

Outstanding Teaching Award
University of Kentucky | 2018

Application Portfolio

Dr. Lauren E. Cagle
Assistant Professor
Writing, Rhetoric, and Digital Studies

Personal Statement on Teaching

My disciplinary subfield, technical communication, has a well-established pedagogical tradition of preparing students for workplace communication, primarily in STEM fields. In keeping with that tradition, I teach students to write for professional and academic contexts, with lessons that range from helping students revise resumes and cover letters to introducing them to reference management software, from guiding students through the basics of Microsoft Word styles to addressing the challenges of communicating complex technical information to lay audiences.

However, I am not solely concerned with students' workplace preparation. I believe that higher education can be a powerful force encouraging students' awareness of and participation in the public sphere. My commitment to education's democratic potential draws on pedagogical and civic theory from thinkers as diverse as John Dewey, Paulo Freire, and Audre Lorde. From these theorists, I have developed an approach to teaching that takes students seriously; I respect their experiences, views, and goals not just as students, but as members of broader cultural and political communities.

To support students as they prepare to be productive and critically engaged participants in both the workplace and the public sphere, I design my courses to connect theory and practice. My classes provide a unique experience for many students by connecting them with relevant experts, audiences, and other stakeholders. Since coming to the University of Kentucky in 2016, I have fostered partnerships across the college and university, in the community, and with professional organizations. Through these partnerships, I introduce students to practitioners and scholars whose insights and experiences can guide students' efforts to apply the writing theories and skills they learn and practice in my classes.

My academic and community partners get involved in my classes in a number of ways, such as helping me prepare syllabi that are up-to-date on industry best practices, guest lecturing, and acting as clients for service learning projects. For example, my syllabus for WRD 406: Designing and Communicating Complex Information includes a semester-long group project in which students learn about a complex technical issue and work in teams to design public-facing communications about that issue for a community client. In Fall 2017, we partnered with the Kentucky state Division for Air Quality (DAQ), and student teams produced an FAQ video, display banners, and materials for DAQ employees to use in community meetings about air quality. Students learned about the DAQ's work first-hand by visiting their offices in Frankfort and taking a field trip to a local air quality monitoring station to learn about the technical equipment directly from scientists working in the field. Our contact at the DAQ, the division's Education and Outreach Coordinator, met with students multiple times to discuss ongoing projects and give feedback on student drafts. Students reported that this project helped them apply the theoretical concepts we were reading about and gave them a strong sense of responsibility for and ownership over their work in the class. I am continuing this partnership with the DAQ in Fall 2018, when we are collaborating on a project that will teach students universal design principles for creating websites, texts, and graphics that are accessible to audiences with diverse abilities. For this class, I am also collaborating with the College of Communication and Information's Co-Lab, which will provide resources and guidance for students conducting usability testing.

This project, and others like it in my classes, are deliberately constructed as team projects, in which students learn strategies for project management and collaborative writing. Practicing these strategies allows students to develop an understanding of communication as a tool for building and negotiating shared realities; throughout the semester, students negotiate with each other how to organize their work, which words to use, what tone to take, which aesthetic best suits the audience, and so on. This exposure to collaborative writing's benefits and challenges prepares students for the teamwork they are likely to encounter in the workplace and as engaged community members. To support students' teamwork, I provide explicit instruction on project management, including discussions of how different approaches to collaborative writing provide different opportunities for co-construction of knowledge. Students often report that group projects in my class are the best team experiences they've had because of the focused attention we give to team dynamics and the purposes behind collaboration.

In teaching team projects, I also teach students how to critically evaluate and implement technologies for project management, communication, writing, and other skills and learning outcomes. The tight link between writing and technology provides an opportunity to engage students in thinking about their writing practices theoretically. For example, in WRD 210: Social Media, a course many students take to fulfill their Humanities Core requirement, I explicitly encourage the use of technology in class. However, students are not simply set loose to use technology in class without further guidance; I pair my technology-use policy with ongoing discussions of self-reflective social media use. I also model potentially productive uses of in-class technology by providing activity prompts on Canvas, suggesting techniques for using keyboard shortcuts to follow along with readings, and regularly requesting that students look up terms and facts relevant to our in-class work. Similarly, in WRD 310: Writing for the Natural Sciences, a course taken primarily by Chemistry majors to fulfill their Graduation Composition and Communication Requirement, I teach students to use reference management software and Microsoft Office programs to scaffold large-scale research projects and to create multiple writing products, from literature reviews to scientific poster presentations. The idea that technology is a tool, which can support our writing and learning outcomes through self-reflective and critical use, comes alive for students through ongoing applications of technology in and outside of class meetings.

My pedagogy is deeply informed by the sense of responsibility I feel to students to help them pursue both their career goals and their civic interests. I also feel responsible for ensuring that my classes are welcoming to students with a range of experiences and abilities. To that end, I apply my training in disability studies and feminist theory to ground my course content and classroom environment in an ethic of inclusion. My course materials are multimodally accessible to students with a variety of abilities, and I teach students to make their own work similarly accessible, using captions, image descriptions, and other best practices from universal design. I also recognize that students bring a variety of prior experiences and knowledge to their encounters with me, with other students, and with our course materials. To support students' diverse identities, I encourage them to infuse their work with their personal and professional interests. Students who are generally uncomfortable with or fearful of writing often report that my classes provided them with new enthusiasm for writing. I believe this outcome is valuable for students' continued success in higher education, and I achieve it by explicitly articulating to students my commitment to inclusion and my support for their own individual aspirations, interests, existing knowledge, and goals for their careers, their communities, and beyond.

Sample Syllabus #1 | WRD 406: Designing & Communicating Complex Information, Fall 2017

Instructor: Dr. Lauren E. Cagle
Office Address: 1351 Patterson Office Tower
Email: lauren.cagle@uky.edu
Office Phone: (859) 257-1115
Office hours: Tu/Th 11am-12pm and by appointment

CONTACTING ME

Canvas messaging and/or email is generally the best way to contact me. I also love chatting during office hours, so feel free to drop by.

My guarantee to you is that I'll always strive to answer messages Monday through Friday within 24 hours. Sometimes, it'll take 48 hours. Any messages sent over the weekend, I'll answer the following Monday.

My request for you is that you check in three places before you email me with questions: on the syllabus, in other course materials, and with your classmates. Of course, please feel free to email for clarification if you do find the answer, but need more explanation.

COURSE OVERVIEW

Course Description

This course addresses contemporary genres of professional writing, including professional correspondence, reports, and social media most often found in business, technical, and scientific communities. The course also addresses the common tools and technologies of professional writing production and practice.

To do this work, we will develop and produce a texts in multiple modes for the Kentucky Department of Environmental Protection's (DEP) Division for Air Quality (DAQ) in support of their education and outreach efforts. This service-learning approach will model the experience of being a technical communicator working with a client to design and communicate complex information. The goals of this client-based project are for you to:

- gain experience working with a client and responding to their needs and constraints,
- develop a proficient understanding of a specific and locally relevant technical and scientific issue,

- and practice accommodating complex technical and scientific information for a variety of genres, audiences, and purposes.

