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OFFICE OF THE  
SENATE COUNCIL**1. General Information**

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

Date Submitted: 4/22/2013

1b. Department/Division: Arts and Sciences

1c. Contact Person

Name: Diane Robertson

Email: diane.robertson@uky.edu

Phone: 257-7002

Responsible Faculty ID (if different from Contact)

Name: Beth Connors-Manke

Email: b.connors-manke@uky.edu

Phone: 257-8046

1d. Requested Effective Date: Semester following approval

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

**2. Designation and Description of Proposed Course**

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

2b. Prefix and Number: WRD 422

2c. Full Title: PUBLIC ADVOCACY: (subt req)

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

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

2h. Number of credit hours: 3

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

If Yes: Maximum number of credit hours: 6

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

2j. Course Description for Bulletin: This course examines the work that writing does in the world by connecting the study of persuasion in specific social movements, campaigns, and genres with opportunities for students to create texts and campaigns. This course may offer a historical or contemporary focus, and may examine local, regional, national, or transnational movements.

2k. Prerequisites, if any: Prereq: Completion of WRD 320 or WRD 322 or consent of the instructor.

2l. Supplementary Teaching Component:

3. Will this course be 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/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|RDMO222|Roxanne D Mountford|Dept approval for ZCOURSE\_NEW WRD 422|20120301

SIGNATURE|RHANSON|Roxanna D Hanson|College approval for ZCOURSE\_NEW WRD 422|20120308

SIGNATURE|RDMO222|Roxanne D Mountford|Approval resent to department for ZCOURSE\_NEW WRD 422|20120403

SIGNATURE|RDMO222|Roxanne D Mountford|Dept approval for ZCOURSE\_NEW WRD 422|20120404

SIGNATURE|RHANSON|Roxanna D Hanson|College approval for ZCOURSE\_NEW WRD 422|20120404

SIGNATURE|JMETT2|Joanie Eit-Mims|Undergrad Council approval for ZCOURSE\_NEW WRD 422|20120911

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Courses	Request Tracking
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### New Course Form

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

[Open in full window to print or save](#)

Generate F

Attachments:

Upload File

	ID	Attachment
Delete	1602	WRD 422 Public Advocacy.docx

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.edu Phone: 257-7002
  - \* Responsible Faculty ID (if different from Contact) Beth Connors-Manke Email: b.connors-manke@uky.e Phone: 257-8046

d. \* Requested Effective Date:  Semester following approval OR  Specific Term/Year<sup>1</sup>

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<sup>4</sup>  No
- b. \* Prefix and Number: WRD 422
- c. \* Full Title: PUBLIC ADVOCACY: (subt req)
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed<sup>2</sup> with (Prefix and Number):
- f. \* Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>3</sup> for each meeting pattern type.
 

<input type="checkbox"/> 3 Lecture	<input type="checkbox"/> Laboratory <sup>1</sup>	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion
<input type="checkbox"/> Indep. Study	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum
<input type="checkbox"/> Research	<input type="checkbox"/> Residency	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio
<input type="checkbox"/> 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 examines the work that writing does in the world by connecting the study of persuasion in specific social movements, campaigns, and genres with opportunities for students to create texts and campaigns. This course may offer a historical or contemporary focus, and may examine local, regional, national, or transnational movements.

## k. Prerequisites, if any:

Prereq: Completion of WRD 320 or WRD 322 or consent of the instructor.

l. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both3. \* 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:

This is a course open to anyone on campus who wants to study persuasion in the public sphere.

## 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<sup>2</sup> for ANY program?  Yes  No

If YES<sup>2</sup>, 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.

- Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
- The chair of the cross-listing department must sign off on the Signature Routing Log.
- 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, is two hours per week for a semester for one credit hour. (from SR 5.2.1)
- You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- 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](#)

# WRD 422: Public Advocacy: Social Protest

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A&S 300 / WRD 422

Location:

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

Writing Division: POT 1353/ 257-7002

Writing Center: 257-1368

Instructor: Dr. Beth Connors-Manke

Office: POT 1301

Office Hours: MWF 11-11:50 & by appointment

Office Phone: 257.8046

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

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## Course Description

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This course examines the work that writing does in the world by connecting the study of persuasion in specific social movements, campaigns, and genres with opportunities for students to create texts and campaigns. This course may offer a historical or contemporary focus, and may examine local, regional, national, or transnational movements.

*Prereq: Completion of WRD 320 or WRD 322 or consent of the instructor.*

## Course Overview

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In this course, we will examine the ways public actors seek to intervene in public systems and private experience in order to create change. Public advocacy is heavily invested in intervention: what moment, what conditions allow change to be brokered? This focus on context and contingency is, of course, central to the study of rhetoric. This course will be based on themes such as politics, labor and immigration, owning bodies, poverty and the environment, and imprisonment. Within each theme, we'll analyze speeches, essays, articles, literature, film, or memoirs about an emblematic moment. For instance, in thinking about American Cold War politics, we'll read Arthur Miller's play *The Crucible* and view the recent film *Good Night and Good Luck* about mid-century journalist Edward R. Murrow. We'll consider the way rhetoric frames struggles for social change, the way it allows a different vision of the world, and the way it limits that vision. Our study will also examine how advocacy discourses create temporary socio-political alliances while also often fostering social division. Major projects in the course will include one 6-page essay, one audio essay, and one 15-page research-based analysis. Other writing will include regular written or oral response essays.

