

Brothers, Sheila C

From: Bosch, Anna
Sent: Wednesday, April 17, 2013 12:40 PM
To: Brothers, Sheila C; Thomas, Toni
Cc: Leep, David; Mountford, Roxanne D; Timoney, David M; Mayberry, Stephanie R; Withers, Benjamin C
Subject: Freshman Summer Program CARES (

To: University Senate Council, Lee Blonder, Chair
From: Anna Bosch, Associate Dean, College of Arts and Sciences
Date: 4/17/13
RE: Freshman Summer Program Calendar Change
Cc: Toni Thomas, CARES Director
David Leep, Mathematics chair
Roxanne Mountford, WRD director
David Timoney, Associate Registrar
Benjamin Withers, Interim Associate Provost for Undergraduate Education

The College of Arts and Sciences has offered summer courses through the Freshmen Summer Program for many years now, at the request of the CARES program. We respectfully request approval from the University Senate Council to offer these courses with start and end dates differing from the regular summer session schedule.

Specifically, we request a calendar change for these courses to be offered during a 6-week summer program, taking place within the dates of the regular 8-week session. Please note that all A&S summer courses, including those offered by CARES, follow the Senate recommendations of meeting time per credit hour.

The Freshman Summer Program is aimed at talented high school seniors who take up to 6 credit hours of UK courses during the summer session. The 6-week program cannot begin with the start dates of the regular 8-week term, since many high school graduations conflict with the UK 8-week schedule. Furthermore, CARES programming requirements prohibit the CARES staff from managing the FSP through the end of the regularly-scheduled 8-week term. Thus the summer program, as developed and managed by CARES, cannot currently start or end with the usual dates of the UK 8-week session.

We respectfully request the Senate Council's permission to offer courses during the six-week period of June 10 through July 19, 2013.

The courses offered by the College of Arts and Sciences through this program are the following:
MA 109
MA 111
WRD 110

We also request a revised schedule for the UK course, UK 090, which is scheduled through the office of Academic Enhancement as part of the Academic Prep Program (APP).

Memorandum

To: Senate Council
CC: David Leep, chair, Department of Mathematics
From: Serge Ochanine, DUS, Department of Mathematics
Date: 4/11/2013
Re: Calendar Change for Summer II Courses

The Department of Mathematics in the College of Arts and Sciences is petitioning for a calendar change for the courses MA 109 021 and MA 111 021, offered during the 8-week summer session. The requested dates to offer the courses are June 10-July 19, 2013. The date change is being requested to support and accommodate the Office for Institutional Diversity's Center for Academic and Enrichment Services' Freshman Summer Program.

The Freshman Summer Program is offered to graduating high schools seniors and serves as a bridge program to ease the transition from high school to college. As a result of the high school calendars and pending graduations, it is not feasible to begin the program course at the start of the Summer II term. The 2012 FSP course syllabus is attached.

S. Ochanine

Serge Ochanine

Contact Information

Instructor: Morgan Schreffler

Office: 902 Patterson Office Tower

Office Hours: T 6:00 - 7:00 PM, W 1:00 - 2:00 PM, F 2:30 - 3:30 PM, and by appointment

E-mail Address: morgan.schreffler@uky.edu

Course Information

Text: *College Algebra*, by Thomas W. Hungerford and Douglas J. Shaw, 5th Edition

ISBN 978-1-111-95167-2

Course Meetings: MTWRF 8:30 - 9:50 AM (lecture)

MTR 1:00 - 2:20 PM (workshop)

Course Goals

This course is intended to prepare you for either MA113 (Calculus I) or MA123 (Elementary Calculus). Throughout the semester we will be covering the following material:

- The Real Number System
- Solving Equations
- The Cartesian Coordinate System
- Systems of Equations
- Inequalities
- Functions, including:
 - Exponential Functions
 - Logarithmic Functions
 - Polynomials, and
 - Rational Functions
- Applications

Expectations and Requirements

Daily Homework: Mathematics is not a spectator sport. You can not expect to learn math by simply sitting through lecture any more than you could expect to be a star athlete by watching other athletes play their sport and saying “Aah, now I can do it!” Math must be practiced every day. As such, odd-numbered problems from the textbook will be assigned every day as homework. These problems will not be collected or graded; they are entirely for your benefit.

Attendance: Attendance is important and mandatory, both in lecture and in workshop. I will keep attendance by way of a daily, one-problem quiz taken from the homework. These are not intended to crush your grade, nor are they intended to launch you from a D to an A. They are for me to keep attendance and make sure you are practicing, and to warm you up for the day’s discussion.

Graded Assignments: Periodically, I will assign a small number of problems to collect and grade for partial credit. There will be no more than five of these assignments, and you will be given at least three school days to complete them.

Exams: There will be three regular exams given throughout the semester, and one final. The exams are tentatively scheduled for June 22 (8:30), July 3 (1:00), and July 13 (8:30), and the final is tentatively scheduled for July 20 (8:30). The first three exams will not strictly be cumulative, but all mathematics is cumulative by nature, so expect to study old material as well as new when preparing for an exam. The final will be cumulative.

Grades: Final grades will be determined using the following distribution:

Item	Percentage of course grade
Attendance Quizzes	12
Graded Assignments	16
Exam 1	16
Exam 2	16
Exam 3	16
Final Exam	24

Academic Honesty: Math is a collaborative activity. Rarely do you see new math developed by a single individual. More often than not, it is the product of a collective effort by many mathematicians. As such, I strongly encourage you to work in groups. However, when you turn something in to me, it should be your work and ONLY your work. Working together to come up with a solution is acceptable. Everyone turning in the exact same assignment word for word is not acceptable.

