



Instructor:	Kody Frey, MA	Email:	tkfr222@uky.edu *
Office:	326 Lucille Little Library		*preferred contact method
Office Hours:	MW: 8 am – 10 am; OR TR: 1 pm – 2 pm; OR by appointment	Classroom:	Lucille Little Library 301
		Meeting time:	TR 2:00-3:15 pm

COURSE INFORMATION

Course Description

Composition and Communication in the Digital Age I is the introductory course in a two-course sequence designed to engage students in STEAM-disciplines in composing and communicating ideas using speech, writing, visuals, and technology. This course will focus on equipping students to (1) translate complex, technical information into comprehensible terms, (2) utilize research skills to collect and evaluate information, and (3) employ written, oral, and technical elements as both independent and interconnected forms of communication.

Course Learning Outcomes

By end of this course, students should be able to:

* (1): Indirect measures of assessment

* (2): Direct measures of assessment

UK Core Learning Outcome	Student Learning Outcomes	How you'll demonstrate it
Students will demonstrate the ability to construct intelligible messages using sound evidence and reasoning that are appropriate for different rhetorical situations (audiences and purposes)	<p>Unit 1: Foundations of Multimodal Communication:</p> <ul style="list-style-type: none"> 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). <p>Unit 2: Critical Thinking, Revising, & Editing /</p> <p>Unit 4: Communicator Style</p> <ul style="list-style-type: none"> Compose written texts and deliver oral presentations that represent relevant and informed points of view appropriate for the audience, purpose, and occasion. <p>Unit 3: Message Clarity & Organization</p> <ul style="list-style-type: none"> Work with design elements (font, size, line, color) to successfully incorporate design principles (contrast, alignment, repetition, and proximity) as part of effective composition. 	<p>(1):</p> <ul style="list-style-type: none"> Midterm Course Evaluations Exit Survey Course Quizzes <p>(2):</p> <ul style="list-style-type: none"> Applications of Multimodal Communication Essay SWOT Analysis Essay CISS Final Speech Technical Manual How-To Speech
... and deliver those messages effectively in written, oral, and visual form	<p>Unit 2: Critical Thinking, Revising, & Editing</p> <ul style="list-style-type: none"> Translate complex, technical information into comprehensible terms for a variety of knowledgeable and lay audiences. <p>Unit 3: Message Clarity & Organization</p>	<p>(1):</p> <ul style="list-style-type: none"> Impromptu speeches Midterm Course Evaluations <p>(2):</p>

	<ul style="list-style-type: none"> Organize written texts and deliver oral presentations with logical and consistent structure suitable for various communicative channels. <p>Unit 4: Communicator Style</p> <ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> SWOT Analysis Final Essay CISS Final Speech Teach-A-Technology Speech Technical Manual
Students will also demonstrate the ability to competently critique (analyze, interpret, and evaluate) written, oral, and visual messages conveyed in a variety of communication contexts	<p>Unit 1: Foundations of Multimodal Communication:</p> <ul style="list-style-type: none"> Apply various perspectives for understanding the structure, uses, and affordances of various communication technologies. <p>Unit 2: Critical Thinking, Revising, & Editing</p> <ul style="list-style-type: none"> Organize, proofread, revise, and edit their own and other student work effectively to improve mechanics, style, and clarity. <p>Unit 4: Communicator Style</p> <ul style="list-style-type: none"> Analyze, create, and use written, oral, and technical/visual elements as both independent and interconnected forms of communication. 	<p>(1):</p> <ul style="list-style-type: none"> Midterm Course Evaluations Exit Survey Course Quizzes <p>(2):</p> <ul style="list-style-type: none"> Applications of Multimodal Communication Essay Revision Connected Assignments Video ISE Essay Peer Review CISS Speech Peer Review

Required Texts

O'Hair, D., Rubenstein, H., & Stewart, R. (2012). *A pocket guide to public speaking (5th ed.)*. Macmillan Higher Education: Boston, MA. ISBN: 978-1457670404

