

CIS 110: Composition & Communication
(3 Credit Hours)
Tuesdays/Thursdays
Spring 2016

Instructor Name:	Conrad A. Davies, Sr. (Call me “Conrad”)
Instructor Contact Info:	(o) (859) 218-3410 (leave voice message) (e) Conrad.Davies@uky.edu
Office Location:	Lucille Caudill Little Library (LCLI), Rm. 310
Office Hours:	By appointment only...

TIME	LOCATION	SECTION	ASSISTANT	ASSISTANT CONTACT INFO
9:30AM	LCLI 301	110-006	Sabrina Miracle	Sabrina.Miracle@uky.edu

COURSE DESCRIPTION

Composition and Communication I is the introductory course in a two-course sequence designed to engage students in composing and communicating ideas using speech, writing, and visuals. Students will develop interpersonal communication, critical thinking, and information literacy skills by exploring what it means to be engaged, twenty-first century citizens. Students will practice composing, critiquing, and revising ideas based on personal experience, observation, and fieldwork in the community, culminating in several discrete projects using oral, written, and visual modalities.

Student Learning Outcomes:

In this course, students will demonstrate the ability to...

- 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) their 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.

Required Materials

MindTap

For this course, we use an e-book and learning platform called MindTap. You can access the book collection, with eventual purchase, through Canvas > Modules > SP16 CIS 110 Davies or retrieve a code from the UK Bookstores. MindTap will give access for a select period of time, but you will eventually have to purchase the learning platform after the trial period ends (approximately 14-21 days, and cost is approximately \$60 for access.)

StrengthsQuest Strengthsfinder® Assessment Code

You will need to purchase an online access code from <http://www.strengthsquest.com/content/cms.aspx?space=SQ&ci=141212&title=Purchase> in order to take the 30-45 minute Clifton Strengthsfinder® assessment. Your results from this assessment are directly related to a number of the assignments in this course. If you have already taken this assessment, you can simply use your past results, just be sure you can login to your online system and retrieve your results.

COURSE POLICIES

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 10 points during the semester. If you are tardy more than 5 minutes, based on normal cellular network time, you will not receive your attendance points for the day. Attendance points will be recorded in Canvas at least every two weeks so you may monitor your attendance progress.

You are entitled two "freebie" unexcused absences, with no questions asked. These absences **may not be** used on any speech or peer review day.

If you are absent on a day when an assignment is due or an exam is given, 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 within one week from 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 exams unless approved in advance by your instructor.**

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

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

Note: Please reference the definition of excused absence in the 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** [Conrad.Davies@uky.edu] as soon as you know about the situation.

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 at (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 prior to the absence. In this course, you must provide appropriate documentation of an excused absence no later than the day you return to class.

Important Fall Semester Dates (<http://www.uky.edu/registrar/content/fall-2015-semester>)

January 18:	Martin Luther King, Jr. Day – No Classes
January 20:	Last day to add a class for the spring semester
February 3:	Last day to drop a course without it appearing on the student’s transcript
February 10:	Last day to officially withdraw from the university or reduce course load and receive a 50% refund
March 11:	Midterm grades posted by this date*
March 14-18:	Spring Break – No Classes
April 1:	Last day to withdraw from the university or reduce course load.
May 9:	Final grades posted by this date*

*This is the final deadline for submission of grades online in the grading portal by midnight

Academic Integrity

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

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

Part II of Student Rights and Responsibilities (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

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

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, the student, and the student alone, must do it. 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).

The American Psychological Association (APA) formatting standard is the official formatting standard for all documents submitted for grading in this course.

Please review the Purdue Online Writing Lab (Purdue OWL) for more information on the APA formatting: <https://owl.english.purdue.edu/owl/section/2/10/>

Another resource is the American Psychological Association's APA style website: <http://www.apastyle.org>. Feel free to complete the tutorial on the APA style website: <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

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.

CLASSROOM POLICIES

Submission of Assignments

All written assignments **MUST** be submitted in .DOC/.DOCX/.PDF formats 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.

