CIS 111: COMPOSITION & COMMUNICATION II

Summer 2019 – Section 210 (<mark>Online</mark>)
Instructor: Mr. Haggerty
E-mail: Stephen.Haggerty@uky.edu
Office: My home. If need be I can meet with you on campus at McVey 115.
Office Hours: We will use email and Canvas for any communication needs you may have

<mark>**Special Note: Our class runs on Eastern Standard Time deadlines, so make sure you submit assignments based on Eastern Standard Time (typically 11:59pm EST).**</mark>

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.

<mark>**Additionally, since this is an online course, we do everything online. Set your notifications in Canvas and in the Canvas app if you use it, check your UK email EVERY DAY, and check your Canvas EVERY DAY. I will do everything in my power to make this an engaging learning environment, but I need you to help me with that goal. Communicate with me. Communicate with your group members. Don't wait to complete assignments.**</mark>

<mark>**Have a strong internet connection. Failure to submit assignments on time or because of a weak internet connection do not constitute acceptable reasons for missing assignments.**</mark>

<mark>**Treat your group members as you want them to treat you. Respect their time, and hopefully they respect yours. We have 8 weeks to complete a 16 week course, so think of it this way: we will cover approximately two weeks-worth of information each week. Let's make these 8 weeks productive, fun, and successful.**</mark>

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

- ✓ Cooper, T., Kercsmar, S., & Vallade, J. (Eds.). (2017). *CIS 110/111: Composition and communication I & II* (2016-2017 ed)*. Plymouth, MI: Bedford/St. Martin's.
  - o ISBN: 978-1-319-09272-6
- ✓ A Pocket Style Manual (packaged with textbook) for APA
- ✓ Active official UK email account (we use your official account for all things academic)
- ✓ **Access to computer, Wi-Fi/Internet, webcam/phone camera**

Course Policies

Attendance and Participation

Since this is an online class, there is no "official" attendance policy. However, your engagement in this class is directly related to your success in it. Stay engaged. For the 8 weeks we have together, you HAVE to be totally committed to the class.

Late Work

No late work is accepted without official University-approved excuse. You will be notified of assignment due dates well in advance of the deadline, so I don't expect anyone to be late in submitting assignments. If you set your Notifications up in our Canvas shell (and you check your email, the Announcements I sent out, and the weekly schedule I will give you), you will be fully informed of due dates. Again, I do NOT accept late work.

If you are unable to submit an assignment because of an extenuating circumstance, my expectation is that I receive an email from you BEFORE the assignment deadline, explaining the reason for not being able to submit on time. **Remember to submit all assignments based on Eastern Standard Time!**

Any official University-approved excuse must be given to your instructor within one week of the assignment due date to be considered "excused".

Note: Please reference the definition of excused absences in the current edition of *Student Rights and Responsibilities* or on the web. For any emergency situations, **e-mail your instructor** as soon as you know about the situation.

Absences do not impact our online course, but I am leaving this information in the syllabus to be consistent with traditional face-to-face CIS 111 classes.

Excused Absences

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Regarding University Health Services Health Notes

Tier 1 excuses are not accepted as a valid excused absence. You may use your freebie coupons instead.

Tier 2 excuses are accepted as a valid excused absence. However, the instructor reserves the right to request additional or alternative documentation if the instructor, under the circumstances, has concerns about the validity of the *Tier 2* documentation.

Tier 3 excuses are always accepted as a valid excused absence. The UHS restricts students from attending class with *Tier 3* excuses.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence. In this course, you must provide appropriate documentation of an excused absence within one week of the 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. 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. 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 states all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

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

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

Accommodations Due to Disability

If you have a documented disability requiring academic accommodations, please communicate these needs as soon as possible. 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 their website for more available resources.

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Class Policies

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Submission of Assignments

All written assignments (first/rough and final drafts) MUST be submitted in a .doc, .docx, or .pdf format to Canvas. **To be safe, save your work as a Microsoft Word document, THEN save it as a PDF (to capture formatting)…THEN submit the assignment.** Do not submit assignments as a Google document; formatting will be off, and you could potentially lose points by not having proper formatting.

