereq: Completion of WRD 320 or consent of instructor.	
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 checked="" 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 checked="" type="radio"/> Yes <input type="radio"/> No
	If YES, explain and offer brief rationale:	
	Changes have been made to the student learning outcomes to align this course with the outcomes for UK Core: Global Dynamics.	
6.	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 requirement ² 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 you must include the differentiation between under and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grad criteria in the course for graduate students. (See SR 3.1.4.)

¹See 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 "not minor," the form will be appropriate academic Council for normal processing and contact person is informed.*

²Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴Removing a cross-listing does not drop the other course – if merely unlinks the two courses.

⁵Generally, 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. Lab meeting generally two hrs per wk for a semester for 1 credit hour. (See SR 3.2.1.)

⁶You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷In order to change a program, a program change form must also be submitted.

Submit as New Proposal Save Current Changes

**Course Review Form
Global Dynamics**

Reviewer Recommendation

Accept Revisions Needed

Course: WRD 420 Rhetorical Traditions (subtitle required)

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Course activities which enable students to demonstrate a grasp of the origins and shaping influence of human diversity and issues of equality in the world.

Date/location on syllabus of assignment:

The first 6 weeks of the course ask students to read broadly (historically and geographically) in feminist rhetoric. (pg. 5)

Brief Description:

Students will read and analyze rhetoric from a variety of feminist rhetors. Students will also write papers synthesizing the readings to demonstrate a complex understanding of influences shaping feminist concerns.

Course activities which enable students to demonstrate an understanding of the civic and other complexities and responsibilities of actively participating in a diverse, multiethnic, multilingual world community.

Date/location on syllabus of assignment:

5-7 page rhetorical analysis (pg. 2)

Brief Description:

Rhetorical Analysis: Analyze how at least three of our historical interlocutors frame feminist civic responsibility and intervention in ethical dilemmas.

Course activities which enable students to demonstrate an awareness of how individual and collective decision making and civic responsibilities often generate ethical dilemmas, conflicts, and trade-offs that must be thoughtfully evaluated, weighed, and resolved.

Date/location on syllabus of assignment:

Presentation on transnational human trafficking (pg. 2)

Brief Description:

PRESENTATION: (15%) Students will collaboratively present topics related to transnational human trafficking that analyze the intersections of regional gender dynamics and global economic trends. Presentations will use rhetorical tools to analyze activist and governmental interlocutors engaged with the issue.

Course activities which enable students to demonstrate an awareness of major elements of at least one non-US culture or society, and its relationship to the 21st century context. This does not preclude a studied examination of the historical evolution of such issues, or an emphasis on one prominent time period.

Date/location on syllabus of assignment:

- 1) Class Case Studies on GLOBALISM & WOMEN'S LABOR: CIUDAD JUAREZ, MEXICO (pg. 5) and SERBIAN GENOCIDE AND KADIC V. KARADZIC (pg. 6)
- 2) Presentation on transnational human trafficking (pg. 2)

Brief Description:

- 1) Class readings and discussion
- 2) PRESENTATION: (15%) Students will collaboratively present topics related to transnational human trafficking that analyze the intersections of regional gender dynamics and global economic trends. Presentations will use rhetorical tools to analyze activist and governmental interlocutors engaged with the issue.

Course activities which enable students to demonstrate an understanding of how local features (economic, cultural, social, political and religious) of urban or rural communities, ethnicities, nations and regions are often linked to global trends, tendencies, and characteristics that mutually shape one another.

Date/location on syllabus of assignment:

Presentation on transnational human trafficking (pg. 2)

Brief Description:

PRESENTATION: (15%) Students will collaboratively present topics related to transnational human trafficking that analyze the intersections of regional gender dynamics and global economic trends. Presentations will use rhetorical tools to analyze activist and governmental interlocutors engaged with the issue.

Evidence that this course's learning environment encourages students to actively learn about, and gain understanding of, at least two of the following:

- o social, cultural, and institutional change;
- o civic engagement;
- o regional, national or cross-national comparisons;
- o power and resistance.

Date/location on syllabus of such evidence:

Seminar paper (pg. 2)

Brief description:

15-20 page seminar paper: Choosing an issue that has a transnational matrix, present an argument about the feminist historical and rhetorical dimensions, including context, exigesis, entry into the public sphere, media circulation, and audience (first and second). What dimensions of the issue grant power to rhetors, in which ways and with which qualifications? What enables/disallows feminist resistance? What is the rhetorical dimension to that enabling/disallowing? This assignment will include a mock conference presentation the final week of classes. No work beyond continued drafting and a practiced reading of your paper will be necessary.

