

**CIS 110: Composition and Communication (3 credits)**  
**Spring 2016**  
**T/R 11-12:15**  
**Whitehall Classroom Building 211**

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**Office Location:** Breckenridge 313  
**Office Hours:** 12:30 – 1:45 T/R or by appointment

### **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**

For this course, we use an e-book and learning platform called **MindTap**. **You can purchase this e-book and learning platform by following this link:** [http://www.cengagebrain.com/micro/UKCIS\\_110](http://www.cengagebrain.com/micro/UKCIS_110)

Once you log into MindTap for the first time, you will be able to use the **MindTap grace period** for **3 weeks** until you are able to purchase the package. This will allow you immediate access to the content in MindTap.

## **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 and participation are worth 60 points during the semester. Each class period, you will be asked to do a short "warm-up" writing or speaking assignment during the first 5 minutes of class. ***If you come after the first 5 minutes of class, 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.

You are entitled to 2 unexcused absences, no questions asked, but they **may not be** used on any speech or peer review day.

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 within one week of returning to class. If you do not turn in the written documentation on time, the absence will be counted as unexcused. Please see the definition of excused absences in the next section.

If you know ahead of time that you will be absent from class without an excused absence, please discuss this with your instructor and turn in any assignments ahead of time. 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, 5 points will be deducted from your course grade.

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

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

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

### **Excused Absences**

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

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. 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 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/spring-2016-semester>

**January 20:** Last day to add a class for the spring semester

**February 3:** Last day to drop a course without it appearing on the student’s transcript

**February 10:** Last day to officially withdraw from the university or reduce course load and receive a 50% refund

**March 11:** Midterm grades posted by this date\*

**April 1:** Last day to withdraw from the university or reduce course load.

**May 9:** Final grades posted by this date\*

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

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

### **Accommodations Due to Disability**

If you have a documented disability 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](mailto: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 (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.

### Late Assignments

All assignments are due at the beginning of class, at the time indicated in the class schedule, or as specified in class. **Points will be deducted for any late assignments.** Once an assignment has been collected or the due date/time has passed, 10% will automatically be deducted from the total score for that assignment. An additional 10% will be deducted for each extra day that an assignment is late, up to three days. **After three days have 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.

**Murphy's Law:** "Anything that can go wrong, will go wrong." Laptops are stolen. Printers run out of ink. Hard drives crash. The campus wireless connection fails. So, do not wait until the last minute to submit your assignments and **SAVE OFTEN.**

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

### Class Conduct

#### *Ask Three, Then Me*

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

1. Consult the class schedule and syllabus.
2. Check Canvas.
3. Confer with three classmates.

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

**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*

**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 business day (i.e., Monday-Friday 9:00am-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 CIS 110 and your section number in the subject line each time.

Additionally, use your emails as an opportunity to practice good communication! All emails must include an appropriate greeting (e.g., "Hello, Dr. Johnson," "Hi, Dr. J," 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. Additionally, if you email me with a question that could be answered by Asking Three, Then Me (see above), I may choose not to respond.

### **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. 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. Violation of these policies may result in a 10 point grade reduction per infraction.

### **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**

**Presentation U!**, a division of Transformative Learning, is dedicated to providing a variety of support services for students to increase their oral, written, and visual/digital communication competence both inside and outside of the classroom. Presentation U! provides tutoring assistance and training with multimodal communication. Both UK faculty and students have the opportunity to attend scheduled workshops and work individually with highly trained faculty members, graduate students, and peer tutors. Come see us if you need help with any of the following: brainstorming project topics, creating outlines, effectively using APA/MLA style, practicing oral presentations, designing and constructing effective visual aids, including PowerPoint, Prezi, websites, videos, and digital projects. Plan to bring your multimodal communication projects to one of our two conveniently located centers, at the Hub in W. T. Young Library and on the first floor of Champions Court I. When you come to the Presentation U Tutoring Center, YOU can become the Ultimate Presentation. Visit our website: [www.uky.edu/presentationu](http://www.uky.edu/presentationu) or call (phone 859-218-5186) for our tutoring hours or to make an appointment. Follow us on social media for updates and promotional events (Facebook – PresentationU, Twitter – UKPresentationU, and Instagram – UKPresentationU)

**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 on their website 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

You will complete three major assignments including oral, written, and visual components. You will revise your projects based on instructor and peer review and feedback. These projects will demonstrate your writing, interpersonal/intercultural, and public speaking skills.