Late Assignments

All assignments are due at the beginning of class, unless otherwise indicated in the class schedule, or discussed in class. If a request is made 24 hours before the due date, then an extension could be considered; otherwise, all assignments are due before class on the scheduled date. Once an assignment has been collected or the due date/time has passed, **no late assignments will be accepted and you will receive a zero for the assignment. Emailed assignments will only be accepted if an email is submitted before the due date.**

Extensions on Assignments

Extensions on assignments will only be granted when a student submits a justifiable reason for needing additional time to submit his or her assignment. A student must submit a request at least 24 hours before the due/time of the assignment. ***Only emailed requests to Conrad.Davies@uky.edu will be considered for extensions.***

Steps to an assignment extension:

1. Review the due date for the assignment in the syllabus.
2. Remember that each assignment is due at the start of your respective course.
3. If you have less than 24 hours until submission, turn in your best draft by the due date/time. No extension will be granted.
4. If you have more than 24 hours until submission, send an email to Conrad.Davies@uky.edu requesting an extension on the assignment.
 - a. Subject Line: Identify yourself and your course information.
Ex: "FirstName LastName, XX:YY pm CIS 110 course"
 - b. Carbon-copy: Your apprentice, if applicable.
 - c. Message: Identify which assignment and how much time you need to complete the assignment.
5. You will receive a response email within 24 hours with an approval or disapproval of your request. Further instructions will be given in the response email.

Be wise: Laptops get stolen. Printers run out of ink. Hard drives crash. The campus wireless connection fails. So, do not wait until the last minute to submit your assignments and SAVE OFTEN.

- Always save duplicates of your work on an external source (e.g., flash/thumb drive, Google Drive, Dropbox).
- For your protection, keep all assignments that are graded and handed back to you until final grades have been submitted at the end of the semester.

Class Conduct

I receive hundreds of e-mails and text messages every week, and many from students asking questions that could easily have been answered by reading the syllabus or asking a classmate. Thus, **BEFORE e-mailing me about administrative matters, please follow these steps:**

1. Consult the class schedule and syllabus.
2. Check Canvas.
3. Ask three classmates.
4. Ask your apprentice, if applicable.

If you still don't know the answer to your question, you may e-mail me. I may reply to a question that could be answered by following these steps with a "Check the syllabus" message.

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, 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

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 the best and preferred way to reach me and I will be checking it frequently throughout the day. I will not be on email 24/7 and will not expect you to be, either! Please send all email correspondence to Conrad.Davies@uky.edu.

Additionally, use your emails as an opportunity to practice good communication! All emails must include an appropriate greeting (e.g., "Hello, Conrad," "Hi, Professor," etc.), a message including full sentences, professional language, correct spelling, grammar, and capitalization, and an appropriate closing. If your email does not include these components, I may choose not to respond. 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.

Cell Phones/Laptops/Tablets

Unless we are using personal devices for a class-related activity, or note-taking, they should be put away. Please do not leave your phone or devices in ring-mode. It is quite disrespectful during lecture when a phone rings, makes a sound, or simply distracts the flow of class sessions.

- Throughout the semester, we will be using your devices to conduct online research, collectively brainstorm, etc. We will refer to these technology-related activities as "screen up" time. During announced "screen up" time, you will be encouraged to use your devices liberally.
- However, many of our class periods will be "screen down," meaning that your personal devices should be put away so they don't tempt you. 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 class. Not on vibrate, but silent. This includes all devices that make noise (texts, calendar alerts, music, etc.).
- At no time should you be using earphones during class time. These must be put away at all times.
- 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.

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 throughout the semester and I try to be responsive to student requests, which means that the daily schedule is likely to 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.