We will begin the semester by reading technical reports, scientific texts, and other materials to develop a detailed understanding of air quality as a technical, scientific, and social issue. Following that, we will meet with the DAQ's director of education and outreach to learn about the agency's mission and ongoing projects. Throughout the remainder of the semester, we will conduct independent research and work with DAQ Environmental Education Specialist Roberta Burnes to:

1. assess the agency's communication needs,
2. identify and analyze target audiences for the agency,
3. determine what kinds of textual artifacts will best communicate technical information to various audiences, and
4. draft, test, and finalize textual artifacts for use by the KY DEP DAQ in their outreach efforts to public and policy-making audiences

Our work will also account for constraints on the agency's rhetorical situation, including available financial resources, political climate, and time constraints.

While our focus in the course will be on the scientific, technical, and social aspects of a specific issue (air quality) and for a specific client (the KY DEP DAQ), the skills you will practice in the course are transferable. Additionally, you will read, discuss, and write about concepts from rhetorical and technical communication theory that are applicable across multiple contexts. These concepts include:

- Accommodation of scientific and technical information
- Genre as social action
- The formation of publics
- Sphere theory (public, private, & technical)
- Principles of environmental justice
- Competing models of public science communication (e.g., deficit model, engagement model, etc.)
- Citizen and community engagement with subject matter experts
- Competing models of the rhetorical situation
- Accessibility and universal design

In both individual assignments and our collaborative course project, you will connect theory and praxis in order to consider not only how we might design and communicate complex information, but also why. Accommodating complex technical and scientific information for non-technical audiences is among technical communicators' most challenging tasks. This course will prepare you 1) to understand why it is so challenging, and 2) to create deliverables that meet that challenge.

Prerequisites

WRD 204 or WRD 306 or consent of instructor.

Student Learning Outcomes

After completing this course, students will be able to:

- Read and summarize complex technical and scientific information.

- Develop research-based audience profiles for multiple audiences.
- Develop productive and professional relationships with technical communication clients.
- Explain how technical communication relates to environmental justice and stewardship.
- Define accommodation, accessibility, audience, and genre in relation to the rhetorical situation.
- Accommodate technical and scientific information for multiple audiences.
- Design and implement user experience testing for a variety of textual artifacts.
- Revise technical communication based on user feedback.

Required Materials

We will be reading a lot this semester. Some readings will be posted to Canvas for you to download. Other readings, primarily scholarly articles, you will be responsible for finding and downloading through the UK library website. The university spends a substantial amount of money for us to have access to scholarly journals, and that expenditure is justified by the amount of traffic through the library to those resources. Having you each download the readings individually will more accurately reflect the traffic our course is generating for the scholarship we're reading.

Course Assignments

Individual Assignments		25%
Reading Responses, etc.	<p>Most Tuesdays, you will come to class having read one or more scholarly articles. Tuesday classes will be devoted to discussion of these texts. To help you prepare for discussion, by midnight on Mondays, you will write a 200-300 word response to a prompt about the reading.</p> <p>The prompts will ask you to do one or more of three things:</p> <ul style="list-style-type: none"> • Summarize: rephrase the author's primary argument in your own words. • Analyze: consider how the author builds their argument and what the argument's implications are • Critique and connect: evaluate the argument's soundness and connect it to other scholarship, discussions, and/or illustrative examples <p>Due: most Mondays @ midnight</p> <p>Also, you'll complete the occasional quiz or activity that you get credit for (that's the "etc." part of this category).</p>	10%
Technical Summaries	<p>For the first half of the semester, we will read multiple technical and scientific texts about the issue of air quality. You will choose 3 of these texts and for each one write a succinct and clear summary for a non-technical audience.</p> <p>Due: Sundays @ midnight during weeks 2-8. You may turn in your summaries during any of these weeks, but I don't recommend leaving all three for weeks 6-8.</p>	10%

Mid-term Exam	You will complete an open-book, open-note mid-term exam that covers technical and scientific information about air quality, rhetorical theory, and technical communication scholarship.	5%
Collaborative Client-Oriented Project		75%
DAQ Brochures	To demonstrate your mastery of the technical information on air quality and practice writing for specific audiences, your team will produce brochures for multiple audiences on various aspects of air quality. Content and design choices will be based on primary and secondary research about specific audiences in Kentucky.	15%
Team Evaluation	You will individually complete a team evaluation that details every team member's contributions to the DAQ Brochures. Individual grades will be assigned for the DAQ Brochures based in part on these evaluations.	2%
Proposal	To prepare to produce the Final Artifact, you will collaboratively write a professional proposal aimed at an audience of two: me and our client at the DAQ. The proposal will describe your target audience and projected deliverable(s), as well as explain how the deliverable enables appropriate accommodation for the audience.	15%
Team Evaluation	You will individually complete a team evaluation that details every team member's contributions to the Proposal. Individual grades will be assigned for the Proposal based in part on these evaluations.	2%
Draft of Final Artifact	You will collaboratively complete a full beta version of your final artifact, which you will subject to user testing and on which you'll receive feedback from me and your peers. You will then revise your Final Artifact based on user, instructor, and peer feedback. you will revise your Final Artifact.	9%
Final Artifact + Letter of Transmittal	For the main course deliverable, you will collaboratively develop and produce a multimedia deliverable of your team's choosing designed to meet one or more of our client's specific needs. The deliverable will be accompanied by a letter of transmittal aimed towards our DAQ client that describes the Final Artifact and details its target audience, its intended context of use, and any other relevant information that will enable our client to use the artifact.	20%
Rhetorical Analysis of Final Artifact	You will collaboratively write an analysis of your Final Artifact that details for me, the instructor, the rhetorical choices you made while developing and producing the artifact. This analysis enables you to clarify how and why your accommodation(s) of complex technical information make certain content, language, design, and other choices.	10%
Team	You will individually complete a team evaluation that details every team	2%

Evaluation	member's contributions to the Final Artifact and Rhetorical Analysis. Individual grades will be assigned for the Final Artifact & Rhetorical Analysis based in part on these evaluations.	
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Submission of Assignments

Most work will be submitted through Canvas. Occasionally, I may ask you to bring in or submit hard copies of work.

If you miss any graded work due to an excused absence, you are responsible for informing me about your excused absence within one week following the period of the excused absence (except where prior notification is required, as with religious holidays) and for making up the missed work.

I do not accept late work without an approved extension or in cases of excused absences.

That being said, unusual circumstances do arise. Please be in touch with me as early as possible if you find yourself in need of an extension. If you require an extension, I will discuss it with you. If you do not receive an extension in advance or have a university-approved excused absence, however, I will not accept late work.

Course Grading

The course uses the standard university grading scale.

