1. Introduction

Assessment Plan for Bachelor of Science in Animal Sciences
College of Agriculture, Food and Environment

Unit Mission Statement:

The mission of the Department of Animal and Food Sciences is to:
- Develop, improve, and promote sustainable animal production systems;
- Improve the health and well-being of animals in food and non-food production systems;
- Enhance the quality, utilization and safety of food products;
- Facilitate life-long learning through:
  - creative research and discovery,
  - challenging and encompassing education,
  - effective engagement and technology transfer.

Basic Assessment Approach:

Assess all outcomes within a three year cycle, using direct and indirect methods. Please see the attached Curriculum Map and Artifact Map.

2. Assessment Oversight, Resources

The Animal Sciences program has an Undergraduate Assessment Coordinator, who chairs the Undergraduate Assessment Committee. It is the responsibility of the coordinator to monitor the activities of assessment that occur in the program. The coordinator will lead the assessment conversation held each fall and will write the assessment report due to the university on October 31st.

3. Program-Level Learning Outcomes

Outcome #1: Demonstrate knowledge of scientific principles and the application of those principles to animal and food production systems.

Outcome #2: Formulate and coherently support positions using written, oral, and visual communication skills.

Outcome #3: Recognize and respect diverse viewpoints when deriving solutions to challenges related to animal and food systems.

Outcome #4: Effectively acquire, assimilate, analyze and report scientific information.
4. Curriculum Map

I = introduce, R = reinforce, E = emphasize, A = Apply

<table>
<thead>
<tr>
<th>Course</th>
<th>SLO 1</th>
<th>SLO 2</th>
<th>SLO 3</th>
<th>SLO 4</th>
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<td>ASC 564</td>
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5. Assessment Methods and Measures

Direct Methods:

- SLO 1: Basic Animal Science Knowledge Test (ASC 101 and ASC 470)
- SLO 2: Written Papers from WRD 203 or 204 – contract in place with WRD – Rubric attached
  
  Oral/visual presentation evaluation in ASC 470 – Rubric attached
- SLO 3: Evaluation of written papers from ASC 470 – Rubric attached
- SLO 4: California Critical Thinking Skills Test (ASC 101 and ASC 470) California Critical Thinking Dispositions Inventory (ASC 470)
  
  Evaluation of written papers from ASC 470 – Rubric attached

Indirect Methods:

- Grades
- GPA
- Matriculation Rates
- Senior Survey
- ASC Demographic Survey
### 6. Data Collection and Review

<table>
<thead>
<tr>
<th>Year</th>
<th>Outcome #1: Demonstrate knowledge of scientific principles and the application of those principles to animal and food production systems.</th>
<th>Data 1</th>
<th>Data 2</th>
<th>Data 3</th>
</tr>
</thead>
</table>
| Year 1 | • Basic Animal Science Knowledge Test  
• Evaluated by Assessment Committee | • Course Grades  
• Processed by Assessment Committee |       |       |       |
| Year 2 | Outcome #2: Formulate and coherently support positions using written, oral, and visual communication skills. | Written Papers and oral/visual presentation evaluations from WRD 203 or 204  
• Assessments from WRD department, compiled by Assessment Committee | Oral/visual presentation evaluation in ASC 470  
• Evaluated by faculty in course using program rubric |       |       |
| Year 3 | Outcome #4: Effectively acquire, assimilate, analyze and report scientific information. | California Critical Thinking Skills Test  
• Evaluated by Assessment Committee  
• Gathered yearly | California Critical Thinking Dispositions Inventory  
• Evaluated by Assessment Committee  
• Gathered yearly | Written papers from ASC 470  
• Evaluated by evaluation committee using program rubric |
| Outcome #3: Recognize and respect diverse viewpoints when deriving solutions to challenges related to animal and food systems. | Written papers from ASC 470  
• Evaluated by evaluation committee using program rubric |       |       |       |

### 7. Assessment Cycle and Data Analysis

Assessment of student learning takes place throughout the program and occurs in all courses. Program faculty will be asked to maintain records of course-level assessment. Program-level assessment data will only be gathered at summative points in the curriculum.
The program will follow a three year assessment cycle, with two outcomes being assessed in year one and one outcome assessed in years two and three. Data will be gathered annually for all outcomes. For all artifacts except ASC 470 written papers, all data will be used for assessment purposes. For written papers from ASC 470, a sample of no less than 20% of received assignments will be randomly selected for program-level assessment purposes.

Results will be analyzed and interpreted for presentation by the October faculty meeting each year. Assessment reports will be completed no later than the third week of October and turned in to the college’s assessment coordinator for review. Final reports will be sent to the university’s assessment office no later than October 31st of every year.

8. Graduating Composition and Communication Requirement (GCCR)

SLO #2: Formulate and coherently support positions using written, oral, and visual communication skills.

Composition component assessed through MOA with Department of Writing Rhetoric and Digital Studies (Appendix 3)

Oral and visual components assessed through MOA with Department of Writing Rhetoric and Digital Studies (Appendix 3)

Instructional plan provided (Appendix 4)

Syllabi (WRD 203 and WRD 204) and accompanying rubrics attached (Appendix 5 and 6)

9. Teaching Effectiveness

All instructors will use the University Teacher Course Evaluation (TCE) process to be evaluated by their students each semester. The Department Chair will review the TCE results, and any available peer review forms and provide feedback to the instructor. This will occur on an annual basis for non-tenured faculty and bi-annually for tenured faculty.

10. What are the plans to evaluate students’ post-graduate success?

Our department will look at data provided by the Alumni Survey and will develop a survey to collect data specifically from Animal Sciences graduates.

11. Appendices – Required

Appendix 1: Rubric for assessment of written works
Appendix 2: Rubric for assessment of oral and visual communications
Appendix 3: MOA for GCCR Assessment
Appendix 4: Instructional Plan for GCCR Assessment
Appendix 5: Syllabus and rubrics for WRD 203
Appendix 6: Syllabus and rubrics for WRD 204
# Appendix 1
Animal Sciences Written Paper Rubric

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<th>Item</th>
<th>Score</th>
<th>Weight, %</th>
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<tr>
<td><strong>Structure</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Macrostructure:</strong></td>
<td></td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Organization of paper</td>
<td></td>
<td></td>
<td>Clear organization, appropriate headers, content within appropriate sections</td>
</tr>
<tr>
<td>Transitions</td>
<td></td>
<td></td>
<td>Clear transitions connecting ideas between topics/sections</td>
</tr>
<tr>
<td>Overall presentation</td>
<td></td>
<td></td>
<td>Appropriate use of graphics, neat, concise overall layout</td>
</tr>
<tr>
<td><strong>Microstructure:</strong></td>
<td></td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Grammar/Spelling</td>
<td></td>
<td></td>
<td>Work is free from grammatical and spelling errors</td>
</tr>
<tr>
<td>Citations properly included</td>
<td></td>
<td></td>
<td>Proper use of J. Anim. Sci. Style &amp; Form</td>
</tr>
<tr>
<td>Written appropriately for audience</td>
<td></td>
<td></td>
<td>Written at a technical level appropriate for a college-educated audience</td>
</tr>
<tr>
<td>Meets assignment requirements</td>
<td></td>
<td></td>
<td>Meets minimum word count, proper formatting</td>
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<tr>
<td><strong>Content</strong></td>
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<td><strong>Introduction/Background</strong></td>
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<tr>
<td>Explanation of topic relevance</td>
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<td>Relevance is clearly explained and convincing</td>
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<tr>
<td>Clear presentation of thesis</td>
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<td>The issue is clearly and concisely stated</td>
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<tr>
<td><strong>Argument</strong></td>
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<td>55%</td>
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<tr>
<td>Logic &amp; clarity of presentation</td>
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<td>The points raised support the contention</td>
</tr>
<tr>
<td>Accurate interpretation of source materials</td>
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<td>The points are laid out in a clear, easily followed, and logical form</td>
</tr>
<tr>
<td>Sufficiency of support</td>
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<td>Source materials actually show what is claimed</td>
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<tr>
<td>Cited works appropriate &amp; credible</td>
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<td>No important elements of support are excluded</td>
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<tr>
<td>Alternative/Opposing viewpoints</td>
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<td></td>
<td>The cited works are from peer-reviewed journals or other highly credible sources.</td>
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<tr>
<td>Conclusions</td>
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<td></td>
<td>Alternative/opposing viewpoints are clearly addressed and analyzed</td>
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<td><strong>Policy recommendations</strong></td>
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<tr>
<td>Recommendations</td>
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<td></td>
<td>Policy recommendations are realistic and follow from the preceding argument</td>
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<tr>
<td>Implications/expected outcomes</td>
<td></td>
<td></td>
<td>Implications of policy recommendations demonstrate reflection on what it would actually take to implement, recognition of opportunity costs, constraints, etc.</td>
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**Overall Score**
### Overall Grade (please circle one):  
A  B  C  D

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<td>Quality of evidence</td>
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<td>Recognition of alternative viewpoints</td>
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<td>Properly credited</td>
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<tr>
<td>Concise and valid conclusions</td>
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<tr>
<td>Quality and completeness of answers to questions</td>
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<td>Microstructure: Language (word choice and phraseology), Technical jargon defined, Colloquialisms, Vocalized pauses</td>
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<td>Choice of layout, organization</td>
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<td>Legibility, amount of detail</td>
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<td>Circle One: A  B  C  D</td>
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<td>Enunciation and clarity</td>
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<tr>
<td>Absence of distracting mannerisms</td>
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<tr>
<td>Use of eye contact</td>
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<tr>
<td>Appropriately attired</td>
<td></td>
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<tr>
<td>Operated within time limit</td>
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### General Comments:
Memorandum of Agreement

Department of Writing Rhetoric and Digital Studies (WRD) and Department of Animal & Food Sciences University of Kentucky

WRD providing a Graduation Communication and Composition courses for Equine Science and Management Students and Animal Science Students

Effective: November 1, 2014 through October 31, 2019

Background

The University Senate has voted to transform the current graduation-writing requirement (GWR) into a graduation composition and communication requirement (GCCR) that is appropriate for the academic program a given major represents. The GCCR will be anchored by writing appropriate to the discipline. It will also include at least one other modality of communication—oral or visual. The Senate has established the principles and requirements of the GCCR, and the Equine Science and Management and the Animal Sciences faculty in the Department of Animal & Food Sciences have voted to fulfill the requirement through two courses.

