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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: 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 430

2c. Full Title: Advanced Workshop (Subtitle Required)

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

STUDIO: 1-3

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

2h. Number of credit hours: 1-3

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

If Yes: Maximum number of credit hours: 6

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

2j. Course Description for Bulletin: Flexible course hours that supplement an existing course or provide advanced training in a particular area of writing, rhetoric, or digital studies.

2k. Prerequisites, if any: Completion of Composition and Communication requirement or consent of instructor

21. 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?: 25

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: Not Yet Found in Many (or Any) Other Universities ,

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?: Yes

If YES, list affected programs: BA/BS in Writing, Rhetoric, and Digital Studies

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 430|20120827

SIGNATURE[JMETT2|Joanie Eit-Mims|Undergrad Council approval for ZCOURSE\_NEW WRD 430|20120911

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 1646	WRD 430 Advanced Workshop_BCM edit.docx

First 1 Last

Select saved project to retrieve...

Get  New

(\*denotes required fields)

**1. General Information**

- a. \* Submitted by the College of:  Today's Date:
- b. \* Department/Division:
- c.
  - \* Contact Person Name:  Email:  Phone:
  - \* Responsible Faculty ID (if different from Contact):  Email:  Phone:
- 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:
- c. \* Full Title:
- 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.
 

Lecture	Laboratory <sup>1</sup>	Recitation	Discussion
Indep. Study	Clinical	Colloquium	Practicum
Research	Residency	Seminar	1-3 Studio
Other	If Other, Please explain:		
- g. \* Identify a grading system:  Letter (A, B, C, etc.)  Pass/Fail
- h. \* Number of credits:
- i. \* Is this course repeatable for additional credit?  Yes  No  
 If YES: Maximum number of credit hours:   
 If YES: Will this course allow multiple registrations during the same semester?  Yes  No

## j. \* Course Description for Bulletin:

Flexible course hours that supplement an existing course or provide advanced training in a particular area of writing, rhetoric, or digital studies.

## k. Prerequisites, if any:

Completion of Composition and Communication requirement 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? 25

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

If YES <sup>2</sup>, list affected programs: \_\_\_\_\_

BA/BS in Writing, Rhetoric, and Digital Studies

## 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) identify 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 applicable 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. (Form SR 0-2.1)
- Ⓜ 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](#)

1. Minutes from April 15, 2013 and Announcements
2. International Partnerships and Academic Programs - Susan Carvalho, Associate Provost for International Programs
3. Old Business
  - a. Report from Ad Hoc Committee on Senate Non-faculty Membership ([PDF](#))
    - a. Proposed Changes to *Governing Regulations IV* ("The University Senate") ([PDF](#))
    - b. Proposed Changes to *Governing Regulations VI* ("The University Assembly") ([PDF](#))
    - c. Proposed Changes to *Senate Rules 1.3.1.2* ("University Senate Council" Composition) ([PDF](#))
4. Committee Reports
  - a. Senate's Academic Organization and Structure Committee (SAOSC)
    - a. Proposed New Center for Research on Environmental Disease ([PDF](#))
      - a. Proposed Name Change for the School of Interior Design ([PDF](#))
    - b. Senate's Academic Programs Committee (SAPC) - Andrew Hippisley, Chair
      - a. Proposed New BA/BS in Information Communication Technology ([PDF](#))
        - a. Proposed New Undergraduate Certificate in Peace Studies ([PDF](#))
        - b. Proposed Suspension of the Graduate Certificate in Medical Behavior Science ([PDF](#))
        - c. Proposed New University Studies Program - BS Accountancy and MS Accountancy ([PDF](#))
5. Proposed Calendar Change for MA 109, MA 111, WRD 110 and UK 090 (Summer Program CARES) ([PDF](#))
6. UK's May 2013 Degree List
7. UK's Early August 2013 Degree List

**WRD 430: Advanced Workshop**  
**Subtitle: Senior Project**  
**(3 credits) Spring 2012**

Instructor: Roxanne Mountford  
 Office Location: 1355 POT  
 Office Hours: 12:30-3:00 TR  
 Phone: 257-6985  
 Email: [mountford@uky.edu](mailto:mountford@uky.edu)

### **Course Description**

Flexible course hours that supplement an existing course or provide advanced training in a particular area of writing, rhetoric, or digital studies. When subtitled "Senior Project," this course will provide students with the opportunity to complete a capstone project under the direction of a faculty member and with the support of peers. The three Senior Projects are 1) a senior thesis (for students going to graduate school), 2) a digital

installation (presented live or online), and 3) a portfolio of work (in print or online format) suitable for employers. Student should expect to work closely with their faculty member on the design, implementation, revision, and presentation of their chosen project.