## Student Learning Outcomes

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

- analyze written, oral, and visual rhetoric.
- perform extensive research for an academic writing project.
- compose and edit prose for stylistic principles appropriate to the genre and purpose.
- employ highly refined strategies for organizing, revising, editing, and proofreading.
- provide editorial critique for others' writing.

## Course Texts

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- \* Chavez, Cesar. *An Organizer's Tale: Speeches* (ed. Ilan Stavans)
- \* Okubo, Mine. *Citizen 13660*
- \* Davis, Angela. *Angela Davis: An Autobiography*
- \* Goldman, Emma. *The Traffic in Women and Other Essays on Feminism*
- \* Abbey, Edward. *Desert Solitaire*
- \* Ondaatje, Michael. *In the Skin of a Lion*
- \* Miller, Arthur. *The Crucible*
- \* Readings provided in .pdf
- \* Your writing

# WRD 422: Public Advocacy: Social Protest

## Course Requirements & Evaluation

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*Written & Oral Responses* (5% per response=20% total)  
*Audio essay about an issue for which you advocate* (15%)  
*6 page rhetorical analysis* (15%)  
*3 page essay on current public advocacy campaign* (15%)  
*15 page research essay on historical public advocacy campaign* (25%)  
*Homework* (10%)

### Technology:

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

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

### Late Work:

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

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

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

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

### Evaluation:

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

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



# WRD 422: Public Advocacy: Social Protest

## Grading Policy

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90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; 59% and below = E

## Mid-term Grades

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

## Attendance Policy

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

## Excused Absences

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

## 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. Minor assignments missed due to an unexcused absence may not be made up for credit.

## Integrity

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### Civil Discourse, Rights, and Responsibilities:

During this course we will examine ideas from diverse perspectives. At this university, students and faculty are afforded an environment that allows for intellectual expression; challenging issues may arise, but none of these should be expressed in an inappropriate manner, verbally, physically, or in writing. One of the goals of a university is to

# WRD 422: Public Advocacy: Social Protest

challenge us to think again about what we know and all that we do not. This demands we share responsibility for creating and maintaining a civil learning environment.

## Academic Integrity:

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

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

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.

## **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](mailto:jkarnes@email.uky.edu)) for coordination of campus disability services available to students with disabilities.

## **Schedule**

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

**r: reading due that day. Unless otherwise noted, the entire reading should be read and digested for the first date it appears on the syllabus. Pdf readings noted.**

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

<b>Week</b>	<b>Monday</b>	<b>Wednesday</b>	<b>Friday</b>
I		8.24 syllabus in-class writing sample	8.26 Rhetorical Theory r: Orwell (pdf)

## WRD 422: Public Advocacy: Social Protest

Week	Monday	Wednesday	Friday
2	8.29 Cold War Politics r: Miller essay (pdf)	8.31 Cold War Politics r: Miller, <i>Crucible</i>	9.2 Cold War Politics r: Miller, <i>Crucible</i> w: response 1 (written)
3	9.5 LABOR DAY—NO CLASS	9.7 Cold War Politics r: Murrow film	9.9 Cold War Politics & Oral Composition r: Murrow film
4	9.12 Labor & Immigration r: Ondaatje	9.14 Labor & Immigration r: Ondaatje	9.16 Labor & Immigration r: Ondaatje w: response 2 (oral)
5	9.19 Labor & Immigration r: Ondaatje	9.21 Labor & Immigration r: Ondaatje	9.23 Labor & Immigration r: Ondaatje
6	9.26 Labor & Immigration r: Chavez	9.28 Labor & Immigration r: Chavez	9.30 Labor & Immigration r: DREAMers (pdf) w: response 3 (written)
7	10.3 Owing Bodies r: Goldman	10.5 Owing Bodies r: Mason (pdf)	10.7 Owing Bodies r: Kristoff (pdf)
8	10.10 workshop	10.12 workshop	10.14 6 page essay due
9	10.17 Poverty r: Yeziarska	10.19 Poverty r: Day	10.21 Poverty r: King
10	10.24 workshop	10.26 workshop	10.28 Audio essay due
11	10.31 Writer Case Study r: Hitchens "Torture" pdf	11.2 Writer Case Study r: Hitchens "Unspoken" pdf	11.4 Writer Case Study r: Hitchens w: response 4 (oral)
12	11.7 Imprisonment r: Rosenbergs	11.9 Imprisonment r: Rosenbergs	11.11 Imprisonment r: Rosenbergs 3 page paper due
13	11.14 Imprisonment r: Okubo	11.16 Imprisonment r: Okubo w: draft Spill it/Spin it	11.18 Imprisonment r: Okubo w: draft Spill it/Spin it
14	11.21 Imprisonment r: Davis	11.23 THANKSGIVING BREAK	11.25 THANKSGIVING BREAK
15	11.28 Discernment r: Davis	11.30 Discernment r: Davis	12.2 Discernment r: Davis
16	12.5 workshop	12.7 workshop	12.9 workshop

Final Exam Period: 15 page essay due during our assigned time and day.