Faculty from WRD and Animal and Food Sciences have recently discussed the requirements and the type of communication relevant to Equine Science and Management and Animal Sciences graduates. From those discussions, and subsequent planning, the faculty voted to formally require that the GCCR for the two programs Equine Science and Management and Animal Science be satisfied by WRD 203 or WRD 204. The courses shall be administered in such a manner as to ensure that they are appropriate for the students in the forementioned programs.

Agreement

1. WRD shall have WRD 203 approved as a GCCR course. In general the course will have the following specific requirements: written assignment(s) of at least 15 pages double-spaced in English (the equivalent to 4,500 words) demonstrating information literacy relevant to Animal Science or Equine Science and Management, student presentations of at least 10 minutes in English, and evidence of draft/feedback/revision process on the required GCCR assignment(s).

2. WRD will teach WRD 204 as an approved GCCR course. In general the course will have the following specific requirements: written assignment(s) of at least 15 pages double-spaced in English (the equivalent to 4,500 words) demonstrating information literacy relevant to Animal Science or Equine Science and Management, student presentations of at least 10 minutes in English, and evidence of draft/feedback/revision process on the required GCCR assignment(s).

3. The WRD courses shall have a specific program learning outcome and assessment plan focused directly on the GCCR. The assessment plan will include (a) clear goals for successful achievement of the GCCR, (b) specific criteria and rubrics for systematically assessing student work, and (c) a cogent description of how assessment results will be utilized to revise GCCR instruction and/or curriculum if the goals are not met. The Animal Science and the Equine Science and Management programs use this information as part of the programs assessment and reporting requirements to the University Senate.

4. WRD shall offer enough sections (no more than 30 students per section) each year so that Animal Science and Equine Science and Management students (approximately 80 - 150 students per year) can fulfill the GCCR.

5. WRD and Animal Science and the Equine Science and Management shall coordinate scheduling of the WRD 203 and WRD 204 courses to minimize scheduling conflicts with required Animal Science and the Equine Science and Management courses.

6. Animal Science and the Equine Science and Management faculty shall, from time to time, provide to WRD faculty/instructors examples/types of communication appropriate for graduates of the Animal Science and the Equine Science and Management programs.

7. Faculty designated by the WRD and Animal Science and the Equine Science and Management Directors of Undergraduate Studies shall meet in assessment years to review the course assessment results, the assignments, and recommend improvements/changes to the course and/or assignments to ensure consistency with the needs of the Animal Science and the Equine Science and Management programs graduates. The results will be reported to the faculty of all involved programs.
8. Animal Science and the Equine Science and Management faculty have already approved WRD 203 and WRD 204 as the GCCR, appropriate for the Animal Science and the Equine Science and Management program graduates, and will maintain this as a program requirement.

Renewal
This initial agreement shall be for 5 years with the possibility of renewal. In the year prior to the expiration year of the agreement, program faculty from each program will review and consider this agreement renewal. If agreed to by both programs, the renewal shall be approved 6 months prior to contract expiration. Renewals shall not be for less than a 3-year term.

Termination
In the unlikely event that either program would like to terminate this agreement, the program initiating termination shall give the other program a 1-year written notice of intent to terminate this agreement. In addition, if the University Senate fails to approve the GCCR, eliminates the requirement once formally approved, or significantly changes the requirement, then this agreement shall become null and void.

Jeff Rice
WRD,
Professor and Interim Chair

Bob Harmon
AFS
Professor and Chair

Date

Date
Instructional Plan for WRD 203 Business Writing

Overview and delivery model

WRD 203 is primarily delivered as a face-to-face, inquiry-based course. Instructors deliver lectures, and students work individually, in small groups, and in large groups through discussions of course readings and practical applications of course skills and ideas. The course is appropriate for majors in Animal and Food Sciences who have interest in business, industry, and government positions because the communication in WRD 203 will focus on the types of writing assignments that the student will encounter in these types of professions.

Assignments

Across the course, students will write 7,500 – 8,500 words and deliver oral presentations with visuals totaling at least 15 minutes. The five major assignment areas in WRD 203 include (see attached syllabus for more details):

1) "Profession Exploration Presentation" including a five-minute oral presentation that focuses on an interesting or controversial topic relevant to the equine industry.
2) "Job Search Documents" include a cover letter, resume, reference request letter, reference list, and thank you letter.
3) "Individual Short Report" appropriate to animal-related industries. This report must be at least five single spaced pages including headings and illustrations.
4) "Group Proposal" collaboratively planned propose a solution to problems specific to animal and food sciences and must be a minimum of 10 ages, single-spaced.
5) "Digital Media Project" collaboratively planned to design and deliver a ten-minute business presentation with appropriate PowerPoint slides targeted to an audience with interest in animal and food-related topics.

Revision

The assignments in WRD 203 include clearly identified stages of planning, drafting, peer feedback, instructor feedback, and final
instructor grading and feedback. More important, major norms of organization and development in business writing are modeled in class. Students build drafts in stages (e.g., methods section of collaborative report is peer and instructor reviewed in class; analysis section of the collaborative report is peer and instructor reviewed, with both instructor and peer feedback during development). At each stage, drafts are compared to previous models and scaffolds.

Other

Together, these assignments provide students with practice in the major genres associated with business writing and communication in animal and food-related industries. Because the course is inquiry-based, students apply writing norms to topics in this discipline using primary and secondary research.
Instructional Plan for WRD 204 Technical Writing

Overview and delivery model

WRD 204 is primarily delivered as a face-to-face course that will explore the major genres, norms and practices of technical writing and communications that Animal and Food Sciences students will encounter in their professional lives. The course is appropriate for majors in Animal and Food Sciences who have interest in science-based and technical positions because the communication in WRD 204 will focus on the types of writing assignments that the student will encounter in these types of professions.

Assignments

Students in 204 will write approximately 6,500–7,500 words in formal deliverables during the course, in technical genres specific to the animal and food sciences. In addition, students will deliver presentations of progress (i.e., an oral Progress Report) toward their final projects that demonstrate facility with both oral and visual communication.

A) Beginning with four brief, inquiry-driven deliverables, students develop their knowledge and practice of genres and norms specific to the animal and food sciences.

One such deliverable—the Professionalization Cheat Sheet demonstrates information literacy, as students are required to identify, discuss, and hyperlink to key stakeholders, professional organizations, and epistemic courts (e.g., peer-reviewed journals, grey literature) in the animal and food sciences. This assignment also provides practice in single-sourcing and an additional layer of information literacy by having students compose in Markdown syntax and export valid HTML.

B) The major course deliverables are twofold: (a) the collaborative field report, based on an industry specific study that deploys both primary and secondary research, and (b) the final project suite, composed of
three interrelated deliverables: (i) project proposal (750–1,000 words), (ii) oral/visual presentation (10 minute oral presentation accompanied by visually supporting materials), and (iii) final lab, field, or recommendation report (3,000 words minimum, not including references and appendices).

Revision

Each of the major assignments includes ample, in-class opportunities for model review, ideation, and peer and instructor review of drafted sections as outlined in the WRD 204 Syllabus

Other

Together, these assignments provide students with practice in the major genres associated with technical writing and communication in the animal and food sciences. Because the course is inquiry-based, students apply writing norms to their discipline.

Assessment Plan

To assess written and visual communication for both GCCR and course outcomes, WRD will randomly sample an agreed upon percentage of student final projects during odd years (e.g., 2015, 2017, etc.). Using the Written Communication and Visual Aids rubrics developed in the Department of Animal and Food Sciences (attached), raters will assess student proficiency across six metrics that gauge both written and visual components of the GCCR, and of the WRD 204 curriculum. In odd years, following assessment, WRD faculty will meet with faculty in Animal and Food Sciences to discuss course outcomes, trends in professionalization, and contemporary technical communication artifacts from the disciplines that could productively shape the curriculum.
Overview of WRD 203 Compliance with GCCR Course Requirements

WRD 203: Business Writing is currently approved as fulfilling the University of Kentucky's Graduation Writing Requirement. While WRD 203 is officially described as offering “instruction and experience in writing for business, industry, and government,” for some time, the WRD 203 curriculum has broadly interpreted “writing” to mean effective professional communication across multiple genres and modalities. The aim of the course is to enable students to analyze any specific rhetorical situation and then determine the most appropriate professional genre or medium for their message, whether that be a written report, an oral presentation, or a digital project. With its written, oral, and visual communication components, WRD 203 meets the specifications outlined by the University Senate for the new Graduation Composition and Communications Requirement (GCCR).

