

CIS 111-010/013: Composition and Communication II (3 credits)

Spring 2016

Hybrid Section 010

MWF 9 am

Face-to-Face Section 013

MWF 11 am

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Office Hours: Tuesday/Thursdays 11 am to 130 pm
By appointment

Course Description

Composition and Communication II is the advanced course in a two-course sequence designed to engage students in composing and communicating ideas using speech, writing, and visuals. In this course, students work in small groups to explore issues of public concern using rhetorical analysis, engage in deliberation, compose conscientious and well-developed arguments, and propose viable solutions to different audiences. Students will sharpen their ability to conduct research; compose and communicate in spoken, written, and visual forms; and work effectively in teams through sustained interrogation of an issue. A significant component of the class will involve learning to use visual and digital resources both to enhance written and oral presentations and to communicate with public audiences. Prerequisite: CIS 110/WRD 110 or equivalent.

Course Prerequisite Knowledge and Skill Expectations

This class is part of a two-course sequence. You will need to have the fundamental competencies from CIS 110 or its equivalent in order to be successful. You are expected to be proficient with the following skills upon entering CIS 111:

- Compose written texts and deliver oral presentations that represent relevant and informed points of view appropriate for the audience, purpose, and occasion
- Analyze, create, and use visual media as both independent and interconnected forms of communication
- Demonstrate an awareness of appropriate strategies used to communicate effectively in different situations (e.g. public speaking, interpersonal) and contexts (e.g. face-to-face, digital).
- Work with design elements (font, size, line, color) to successfully incorporate design principles (contrast, alignment, repetition, and proximity) as part of effective composition
- Employ research skills to find, analyze, evaluate, and properly cite pertinent primary and secondary sources using relevant discovery tools (e.g. InfoKat, Library Databases, Google) as part of the process of composing work in written, oral, and visual modes
- Organize, revise, practice, edit, and proofread (for grammar and mechanics) your own and other student work flexibly and effectively to improve the development and clarity of ideas
- Define goals for improving/revising work, and devise effective plans for achieving those goals, in collaboration with peers, instructor, and librarians
- Employ and evaluate interpersonal communication skills

Student Learning Outcomes

In this course, students will demonstrate the ability to:

- Compose at least one major, group-authored persuasive argument project for a public audience using written, oral, and visual modes grounded in scholarly research in a manner that is appropriate and effective for the audience, purpose, and occasion in both a face-to-face and digital environment
- Conduct significant, effective research on a subject as an individual and as part of a team, using the resources of the UK Libraries and other relevant resources to enrich speaking, writing, and digital projects
- Employ advanced strategies for developing and analyzing arguments as an individual and in groups using relevant rhetorical theories, with greater emphasis on addressing and mediating issues of public interest
- Identify and address community stakeholders in an issues of public interest as part of thoughtful and efficient audience analysis
- Think critically in both the conception and the development of written, oral, and visual arguments
- Refine your formal speaking, writing, and visual communication skills, focusing on matters of construction, design, and delivery, keeping audience, purpose, and occasion in mind
- Critique thoughtfully the work of peers and professionals
- Organize, revise, practice, edit, and proofread (for grammar and mechanics) your own and other student work flexibly and effectively to improve the development and clarity of ideas
- Define goals for improving/revising work, and devise effective plans for achieving those goals, in collaboration with peers, instructor, librarians, and relevant community stakeholders
- Engage in a range of small group activities to explore and express experiences and perspectives on issues under discussion
- Employ and evaluate interpersonal, small-group, and mass communication skills to show skillful management of group dynamics (e.g. conflict negotiation, role identification, delegation, and effective social roles).

Required Materials

For this course, we use an e-book and learning platform called **MindTap** (<https://login.cengagebrain.com/cb/>). You may purchase the code online from the website listed in Canvas or from the bookstore. Make sure you get the access code for CIS 111. You should also have an APA Manual.

Priority Rule: During the semester, changes to due dates, policies, and other information may occur. The changes will be made in Canvas only, not in the master syllabus document. When you see a difference between Canvas and the master syllabus, CANVAS wins.

COURSE POLICIES

Grading Scale

| Percentage | Total Points | Final Grade |
|---------------|--------------|-------------|
| 90-100% | 495-550 | A |
| 80-89% | 440-494 | B |
| 70-79% | 385-439 | C |
| 60-69% | 330-384 | D |
| 59% and below | 0-329 | E |

Hybrid Course (Section 13 may ignore!)