Electronic Devices: I HATE when students use their phones during class. Please refrain from using electronic devices during class. This includes, but is not limited to: phones, pagers, iPods or MP3 players, and laptop computers.

Classroom Etiquette: Please be respectful to me and to your fellow classmates. We are all in this together! For anything I have failed to mention, please refer to University or CARES Policy.

MA 111–021: Introduction to Contemporary
Mathematics
Course Syllabus - Summer 2011
MTWRF 8:30–9:50 CB 337
MTR 1:00–2:20 POT 05

Instructor Kayla Blyman
Office: POT 906
Email: kayla.blyman@uky.edu
Phone: 859-257-6817
Office Hours: By Appointment

Course Description This course explores mathematical methods in a series of applied areas, such as Mathematics of Voting, Mathematics of Sharing, Mathematics of Finance, and Mathematics of Travel. The course is not available to persons who have received credit in any mathematics course of a higher number with the exception of MA 112, MA 123, MA 162, MA 201, and MA 202. Credit is not available on the basis of special examination.

Prerequisites Two years of high school algebra and a Math ACT score of 19 and above, or MA 108R, or math placement test.

Expected Outcomes For most of the students, this course will be an introduction to some modern mathematical methods in application to real life problems. It is expected that by the end of the semester, the students will acquire an informal understanding of a variety of new mathematical methods and will be able to appreciate their power and beauty.

Textbook We will be using the book *Excursions in Modern Mathematics* by Peter Tannenbaum (second custom edition for the University of Kentucky) published Pearson Education, Ltd.

Schedule The Following constitutes an approximate schedule (subject to changes) for the course:

June 14 - June 17 Mathematics of Voting - Chapter 1

We will discuss several common voting methods and fairness criteria. We will see that some of these methods are better than others, but also that there is no perfect method satisfying all four of the fairness criteria widely expected to be satisfied by a fair voting system (Arrow's Theorem).

June 20 - June 27 Mathematics of Sharing - Chapter 3

We will discuss several fair division games and what exactly a fair division entails. Perhaps surprisingly, we will find that when we satisfy certain conditions we can guarantee that each player in the game receives a "fair" share.

June 28 - June 30 Mathematics of Finance - Chapter 10

We will discuss various mathematical components that appear regularly in the world of finance. Through our discussions of percents and various forms of interest the student will become a more informed consumer in the financial world.

July 5 - July 8 Euler Circuits - Chapter 5

This will be a brief introduction to Graph Theory and its applications to situations where one needs to find the best route (for example, designing the best route for mail delivery). We will discuss three famous Euler theorems and the so-called Fleury's algorithm.

July 11 - July 14 The Traveling Salesman Problem - Chapter 6

Continuing with Graph Theory, we will discuss the problem of finding the cheapest circuit for weighted graphs. This kind of problem arises, for instance, when one needs to find the most cost effective flight itinerary while visiting a given set of cities. We will discover several algorithms and discuss their relative merits.

July 15 - July 21 Kruskal's Algorithm - Chapter 7

Yet another application of Graph Theory is finding optimal networks. This kind of problem arises when we need to find the most cost effective way to get some utility (such as electric or water) to multiple communities. This idea is also used quite often in Computer Science.

July 21 - July 22 Graph Coloring - Mini-Excursion 2

In a final application of Graph Theory, we will use properties of graphs to determine the number of colors necessary to color various graphs. In this section we will see applications to map coloring and partitioning objects. We will discuss the famous Four Color Theorem.

Course Organization Grades for the course will be a combination of four components - homework, quizzes, exams, and a final project - weighted as follows.

- (1) Homework: 15%
- (2) Quizzes: 15%
- (3) Exams: 10% each for a total of 60%
- (4) Final Project: 10%

The grading scale for final grades, with the aforementioned parts weighted as above, will be as follows:

- A: 90% - 100%
- B: 80% - 89%
- C: 70% - 79%
- D: 60% - 69%
- E: Below 60%

Attendance While it is not a direct part of your grade, attendance is mandatory. The official list of excused absences is short. It includes illness, death of a family member, and any trips organized by the university. Excused absences must be reported as soon as possible. To report an absence, **email me** at the above provided email address. This is the **only** accepted way to report an absence and you are expected to furnish proof demonstrating the cause compelling you to miss class at the next class meeting for which you are present. If you are not in class, the CARES office will promptly be notified and disciplinary action may ensue. In short, **be here**.

Homework There will be at least one homework problem assigned for **each** class which will be collected **at the beginning of the morning class** the following day. No late homework will be accepted for any reason beyond those listed as University excused absences in the University Senate. These homework problems are meant solely to assist you in your preparations for exams. Therefore, it is to your benefit to complete them fully each time. They will be graded on the basis of completion rather than accuracy.

Quizzes We will have a quiz **every** time the class meets, with the exception of Exam days. The quiz will cover the material which was covered the class before and will be graded for accuracy. Solutions will be provided for all quizzes. If you do not understand something we are discussing in class, **ask questions**, I will slow down and work you through whatever is bothering you. However, if you wait and allow yourself to be lost, you will be unnecessarily losing points on your quiz the next class. No quizzes will be given late except in the case of an excused absence.