In addition to completing incremental assignments focused on common, brief business writing genres (letters, memoranda, email, agendas, minutes, etc.), WRD 203 students write 7,500-8,500 words while completing larger projects (reports and proposals) related to their discipline. Students also deliver formal oral presentations with appropriate visual illustrations totaling at least 15 minutes. Since many business documents and presentations rely heavily on visuals to help audiences clearly understand important information, students also receive instruction in creating and analyzing visual texts so that they can design appropriate graphs, tables, and illustrations. The course culminates with a digital media project. (See syllabus pp. 4-5 for a brief description of the five major written, oral, and visual projects.)

In WRD 203, all major assignments include a research component. Students receive instruction in conducting both primary and secondary research, in analyzing the relevancy and authority of their sources, and in how to integrate research into their own texts, using a documentation style appropriate for their discipline. (See syllabus course learning outcomes p. 2, assignment descriptions pp. 4-5, and highlighted daily calendar).

A cornerstone of WRD 203 is a process approach to composition. Each major written, oral, and visual assignment offers students ample opportunities for analyzing genre models, drafting written and visual projects, rehearsing oral presentations, receiving peer reviews and instructor feedback, and revising. (See syllabus p. 3 and highlighted daily calendar).

Assessment Plan

To assess written and visual communication for both GCCR and course outcomes, WRD will randomly sample an agreed upon percentage of Final Project reports during odd years (e.g., 2015, 2017, etc.). Using the Written Communication and Visual Aids rubrics developed in the Department of Animal and Food Science (attached), raters will assess student proficiency across six metrics that gauge both written and visual components of the GCCR, and of the WRD 204 curriculum. In odd years, following assessment, WRD faculty will meet with faculty in Animal Science and Equine Science and Management to discuss course outcomes, trends in professionalization, and contemporary technical communication artifacts from the disciplines that could productively shape the curriculum.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Weight (%)</th>
</tr>
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<tbody>
<tr>
<td><strong>Introduction/Background</strong></td>
<td>15%</td>
</tr>
<tr>
<td>Explanation of topic relevance</td>
<td>The issue is clearly stated.</td>
</tr>
<tr>
<td>The points raised support the contention.</td>
<td>The points are laid out in a clear, easily followed, and logical form.</td>
</tr>
<tr>
<td><strong>Macrostructure</strong></td>
<td>10%</td>
</tr>
<tr>
<td>Clear transitions connecting ideas between topics/sections</td>
<td>Clear organization, appropriate headers, consistent within appropriate sections.</td>
</tr>
<tr>
<td><strong>Microstructure</strong></td>
<td>10%</td>
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<td>Appropriate use of graphics, neat, concise overall layout</td>
<td>Appropriate use of graphics, neat, concise overall layout.</td>
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<td><strong>Written Communication</strong></td>
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<td>Work is free from grammatical and spelling errors.</td>
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<tr>
<td>Clear organization, appropriate headers, consistent within appropriate sections</td>
<td>Clear transitions connecting ideas between topics/sections.</td>
</tr>
<tr>
<td>Microstructure</td>
<td>10%</td>
</tr>
<tr>
<td>Appropriate use of graphics, neat, concise overall layout</td>
<td>Appropriate use of graphics, neat, concise overall layout.</td>
</tr>
<tr>
<td>Written Communication</td>
<td>10%</td>
</tr>
<tr>
<td>Work is free from grammatical and spelling errors</td>
<td>Work is free from grammatical and spelling errors.</td>
</tr>
<tr>
<td><strong>Policy Recommendations</strong></td>
<td>10%</td>
</tr>
<tr>
<td>Recommendations are realistic and follow from the preceding argument</td>
<td>Recommendations are realistic and follow from the preceding argument.</td>
</tr>
<tr>
<td>Implications/Expected outcomes</td>
<td>Implications/Expected outcomes.</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>10%</td>
</tr>
<tr>
<td>Clear concluding statement that concurs with the weight of the evidence</td>
<td>Clear concluding statement that concurs with the weight of the evidence.</td>
</tr>
<tr>
<td>Aftermath/Opposing Viewpoints are clearly addressed</td>
<td>Aftermath/Opposing Viewpoints are clearly addressed.</td>
</tr>
<tr>
<td>Sufficient interpretation of source materials</td>
<td>Sufficient interpretation of source materials.</td>
</tr>
<tr>
<td>Properly included Citations</td>
<td>Properly included Citations.</td>
</tr>
<tr>
<td>Written appropriately for audience</td>
<td>Written appropriately for a college-educated audience.</td>
</tr>
<tr>
<td>Written at a technical level appropriate for a college-educated audience</td>
<td>Written at a technical level appropriate for a college-educated audience.</td>
</tr>
<tr>
<td>Meets assignment requirements</td>
<td>Meets assignment requirements.</td>
</tr>
<tr>
<td>Cited works are from peer-reviewed journals or other highly credible sources.</td>
<td>Cited works are from peer-reviewed journals or other highly credible sources.</td>
</tr>
<tr>
<td>No important elements of support are excluded</td>
<td>No important elements of support are excluded.</td>
</tr>
<tr>
<td>Source materials actually show what is claimed</td>
<td>Source materials actually show what is claimed.</td>
</tr>
<tr>
<td>Appropriate level of detailing supported by the research</td>
<td>Appropriate level of detailing supported by the research.</td>
</tr>
</tbody>
</table>
### Overall Grade (please circle one):

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
</table>

### Assessment and Comments:

**Content 55 points**

- Arrangement and explanation of information
- Depth of knowledge/evidence of literature search
- Quality of evidence
- Recognition of alternative viewpoints
- Properly credited
- Concise and valid conclusions
- Quality and completeness of answers to questions

**Structure 15 points**

- **Macrostructure**: Explanation of topic relevance, Detail presented concisely and clearly, Clear issue statement, Transitions
- **Microstructure**: Language (word choice and phraseology), Technical jargon defined, Colloquialisms, Vocalized pauses

**Visual Aids [GCCR] 15 points**

- Effectiveness for conveying ideas
- Choice of layout, organization
- Legibility, amount of detail

**Delivery 15 points**

- Vocal audibility
- Enunciation and clarity
- Absence of distracting mannerisms
- Use of eye contact
- Appropriately attired
- Operated within time limit

**General Comments:**

Evaluator: ____________________________
Presenter/Title: ________________________
WRD 203: BUSINESS WRITING

SPRING 2014: Generic

Instructor: Deborah Kirkman
Mailbox: POT 1314

Office Location: POT 1351
Phone Number: (859) 257.1115

Office Hours: MWF 10-11:00
WRD Office: (859) 257.7008

Course Objectives and Student Learning Outcomes

WRD 203 is a course devoted to instruction in writing, speaking, and researching for business, industry, and government workplaces. This course will introduce you to some of the most common genres and conventions of business writing, but it will also enable you to analyze rhetorical, contextual, and ethical factors affecting all human communication. Because communication is such a complex activity, not easily reducible to rules and formulas, WRD 203 uses a process approach. Each major assignment encourages you to approach your writing and presentations in stages, to consider the common steps professionals follow and the decisions they must make during the development of any project. In addition to offering strategies for planning, researching, drafting, revising, editing, and proofreading, we urge you to examine the broader picture, to consider ways to respond effectively and ethically to professional situations and audiences.

WRD 203 consists of five major unit projects and shorter, daily incremental assignments designed to present you with business workplace scenarios akin to those encountered in the “real world” where creative problem-solving, invention, innovation, and collaboration are highly prized, marketable skills. Through these daily and larger course projects you will learn to emphasize clarity, conciseness, and effectiveness in the preparation of letters, memos, reports, presentations, and group projects; to meet the needs of specific audiences through rhetorical and contextual analysis; to understand principles of professional document design in print and electronic media; to make decisions about the practical application of multimedia technology while acquiring competence in multimedia design; to collaborate with others in the creation of professional documents, digital media, and oral presentations; to respond ethically to professional situations and audiences.

After successfully completing WRD 203, you will be able to

* Understand and adapt the communication process to diverse situations, audiences, and purposes.
* Employ the standard genre conventions and forms of professional writing and speaking.
* Determine the appropriate content, format, and style for effective communication.
* Organize documents clearly and effectively for the intended audience.
* Demonstrate an awareness of the ethical implications of your rhetorical choices.
* Understand that document design (both print and digital) is a crucial element in business communication, intricately linked to decisions about audience and purpose.
* Produce accessible, well-designed print and electronic documents.
* Develop professional speaking skills.
* Develop good research questions and strategies appropriate to your academic discipline.
* Gather, evaluate, interpret, and apply information accurately, logically, and ethically.
* Demonstrate an ability to discover, evaluate, and clearly present evidence in support of an argument in your discipline-specific area.
* Understand the importance of practice and multiple drafts—with varying degrees of focus on generating, revising, editing, and proofreading—in the production of professional work, regardless of the medium.
* Exhibit a professional voice and a clear, concise writing style.
* Develop teamwork skills and collaborate effectively in teams.

