I. General Information:

College:	A&S		Department (Full name):	Writing, Rhetoric, and Digital Studies
Major Name (full name please):	Writing, Rhetoric, and Digital Studies	Degree Title:		Writing, Rhetoric, and Digital Studies BA/BS
Formal Option(s), if any:		Specialty Field w/in Formal Options, if any:		
Requested Effective Date:	FALL 2014, *IF* RECEIVED BY SENATE COUNCIL BY MONDAY, APRIL 7.			
Contact Person:	Beth Connors-Manke	Phone:	7.8046	Email: b.connors-manke@uky.edu

II. Parameters of the Graduation Composition and Communication Requirement (GCCR):

The new GCCR replaces the old Graduation Writing Requirement. It is fulfilled by a course or courses specified within a B.A./B.S. degree program. As outlined in draft Senate Rule 5.4.3.1, the GCCR stipulates that students must successfully complete this requirement after achieving sophomore status and prior to graduation. To satisfy the GCCR, students must earn an average grade of C or better on the designated Composition and Communication (C&C) intensive assignments produced in any given course designated as fulfilling some or all of the GCCR. The requirements for GCCR courses include:

- at least 4500 words of English composition (approximately 15 pages total);
- a formal oral assignment *or* a visual assignment;
- an assignment demonstrating information literacy in the discipline;
- a draft/feedback/revision process on GCCR assignments.

The program requirements for the GCCR include:

- at least one specific Program Student Learning Outcome for C&C outcomes;
- a plan for assessing both the writing and oral *or* visual components of the GCCR;
- clear goals, rubrics, and revision plans for GCCR implementation.

Upon GCCR approval, each program will have a version of the following specification listed with its Program Description in the University Bulletin:

> *"**Graduation Composition and Communication Requirement.** Students must complete the Graduation Composition and Communication Requirement as designated for this program. Please consult a college advisor or program advisor for details. See also 'Graduation Composition and Communication Requirement' on p. XX of this Bulletin."*

III. GCCR Information for this Program (by requirement):

A. *List the courses currently used to fulfill the old Graduation Writing Requirement:*
WRD 203, WRD 204, WRD 205
B. *GCCR Program Outcomes and brief description:*
1. Please specify the Major/Program Student Learning Outcomes (SLOs) pertaining to Composition & Communication and the GCCR requirement. These are *program* outcomes, not *course* outcomes. Please specify the program-level SLOs for C&C in your program:
Write effectively in multiple forms, including flat print and mixed media, and multiple genres of nonfiction prose Communicate effectively in formal oral occasions, whether live or recorded
2. Please provide a short GCCR description for your majors (limit 1000 characters): Please explain the GCCR requirement in language appropriate for undergraduate majors to understand the specific parameters and justification of your program's GCCR implementation plan:
WRD majors take WRD 430: Advanced Workshop (Senior Project) to fulfill their GCCR requirement.
C. *Delivery and Content:*

1. <u>Delivery specification</u>: for your major/program, how will the GCCR be delivered? Please put an X next to the appropriate option. *(Note: it is strongly recommended that GCCR courses be housed within the degree program.)*	☒ a. Single required course within program
	☐ b. multiple required or optional courses within program
	☐ c. course or courses outside program (i.e., in another program)
	☐ d. combination of courses inside and outside program
	☐ e. other (please specify): _

2. <u>Basic Course Information</u>: Please provide the following information for course(s) used to satisfy the GCCR, either in whole or in part:

Course #1: Dept. prefix, number, and course title: <u>WRD 430: Advanced Workshop (Senior Project)</u>
- new or existing course? <u>existing</u> (*new courses should be accompanied by a New Course Proposal*)
  - ☐ *if a new course, check here that a New Course Proposal has been submitted for review via eCATS*
- required or optional? <u>required</u>
- shared or cross-listed course? <u>n/a</u>
- projected enrollment per semester: <u>10</u>

Course #2 (if applicable): Dept. prefix, number, and course title: _____
- new or existing course? _____ (*new courses should be accompanied by a New Course Proposal*)
  - ☐ *if a new course, check here that a New Course Proposal has been submitted for review via eCATS*
- required or optional? _____
- shared or cross-listed course? _____
- projected enrollment per semester: _____