Exams Exams will cover only the material covered in the chapter leading up to them, and will be held within the normal class period. Students must notify the instructor at least one week prior to the exam if special accommodations are necessary, and within one week after the exam if the student missed the exam due to illness in order that a make-up exam can be scheduled. In the case that the student fails to comply with these deadlines they forfeit their right to receive an alternate or make-up exam.

Final Project During the final two class periods, we will embark on the text books Mini-Excursion 2. As a part of this Mini-Excursion, a project will be assigned and students will work together in small groups or as individuals to complete the project. More information will be given on this project as that part of the course draws nearer.

Cheating Students are encouraged to work together and with the FSP tutors on the course material. Part of the work in class may be group work. It is, however, expected that you work on all quizzes and exams alone. While you may work together on homework, every member of the class must turn in his or her own solutions and they must represent work that that individual has put into the assignment. Copying someone else's solution **or** allowing someone to copy your solution is cheating. **Don't do it!** Any kind of communication with other students during an exam will be considered cheating and prosecuted according to university regulations.

Calculators For part of the course you will need a scientific calculator. Using the calculator during the exam for any reason other than performing the required calculations will be considered cheating.

Help and Conflicts Occasionally, you may need extra help. Feel free to contact me for an appointment or catch me after class any day. In case you disagree with one of my decisions and feel that outside intervention is necessary to resolve the conflict, the first person to contact is the summer coordinator, Dr. Paul Koester (POT 705; 859-257-112).

Disabilities Students with documented physical, learning, or temporary disabilities may receive assistance and support from the Disability Resource Center. See documentation guidelines for more information at <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>. Students should provide the instructor with a copy of their accommodation letter as soon as possible.

Important Dates Please mark the following on your calendar.

Chapter 1 Exam: **Friday Morning, 17 June 2011**

Chapter 3 Exam: **Monday Afternoon, 27 June 2011**

Chapter 10 Exam: **Thursday Afternoon, 30 June 2011**

Chapter 5 Exam: **Friday Morning, 8 July 2011**

Chapter 6 Exam: **Thursday Afternoon, 14 July 2011**

Chapter 7 Exam: **Thursday Morning, 21 July 2011**

Memorandum

To: Senate Council
CC: Ben Withers
From: Karin Ann Lewis, PhD
Date: 4/17/2013
Re: Calendar change for Summer II courses

The department of Academic Enhancement in the Division of Undergraduate Education is petitioning for a calendar change for the Academic Preparation Program math course, UK 090 section 001, offered during the 8-week summer session. The requested dates to offer the courses are June 10-July 19, 2013. The date change is being requested to support and accommodate the Office for Institutional Diversity's Center for Academic and Enrichment Services' Freshman Summer Program.

The Freshman Summer Program is offered to graduating high schools seniors and serves as a bridge program to ease the transition from high school to college. As a result of the high school calendars and pending graduations, it is not feasible to begin the program course at the start of the Summer II term. The 2012 FSP course syllabus is attached.

Mathematics Academic Preparation Program

UK 090

Summer, 2013

WT Young Library, Basement room 110

CONTACT INFORMATION

INSTRUCTOR/Coordinator: Penny Robinson

EMAIL: penny.robinson@uky.edu

(best way to contact)

OFFICE LOCATION: 306B Complex Commons

OFFICE PHONE: 257-9171

OFFICE HOURS: By appointment

REQUIRED SUPPLIES

- Paper and something to write with, preferably a pencil with an eraser
- Any notebook capable of holding your class work and any additional paper distributed in class-spiral bound notebooks equipped with pockets should contain at least 100 pages
- ALEKS access code

COURSE GOAL

The goal of this course is to further your understanding of the fundamental concepts of mathematics along with beginning and intermediate algebra so that you are equipped to handle more advanced topics in subsequent mathematics classes. The primary purpose of UK 090 is that you learn and retain the information so that you are successful next semester and beyond.

UK 090 is a mastery-based course implementing ALEKS in a lab setting. ALEKS is individualized and web-based, allowing each student to progress through lessons designed to meet his or her goals for specific skills and mathematics knowledge in preparation for college level mathematics courses. Participants in the Math APP course may work in ALEKS on university computers in student computing labs on campus. Many choose to download ALEKS (www.ALEKS.com) onto their personal computer so they can work on their topics anytime and anyplace with an Internet connection. In the unlikely event that a student is unable to access a computer to progress through their topics, he/she should speak with the instructor as soon as possible.

Each student's particular lessons are based on the results of an initial assessment taken at the beginning of the course. These results exempt individuals from those topics that have been previously mastered and allow instruction through tutorials for areas where mastery has not yet been attained. Frequent assessments, some of which will be scheduled, ensure that students are mastering topics. For success in future mathematics courses, it is imperative that each student accepts responsibility for staying on track as much as possible in his/her individualized program of study in the course. In-class instructors and peer educators provide immediate instruction relevant to the material being studied.

EXPECTATIONS

- Be in class prepared to work.
- Be on time and remain in class until dismissed. Tardiness in excess of 5 minutes may count as an unexcused absence. Please speak to your instructor *in advance* when you know you may be late.
- End all cell phone use before entering class-failure to comply will result in being asked to leave class, resulting in an unexcused absence.
- Participate in class activities-working on another class during this time is not permitted.
- Ask questions.