Hacker, D., & Sommers, N. (2016). *A pocket style manual: APA version (7th ed.)*. Boston, MA: Bedford/St. Martin's. ISBN: 978-1-319-01113-0

PDF or Printed Version of the Accompanying Materials Packet (located in Canvas)

*** Additional Assigned Readings available online or through Canvas

Additional Required Materials

- A working UK ID
- A functioning computer with Microsoft Office Suite [see download.uky.edu for free access]
- Access to Canvas online learning management system
- Students may also need access to Google Drive [instructions on setting up Google accounts [here](#)]

Mid-term Grade

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

Final Exam Information

Although there is no actual final exam in this course, we reserve the right to use this time if needed (e.g., in the case of major weather events that put us way behind during the semester).

COURSE POLICIES AND CLASSROOM EXPECTATIONS

Submission of Assignments

All written assignments (first/rough and final drafts) **MUST** be submitted in a .doc, .docx, or .pdf format to Canvas. Files from Pages are not accepted (you can save as a .doc or .pdf from Pages instead). If you have submitted correctly, you will see a screen that confirms your submission and you can check the gradebook to see that the assignment has been submitted.

Late Assignments

All assignments are due at the beginning of class, at the time indicated in the class schedule, or as specified in class. Late assignments will not be accepted. Once an assignment has been collected or the due date/time has passed, late assignments will no longer be accepted and you will receive a zero. Emailed assignments will **NOT** be accepted under any circumstances. You may not miss class on the day of a peer review, workshop, or speaking day. You may not write your assignments during class unless you are directed to do so. If you encounter problems, please let me know right away. Like most instructors, I am more understanding if you keep me informed.

Attendance and Participation

This class is a community whose success is dependent on everyone's participation. Also, there is a strong correlation between class attendance and grades. Therefore, attendance is vital for your achievement.

Attendance is worth **100 points** during the semester. Each class period, you will be asked to do a short “*preparing to participate; P2P*” writing or speaking assignment during the first 5 minutes of class. If you come after the first 5 minutes of class and miss the P2P, you will not receive your attendance points for the day. These assignments will not be formally graded, rather you will be awarded points for completion. Attendance points will be recorded in Canvas at least every two weeks so you may monitor your attendance progress.

On Canvas, you will find two “freebie” coupons. You are entitled to 2 unexcused absences, no questions asked, but the freebie coupons **may not be used on any speech or peer review day**, or on days when guest speakers or workshops are scheduled. You must turn your coupon into your instructor the class period following your absence in order to redeem it. If you read this, bring a notecard with your name on it on the first day for 2 points of extra credit.

If you are absent on a day when an assignment is due or a quiz is given, you will be allowed to submit or make-up that work **only** if the absence is **officially excused**. You will be asked to provide official written documentation for excused absences the class period that you return 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. Excuses for university-sponsored activities must be made prior to such absences. No make-up work is available for in-class exercises, workshops, or quizzes **unless approved in advance by your instructor**.

In order to meet federal regulations, the instructor will monitor student participation in this class through attendance or assignments. Students who miss class periods or assignments during the first two weeks of the semester may be dropped from the course. If you will be missing a class period or will not be submitting

some assignment during that period, it is your responsibility to notify the instructor, even if the absence or missed assignment is not excused under university rules.

Note: Students are **required** to attend class whenever any student is scheduled to speak. If you miss class on a speaking day, points will be deducted from your course grade total as follows: TTH classes: 5 points each day missed.

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

Students need to notify the professor of absences prior to class when possible. *Senate Rules 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. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737), http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php.

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

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 that 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 when feasible and in no case more than one week after the absence. In this course, you must provide appropriate documentation of an excused absence no later than the day you return to class.

