Course Description

Composition and Communication II is the advanced course in a two-course sequence designed to engage students in composing and communicating ideas using speech, writing, and visuals. In this course, students work in small groups to explore issues of public concern using rhetorical analysis, engage in deliberation, compose conscientious and well-developed arguments, and propose viable solutions to different audiences. Students will sharpen their ability to conduct research; compose and communicate in spoken, written, and visual forms; and work effectively in teams through sustained interrogation of an issue. A significant component of the class will involve learning to use visual and digital resources both to enhance written and oral presentations and to communicate with public audiences.

Prerequisite: CIS 110 / WRD 110 or equivalent.

Student Learning Outcomes of CIS 111

- Compose at least one major, group-authored persuasive argument project for a public audience using written, oral, and visual modes grounded in scholarly research in a manner that is appropriate and effective for the audience, purpose, and occasion in both a face-to-face and digital environment.
- Conduct effective research on a subject as an individual and as part of a team, using UK Libraries’ resources & other relevant resources to enrich speaking, writing, & digital projects.
- Employ advanced strategies for developing and analyzing arguments as an individual and in groups using relevant rhetorical theories, with greater emphasis on addressing and mediating issues of public interest.
- Identify and address community stakeholders in an issues of public interest as part of thoughtful and efficient audience analysis.
- Think critically in both the conception & the development of written, oral, & visual arguments.
- Refine your formal speaking, writing, and visual communication skills, focusing on matters of construction, design, and delivery, keeping audience, purpose, and occasion in mind.
- Critique thoughtfully the work of peers and professionals.
- Organize, revise, practice, edit, and proofread (for grammar and mechanics) your own and other student work flexibly and effectively to improve the development and clarity of ideas.
- Define goals for improving/ revising work, and devise effective plans for achieving those goals, in collaboration with peers, instructor, librarians, and relevant community stakeholders.
- Engage in a range of small group activities to explore and express experiences and perspectives on issues under discussion.
- Employ and evaluate interpersonal, small-group, and mass communication skills to show skillful management of group dynamics (e.g. conflict negotiation, role identification, delegation, and effective social roles).
Kate Sweeney
Office Location: Breckenridge 313
Office Hours: By appointment.
Please contact me by email: kate.sweeney@uky.edu
About me: I am a writer, producer, and executive producer of nonfiction television with 14 years of experience developing and crafting award-winning programs for networks including National Geographic, MSNBC, CBS, Al Jazeera, Showtime, and Smithsonian. I earned a Master of Science degree in Journalism from Boston University, and a Bachelor of Arts degree in Anthropology from Colorado College. I love teaching and sharing my experience and expertise with students!
Quote of wisdom: Relax, let go. But remember one thing: You are a witness. (Osho)

Tips for success in our classroom
Be present! Be curious! Be engaged! Be kind! Think of this class like practice for a fulfilling job. Effective professionals deliver work on time, on budget, and on target. True professionals also manage their time, stagger project deadlines, speak up when they need assistance, and alert colleagues and managers to any life/work conflicts that may impact the delivery of their work. I encourage you to communicate with me like a sensible professional. If you foresee an issue delivering an assignment or attending class, talk to me. Approach me in advance of a due date, and I will help you navigate the requirements and/or schedule.

Contacting me
You are welcome to call me “Kate” in the classroom and to greet me in emails with a simple, “Hi Kate.” I promise not to bombard you with emails -- please make the same promise to me. I check email habitually, and I am known to respond at odd hours of the night... But do not expect instantaneous responses! I typically reply within 24 hours, but expect a slower response time on weekends and holidays. When you send me emails, craft the messages like you would a business email: Be clear, be direct, sign your name, and include a subject line!

Please know that I am not on campus full time. I also develop, write and produce television for cable networks. This means that I am not parked in my UK office every day of the week. So, if you want to meet, please email me to make an appointment. Never hesitate to contact me if you have a question or concern!
Required Materials

We will not use a traditional hardcover textbook in this course. Instead, we will use an e-book and learning platform called MindTap. You may purchase the code by following the MindTap link on Canvas or by purchasing a code from the bookstore. If purchasing from the bookstore, make sure you are purchasing the access code for CIS 111.