- Spend at least **5 hours per week** working in ALEKS (including out-of-class time). While possible, it is not reasonable to expect that all the lessons can be completed during class time. Plan on spending several hours per week in ALEKS outside of scheduled class meetings.
- Frequently check your UK and ALEKS email accounts, Blackboard, and the ALEKS course calendar for announcements pertaining to this class.
- Comply with the rules outlined in the *Student Rights and Responsibilities* handbook regarding cheating and plagiarism, as contained in sections 6.3.1 and 6.3.2. Information can be found at <http://www.uky.edu/Ombud/>.
- Comply with the rules presented at the beginning of each ALEKS assessment. Penalties for failing to comply include loss of participation point(s), a grade of zero for the current objective, and/or a failing grade for the course. A grade of Z is not available in this case.

ATTENDANCE POLICY

Attendance is required. Students must sign in on the attendance sheet to record attendance. Failure to do so could result in an absence. If an absence is unavoidable, it is the student's responsibility to provide acceptable documentation for excused absences. See <http://www.uky.edu/StudentAffairs/code> . More than two unexcused absences results in a final grade of E (failing). Class time missed for each of a maximum of four unexcused absences may be "paid back" by attending class for 75 minutes outside of the regularly scheduled time. In order to "pay back" time the student must fill out a voucher completely, leaving it with the section instructor. The section instructor will submit the paperwork to the appropriate instructor. Time must be "paid back" within two weeks of the unexcused absence and prior to the last day of class for the semester. Please address any questions about absences and the "payback" process to your instructor.

GRADING POLICY

The following categories will be evaluated for a grade in UK 090.

- ALEKS objectives/topics
- Homework
- Participation in ALEKS or related course activities
- A scheduled ALEKS assessment taken at the conclusion of the course

The final grade for the course will be based on the number of points accumulated throughout the semester. Points will be earned according to the following.

ALEKS Objectives grade	70 points possible
Homework average	10 points possible
Participation score	15 points possible
<u>Last ALEKS Assessment</u>	<u>05 points possible</u>
TOTAL:	100 points possible

Therefore, the formula to compute the final grade percentage is

$$\text{Final Grade} = .70(\text{ALEKS objectives avg}) + .10(\text{Homework avg}) + .15(\text{Participation score}) + .05(\text{ALEKS assessment score}).$$

The corresponding letter grade will be based on the given scale.

- **A** 90%-100%
- **B** 80%-89%
- **C** 70%-79%
- **D** 60%-69%

- **E** below 60%
- **Z:** Student made significant progress throughout the semester but needs more time to successfully master the material (i.e. participation grade $\geq 70\%$). This student will reenroll and continue in the course during the subsequent semester until successfully completing the individualized program of study
- **NOTE:** A student with three or more unexcused absences will not receive a passing grade in UK 090

ALEKS OBJECTIVES/TOPICS

Topics in the Beginning and Intermediate Algebra Combined course are divided into pie wedges. Topics become available as the student gains the necessary skills to learn the new topic, therefore not every unlearned topic is visible to the student. Topics are further organized into Objectives. Objectives are given completion deadlines. The tentative deadlines for the spring 2013 semester are as follows:

- | | | |
|-----------------|---|--------------------------|
| • Objective #1 | Course Readiness | Due on or before 6/14/13 |
| • Objective #2a | Linear Equations and Inequalities | Due on or before 6/18/13 |
| • Objective #2b | Graphing Linear Equations in Two Variables | Due on or before 6/21/13 |
| • Objective #3a | Polynomials and Properties of Exponents | Due on or before 6/25/13 |
| • Objective #3b | Factoring Polynomials | Due on or before 6/28/13 |
| • Objective #4 | Radicals | Due on or before 7/3/13 |
| • Objective #5 | Systems of Equations, Quadratic Equations and Functions, and More on Equations and Inequalities | Due on or before 7/10/13 |
| • Objective #6 | Rational Expressions, Relations and Functions | Due on or before 7/17/13 |

HOMEWORK

Throughout the summer, homework will be assigned primarily through ALEKS. When ALEKS homework has been assigned, it will be available under the "Assignments" tab in ALEKS.

PARTICIPATION

Success in UK090 is based primarily on progress in ALEKS. It is imperative that students spend a sufficient amount of time each week progressing through and mastering their topics. Data suggests a strong relationship between the amount of time spent working in ALEKS and the progress made in ALEKS. The expectation is that the student will be actively engaged in ALEKS or related activities during class and will continue to work outside of class toward topic completion. A participation point will be awarded weekly to students who have spent **at least five hours per week** working in ALEKS. At the instructor's discretion, participation points may be given for additional assignments/activities, including but not limited to notebook checks and required peer educator meetings.

Notebook Checks will be conducted at least one time during the semester. The notebook is expected to be more than an accumulation of scratch work, rather it is to be a resource for students when they move on to credit-bearing math. The notebook should contain handouts from class and entries for each topic studied along with at least one example pertaining to the topic. Entries should be dated and added to on a consistent basis.

UK 090 EXIT CRITERIA

Students in UK 090 **must pass the course** in order to progress to credit-bearing math at UK. Because the content of the course varies from student to student, the length of time required to pass the course varies. Students not finished at the conclusion of one semester reenroll the subsequent semester, essentially picking up where they left off.