ADDITIONAL STUDENT RESOURCES

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

The Multimodal Communication Lab (MC3) is located in 107A Grehan (phone: (859) 218-0221 or (859) 257-8370). The MC3 is your go to location for assists on class presentations of all types. You have the opportunity to work one-on-one with peer tutors with experience and specifically trained in presentational methods. We offer several resources: Brainstorm potential oral, written, and visual presentation topics; organize content and develop outlines; use proper APA/MLA style in outlines and papers; develop and use effective presentational aids, including PowerPoint, poster sessions, and Prezi, improve public speaking delivery; and Create effective

digital texts (e.g., websites, blogs). You can also schedule an appointment at <http://comm.uky.edu/student-info/mc3/>

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

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

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

COURSE ASSIGNMENTS

Assignment	Due Date	Points Possible	% of Total Grade
Attendance	n/a	10	1.80%
Pre-Test	1/22	5	0.91%
Strengthsfinder® Reflection Essay	1/22	15	2.73%
Professional Portfolio: Goal Statement Draft	1/26	5	0.91%
Professional Portfolio: Goal Statement Final	1/28	10	1.80%
Self-Introduction Speech	2/2	25	4.55%
Public Speaking Analysis	2/4	20	3.64%
Strengthsfinder® Group Activity	2/9	20	3.64%
Social Network Interview Analysis	2/16	25	4.55%
Informative Essay Draft	2/18	10	1.80%
Informative Essay Peer Review (2)	2/18	10	1.80%
Informative Essay Final	2/25	100	18.18%
Professional Portfolio: Resume Draft	3/1	5	0.91%
Professional Portfolio: Resume Final	3/3	10	1.80%
Impromptu Speech	3/24	15	2.73%
Elevator Speech	3/31	10	1.80%

MindTap/Homework Activities	4/19	40	7.27%
Informative Speech Full Sentence Outline	4/5	15	2.73%
Demonstration Speech	4/7	30	5.45%
Speech Rehearsal (with Peer Reviews-2)	4/19	20	3.64%
Informative Speech	4/21	100	18.18%
Video Reflection	4/29	15	2.73%
Post-Test	4/28	5	0.91%
Professional Portfolio: Sample Work, Design, Organization, & Professionalism	4/29	30	5.45%
TOTAL		550	100%

MAJOR ASSIGNMENTS

***PLEASE NOTE:** For all assignments listed below, review the descriptions in context of the information listed in the Canvas Assignment section. The Canvas system provides a more thorough description of each assignment, along with the rubric associated with the assignment.*

Informative Essay (100 points)

For this assignment, you will have three options of topics to address. First, after reviewing each option, you will choose your preferred topic and review the associated communication concepts that you are required to integrate into your essay. Second, you will conduct research on this topic, paying particular attention to the credibility of the sources you are locating; you are required to include at least 5 external and credible sources. Third, you will write a 4-5 pages essay, making sure that you are thoroughly synthesizing and integrating your research, as well as accurately applying the required communication concepts associated with your topic option.

- a. Must be a full 4-5 pages in length (not including cover page, abstract, or references)
- b. Must include at least 5 external and credible sources
- a. Must conform to 6th edition APA format: 1" margins, 12-point Times New Roman font, double-spaced, etc.

Informative Speech (100 points)

For this assignment, you will prepare a speech that informs your audience about a topic of your choosing; your goal is to increase your audience's knowledge about and understanding of this topic. The information you present should be offered in such a way that you are informing the audience rather than seeming to convince them of a particular point of view. You will need to include outside research and a digital presentation (e.g., PowerPoint, Prezi) in your speech.

There are several information areas you might want to consider for your speech, which may include (but are not limited to): (a) political, economic, social, or technological issues (be careful to remain neutral/informative!), (b) historical or current events, (c) theories, principles, or laws, (d) people, or (e) definitions of words, thoughts, or concepts. Your speech should meet the following requirements:

- a. 4-5 minutes in length.
- b. The topic of your speech should be appropriate for your audience and the context/occasion.
- c. You should deliver the speech extemporaneously – this means that you will have prepared an outline and rehearsed your speech, but it is NOT written out.
- d. You must orally cite at least 4 external, credible sources as support for your speech.
- e. A digital presentation tool (e.g., PowerPoint, Prezi) must be employed with this speech.
- f. Use up to four one-sided 3x5 notecards.