## **Learning Outcomes**

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

- 1) Prepare a large project written or digital project appropriate to their career path;
- 2) Write a major essay or create a digital project or portfolio for either an academic audience or potential employer;
- 3) Perform self-guided research in a professional field related to writing, rhetoric, or digital studies;
- 4) Demonstrate professional planning and writing skills;
- 5) Create an audience appropriate presentation on their work;
- 6) Satisfy professional requirements for project submission in career fields related to writing, rhetoric, or digital studies;
- 7) Create effective applications for graduate school or employment;
- 8) Interview effectively for a position in a field related to their major.

## **Required Materials**

Readings available on Blackboard

A grammar handbook

Thumb-drive

Access to a digital camera

Various other materials that are not listed that may be required for individual projects.

## **Course Policies**

### **Attendance and Participation**

This is a studio class, with a strong focus on practice and peer review that cannot be learned or reviewed from a textbook. Therefore, attendance is extremely important. Since discussion and group feedback will be an integral part of the course, you must be on time, prepared for class with your materials and works in progress, and able to offer productive discussion about your classmates' work.

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.

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.

### **Late Assignments**

Your assignments for this course are due on the dates indicated in the class outline below or as indicated in class. You may request (in advance) one two-day extension of the due date on a major assignment (not drafts). Late assignments are not accepted unless a two-day extension has been requested and approved in advance of the deadline. If you cannot attend class on the day an assignment is due, you must post the assignment to Blackboard by the beginning of class.

### **Plagiarism**

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

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or another source, including the Internet. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Plagiarism also includes using someone else's work during an oral presentation without properly citing that work in the form of an oral footnote.

Whenever you use outside sources or information, you must carefully acknowledge exactly what, where and how you have employed them. If the words of someone else

are used, you must put quotation marks around the passage in question and add an appropriate indication of its origin. Plagiarism also includes making simple changes while leaving the organization, content and phraseology intact. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

You may discuss assignments among yourselves or with me or a tutor, but when the actual work is done, it must be done by you, and you alone unless the assignment has been designed to be conducted with a partner or small group of classmates. All work submitted must be new, original work; you may not submit work you have produced for another purpose or class.

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.

### **Class Conduct**

We will have fun this semester, but we will only have fun if you conduct yourself with respect for yourself and others. We expect you to 1) come to class prepared and take pride in the work you do, 2) offer support and encouragement to your classmates, 3) listen to others carefully before offering your opinion, and 4) talk to us outside of class if anything that happens during class bothers you. In order to maintain a productive work environment, we expect you to turn off your cell phone or pager before each class period and refrain from eating, sleeping, reading the newspaper or your personal email, talking once class is in session unless asked to do so, and entering the classroom late or leaving early without permission. Students who engage in disruptive behavior may be directed to leave the class for the remainder of the class period. See the UKY's Code of Student Conduct for further information on prohibited conduct.

### **Peer Groups**

Because most writers, educators, and other professionals must learn to work collaboratively, you will collaborate--cheerfully--with your peers both in and out of class. Treat everyone in this class as a valued colleague, and you will have few problems. That means that you will honor all deadlines agreed to by your classmates as though we were the one who set them and in general be respectful. Consequences for "slacking" may result in anything ranging from a full letter grade deduction for the assignment to a zero (determined on a case-by-case basis).

### **Class Discussion Board**

You may be required to post a message to the class discussion board on Blackboard. To try to make our messages to each other easy to recognize, try to place in the subject heading a meaningful phrase describing the content of your message. For instance, if you are discussing a series of images by Jacob Lawrence, you could write in the subject line "Lawrence's Migration Series." If you have a response to someone's comments,

you might put in the subject line, "Re: Toby's thoughts on Lawrence." The discussion board can also be an especially helpful way to troubleshoot camera problems and get tips on using Photoshop. If you have a question about a class policy, please post it to this list so others can benefit from my response. So, for instance, if you want to ask about the grading policy, write "Question about Grading."

### **Writing Center**

The Writing Center is located in W. T. Young Library, Thomas D. Clark Study, 5th Floor, West Wing (phone: 257-1368). The staff can help you identify and correct problems with writing, and also has a variety of multimedia resources available. We will not require you to go to The Writing Center, but we recommend that all of you consider going if you feel stuck at any stage of the writing process. Please note that your instructor keeps office hours at the Writing Center. If you wish to meet with me there, I'd be happy to. If you wish to meet with another consultant (which I strongly urge you to do, as you will benefit from a third-party's feedback,) I will make myself scarce.

### **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.

## **Assignments**

There will be three major projects assigned in this studio class.