(Also, I will on occasion distribute supplemental readings and assignment aids via email, Canvas, or hardcopy.)

Prerequisite Knowledge & Skill Expectations

This class is part of a two-course sequence. You will need to have fundamental competencies from CIS 110 or its equivalent in order to be successful. You are expected to be proficient with the following skills upon entering CIS 111:

- Compose written texts and deliver oral presentations that represent relevant and informed points of view appropriate for the audience, purpose, and occasion
- Analyze, create, and use visual media as both independent and interconnected forms of communication
- Demonstrate an awareness of appropriate strategies used to communicate effectively in different situations (e.g. public speaking, interpersonal) and contexts (e.g. face-to-face, digital).
- Work with design elements (font, size, line, color) to successfully incorporate design principles (contrast, alignment, repetition, and proximity) as part of effective composition
- Employ research skills to find, analyze, evaluate, and properly cite pertinent primary and secondary sources using relevant discovery tools (e.g. InfoKat, Library Databases, Google) as part of the process of composing work in written, oral, and visual modes
- Organize, revise, practice, edit, and proofread (for grammar and mechanics) your own and other student work flexibly and effectively to improve the development and clarity of ideas
- Define goals for improving/revising work, and devise effective plans for achieving those goals, in collaboration with peers, instructor, and librarians
- Employ and evaluate interpersonal communication skills

Grading Scale

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Extra Credit

Extra credit is not guaranteed! I typically offer up to 10 extra credit points a semester. Extra credit assignments involve taking part in a research study, attending a lecture, or writing a short reaction/analysis. All extra credit assignments are open to all class members and will be announced in class and/or posted to Canvas.

Important Spring Semester Dates

January 13, 2016: First day of the Spring 2015 semester
January 20, 2016: Last day to add a class for the fall semester
February 3, 2016: Last day to drop a course without it appearing on your transcript; last day to change grading option
February 10, 2016: Last day to officially withdraw from the university or reduce your course load and receive a 50% refund
March 11, 2016: Midterm grades will be posted by this date.
April 1, 2016: Last day to withdraw from the university or reduce your course load.
May 9, 2016: Final grades will be posted by this date.
**C O U R S E  P O L I C I E S**

**Attendance and Participation**

This class is a community whose success depends 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 60 points during the semester. Each class period, you will be asked to do a short “warmup” writing, speaking, or group activity 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. The last page of the syllabus contains two “freebie” coupons. You are entitled to 2 unexcused absences, no questions asked, but the freebie coupons may not be used on any speech or peer review day. You must turn your coupon in to your instructor the class period following your absence in order to redeem it.

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 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 are absent on a day you are scheduled to deliver a speech, you will be allowed to make up the speech ONLY if the absence is officially excused.

If you know ahead of time that you will be absent from class without an unexcused 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 or workshops 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 scheduled classes for the semester are missed per university policy.

Note: 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/](http://www.uky.edu/StudentAffairs/Code/). For any emergency situation that arises, [e-mail your instructor](mailto:dtbeac1@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, Mr. Jake Karnes (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.

**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](http://www.uky.edu/veterans) for more available resources.
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.

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 you assignments and SAVE OFTEN.

• Always save duplicates of your work to an external source (e.g. flash drive, Google Drive, Dropbox, etc.)
• 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
• If you loose all your work at the last second, don’t hide in your room and skip class. Ignoring the problem won’t make it go away. Come to class. Talk to me. We’ll determine a plan of action.
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.

If you fear that your assignment did not upload properly to Canvas, you may email a copy to me to demonstrate that you completed the assignment on time. If email fails, bring a printed hard copy of your assignment to class and turn it in to me the old fashioned way. While I will accept assignments via email and hardcopy, you must also continue to make an effort to upload your assignment to Canvas for grading purposes.