Social Network Interviews & Analysis (25 points)

For this assignment, think back to your goal statement: what are your goals, and who motivates you? Now think about people that you already know or with whom you have existing connections; what information might they have that could benefit you as you think about your short- and long-term goals? These might be individuals who inspire you and your specific goals or those you consider to be successful and who might have advice or suggestions to offer regarding your own goals and plans for the future. You will conduct interviews with two such individuals.

Professional Portfolio (60 points)

For this assignment, the goal is to apply visual, written, and oral communication skills, as well as critical thinking and analysis skills as you develop a professional web presence. Your portfolio will be created electronically, using your choice of platforms (e.g., Weebly, Wix, Blogger). You must include in your portfolio:

- a. **Goal Statement (15 points):** Your goal statement should represent you in a clear and professional manner, and should tell people (e.g., classmates, professors, potential employers, etc.) visiting your website (a) something about who you are and where you are going, and (b) your plan for getting there.
- b. **Résumé (15 points):** For this assignment, you will compile relevant academic and work experiences into a written résumé in order to enhance your professional image and marketability. You will revise your résumé throughout the semester (and hopefully continue to do so afterwards).
- c. **Sample Work, Design, Organization, and Professionalism (30 points):** As part of your portfolio, you will include samples of work that you have completed (this work can be part of CIS 110, other classes, or things you did before college that is significant). Remember that potential employers want to see what you can DO!

Your portfolio will be graded based on the content as well as the visual design, organization, and professionalism of the portfolio. You may use templates from whatever platform you choose, but think carefully about the navigation of the website, overall organization, and visual impact.

MINOR ASSIGNMENTS

(1) Pre and Posttest (10 points total)

Each CIS 110 student is required to complete a pre-test at the beginning of the semester and a post-test at the end of the semester for departmental assessment purposes. These will be completed online and you will receive credit for these assignments; your answers will not affect your grade. You will receive 10 points for completing these two assignments (5 points each). Each test will take approximately 30 minutes to complete. **There are no late submissions or make-ups for these assignments.**

The pretest opens on January 13, 2016 and will close at 11:59pm on Friday, January 22, 2016. The pretest can be found at: <http://comm.uky.edu/courses/CIS110/pretest> .

The posttest opens on Wednesday, April 20, 2016 and closes at 11:59pm on Sunday, May 1, 2016. The posttest can be found at: <http://comm.uky.edu/courses/CIS110/posttest>.

(2) Self-Introduction Speech (25 points)

You will prepare a 2-3 minute speech of self-introduction, incorporating an object that represents something about you. You may use a maximum of three, one-sided notecards and will not use a podium.

(3) Strengthsfinder® Reflection Essay (15 points)

In response to the Clifton's Strengthsfinder® assessment you are required to take, reflect on your experience with the assessment and its results. Completely read the Insight Guide, highlighting or noting those phrases that connect most, and send it to some *trusted people* (i.e. friends, family) who know you well enough to give substantive comments about your results. After your conversation, write an APA formatted, 700-1050 word essay with the following information:

- Identification of your top five themes as well as your understanding of those themes. Use specific statements from your Strengths Insight Guide, agreeing or disagreeing with the results.
- Include a summary of comments from a *trusted person(s)* regarding their response to your Insight Guide.
- Provide any general comments of how you could use and connect your strengths to your future dreams, goals, ambitions, and/or endeavors.

(4) Public Speaking Analysis (20 points)

For this assignment, you will find and watch a public presentation and analyze the effectiveness of the content and delivery while considering the historical situation and intended audience(s).

- a. At least 2-3 full pages (NOT including your cover page and abstract)
- b. Must include a cover page and abstract
- c. APA formatted, double-spaced, 12-point Times New Roman font, 1” margins

(5) Informative Essay Draft & Peer Review (20 points)

You will complete a rough draft of your Informative Essay. Turn this in on Canvas, before class that day. In order to get credit for this assignment, you need to have at least $\frac{3}{4}$ (or 3-4 pages, 75%) of the paper draft completed and participate actively and thoughtfully in the peer review process. All essays should have at least 1-inch margins and 12-point Times New Roman font.