If you have submitted correctly, you will see a screen confirming your submission and you can check the gradebook to see the assignment has been submitted. **I do not accept late work.**

Late Assignments

No late work is accepted. You will be reminded often about due dates, and you have a CIS 111 daily schedule to use to fill out your planners/calendars of deadlines. Do not wait until the last minute to submit an assignment; a problem with Canvas, your Wi-Fi connection, your laptop, etc., does not count as an excuse to submit work late. *See previous description of the late work policy on the previous pages of this syllabus.*

It's In the Syllabus…

I receive hundreds of emails every week (oftentimes daily), many from students asking questions that could be easily answered by reading the syllabus or asking a classmate. Thus, before e-mailing me, please follow these steps:

- Consult the class daily schedule, the syllabus, and then check Canvas
- Ask three classmates via email

If you *still* don't know the answer to your question, email me.

Responsible Technology Use

- **Access to Technology:** Since this is an **online** course, it is your responsibility to have a working computer, Wi-Fi, a webcam/phone camera, etc. Issues with technology are not the fault of the instructor, so make sure you have strong connections and to check our Canvas site daily.
- **E-mail**: During the semester, you will receive emails from me with updates and reminders. You are expected to regularly check your official UK email address. Practice good mechanics when

writing emails! Writing emails to your friends/family can be informal, but when you write emails to your instructors, professors, and potential employers, they should be well-written with as few mistakes as possible.

- o **When writing an email to me, please indicate who you are at the end of the email**.
- **Canvas**: I will create announcements almost daily. I upload agendas for our classes regularly. Make sure you have your notifications set up to alert you to my announcements; failure to set the notifications option up is *not* something I control…you control it.
  - o **Do not wait until the last possible minute to submit assignment/DB posts**.
    - ▪ **Technology has issues**…so be proactive and do things early. A problem with technology on your end does not constitute an allowance of extended time for submissions.
- **My work hours are M-F 8:30am-4:30pm EST. I will respond to emails throughout the day, but any emails <u>after</u> 4:30pm EST will be replied to by 8:30am EST the next morning (unless it's a Friday after 4:30pm EST, in which case I will reply by 8:30am EST the following Monday).**
- **Note:** When corresponding with me please (a) use a descriptive subject line, (b) include a respectful greeting (e.g. "<mark>Dear Mr. Haggerty</mark>"), and (c) fully sign your name **and** section number. Typically, I will respond to email within 24 hours, although response time may vary depending on the time and day. I appreciate strong email etiquette. *Identify yourself as an online student.*

Peer Groups

Because most writers, educators, and other professionals must learn to work collaboratively, you will collaborate with your peers in this online class. We will form groups this session. Treat everyone in this class as a valued colleague, and you will have few problems. *You will honor all deadlines agreed to by your classmates as though I was the one who set them and in general be respectful.* Consequences for "slacking" may result in anything ranging from a full letter grade deduction for the assignment to a zero (determined on a case-by-case basis). Once groups are formed, create a group text or some other way to collaborate/communicate.

Canvas

Things happen over the course of a semester, which means the daily schedule may change during the semester. You will be responsible for checking the online syllabus and daily schedule for any changes or updates. I will post all assignments on Canvas. If you lose an assignment page or handout, you are expected to get a copy from Canvas rather than from me. <mark>**Make sure to set up your notifications.**</mark>

Additional Student Resources

Presentation U! Peer Tutoring

If you need help with any of the following: brainstorming project topics, creating outlines, essay writing, research papers, effectively using APA/MLA style, practicing oral presentations, designing and constructing effective visual aids, including PowerPoint, Prezi, websites, videos, and digital projects. Bring your multimodal projects to one of two conveniently located centers, at the Hub in W. T. Young Library and the center at eStudio located in the Student Commons of the R.G. Anderson Building. They open early and stay open late! Visit their website for complete hours. Tutoring services are available on a drop-in basis as well as a scheduled face-to-face or online appointment. For questions, please contact Rachael Deel at Rachael.deel@uky.edu.