### Point Distribution

Assignment	Points Possible	Percentage of Total Grade
Public Speaking Analysis	20	3.6%
Informative Essay Draft	10	2.0%
Essay Peer Review	10	2.0%
Final Informative Essay	100	18.2%
Social Network Interviews & Analysis	25	4.5%
Professional Portfolio	60	10.9%
Self-Introduction Speech	25	4.5%
Demonstration Speech	25	4.5%
Impromptu Speech	15	2.7%
Formal Speech Outline	15	2.7%
Speech Rehearsal	20	3.6%
Informative Speech	100	18.2%
Attendance/Warm-Up Activities	60	10.9%
MindTap/Homework	40	7.3%

Pre-Test & Post-Test	10	2.0%
Final Video Reflection	15	2.7%
<b>TOTAL</b>	<b>550</b>	

### **MAJOR ASSIGNMENTS**

#### **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 page 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
- c. Must conform to 6<sup>th</sup> 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.
- c. You must orally cite at least 4 external, credible sources as support for your speech.
- d. A digital presentation tool (e.g., PowerPoint, prezi) must be employed with this speech.
- e. 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:** 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:** 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:** As part of your portfolio, you will include samples of work that you have completed (this work can be part of CIS 110 and other classes). 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 pts for completing these two assignments (5 pts 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<sup>th</sup> and will close at 11:59pm on Friday, January 22<sup>nd</sup>. The pretest can be found at: <http://comm.uky.edu/courses/CIS110/pretest> .

The posttest opens on Wednesday, April 20 and closes at 11:59pm on Sunday, May 1<sup>st</sup>. 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) 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 full-3 pages (NOT including your cover page and abstract)
- b. Must include a cover page and abstract
- c. Double-spaced, 12-point Times New Roman font, 1" margins

#### **(4) Essay Draft & Peer Review (20 points)**

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

#### **(5) 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!

#### **(6) 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.

**(7) 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.

**(8) Speech Rehearsal (20 points)**

Prior to delivering your major informative speech, you will be required to practice and record your speech through MindTap. In the Your Informative Speech folder on MindTap, follow the instructions under the PRACTICE Your Informative Speech to upload a video of your speech presentation. 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!

**(9) Attendance/Warm-Up Activities & Participation (60 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).

**(10) MindTap/Homework Activities (40 points)**

Throughout the semester, there will be several MindTap and other homework/minor assignments that will be worth various points. There is no predetermined number of homework or minor assignments, and your instructor may assign additional activities as needed. 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).

**(11) 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**

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.**

Once you have totaled all of your major and minor assignments (listed above), compare your total points to the scale below to determine your final grade in CIS 110:

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>).

### Tentative Course Schedule\*

<b>FOUNDATIONS OF COMMUNICATION</b>			
<b>Date</b>	<b>Topic</b>	<b>Assigned Reading &amp; Homework**</b>	<b>Assignments DUE</b>
Th 1/14	Introduction to Communication & CIS 110  Verbal Communication		
T 1/19	Nonverbal Communication		
Th 1/21	Impression Management & Professional Presence  <i>Introduce Professional Portfolio Assignment (goal statements)</i>	<b>In MindTap:</b> <ul style="list-style-type: none"> <li>• Read ch. 2 in <i>Communicate!</i></li> <li>• Complete <i>Perception</i> Activity</li> <li>• Complete <i>Perceiving Others Accurately</i> Activity</li> </ul> <b>In Canvas:</b> <ul style="list-style-type: none"> <li>• Read Professional Portfolio assignment and review rubric</li> </ul>	
T 1/26	Computer Mediated Communication		<b>Rough Draft of Goal Statement Due on Canvas</b>
Th 1/28	Digital Communication: Visual Design & Professional Portfolios		<b>Goal Statement Due</b>
T 2/2	Public Speaking 101  Listening & Critical Thinking	<b>In Canvas:</b> <ul style="list-style-type: none"> <li>• Read Self-Introduction Speech assignment and review rubric</li> </ul> <b>In MindTap:</b> <ul style="list-style-type: none"> <li>• Read ch. 2 in <i>The Speaker's Handbook</i></li> <li>• Complete <i>Speaker's Handbook</i> ch. 2 Quiz</li> <li>• Read ch. 6 in <i>Communicate!</i></li> </ul>	<b>Speech Analysis Due on Canvas</b>
Th 2/4	<b>Self-Introduction Speeches</b>		<b>Self-Introduction Speeches Due</b>
T 2/9	<b>Self-Introduction Speeches</b> (cont.)  Primary Research <i>Introduce Network Interview Assignment</i>	<b>APA Pocket Guide</b> <ul style="list-style-type: none"> <li>• Read ch. 1 in <i>APA</i></li> </ul> <b>In Mindtap:</b> <ul style="list-style-type: none"> <li>• Read ch. 8 in <i>The Speaker's Handbook</i></li> <li>• Complete <i>Speaker's Handbook</i> ch. 8 quiz</li> <li>• Read <i>Appendix: Interviewing</i></li> </ul>	