Section 10, at 9 am, is a Hybrid class. Some of the work will be done all on line, and some will take place face-to-face. The rhythm of class meetings and work is as follows:

Mondays On-line, synchronous class. Log into the Adobe Connect room by 9 am. Class runs until 9:50 am. Each Module will tell you what to do to prepare for class, but preparation will usually involve watching several mini-lectures, readings from the textbook, and/or other prompts for discussion. I will probably reinforce certain material. We may discuss the Module Memo. Prepared participation is expected, and a pattern of unpreparedness will subject you to penalties.

Wednesdays We are all together in the real world. The Module will tell you what you need to have to do to prepare for Wednesday classes. Usually we'll discuss and cover anything from the Module, ideally in some active learning format. I may fill in some gaps with short talks. We will definitely discuss the Module Memo. Some Wednesdays will be Speech Days.

Fridays Unless the weather situation affects us in a significant way, we will NEVER meet on a Friday. The module will spell out what you need to do between Wednesday and Monday (so the Modules will reflect work appropriate to a day of class and two class-days of independent work).

Face-to-Face (F2F) course (Section 10 may ignore!)

Section 13 is a traditional class, meeting three times per week at 11 am. I will be doing my darnedest to keep both sections in sync.

Mondays and Wednesdays The Module will make it clear what to do to prepare for class each day. Generally, the readings for the Module need to be completed by class time on Monday, and we'll use the readings as a springboard for discussions and other activities on both days, especially on Mondays. I may be doing some direct instruction on both days, which may overlap but not replace the minilectures.

Friday The Module and Announcements will make it clear what to do to prepare for class on Fridays. Preparation may involve one or two of the readings or watching one or two of the minilectures.

Attendance and Participation

This class is a community whose success depends upon everyone's participation. Additionally, a strong correlation between class attendance and grades exists in all academic (and professional) endeavors. Attendance is therefore vital for your achievement. Participation in the Symposium Conferences counts towards attendance on Conference Days.

Section 010—HYBRID CLASS (9 am): Attendance/presence in a hybrid class is a different animal than in a full F2F class. 25 points are awarded for attendance/presence this semester. Attendance on each Wednesday class session earns you one point each. In addition, participation in the Monday on-line classes earn up to 10 more points; I will be taking attendance during 12 of them. You may be excused from two absences on those 12 on-line sessions by requesting a waiver within 48 hours of the class meeting in question. Obviously, if an on-line session is cancelled you are not responsible for attending. A pattern of unpreparedness in class may result in your attendance being converted to an absence.

Section 013—F2F CLASS (11 am): Attendance/presence is worth 25 points over the course of the semester. On 27 of our 41 planned class sessions, I will take attendance at the start of class, during the warm-up exercise. Once that exercise is finished, everyone not present is considered absent. You may be excused from two absences on those 27 attendance days by requesting a waiver within 48 hours of the class meeting in question. **Please note that NONE of these 27 days will be on Speech Days. Attendance on Speech Days is covered by the Speech Day Rule.** A pattern of unpreparedness in class may result in your attendance being converted to an absence.

Because most deadlines are at 11:59 pm, you should be able to turn in all assignments even with an excused absence. If that is still not practicable, part of arranging for your excused absence is to set your deadline for turning in the assignment as early as possible. If you do not, the assignment will be considered late. You will be asked to provide official written documentation for excused absences within one week of returning to class. If you do not turn in the written documentation on time, the absence will be counted as unexcused. Please see the definition of excused absences in the next section.

If you know ahead of time that you will be absent from class without an excused absence, please discuss this with your instructor and turn in any assignments ahead of time. Please provide excuses for university-sponsored activities in advance. No make-up work is available for in-class exercises, workshops, or exams unless I approve it in advance.

Please be on time. It is disruptive to the class and disrespectful to both your classmates and me, especially when that lateness is habitual. I would prefer not to mark people late, but I may convert three late arrivals to one unexcused absence, and I do notice when it makes a habit. I do not make exceptions or give special consideration for 8 am classes, unless you are an athlete coming from an early morning session—lateness in these circumstances will result in my contacting the Athletic Department. If you are coming a great distance from your previous class, remember that you have a full quarter hour to make it, and this campus is not a large one. I would rather you appear and then take care of biological needs, rather than the reverse.

Allow time to find parking if you drive to campus; send a message on the Canvas App if you know you are going to be late or absent.

Speech Day

Attendance at each class meeting labeled “Speech Day” is mandatory. I expect you to be part of an attentive audience. Unless the absence is a University-excused absence, each Speech Day missed results in an automatic deduction of 10 points from your final grade.