Each week, you will be completing a variety of in- and out-of-class work, both individually and collaboratively. Plan on spending a minimum of 2-3 hours outside of class doing work for every hour we spend together (this means spending 5-8 hours per week doing work outside of class). If you find that you're having difficulty with the material or aren't earning the grades you want, the first question is whether you are putting in these hours.

A	90 - 100%
B	80 - 89.9%
C	70 - 79.9%
D	60 - 69.9%
E	50 - 59.9%

It is your responsibility to track your absences and know if/how they will affect your grades. Grades will not be rounded up.

Final Exam Information

There is no final exam.

Mid-term Grades

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

POLICIES & RESOURCES

Accessibility

Your success in this class is important to me. If there are circumstances that may affect your performance in this class, please let me know as soon as possible so that we can work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course.

I am committed to making all course materials and assignments as accessible as possible, and to working with students if any of these materials are inaccessible. If you would like to talk about how to make the course more accessible and productive for you, let me know. I am happy to take extra steps to ensure accessibility for all students.

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 (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

Classroom Engagement

You'll have a lot of opportunities to engage in ways that support the major course projects. Engagement includes contributing vocally and listening actively during in-class discussions, working with various technologies in and out of class, and completing readings outside of class. That kind of active and regular engagement increases learning and retention. And as professionals, you will be expected to show up prepared and speak in public and in meetings as a routine part of your job.

I expect you to show up prepared and stay engaged and on-task during class. Being prepared means you've read assigned materials, you've brought whatever tools and materials you need for class, and you've slept and eaten and drunk some water to help you stay attentive. If you need help with any of these preparations, the university has a lot of resources to help you, including [time management training](#) and [study skills classes](#). If you are unprepared or unengaged during class, you may be asked to leave and will receive an unexcused absence for the day.

Additionally, I expect you to show respect and civility in how you interact with your classmates, the course material, and me. To demonstrate respect and civility, you will complete your work thoroughly and on time, and you will treat others in the class with respect and civility, including giving their contributions and work thoughtful, careful attention.

I respect your right to voice opinions that conflict with my opinion and the opinion of other students. You must, however, express your opinions in a manner that is respectful, civil, and not disruptive to the class. If you violate the rules for civil behavior in class, you will be required to leave the class and will receive an unexcused absence for that class.

Basic Needs Security

If you face challenges securing food or housing and believe this may affect your performance in the course, please contact the [Dean of Students](http://www.uky.edu/deanofstudents/contact-us) for support. Furthermore, please notify me if you are comfortable in doing so. This will enable me to provide any resources that I may possess and recommend resources on-campus, such as the [Big Blue Food Pantry](http://www.ukcco.org/programs/bigbluepantry/).

Writing Center

The [UK Writing Center](#) offers free one-on-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.

Presentation U!

You will deliver several in-class presentations this semester. [Presentation U!](#) Offers all kinds of tutoring, including help developing multimedia oral presentations. You can find them in a few places across campus, as well as online, and can make a coaching appointment through their website.

Bias Incident Response Team

The University of Kentucky is committed to cultivating and nurturing an environment in which every student, staff, and faculty member feels and knows they belong. In the event a student, staff, or faculty member experiences an instance of bias, hatred, or identity-based violence, there are services and resources to provide support and advocate for the person or group targeted. Services can be accessed by contacting the Bias Incident Response Coordinator, Carol Taylor-Shim at 257-3189 or birt@uky.edu. The Bias Incident Support Services (BISS) Office is located on the ground floor of Frazee Hall in Suite 4. Services are available M-F 8:30am-5:00pm.

The Bias Incident Response Team (BIRT) is the official university reporting system to address instances of bias, hate, and identity-based violence. Reports can be made anonymously. Reports can also be made with the expectation that the reporter will be contacted by the Bias Incident Response Coordinator via an outreach email to the impacted person's university email.

The report form can be accessed at <http://www.uky.edu/vipcenter/content/bias-incident-support>

Technology

As a class, we will develop a technology policy that acknowledges both the benefits and drawbacks of in-class technology use. My goal is not to impose my own experiences with technology, but invite you all to reflect on and develop policy from your experiences.

Co-developed technology policy:

- Don't
 - Make or accept non-emergency phone calls
 - Let off-task screens be visible

- React to video
- Take pix/videos w/o permission
- Take selfies
- Do
 - Keep devices on silent
 - Defer to Cagle if we need to turn everything off or something
 - Hide screens

Audio and Video Recordings

Class lectures, powerpoints, and other faculty-generated materials are my intellectual property. You may record in class ONLY for your personal use. For any other use, including sharing with other students in the class, you must ask specific permission from me in writing. Recording for any business/commercial purpose is a violation of federal IP (copyright) law as well as a violation of the class policy and, thus, is strictly prohibited.

Attendance

University policy distinguishes between excused and unexcused absences. Below, I describe university and course policies on both excused and unexcused absences.

Excused Absences

The University defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor. When you have an excused absence, you are responsible for providing me with relevant documentation. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence. While you will not be penalized for excused absences, you are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy; this semester, 20% of the classes amounts to 6 classes.

Below, I give you a quick overview of what counts as an excused absence and how to document your excused absences. Further detail on excused absences may be obtained through the Ombud’s website: http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php.

Serious illness: If you miss class for illness, you can document that in several ways. If you get healthcare service from UHS, you can request a Tier 2 or Tier 3 document that you receive from UHS via email and then forward to me. Both the Tier 2 and Tier 3 documents are appropriate verification for an excused absence for illness. If you receive healthcare service from a non-UHS provider, you must provide dated documentation from the provider. If you are ill, but do not see a healthcare provider, you may complete the UHS Tier 1 “Explanatory Statement of Absence from Class,” which explains the important public health and policy reasons why a sufficiently ill student ought to be absent from class and also not make a visit to UHS. A Tier 1 excuse may only be used once during the semester to excuse an absence.

Illness or death of family member: University policy grants me the right to request “appropriate verification” if you claim an excused absence because of illness, or death in the family. If you should

unfortunately need such an excused absence, talk to me to determine what the most effective and least invasive verification might be.

University-related trip: For official university-related trips, such as for sports, other courses, etc., you must provide official documentation with the date and reason for the absence.

Religious holidays: If you anticipate one or more absences for major religious holidays, you are responsible for notifying me in writing no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later.

Other circumstances: Occasionally, other situations can occur which may affect your ability to attend class for valid reasons, such as job interviews, car trouble, or wild raccoon infestations. I may excuse these should you discuss them with me and provide documentation, but it is unlikely. You should plan to save your unpenalized unexcused absences for such circumstances. Speaking of unexcused absences...

Unexcused Absences

All students are allotted two unexcused absences free of penalty, regardless of the reason for missing class. Students who have incurred more than two unexcused absences will have their final course letter grade lowered by 5% for each class missed beyond two. For example, if you have three unexcused absences, a course grade of 94% will be lowered to 89%.