ACCOMMODATIONS

- *Any student with a disability who is taking this course and needs classroom or assignment accommodations, should contact the Disability Resource Center, 257-2754, room 2 Alumni Gym, jkarnes@uky.edu. All students must provide proof of the disability and the need for accommodations before services are rendered. This will usually be in the form of a psychological report or medical statement, and a qualified licensed psychiatrist, neuropsychologist, or relatively trained medical physician must sign the documentation.*

Memorandum

To: Senate Council

CC:

From: Deborah Kirkman, Associate Director of Composition, WRD

Date: 4/17/2013

Re: Calendar change for Summer II courses

The Division of Writing, Rhetoric, and Digital Studies in the College of Arts and Sciences is petitioning for a calendar change for its WRD 110 course, sections 020, 021, 022, offered during the 8-week summer session. The requested dates to offer the courses are June 10-July 19, 2013. This date change is being requested to support and accommodate the Office for Institutional Diversity's Center for Academic and Enrichment Services' Freshman Summer Program. Our 2012 WRD 110 FSP course syllabus is attached.

The Freshman Summer Program is offered to graduating high schools seniors and serves as a bridge program to ease the transition from high school to college. As a result of high school calendars and pending graduations, it is not feasible to begin the program's courses at the start of the Summer II term. Anchoring the course to the end of the 8-week summer session is likewise difficult because CARES staff actively coordinate support services for our course during its duration; however, they must also prepare for in-coming first-year students to support the university's diversity initiative.

Composition and Communication I (WRD110-021)

Instructor: Mr. Shank

Office Location, Phone: 1518 POT, (859) 257-1840

Available by appointment

Email: NathanShank@uky.edu

Class Location: Funkhouser B8

Class Hours: MTRF 10:00 am-11:20 am, MTWR 2:30 pm-3:50 pm

Course Description

Composition & Communication I is the first course in a two-course sequence designed to engage students in composing and communicating ideas using speech, writing, and visuals. Students will develop critical thinking and information literacy skills within an academic context that emphasizes the problems confronting educated citizens of the twenty-first century. Students will practice composing, critiquing, and revising ideas for audiences in oral, written, and visual formats, and will work in small groups to develop interpersonal communication skills.

Overview

This course asks you to ask questions. How do we speak? How do we write? What beliefs do we hold, and how should we communicate those? To begin this search, we will investigate ethics as a means of approaching the skills of composition and communication in written and oral forms. We will critically engage with our internal beliefs, with the beliefs found in the public sphere, and with the correlations between them. By doing both formal and informal research, we will inquire into the kinds of ethics that are important to the world beyond our personal experiences. We will study what strategies work well in order to share these beliefs in meaningful ways. You will work individually and in pairs to locate, analyze, present, and revise this information. You will present speeches to the class on your findings and collate it into visual and written compositions with attention to design. You will pursue ethical topics which stem from your own interests. By keeping inquiry central to its methods, this course will focus on both process and product. It will be void of memorization or other test-taking skills. This course will help the you be more aware, intentional, and effective at speaking and writing across different contexts.

Student Learning Outcomes

By the end of the semester, you will be able to

- compose written texts and deliver oral presentations that represent a relevant and informed point of view appropriate for its audience, purpose, and occasion in an environment that reinforces the recursive and generative nature of the composition and delivery rehearsal processes.
- demonstrate an awareness of strategies that speakers and writers use in different communicative situations and media, and in large and small groups; learn to analyze and use visuals effectively to augment your oral presentations; to employ invention techniques for analyzing and developing arguments; to recognize and address differing genre and discourse conventions; and to document your sources appropriately.
- find, analyze, evaluate, and properly cite pertinent primary and secondary sources, using relevant discovery tools, as part of the process of speech preparation and writing process.
- develop flexible and effective strategies for organizing, revising, editing, proofreading, and practicing/rehearsing to improve the development of your ideas and the appropriateness of their expression.
- collaborate with peers, the instructor, and librarians to define revision strategies for your essays and speeches, to set goals for improving them, and to devise effective plans for achieving those goals.

Composition and Communication I (WRD110-021)

- engage in a range of small group activities that allow you to explore and express your experiences and perspectives on issues under discussion.

Required Materials

- *Compose, Design, Advocate: A Rhetoric for Integrating Written, Visual, and Oral Communication*
→ A note on the text: Unlike traditional textbooks, this one has information scattered throughout its pages, not always in a linear fashion. I strongly recommend reading all the material on each assigned page, even when it appears to be optional exercises, as you never know when one of these sidebars will spur you on to an idea.
- *A Pocket Style Manual*
- 3x5 inch index cards for speech notes
- Pen and paper

Grading Policy

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

- Personal Ethics Speech: 20%
- Ethics Research Essay 20%
- Dialogue & Design Project: 40%
- Quizzes 10%
- Homework 10%

A = 90-100
B = 80-89
C = 70-79
D = 60-69
E < 69

A rubric will be distributed in advance of all major assignments.

Participation and Attendance

Since discussion is an integral part of the course, you should be prepared for class, on time, and offer productive comments based on the assigned readings. Preparation involves not only reading but also making notes about the reading so that you are prepared to discuss issues in depth. Pop quizzes will occur frequently to make sure all students have read the assigned material.

You can accrue three unexcused absences without penalty, but your final course grade will be reduced by a half letter grade (5%) for each unexcused absence thereafter. To receive an excused absence, you should provide official documentation; if for a sponsored University activity (such as intercollegiate athletics), documentation should be provided in advance. The University Senate and the Division of Writing, Rhetoric, and Digital Media set a limit on total absences—both excused and unexcused—at 1/5th of the total class meetings.

Students who are 10 minutes late will be marked absent for the day. That absence will become an unexcused absence, weighing against your total number of unexcused absences, if you cannot provide proper documentation. If a quiz occurs, you can only make it up if you have a valid, documented excuse for your tardiness.

