ICT 115: Communication in the Digital Age
Spring 2016

Instructor: Renee Kaufmann, Ph.D.
Email: Renee.Kaufmann@uky.edu
Office: Lucille Little Library 335
Office Hours: M/T 8:30-10:30am OR by appointment

Course Description
Communication for the Information Age focuses on improving students' oral, written, and visual communication skills so they can effectively form and translate technical information in ways that are easily understood by public audiences. In this course, students will both analyze and create materials designed to inform and persuade professionals in fields related to information communication technology. Students will also work individually and in groups to research, create, and present an argument focused on improving the communication of technical information. They will explore issues that align with their professional interests and produce products that use multiple methods (oral, written, or digital) to make an argument. A significant component of the class will involve learning to use visual and digital resources to enhance written and oral presentations. 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/WRD 110 or the equivalent in order to be successful.

You are expected to be proficient with the following skills upon entering ICT 115:
- 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
 Students will demonstrate the abilities to:
- Enhance professional speaking, writing, and visual communication skills, focusing on matters of construction, design, and delivery, keeping audience, purpose, and occasion in mind
- Analyze the conception, development, and final written, oral, and visual arguments from peers and professionals
- Employ advanced rhetorical strategies to develop arguments as an individual and in groups focusing on ways to manage technology-related issues of public interest
- 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
- 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
- Identify and address community stakeholders in an issue of public interest as part of thoughtful and efficient audience analysis
- 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).
- Organize, revise, practice, edit, and proofread (for grammar and mechanics) personal and other students' products 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

Required Materials
There are no required materials that need to be purchased for this course. All required readings and other materials are listed on the agenda below as well as on Canvas.

Grading Scale

Percentage	Total Points	Final Grade
90-100%	895-1000	A
80-89%	795-894	B
70-79%	695-794	C
60-69%	595-694	D
59% and below	0-594	E

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 concerns related to a grade, YOU must come and talk with me in my office.

Course Policies

Attendance and Participation
This class is a community whose success depends on everyone's participation, and it is vital for you to attend class in order to be successful. Attendance will be taken at the beginning of class. If you miss this, it is your responsibility to let me know you arrived late.

If you are absent on a day when an assignment is due, you will be allowed to hand in 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 next time you are in class in order for your absence to be excused. If you know ahead of time that you will be absent from class with 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. For any emergency situation that arises, **email your instructor** as soon as you know about the situation when possible. **No make-up work is available for in-class exercises unless approved in advance by your instructor**. Students have one week to complete a missed assignment or quiz due to an excused absence upon their return without penalty.

Students are **required** to attend class whenever any student is scheduled to speak and on peer review days. If you miss class on one of these days with an unexcused absence, 5 points will be deducted from your course grade.

Students are strongly encouraged to withdraw from the class if more than 20% of the scheduled classes for the semester are missed per university policy. Please reference the definition of excused absences in the current edition of *Student Rights and Responsibilities* or on the web at http://www.uky.edu/StudentAffairs/Code/.

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.

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. David Beach (859-257-2754).

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 <u>prior</u> to the absence. In this course, you must provide appropriate documentation of an excused absence <u>within one week of the absence.</u>

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 (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.

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Classroom Policies

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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).

Submission of Assignments
All assignments (e.g., first/rough and final drafts) MUST be submitted in a .doc, .docx, or .pdf format to Canvas. 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. Do not email assignments to me. Emailed assignments will not be accepted.

Late Assignments
You have deadlines that must be met. **LATE WORK WILL NOT BE ACCEPTED**. Do not ask for an extension. All assignments are due the day they are listed on the course schedule or on the day I verbally announce. Your assignments for this course, including speeches, essays, projects,

and informal assignments, are due on the dates indicated in the class outline below or as indicated in class. Late assignments and/or emailed assignments will not be accepted. 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.

Backups
It is your responsibility alone to maintain backups of your work. Putting materials in Dropbox, Google Drive, or on flash drives will help prevent you from losing your work due to unfortunate circumstances such as computer theft or hard drives crashing. Prepare and print your assignments ahead of time to avoid unpleasant last-minute surprises. Lost work will not account for an excuse in this course.