Course #3 (if applicable): Dept. prefix, number, and course title: _____
- new or existing course? _____ (*new courses should be accompanied by a New Course Proposal*)
  - ☐ *if a new course, check here that a New Course Proposal has been submitted for review via eCATS*
- required or optional? _____
- shared or cross-listed course? _____
- projected enrollment per semester: _____

3. <u>Shared courses:</u> If the GCCR course(s) is/are shared from *outside* the program, please specify the related department or program that will be delivering the course(s). Please provide the following:
- **Contact information of providing program:**

    _____

- **Resources:** what are the resource implications for the proposed GCCR course(s), including any projected budget or staffing needs? If multiple units/programs will collaborate in offering the GCCR course(s), please specify the resource contribution of each participating program.

    _____

- **Memorandum of Understanding/Letter of Agreement**: Attach formal documentation of agreement between the providing and receiving programs, specifying the delivery mechanisms and resources allocated for the specified GCCR course(s) in the respective programs (include with attachments).
    Date of agreement: _____

4. <u>Syllabi:</u> **Please provide a sample syllabus for each course that will be designated to fulfill the GCCR.** Make sure the following things are clearly indicated on the syllabi for ease of review and approval (check off each):
- the GCCR assignments are <mark>highlighted</mark> in the syllabus and course calendar;
- the GCCR assignments meet the minimum workload requirements as specified by the Senate Rules for GCCR courses (see the draft Senate GCCR rule linked [here](#));
- the elements are specified in the syllabus that fulfill the GCCR requirement for a clear draft/feedback/revision process;
- the grade level requirements for the GCCR are specified on the syllabus (i.e., an average of C or better is required on GCCR assignments for credit);
- the course or sequence of courses are specified to be completed after the first year (i.e. to be completed after completing 30 credit hours) for GCCR credit;
- the course syllabus specifies "This course provides full/partial GCCR credit for the XXX major/program"
  - if the course provides partial GCCR credit, the fulfilled portion of the GCCR must be specified and the other components

of the GCCR for the program must be specified: e.g. "This course provides partial credit for the written component of the GCCR for the XXX major/program in conjunction with Course 2"

5. Instructional plan: Summarize the instructional plan for teaching the C&C skills specified in the program SLOs and delivered in the course(s). Include the following information in **brief** statements (1000 characters or less). Information can be cut-and-pasted from the relevant sample syllabus with indications **where** on the syllabus it is found:
• overview of delivery model: summarize how the GCCR will be delivered for **all** program majors: explain how the delivery model is appropriate for the major/program and how it is offered at an appropriate level (e.g. required course(s), capstone course, skills practicum sequence of courses, etc.):
All WRD majors will take this capstone course to fulfill the GCCR.
• assignments: overview or list of the assignments to be required for the GCCR (e.g. papers, reports, presentations, videos, etc.), with a summary of how these GCCR assignments appropriately meet the disciplinary and professional expectations of the major/program:
Several papers appropriate to the academic field of writing and rhetoric; papers appropriate to an industry/professional field; one formal speech; one oral presentation (mode varies)
• revision: description of the draft/feedback/revision plan for the GCCR assignments (e.g. peer review with instructor grading & feedback; essay drafting with mandatory revision; peer presentations; etc.):
Proposal Paper, Proposal Presentation, and Capstone Presentation receive peer feedback during workshop and/or rehearsal; Capstone project receives instructor feedback.
• other information helpful for reviewing the proposal:
D. Assessment:
In addition to providing the relevant program-level SLOs under III.B, please specify the assessment plan at the program level for the proposed course(s) and content. Provide the following:
• specify the assessment schedule (e.g., every 3 semesters; biennially):
biennially
• identify the internal assessment authority (e.g. curriculum committee, Undergraduate Studies Committee):
Undergraduate Studies Committee
• if the GCCR course(s) is/are shared, specify the assessment relationship between the providing and receiving programs: explain how the assessment standards of the receiving program will be implemented for the provided course(s):
n\a

Signature Routing Log

General Information:

GCCR Proposal Name (course prefix & number, program major & degree):	WRD 430: Advanced Workshop (Senior Project) Writing, Rhetoric, and Digital Studies, BA/BS
Contact Person Name:	Beth Connors-Manke
Phone:	7.8046
Email:	b.connors-manke@uky.edu