Late Assignments

You have deadlines that must be met. Late work will not be accepted. All assignments are due the day they are listed on the course schedule or on the day I verbally announce. That said, I have been known to grant extensions (for partial credit) to students who proactively approach me before an assignment is due. If you are struggling to meet a deadline, talk to me. Approach me in advance of the due date, and I will help you navigate the requirements,

IMPORTANT: You may not miss class on the day of a peer review, workshop, or speaking day. You may not write assignments in class unless

Class Conduct

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. If you wish to email me, please read the “contacting me” section on page 2 of the syllabus. I am happy to respond to your questions and concerns via email, but keep in mind that I receive hundreds of emails from students each week. When you email me, please be certain to include a subject line and sign your name.

Cell Phones/Laptops/Tablets: Learning requires focus. Thus, unless we are using your personal devices for a class-related activity, put your phone/laptop/tablet 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 that your devices should be put away so that 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.
- 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.

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.

Peer Groups

Because most writers, educators, and other professionals must learn to work collaboratively, you will collaborate—cheerfully—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).

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 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.
Assignments & Activities (Total 550 points)

This semester, you will complete an array of major assignments, each of which will have an oral, written, and visual component. You will revise your projects based on instructor comments. You will also complete several minor assignments to demonstrate writing, small group, and persuasive speaking skills, as well as persuasive writing, interpersonal, group dynamics, and public speaking evaluation skills.

Pre-test/Post-test (10 points)
Each CIS 111 student is required to complete a pretest (5 points) at the beginning of the semester and a posttest (5 points) at the end of the semester for assessment purposes. These will be completed online and you will receive credit for these assignments; your answers will not effect your grade. Each test will take approximately 30 minutes to complete. You can find the pretest at: [http://comm.uky.edu/courses/CIS111/pretest](http://comm.uky.edu/courses/CIS111/pretest). You can find the posttest at [http://comm.uky.edu/courses/CIS111/posttest](http://comm.uky.edu/courses/CIS111/posttest). There are no late submissions or makeups for these tests.

Video Introduction (10 points)
You will prepare a brief 1-2 minute video introduction of yourself and post it to the Discussion Board on Canvas. This is your chance to introduce yourself to your instructor and your classmates. All videos should include name, major, year in school, and then a little about what makes you unique. Include an aspect of yourself that others may find interesting or surprising. This will help me (and your classmates) remember your name (for example, “Oh yes, Tim, you’re the student who rides a unicycle around campus.”).

This I Believe Speech (20 points)
This is a 3-minute speech where you introduce yourself and share your own statement of personal belief. You will focus on one core belief and support why you hold this core belief using specific examples and events from your life experiences. For example, you may share a time when you first developed the belief and/or a time when it was further clarified or even modified. Support for this speech will come from personal experiences and stories; no outside research is required. You must include at least one object, picture, or other visual aid (projected onscreen so it is easily visible to all those in your audience) to help support what you are saying. Examples of this type of storytelling are available at [http://thisibelieve.org/](http://thisibelieve.org/).

Ad Gone Bad Mini-Paper (25 points)
In order to construct a strong argument, it is often helpful to breakdown an argument – particularly one that didn’t work well. Based on class readings, you will analyze an “Ad Gone Bad.” After selecting an ad that didn’t work from those provided by your instructor, you will explain how the persuasion didn’t work in the ad and where you think the argument broke down. The paper will be 2-3 pages, include 1 image, and have, at the minimum, the textbook cited as a source. This paper will be written in APA format. This mini-paper will be submitted under Assignments in Canvas.
Annotated Bibliography (25 points)

In order to help you evaluate sources for your issue paper focused on a national/international public issue of importance to you, you will first create an annotated bibliography. 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.

National/International Issue Paper (100 points)

As an individual, you will identify a controversial issue of national or international importance that you are interested in studying. This paper should be written for a “lay audience” – that is, anyone who is unfamiliar with your topic should still be able to understand the stance you are taking (you need to “pick a side” and argue it) and the evidence you use to support your claims.

Based on research you conduct to learn more about this topic, you will write a paper taking a clear position on this issue, while also addressing at least 1 opposing argument, using evidence and reasoning to support your claims. Your paper must be 1500 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 2 images to support your ideas. It must be typed according to proper APA style. **You will turn in a first draft as well as a final draft of this assignment.**

Starting Line-Up Group Video Presentations (20 points)

As a group, you will participate in one social activity outside of class time before constructing a 3-4 minute video presentation. Your presentation will include, at the very least, your group name, group logo, and group motto, as well as describe the social activity you engaged in together. You will include things you learned about one another in the process. 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.