I will announce the day on which you give your Speech in advance. The day on which you speak will reflect excused absences you know about in advance—but you must let me know!

Students are strongly encouraged to withdraw from the class if more than 20% of the classes scheduled for the semester are missed per university policy.

Note: Please reference the definition of excused absence in current edition of *Students Rights and Responsibilities* or on the web at <http://www.uky.edu/StudentAffairs/Code/>.

For any emergency situation that arises, **e-mail your instructor** as soon as you know about the situation.

Excused Absences

Please notify me in advance of an excused absence (EA), if at all possible. According to SR 5.2.4.2, acceptable reasons for EA are:

- serious illness,
- illness or death of family member,
- University-related trips, major religious holidays, and
- other circumstances found to fit “reasonable cause for nonattendance” by the instructor

If you anticipate missing a class or classes for a major religious holiday, you must notify me via email of that anticipation no later than the Add-Class deadline. If you have any questions about major religious holidays, please contact the Religious Liaison via the the Disability Resource Center (725 Rose Street, Multidisciplinary Science Building, Suite 407—David Beach, Director, dtbeac1@uky.edu).

Verification of Absences

I reserve the right to ask you to verify your absences to ensure that they count as excused absences. If you miss two consecutive classes because of illness, please do provide a note. S.R. 5.2.4.2 indicates that faculty may request “appropriate verification” in cases of illness or death in the family. If you miss class because of a University-related trip, you must provide verification in advance.

Important Spring Semester Dates

<http://www.uky.edu/registrar/content/spring-2016-semester>

- January 20:** Last day to add a class for the spring semester
February 3: Last day to drop a course without it appearing on the student’s transcript
February 10: Last day to officially withdraw from the university or reduce course load and receive a 50% refund
March 11: Midterm grades posted by this date

- April 1:** Last day to withdraw from the university or reduce course load.
May 9: Final grades posted by this date

Academic Integrity

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

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (link available below) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Student Rights and Responsibilities: <http://www.uky.edu/StudentAffairs/Code/part2.html>

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 (Multidisciplinary Science Building, Suite 407, at the corner of Rose Street and Huguelet Drive, 859-

257-2754, email address: dtbeac1@uky.edu) for coordination of campus disability services available to students with disabilities.

Military Members and Veterans

We recognize the complexities of being a member of the military community and also a student. If you are a member of the military or a military veteran or dependent, please inform your instructor if you are in need of special accommodations. Drill schedules, calls to active duty, mandatory training exercises, complications with GI Bill disbursement, and other unforeseen military and veteran related developments can complicate your academic life. If you are aware of a complication, we will work with you and put you in contact with university staff members who are trained to assist you. Please contact the Coordinator of the University of Kentucky Veterans Resource Center at 859-257-1148 for additional assistance. Visit <http://www.uky.edu/veterans> for more available resources.

Classroom Policies

APA Formatting

We use APA formatting for ALL assignments in CIS 111. We will spend a little time on APA formatting in class; you can find exhaustive information via the [OWL at Purdue University](#).

Submission of Assignments (the “Rules for Written Work”)

If for some reason Canvas does not seem to accept a submission, send the assignment by email to me, but keep trying with Canvas. This problem should be VERY RARE.

Except as noted below, all assignments should follow these Rules for Written Work.

The submission must

- Be in .doc or .docx format;
- Demonstrate attention to the Guide to Good Writing;
- Adhere to page counts limits;
- Be double-spaced;
- Include a title page, abstract, and references page;
- Use APA formatting on the references page, as well as for the in-text citations;
- Follow APA running head formatting; and
- Use a professional font, 12-point, with 1" margins all around all pages.

Word is free to all students, you do not need to use Pages or Open Office. If you do use Pages or Open Office, convert the file to a .doc or .docx format. If you do not, then the file will not be considered submitted.

Page counts are based on full pages of text. Word counts are based on the body of the essay. A full page is one which can get no more text on it. Please do not play games with margins or 12.26518762539874 point font or 2.15 spacing. The Title, Abstract, and Reference pages NEVER count towards page- or word-count.

A professional font is Garamond, Times New Roman, or some other traditional font; this syllabus is in Garamond, 12-point. Please do NOT use Comic Sans or Courier; neither is professional. I allow Arial, but dislike it intensely (hint). Use of a script-font is also unacceptable.

The following submissions do not need to follow the rules above:

- The assignment directs you to submit a URL or type in a textbox, or
- The assignment specifically waives one or more of the rules.