Instructions:

Identify the groups or individuals reviewing the proposal; record the date of review; provide a contact person for each entry. On the approval process, please note:

- Proposals approved by Programs and Colleges will proceed to the GCCR Advisory Committee for expedited review and approval, and then they will be sent directly to the Senate Council Office. Program Changes will then be posted on a web transmittal for final Senate approval in time for inclusion in the Fall 2014 Course Bulletin.
- New Course Proposals for the GCCR will still require review and approval by the Undergraduate Council. This review will run parallel to GCCR Program Change review.
- In cases where new GCCR courses will be under review for implementation after Fall 2014, related GCCR Program Changes can still be approved for Fall 2014 as noted *"pending approval of appropriate GCCR courses."*

Internal College Reviews and Course Sharing and Cross-listing Reviews:

Reviewing Group	Date Reviewed	Contact Person (name/phone/email)
Home Program *review by Chair or DUS, etc.*	4.1.14	Beth Connors-Manke / 7.8046 / b.connors-manke@uky.edu
Providing Program *(if different from Home Program)*		/ /
Cross-listing Program *(if applicable)*		/ /
College Dean	4.1.14	Ruth Beattie, Associate Dean / 3-9952 / rebeat1@uky.edu
		/ /

Administrative Reviews:

Reviewing Group	Date Approved	Approval of Revision/ Pending Approval[1]
GCCR Advisory Committee	4/9/2014	

Comments:

---

[1] *Use this space to indicate approval of revisions made subsequent to that group's review, if deemed necessary by the revising group; and/or any Program Change approvals with GCCR course approvals pending.*

WRD 430: ADVANCED WORKSHOP (SENIOR THESIS)
(3HRS)

Instructor: Roxanne Mountford
Office Location: 1355 POT
Office Hours: 12:30-3:00 TR
Phone: 257-6985
Email: 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.

GCCR: This course fulfills the full GCCR for WRD majors who have completed 30 hours of course work and the first-year Composition and Communication requirement. As a GCCR course, students will be required to write at least 4,500 words (approx. 15 pages) and produce two oral projects that comprise at least 10 minutes of oral presentation. Assignments 1, 2, and 3 will require students to demonstrate information literacy in the field of writing, rhetoric, and digital studies. All GCCR assignments will require a drafting/feedback/revision process. In order to receive GCCR credit, you must average a 'C' or higher on your GCCR assignments in this class.

Learning Outcomes
After completing this course, the student will be able to:
1) Write extensively, composing at minimum 4,500 words, and develop refined drafting and revision skills for written texts;
2) Present orally the dynamics of a complex scholarly or professional project by way of formal speaking occasions, either live or recorded (minimum of 10 minutes total per student = at least two presentations at a minimum of five minutes per presentation), and develop refined drafting and revision skills for oral presentations;
3) Demonstrate information literacy in the field of writing, rhetoric, and digital studies through the research for, and presentation of, the student's chosen capstone project;
4) Prepare a large project written or digital project appropriate to their career path;
5) Write a major essay or create a digital project or portfolio for either an academic audience or potential employer;
6) Perform self-guided research in a professional field related to writing, rhetoric, or digital studies;
7) Demonstrate professional planning and writing skills;
8) Create an audience appropriate presentation on their work;
9) Satisfy professional requirements for project submission in career fields related to writing, rhetoric, or digital studies;
10) Create effective applications for graduate school or employment;
11) 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.

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.

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.

Final Exam Information
There will be no final exam in this class.

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)

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.

Writing Center
The Writing Center is located in W. T. Young Library (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.

Assignments

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

GCCR requirements by option	Senior Thesis	Digital Installation	Portfolio
Proposal Paper	1,500 words	1,500 words	1,500 words
Capstone Project	4,500 words	3,000 words	6,600 words
Proposal Presentation	5 minutes	5 minutes	5 minutes
Capstone Presentation	20 minutes	10 minutes	10 minutes
Totals	6,000 words 25 minutes	4,500 words 15 minutes	8,100 words 15 minutes

Assignment One: Proposal [1,500 words + 5 minute presentation]
*Part 1: Students will write a 1,500 word (approx. 5 pages) 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. Proposals will undergo peer-to-peer workshopping.
*Part 2: Students will give a 5 minute formal presentation to the class on their proposed projects. Presentation outlines will undergo peer-to-peer workshopping; students will also be required to rehearse their full speeches in front of small groups.