Regarding University Health Services Health Notes:

1. *Tier 1* excuses **are not** accepted as a valid excused absence. You may use your freebie coupons instead.
2. *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.
3. *Tier 3* excuses are **always accepted** as a valid excused absence. The UHS restricts students from attending class with Tier 3 excuses

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.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) 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 a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. 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 or information, the student must carefully acknowledge exactly what, where and how he/she has 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.

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 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/>.

[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.

[Title IX Information](#)

The University of Kentucky faculty are committed to supporting students and upholding the University's non-discrimination policy. Discrimination is prohibited at UK. If you experience an incident of discrimination, we encourage you to report it to Institutional Equity & Equal Opportunity (IEEO) Office, 13 Main Building, 859-257-8927.

[Acts of Sex- and Gender-Based Discrimination or Interpersonal Violence](#)

If you experience an incident of sex- or gender-based discrimination or interpersonal violence, we encourage you to report it. While you may talk to or share information with a faculty member, instructor, TA, or RA, understand that as a "Responsible Employee" of the University these individuals MUST report any acts of violence (including verbal bullying and sexual harassment) to the University's Title IX Coordinator in the IEEO Office (859-257-8927). If you would like to speak with someone who may be able to afford you confidentiality, the Violence Intervention and Prevention (VIP) program (Frazee Hall – Lower Level; VIP Center <http://www.uky.edu/VIPCenter> ; 859-257-3574), the Counseling Center (106 Frazee Hall, UK Counseling Center <http://www.uky.edu/counselingcenter/>; 859-257-8701), and University Health Service (830 S. Limestone; Student Health <https://ukhealthcare.uky.edu/university-health-service/student-health>; 859-323-2778) are confidential resources on campus.

CLASSROOM BEHAVIOR POLICIES

[Being a Respectful Audience Member](#)

We are a support system for each other because public speaking can be a scary proposition. **Therefore, attend all presentations, whether you are speaking or not.** Second, be courteous and attentive. I expect you to conduct yourselves responsibly and with professional courtesy. Professional courtesy includes respecting others' opinions, not interrupting in class, being respectful to those who are speaking, and working together in a spirit of cooperation. You should always demonstrate these behaviors in this class. I expect that my students remain professional when discussing controversial ideas and remember that debate is an academic process, not an opportunity for personal attacks. I will not hesitate to remove you from class if necessary. **Third, during presentations, remove all objects (phones, computers, speaking notes, etc.) that might distract you.** I take this policy quite seriously. I reserve the right to reduce a disrespectful audience member's grade if I observe egregious offenses (typically 5 points). Failure to adhere to these policies will result in the audience member being marked absent and experiencing the resulting consequences.

[Responsible Technology Use: E-mail](#)

Throughout the semester, you will receive e-mails from me with updates and reminders. You are expected to regularly **check your official UKY e-mail address** – if information is sent to you via email and you do not read it in time to adjust accordingly, this is not the fault of your instructor.

Email is also the best and preferred way to reach me, and I will be checking it frequently throughout the business day (i.e., Monday-Friday 8:00am-5:00pm). I will not be on email 24/7 and will not expect you to be, either! **Please send all email correspondence to the email address provided above, and put ICT 114 and your section number in the subject line each time.** Typically, I will respond to email within 24 hours, although response time may vary. There is a good chance I will respond quick if your message uses strong email etiquette.

Responsible Technology Use: Cell Phones/Laptops/Tablets

Learning requires focus. Therefore, cell phones/laptops/tablets should **NOT** be used for **noninstructional purposes** during class. Use of any of these devices during class (texting, social media, internet use, gaming, etc.) for noninstructional purposes could lead to deductions in attendance points (i.e., counted as tardy, absent). Inappropriate media use also increases your chances of being called on and pulled back into the class discussion. If it continues, I will ask you to leave.

However, cell phones or laptops may be left on vibrate for **emergency notification purposes**. If you expect an important phone call, please inform me before class and quietly excuse yourself when you receive it. Additionally, there are a variety of reasons you will be permitted to use cell phones or laptops for learning purposes during class. You are encouraged to use these devices for note taking purposes during class. Additionally, cell phones may be used to record lectures and take pictures of course content. Finally, feel free to use your cell phone to look up pertinent information that relates to class content during lectures or activities on social media or the internet. I am confident that you can use discernment to use cell phones in a nondistracting, productive way during class.