Class Conduct
Many questions you have may be answered immediately by reviewing the syllabus or by asking a fellow classmate. Therefore, before emailing me, please consult the syllabus and Canvas as well as ask your classmates. You may then email me if you don't know have an answer to your question.

Being a Respectful Audience Member
First, attend all presentations, whether you are speaking or not. Second, be courteous and attentive. Third, remove all objects (phones, computers, newspapers, 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.

Responsible Technology Use

Email: 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 start writing emails to your instructors, professors, and potential employers, they should be well written with as few mistakes as possible.

Note: When corresponding with me please (a) use a descriptive subject line, (b) include a respectful greeting (e.g. "Dear Dr. Kaufmann"), and (c) fully sign your name. Typically, I will respond to email within 24 hours, although response time may vary. I appreciate strong email etiquette.

Cell Phones/Laptops/Tablets
Learning requires focus. Thus, unless we are using your personal devices for a class-related activity, they should be put away.
- Throughout the semester, we will be using your devices to conduct online research, collectively brainstorm, etc. These days will be announced in class.
- However, many of our class periods will be *deviceless*, meaning your devices should be put away so you're not tempted to use them during class. This is especially true during speeches or if a video is being shown. The only exception is if you have official documentation from Disability Services indicating that a laptop or similar device is necessary for your learning.

- Turn cell phones on silent for the duration of the class. Not on vibrate, but silent. This includes all devices that make noise.
- Checking your phone/device out in your lap is not appropriate use of class time. Please…put them away. Let your friends/parents/employers know when you're in my class so they know not to expect a reply until after the class has ended.
- Inappropriate media use greatly increases your chances of being called on and pulled back into the class discussion. If it continues, I will ask you to leave.

Peer Groups

Because most writers, educators, and other professionals must learn to work collaboratively, you will collaborate with your peers both in and out of 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

Extra credit is not guaranteed and the maximum number of points you may receive is ten. If extra credit is offered, it will be announced in class and/or posted on Canvas.

Canvas

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 syllabus in Canvas 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.

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 Student Commons of the R.G. Anderson Building. 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 appointment. For questions about this service, 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. 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

Description of Course Activities and Assignments

This semester, your assignments will have oral, written, and visual components. Your major assignments will be peer-reviewed before the final is due so you can give and receive comments that will help you improve your final product. The smaller assignments will help you develop analytical skills that will help you hone your technical communication and argumentative skills.

Week 2: *Video Introduction (10 points for video/ 10 points for responses)*
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. Then, comment on at least two other students' videos. This will help your instructor and your fellow students get to know you.

Week 3: *Speech Analysis (25 points)*
Dissecting an argument is one of the key skills you need to know how to craft a good argument. View one of the speeches focused on communication technology from the list your instructor gives you, and analyze the speaker's argument using the rhetorical devices ethos, pathos, and logos. You will explain what devices the speaker used and whether they were effective in persuading you. You will also explain what you might do to improve the argument. The paper will be 2-3 pages, include at least 1 cited image, and must cite the video and any other materials you used in your analysis. This paper will be written in APA format and will be submitted on Canvas.

Week 4/Week 16: *Professional Portfolio (draft 10 points, final 50 points)*
Create a professional portfolio using a blogging platform (WordPress, Blogger, Weebly, Tumblr, Wix, etc.). You will add your class work such as all videos and papers throughout the class onto the blog, and a fellow classmate will review your portfolio to offer suggestions. You will be graded on the completion, organizational design, and navigability of your site at the end of the course.

Week 5: *Annotated Bibliography (draft 10 points, final 50 points)*
Gathering and evaluating sources is essential for creating quality products. To do this, you will create an annotated bibliography to help you with your recommendation report and technical manual. The information you collect should be related to a technical issue you're interested in, such as security management or web design.

> 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 summary of the source
> ● A sentence about the credibility of the source
> ● A sentence explaining how you plan to use the source in your paper or manual

Week 6/7: *Recommendation Report (draft 10 points, final 100 points)*
Based on the topic you chose to research for you annotated bibliography, write a paper recommending a policy to a related company. For instance, if you annotated bibliography focused on website security issues, you might recommend a specific security system to an existing company. You will address at least one opposing argument, using evidence and reasoning to support your claims. Your paper must be at least 800 words, no more than 1,500 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 two images to support your ideas. It must be typed according to APA 6th edition style and written in Global English. You must also include one infographic that will be turned in separately. You will turn in a first draft as well as a final draft of this assignment.