Excessive tardiness can also lead to unexcused absences. Three excessive tardies (> 5 minutes) will be combined to count as an unexcused absence.

Academic Integrity

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University, may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. You are advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website:

<http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism. That said, the question of what counts as plagiarism can be complicated, especially when you're learning how to conduct research and integrate it into your own work, as we're doing in this course. If you feel unsure about a question of plagiarism involving your work, please consult with me on the matter before submission.

Some instructors also treat use of research or writing for multiple courses as a breach of academic integrity. I am open to the possibility of your research and writing being useful in multiple courses.

However, should you want to do that, you must discuss it with both me and your instructors in the other relevant courses and receive permission from all instructors in writing.

Tentative Course Schedule

All readings and assignments are listed on the day they are to be completed BEFORE class (unless noted otherwise).

Week	Date	Reading	Due
1	8/24		
2	8/29	Fahnestock, J. Accommodating science: The rhetorical life of scientific facts.	Reading Response #1 Intro Survey Syllabus Quiz Field trip Doodle poll
	8/31	KY DEP DAQ. 2016 Annual Report. Wolfe, J. Collaboration, Team Charter, & Task Schedule.	Technical Summary #1 due Sun, Sep. 3 @ midnight
3	9/5	Fahnestock, J. & Secor, M. The stases in scientific and literary argument.	Reading Response #2
	9/7	DAQ brochure. KRS regulations. Chapter 63.	Technical Summary #2 due Sun, Sep. 10 @ midnight
4	9/12	Hauser, G. (1999). Civic conversation and the reticulate public sphere. In <i>Vernacular Voices</i> .	Reading Response #3
	9/14	AAPCA. (2017). The greatest story seldom told. Hagen, R., & Golombisky, K. (2016). Chs. 1-3, pp. 1-32. (Don't worry; there are a lot of pictures.)	Task schedule Team Charter Technical Summary #3 due Sun @ midnight
5	9/19	12:30-12:45 MEET AT MEDIA DEPOT IN LIBRARY Davies, S. (2008). Constructing communication: Talking to scientists about talking to the public. <i>Science Communication</i> , 29(4), pp. 413-434. DOWNLOAD FROM LIBRARY DATABASE	Reading Response #4
	9/21	KY air regulations: Chapter 50-59	Technical Summary #4 due Sun @ midnight

6	9/26	Kimme Hea, A.C., & Shah, R. W. (2016). Silent partners: Developing a critical understanding of community partners in technical communication service-learning pedagogies. <i>Technical Communication Quarterly</i> , 25(1), pp. 48-66. DOWNLOAD FROM LIBRARY DATABASE.	Reading Response #5
	9/28	KY air regulations: Chapter 60-68 (excluding Ch. 63) Hagen, R., & Golombisky, K. (2016). Chs. 5 & 6. In <i>White space is not your enemy</i> .	Brochure Drafts -- BRING HARD COPIES (x7) OR DIGITAL ACCESS TO CLASS Technical Summary #5 due Sun @ midnight
	9/29	FIELD TRIP TO FRANKFORT: 2-5PM (Meeting starts @ 3PM)	
7	10/3	Latour, B. & Woolgar, S. (1986). An anthropologist visits the laboratory. In <i>Laboratory life: The construction of scientific facts</i>	Reading Response #6
	10/4	FIELD TRIP TO AIR MONITORING STATION. 1-2PM. 650 Newtown Pike, Lexington, KY 40508	
	10/5	University of Toledo Air Pollution Research Group. Technology for air pollution control.	Technical Summary #6 due Sun @ midnight
	10/6	RAIN DAY ALTERNATIVE: FIELD TRIP TO AIR MONITORING STATION. 3-4PM. (Only if it rains on Wednesday, 10/4.) 650 Newtown Pike, Lexington, KY 40508	
8	10/10	EPA. (2013). <i>Power sector modeling platform v.5.13</i> . Chapter 5: Emission control technologies. [Click on Ch. 5 link to get to PDFs of chapter and attachments.]	
	10/12	NO READING -- MIDTERM EXAM ON CANVAS Exam will be available all day, but with a time limit from opening of 80 minutes. If you would like to take it in the classroom, Cagle will be here 12:30-1:45. Exam is fully open-book and open-note. Questions will be short and long-answer.	Technical Summary #7 due Sun @ midnight Brochure due Sun @ midnight Team Evaluation (completed individually) due Sun @ midnight
9	10/17	Discuss Final Project Ideas: Detailed Descriptions and Brainstorming w/ Community Partner	
	10/19	NO CLASS -- 30-MIN TEAM CONFERENCES W/ CAGLE INSTEAD	Team Conference Prep Worksheet due Sun @ midnight
10	10/24	Few, S. (2012). Ch. 2: Simple statistics to get you started. Few, S. (2012). Ch. 3: Differing roles of tables and graphs. TOM DOLAN VISIT ABOUT SCIENTIFIC & TECHNICAL ILLUSTRATIONS	

	10/26	Miller, C. (1984). Genre as social action. <i>Quarterly Journal of Speech</i> , 70, pp. 151-167. DOWNLOAD FROM LIBRARY DATABASE.	
11	10/31	Goodnight, G. (1982). The personal, technical, and public spheres of argument: A speculative inquiry into the art of public deliberation. <i>Argumentation & Advocacy</i> , 48, pp. 198-210. DOWNLOAD FROM LIBRARY DATABASE.	Proposal for Final Artifact due Team Evaluation due Wed, 11/1 @ midnight
	11/2	Coppola, N. (1997). Rhetorical analysis of stakeholders in environmental communication. <i>Technical Communication Quarterly</i> , 6(1), pp. 9-24. DOWNLOAD FROM LIBRARY DATABASE. Lee, N.M., & VanDyke, M.S. (2015). Set it and forget it: The one-way use of social media by government agencies communicating science. <i>Science Communication</i> , 37(4), pp. 533-541. DOWNLOAD FROM LIBRARY DATABASE.	
12	11/7	Dolmage, J. (2005). Disability studies pedagogy, usability and universal design. <i>Disability Studies Quarterly</i> , 25(4). Retrieved from http://www.dsqsds.org/article/view/627/804 . Dolmage, J. (2015). Universal design: Places to start. <i>Disability Studies Quarterly</i> , 35(2). Retrieved from http://dsqsds.org/article/view/4632	
	11/9	Usability.gov. (2015). Recruiting participants and the legend of “the general public.” Retrieved from https://www.usability.gov/get-involved/blog/2015/07/recruiting-participants.html Skim “User Research Methods” at https://www.usability.gov/how-to-and-tools/methods/user-research/index.html	
13	11/14	Godwin, A. (2013). Participatory localization: A social justice approach to navigating unenfranchised/disenfranchised cultural sites. <i>Technical Communication Quarterly</i> , 22, pp. 28-49. DOWNLOAD FROM LIBRARY DATABASE.	
	11/16	NO CLASS; CAGLE AT CONFERENCE	Final Artifact Draft due Sun @ midnight
14	11/21	Jones, N.N. (2016). The technical communicator as advocate. <i>Journal of Technical Writing and Communication</i> , 46(3). DOWNLOAD FROM LIBRARY DATABASE. Brulle, R.J. (2010). From environmental campaigns to advancing the public dialogue: Environmental communication for civic engagement. <i>Environmental Communication</i> , 4(1), pp. 82-98. DOWNLOAD FROM LIBRARY DATABASE.	
	11/23	NO CLASS; THANKSGIVING	
15	11/28	Williams, M.F, & James, D.D. (2008). Embracing new policies, technologies, and community partnerships: A case study of the City of Houston’s Bureau of Air Quality Control. <i>Technical Communication Quarterly</i> , 18(1), pp. 82-98. DOWNLOAD FROM LIBRARY DATABASE.	