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

Composition and Communication I (WRD110-021)

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.

Late Assignments

Your assignments for this course—including speeches, essays, and informal assignments—are due on the dates indicated in the class schedule below or as indicated in class. Late assignments are not accepted. All assignments should be posted on Blackboard, which puts a date-time stamp on them. They should be posted before class in order to be marked as on time. You may request (at least a week in advance) one two-day extension of the due date on the final draft of a major written assignment (not a draft). Late assignments are not accepted unless a two-day extension has been requested and approved in advance of the deadline. If you are absent on a day when an assignment is due or your speech is scheduled, you will be allowed to hand in or make-up that work only if the absence is officially excused.

Students missing any graded work due to an excused absence are responsible for informing me about their excused absence and providing documentation within one week following the period of the excused absence (except where prior notification is required), and are responsible for making up the missed work. I will give you an opportunity to make up the work and/or the exams missed due to an excused absence, and will do so, if feasible, during the semester in which the absence occurred. Assignments missed due to an unexcused absence may not be made up for credit.

Plagiarism

Part II of Student Rights and Responsibilities 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. See section 6.3.I, online at <http://www.uky.edu/StudentAffairs/Code/Section%20VI.pdf>

For cases in which students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission. When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

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

Whenever you use outside sources or information, you should carefully acknowledge exactly what, where and how you have employed them. If the words of someone else are used, you should put quotation marks around the passage in question and add an appropriate indication of its origin. Plagiarism also includes making simple changes while leaving the organization, content, and phrasing intact. However, nothing in these rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

Composition and Communication I (WRD110-021)

You may discuss assignments among yourselves or with me or a tutor, but when the actual work is done, it should be done by you alone unless the assignment has been designed to be conducted with a partner or small group of classmates. All work submitted should be new, original work; you may not submit work you have produced for another purpose or class, including a previous CIS or WRD 110 course. If you do, you will have plagiarized.

Class Conduct

In order to maintain a productive work environment, I expect you to turn off your cell phone before each class period and refrain from eating, sleeping, reading irrelevant materials, talking once class is in session unless asked to do so, and entering the classroom late or leaving early without permission. Texting is not permitted in class. Students may receive a zero on that day's class participation grade for texting during class. Students who engage in behavior so disruptive that it is impossible to conduct class may be directed to leave for the remainder of the class period. See UKY's Code of Student Conduct for further information on prohibited conduct: <http://www.uky.edu/StudentAffairs/Code/partI.html>

Blackboard

The daily schedule may change during the semester. You will be responsible for checking the online syllabus and schedule before beginning your homework for each of our class meetings for any changes or updates. I will post all major assignments here and on the announcements section on Blackboard. You are responsible for keeping back-up (I recommend several) copies of all your work since electronic texts can be lost. Copies of work can be saved in the "Content Collection" area of your Blackboard account. You are also responsible for checking to make sure that your assignments are posted to Blackboard on time, in the right location, and in the right format. Additionally, you are expected to check your email on a daily basis in case I need to contact you.

Resources

The Writing Center is located in W. T. Young Library, Thomas D. Clark Study, 5th Floor, West Wing (phone: 257-1368). You can walk in or make an appointment online (<http://web.as.uky.edu/oxford/>). The staff can help you identify and correct problems with all aspects of your writing as well as work with you on visual design. If you have additional problems with your speaking, you may also go to the Multimodal Communication Lab in I06 Grehan (phone: 859-257-8370). I recommend that you consider going to either location if you feel stuck at any stage of the communication process.

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.

Important Dates

- Personal Ethics Speech: 6/25
- Independence Day Holiday 7/4
- Ethics Research Essay: 7/9
- Ethics Dialogue & Design Project: 7/19

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Project 1: Personal Ethics: “This I Believe”

This two-part project includes a speech on your personal view of ethics and a researched essay over a particular ethical issue. Both of these assignments are governed by the strategy of inquiry. Their goal is to be exploratory, rather than argumentative, in order to progress in your thought-models of ethics. Successful projects will demonstrate curious, thoughtful, and nuanced ideas, which, while still in process, attempt to avoid parroting back an unquestioned response.

Personal Ethics Speech

Content: In this speech, you will present how an ethical issue has influenced your personal beliefs. We will discuss the purview of ethics in class. You will then model your speech after the “This I Believe” examples we go over, keeping in mind that some of these more sparsely incorporate ethical components than your speech ought to. Illustrate why this particular beliefs is meaningful to you by giving examples. These illustrations may be either personal or amassed from outside reading, but you will want to contextualize them with your own lifestory regardless. You should include a significant or formative moment from your life which has helped shaped an ethical belief (e.g., how you were changed by a story, quote, book, song, person, event). So, in telling your own narrative of what ethics means to you, this speech should arrive at two places: a presentation of an ethical belief tailored to your own experience and a question about this ethical belief which still appears hazy. The process and product of this speech should both result from asking questions, so you will want to end with an angle which inquires into where this issue might lead you in the future.

Requirements: Besides having content which matches the above description, your speech should contain at least one outside source, orally cited during the speech. Your speech should take 4-6 minutes and show evidence of having been rehearsed. A Powerpoint or Prezi presentation is also required, containing 2-3 slides (not counting a title slide) of minimal, supporting content and no sentences unless in a quotation. A working outline will be due the week before the speech and a final, full-sentence outline due the day you present. You may use no more than 4 3x5 notecards (one-sided) during the speech, which may not contain full sentences except for quotations. You may not use the lectern for this speech. This speech is worth 15% of your final grade.