Week 8/9: *Technical Manual (draft 10 points, final 100 points)*
In order to be able to write instructions for a global audience, you will write a manual for an existing process or system of your choice. Consider your own professional interests when choosing your topic. For example, if you recommended a company use a specific database in your recommendation report, consider focusing your manual on how to use the database. You could also create a manual detailing the stops of how to use a certain application or how to create materials using existing software. You must write using language that is appropriate for the 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. You will turn in a first draft as well as a final draft of this assignment.

Week 9: *Impromptu Speech (20 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 a 1-2 minute impromptu speech to the class.

Week 11: *Peer Contract (10 points)*
Knowing how to be effective in group projects is an essential skill. Your group will therefore first write a contract describing what each member is responsible for, a timeline of due dates, and repercussions if a team member's work is not completed on time.

Week 12: *"How to Use" Social Media Group Video Presentation (50 points)*
As a group, you will create a video explaining (and illustrating) how to use a particular social media technology in assuming your audience knows nothing about how to use it. You will need to work together to show how all group members can communicate through it and create a 3-4 minute video showing how all group members can interact through it. 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.

Week 13: *Oral Pitch Speech (30 points)*
Find a local or national organization's website, and using the principles in class, record a 2-3 minute speech trying to convince your teammates that your group project should be about your selected organization (see Written Design Proposal description below). Using the principles taught in class, convince your group members to focus on the webpage to redesign for a final product. Record it as an unlisted speech in YouTube or Canvas video, and post the link on your group's Discussion Board on Canvas.

Week 14/15/16: *Design Proposal & Presentation to Class (draft 10 pts, final 150 pts)*
You will be placed in teams and need to convince your team to improve a local organization's website one of your group members presented in the oral pitch speech. As a group, you must address the design and organization of the site, how you will manage and ensure the site is secure, and an estimated cost of the redesign in a paper that is at least 500 words of text and *at least* 6 images. The website needs to have at least one main page and four sub-pages. As a team, write out your proposal, and present your work to the class in showing us your thought process and why you made the decisions you did.

Week 14/15/16: *Digital Pitch (draft 10 points, final 100 points)*
As a group, you will create a screencast of your proposal as if you were presenting it to the organization. The digital pitch must be at least five minutes in length, and each group member must speak during the screencast. You will first create a script for this proposal and submit it for peer review.

Week 16: *Group Dynamics Grade (25 points)*
You will be working with one group for a major project in the course. Therefore, at the end of the semester, you will be asked to provide a group dynamics assessment of each group member and yourself. The grade will be calculated based on how well you worked with your group based on both their assessment and my evaluation.

Week 16: *Final Reflective Video Speech (25 points)*
Your final assignment is to provide some advice to incoming 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.

Attendance and Participation (100 points)
Each class period, attendance will be taken. At the end of the course, points will be allotted based on the percentage of classes attended throughout the semester.

Required Research Credits (30 points)
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 for 3 credit points which is equal to 30 points towards the total points in the class (3 percent of your grade). If you are enrolled in multiple courses that participant in the RSP, you must contact the RSP coordinator to make after you have completed the required 3 credit points and the RSP coordinator will ensure that points are prorated across classes.

Detailed information about available research studies can be found on the Research Subjects Pool (RSP) website found (https://uksis.sona-systems.com) If you have questions about the research or about credit, please contact the researcher for the specific study about which you are inquiring. Participation is voluntary and there are alternative options for credit. Please see the complete description of the procedures for alternative research credit. If you elect to participate in the alternative assignment, you must sign up for this by the midterm. More information about the alternative assignment can be found under the course content tab on the learning management system.

Using your RSP sign in information, you can login at https://uksis.sona-systems.com to view detailed information about available research studies and sign up.

Other Small Assignments *(65 points)*
You will have many opportunities to show your engagement with the class and the course materials. For instance, you may have questions in the discussion board, tasks to be completed before class, and other in-class and out-of-class assignments based on what is discussed in class.