	11/30	NO CLASS -- TEAMS SCHEDULE INFORMAL USABILITY TESTING OF FINAL ARTIFACT DRAFTS WITH USERS	
16	12/5	In-class work day Community Partner Visit	
	12/7	In-class work day Community Partner Visit	
Finals Week	Dec 11-15	Final Artifacts, Letter of Transmittal, Rhetorical Analysis, & Team Evaluations due Wednesday 12/13 @ 11:59pm NO FINAL EXAM	

**** SYLLABUS IS SUBJECT TO CHANGE. I WILL NOTIFY YOU OF ANY CHANGES IN WRITING ****

Sample Syllabus #2 | WRD 401: Rhetoric, Environmentalism, & Climate Change, Fall 2016

Instructor: Lauren Cagle

Office Address: 1351 Patterson Office Tower

Email: lauren.cagle@uky.edu

Office Phone: (859) 257-1115

Office hours: T/R 9:30-10:30 and by appointment

Contacting Me

Canvas messaging and email are generally the quickest way to contact me. I'm also here during office hours, so feel free to drop by or make an appointment to chat in person.

My guarantee to you is that I always try to answer messages Monday through Friday within 24 hours. Sometimes it takes 48. Any messages sent over the weekend, I'll answer the following Monday.

My request for you is that you check the syllabus and other course materials and ask one or more classmates for answers to any questions you have before you email me. Of course, please feel free to email for clarification if you do find the answer, but need more explanation.

Course Description

The environment is a ubiquitous issue across academic disciplines, political debates, and everyday life. Even as it crops up throughout contemporary conversations, the environment remains a contested concept: *What* is it? *Where* is it? *How* do we distinguish the "environment" from other concepts, such as the "city," "society," "culture," "nature," and so on? Every time we talk about the environment, we are rhetorically constructing answers to these and other questions, through the warrants, enthymemes, truth claims, and other argumentative strategies we use.

The field of environmental rhetoric investigates historical and contemporary rhetorical constructions of the environment. It is a diverse and multidisciplinary field that we'll define quite broadly, reading in the fields of environmental history, ecocriticism, environmental justice, and environmental political theory, as well as squarely rhetorical approaches to environmental discourse. In addition to this scholarship, we'll read primary texts (fiction and non-fiction texts that make arguments about the environment).

We will also closely analyze arguably the most contentious current environmental issue: climate change. Scientific, technical, political, and private discourse about climate change are lenses that bring into focus rhetorical issues common to multiple environmental conversations and controversies. Through our engagement with climate change rhetoric and environmental rhetoric, we will generate answers to the three big questions shaping this course:

- How does environmental rhetoric shape definitions and conceptions of the environment?
- Who can and does produce environmental rhetoric, and how do their identities affect their rhetoric?
- How do the answers to the previous question affect the environment, both figuratively and literally?

Student Learning Outcomes

Students will—

Practice reading scholarship:

- Read and annotate secondary texts on environmental rhetoric
- Identify rhetorical methodologies
- Make connections among scholarly arguments

Analyze primary texts:

- Identify environmental arguments in primary fiction and non-fiction texts
- Make connections among primary and secondary texts
- Recognize the historical and cultural contexts for environmental arguments

Research the rhetorical dimensions of environmental rhetoric:

- Plan and implement a research project on a specific site of environmental controversy
- Integrate new arguments with previous environmental rhetoric scholarship
- Explore multiple stylistic approaches to making environmental arguments
- Produce visual and textual environmental arguments

Required Materials

1. Selected academic journal articles and chapters provided via Canvas [C] or syllabus [\[hyperlinked\]](#).
2. Linda Hogan, *Solar Storms* [ISBN: 9780684825397]
3. Rob Nixon, *Slow Violence & the Environmentalism of the Poor* [ISBN: 9780674072343]
4. Carl Herndl, *Sustainability* [ISBN: 9780199947508]
5. Philip K. Dick, *Do Androids Dream of Electric Sheep?* [ISBN: 9781857988130]

Assignments

Deliverables

<u>Participation</u> See section on participation below.	10%
<u>Reading Grid</u> For every assigned reading, answer the 6 questions posed in the Reading Grid Template . Just a sentence or two will do. These grids provide practice analyzing primary and secondary texts to identify their purposes, research questions, methodologies, and connections to other texts. Your grid will also serve as a resource when you are drafting your Final Research Project. You'll submit your reading grids every 3 weeks throughout the semester.	20%
<u>Picturing the Environment on Instagram</u> One way to build a definition of the environment is through visual representations of environmental spaces and places. Between Weeks 3 and 10, you will document "the environment" on Instagram, posting a minimum of 20 pictures (~3 pictures/week) with the hashtags #environmentalrhetoric and #ukwrld (and any other hashtags you want!). You will also	20%

<p>draft a 500-750 word personal essay defining “the environment” and using at least 5 of your Instagram pics as illustrations. We’ll peer review your drafts during Week 10, and final drafts are due Week 12.</p>	
<p>Final Research Project Proposal</p> <p>The Final Research Project is your opportunity to synthesize course readings, discussions, and your own interests in environmental rhetoric. You will generate original ideas and knowledge and craft work with the potential for publication (if that is an interest of yours). For the Project, you will select a specific environmental site and examine the rhetoric associated with that site. Your final written deliverable can be one of two genres: 1) a formal academic research paper, or 2) a non-fiction essay for popular audiences (similar to many of the reading selections from <i>Sustainability</i>). The proposal will lay out your choices and justify them, and I will provide feedback on your proposal to guide the development of your Final Research Project. It is due during Week 8.</p>	10%
<p>Final Research Project Presentation</p> <p>The Final Research Project is your opportunity to synthesize course readings, discussions, and your own interests in environmental rhetoric. You will generate original ideas and knowledge and craft work with the potential for publication (if that is an interest of yours). For the Project, you will select a specific environmental site and examine the rhetoric associated with that site. Your final written deliverable can be one of two genres: 1) a formal academic research paper, or 2) a non-fiction essay for popular audiences (similar to many of the reading selections from <i>Sustainability</i>). Following a multi-week drafting period and a peer review, you will give a 7-8 minute presentation on your work during the final week of classes.</p>	10%
<p>Final Research Project</p> <p>The Final Research Project is your opportunity to synthesize course readings, discussions, and your own interests in environmental rhetoric. You will generate original ideas and knowledge and craft work with the potential for publication (if that is an interest of yours). For the Project, you will select a specific environmental site and examine the rhetoric associated with that site. Your final written deliverable can be one of two genres: 1) a formal academic research paper, or 2) a non-fiction essay for popular audiences (similar to many of the reading selections from <i>Sustainability</i>). Final Research Projects are due during Finals Week by the start of our scheduled exam period.</p>	30%

Grading Scale

- A 90–100
- B 80–89.9
- C 70–79.9
- D 60–69.9

Grading Policy

Deliverables are assessed according to criteria distributed through Canvas.