Ethics Research Essay

Content: Building on what you have begun to question in the personal ethics speech, you will now investigate an ethical issue through formal research. Your ethical issue should narrow to become more specific in this incarnation (for example, instead of studying poverty, I might study American urban homelessness). The goal is to find out what scholars—those who study your topic as a lifecalling—are saying about an issue that is important to you. Your opinion and knowledge of the issue should expand based on feedback from your peers and instructor, in addition to the research you do. This paper will be informative but much less personal than your speech. Focus on laying out the major aspects of this topic based on what you discover from researching, since as you research, the major ideas of any issue will surface.

Requirements: Focused on research, this paper should include at least 5 sources, 4 of which come from UK Library resources (book, journals, databases, etc.). In-text citations, a Works Cited page, and correct introduction and integration of sources are integral to a successful paper. The essay should have 1500-

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2000 words (not counting Works Cited page). A 1000-word rough draft will be due a week before the final version. This paper is worth 20% of your final grade. Plagiarized papers will receive a zero.

Project 2: Social Ethics: “This We Believe”

Turning from your own ethical concerns, the second speech-essay pair develops your ability to question through ideas with another person. Many great thinkers have noted the importance of relationships and social bonds as foundational for ethics. This single project will both engage you interpersonally through partner work and let you present your ideas, as you continue to revise them, with an added viewpoint, a counterpart with whom you must find resolution. Design also moves to the foreground in this assignment through your consideration of audience and composition in a specific context.

Ethical Dialogue & Design Project

Content: Working with a partner, you will take up both of your ethical issues and pair them together, discovering relationships and points of similarity and difference. The goal is to discover areas of overlap between the two topics that you might not have noticed before and to see your own topic in a new light. Your method will be to revise your two topics based on instructor feedback, discuss what the two issues have in common, compose a visually-appealing project which reflects the ethical dimensions and connections between your topics, and then present a cooperative dialogue in which you question how your ethical issues relate. One way to do this is to find a situation, location, organization, event, or web community to which both issues apply. In other words, locate a case study for the ethical issues and show how they interrelate in that place. For example, if your topic were the human right called “freedom of movement” and your partner’s topic were homelessness in urban centers, you might discuss the rights of the homeless when they have been forced to leave a city which hosts the Olympics, such as was the case in the 1996 Atlanta Olympics. Another option is to show how both your ideas fit into a larger one. For example, if your topic were the ethics of euthanasia, and your partner’s topic were the ethics of the right to bear arms, then you could both research and discuss the ethics of freedom.

Requirements: After deciding how the two topics match up, you and your partner will then collate your research together, craft a carefully designed document which showcases the ethical positions and their connections, and present a 6-8 minute dialogue which explains the relationship of both ethical issues. Your stance should be both informative and interrogative, giving information while also making inquiry into the topic using critical thinking skills. The two main parts are the design document and the dialogue.

DESIGN DOCUMENT: As this project is a cumulative application of what you have learned about ethics throughout the semester, it should contain the following sections:

- Definition of Ethics
- Context of Ethical Issues
- Parts of Ethical Issues
- Media Example
- Statement of Shared Beliefs
- Statement of Differing Beliefs
- Revision of Ethical View

The order of these sections, the inclusion of others, and the overall design of them are all up to you. Microsoft Publisher will be the platform for this document on which you should thematize your

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composition. For example, if you are writing on the importance of the environment, you might have a motif which features green and brown and uses tree and plant shapes as sidebars. At least 5 visuals are required in addition to other design elements such as charts, diagrams, sidebars, pulled quotes, and image-text overlaps. Good projects will be at least as visually dense as the examples we go over in class. You should include at least 6 sources in this paper, but citations should adapt to your design and need not be MLA. The final word count should be no fewer than 3500 words. Although you may not copy from previous work, you are encouraged to rework the same issues, demonstrating how your view has progressed. The design document portion is worth 20% of your final grade.

DIALOGUE: In the dialogue, you can present the ideas that have filled your design document. There should be at least 7 exchanges (in which each person speaks), and the exchanges should imitate those qualities of the dialogues we discuss in class. Oral citations are required whenever sources are employed, and each partner should refer to at least two sources during the dialogue. A successful dialogue appears impromptu even though it has been carefully designed. You should use the design project as part of your presentation, but you should not read from the document so much as take us through the ideas, pointing out how your visual design is relevant to the topic's discussion. You will submit a formal proposal to the class the week before the dialogues begin. A Q&A will follow the formal portion of your dialogue in which the class will be required to ask questions about your topic and you will respond from what you have learned. You may use no more than 4 3x5 notecards (one-sided), none of which may contain full-sentences unless they are in quotations from sources. This dialogue portion is worth 20% of your final grade, 10% of which comes from your individual work and 10% from the dialogue as a whole. Note that individual work includes drafts, outlines, peer review, individual speech delivery and content of lines, and individual use of audiovisuals. The dialogue as a whole includes the design and organization of the exchanges, the connections made between the two topics, and the Q&A.

Course Schedule

The following course outline is subject to change. See Blackboard for more updated information.