Peer Groups

Because most writers, educators, and other professionals must learn to work collaboratively, you will collaborate with your peers both in class. I will ask you to form groups this semester. While I do not expect you to develop life-long friendships through this process, it has been known to happen in my classes! Treat everyone in this class as a valued colleague, and you will have few problems. That means that 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).

Extra Credit

I may identify extra credit opportunities during the course of the semester that will augment what we're doing in the classroom. These opportunities may include research study participation, campus events, Presentation U! Power Hours, etc. Extra credit is not guaranteed and the maximum number of points that you may receive is 10. If extra credit is offered, it will be announced in class and/or posted on Canvas.

Canvas

Please become familiar with Canvas, as we will be using it frequently throughout the semester. Important announcements and updates will be distributed through our course site, and most of your assignments will be submitted through Canvas as well. Make sure you check Canvas daily for any course updates or important announcements.

Things happen over the course of a semester, which means that the daily schedule may change during the semester. You will be responsible for checking the online syllabus and schedule before beginning your homework for each of our class meetings for any changes or updates. I will post all assignments on Canvas. If you lose an assignment page or handout, you are expected to get a copy from Canvas rather than from me.

COURSE ASSIGNMENTS

Below is a brief description of each assignment in ICT 114. More detailed information and grading rubrics are provided in Canvas, as well as in your complementary materials packet. Assignments will be discussed in class as they become relevant:

(Unit 1) INTRODUCTION TO MULTIMODAL COMMUNICATION (TOTAL = 105 points / 10.5%)

(1) Applications of Multimodal Communication Essay (50 points / 5%)

This formative essay (2 - 3 pages) asks students (a) to reflect on the integral role that multimodal communication may play in their future STEAM field or career and (2) to outline several personal goals for the course. Students will be required to use at least 2 credible sources in their APA style essay. Additionally, this assignment will serve as an initial diagnostic to evaluate students' writing competency.

(2) Applications of Multimodal Communication Essay - Revision (25 points / 2.5%)

After submitting and receiving feedback on their essay, students will revise their paper using track changes based on instructor feedback and course content.

(3) Self-Introduction Speech (30 points / 3%)

You will prepare a brief 1-2 minute video introduction of yourself as an unlisted video on YouTube, and post the link to it on the Discussion Board on Canvas. All videos should include name, major, year in school, and at least one fun fact about you. This will help your instructor and your fellow students get to know you. Then, comment on at least *two* other students' videos before the date listed on the module in Canvas.

(Unit 2) CRITICAL THINKING, REVISING, & EDITING (TOTAL = 200 points / 20%)

(1) SWOT Analysis: Essay Draft (20 points / 2%)

For this major essay *draft* (4 - 5 pages), students will be assessed based on the quantity and quality of work demonstrated in preparing the speech. The specific requirements for full credit are that drafts are at least 3 full pages long, include a cover page, include a reference page, and are submitted on time.

(2) SWOT Analysis: Essay Peer Review (30 points / 3%)

Students will participate in an instructor-guided peer review process using the previously-submitted draft of their SWOT Analysis Essay prior to submitting the final version. This process is designed to provide a low-stakes environment for student-to-student critique and reflection.

(3) SWOT Analysis: Final Essay (150 points / 15%)

You will choose a *communication* technology (e.g., social media; project management; video conferencing, etc.) and conduct a research-based analysis focusing on the Internal Factors (i.e., the Strengths and Weaknesses) and the External Factors (i.e., the Opportunities and Threats; SWOT) surrounding the new communication technology. You will incorporate your research into a comprehensive and informative report. This report should be between 1500-1600 words (not including the cover page, abstract, or references). More information is available on Canvas and will be provided in class.