Mid-term Grades

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/registrar/calendar>). This semester, that's midnight on Friday, October 21.

Final Exam

There is no final exam. Final Research Projects will be due by the scheduled final exam meeting period for our course. This semester, that's Thursday, December 15 at 10:30am.

Submitting Assignments

Most assignments will be submitted online through Canvas discussion boards and dropboxes. For peer review purposes, you will at times submit drafts to Canvas, so that your classmates can read and comment on them. I may occasionally ask you to bring hard copies of your work to class.

I do not accept late work unless you have 1) a pre-approved extension, or 2) a university-excused absence. For excused absences, please still talk to me in advance to plan how you will make up missed work.

That being said, unusual circumstances such as unexpected hospital stays and bereavements do arise. Please be in touch with me as early as possible if you unfortunately encounter such circumstances. If you require an extension, I will discuss it with you.

Storage + Back-Up

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](#). Work lost to the digital void is not a valid reason to request an extension.

Accessibility

Your success in this class is important to me. If there are circumstances that may affect your performance in this class, please let me know as soon as possible so that we can work together to develop strategies for adapting assignments to meet both your needs and the requirements of the course.

I am committed to making all course materials and assignments as accessible as possible, and to working with students if any of these materials are inaccessible. If you would like to talk about how to make the course more accessible and productive for you, let me know. I am happy to take extra steps to ensure accessibility for all students.

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 (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

Participation

You'll have a lot of opportunities to participate in ways that support the major course projects. Participation includes contributing vocally and listening actively during in-class discussions, working with

various technologies in and out of class, and completing readings outside of class. That kind of active and regular participation increases learning and retention. And as professionals, you will be expected to show up prepared and speak in public and in meetings as a routine part of your job. Participation in this class gives you a low-stakes way to practice those skills. If speaking regularly during class discussions is not an ideal way for you to learn and participate, talk to me, and we'll set more effective participation standards for you.

I expect you to show up prepared and stay engaged and on-task during class. Being prepared means you've read assigned materials, you've brought whatever tools and materials you need for class, you've slept and eaten and drunk some water to help you stay attentive. If you need help with any of these preparations, the university has a lot of resources to help you, including [time management training](#), [study skills classes](#), and the [Big Blue Food Pantry](#). If you are unprepared or unengaged during class, you may be asked to leave and will receive an unexcused absence for the day.

Digital Technology Use

During a few class meetings, you will be required to bring a laptop, tablet, or other device you can use to work online. During all class meetings, you are welcome to use laptops, tablets, smartphones, and other networked technologies in class. We'll be doing lots of work that can benefit from access to collaborative writing platforms, a quick Google search, or other online offerings.

There is one important caveat to your technology use: To make the most of classtime, limit your technology use to class-related activities. [Multitasking on your wireless device to complete non-relevant tasks not only affects your performance in the class, but also the performance of classmates who can see your multitasking](#). If you repeatedly use your digital technologies for non-academic tasks during class, you may be asked to leave and will receive an unexcused absence for the day.

Be a good classroom citizen: make thoughtful choices about when, how, and why you use digital technologies in class.

Attendance

Come to class—it's fun!

Don't be late—you'll miss important stuff! (Also, it's distracting. Be nice to people and don't distract them when they're working hard to learn and teach!)

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 which will be university-excused absences. Please see the [University Senate website](#) for detailed information on university-excused absences, verification of excused absences, and course withdrawals.

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.

Presentation U!

For your Final Research Project, you will deliver a professional presentation to the class. [Presentation U!](#) Offers all kinds of tutoring, including help developing multimedia oral presentations. You can find them in a few places across campus, as well as online, and can make a coaching appointment through their website.

Plagiarism + Academic Integrity

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 and/or consult me.

But mostly? Be nice to people and give credit where it's due.

Calendar + Schedule

Readings and Assignment Due Dates

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

Week 1 Aug. 25-28	Thurs	---
A Broad View of Environmental Rhetoric		
Week 2 Aug. 29-Sep. 4	Tues	Defining Environmental Rhetoric Herndl & Brown - <i>Green Culture</i> - Introduction - pp. 3-20 [C] Nixon - <i>Slow Violence</i> - Introduction - pp. 1-22; 30-44 Killingsworth - Encyclopedia of Rhetoric & Composition - Environmental Rhetoric - pp. 225-228 Topic Suggestions for "Buyer's Choice" Reading Due
	Thurs	Environmental Ideologies Carson - <i>Sustainability</i> - The Obligation to Endure - pp. 4-12 Leopold - <i>Sustainability</i> - Thinking Like a Mountain - pp. 12-15 Hardin - <i>Sustainability</i> - Tragedy of the Commons - pp. 28-46 Killingsworth & Palmer - <i>Ecospeak</i> - Ch. 1: Varieties of Environmentalism: A Genealogy - pp. 23-48 [C]