Week 1 6/12-15

Tuesday AM

- Syllabus, Course introduction
- Speech anxiety

Tuesday PM

- Speech anxiety
- Ethics introduction
- **Homework:**
 - Read "Sight into Insight" by Annie Dillard
 - Read CDA 62-66, 252-3
 - Prepare for quiz

Wednesday

- Questioning
- Developing ethical questions; analyzing ethics
- **Homework:** Prepare Feet-Wet Speech (worth 2 homework grades)

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Thursday AM

- Feet-wet speeches

Thursday PM

- “This I Believe” as model and object of analysis
- Introduction to Personal Ethics speech
- **Homework:** Listen to 4 “This I Believe” Speeches from
 - <http://www.npr.org/series/4538138/this-i-believe>
 - <http://thisibelieve.org/essays/listen/classic/>
 - Write a 3-4 sentence paragraph analyzing each one and be prepared to discuss the ones you listened to

Friday

- Avoiding clichés in composition
- Developing ethics speech
- “This I Believe” examples discussion
- **Homework:**
 - Read CDA 90-96, 223-33, possible quiz
 - Write a paragraph discussing an ethical topic you might use for your speech

Week 2 6/18-22

Monday AM

- Discussion of ethics ideas
- Structure of paper

Monday PM

- Curiosity Exercise
- Powerpoint
- **Homework:** Read
 - CDA 143-50,
 - *A Pocket Style Manual* 87-103
 - Possible quiz (due Wednesday)

Tuesday – no class, student advising conferences

Wednesday

- Introduction to web research
- **Homework:** Begin researching for speech: read and print a potential source

Thursday AM

- Discussion of sources
- In-class work

Thursday PM

- Outlining
- Sample student outlines

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- **Homework:**
 - Read CDA 239-55, possible quiz
 - Complete the outline that was begun in-class

Friday

- Outline peer review
- Public speaking skills
- **Homework:**
 - Be prepared to give a full-length rehearsal of your speech (and be prepared to give the speech itself, if going)
 - Rehearse speech
 - Working outline due

Week 3 6/25-29

Monday AM

- Rehearsals

Monday PM

- Speeches
- **Homework:**
 - Prepare for speech (if going)
 - Read:
 - CDA 320-I (on analysis)
 - The United Nations Universal Declaration of Human Rights:
<http://www.un.org/en/documents/udhr/>
 - Possible quiz

Tuesday AM

- Speeches

Tuesday PM

- Introduction to social justice
- **Homework:** Read Jonathan Kozol, "Still Separate, Still Unequal," possible quiz

Wednesday

- Kozol
- Research skills
- **Homework:** Research:
 - Determine what key terms you believe Kozol's essay falls under
 - Search for these and find an article which broaches the same topic
 - Print your article
 - Read and annotate it and be prepared to discuss its main points with the class

Thursday AM

- Social justice and brainstorming ethical issues

Thursday PM

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- Annotation
- **Homework:**
 - Read Jonathan Rauch, “Why Incendiary Speech Must Be Protected,” possible quiz (due Thursday)
 - Skim CDA 34-41

Friday – no class, student trip

Week 4 7/2-6

Monday AM

- Rauch discussion: Prejudice and Political Correctness Vs. Justice

Monday PM

- Research and thesis statements
- Model essay
- **Homework:**
 - Draft an introductory paragraph with thesis statement if not finished in-class
 - Print two sources for ethics essay and annotate them
 - Read *A Pocket Style Manual* 104-118, 121-3

Tuesday AM

- Research and Revision
- Research: Introduction and Integration

Tuesday PM

- MLA
- Plagiarism
- **Homework:**
 - Work on paper
 - Read CDA 191-218, possible quiz
 - 1000-word draft due

Wednesday – no class, Independence Day

Thursday AM

- Plagiarism quiz
- Writing skills

Thursday PM

- In-class work
- **Homework:**
 - 1500-2000-word PRINTED rough draft due; bring scissors
 - Read CDA 221, possible quiz

Friday

- Transitions
- Peer Review

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- Final draft due, uploaded to BB by classtime Monday AM

Week 5 7/9-13

Monday AM

- Introduction to dialogue and design
- In-class reader's theater

Monday PM

- Tools of inquiry
- Discussion of final project
- **Homework:**
 - Upload a link to a dialogue from a Youtube clip to Blackboard
 - Work on Dialogue: Come up with a set of deadlines for your pair for dialogue and design project

Tuesday AM

- Dialogue discussion
- Design project structure

Tuesday PM

- Pair work: Dialogue composition and interpersonal skills
- Introduction to Microsoft Publisher
- **Homework:**
 - Complete pair-assigned homework
 - Read CDA 262-9 on design, possible quiz

Wednesday

- Design principles I (CARP)
- Pair work: Dialogue & Design composition
- **Homework:**
 - Proposals due (be prepared to explain proposal to class)

Thursday AM

- Proposal presentations

Thursday PM

- Revision: revisiting questioning
- Ethics: revisiting principles
- **Homework:**
 - Read CDA 270-304 on design, possible quiz

Friday

- Design principles II
- **Homework:** Read CDA 329-44, possible quiz

Week 6 7/16-20

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Monday AM

- Visual Analysis
- In-class work on project

Monday PM

- Visual Analysis, Media
- In-class work on project
- **Homework:**
 - Work on final project
 - Bring in a possible media examples of ethics

Tuesday AM

- Visual Analysis
- Media examples

Tuesday PM

- **Homework:**
 - Bring in 2 copies of final project draft to peer-review
 - Be prepared to rehearse your project

Wednesday

- Peer review and Rehearsal
- In-class work

Thursday AM

- Dialogue presentations

Thursday PM

- Dialogue presentations

Friday

- Course wrap-up