**Enrollment Criteria**

This course provides full GCCR credit for some majors and programs, such as Animal Science and Equine Science and Management in the College of Agriculture. Please check with your advisor for more information.

Students may not enroll in WRD 203 unless they have already completed the equivalent of UK’s Core composition and communication sequence. To receive GCCR credit for this course, you must have successfully completed at least 30 hours of college-level coursework (that is, have sophomore status).

Since students in WRD 203 must have completed this pre-requisite work, we assume you

- Have mastered the basic writing and usage skills of standard American English.
- Know how to conduct basic research and use an appropriate and approved documentation style (e.g., MLA, APA, Chicago) to acknowledge sources and set up a works cited/reference page.
- Can avoid plagiarism.
- Know the basic principles of academic writing and argument.

**Required Texts**


Additional readings will be made available on *Blackboard* and through Internet sources.

You may purchase access to the required electronic textbook directly from the publisher at a price savings or from any of the UK affiliated bookstores:

Hayden-McNeil: [http://ukwrd203.haydenmcneil.com](http://ukwrd203.haydenmcneil.com)
Kennedy Bookstore, 405 South Limestone, (859) 252-0331
Wildcat Text Books, 563 South Limestone, (859) 225-7771
UK Bookstore, 106 Student Center Annex, (859) 257-6304
ASSIGNMENTS AND GRADING

You will complete five major projects, identified as Component A in the table below. Each will require a response to a specific prompt as well as engagement with course materials and outside research. You must earn an average grade of C or better on these assignments to receive GCCR credit for this course. Grades will be assigned based on the criteria outlined in the grading rubrics available with each major project.

In addition to (and in preparation for) these major projects, you will complete a variety of short writing and speaking assignments for homework and as in-class activities. These might include email exercises, memo drafts, assigned or improvised speeches, peer reviews, and workshop activities focused on drafts of your oral, written, and visual design projects. These smaller assignments, along with group participation, are identified as Component B in the table below.

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>PERCENT OF FINAL GRADE</th>
<th>TENTATIVE DUE DATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Profession Exploration Presentation (PEP)</td>
<td>10%</td>
<td>Rehearsal Day: FRIDAY, FEB. 7TH PEPs Begin: MONDAY, FEB. 10TH</td>
</tr>
<tr>
<td>Job Search Documents (JSD)</td>
<td>15%</td>
<td>Rough Drafts: SEE SCHEDULE Final: SUNDAY FEB. 23RD</td>
</tr>
<tr>
<td>Individual Short Report (ISR)</td>
<td>25%</td>
<td>Rough Draft: FRIDAY, MARCH 7TH Final: SUNDAY, MARCH 30TH</td>
</tr>
<tr>
<td>Group Proposal (GP)</td>
<td>20%</td>
<td>Rough Draft: MONDAY, APRIL 14TH Final: WEDNESDAY, MAY 7TH</td>
</tr>
<tr>
<td>Digital Media Project (DMP) and Group Presentation</td>
<td>10%</td>
<td>Rough Draft: TUESDAY, APRIL 15TH Final: SUNDAY, MAY 3RD Group Presentations Begin: April 30th</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COMPONENT B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Participation (Discussion, Rough Drafts and Peer Review)</td>
</tr>
<tr>
<td>Group Participation</td>
</tr>
<tr>
<td>Minor Assignments (Homework, Blog Entries, Memos, Quizzes, etc.)</td>
</tr>
</tbody>
</table>

NOTES

- Final grades will be calculated on a ten-point scale (A = 100-90, B = 89-80, C= 79-70, D = 69-60, E = 59 and below).
- There is no midterm or final exam in this course; however, the final week of class ("dead week") will include a presentation of the group’s digital media project.

Major Projects

Below you’ll find a brief description of each Major Project. Complete instructions along with grading criteria will be provided at the start of each unit.

**Profession Exploration Presentation (PEP)**
This five-minute oral presentation focuses on an interesting or controversial topic relevant to your academic field and your ultimate career goal(s). The presentation should address a clearly identified audience, be based on discipline-specific research, and include appropriate visual aids.
Job Search Documents (JSD)
You will simulate a professional job search and produce a packet of documents necessary for such a search: a cover letter, résumé, reference request letter, reference list, and thank you letter. You will also develop a one-minute, elevator sells pitch for yourself.

Individual Short Report (ISR)
You will write an informational report appropriate for your academic discipline. In preparation for this report, you will conduct research in your field; then you will interpret your research data and offer your audience a clear and concise analysis of that data. The report must be at least five single-spaced pages including headings and illustrations, but not including the memo of transmittal, title page, table of contents, list of illustrations, and works cited page. The report must include a minimum of two original figures or tables based on your research.

Group Proposal (GP)
Under the direction of a project manager, you will collaborate with colleagues to propose a solution to a product or services problem relevant to your academic field or to propose a new marketing strategy for a non-profit client in a ten-page minimum (single-spaced) formal business proposal. The purpose of this assignment is to investigate, inform, analyze, evaluate, propose, and persuade as you identify problems and offer solutions. The ten-page, single-spaced minimum does not include your Title Page, letter or Memo of Transmittal, Table of Contents, List of Illustrations, Works Cited page, or any material included in the appendix of the proposal. The proposal must include both primary research (such as an observation, interview, or survey) and secondary research sources and at least four original figures or tables. You will use your discipline’s documentation style (for example, Chicago, APA, or MLA) for citing research sources.

Digital Media Project (DMP)
In collaboration with team members, you will design and deliver a ten-minute business presentation with appropriate PowerPoint slides targeted to a clearly defined audience. The presentation can take the form of a Progress Report on the formal group proposal or it can be a presentation of the digital media campaign recommended as a marketing strategy in the formal proposal.

Course Participation
Our small class size allows us the opportunity to discuss readings and assignments, and it allows you the opportunity to ask questions and offer suggestions that may benefit others. Each day, you’ll need to come to class prepared to participate in the day’s activities. In addition to completing required reading and joining discussions, you will need to meet deadlines for Rough drafts and offer thoughtful feedback in Peer Reviews to earn full credit for Course Participation.

Rough Drafts
You will submit at least one rough draft of each major assignment. These assignments will be graded based on their completeness, not on their adherence to final draft assessment criteria. For example, if you are asked to submit a rough draft of your Résumé, you will receive full credit if you submit something that looks like a Résumé, even if major revisions are necessary in order to earn a passing grade on the Job Search Documents assignment. There will be opportunities for personal instructor feedback for each assignment in addition to these rough drafts.

Peer Review
Peer Review allows you to read and respond to your classmates’ drafts. If done correctly, peer review achieves two goals: 1.) you will offer constructive feedback that will help your peers revise their work, and 2.) through reading and responding to your peers, you’ll develop a better understanding of your own work and how you might revise it for the better. Detailed instructions for each Peer Review will be provided.
**Group Participation**

You will spend a large portion of this course working with a group of peers to research and create a formal proposal and to prepare a group presentation for a targeted audience. Each group will have a Project Manager whose duties will include the submission of minor assignments (charters, schedules, memos, agendas, minutes) generated by the group. Each group member will receive the same grade on these and all group assignments.

**However, students failing to participate fully in the major group assignments without a documented excuse cannot receive a passing grade on these assignments regardless of the grade for the group.** Project managers are responsible for notifying the instructor if students miss group meetings, come to group meetings tardy so as to make the group work overtime, or fail to complete assigned work by agreed upon deadlines. This notification to the instructor must be within one working day of the meeting or a missed deadline. If a student has a verified, documented excuse, the project manager will set a schedule for make-up work.

At the end of the semester, each group member will also complete a Group Reflection, which will contribute to the final calculation of each student's Group Participation Grade.

**Minor Assignments**

Minor Assignments such as reading responses, exercises from the eBook, blog entries, and memos are meant to help you work towards successful completion of the Major Projects. There are two types of Minor Assignments: 1.) those assignments that allow you to apply and practice your understanding of the readings and in-class discussions and 2.) those assignments that document your progress (blog entries) or your group's progress (memos) and identify a course of action. Minor Assignments may be checked for accuracy but will otherwise be graded based on their completion.

**E-mail Format and Etiquette**

During the first week of class, we will discuss professional e-mails as another tool for developing writing skills and professionalism. Because WRD 203 is a course that teaches professional writing, you will be expected to follow the appropriate, professional standards of electronic communication outlined in your course eBook. Specifically, all such correspond should include a subject line, salutation, body, and closing and should be proofread to avoid grammar, syntax, and punctuation errors. E-mail messages should embody the principles of “you-attitude” and be polite and professional in tone.

Students who do not observe these professional communication conventions should not expect their instructor or peers to respond in a timely manner, if at all. Moreover, grades on some specific daily assignments and the course class participation grade may be negatively impacted.