(Unit 3) CLARITY AND ORGANIZATION (TOTAL = 175 points / 17.5%)

(1) Technical Manual (100 points / 10%)

To be able to write instructions for a technical audience, you will create a manual for the communication technology you evaluated in your SWOT Analysis Essay. For example, if you critiqued an information management / database system in your SWOT essay, consider focusing your manual on how to use the database. You could also create a manual detailing the steps of how to use a certain application or how to create materials using existing software; your angle depends on the technology you've chosen. You must write for a lay audience and have both pictures and text, and assume the average user reading your manual would take at least four minutes to complete the steps.

(2) Demonstration / How-To Speech (50 points / 5%)

Finally, after writing about your technology in multiple ways, you will present a 3-4 minute demonstration walking your audience through how to use the technology. This assignment is designed to give students experience in translating complex ideas in a comprehensible, non-condescending way. The way in which you demonstrate your technology (video, physical demonstration, PowerPoint) is your design, but you must ensure that it is integrated well into your presentation to the class.

(3) Connected Assignments Reflection Video (25 points / 2.5%)

Students will plan, record, and post a video (2 - 3 minutes) reflecting on their experience in response to their delivery and feedback across the SWOT Analysis, Technical Manual, and Teach-A-Technology Speech. Responses should consider (a) the importance of understanding the various rhetorical situations, (b) strategies for cultivating message clarity, and (c) practical lessons learned.

(Unit 4) STYLE (TOTAL = 220 points / 22%)

(1) CISS: Outline Draft (10 points / 1%)

Students will complete a typed outline *draft* for their Current Issues in STEAM Speech. Outlines should include (a) an introduction, (b) transitions, (c) 2 -3 main body points, (d) supporting material, and (e) a conclusion. Students will be required to use at least 5 credible sources in their APA style outline. All information, apart from supporting material, should be written in complete sentences.

(2) CISS: Outline Peer Review (10 points / 1%)

Students will participate in an instructor-guided peer review process using the draft of their Current Issues in STEAM outline prior to submitting the final version. This process is designed to provide a low-stakes environment for student-to-student critique and reflection.

(3) CISS: Final Outline (30 points / 3%)

Students will complete a *final* typed outline for their Current Issues in STEAM Speech. Outlines should include (a) an introduction, (b) transitions, (c) 2 -3 main body points, (d) supporting material, and (e) a conclusion. Students will be required to use at least 5 credible sources in their APA style outline. All information, apart from supporting material, should be written in complete sentences.

(4) CISS: Speech (150 points / 15%)

This major speech (5 - 6 minutes) asks students to explore a major current issue in their STEAM field in an informative way. Students will be required to verbally-cite at least 5 credible sources and utilize a digital visual aid when presenting. Summatively, this assignment serves to evaluate students' application of relevant course related concepts (e.g., delivery, organization, audience analysis).

(5) CISS: Speech Rehearsal (20 points / 2%)

Prior to delivering your final CISS, you will need to rehearse your speech in front of others to obtain feedback. More information on what this will require will be provided.

(Other) MISCELLANEOUS (TOTAL = 300 points / 30%)

(1) Attendance (100 points / 10%)

Each class period, attendance will be taken. Evidence of attendance will be collected through the Daily P2Ps. At the end of the course, points will be allotted based on the percentage of classes attended throughout the semester.

(2) Quizzes (100 points / 10%)

To assess comprehension of course material, students will complete 4 major quizzes, hosted on Canvas, throughout the course of the semester. Each quiz will focus on 1 of the 4 major units covered in the course: (1) foundation of multimodal communication, (2) clarity, (3) organization, and (4) style.