Late Assignments

I am willing to be flexible on assignment deadlines—especially for major assignments—if you keep an open line of communication. That is, tell me what’s going on: 4 major exams and our essay due in the same week is certainly a valid concern. Personal psychological trauma (being dumped by the One-and-Only, for example) is another. Deaths in the family of course will have an effect on your life. Let me know what’s going on, and we can see if we can work something out. If you do NOT tell me what’s going on, everything is due at the assigned deadline.

I reserve the right to announce a “Late Work Amnesty Day”.

Most assignments are due at 11:59 pm on the due date. Do not panic if the assignment comes in at 12:05 or 12:45 am. Penalties per the below schedule kick in as noted:

| | |
|-------------------------------------|---------------------------------------|
| By 8 am the next day | -1 point |
| 8 am – 8 pm the next day | -5% or 1 point, whichever is greater |
| 8 pm – 8 am the 2 nd day | -10% or 1 point, whichever is greater |
| The rest of the 2 nd day | -15% or 1 point, whichever is greater |
| The 3 rd day | -20% or 1 point, whichever is greater |
| The 4 th day | -30% |
| The 5 th day | No credit given |

Murphy noted that “anything that can go wrong, will go wrong.” Laptops are stolen. Printers run out of ink. Hard drives crash. The campus wireless connection fails. So, do not wait until the last minute to submit your assignments and SAVE OFTEN.

- Always save duplicates of your work on an external source (e.g., flash/thumb drive, Google Drive, Dropbox.com).
- For your protection, keep all assignments that are graded and handed back to you until final grades have been submitted at the end of the semester.
- I’m really unsympathetic to “I’m not good with technology”. It’s 2015. If you are in fact not good with technology, come in to office hours and we can work through your concerns. It will be OK.

Don’t Be That Student

The vast majority of student emails ask questions which are already answered: in this MS&DS, on Canvas in the Assignment and other sections of the class site, or in the Upcoming Work Announcement. If you ask me, via email or in person, one of these questions (such as, “How many sources do we need for the Annotated Bibliography?” or “When is the final draft due?”) I will simply say, “Check Canvas”. At most. You are adults and are expected to be able to look easily located information up.

Treat Others (Including Me) the Way You’d Expect to be Treated

When other people have the floor, especially for formal presentations, you carry three responsibilities:

- Be present and attentive
- Be courteous and on time
- Pay attention to the speaker and not to your devices or your lap (which I assume means you are texting).

I reserve the right to reduce your grade on a given presentation if you do not live up to these responsibilities.

Canvas

Everything you need for this class is on Canvas. Blackboard is dead to us.

Announcements and Email Communication

I will frequently make class announcements via Canvas; announcements go to students in all three sections, and most announcements will pertain to all students in all sections. Announcements applying only to one class will carry a Section notation in the Subject—it's your job to know which section you're in. You may read all announcements for the Semester on Canvas.

Announcements are also sent via email (and other contacts—text, Twitter). Make sure, therefore, that your Canvas log-in is the email address you want to use.

In addition, I will email you individually from time-to-time. I know that some of you may think that email is so-2002. It's not. I expect you to check your email daily, at least. I check often, and respond as quickly as I can per the guidelines below.

- I cannot consistently check emails on Monday, Wednesday, and Friday mornings (I'm with you all!).
- I don't guarantee I will check email after 8 pm.
- Except when otherwise noted in the Upcoming Work & Availability Announcement, I will respond within 24 hours to your email
- I don't guarantee that I will check email between Friday afternoon until Sunday morning.

Email Etiquette

It is a very good idea to treat emails to me as professional correspondence. You will discover that, while I'm pretty informal, I do expect certain niceties. They are noticed, and that notice can end up helping you.

- Use the subject line to indicate the subject of the email; do not just hit 'reply' to an announcement and then ask about something else.
- Greeting your professor with a "Dear Professor Cooper"; it's much superior to a "Yo, dude".
- Sign your name and include your section number
- Do not DEMAND things when you are asking for an individual accommodation. "Please" is a perfectly good word to use.

- If you write an email at 2 am, don't expect a response before 630 am—one of my colleagues received a 2 am email followed by a 545 am email demanding to know why no response had been sent. A student so doing to me will not be happy with my response.