**Late Work Policy**

Everyone is allowed one extra calendar day on the final draft of one written assignment. This is your only free pass, so use it wisely. To use your late pass, you need to include a note (an extra page attached at the beginning of the document) with the assignment that states your intention and the date. If you incur an excused absence on the deadline for any assignment, you may turn it in on the following day with your documentation attached with no penalty. If you incur an unexcused absence on the deadline
**for any assignment, your work will be considered late.** After you have used your free pass for the semester, any late work will lose a letter grade for each calendar day it is late.

**Blackboard and Computer Access**

Access to a computer and printer are essential for success in this class. If you do not have personal computer access, please take advantage of the many computer labs on campus. Checking email and Blackboard regularly will help to facilitate communication and make you aware of any changes to the schedule. You can also check your grade in the course through Bb. Due to privacy policies, I do not discuss grades via email, so check Bb first; then make an appointment with me to discuss grades further. Unless the assignment instructions explicitly state otherwise, all assignments must be submitted via Blackboard. Assignments should be submitted as a Microsoft Word document (.doc or .docx) on the day and time indicated on Bb. If for any reason you are unable to submit your work to Bb, you may email or hand in a hard copy before the due date so that I will see that the assignment was completed on time. However, your assignment will not be graded until it is submitted to Blackboard. I will expect you to resolve any technological issues after the first graded assignment.

**Grade Appeal Procedure**

To request a re-evaluation of any major assignment, you must write a letter to the Department of Writing, Rhetoric, and Digital Studies Grievance Committee. A step-by-step description of the appeals process is available on the Department’s website: [http://wrd.as.uky.edu/grade-appeal-policy-and-procedures](http://wrd.as.uky.edu/grade-appeal-policy-and-procedures).

Note: You have two weeks from the date when grades are officially posted to file a grade appeal.

**Incompletes**

Incompletes must be authorized by WRD composition directors and at the request of your instructor. Requests for an I grade will be considered only if (1) a serious emergency prevents completion of the course on time and (2) a passing grade in the course will result from completion of the work.

**Attendance**

Because Business Writing relies on writing workshop methods, regular attendance is essential. If you are not in class, you cannot receive credit for any in-class activity, nor can you turn in any work that may be due that day unless your absence is excused. **Students who accumulate more than three (3) unexcused absences will have their final grades reduced by one third of a letter grade for each additional unexcused absence.** Additionally, University guidelines state that students accumulating 20% or more absences for any reason (excused and unexcused) will be required to withdraw or receive an E grade for the semester.

**Courtesy**

Our classroom environment should be one of mutual respect. For this reason, I expect everyone to demonstrate courtesy towards others and their views. Spirited debate in class is encouraged; intolerance, name-calling, and discrimination are prohibited. Additionally, please do not disrupt the class by texting, chatting with neighbors, or engaging in activities unrelated to class while class is in session.
Being on time for each class meeting is also the polite thing to do. If you must arrive late, please do so without disrupting class activities. **If you arrive 10 minutes or more after the start of class, you are tardy. Three (3) tadies will constitute a single unexcused absence.**

**Academic Integrity**

WRD 203 provides direct instruction in finding, using, and documenting sources. Plagiarism and cheating are considered violations of academic policy and are treated accordingly. **The minimum penalty for plagiarism is a zero on the plagiarized assignment.** Additional consequences may apply. Each student is responsible for reading the definitions of plagiarism provided in the eBook and the University Senate Rules (available on UK’s website).

**Campus Resources**

Below you'll find more information about two of the many resources available on UK’s campus.

**The Writing Center**
The Writing Center, Room B108B in The Hub of the W. T. Young Library (lower level), is available to help you with your writing. It is strongly advised to make an appointment in advance: go to [uky.mywconline.com](http://uky.mywconline.com) to sign on as a new client (select "First visit? Click here to register") or to log in and schedule an appointment. More information about the Writing Center is available at: [http://wrdaas.uky.edu/writing-center](http://wrdaas.uky.edu/writing-center). You can contact the Director of the Writing Center, Judy Prats, at judithgprats@uky.edu.

**The Media Depot**
Also located in The Hub of Young Library, the Media Depot offers audio and video recording rooms as well as Mac and PC computers with a variety of audio and video editing software. For more information, visit their website at [http://www.uky.edu/ukit/mediadepot](http://www.uky.edu/ukit/mediadepot).