An assignment, constituting a minimum of 15% of the course grade, which can be submitted as an artifact of the above set of six student learning outcomes.

Date/location on syllabus of such an assignment:

Seminar paper (pg. 2)

Brief description:

15-20 page seminar paper: Choosing an issue that has a transnational matrix, present an argument about the feminist historical and rhetorical dimensions, including context, exigesis, entry into the public sphere, media circulation, and audience (first and second). What dimensions of the issue grant power to rhetors, in which ways and with which qualifications? What enables/disallows feminist resistance? What is the rhetorical dimension to that enabling/disallowing? This assignment will include a mock conference presentation the final week of classes. No work beyond continued drafting and a practiced reading of your paper will be necessary.

The non-US focus constitutes at least 50% of the course.

Brief Description:

Weeks 7-16 have non-U.S. and/or transnational focus. Additionally, the seminar paper and presentation have a transnational requirement.

Palpable evidence that students make effective use of library facilities or information sources, when applicable, in order to demonstrate information literacy in the exploration of the course's major thematic foci.

Date/location on syllabus of such an assignment:

The seminar paper will require extensive research. (pg. 2)

Brief description:

15-20 page seminar paper: Choosing an issue that has a transnational matrix, present an argument about the feminist historical and rhetorical dimensions, including context, exigesis, entry into the public sphere, media circulation, and audience (first and second). What dimensions of the issue grant power to rhetors, in which ways and with which qualifications? What enables/disallows feminist resistance? What is the rhetorical dimension to that enabling/disallowing? This assignment will include a mock conference presentation the final week of classes. No work beyond continued drafting and a practiced reading of your paper will be necessary.

Reviewer Comments:

WRD 420: RHETORICAL TRADITIONS: FEMINIST RHETORICS

UK CORE: GLOBAL DYNAMICS

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
OFFICE TOWER

MAILBOX: 1243 PATTERSON

OFFICE: 1357 PATTERSON OFFICE TOWER
CARPENTER@UKY.EDU

EMAIL: K.ROGERS-

COURSE DESCRIPTION

This course offers a detailed examination of the history and theory of a specific rhetorical tradition or group of traditions. Students will gain familiarity with key concepts and terms in a rhetorical tradition, compare and contrast culturally situated definitions of rhetoric, and better understand the way rhetorical historiography influences how rhetorical traditions are defined and taught.

In this section of the course, 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.

REPEATABLE UP TO 6 HOURS UNDER DIFFERENT SUBTITLES. PREREQ: COMPLETION OF WRD 320 OR CONSENT OF INSTRUCTOR.

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) Demonstrate an understanding of diverse feminist approaches and specific historically, culturally and politically bound issues of equality.

2) Demonstrate how gender influences understandings of civic participation in a diverse, multiethnic, multilingual world community.

3) Demonstrate an awareness of how individual and collective decision making and civic responsibilities often generate ethical dilemmas that must be thoughtfully evaluated.

4) Demonstrate an awareness of at least one non-U.S. culture and its relationship to the 21st century context.

5) Demonstrate an understanding of the interrelationship of local communities and global trends in terms of gender equality.

6) Demonstrate an understanding of societal, cultural, and institutional change over time, as well as the contours of power and resistance in historically, culturally and politically bound issues of equality.

7) Link the history of rhetoric to the work of women rhetors.

8) Understand common approaches to feminism within a rhetorical framework.

9) Identify the role women's rhetoric has played (and continues to play) in social movements and contemporary society.

10) 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*
Andrea Lunsford, ed. *Reclaiming Rhetorica: Women in the Rhetorical Tradition*
Gloria Anzaldua, *Borderlands/La Frontera: The New Mestiza*
Elaine Scarry, *On Beauty and Being Just*
Kimberley Curtis, *Our Sense of The Real: Aesthetic Experience and Arendtian Politics*
Assigned Outside Readings (available on Blackboard)

COURSE ORGANIZATION AND CONTENT

ESSAYS: (50%)

*5-7 page rhetorical analysis (20%): Analyze how at least three of our historical interlocutors frame feminist civic responsibility and intervention in ethical dilemmas.

*15-20 page seminar paper (30%): Choosing an issue that has a transnational matrix, present an argument about the feminist historical and rhetorical dimensions, including context, exigesis, entry into the public sphere, media circulation, and audience (first and second). What dimensions of the issue grant power to rhetors, in which ways and with which qualifications? What enables/disallows feminist resistance? What is the rhetorical dimension to that enabling/disallowing? This assignment will include a mock conference presentation the final week of classes. No work beyond continued drafting and a practiced reading of your paper will be necessary.