(6) Demonstration Speech (30 points)

For this assignment, you will prepare a 2-3 minute speech that teaches your audience a skill through your own demonstration. To prepare for this speech, choose a topic that you think will be relevant and interesting to your audience, and simple enough to demonstrate/teach in 2-3 minutes. If visuals (objects/props, images, video) will aid in clearly demonstrating your skill, or helping the audience follow along/understand, these should be included!

(7) Strengthsfinder® Group Activity (20 points)

As a class activity, you will convene with four to five other classmates to construct a “mock” organization that is strengths-based. The organization will need to create roles and job descriptions based on the group’s strengths profile. Below is a list of five organizational structures to choose from:

- Non-profit, Educational (Ex: Univ. of KY, Univ. of Louisville, Western KY Univ.)
- For-profit, Educational (Ex: University of Phoenix, DeVry, Kaplan, ITT Tech)
- For-profit, Retail (Ex: Wal-Mart, Target, Clothing store, etc)
- Non-profit, Christian ministry (Ex: Churches, God’s Pantry, YMCA, etc)
- For profit, Book Seller (Ex: Joseph Beth, Barnes/Nobles, Half-Price Books, etc)

The group will create a document that identifies how this created Mock Organization will function according to the following guidelines:

- Name of the organization
- Purpose for the organization (e.g. mission, vision, organizational objectives)
- Strengths profile of each member (see Team Strengths Grid document)
- Description of each member’s role and the justification of those roles using the language of strengths.
 - Questions to consider/ponder:
 - How do members fit into their role, based on their individual strengths profile?
 - How will members interact with one another? Will there be overlapping of roles, or collaborative activities?

Submit an APA formatted, single group document, with each participating member's name on the document, as a hard copy, with signatures, on the due date in the syllabus.

(8) Impromptu Speech (15 points)

At some point during the semester, you will be provided with a topic and asked to deliver a speech with little time to prepare. This speech will help you practice thinking on your feet and organizing your thoughts quickly in order to deliver a coherent message.

(9) Elevator Speech (15 points)

Elevator speeches (or pitches) are short 30-second to 1-minute speeches that help another understand an idea or concept, or to “sell” you in a rather condensed way. It gives the listener a clear and concise summary of your purpose of engaging them. As an assignment, you will create an elevator pitch to any of the following three people:

- A business owner or hiring manager who is hiring someone for their company
- A new acquaintance at a networking gala
- A venture capitalist who could invest in your company

Things to consider in your speech:

- Who you are/What is your company
- Your mission/vision/purpose
- Your skills and talents
- Your goals/objectives

Here are some resources that give some insight about elevator pitches (copy and paste links):

Lexington Herald-Leader

http://www.kentucky.com/2012/09/03/2321473_the-job-hunt-practice-your-elevator.html?rh=1

American Express

<https://www.americanexpress.com/us/small-business/openforum/articles/the-4-laws-to-a-perfect-elevator-pitch-and-how-to-create-one/>

Forbes Magazine

<http://www.forbes.com/sites/chicceo/2013/02/05/how-to-create-an-elevator-pitch/>

University of California-Santa Barbara

<http://career.sa.ucsb.edu/students/job-search/creating-elevator-pitch-two-minutes-or-less>

(10) Informative Speech Outline (15 points)

You will complete a typed formal outline with your speech. This outline should follow standard outline formatting rules, be written in complete sentences, and should also include all relevant source citations and a reference page. Outlines should be submitted to Canvas on the due date provided by your instructor.

(11) Informative Speech Rehearsal (20 points)

Prior to delivering your major informative speech, you will be required to practice and record your speech through in a media source (YouTube, Vimeo, etc). You will also be asked to watch and provide feedback to some of your peers.

Additionally, you are strongly encouraged to rehearse your speech in person at one of the resources on campus (i.e., MC3 lab, Presentation U!) to obtain valuable feedback and additional practice with delivering in front of a live audience. Many students find this so helpful that they go back to practice more than once!