**Accommodations Due to a Disability**

If you require any accommodations to facilitate your success in WRD 203, please let me know. University regulations mandate you must provide a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754) detailing the recommended accommodations. If you have any questions about academic accommodations, please contact the DRC Director Jake Karnes at 859.257.2754 or jkarnes@email.uky.edu. You may also visit the Disability Resource Center online: [http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/index.html](http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/index.html).
<table>
<thead>
<tr>
<th>Date</th>
<th>In Class Activity</th>
</tr>
</thead>
</table>
| Jan 15 | Introductions and Expectations  
Bb: Syllabus Parts One and Two, Course Schedule  
E-text: Chapter 4, Section 4.1, “Presenting Your
| Jan 17 | Syllabus Questions Answered  
Assignment Overviews: PEP and JSD  
Bb: Profession Exploration Presentation instructions,  
Job Search Documents instructions  
E-text: Chapter 1, “The Rhetoric of Business Communication”  
Blog Entry #1 (due 11:59pm Sunday 1/19)  
Student Contract (due 11:59pm Sunday 1/19)  
Add Course Annotated Set (due 11:59pm Sunday 1/19)  |
| Jan 20 | Martin Luther King Jr. Day (No Class)  |
| Jan 22 | You Attitude  
Email Etiquette  
Chapter 3, “Research on the Job and in the Classroom”  
Blog Response #2 (due 11:59pm Wednesday 1/29)  |
| Jan 24 | Preliminary PEP Research (bring to class)  
Blog Response #3 (due 11:59pm Sunday 1/26)  |
| Jan 26 | Professional & Business Etiquette  
You Attitude  
Email Etiquette  
Chapter 3, “Research on the Job and in the Classroom”  
Blog Response #3 (due 11:59pm Sunday 1/26)  |
| Jan 29 | Job Search Documents detailed overview  
Looking at Job Ads  
Exercise 2 in Chapter 2 (due 11:59pm Thursday 1/30)  
Basic Chronological Résumé (due 11:59pm Thursday 1/30)  |
| Jan 31 | Discuss homework  
Résumés, Cover Letters, and Thank You Letters  
Begin drafting Job-Specific Résumé and Cover Letter  
Continue preparing PEP  |
| Feb 3 | Reference Request Letters and Reference Lists  
Job-Specific Résumé and Cover Letter Draft (due 11:59pm Tuesday 2/4)  |
| Feb 5 | PEP Rehearsal Day  
Preliminary PEP Research (bring to class)  
Bb: ISR, GP, and DMP Instructions  |
| Feb 7 | Alumni Panel  
Resume Review  
Resume Review  
Preliminary PEP Research (bring to class)  
Bb: ISR, GP, and DMP Instructions  |
| Feb 10 | Job Search Documents detailed overview  
Looking at Job Ads  
Exercise 2 in Chapter 2 (due 11:59pm Thursday 1/30)  
Basic Chronological Résumé (due 11:59pm Thursday 1/30)  |
| Feb 12 | Job Search Documents detailed overview  
Looking at Job Ads  
Exercise 2 in Chapter 2 (due 11:59pm Thursday 1/30)  
Basic Chronological Résumé (due 11:59pm Thursday 1/30)  |
| Feb 14 | Job Search Documents detailed overview  
Looking at Job Ads  
Exercise 2 in Chapter 2 (due 11:59pm Thursday 1/30)  
Basic Chronological Résumé (due 11:59pm Thursday 1/30)  |
| Feb 17 | job-Specific Résumé and Cover Letter  
Continue revising Job Search Documents  
Other Homework and In-Class Work TBD  |
| Feb 20 | Job Search Documents detailed overview  
Looking at Job Ads  
Exercise 2 in Chapter 2 (due 11:59pm Thursday 1/30)  
Basic Chronological Résumé (due 11:59pm Thursday 1/30)  |
| Feb 22 | Job Search Documents detailed overview  
Looking at Job Ads  
Exercise 2 in Chapter 2 (due 11:59pm Thursday 1/30)  
Basic Chronological Résumé (due 11:59pm Thursday 1/30)  |
| Feb 24 | Job Search Documents detailed overview  
Looking at Job Ads  
Exercise 2 in Chapter 2 (due 11:59pm Thursday 1/30)  
Basic Chronological Résumé (due 11:59pm Thursday 1/30)  |
| Feb 27 | Job Search Documents detailed overview  
Looking at Job Ads  
Exercise 2 in Chapter 2 (due 11:59pm Thursday 1/30)  
Basic Chronological Résumé (due 11:59pm Thursday 1/30)  |
| Mar 1 | Job Search Documents detailed overview  
Looking at Job Ads  
Exercise 2 in Chapter 2 (due 11:59pm Thursday 1/30)  
Basic Chronological Résumé (due 11:59pm Thursday 1/30)  |
| Mar 3 | Profession Exploration Presentations  
PEP Final Reflections  
Resume Review  
Resume Review  |
| Mar 5 | PEP Rehearsal Day  
Preliminary PEP Research (bring to class)  
Bb: ISR, GP, and DMP Instructions  |
| Mar 7 | Alumni Panel  
Resume Review  
Resume Review  
Preliminary PEP Research (bring to class)  
Bb: ISR, GP, and DMP Instructions  |
| Mar 9 | Alumni Panel  
Resume Review  
Resume Review  
Preliminary PEP Research (bring to class)  
Bb: ISR, GP, and DMP Instructions  |
| Mar 10 | Alumni Panel  
Resume Review  
Resume Review  
Preliminary PEP Research (bring to class)  
Bb: ISR, GP, and DMP Instructions  |
| Mar 12 | Alumni Panel  
Resume Review  
Resume Review  
Preliminary PEP Research (bring to class)  
Bb: ISR, GP, and DMP Instructions  |
| Mar 14 | Alumni Panel  
Resume Review  
Resume Review  
Preliminary PEP Research (bring to class)  
Bb: ISR, GP, and DMP Instructions  |
| Mar 15 | Alumni Panel  
Resume Review  
Resume Review  
Preliminary PEP Research (bring to class)  
Bb: ISR, GP, and DMP Instructions  |
| Mar 17 | Alumni Panel  
Resume Review  
Resume Review  
Preliminary PEP Research (bring to class)  
Bb: ISR, GP, and DMP Instructions  |
| Mar 19 | Alumni Panel  
Resume Review  
Resume Review  
Preliminary PEP Research (bring to class)  
Bb: ISR, GP, and DMP Instructions  |
| Mar 21 | Alumni Panel  
Resume Review  
Resume Review  
Preliminary PEP Research (bring to class)  
Bb: ISR, GP, and DMP Instructions  |
| Mar 22 | Alumni Panel  
Resume Review  
Resume Review  
Preliminary PEP Research (bring to class)  
Bb: ISR, GP, and DMP Instructions  |
| Mar 26 | Alumni Panel  
Resume Review  
Resume Review  
Preliminary PEP Research (bring to class)  
Bb: ISR, GP, and DMP Instructions  |
| Mar 28 | Alumni Panel  
Resume Review  
Resume Review  
Preliminary PEP Research (bring to class)  
Bb: ISR, GP, and DMP Instructions  |
| Mar 30 | Alumni Panel  
Resume Review  
Resume Review  
Preliminary PEP Research (bring to class)  
Bb: ISR, GP, and DMP Instructions  |
| Apr 1 | Alumni Panel  
Resume Review  
Resume Review  
Preliminary PEP Research (bring to class)  
Bb: ISR, GP, and DMP Instructions  |
| Apr 3 | Alumni Panel  
Resume Review  
Resume Review  
Preliminary PEP Research (bring to class)  
Bb: ISR, GP, and DMP Instructions  |
| Apr 5 | Alumni Panel  
Resume Review  
Resume Review  
Preliminary PEP Research (bring to class)  
Bb: ISR, GP, and DMP Instructions  |
| Apr 7 | Alumni Panel  
Resume Review  
Resume Review  
Preliminary PEP Research (bring to class)  
Bb: ISR, GP, and DMP Instructions  |
| Apr 10 | Alumni Panel  
Resume Review  
Resume Review  
Preliminary PEP Research (bring to class)  
Bb: ISR, GP, and DMP Instructions  |
| Apr 12 | Alumni Panel  
Resume Review  
Resume Review  
Preliminary PEP Research (bring to class)  
Bb: ISR, GP, and DMP Instructions  |
| Apr 14 | Alumni Panel  
Resume Review  
Resume Review  
Preliminary PEP Research (bring to class)  
Bb: ISR, GP, and DMP Instructions  |
| Apr 17 | Alumni Panel  
Resume Review  
Resume Review  
Preliminary PEP Research (bring to class)  
Bb: ISR, GP, and DMP Instructions  |
| Apr 19 | Alumni Panel  
Resume Review  
Resume Review  
Preliminary PEP Research (bring to class)  
Bb: ISR, GP, and DMP Instructions  |
| Apr 21 | Alumni Panel  
Resume Review  
Resume Review  
Preliminary PEP Research (bring to class)  
Bb: ISR, GP, and DMP Instructions  |
| Apr 23 | Alumni Panel  
Resume Review  
Resume Review  
Preliminary PEP Research (bring to class)  
Bb: ISR, GP, and DMP Instructions  |
| Apr 25 | Alumni Panel  
Resume Review  
Resume Review  
Preliminary PEP Research (bring to class)  
Bb: ISR, GP, and DMP Instructions  |
| Apr 28 | Alumni Panel  
Resume Review  
Resume Review  
Preliminary PEP Research (bring to class)  
Bb: ISR, GP, and DMP Instructions  |
| Apr 30 | Alumni Panel  
Resume Review  
Resume Review  
Preliminary PEP Research (bring to class)  
Bb: ISR, GP, and DMP Instructions  |

Abbreviations: PEP=Profession Exploration Presentation; ISR=Individual Short Report; GP=Group Proposal; DMP=Digital Media Project
<table>
<thead>
<tr>
<th>DATE</th>
<th>IN CLASS ACTIVITY</th>
<th>WORK TO COMPLETE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>M Feb 24</td>
<td>Discuss Team Charters and Task Schedules. Finish Chapter 4 (&quot;Collaboration in the Workplace&quot;).</td>
<td>M Feb 24: Preliminary Research methods. Bring Laptops. E - text: Chapter 6 (&quot;Individual Report&quot;) and Chapter 7, Sections 7.2.1 (&quot;Brainstorming&quot;) and 7.2.2 (&quot;Research&quot;)</td>
<td></td>
</tr>
<tr>
<td>F Feb 28</td>
<td></td>
<td>F Feb 28: Optional Instructor Conferences this week.</td>
<td></td>
</tr>
<tr>
<td>M Mar 17</td>
<td>Spring Break (No Class).</td>
<td>M Mar 17: Spring Break (No Class).</td>
<td></td>
</tr>
<tr>
<td>F Mar 21</td>
<td></td>
<td>F Mar 21: Spring Break (No Class).</td>
<td></td>
</tr>
<tr>
<td>M Mar 31</td>
<td></td>
<td>M Mar 31: Researching and Organizing the Group Proposal.</td>
<td></td>
</tr>
<tr>
<td>W Apr 2</td>
<td></td>
<td>W Apr 2: MB: DMP Instructions.</td>
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<tr>
<td>F Apr 4</td>
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<td>F Apr 4: MB: DMP Instructions.</td>
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<tr>
<td>M Apr 7</td>
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<td>M Apr 7: MB: DMP Instructions.</td>
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<td>W Apr 9</td>
<td></td>
<td>W Apr 9: MB: DMP Instructions.</td>
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<td>F Apr 11</td>
<td></td>
<td>F Apr 11: MB: DMP Instructions.</td>
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<td>M Apr 14</td>
<td></td>
<td>M Apr 14: MB: DMP Instructions.</td>
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<tr>
<td>W Apr 16</td>
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<td>W Apr 16: MB: DMP Instructions.</td>
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<tr>
<td>F Apr 18</td>
<td></td>
<td>F Apr 18: MB: DMP Instructions.</td>
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<tr>
<td>M Apr 21</td>
<td></td>
<td>M Apr 21: MB: DMP Instructions.</td>
<td></td>
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<tr>
<td>M Apr 28</td>
<td></td>
<td>M Apr 28: MB: DMP Instructions.</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>IN CLASS ACTIVITY</td>
<td>WORK TO COMPLETE</td>
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</tr>
<tr>
<td>May 5-9</td>
<td>Final Exam Week</td>
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</tr>
<tr>
<td>F May 2</td>
<td>Final Presentations</td>
<td></td>
<td></td>
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<tr>
<td>W Apr 30</td>
<td>Final Presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M Apr 28</td>
<td>Group Presentation Workshop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W Apr 28</td>
<td>Group Proposal Rehearsal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F Apr 25</td>
<td>Group Presentation Rehearsal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M Apr 21</td>
<td>Group Work Day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F Apr 18</td>
<td>Group Proposal Rehearsal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W Apr 16</td>
<td>Final Exam Week</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W Apr 16</td>
<td>Final Presentations</td>
<td></td>
<td></td>
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<tr>
<td>F Apr 18</td>
<td>Group Proposal Rehearsal</td>
<td></td>
<td></td>
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<tr>
<td>M Apr 21</td>
<td>Group Work Day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F Apr 18</td>
<td>Group Proposal Rehearsal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Group Conference This Week**
- Response to Group Proposals
- Revised Task Schedule (due 11:59pm Sunday 4/20)
- Group Visual Analysis Assignment #2 (due 11:59pm Sunday 4/20)
- Final Draft of Group Proposal (due 11:59pm Monday 4/20)
- Digital Media Project Peer Review (due 11:59pm Sunday 4/20)
- DMP Workday

**GP and DMP Revision Plan**
- Due by noon Wednesday 5/7
- Group Workday
- DMP Workday
- Before class
Overview of WRD 204 as a GCCR Course

WRD 204, Technical Writing, explores the major genres, norms, and practices of technical writing and communication for students majoring in STEM disciplines. It is currently designated GWR. A statement of GCCR credit may be found on the syllabus, at the bottom of p. 2 (all GCCR-related items are highlighted).