Total Course Points: 1000 points

Tentative Daily Schedule
Course schedule is tentative and subject to change. Any changes will be posted on Canvas under the Syllabus tab.

Date	Class Content	Readings and Assignments Due Dates/Times
Week 1		
1/11 R	Course Introduction Technical Communication	*Introduction to technical writing article*
Week 2		
1/16 T	APA Format "Refresher" Library Resources (+ deep web)	**Video Introduction due before 11:59PM EST on Canvas.** *UK Library Module Readings (5)*
1/18 R	Translating Tech Talk Introduction to the Rhetorical Appeals	**Comment on 2 peers Video Intro - due today BEFORE class.** *BASO Rhetoric of Scientific Writing* *Avoiding Disasters*

Date	Class Content	Readings and Assignments Due Dates/Times
Week 3		
1/23 T	Analyzing Speech and Audience	*TedTalk Options*
1/25 R	Introduction to Professional Portfolio and Recommendation Reports	**Speech Analysis due before class.** *13 simple tips for improving your website* *Color Psychology and Web Design*
Week 4		
1/30 T	Selecting Topics Global Audiences and Communication	**Professional Portfolio Design DRAFT due before class.** *Reaching Global Audiences* *The Emergence of Icons and Pictograms*
2/1 R	Annotated Bibliography	*APA Resources and Example Paper*
Week 5		
2/6 T	Peer Review of Annotated Bibliography Drafts	**Annotated Bibliography Draft due before class.**
2/8 R	Writing a Recommendation Report Building an Argument	**Annotated Bibliography due before 11:59PM EST.** *Top 10 Business Arguments article*
Week 6		
2/13 T	Building an Arguments for Professional Writing	*Example Recommendation Report*
2/15 R	Peer Review of Recommendation Reports	**Draft of Recommendation Report due BEFORE CLASS. *We will be peer editing these IN CLASS.**

Week 7		
2/20 T	Recommendation Report Workday	**Final Recommendation Report BEFORE 11:59PM EST**
2/22 R	Introducing and Analyzing Manuals Creating Manuals	*How to Create Effective Manuals article* *How to Create Manuals Using Word article* *18 Tips for Manuals*

Week 8		
2/27 T	Copyright with Images Peer Editing/Feedback	**First Draft of Manual Due BEFORE CLASS.** *Copyright of Images*
3/1 R	Introduction to How To Presenting via Technology	
Week 9		
3/6 T	Impromptu Speeches	
3/8 R	Out of Class Workday (Office Hours)	**Final Draft of Manual Due BEFORE 11:59PM EST**
Week 10	**Spring Break – No Classes!**	**Spring Break – No Classes!**
3/12-3/16	**Spring Break – No Classes!**	**Spring Break – No Classes!**
Week 11		
3/20 T	Group Formation and Culture Groups Assigned Presenting in a Group "How to" Social Media Introduced	*Monroe's Motivated Sequence* *Other Readings TBD*
3/22 R	Group Processes: Conflict and Resolution	*Readings TBD* **Peer Contract due before class.**
Week 12		
3/27 T	Design and Digital Pitch Examples	*Readings TBD* **"How to" Social Media Group Video Presentation due before 11:59PM EST.**
3/29 R	Visual Persuasion Web Design and Organization	*Perceptual persuasion article* *Psychology of Web Design, pp. 53-86*
Week 13		
4/3 T	Oral Pitch Video Viewing Day Topic Selection and Audience Analysis Revisited	**Oral Pitch Video due before class.**
4/5 R	In Class Group Work/ Meeting with Dr. Kaufmann	
Week 14		
4/10 T	Out of Class work day	
4/12 R	Group Peer Review/ Meeting with Dr. Kaufmann	**Design Proposal and Digital Pitch Draft Due BEFORE CLASS**

Week 15		
4/17 T	Finalizing Presentations and Group Dynamics	
4/19 R	Rehearsal Day	**Group Dynamics Due BEFORE CLASS**
Week 16		

4/24 T	**Group Proposal Presentations**	**Design Proposal and Digital Pitch Final Due BEFORE CLASS**
4/26 R	**Group Proposal Presentations**	
Finals Week		**Final Reflective Video Due BEFORE #/##** **Professional Portfolio Final Due BEFORE #/##**