(11) Attendance (10 points)

As noted above, each class period will begin with a warm-up activity for which you will earn various points for attendance. Throughout the semester, there will also be several in-class activities and workshops that will be worth various points. There is no predetermined number of in-class activities; at the end of the semester, your percentage grade for all attendance participation activities will be determined, and that percentage will be applied to the final 60 points (e.g., 80% of 85 points is 48 points).

(12) MindTap/Homework Activities (40 points)

Throughout the semester, there will be several MindTap and other homework/minor assignments that will be worth various points. To know what to review and complete, look through the syllabus calendar at the end of this document, and go to Canvas to load your MindTap resource (Modules section). At the end of the semester, your percentage grade for all homework assignments will be determined, and that percentage will be applied to the final 40 points (e.g., 80% of 40 points is 32 points).

(13) Video Reflection (15 points)

As you think about your experiences this semester, you will reflect on and answer the provided questions in a video format, which you will submit via Canvas.

GRADING AND GRADING SCALE

Grade	Description of Work
A > 495 points	Clearly stands out as excellent performer. Student has unusually sharp insights into material and initiates thoughtful questions and comments. Student sees many sides of an issue, articulating well and writing logically and clearly. Student integrates ideas previously learned from this and other disciplines, along with substantive research. Student anticipates next steps in progression of ideas. Example “A” work should be of such nature that it could be put on reserve for all CIS students to review and emulate. The “A” student is, in fact, an example for others to follow.

<p style="text-align: center;">B</p> <p>440-494 points</p>	<p>Demonstrates a solid comprehension of the subject matter and always accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for class expectations. Student work shows intuition and creativity.</p> <p>Example “B” work indicates good quality of performance and is given in recognition for solid work; a “B” should be considered a good grade and is awarded to those who submit assignments of quality less than the exemplary work described above.</p>
<p style="text-align: center;">C</p> <p>385-439 points</p>	<p>Quality and quantity of work in and out of class is average. Has marginal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at least minimally.</p>
<p style="text-align: center;">D</p> <p>330-384 points</p>	<p>Quality and quantity of work is below average. Has minimal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at below acceptable levels.</p>
<p style="text-align: center;">E</p> <p>< 329 points</p>	<p>Quality and quantity of work is unacceptable and does not qualify the student to progress to a more advanced level of work.</p>

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

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

Final Exam Information: Date, time, location, and other information are located in the Academic Calendar.

COURSE CALENDAR

DATE	TOPIC	PREPARATION READINGS HOMEWORK	ASSIGNMENTS DUE
FOUNDATIONS OF COMMUNICATION			
1/14	Intro to Fellow Classmates Intro to Communication Intro to CIS 110	Review Canvas (syllabus, files, modules, etc) Review Strengthsfinder Materials and take assessment	Set-Up Profile in Canvas
1/19	Intro to Strengthsfinder® Verbal & Nonverbal Communication	MindTap: Your Informative Essay section	
1/21	Impression Management Professional Presence <i>Intro to Professional Portfolio Assignment</i> Computer Mediated Communication	MindTap: Impression Management & Professional Practice section <ul style="list-style-type: none"> • Practice • Counts Towards Grade activities 	Due: Pre-Test Due: Strengthsfinder® Reflection Essay
1/26	Digital Communication Visual Design & Professional Portfolios Peer Review of Goals	Bring computers/laptops	Due: Goal Statement (Rough)
1/28	Public Speaking 101 Analysis of Speeches <i>Intro to Self-Introduction Speech</i> <i>Intro to Public Speech Analysis</i> <i>Intro to Strengthsfinder® Group Activity</i>	MindTap: Listening and Critical Thinking section <ul style="list-style-type: none"> • Practice • Counts Towards Grade activities 	Due: Goal Statement (Final)
2/2	Self-Introduction Speeches		Due: Self-Intro Speeches
2/4	Cognitive Processing Critical Thinking <i>Intro to Social Network Interview Assignment</i>	MindTap: Your Informative Essay section MindTap:	Due: Public Speech Analysis