Week 3 Sep. 5-11	Tues	Environmental Topoi Ross - <i>Written Communication</i> - Common Topics and Commonplaces of Environmental Rhetoric - pp. 91-131 [C] Druschke - <i>Environmental Communication</i> - Watershed as Common-Place: Communicating for Conservation at the Watershed Scale - pp. 80-96 [C]
	Thurs	Visualizing the Environment Wickliff - <i>Technical Communication Quarterly</i> - Geology, Photography, and Environmental Rhetoric in the American West of 1860-1890 - pp. 41-75 [C] Eubanks - <i>The Troubled Rhetoric & Communication of Climate Change</i> - Ch. 9: Chasing Ice, Chasing Eyes - pp. 108-117 [C] Walsh - <i>WIREs: Climate Change</i> - The Visual Rhetoric of Climate Change - pp. 361-368 [C] Reading Grid Due
Week 4 Sep. 12-18	Tues	Environmental Policy-Making Killingsworth & Palmer - <i>Ecospeak</i> - Ch. 5: The Environmental Impact Statement & the Rhetoric of Democracy - pp. 163-193 [C] Rude - <i>Technical Communication Quarterly</i> - Environmental Policy Making and the Report Genre - pp. 77-90 [C]
	Thurs	Environmental Messengers Boykoff, Goodman, & Littler - <i>EPD Working Paper Series</i> - 'Charismatic Megafauna': The Growing Power of Celebrities and Pop Culture in Climate Change Campaigns - pp. 1-12 [C] Tillery - <i>Technical Communication Quarterly</i> - Radioactive Waste and Technical Doubts: Genre and Environmental Opposition to Nuclear Waste Sites - pp. 405-421 [C]
Week 5 Sep. 19-25	Tues	Envisioning Future Environments Tuhus-Dubrow - <i>Dissent</i> - Cli-Fi: Birth of a Genre - pp. 58-61 [C] Dick - <i>Do Androids Dream of Electric Sheep?</i> - Chs. 1-11
	Thurs	Envisioning Future Environments, Cont'd Dick - <i>Do Androids Dream of Electric Sheep?</i> - Chs. 12-22
Week 6 Sept. 26-Oct. 2	Tues	Gender & the Environment Nixon - <i>Slow Violence</i> - Ch. 4: Slow Violence, Gender, and the Environmentalism of the Poor - pp. 128-149 Cole & Foster - <i>Sustainability</i> - We Speak for Ourselves: The Struggle of Kettleman City - pp. 88-97 Bell & Braun - <i>Gender & Society</i> - Coal, Identity, and the Gendering of Environmental

		Justice Activism in Central Appalachia - pp. 794-813 [C]
	Thurs	Consumerism Herndl - <i>Sustainability</i> - Section 2: Trash--The Costs of Throwing "Stuff" Away - pp. 47-114 Reading Grid Due
Week 7 Oct. 3-9	Tues	Economic Argumentation Barratt-Brown - <i>Sustainability</i> - It is All About the Framing: How Polls and the Media Misrepresent the Keystone XL Pipeline - pp. 253-258 Climate Guest Blogger - <i>Sustainability</i> - 'Thinking Big' on Efficiency Could Cut U.S. Energy Costs up to \$16 Trillion and Create 1.9 Million Net Jobs" - pp. 258-262 Killingsworth & Palmer - <i>Ecospeak</i> - Ch. 7: Ecological Economics and the Rhetoric of Sustainability - pp. 239-266 [C]
	Thurs	Taking Stock: What Do We Know So Far?
Deep Dive: Culture, Community, & the Idea of "Progress"		
Week 8 Oct. 10-16	Tues	Culture, Community, & the Idea of "Progress" Hogan - <i>Solar Storms</i> - Chs. 1-6 - pp. 11-101
	Thurs	Culture, Community, & the Idea of "Progress," cont'd Hogan - <i>Solar Storms</i> - Chs. 7-11 - pp. 102-195 Final Research Project Proposals Due
Week 9 Oct. 17-23	Tues	Culture, Community, & the Idea of "Progress," cont'd Hogan - <i>Solar Storms</i> - Chs. 12-17 - pp. 196-265
	Thurs	Culture, Community, & the Idea of "Progress," cont'd Hogan - <i>Solar Storms</i> - Chs. 18-21 - pp. 266-351 Reading Grid Due
Week 10 Oct. 24-30	Tues	Culture, Community, & the Idea of "Progress," cont'd Nixon - <i>Slow Violence</i> - Unimagined Communities - pp. 150-174 Walsh - <i>Sustainability</i> - Nature: A Major Company Puts a Value on the Environment - pp. 324-328
	Thurs	Instagram Project Draft Due Peer Reviews

Deep Dive: The Wicked Problem of Climate Change		
Week 11 Oct. 31- Nov. 6	Tues	The Science of Climate Change Cicerone - <i>Sustainability</i> - Finding Climate Change and Being Useful - pp. 158-182 National Research Council - <i>Sustainability</i> - Advancing the Science of Climate Change - pp. 183-196 Podcast - <i>Warm Regards</i> - Climate Forensics: How Scientists Reconstruct the Past to Understand Change Today Podcast - <i>Warm Regards</i> - How Do You Take the Planet's Temperature?
	Thurs	The Rhetoric of Climate Change Eubanks - <i>The Troubled Rhetoric & Communication of Climate Change</i> - Reasoning Backwards is Reasoning Forwards - pp. 48-67 [C] Podcast - <i>Warm Regards</i> - How Do We Talk About Climate Change?
Week 12 Nov. 7-13	Tues	Views of Climate Change (in and beyond the U.S.) Fletcher - <i>Environmental Politics</i> - Clearing the Air: The Contribution of Frame Analysis to Understanding Climate Policy in the United States - pp. 800-816 [C] Bailey, Giangola, & Boykoff - <i>Environmental Communication</i> - How Grammatical Choice Shapes Media Representations of (Un)Certainty - pp. 197-215 [C] Browse: Yale Project on Climate Change Communication Instagram Project Due
	Thurs	The Challenge of the Non-Spectacular Nixon - <i>Slow Violence</i> - Fast-forward Fossil: Petro-despotism and the Resource Curse - pp. 45-67 Herndl - <i>Sustainability</i> - Preface - pp. Xxii-xxvii Reading Grid Due
Week 13 Nov. 14- 20	Tues	Climate Change Skepticism & Denialism Ceccarelli - <i>Rhetoric & Public Affairs</i> - Manufactured Scientific Controversy: Science, Rhetoric, and Public Debate - pp. 195-228[C] Kahan & Braman - <i>Yale Law & Policy Review</i> - Cultural Cognition and Public Policy - 149-172 [C]
	Thurs	Climate Change Skepticism & Denialism Krznaric - <i>Sustainability</i> - Empathy and Climate Change: A Proposal for a Revolution of Human Relationships - pp. 206-216 Kaiser & Rhomburg - <i>Environmental Communication</i> - Questioning the Doubt: Climate Skepticism in German Newspaper Reporting on COP17 - pp. 556-574 [C]

Week 14	Tues	TBD: Student Selections: Environmental Conspiracy Theories
Nov. 21-27	Thurs	NO CLASS -- THANKSGIVING HOLIDAY
Week 15	Tues	TBD: Student Selections: Human-Animal Relationships Final Research Project Draft Due (submit to Canvas discussion board)
Nov. 28- Dec. 4		
	Thurs	Final Research Project: In-Class Peer Review -- prepare by reading your drafts from your assigned peer review groups Reading Grid Due
Week 16	Tues	Final Research Project Presentations
Dec. 5-11		
	Thurs	Final Research Project Presentations
Finals Week		Final Research Project Due

Course Evaluations | Numerical Summary, Fall 2016-Fall 2017¹

Course Specific Questions

	Fall 2017		Spring 2017		Fall 2016	
	WRD 406: Designing & Communicating Complex Information	WRD 310: Writing in the Natural Sciences	WRD 310: Writing in the Natural Sciences	WRD 304: Writing in the Social Sciences	WRD 401: Rhetoric, Environmentalism, & Climate Change	WRD 204: Technical Writing
The course was well organized.	4.40	4.80	4.67	4.36	4.33	4.21
Class meetings contributed to my learning of the course content.	4.60	5.00	4.83	4.21	4.56	4.13
Grading in the course was fair.	4.50	4.80	5.00	4.79	4.33	4.29
Assessments (e.g., tests, quizzes, papers, homework, projects) reflected course material.	4.60	5.00	5.00	4.43	4.56	4.33
I understand how the final grade will be calculated in the course.	4.20	4.80	5.00	4.57	4.33	4.42
I consider [this course] to be a quality course.	4.70	4.80	5.00	4.00	4.56	4.13

¹ Fall 2016 was my first semester teaching at the University of Kentucky, so only three semesters of teaching evaluations are available for my courses.