Devices

1. We are all connected to the rest of the world in many ways. The most important way is, of course, the human connection we have in class.
2. That said, we will be using technology during class. You must have a device with you every day in class, and that device needs to be able to access Canvas and MindTap--doing your work on an iPhone is strongly discouraged.
3. Some activities in class will require those devices, and at those times you may freely use them.
4. Paper and pen are also technologies, and you MUST have a writing implement and paper source with you.
5. When I am engaged in mini-lectures in a face-to-face class, you may NOT use your devices. You must take class notes on paper. You would be wise to transfer those notes to computer shortly after class. During a synchronous on-line session, note-taking is at your discretion.
6. When classmates are presenting, your devices should also be "screen down".
7. Rules 5 and 6 represent common courtesy and mutual respect. I will also be screen down during those times, except when I (a) check my iPhone to see what time it is, (b) grade your speeches on laptop, or (c) use my devices as instructional aides.
8. I will let you know when you may use devices.
9. When you engage with each other in Canvas, I expect you to respect each other, especially when you disagree. Violations of the norms of polite discourse will be sanctioned; violations rising to the level of legal violations will be reported.

Additional Student Resources

The Presentation U Tutoring Center@The Hub is located in B-24 of the W. T. Young Library (phone 859-218-5186). Presentation U provides tutoring assistance and training with multimodal communication skills and projects. Both UK faculty and students have the opportunity to attend workshops and work individually with highly trained faculty members, graduate students, and peer tutors. Come see us if you would like help brainstorming potential project topics, constructing outlines, using APA or MLA style, practicing oral presentations, as well as designing/constructing/using effective presentational aids (e.g., PowerPoint, Prezi, websites, videos, and digital projects). When you come to the Presentation U Tutoring Center@ The Hub, YOU can become the Ultimate Presentation. Visit [UK | Undergraduate Education | Presentation U!](#) to check out our hours of operation and/or to schedule an appointment. Presentation U! also offers a satellite location on the 1st floor of Champions Court I. This location offers the same services as Presentation U @ the Hub to assist students with their multimodal communication needs.

The Multimodal Communication Lab (MC3) is located in 107A Grehan (phone: 859-218-0221 or 859-257-8370). The MC3 is your go to location for assists on class presentations of all types. You have the opportunity to work one-on-one with peer tutors with experience and specifically trained in presentational methods. We offer several resources: Brainstorm potential oral, written, and visual presentation topics; organize content and develop outlines; use proper APA/MLA style in outlines and papers; develop and use effective presentational aids, including PowerPoint, poster sessions, and Prezi, improve public speaking delivery; and Create effective digital texts (e.g., websites, blogs). You can also schedule an appointment online at: <http://comm.uky.edu/student-info/mc3>

The Study located in 306 Complex Commons Building, is responsible for programs and services for students intended to promote effective learning strategies in and out of the classroom in order to enhance the academic experience of all students at the University of Kentucky. For more details check out the website at: <http://www.uky.edu/AE/>

The Writing Center is located in W. T. Young Library, Room 108B in the Hub (phone: 859-257-1368). The staff can help you identify and correct problems with your writing. You can also schedule an appointment online at: <http://wrd.as.uky.edu/writing-center>

The Media Depot is located in the basement of William T. Young Library and has video and audio recording rooms, computers for editing multimedia projects, collaborative spaces, and staff to assist students with multimedia needs: <http://www.uky.edu/ukat/mediadepot>

COURSE SEQUENCE

Course Sequence assignments are separate from your work with the Modules. While Modules will include reminders of the Course Sequence Assignments, please be mindful that the Modules are learning activities for Wednesday to Wednesday, while the Course Sequence work occurs independently thereof.

This semester, you will complete an array of major assignments, each of which will have an oral, written, and visual component. You will revise your projects based on instructor comments and comments by your classmates. You will also complete several minor assignments to demonstrate writing, small group, and persuasive speaking skills, as well as persuasive writing, interpersonal, group dynamics, and public speaking evaluation skills.

The Course Sequence assignments are listed in intended chronological order. See Canvas for actual due dates.

Information on each assignment as posted on Canvas supersedes the information here, when in conflict.

Video Introduction and Response (10 points)

You will prepare a brief 1-2 minute video introduction of yourself and post it to the Discussion Board on Canvas. This is your chance to introduce yourself to your instructor and your classmates. All videos should include name, major, year in school, and then a little about what makes you unique. Include an aspect of yourself that others may find interesting or surprising. This will help me (and your classmates) remember your name (for example, “Oh yes, Tim, you’re the student who rides a unicycle around campus.”). After you’ve posted your Introduction, respond to two others, per the Canvas assignment.