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. [4,500 words]
Students will develop an academic essay of at least 4,500 words/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. This project must demonstrate strong research skills and information literacy in the discipline; additionally, it will receive intensive instructor feedback and require revision.

Option 2: Digital Installation + Précis/Methodology Paper [3,000 words]
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. A 10-page précis of the project and articulation of the project's methodology will accompany the digital project. This paper must demonstrate strong research skills and information literacy in the discipline; additionally, it will receive intensive instructor feedback and require revision.

Option 3: Portfolio [3,600 words revised] + Industry Research Paper [1,500 words new] + Industry Genre Paper [1,500 words new]
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 1,500 word/5 page research paper on the practices and state of the student's targeted industry; a 1,500 word/5 page 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. <mark>All components of the portfolio must demonstrate strong research skills and information literacy in the industry/field; additionally, it will receive intensive instructor feedback and require revision.</mark>

Assignment Three: Capstone Presentation [oral presentation—10 minutes]
This oral presentation is the culmination of assignment two. In an oral presentational mode appropriate for the nature of the project [e.g., students with digital projects could offer a podcast or video with narration as their 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], <mark>students will speak for a minimum of 10 minutes on their projects. Presentation outlines will undergo peer-to-peer workshopping; students will also be required to rehearse their full speeches in front of small groups.</mark>

Project Four: 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
Proposal Paper: 10%
Proposal Oral Presentation: 10%
Capstone Project: 60%
Capstone Presentation: 15%
Applications Materials: 5%

<mark>Only students who have completed all components of the GCCR assignments (assignments one, two, and three above) and averaged a 'C' or above are eligible for a passing grade in this course.</mark>

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

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	**Introductions**	Review syllabus	
Jan. 24, 26*	**Managing Large Projects**	Read: Ch. 1 from *How to Write a BA Thesis* Read: Sample proposals	
January 31, February 2	**Audience Considerations**	Read: Ch. 2 from *Workplace Writing* and Ch. 2 from *How to Write a BA Thesis*	Due: Draft 1 of proposal paper
February 7*, 9	**Research**	Meet with Research Librarians in Young Library	Due: Peer reviews of proposals
February 14*, 16*	**Workshop**	Studio time in computer classroom.	Due: Outline of proposal presentation (14th); peer reviews of outlines (16th)
February 21*, 23*	**Rehearsal & Presentations**	21st: rehearsal of full speech in small groups. Students will receive feedback from instructor on presentations. 23rd: formal presentations to entire class.	Due: Draft 1 of Capstone
February 28*, March 1*	**Workshop / Instructor Conferences**	Studio time in computer classroom. Student-instructor conferences	Due: Draft 2 of Capstone
March 6*, 8*	**Workshop**	Studio time in computer classroom.	Due: Outline of capstone presentation (6th); peer reviews of outlines (8th)
March 13, 15	**Spring Break**	No class	
March 20, 22	**Workshop & Rehearsal**	20th: rehearsal of full speech in small groups. Instructor feedback on speech rehearsals. 22nd: conference-style Capstone Presentations to be held in Student Center. Public welcome.	
March 27 & 29*	**Techniques for Finding Employment**	Read: from *College Grad Job Hunter: Insider Techniques and Tactics for Finding a Top-Paying Entry Level Job*	Due: Final draft of Capstone Project
April 3, 5*	**Writing Resumes**	Read: "Writing Effective Resumes" Peer review of resumes	Due: Draft of resume
April 10, 12*	**Writing the Personal Statement**	Read: Sample personal statements	Due: Draft of the personal statement
April 17, 19	**Applying for Positions**	Read: Writing Job Applications Techniques for interviewing	Due: Draft of Letter of Application
April 24, 26 & May 1	**Mock Interviews**	Practice job interviews with WRD faculty	Due: Final draft of application materials

***NO FINAL EXAM IN THIS COURSE.