Presentation U! Academic Coaching

Academic Coaching is an opportunity for students to work with an undergraduate peer or graduate student to identify strengths and weaknesses related to their learning and study strategies. CRLA certified trained coaches will collaboratively work with you on an ongoing basis to develop an action plan, fill in the gaps, and support you to meet your goals. You can schedule an individual coaching appointment or drop-in. Please visit their website to view the drop-in schedule or make an appointment. For questions, please contact Rachael Deel at Rachael.deel@uky.edu.

The Study

The Study offers free, drop-in peer tutoring in over 40 UK CORE Math, Science and Business courses. The Study is open Monday-Thursday, 2-10pm in two locations: The Study South and The Study North. And this year The Study North will be open Sundays, 4pm-10pm! Check out a complete list of subjects and the full schedule, as well as more information about the other services here.

<p align="center">Description of Course Activities and Assignments</p>

This semester, you will complete an array of assignments, each of which will have an oral, written, and visual component. You will 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.

==**Special Note:**==

- You will be creating videos this session for speeches and reflections. Use YouTube to accomplish this component to the assignments asking you to submit videos. If you haven't ever created a video for a class, you will want to learn how to do so. It's easy. Examine these links to help you do so:
    - https://www.wikihow.com/Make-a-YouTube-Video
    - https://creatoracademy.youtube.com/page/lesson/jumpstart#strategies-zippy-link-3 (Set Up Your Channel)
    - https://www.lifewire.com/making-youtube-videos-1082488

Video Introduction (15 points)

You will prepare a brief 1-2 minute video introduction of yourself and submit it as an assignment (an unlisted YouTube link) to Canvas. This is your chance to introduce yourself to your instructor. 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 remember your name. Submit it to Canvas as an <u>unlisted YouTube link</u>. Check this link out for help on how to make your videos on YouTube unlisted before submitting them to me.

This I Believe Speech & Outline (25 points)

This is a 2-3-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. <u>You will submit a copy of your <mark>outline</mark> as partial fulfillment of the assignment</u>. **Stand up during the recording** so I can see your whole body. Check lighting, volume, and the room you are recording in…set it up to be professional and visually appropriate. Examples of this type of storytelling are available [here](#). Submit the link to your speech as an unlisted YouTube link.

National/International Mini-Argument Essay (50 points)

As an individual, you will identify a controversial issue of national or international importance 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 using evidence and reasoning to support your claims. Your paper must be **500-600 words** (TNR, 12-point font, 1" margins, double-spaced, and not including title page or references) and integrate at least two relevant/credible external sources in the body of the paper. The source(s) must be cited on a reference page. You must include one image supporting your argument. It must be typed according to proper APA style. See assignment description in Canvas for more information.

Annotated Bibliography (50 points)

In order to help you evaluate sources for Popular Culture Criticism Essay, you will first create an annotated bibliography. The annotated bibliography assignment asks you to provide annotations for <u>5</u> credible sources. The artifact itself does NOT count as one of the five sources, but the link should be included on the bibliography at the top of the document. These annotations will include:

- An APA citation for the source
- A sentence summary of the source/article
- A sentence about the credibility of the source/author
- A sentence explaining how you plan to use the source in your paper

Popular Culture Criticism Essay (200 points)

You will compose an essay in which you analyze the persuasiveness of a chosen artifact of popular culture. You will analyze the artifact by examining the context and applying the rhetorical appeals of ethos, pathos, and logos.

Your paper should be 1500-1600 words (TNR, 12-point font, 1" margins, not including the title page, abstract, or references) and integrate at least 5 relevant and credible external sources. You should also incorporate 2 images into your essay. The reference page will have 8 sources total on it (the 5 sources, the 2 images, and the artifact). It must be typed and formatted in APA.

Popular Culture Criticism Essay Draft (20)

You will develop a draft of your PCC Essay. Specifics of content, length, and technical details will be confirmed by the instructor. You will submit the draft as an assignment <u>and</u> email it to your Peer Review partner for review.

Peer Review (15 points)

You will engage in a peer review of a peer's Popular Culture Criticism Essay draft. After submitting your draft as an assignment AND emailing the draft to your Peer Review partner, you will complete a Peer review Form on your partner's draft. You will make specific comments on the draft itself and give your partner feedback for improvement. You will submit the Peer Review form as an assignment AND email it to your partner so s/he can use your feedback to help improve their paper.