(3) Required Research Credits (30 points / 3%)

The School of Information Science is committed to providing students a broad and comprehensive education. Students in this class are provided the option to participate in one or more research studies to earn a total of 3 "credit points" which is equal to 30 points towards the total points in the class (3 percent of your grade). The number of credit points given per study can be found in the study description on the SIS Research Subjects Pool (RSP) website at <https://uksis.sona-systems.com/>. For more information about the SIS RSP, please visit <https://ci.uky.edu/sis/rsp>

Signing Up for Studies

On September 5th, you will receive an email with your SIS RSP sign in information. This email will be sent from the Research Participation System (uksis-admin@sona-systems.net) and will be sent to your official University of Kentucky email address. You can setup your official University of Kentucky email address at <https://ukam.uky.edu/manager/Account/Login.aspx>. Using your SIS RSP sign in information, you can login at <https://uksis.sona-systems.com> to view detailed information about available research studies and sign up.

Alternatives to Research Studies

Participation is voluntary and there are alternative options for credit. Research alternatives will be listed along with actual studies on the SIS RSP website. These alternative assignments usually consist of reading an article or webpage and summarizing the contents. Research alternatives are to be completed through the SIS RSP website.

Earning Credits

After completing each study, you will see a completion page on the SIS RSP website. Take a screen shot of this completion page and save it for your records. Your credit should be granted automatically by the system. At the end of the semester, your instructor will be able to view the

number of credits you have earned. If you have questions about credits earned, contact uksisrsp@gmail.com.

Need Help?

If you have general questions about how to use the SIS RSP website or are having issues logging on, please contact uksisrsp@gmail.com. If you have questions about a particular study or if you have questions about the research, please contact the researcher for the specific study about which you are inquiring. This information will be listed in the study description on the SIS RSP website.

(4) TBA Workshops, etc. (50 points / 5%)

At the discretion of the instructor, points will be given for various assignments, activities, and out-of-class homework throughout the semester.

(5) Impromptu Speeches (20 points / 2%)

At several points across the semester (noted in the course schedule), you will be required to participate in impromptu speeches. These speeches are strategically designed to give you practice speaking without preparation in a variety of relevant and potentially expected rhetorical situations.

Grading and Grading Scale

I operate with the 24/7 rule. This means that, once you receive a graded assignment back, you must wait at least 24 hours to come and discuss it with me. I am more than happy to discuss grades with you, but ask that you take the time to thoroughly review the feedback provided beforehand and carefully compare your work with the assignment requirements and grading rubric. You must also come and talk to me within one week (7 days) of receiving the grade. Once that one-week period has passed, the grade will not be changed under any circumstances. Please note: when you come to discuss a grade, make sure you have prepared a thoughtful justification for why you deserve a different grade than you received.

Please NOTE: I absolutely CANNOT legally discuss grades via email. If you have questions or issues related to a grade, you MUST come and talk to me in my office.

Point Accumulation

(Unit 1) Foundations of Multimodal Communication (TOTAL = 105 points / 10%)

- (A) Applications of Multimodal Communication Essay (50 points / 5%)
- (B) Applications of Multimodal Communication Essay - Revision (25 points / 2.5%)
- (C) Self-Introduction Speech (30 points / 3%)

(Unit 2) Critical thinking, Revising, & Editing (TOTAL = 200 points / 20%)

- (A) SWOT Analysis Essay Draft (20 points / 2%)
- (B) SWOT Analysis Essay Peer Review (30 points / 3%)
- (C) SWOT Analysis Final Essay (150 points / 15%)

(Unit 3) Clarity & Organization (TOTAL = 175 points / 15%)

- (A) Technical Manual (100 points / 10%)
- (B) Demonstration / How-To Speech (50 points / 5%)
- (C) Connected Assignments Reflection Video (25 points / 2.5%)

(Unit 4) Style (TOTAL = 220 points / 22%)

- (A) Current Issues Speech Outline Draft (10 points / 1%)

- (B) Current Issues Speech Peer Review (10 points / 1%)
- (C) Current Issues Speech Outline Final (30 points / 3%)
- (D) Current Issues Speech Final (150 points / 15%)
- (E) Speech Rehearsal (20 points / 2%)