### **Assignment One: Proposal**

Students will write a proposal that provides the rationale and explanation of the project they will create during the semester (see options under Assignment Two below). The proposal will include deadlines and detailed description of the project.

### **Assignment Two: Capstone Project**

The Capstone Project is a new project developed in the course of the semester. The following options are:

Option 1: Senior Thesis. Students will develop an academic essay of at least 15 pages that would be suitable either for publication in an academic journal for undergraduate research or for submission with an application to graduate or professional school.

Option 2: Digital Installation. Presented either live (e.g., the showing of a documentary) or online (e.g., a web exhibit), or both, the Digital Installation is a substantial project, equivalent in hours of work and expertise to the Senior Thesis (number of minutes in video or audio formats and size of web project to be negotiated). The digital installation must be of the quality to be submitted to a peer-reviewed digital journal or a juried exhibit or film contest.

Option 3: Portfolio. The final project will be tailored to the industry a student hopes to join and will include one new project completed during the course, several revised projects, and introductory (framing) materials. In order to be equivalent in hours of work to options 1 and 2, the portfolio will include a 5-page research paper on the practices and state of the student's targeted industry; a 5+ page (or the word count equivalent) text appropriate to genre of the industry (for example, a grant proposal for non-profit work; a white paper for a governmental policy job; a multi-valent media campaign for a private employer or activist organization); and intensively revised prior work related to the desired field, numbering at least 12 pages (or the word count equivalent). Portfolio will be submitted for critique to the Career Center or to a professional in the field.

\*Assignment Two culminates in a presentation appropriate for the nature of the project, e.g., students with digital projects could offer an artist statement and then show the project, students with portfolios could make a pitch for their employment and show some of their materials in visual form, and students who write the senior thesis could offer a 20-minute academic talk.

Project: 45% (of total grade for the semester)

Presentation: 5% (of total grade for the semester)

### **Project Three: Resume/Job Applications or Graduate School Applications**

For the final assignment, students will produce application materials for job and/or graduate school, including a resume and personal statement.

### **Grading Policy**

Only students who have completed all components of the two major assignments are eligible for a passing grade in this course.

90 – 100%:	A	Project 1:	10%
80 – 89%:	B	Project 2:	50%
70 – 79%:	C	Project 3:	10%
60 – 69%:	D	Minor assignments:	20%
59% and below:	E	Participation:	10%

### **Mid-term Grade**

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

## Final Exam Information

Date, time, and location TBA.

## Daily Syllabus

The Daily Syllabus is subject to change. Please use our Blackboard site to access the updated syllabus and assignments, and be sure to read all class announcements.

\*Indicates a day in our computer classroom.

Date	Class topic	Activities	Due
Jan. 19	<b>Introductions</b>	Review syllabus	
Jan. 24, 26*	<b>Managing Large Projects</b>	Read: Ch. 1 from <i>How to Write a BA Thesis</i> Read: Sample proposals	
January 31, February 2	<b>Audience Considerations</b>	Read: Ch. 2 from <i>Workplace Writing</i> and Ch. 2 from <i>How to Write a BA Thesis</i>	Due: Proposal
February 7*, 9	<b>Research</b>	Meet with Research Librarians in Young Library	Due: Peer reviews of Proposals
February 14*, 16*	<b>Workshop</b>	Studio time in computer classroom. Bring projects.	
February 21*, 23*	<b>Workshop</b>	Studio time in computer classroom.	Due: Draft of Capstone Project
February 28*, March 1*	<b>Workshop / Peer Review</b>	Studio time in computer classroom. In-class Peer Review.	Due: Peer reviews of Draft Capstone Projects
March 6*, 8*	<b>Workshop</b>	Studio time in computer classroom.	Due: Final draft of Capstone Project

March 13 & 15	<b>Spring Break</b>	No class	
March 20, 22	<b>Class Presentations</b>	Conference-style presentations of Capstone Projects, to be held in Student Center. Public welcome.	
March 27 & 29*	<b>Techniques for Finding Employment</b>	Read: from <i>College Grad Job Hunter: Insider Techniques and Tactics for Finding a Top-Paying Entry Level Job</i>	
April 3, 5*	<b>Writing Resumes</b>	Read: "Writing Effective Resumes" Peer review of resumes	Due: Draft of resume
April 10, 12*	<b>Writing the Personal Statement</b>	Read: Sample personal statements	Due: Draft of the personal statement
April 17, 19	<b>Applying for Positions</b>	Read: <u>Writing Job Applications</u> Techniques for interviewing	Due: Draft of Letter of Application
April 24, 26 & May 1	<b>Mock Interviews</b>	Practice job interviews with WRD faculty	Due: Final draft of application materials