		<p><b>In Canvas:</b></p> <ul style="list-style-type: none"> <li>Review Social Network Interview and Analysis assignment</li> </ul> <p><b>In a Word Document:</b> Generate 5 good interview questions and bring them to class</p>	
Th 2/11	<p>Secondary Research <i>Introduce Informative Essay</i></p> <p>APA Formatting</p>	<p><b>APA Pocket Guide:</b></p> <ul style="list-style-type: none"> <li>Read ch. 2, 4, &amp; 9 in <i>APA</i></li> </ul> <p><b>In MindTap:</b></p> <ul style="list-style-type: none"> <li>Read the <i>APA Style Guide</i></li> <li>Complete the <i>Crediting Others and Avoiding Plagiarism</i> Activity</li> <li>Complete the <i>APA Documentation</i> Activity</li> </ul>	

## WRITTEN COMMUNICATION

<b>Date</b>	<b>Topic</b>	<b>Assigned Reading</b>	<b>Assignments DUE</b>
T 2/16	Language Choice, Style, & Meaning	<p><b>In MindTap:</b></p> <ul style="list-style-type: none"> <li>Read ch. 1 in <i>Harbrace Essentials</i></li> <li>Read chapters 23-27 in <i>Harbrace Essentials</i></li> <li>Complete <i>Clear and Complete Sentences</i> Activity</li> <li>Complete <i>Parallelism</i> Activity</li> <li>Complete <i>Comma Splices and Fused Sentences</i> Activity</li> <li>Read ch. 28-30 in <i>Harbrace Essentials</i></li> <li>Complete <i>Precise Word Choice</i> Activity</li> <li>Complete the <i>Conciseness</i> Activity</li> </ul>	
Th 2/18	Components of Organization	<p><b>In MindTap:</b></p> <ul style="list-style-type: none"> <li>Read ch. 2 in <i>Harbrace Essentials</i></li> <li>Read ch. 3 in <i>Harbrace Essentials</i></li> <li>Read ch. 7 in <i>Harbrace Essentials</i></li> <li>Complete <i>Academic Style</i> Activity</li> <li>Complete <i>Thesis Statements and Topic Sentences</i> Activity</li> </ul> <p><b>In a Word Document:</b></p>	

		<ul style="list-style-type: none"> <li>Bring a draft of your thesis statement to class</li> <li>Prepare an outline of <b>one</b> of your main points for your essay</li> </ul>	
T 2/23	In-Class Peer Review	<b>In MindTap:</b> <ul style="list-style-type: none"> <li>Read ch. 4 in <i>Harbrace Essentials</i></li> <li>Submit a rough draft of your essay to a reviewer in NetTutor for additional feedback and proofreading</li> </ul>	<b>Rough Draft of Informative Essay Due (submit on Canvas and bring hard copy to class)</b>
Th 2/25	Out of Class Work Day		
T 3/1	Professional Writing: Résumés <i>Introduce Résumé Assignment</i>	<b>In MindTap:</b> <ul style="list-style-type: none"> <li>Follow the links and review the handouts on writing résumés</li> </ul>	<b>Informative Essay Due on Canvas</b>
Th 3/3	Professional Portfolio Workshop/In Class Work Day <i>Bring laptops to class</i>		<b>Network Interview Transcripts Due on Canvas</b>
<b>PUBLIC SPEAKING</b>			
<b>Date</b>	<b>Topic</b>	<b>Assigned Reading</b>	<b>Assignments DUE</b>
T 3/8 Midterm	Communication Apprehension & Speech Anxiety	<b>In Mindtap:</b> <ul style="list-style-type: none"> <li>Read ch. 4 in <i>The Speaker's Handbook</i></li> <li>Print and complete PRPSA and bring to class</li> <li>Read ch. 5 in <i>The Speaker's Handbook</i></li> <li>Complete <i>Speaker's Handbook</i>, ch. 5 Quiz</li> </ul> <b>In a Word Document:</b> <ul style="list-style-type: none"> <li>Based on the ch. 5 material and the due dates for your informative speech, create your own timeline for developing a good speech</li> </ul>	<b>Rough Draft of Résumé Due</b>
Th 3/10	Topic Selection <i>Introduce Informative Speech</i>	<b>In Mindtap:</b> <ul style="list-style-type: none"> <li>Read ch. 6 in <i>The Speaker's Handbook</i></li> <li>Read ch. 9 in <i>The Speaker's Handbook</i></li> <li>Complete <i>The Speaker's Handbook</i> ch. 9 Quiz</li> </ul> <b>In Canvas:</b> <ul style="list-style-type: none"> <li>Read Informative Speech assignment and review rubric</li> </ul>	<b>Social Network Analysis Due</b>  <b>Professional Portfolio Midterm Check</b>