(Other) Miscellaneous (TOTAL = 300 points / 30%)

- (A) Attendance (100 points / 10%)
- (B) Quizzes (100 points / 10%)
- (C) Required Research Credits (30 points / 3%)
- (D) TBA Workshops, Impromptu Speeches, etc. (50 points / 5%)
- (E) Impromptu Speeches (20 points / 2%)

TOTAL POINTS = 1,000

ADDITIONAL STUDENT RESOURCES

Presentation U! Peer Tutoring

Come see us 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 our two conveniently located centers, at the Hub in W. T. Young Library and our center at eStudio located in the James Gay Hardymon Center for Student Success (located in FPAT). We open early and stay open late! Visit www.uky.edu/UGE/pres-u for our complete hours. Our tutoring services are available on a drop-in basis, as well as a scheduled face-to-face, or online appointments.

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. Our 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 <http://www.uky.edu/UGE/pres-u-acad-coach> to view our drop-in schedule or make an appointment. For questions about this service, 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 we tutor and the full schedule, as well as more information about the other services: <http://www.uky.edu/AE>

ICT 114 001: Composition and Communication in the Digital Age I (3 hours)
T/TH Course Schedule - Fall 2019

PS = O'Hair, D., Rubenstein, H., & Stewart, R. (2012). *A pocket guide to public speaking (5th ed.)*. Macmillan Higher Education: Boston, MA.

APA = Hacker, D., & Sommers, N. (2016). *A pocket style manual: APA version (7th ed.)*. Boston, MA: Bedford/St. Martin's.

Note: Course schedule is tentative and subject to change. Additionally, the DUE on Canvas Column is not a comprehensive list of due dates; be sure to check Canvas regularly and defer to your instructor's updates in class. ***ALL PDFs located on Canvas under Modules and/or Files***

Other Note: Speaking Days highlighted in yellow. See syllabus section on student absences for speech days. Assignments are indicated in red. See syllabus section on late assignments for more information.

FOUNDATIONS OF MULTIMODAL COMMUNICATION

Date	Topic	Assigned Reading	DUE on Canvas
T 8/27	Introduction and Course Overview	<ul style="list-style-type: none"> WATCH: A Day Without Technology (CANVAS VIDEO) 	
TH 8/29	Self-Introduction Speeches		
T 9/3			
TH 9/5	Multimodal Communication: Introduction to Information Communication Technologies <i>*Assign Application of Multimodal Communication Essay</i> Critically Evaluating Technology: Understanding on a Deeper Level	<ul style="list-style-type: none"> Why Communication Is Today's Most Important Skill (PDF) What is ICT? (PDF) Avoiding Disasters (PDF) 	
T 9/10	Essentials of Technology Use: Surviving Life at UK		
TH 9/12	Technology & Public Speaking Anxiety	PS Chapter 3 - Managing Speech Anxiety	
T 9/17	Formatting & References Copyrights, Citations, and Plagiarism in ICT <i>*Assign SWOT Analysis Essay</i>	<ul style="list-style-type: none"> APA Chapter 10 - 12 - Formatting Papers in APA Style APA Chapter 13 - 15 - Documenting Sources in APA Style 	Applications of Multimodal Communication Essay