Group Project

Local/Community Issue Project (240 points)

Using Monroe's Motivated Sequence as a guide, you 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. Instructors may provide you with a list of issue from which to choose, or instructors may let you choose your topics as a group. This will vary by instructor.

Groups consist of 3-4 members, and are assigned by the instructor. Each member of the group is required to speak for 4-6 minutes during the presentation. The presentation grade includes both a group component and an individual component. Your group will develop a group-based PowerPoint and outline with references and in-text citations as well.

Each team will also produce a brief (45-60 seconds) video to complement its argument. It may take the form of a PSA, but must enhance the presentation in some way.

Each person in the group will take a section or sections of Monroe and use it to develop the group speech. Here is a link giving a general explanation of Monroe's Motivated Sequence (but make sure you examine the textbook's description of the Sequence and any notes or PowerPoints I share with you).

Each person will record their section individually and submit it as an unlisted YouTube link. If all members of the group are on campus or close by, your group should reserve a room on campus and do the presentation together. The grade will be determined through both a group-based rubric and an individual delivery rubric. More will be said of this project as the class moves along, but it's important for you now to get a general feel of the project (since this is an 8-week online class, we'll form groups pretty early on during our time together).

Local/Community Issue Project Outline (20 points)

One formal outline per group. One group member MUST submit a copy of the group outline by the deadline. The formal outline should follow proper outline formatting rules as described by your instructor. I suggest using Google Docs to work on the outline as a group and then when the final draft is submitted, one member saves the Google Doc as a PDF and submits the outline.

Group Dynamics Assessment (30 points)

Throughout the semester, you will be working with a group on the Local/Community Issue project. At the end of the term, you will be asked to provide a group dynamics assessment of each group member and yourself as well as what you learned about your LCP topic, group work, and working together in an online setting. This assignment is an individually-created assignment.

Other Assignments

Final Reflective Video Speech (15 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. You'll submit as an unlisted YouTube video.

Group Progress Reports (40 points)

Your groups will complete four progress reports of the group's effort when you are engaged in the Local/Community Project. Each report is worth 10 points. More will be said of these reports as it gets closer to the group project.

Quizzes (100 points)

Quizzes will cover the readings from the textbook and in-class lectures. They are online quizzes on Canvas. 10 total quizzes at 10 points apiece. ==**Once the quiz closes, you cannot take it, so make sure to stay on top of quiz deadlines**==. See daily schedule for reminders (and make sure you've set up your notifications in Canvas!).

Grading Scale

Percentage	Final Grade
90-100%	A
80-89%	B
70-79%	C
60-69%	D
59% and below	E

Special Notes for Online Summer Students of CIS 111:

- **Since this is a compressed course (16 weeks into 8 weeks), it is imperative you stay focused during our time together.**

- **Make sure you have Notifications set up in Canvas, and that you check email and Canvas Announcements <u>very</u> regularly…failure to check these communications does not constitute a valid reason for missing an assignment/quiz/paper deadline.**

- **Stay committed to deadlines. Do not wait until the last minute to complete assignments or to submit assignments to Canvas…do things with effort and commitment and do these things before deadlines hit.**

- **There are supplemental videos related to all major assignments and chapter notes. Take the time to watch the videos I have created for you.**

- *Also notice this:* **There may be references to a previous semester (whether it be me saying it or visually on the video showing a previous semester or Canvas shell). Pay no attention to these references in the videos…the content is still the same and will help you be more successful in CIS 111 online.**

- **Email me when you have questions (<u>after</u>, of course, consulting the syllabus and weekly schedule).**

- **I have been teaching since 1993. I have a passion for helping students become stronger communicators. I believe in creating a safe and challenging environment for learning. I will give 100% to you, and I ask that you give 100% to this class. Online classes can feel distant and disconnected, so let's all make an effort to get to know one another and have a great 8 weeks together!**

Email: <u>Stephen.Haggerty@uky.edu</u>