Impromptu Speeches (10 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 an impromptu speech to the class.

Local/Community Issue Project (150 points)

Using Monroe’s Motivated Sequence as a guide, you will present a case intended to persuade your audience on a solution to an issue that has relevance to either the Lexington community or the University of Kentucky campus community. Instructors may provide you with a list of issue from which to choose, or instructors may let you choose your topics as a group. This will vary by instructor. Groups consist of 4-6 members, and are assigned by the instructor. Each member of the group is required to speak for 4-6 minutes during the presentation. The presentation grade includes both a group component and an individual component. Each team will also produce a brief (approx. 2 minute) video to complement its argument. It may take the form of a PSA, but must enhance the presentation in some way.

**Speech:** 100 points

**Digital Project:** 50 points

Final Reflective Video Speech (20 points)

Your final assignment is to provide some advice to incoming CIS 111 students. What was your favorite part of the course? What was the biggest challenge? What can they do to be particularly successful? What are the “big picture” lessons you’ll take with you as you go through the rest of your college career? This final reflective speech should be 2-3 mins and may be shared with future students in CIS 111. Post it to Canvas.

Group Dynamics Grade (10 points)

Throughout the semester, you will be working with a group on several projects, small and large. At the end of the term, you will be asked to provide a group dynamics assessment of each group member and yourself. This 10-point grade will be calculated based on how well you worked with your group based on both their assessment and my evaluation.

Outlines, drafts, peer reviews (50 points)

Throughout the semester, you will be asked to turn in drafts of your papers, outlines for your Local/Community Project speech and will participate in peer review of these items before you turn them in for a final grade.

MindTap Activities (40 points)

There will be a variety of ways to measure your engagement in the class and with the online course material. This engagement is to be completed **prior to class time** to prepare you to more fully participate in class.

Attendance (60 points)

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.
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<td>Intro to Rhetoric &amp; Intro to This I Believe assignment</td>
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<td>Toulmin based argument / Intro to National Issue Paper</td>
<td>Brainstorming and topic selection</td>
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<td>MINDTAP: Read “Using visuals &amp; humor,” and complete “Your Turn 12c”</td>
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<td>Writing: Facing the blank page</td>
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<td>Writing flow discussion</td>
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<td>In-class writing discussion</td>
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<td>In class Peer Review Day</td>
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<td>ROUGH DRAFTS DUE! Bring a printed copy to class &amp; post on Canvas!</td>
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<td>1</td>
<td>2 Editing &amp; Polishing Discussion / What issues are important to you?</td>
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<td>4 Impromptu speeches / Catch up day</td>
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<td>6</td>
<td>7 Introduction to local community Issue Project</td>
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<td><strong>MINDTAP: Read “Group comm.” &amp; complete Assessment Activity A (ignore link 16.3 &amp; limit your response to 1-2 paragraphs)</strong></td>
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<td>21 Monroe’s Motivated Sequence</td>
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<td>23 Group communication / Topic choice activity</td>
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<td>25 Group communication / group roles / contract</td>
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<td><strong>MINDTAP: Read “Persuasive speaking” &amp; complete Assessment Activity A</strong></td>
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<td>28 Conflict management activity</td>
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<td>30 Group Decision Making / Crisis scenario activity day</td>
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<td>4 In class group work day / outlining a plan</td>
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<td>8 Catch up day / Impromptu speeches</td>
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<td>10</td>
<td>11 Group meetings in class with instructor</td>
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<td>13 Group meetings in class with instructor</td>
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<td>15 Out of class work day</td>
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<td>17</td>
<td>18 Rehearsal day Group outline due in class &amp; Group Assessment due on Canvas</td>
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<td>20 <strong>Group speech day!</strong></td>
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<td>29 <strong>Group speech day!</strong></td>
<td>30 <strong>Finals Week: Video Reflection Due on Canvas!</strong></td>
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*Enjoy a safe and fantastic summer break!*