This I Believe Speech (20 points)

This is a 3-minute speech where you introduce yourself and share your own statement of personal belief. You will focus on one core belief and support why you hold this core belief using specific examples and events from your life experiences. For example, you may share a time when you first developed the belief and/or a time when it was further clarified or even modified. Support for this speech will come from personal experiences and stories; no outside research is required. You must include at least one object, picture, or other visual aid (projected onscreen so it is easily visible to all those in your audience) to help support what you are saying. Submit an outline to Canvas.

Examples of this type of storytelling are available at <http://thisibelieve.org/>

Pre-test/Post-test (5 points each for 10 points)

Each CIS 111 student is required to complete a pre-test at the beginning of the semester and a post-test at the end of the semester for departmental assessment purposes. These will be completed online and you will receive credit for these assignments; your answers will not affect your grade. You will receive 10 pts for completing these two assignments (5 pts each). Each test will take approximately 30 minutes to complete. These assignments may never be completed after the deadline.

You can find the pretest at <http://comm.uky.edu/courses/CIS111/pretest>. It opens January 13; the pretest closes at 11:59 p.m. on Friday, January 22.

The posttest opens on Wednesday, April 20 at <http://comm.uky.edu/courses/CIS111/posttest>. It opens on Wednesday, 20 April, and closes at 11:59 p.m. on Sunday, May 1.

Starting Line-Up Group Video Presentations (20 points)

As a group, you will participate in one social activity outside of class time before constructing a 3-4 minute video presentation. Your presentation will include, at the very least, your group name, group logo, and group motto, as well as describe the social activity you engaged in together. You will include things you learned about one another in the process. Each person must speak in the video. In addition, you are required to visit the Media Depot (in basement of W.T. Young Library) during the creation of this presentation.

Ad Gone Bad Short Essay (20 points)

In order to construct a strong argument, it is often helpful to breakdown an argument – particularly one that didn't work well. Based on class readings, you will analyze an "Ad Gone Bad." After selecting an ad that didn't work from those provided by your instructor, you will explain how the persuasion didn't work in the ad and where you think the argument broke down. The paper will be 2-3 pages, include 1 image. It should cite both the Textbook and at least one other source (other than the ad itself).

Local/Community Symposium and Digital Project (150 points)

Using Monroe's Motivated Sequence as a guide, you, as part of a Team, will present a case intended to persuade your audience on a solution to an issue that has relevance to either the Lexington community or the University of Kentucky campus community. I'll post a list of possible topics on Canvas as the groups are forming. No more than one Team per section may present on a given topic. Teams consist of 4-6 members, and are assigned by the instructor.

As a Team, produce a video symposium running for 26 to 30 minutes (as if it were a half-hour television program). Each Team member must speak for 4-6 minutes within the video symposium. Within your half-hour, include two 1-minute "commercials" which act as Public Service Announcements for your chosen topic. The PSAs must run a total of 1:30 to 2:30 during your 26-30 minute Symposium.

The steps of the Motivated Sequence should be readily apparent, but doing it in a clever way will enhance your grade.

Work with the Media Depot to make this a quality project. You will need to upload this Symposium to YouTube, and then include the link as your submission—only the Team Leader will need to submit it.

Your video will need to be Close-Captioned. Media Depot can help with that process, too.

**DO NOT WAIT UNTIL THE LAST MINUTE TO UPLOAD TO YOUTUBE.
YOUTUBE REQUIRES TIME TO PROCESS VIDEOS.**

| | |
|--------------------------|-----------|
| Group Symposium Grade: | 75 points |
| Individual Part Grade: | 25 points |
| Digital Project (Group): | 50 points |

Group Dynamics Grade (10 points)

After submitting the Symposium, submit an evaluation of each of your Teammates and yourself. You will rate each Team member on a scale of 0-10, evaluating each person's participation. You'll

need to explain (in 1-3 sentences each) your rating. Your grade for this assignment is the average of every team member's evaluation of your participation on the Team. If you do not submit a ranking, you receive a grade of '0'.

You will receive 8.5 points per member of the team (including yourself). You will need to allocate those points to everyone (in increments of 0.5 points). Consider a rating of '8.5' to mean "this person did what they were expected to do, and were cooperative and communicative, but didn't do anything really special or outstanding". Thus if you want to give a fabulous person a '10', you'll have to rank at least one person below 8.5.

| | | |
|----------------|-------------|---------------|
| 4 team members | 34 points | to distribute |
| 5 " " | 42.5 points | " " |
| 6 " " | 51 points | " " |

Symposium Evaluations (20 points)

After all Symposia are submitted, watch them all (including your own). Per the rubric posted on Canvas, evaluate each symposium (other than your own). Then, rank the five symposia—which is the best, 2nd best, and so on (yes, you do rank your own). The Team producing the best symposium will receive 5 extra credit points, the team with the 2nd best will receive 4, and so on—so everyone will receive at least 1 EC point.