	<i>Intro to Informative Essay</i>	Listening and Critical Thinking <ul style="list-style-type: none"> • Practice • Counts Towards Grade activities 	
WRITTEN COMMUNICATION			
2/9	APA Formatting Primary & Secondary Research	MindTap: Research & APA sections <ul style="list-style-type: none"> • Practice • Count Towards Grade activities 	Due: Strengthfinder® Group Activity
2/11	Language, Language Choice, Style, and Meaning	MindTap: Language Choice, Style, & Meaning <ul style="list-style-type: none"> • Practice • Count Towards Grade activities 	
2/16	Writing Organization Components of Organization	MindTap: Components of Organization section <ul style="list-style-type: none"> • Practice • Counts Towards Grade activities 	Due: Social Network Interview Analysis
2/18	Peer Review (in-class)	In MindTap: Peer Review section Under the Ask a Tutor section, submit your essay to a reviewer for additional feedback and proofreading	Due: Informative Essay (Rough) Due: Peer Review (Canvas)
2/23	Open Office Hours (in-class) <i>Students do not have to attend class.</i>	Bring Informative Essay for some feedback	
2/25	Professional Writing: <i>Resumes</i> <i>Intro to Resume Assignment</i>	MindTap: Professional Writing: Resumes Bring computers/laptops	Due: Informative Essay (Final)
3/1	In-Class Work Day Resume Workshop (bring draft to class)		Due: Resume Draft
PUBLIC SPEAKING			
3/3	Communication Apprehension Speech Anxiety	MindTap: Communication Apprehension & Speech	Due: Resume Final

	Identity of the Speaker Strengthsfinder® Coaching	Anxiety section	
3/8	Topic Selection Audience Analysis <i>Intro to Informative Speech</i> <i>Intro to Elevator Speech</i> <i>Intro to Demonstration Speech</i>	MindTap: Planning Your Speech, Topic Selection, and Audience Analysis section <ul style="list-style-type: none"> • Practice • Count Towards Grade activities Separately: Write down three ideas for an informative speech topic and bring them to class	
3/10	BOOT CAMP	MindTap: Speech Delivery section	No Classes
3/15	SPRING BREAK		No Classes
3/17	SPRING BREAK		
3/22	Impromptu Speaking Informative Speaking Orally Citations	Prepare for Impromptu Speeches	
3/24	Impromptu Speeches		Impromptu Speeches
3/29	Nonverbal Communication: Speech Delivery Speech Organization Outlining	MindTap: Speech Organization section <ul style="list-style-type: none"> • Practice • Count Towards Grade section 	
3/31	Elevator Speeches		Elevator Speeches
4/5	Visual Communication: Presentation Aids	MindTap: Presentational Aids section <ul style="list-style-type: none"> • Practice • Count Towards Grade activities 	Due: Formal Speech Outline for Informative Speech
4/7	Demonstration Speeches		Demonstration Speeches
4/12	Demonstration Speeches		Demonstration Speeches
4/14	(Out of Class) Work Day	MindTap: Your Informative Speech <ul style="list-style-type: none"> • Practice • Count Towards Grade Activities Work on your Final	

		Speeches	
4/19	Speech Rehearsals (In-class practice) Bring HEADPHONES to class	MindTap Informative Speaking & Orally Citing Sources section <ul style="list-style-type: none"> • Practice • Count Towards Grade activities Bring your computers/laptops	Due: Speech Rehearsal Video Due: All MindTap Activities
4/21	Informative Speeches		Due: All Informative Speech visual aids in Canvas
4/26	Informative Speeches		
4/28	Informative Speeches		Due: Post Test
4/29	Professional Portfolio: Final Design	Finalize Sample Work, Design, Organization, and Professionalism	Due: Video Reflection Due: Professional Portfolio (Final)
Finals Week	Rest, Study, and Do Well on your Finals	No Final Exams in this course	No Final Exam

**Course schedule is TENTATIVE and subject to change. All updated course schedules will be posted on Canvas under the Syllabus tab.*

****All assigned reading and homework is due on the day it is listed and must be completed before you come to class.**