Instructor Specific Questions

	Fall 2017		Spring 2017		Fall 2016	
	WRD 406: Designing & Communicating Complex Information	WRD 310: Writing in the Natural Sciences	WRD 310: Writing in the Natural Sciences	WRD 304: Writing in the Social Sciences	WRD 401: Rhetoric, Environmentalism, & Climate Change	WRD 204: Technical Writing
The instructor Lauren Cagle was prepared for class.	4.8	4.80	5.00	4.57	4.78	4.58
The instructor Lauren Cagle presented material clearly.	4.8	5.00	5.00	4.71	4.78	4.58
The instructor Lauren Cagle responded to questions in a manner that aided my understanding of the material.	4.8	5.00	5.00	4.79	4.89	4.63
The instructor Lauren Cagle provided material at an appropriate pace.	4.5	5.00	5.00	4.50	4.33	4.50
The instructor Lauren Cagle treated students with respect.	5.0	5.00	5.00	4.71	4.89	4.67
The instructor Lauren Cagle asked questions that stimulated deep consideration of the course content.	4.9	5.00	5.00	4.79	4.89	4.46
Lauren Cagle provided quality teaching.	4.9	5.00	5.00	4.71	4.89	4.58

Course Evaluations | Written Comments, Fall 2016-Fall 2017²

WRD 406: Designing & Communicating Complex Information, Fall 2017

“Dr. Cagle is an excellent professor. I most appreciate the amount of respect with which she treats her students. It was clear that to her our experience was just as important as our learning the material. As a result I felt that we were more engaged in this class. I really enjoyed it.”

“As a senior, I have never felt more respected by a professor at UK, and have rarely been in a class that has had a professor so interested in our intellectual development. Dr. Cagle knew what she was talking about, was good at making connections, and gave excellent feedback, but also made us feel like our thoughts mattered. Because we were taken seriously, we took our assignments much more seriously and worked together more professionally.”

“Cagle is by far one of the best professors I've had. She deeply cares about this topic as well as her students succeeding. She goes above and beyond for her students”

“Cagle's class has been one of my most useful classes I think I could have taken. She is very involved in her teaching and classes were always engaging.”

WRD 310: Writing in the Natural Sciences, Fall 2017

“Both major projects were helpful for different reasons. The employment project was helpful in preparing for real world scenarios that I felt significantly more under prepared for before this class. The literature review develop techniques for analyzing scientific writing, which was a bit lacking considering I'm in a scientific major.”

“Cagle is one of the best teachers I have ever had. The materials and projects she assigns all contribute to learning, and are useful for other courses as well. I would not have done as well in some of my other classes if it had not been for this course.”

“Her flexibility w.r.t. the syllabus schedule was very helpful, as this allowed the students to focus on the important projects. Cagle was also expertly blended in Socratic teaching by being open to questions. The comic relief sprinkled throughout the course was priceless, thank you.”

“She engaged students the entire class time. We did not leave a minute earlier. She ensured everyone was involved & participating. Asked questions that would make us see some insight on the topic. Showed plenty of examples to where her expectations were clear. Did peer review with us in class. Was aware that this class was not the top priority therefore she was flexible about deadlines. Readings were actually helpful & not a waste of my time. I expected to hate this class & it was very enjoyable!”

WRD 310: Writing in the Natural Sciences, Spring 2017

“Dr. Cagle was so giving of her time and gave us numerous examples of scientific genres in the real world. She was also very approachable and challenged us to delve deeper with the Socratic Method. I feel significantly more confident about graduating with a degree in chemistry directly because of this class.”

² Fall 2016 was my first semester teaching at the University of Kentucky, so only three semesters of teaching evaluations are available for my courses.

“Cagle is very focused on student feedback to make the course better. We spent a day giving feedback to her and an evaluator. She took our feedback and implemented it into the course. The class wanted a day to talk about resumes and cover letters so Cagle spent a day discussing these. She has been one of the best professors I have had.”

“She utilized the Socratic Method throughout the semester and challenged us to explore the material in topics that were interesting to us. She provided an excellent balance between freedom and structure.”

WRD 304: Writing in the Social Sciences, Spring 2017

“Cagle's knowledge of writing style and technique were helpful in my understanding of writing better because she synthesized her information clearly, succinctly, and without much fluff. She is clearly knowledgeable and passionate with what she does and it makes class feel less like a chore. Cagle was also more than welcome to be open to provide help, thoughtful comments, and feedback, making myself and other students feel comfortable exchanging ideas with her and get quality teaching.”

“Dr. Cagle was knowledgeable in the field of rhetoric, and was also able to provide real world examples of how it has influenced her professional writing career. I think that was really useful to the class as a whole.”

“She is very understanding and accommodating of various and diverse student needs, but also wields high authority as someone who I feel I can trust”

WRD 401: Rhetoric, Environmentalism, & Climate Change, Fall 2016

“Encourages healthy discussion of relevant topics and provides an outlet for critical thinking of both scholarly and more casual sources and articles. The small class size allowed us to develop a sense of community and speak openly.”

“The Instagram project was a great way to incorporate social media and visual rhetoric; it can be a bit overwhelming to only read scholarship, so this provided a creative outlet that still let students learn.”

“Cagle has been one of the best college professors I have had in my four years at the University of Kentucky. She is attentive, encouraging, funny, and presents content in a way that is interesting and interactive. She is responsive to emails and knows how to interact with her students in the correct manner, both professionally and friendly. The major projects were appropriate and interesting.”

WRD 204: Technical Writing, Fall 2016

“The format for the course was very helpful in explaining topics clearly for each section covered this semester. Reading assignments completed before lectures were effective in adding on to the content we were learning.”

“Great professor! Clearly knows material well. Makes herself available outside of class, and is always willing to answer any questions.”

“I found professor Cagle's lectures to be focused and engaging. I like how she presented the material with a visual PowerPoint, expanded upon my [sic] spoken word and clarification. I could tell that professor Cagle has a real passion for what she does, and she always came to class with a great attitude, which made class more enjoyable. She really cares about her students, and wants them to succeed.”