If your symposium evaluation receives a grade of 13 or below, you forfeit the EC point(s) received by your Team.

Annotated Bibliography (15 points)

In order to help you evaluate sources for your issue paper focused on a national/international public issue of importance to you (see Week 9), you will first create an annotated bibliography.

The annotated bibliography assignment asks you to provide annotations for 5 credible sources. These annotations will include:

- An APA citation for the source
- A sentence or two summarizing the source
- A sentence or two establishing the credibility of the source
- A sentence or two discussing your intended use of the source in your Essay

Rough Draft and Peer Review (20 points)

You will submit a Rough Draft for the National/International Issue Paper. The rough draft will receive reviews by me and 3 other class members.

National/International Issue Paper (100 points)

As an individual, you will identify a controversial issue of national or international importance that you are interested in studying. This paper should be written for a "lay audience" – that is, anyone who is unfamiliar with your topic should still be able to understand the stance you are taking (you need to "pick a side" and argue it) and the evidence you use to support your claims.

Based on research you conduct to learn more about this topic, you will write a paper taking a clear position on this issue, while also addressing at least 1 opposing argument, using evidence and reasoning to support your claims. Your paper must be 1500 words (TNR, 12-point font, 1" margins, not including cover page, abstract, or references) and integrate at least 8 relevant and credible external sources as well as 2 images to support your ideas. It must be typed according to proper APA style. You will turn in a first draft as well as a final draft of this assignment.

Impromptu Speeches (10 points)

In preparation for the final speeches, you will be given a topic when you come to class and after a few minutes to prepare, will present an impromptu speech to the class.

Final Reflective Video Speech (10 points)

Your final assignment is to provide some advice to incoming CIS 111 students. What was your favorite part of the course? What was the biggest challenge? What can they do to be particularly successful? What are the “big picture” lessons you’ll take with you as you go through the rest of your college career? This final reflective speech should be 2-3 minutes and may be shared with future students in CIS 111.

MODULE WORK

The items in this section are points award for work within the Modules. They include discussions, Module Memos, Quizzes, and attendance.

Readings

The readings in each Module are to prepare for class on Monday and Wednesday (and sometimes Friday). Please make sure you’ve completed the readings by Sunday night during each Module.

MindTap Activities (20 points)

There will be a variety of ways to measure your engagement in the class and with the online course material. This engagement is to be completed prior to class time to prepare you to more fully participate in class.

Attendance (25 points)

Per the attendance policy, you’ll receive points for being present in class.

Quizzes (30 Points)

Each module includes one or more short quizzes based on the readings. They are self-graded, and you will be able to attempt each one twice.

Module Memos and Comments (30 points)

By Sunday of each week, submit a Memo pertaining to some topic within the Module as directed by the prompt for the Module Memo. By Tuesday of each week, comment on two other Module Memos.

Module Discussion Participation (30 points)

Each module will have one or more Discussions; you will need to post and make comments in each, per the instructions on Canvas.

Total Points: 550

KHSSL and Extra Credit

Half of my work here at UK is to serve as the Executive Director of the Kentucky High School Speech League. KHSSL governs Speech and Debate activities in middle and high schools around the Commonwealth. I will come to you three times during the semester for your assistance with KHSSL related activities, and that assistance will be acknowledged in your grade as follows

Assistance will be in the form of 3-hour blocks of time helping me prepare for or run the three KHSSL tournaments held here on the UK Campus.

Extra credit is awarded as follows:

- a. 3 hours of work—5 points of extra credit
- b. 6 hours of work—either 10 points of EC or a waiver from Impromptu Speeches
- c. 9 hours of work—10 points of EC AND a waiver from Impromptu Speeches

A waiver from Impromptu speeches means you receive a grade of 10/10 for them.