		<b>Separately:</b> <ul style="list-style-type: none"> <li>Write down three ideas for an informative speech topic and bring them to class</li> </ul>	
<b>3/15-3/17</b>	<b>Spring Break – No Class</b>		
T 3/22	Audience Analysis <i>Introduce Demonstration Speech</i>	<b>In MindTap:</b> <ul style="list-style-type: none"> <li>Read ch. 7 in <i>The Speaker's Handbook</i></li> <li>Complete Speaker's Workshop 7.1</li> <li>Complete Speaker's Workshop 7.2</li> </ul> <b>In Canvas:</b> <ul style="list-style-type: none"> <li>Read Demonstration Speech assignment and review rubric</li> </ul>	
Th 3/24	Informative Speaking and Orally Citing Sources  Thinking on Your Feet: Impromptu Speaking	<b>In MindTap:</b> <ul style="list-style-type: none"> <li>Read ch. 15 in <i>The Speaker's Handbook</i></li> <li>Complete <i>The Speaker's Handbook</i> ch. 15 Quiz</li> <li>Read ch. 21 in <i>The Speaker's Handbook</i></li> </ul>	
T 3/29	Speech Organization	<b>In MindTap:</b> <ul style="list-style-type: none"> <li>Read ch. 10 in <i>The Speaker's Handbook</i></li> <li>Read ch. 11 in <i>The Speaker's Handbook</i></li> <li>Complete ch. 11 Quiz</li> <li>Read ch. 12 in <i>The Speaker's Handbook</i></li> <li>Complete ch. 12 Quiz</li> <li>Read ch. 13 in <i>The Speaker's Handbook</i></li> <li>Complete ch. 13 Quiz</li> <li>Read ch. 14 in <i>The Speaker's Handbook</i></li> <li>Complete ch. 14 Quiz</li> </ul>	<b>Final Résumé Due on Canvas</b>
Th 3/31	Outlining Workshop/In-Class Work Day		
T 4/5	Visual Communication: Presentational Aids	<b>In MindTap:</b> <ul style="list-style-type: none"> <li>Read ch. 27 in <i>The Speaker's Handbook</i></li> <li>Complete Speaker's Workshop 27.1B</li> </ul>	
Th 4/7	Nonverbal Communication: Speech Delivery	<b>In MindTap:</b> <ul style="list-style-type: none"> <li>Read ch. 25 in <i>The Speaker's Handbook</i></li> <li>Read ch. 26 in <i>The Speaker's Handbook</i></li> </ul>	
T 4/12	<b>Demonstration Speeches</b>		<b>Demonstration Speeches Due</b>

Th 4/14	<b>Demonstration Speeches</b>		
T 4/19	<i>Speech Rehearsals</i> (Out of Class)	<b>In MindTap:</b> <ul style="list-style-type: none"> <li>• In the Your Informative Speech folder, record a rehearsal of your informative speech</li> <li>• Complete a peer review of one of your classmates' speeches</li> </ul> <b>Optional but Strongly Encouraged:</b> Attend MC3 lab or Presentation U! for additional practice and feedback	
Th 4/21	<b>Informative Speeches</b>		<b>Final Speech Outlines Due on Canvas</b>
T 4/26	<b>Informative Speeches</b>		
Th 4/28	<b>Informative Speeches</b>		<b>Final Portfolios &amp; End-of-Semester Reflections Due</b>

*\*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**