SYNTHESIS PAPERS: (20%)

Each student will write a total of four synthesis papers, worth 5% each. These two-page papers will be assigned by lottery and due on Thursday of the designated week. The papers will synthesize concepts from that week's readings and apply concepts from previous weeks. On those days, class discussion will begin with the material from the synthesis papers.

MINOR ASSIGNMENTS: (15%) minor assignments include quizzes, in-class writing, and discussion questions due as assigned.

PRESENTATION: (15%) Students will collaboratively present topics related to transnational human trafficking that analyze the intersections of regional gender dynamics and global economic trends. Presentations will use rhetorical tools to analyze activist and governmental interlocutors engaged with the issue.

GRADING

90 – 100%:	A
80 – 89%:	B
70 – 79%:	C
60 – 69%:	D
59% AND BELOW:	E

FINAL EXAM

In lieu of a final exam, your seminar paper will be due the assigned date of our exam, xx.xx, 201x at 10:30 am in our regular classroom.

MIDTERM EVALUATION

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 attendance and participation

You can accrue two unexcused absences on a T/R schedule, but your final course grade will be reduced by a half letter grade for each unexcused absence thereafter. To receive an excused absence, you must provide official documentation; if for a sponsored university activity (such as intercollegiate athletics), documentation must be provided in advance.

Students who are 15 minutes will be marked absent for the day. That absence will become an unexcused absence, weighing against your total number of unexcused absences, if you cannot provide proper documentation. If a quiz occurs, you can only make it up if you have a valid, documented excuse for your tardiness. So be prepared and on time!

Late assignments

Your assignments for this course are due on the dates indicated in the class outline below or as indicated in class. Late assignments are not accepted. All assignments must be posted on Blackboard, which applies a date/time stamp to them. They must be posted before class in order to be marked as "on time." You may request (in advance) one two-day extension of the due date on the final draft of a major written 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 are absent on a day when an assignment is due, your speech is scheduled, or an exam is given, you will be allowed to hand in or make-up that work only if the absence is officially excused.

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.

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 online <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 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.

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.

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.

WRD 420 COURSE SCHEDULE

UNIT 1	<i>ROOTS & DYNAMISM OF FEMINIST RHETORICS</i>	SYNTHESIS GROUPS
WEEK 1	MOVEMENTS TOWARDS THE MODERN WORLD	
(T)	SYLLABUS AND INTRODUCTION	
(R)	AM—READ APHSIA & SAPPHO	
WEEK 2	MOVEMENTS TOWARDS THE MODERN WORLD	
(T)	AM—READ JULIAN OF NORWICH, CATHERINE OF SIENNA, MARGERY KEMPE, RACHEL SPEGHT, SOR JUANA INES DE LA CRUZ	
(R)	RR—READ “DARING TO DIALOGUE: MARY WOLLSTONECRAFT’S RHETORIC OF FEMINIST DIALOGICS”	SYNTHESIS GROUP 1 DUE
WEEK 3	EXPLORING NATIONAL FEMINISM (IN THE US)—EARLY ROOTS	
(T)	GUEST SPEAKER DR. CAROL MATTINGLY READ PDF POSTED TO BLACKBOARD (LABELED MATTINGLY) READ WILLARD EXCERPT ALSO POSTED TO BLACKBOARD.	
(R)	AM—READ IDA B. WELLS AND SOJOURNER TRUTH RR—READ “TO CALL A THING BY ITS TRUE NAME: THE RHETORIC OF IDA B. WELLS”	SYNTHESIS GROUP 2 DUE
WEEK 4	INTO THE TWENTIETH CENTURY	
(T)	AM—READ SARAH WINNEMUCCA, ANNA JULIA COOPER, FANNIE BARBER WILLIAMS	
(R)	AM—READ MARGARET SANGER, GERTRUDE BUCK, EMMA GOLDMAN, DOROTHY DAY	SYNTHESIS GROUP 1 DUE
WEEK 5	CONTEMPORARY FEMINISTS	
(T)	GUEST SPEAKER DR. RANDOLPH HOLLINGSWORTH READING TBA	
(R)	RR—READ “INTELLIGENT MEMBERS OR RESTLESS DISTURBERS”: WOMEN’S RHETORICAL STYLES, 1880-1920 RR—READ “JULIA KRISTEVA: RHETORIC AND THE WOMAN AS STRANGER”	SYNTHESIS GROUP 2 DUE
WEEK 6	THE POSSIBILITY OF TRANSNATIONAL/TRANSGLOBAL FEMINISM	
(T)	AM—READ MERLE WOO, TRINH MINH-HA	
(R)	PDF: KURIAN’S “FEMINISM AND THE DEVELOPING WORLD”	SYNTHESIS GROUP 1 DUE
UNIT 2	<i>BUILDING NEW RHETORICAL TOOLS FOR 21ST CENTURY PROBLEMS</i>	
WEEK 7	CASE STUDY: GLOBALISM & WOMEN’S LABOR: CIUDAD JUAREZ, MEXICO	