CRITICAL THINKING

Date	Topic	Assigned Reading	DUE on Canvas
TH 9/19	Basics of Technical Writing/Grammar <i>*Assign Applications of Multimodal Communication Essay Revision</i>	<ul style="list-style-type: none"> APA Chapter 16 - 24 - Clarity 	
T 9/24	Multimodal Communication Essay Errors/Revision (In-Class Workday)	<ul style="list-style-type: none"> APA Chapter 25 - 42 - Grammar, Punctuation, & Mechanics 	QUIZ 1
TH 9/26	Developing Information Literacy: Finding and Evaluating Sources Evaluating Source Bias	<ul style="list-style-type: none"> APA Chapter 4 - 5 - Finding/Evaluating Sources APA Chapter 9 - Integrating Sources PS Chapter 8 - Developing Supporting Material 	Applications of Multimodal Communication Essay Revision
T 10/1	The Rhetorical Situation: Using Message Clarity to Translate Technological Jargon Rhetorical Situation: Considering Audience Perspectives	<ul style="list-style-type: none"> The Dangers of Hidden Jargon in Communicating Science (PDF) From Desks to Moats (PDF) PS Chapter 6 - Analyzing the Audience 	
TH 10/3	Rhetorical Situation: Speaker, Context, & Occasion <i>*Impromptu Speech Day</i>	<ul style="list-style-type: none"> PS Chapter 4 - Ethical Public Speaking PS Chapter 5 - Listeners and Speakers PS Chapter 25 - Speaking on Special Occasions 	
T 10/8	SWOT Analysis Essay Workday		
TH 10/10	<i>*SWOT Analysis Essay In-Class Peer Review</i>		SWOT Analysis Essay (SWAE) Rough Draft

CLARITY & ORGANIZATION

Date	Topic	Assigned Reading	DUE on Canvas
T 10/15	Introducing and Analyzing Manuals <i>*Assign Technical Manual</i>	<ul style="list-style-type: none"> How to Create Effective Manuals article 	SWOT Analysis Essay Final Quiz 2
TH 10/17	Creating manuals	<ul style="list-style-type: none"> How to Create Manuals Using Word article 18 Tips for Manuals article 	

T 10/22 FALL BREAK	No Class - Enjoy your Fall Break!		
TH 10/24	Selecting Appropriate Speech Topics	<ul style="list-style-type: none"> • PS Chapter 7 - Selecting a Topic and Purpose • PS Chapter 22 - Informative Speaking 	
T 10/29	Principles of Multimodal Organization Primacy/Recency in a Digital Context <i>*Assign Teach-A-Technology</i>	<ul style="list-style-type: none"> • PS Chapter 11 - Organizing the Body of Your Speech • PS Chapter 12 - Selecting an Organizational Pattern • PS Chapter 14 - Developing the Introduction and Conclusion 	Technical Manual Due
TH 10/31	Technical Writing/Speech Outlining Flow/Transitions in Synchronous/Asynchronous Channels	<ul style="list-style-type: none"> • PS Chapter 13 - Outlining Your Speech • PS Chapter 10 - Citing Sources in Your Speech 	
T 11/5	Demonstration / Teach-A-Technology Speeches		
TH 11/7			
STYLE			
Date	Topic	Assigned Reading	DUE on Canvas
T 11/12	Principles of Communicator Style: Language and Delivery <i>*Assign Current Issues Speech</i>	<ul style="list-style-type: none"> • PS Chapter 15 - Using Language • PS Chapter 16 - Methods of Delivery 	Connected Assignments Reflection Video Quiz 3
TH 11/14	Visual Aids - Aesthetic Design in a Digital World	<ul style="list-style-type: none"> • PS Chapter 20 - Designing Presentational Aids • PS Chapter 21 - Using Presentational Software 	
T 11/19	Vocal Delivery in Multimodal Communication Physical Delivery in Multimodal Communication	<ul style="list-style-type: none"> • PS Chapter 17 - The Voice in Delivery • PS Chapter 18 - The Body in Delivery • PS Chapter 19: Speaking with Presentational Aids 	Quiz 4
TH 11/21	Impromptu Speech Day: Celebrating Ruth and Verne!		

Syllabus Contract

I have read the syllabus for Kody Frey's ICT 114 course and agree to the terms for required coursework and acceptable classroom behavior.

Signature: _____

Name (please print) _____ Date _____

Major: _____

Please list any previous public speaking experience, if any:

What are your career interests?

What is one thing about you that might surprise people who don't know you?

What is your favorite music artist and song?

How do you learn best (taking notes, interacting, etc.)?

In your opinion, what is the most exciting technological development you see happening within the next 3-5 years?