Students in 204 will write approximately 6,500–7,500 words in formal deliverables during the course, in technical genres specific to their fields (see syllabus p. 4). In addition, students will deliver presentations of progress (i.e., an oral Progress Report) toward their final projects that demonstrate facility with both oral and visual communication.

Beginning with 4 brief, inquiry-driven deliverables, students develop their knowledge and practice of genres and norms specific to their disciplines. One such deliverable—the Professionalization Cheat Sheet—demonstrates information literacy, as students are required to identify, discuss, and hyperlink to key stakeholders, professional organizations, and epistemic courts (e.g., peer-reviewed journals, grey literature) in their field. This assignment also provides practice in single-sourcing and an additional layer of information literacy by having students compose in Markdown syntax and export valid HTML.

The major course deliverables are twofold (syllabus p. 4): (a) the collaborative field report, based on a specific site study that deploys both primary and secondary research, and (b) the final project suite, composed of three interrelated deliverables: (i) project proposal (750–1,000 words), (ii) oral/visual presentation (10 minute oral presentation accompanied by visually suasive supporting materials), and (iii) final lab, field, or recommendation report (3,000 words minimum, not including references and appendices). A statement of the minimum GCCR grade requirement may be found on p. 4 of the syllabus.

Each of the major assignments includes ample, in-class opportunities for model review, ideation, and peer and instructor review of drafted sections (see pp. 6–8 of the syllabus for details on ideation and review processes).

Assessment Plan

To assess written and visual communication for both GCCR and course outcomes, WRD will randomly sample an agreed upon percentage of Final Project reports during odd years (e.g., 2015, 2017, etc.). Using the Written Communication and Visual Aids rubrics developed in the Department of Animal and Food Science (attached), raters will assess student proficiency across six metrics that gauge both written and visual components of the GCCR, and of the WRD 204 curriculum.

In odd years, following assessment, WRD faculty will meet with faculty in Animal Science and Equine Science and Management to discuss course outcomes, trends in professionalization, and contemporary technical communication artifacts from the disciplines that could productively shape the curriculum.
<table>
<thead>
<tr>
<th>Item</th>
<th>Weight, %</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Structure</strong></td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Macrostructure</td>
<td></td>
<td>Clear organizing statement that concurs with the weight of the evidence</td>
</tr>
<tr>
<td>Organization of paper</td>
<td></td>
<td>Clear transitions connecting ideas between topics/sections</td>
</tr>
<tr>
<td>Overall presentation</td>
<td></td>
<td>Appropriate use of graphics, neat, concise overall layout</td>
</tr>
<tr>
<td><strong>Microstructure</strong></td>
<td>10%</td>
<td>Work is free from grammatical and spelling errors</td>
</tr>
<tr>
<td>Appropriate use of graphics, neat, concise overall layout</td>
<td></td>
<td>Clear transitions connecting ideas between topics/sections</td>
</tr>
<tr>
<td>Clear organizing, appropriate headers, consistent with appropriate sections</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Introduction/Background</td>
<td></td>
<td>3,500 words or more, proper formatting, written at a technical level appropriate for a college-educated audience, and appropriate use of J. Anim. Sci. Style &amp; Form, and logical form</td>
</tr>
<tr>
<td>Written appropriately for audience</td>
<td></td>
<td>Clear organizing statement that concurs with the weight of the evidence</td>
</tr>
<tr>
<td>Citations properly included</td>
<td></td>
<td>Source materials actually show what is claimed, and logical form</td>
</tr>
<tr>
<td><strong>Policy recommendations</strong></td>
<td>10%</td>
<td>Policy recommendations are realistic and follow from the preceding argument</td>
</tr>
<tr>
<td>Recommendations are realistic and follow from the preceding argument</td>
<td></td>
<td>The issue is clearly and coherently stated, and logical form</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>15%</td>
<td>Clear concluding statement that concurs with the weight of the evidence</td>
</tr>
<tr>
<td>Argument structure</td>
<td>55%</td>
<td>The points are laid out in a clear, easily followed, and logical form</td>
</tr>
<tr>
<td>Accuracy of interpretation of source materials</td>
<td></td>
<td>The points raised support the conclusion, and logical form</td>
</tr>
<tr>
<td>Sufficient support</td>
<td></td>
<td>No important elements of support are excluded</td>
</tr>
<tr>
<td>Source materials actually show what is claimed, and logical form</td>
<td></td>
<td>The points are laid out in a clear, easily followed, and logical form</td>
</tr>
<tr>
<td>Accuracy of interpretation of source materials</td>
<td></td>
<td>The points raised support the conclusion, and logical form</td>
</tr>
<tr>
<td>Clear presentation of thesis</td>
<td></td>
<td>The points are laid out in a clear, easily followed, and logical form</td>
</tr>
<tr>
<td>Explanation of topic relevance</td>
<td></td>
<td>The points are laid out in a clear, easily followed, and logical form</td>
</tr>
<tr>
<td>Implications/expected outcomes</td>
<td></td>
<td>Accuracy of interpretation of source materials</td>
</tr>
<tr>
<td>Relevant/setting requirements</td>
<td></td>
<td>The points raised support the conclusion, and logical form</td>
</tr>
<tr>
<td>Write assignment requirements</td>
<td></td>
<td>The points are laid out in a clear, easily followed, and logical form</td>
</tr>
<tr>
<td>Written appropriately for audience</td>
<td></td>
<td>The points are laid out in a clear, easily followed, and logical form</td>
</tr>
<tr>
<td>Citations properly included</td>
<td></td>
<td>Accuracy of interpretation of source materials</td>
</tr>
<tr>
<td>Grammar/Spelling</td>
<td>10%</td>
<td>Work is free from grammatical and spelling errors</td>
</tr>
<tr>
<td>Accuracy of interpretation of source materials</td>
<td></td>
<td>The points are laid out in a clear, easily followed, and logical form</td>
</tr>
<tr>
<td>Relevant/setting requirements</td>
<td></td>
<td>The points raised support the conclusion, and logical form</td>
</tr>
<tr>
<td>Written appropriately for audience</td>
<td></td>
<td>The points are laid out in a clear, easily followed, and logical form</td>
</tr>
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</table>
Animal / Equine Sciences Oral Communication Rubric

Evaluator: ____________________________________
Presenter/Title: ____________________________________

<table>
<thead>
<tr>
<th>Overall Grade (please circle one):</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
</table>

Assessment and Comments:

<table>
<thead>
<tr>
<th>Content</th>
<th>55 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrangement and explanation of information</td>
<td>Circle One: A B C D</td>
</tr>
<tr>
<td>Depth of knowledge/evidence of literature search</td>
<td></td>
</tr>
<tr>
<td>Quality of evidence</td>
<td></td>
</tr>
<tr>
<td>Recognition of alternative viewpoints</td>
<td></td>
</tr>
<tr>
<td>Properly credited</td>
<td></td>
</tr>
<tr>
<td>Concise and valid conclusions</td>
<td></td>
</tr>
<tr>
<td>Quality and completeness of answers to questions</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structure</th>
<th>15 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Macrostructure: Explanation of topic relevance, Detail presented concisely and clearly, Clear issue statement, Transitions</td>
<td>Circle One: A B C D</td>
</tr>
<tr>
<td>Microstructure: Language (word choice and phraseology), Technical jargon defined, Colloquialisms, Vocalized pauses</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Visual Aids [GCCR] 15 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effectiveness for conveying ideas</td>
</tr>
<tr>
<td>Choice of layout, organization</td>
</tr>
<tr>
<td>Legibility, amount of detail</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Delivery</th>
<th>15 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocal audibility</td>
<td>Circle One: A B C D</td>
</tr>
<tr>
<td>Enunciation and clarity</td>
<td></td>
</tr>
<tr>
<td>Absence of distracting mannerisms</td>
<td></td>
</tr>
<tr>
<td>Use of eye contact</td>
<td></td>
</tr>
<tr>
<td>Appropriately attired</td>
<td></td>
</tr>
<tr>
<td>Operated within time limit</td>
<td></td>
</tr>
</tbody>
</table>

General Comments:
[TECHNICAL WRITING]

WRD 204–001 :: Generic
T/TH 9:30–10:45 :: WTYL B-35

Brian J. McNely, Ph.D.
POT 1315 | brian.mcnelly@uky.edu | @bmcnely

Office Hours :: T/TH 2:00–3:15 and by appointment
“Writing does not exist apart from its uses, for it is a tool for accomplishing object(ive)s beyond itself. The tool is continually transformed by its use into myriad and always changing genres.” “Learning to write means learning to write in the ways (genres) those in an activity system write.” Genres, therefore, are “historically constituted ways of forming and using this tool called writing among the people who carry on an activity.” “There is no autonomous, generalizable skill or set of skills called ‘writing’ that can be learned and applied to all genres or activities.”

— Russell, 1995

“Genres are not simply text types; they are culturally and historically grounded ways of 'seeing and conceptualizing reality.'”