(T)	ANDALDUA: FIRST HALF OF BOOK	.
(R)	ANDALDUA: SECONC HALF OF BOOK	SYNTHESIS GROUP 2 DUE
WEEK 8	CASE STUDY: GLOBALISM & WOMEN'S LABOR: CIUDAD JUAREZ, MEXICO	
(T)	CURTIS: CH 1-2	
(R)	SCARRY (ENTIRE BOOK), VIEW DIANE KAHLO'S ART EXHIBIT	SYNTHESIS GROUP 1 DUE
WEEK 9	CASE STUDY: GLOBALISM & WOMEN'S LABOR: CIUDAD JUAREZ, MEXICO	
(T)	PDF: WRIGHT 1) "PROTESTS TO POLITICS: SEX WORK, WOMEN'S WORTH, AND CIUDAD JUÁREZ MODERNITY" 2) "NECROPOLITICS, NARCOPOLITICS, AND FEMICIDE: GENDERED VIOLENCE ON THE MEXICO-U.S. BORDER"	
(R)	PDF: STILLMAN " 'THE MISSING WHITE GIRL SYNDROME': DISAPPEARED WOMEN AND MEDIA ACTIVISM"	SYNTHESIS GROUP 2 DUE
WEEK 10	MIDTERM	
(T)	WRITING WORKSHOP	
(R)	RHETORICAL ANALYSIS DUE (5-7 PAGES)	
WEEK 11	CASE STUDY: SERBIAN GENOCIDE AND KADIC V. KARADZIC	
(T)	RESEARCH DISSOLUTION OF YUGOSLAVIA	
(R)	READ KADIC V. KARADZIC LAWSUIT	
WEEK 12	CASE STUDY: SERBIAN GENOCIDE AND KADIC V. KARADZIC	
(T)	CURTIS: CH 3-5	
(R)	PDF: NENADIC "GENOCIDE AND SEXUAL ATROCITIES: HANNAH ARENDT'S <i>EICHMANN IN JERUSALEM</i> AND KARADZIC IN NEW YORK," <i>PHILOSOPHICAL TOPICS</i> 39, NO. 2 (2011): 117-144.	
WEEK 13	CASE STUDY: TRANSNATIONAL HUMAN TRAFFICKING	
(T)	PRESENTATIONS	
(R)	PRESENTATIONS	
WEEK 14	CASE STUDY: TRANSNATIONAL HUMAN TRAFFICKING	
(T)	PRESENTATIONS	
(R)	PRESENTATIONS	
WEEK 15	SEMINAR PAPER WORKSHOP	
(T)	WORKSHOP	
(R)	WORKSHOP	
WEEK 16	CONFERENCE PREP	
(T)	CONFERENCE PRACTICE	
(R)	CONFERENCE PRACTICE	

FINAL EXAM: IN LIEU OF A FINAL EXAM, YOUR SEMINAR PAPER WILL BE DUE THE ASSIGNED DATE OF OUR EXAM, XX.XX, 201X AT 10:30 AM IN OUR REGULAR CLASSROOM.

Ellis, Janie

From: Ett, Joanie M
Sent: Wednesday, March 18, 2015 9:09 AM
To: Ellis, Janie; Brothers, Sheila C
Cc: Grove, John H; Geneve, Robert L; Grabau, Larry; Stephenson, Tammy J
Subject: Horticulture, Plant and Soil Sciences BS, Human Nutrition BS
Attachments: Horticulture, Plant and Soil Sciences BS-change.pdf; Human Nutrition BS-change.pdf

Hi Janie,

The Undergraduate Council has reviewed and recommends approval of the following:
Horticulture, Plant and Soil Sciences-change
Human Nutrition BS-change

I have also sent course approvals through eCATS for:
AAD 340-change
WRD 420-change

Thanks,

Joanie Ett-Mims
Undergraduate Education
University of Kentucky
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Lexington, KY 40506-0059
(859)257-9039 Phone
(859)257-1455 Fax
joanie.ett-mims@uky.edu