I'll be sending out specific available slots, but the general outline of dates and times is:

Thursday/Friday 28/29 January in the afternoons—clerical type paperwork
Saturday 30 January between 8 am and 5 pm—help run the tournament

Monday – Wednesday 7-9 March in the afternoons—clerical type paperwork
Thursday 10 March between 10 am and 8 pm—help run the tournament
Friday/Saturday 11 – 12 March between 8 am and 8 pm (Friday) or 3 pm (Saturday)—help run the tournament

Tuesday – Thursday 22-24 March—clerical type paperwork
Friday/Saturday 25-26 March between 8 am and 8 pm (Friday) or 3 pm (Saturday)—help run the tournament

Details will be announced closer to the events.

Daily Schedule--CIS 111--Section 13 (F2F)

| Date | Topic | Module Starts and COURSE SEQUENCE items due |
|------------------------------|----------------------------------------|----------------------------------------------------|
| Wednesday, January 13, 2016 | Course Introduction | Module I |
| Friday, January 15, 2016 | Group Dynamics | |
| Monday, January 18, 2016 | No Class--King Day | |
| Wednesday, January 20, 2016 | Speech Day | Module II THIS I BELIEVE SPEECH |
| Friday, January 22, 2016 | Group & Cultural Dynamics | PRE-TEST |
| Monday, January 25, 2016 | Group & Cultural Dynamics | |
| Wednesday, January 27, 2016 | Group Dynamics/Group determination | Module III |
| Friday, January 29, 2016 | Group & Cultural Dynamics | |
| Monday, February 01, 2016 | Group & Cultural Dynamics | |
| Wednesday, February 03, 2016 | Ethos, Pathos, Logos | Module IV STARTING LINE-UP |
| Friday, February 05, 2016 | Ethos, Pathos, Logos | |
| Monday, February 08, 2016 | Ethos, Pathos, Logos | |
| Wednesday, February 10, 2016 | Ethos, Pathos, Logos | Module V |
| Friday, February 12, 2016 | Group Presentations | |
| Monday, February 15, 2016 | Motivated Sequence | |
| Wednesday, February 17, 2016 | Meet in Media Depot, The Hub, Willy T. | Module VI AD GONE BAD essay |
| Friday, February 19, 2016 | Visual and Video Work | |
| Monday, February 22, 2016 | Visual and Video Work | |
| Wednesday, February 24, 2016 | Symposium Meeting | Module VII |
| Friday, February 26, 2016 | Visual and Video Work | |
| Monday, February 29, 2016 | Conferences | |
| Wednesday, March 02, 2016 | Conferences | Module VIII |
| Friday, March 04, 2016 | Conferences | SYMPOSIA DUE |
| Monday, March 07, 2016 | Workshop | |
| Wednesday, March 09, 2016 | Reserved | |
| | | Module IX |
| Friday, March 11, 2016 | Reserved | SYMPOSIA RESPONSES and GROUP DYNAMICS GRADE |
| Spring Break | | |
| Monday, March 21, 2016 | Toulmin Argumentation | |
| Wednesday, March 23, 2016 | Meet in B108-a, Willy T. Library | Module X |
| Friday, March 25, 2016 | Argumentation & Rhetoric | |
| Monday, March 28, 2016 | Argumentation & Rhetoric | |
| Wednesday, March 30, 2016 | Argumentation & Rhetoric | Module XI |
| Friday, April 01, 2016 | Research & Warrants | |
| Monday, April 04, 2016 | Research & Warrants | |

Daily Schedule--CIS 111--Section 13 (F2F)

| | | |
|---------------------------|--------------------------------|------------------------------------------------------------|
| Wednesday, April 06, 2016 | Logic & Fallacies | Module XII ANNOTATED BIBLIOGRAPHY |
| Friday, April 08, 2016 | Logic & Fallacies/Rhetoric | |
| Monday, April 11, 2016 | Logic & Fallacies/Rhetoric | |
| Wednesday, April 13, 2016 | APA and Technicals | Module XIII |
| Friday, April 15, 2016 | APA and Technicals | |
| Monday, April 18, 2016 | APA and Technicals/Peer Review | ROUGH DRAFT-- NATIONAL/ INTERNATIONAL ESSAY |
| Wednesday, April 20, 2016 | Impromptus | Module XIV |
| Friday, April 22, 2016 | Impromptus | PEER REVIEWS DUE THURSDAY |
| Monday, April 25, 2016 | Impromptus | FINAL DRAFT--NATIONAL/ INTERNATIONAL ESSAY |
| Wednesday, April 27, 2016 | Impromptus | Module XV |
| Friday, April 29, 2016 | Reserved | POST-TEST |
| Wednesday, May 04, 2016 | [No class] | VIDEO REFLECTION |

This Daily Schedule does not include the specific steps for each Module. See Canvas for full information.