— Spinuzzi, 2003

“Agency arises not from some unified valorized self but from the positions in which we function and the power those positions allow us to exert.”

— Winsor, 2006

“Knowing how to use the routines, rituals, and structures of language is to have agency in the face of change. In other words, human agency is enacted when people take the structures of language and use them to create interpretive stories of change.”

— Faber, 2002

“Displays of evidence implicitly but powerfully define the scope of the relevant, as presented data are selected from a larger pool of material. Like magicians, chartmakers reveal what they choose to reveal. That selection of data … can make all the difference, determining the scope of evidence and thereby setting the analytic agenda that leads to a particular decision.”

— Tufte, 1997

Over the next 16 weeks, we’ll explore technical communication as a function of culturally and historically conditioned forms of professional practice; such practice regularly occurs through a variety of technical genres — typified responses to recurring situations with field-specific norms and expectations related to social actions in the world. In other words, genres make things happen.

Genres are “traditions of producing, using, and interpreting artifacts” (Spinuzzi, 2003) that emerge from practice — from everyday expectations about how people in a given social group or profession will think, make, and do. Genres embody “a galaxy of assumptions, strategies, and ideological orientations” (Spinuzzi, 2003) that a given technical writer must negotiate in any given communicative situation.

Technical writing, therefore, is about everyday practice and meaning within the context of one's professional and organizational culture. In WRD 204, you will explore technical writing as a way of knowing, being, and interacting professionally — through writing, speech, and visual communication.

This course provides full GCCR credit for majors in Animal Science and Equine Science and Management. Check with your advisor for more information. To receive GCCR credit for this course, you must have successfully completed at least 30 hours of college-level coursework (that is, have sophomore status).
[OBJECTIVES]

Students will—

**Practice** technical communication:
- Recognize and work with important genres and styles of technical communication
- Consider the prevalence of technical writing in everyday experience
- Practice using common tools and technologies of technical writing production with proficiency

**Analyze** technical writing artifacts and practices:
- Critically interact with technical writing in everyday professional experience
- Explain rhetorical choices made as a result of both individual and collaborative work
- Analyze specific artifacts and/or organizations to better understand rhetorical, social, cultural, and political implications of technical writing in everyday experience

**Research** practices that impact technical writing scenarios:
- Plan and implement appropriate research practices that impact technical writing contexts
- Recognize appropriateness of different methods for producing and researching practices and contexts
- Explore and practice technical writing as a way of thinking, knowing, and being

**Produce** professional artifacts:
- Apply rhetorical and design principles to produce professional artifacts
- Apply principles of fair use, copyright and documentation conventions for print and digital media
- Recognize rhetorical possibilities of different modes and make sound choices when combining modes

[KEYWORDS]
Sources

Selected academic journal articles and chapters provided via Blackboard [BB] or syllabus [hyperlinked]

Assessment

Deliverables

- Practica (4) [2,500–3,000 words across four assignments | GCCR] 300
- Collaborative Informational Report [5,000–4,000 words | GCCR] 150
- Proposal for Lab or Recommendation Report [750–1,000 words | GCCR] 100
- Professional Presentation (Oral/Visual Progress Report) [GCCR] 100
- Final Lab or Recommendation Report [3,000 words | GCCR] 350

Course Total: 1,000

Grading Scale

A 900–1,000
B 800–899
C 700–799
D 600–699

NB: An average grade of “C” or better is required for GCCR credit on GCCR assignments. Midterm grades will be posted at MyUK; in lieu of a Final Exam, final projects are due by N:NN pm on mm/dd/yy.

Details

Grading Policy

Deliverables are assessed according to criteria distributed through Blackboard.

Storage and Backup

This course will require the consistent use of one or more of the following methods of digital storage and backup:

- Dropbox
- SugarSync
- Evernote
- Google Drive

Plagiarism and Academic Dishonesty

Proper citation is a hallmark of good scholarship. Crediting someone else's work—whatever form that work takes—is a nice thing to do.

It's nice to be nice to people.

Don't use someone else's work without giving them credit. Don't submit work for this class that you did for
another class. Don't falsify data. If in doubt, see Section 6.3.1 of UK's University Senate Rules on academic offenses and procedures. But mostly? Be nice to people and give credit where it’s due.

Attendance, Withdrawals, and Incompletes

Come to class—it’s fun!

Don't be late—you'll miss important stuff!

If you have more than 3 unexcused absences—for any reason—your final grade will be lowered by 50 points (5% of the course grade) for each missed class beyond the limit (for example, 4 absences will result in a 50 point reduction from your final course total).

Let me know early in the semester if you will miss class for university business or religious holidays. Please see the University Catalog for more information on withdrawals and incompletes.

Students Needing Accommodations

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours (or via appointment). 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.

In other words, please see me so that we can focus most effectively on your learning!

Writing Center

The UK Writing Center offers free one-to-one assistance on all of your writing projects for all of your classes. The Writing Center is full of wonderful people.

They are located in the HUB of the W.T. Young Library (B108B) and are open from 9:00am to 9:00pm, Monday through Thursday, and 9:00am to 3:00pm on Friday.
[**Calendar + Schedule**]

**Important Dates**

<table>
<thead>
<tr>
<th>Event</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative Informational Report</td>
<td>Tues, Week 10</td>
</tr>
<tr>
<td>Proposal for Lab or Recommendation Report</td>
<td>Tues, Week 12</td>
</tr>
<tr>
<td>Final Projects Presentations</td>
<td>Weeks 15 &amp; 16</td>
</tr>
<tr>
<td>Final Projects</td>
<td>12.16</td>
</tr>
</tbody>
</table>

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

**Week 1**

**Tues**  
**Writing is the Greatest Invention | On the New Literacy**  
**Golden Rules of Technical Writing | Agile Basics**  
**Hall of Technical Documentation Weirdness**

**Week 2**

**Tues**  
**Boroditsky, L. (2009). How does language shape the way we think?**  
Markel pp. 660–669; 715–754 | Grammar and usage refresher

**Thur**  
**Markel Ch. 1 | Introduction to Technical Communication**

**Week 3**

**Tues**  
Markel Ch. 2 | Ethical and Legal Considerations

**Thur**  
**Markel Ch. 3 | Writing Technical Documents**

**Week 4**

**Tues**  
**Brummett, B. (1979). Three meanings of epistemic rhetoric. [BB]**  
**Practicum Due | Analytic Memo [GCCR]**

**Thur**  
**Markel Ch. 5 | Analyzing Audience and Purpose**

**Week 5**

**Tues**  
**Spinuzzi, C. (2006). What do we need to teach about knowledge work? [BB]**  
**Markel Ch. 10 | Writing Effective Sentences**  
**Practicum Due | Audience Profiles [GCCR]**

**Thur**  
**Markel Ch. 6 | Researching Subject Matter**  
Collaborative Project Group Assignments

**Week 6**

**Tues**  
**Markel Ch. 20 | Writing Definitions, Descriptions, and Instructions**  
**Practicum Due | Professionalization Cheat Sheet in Markdown and HTML**  
**[GCCR Information Literacy in the Discipline]**  
Collaborative Project Ideation and Development [GCCR]

**Thur**  
**Markel Ch. 4 | Writing Collaboratively**

**Week 7**

**Tues**  
**Markel Ch. 17 | Writing Informational Reports**
Practicum Due | Descriptions and Instructions [GCCR]

Thur  Markel Ch. 9 | Writing Coherent Documents
Collaborative Project Methods Section and Peer/Instructor Review [GCCR]

Week 8
Tues  Markel Ch. 7 & 8 | Organizing Information & Communicating Persuasively

Thur  Markel Ch. 11 | Designing Documents and Websites
Collaborative Project Intro/Framing and Peer Review [GCCR]

Week 9
Markel Ch. 12 | Creating Graphics
Collaborative Project Analysis Section and Peer/Instructor Review [GCCR]

Thur  Markel Ch. 13 | Reviewing, Evaluating, and Testing Documentation

Week 10
Tues  Markel Ch. 14 | Writing Correspondence
Collaborative Informational Report Due [GCCR]
Final Project Suite Ideation, Development, and Peer/Instructor Review [GCCR]

Thur  Doheny-Farina, S. (1986). Writing in an emerging organization. [BB]

Week 11
Tues  Markel Ch. 16 | Writing Proposals
Proposal Draft and Peer Review [GCCR]

Thur  Markel Ch. 18 | Writing Lab Reports

Week 12
Tues  Markel Ch. 19 | Writing Recommendation Reports
Proposal Due [GCCR]

Thur  Markel Ch. 22 | Connecting with the Public (social media)

Week 13
Tues  Markel Ch. 21 | Making Oral Presentations

Thur  Markel Ch. 15 | Writing Job-Application Materials

Week 14
Tues  Final Projects Workshop and Peer/Instructor Review [GCCR]

Thur  No Class—Thanksgiving

Week 15
Tues  Final Projects Presentations [GCCR]
Thur: Final Projects Presentations [GCCR]

Week 16

Tues: Final Projects Presentations [GCCR]

Thur: Final Projects Presentations [GCCR]

Final

Thur: 3:30–5:30pm

Final Project Due [GCCR]