CIS 111-041: Composition and Communication II (3 credits)
Spring 2016; Tuesdays/Thursdays, 12:30-1:45 p.m.
Meeting in The 90 Room 219

Instructor: Dr. Amy Gaffney
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Office Hours: Tuesdays and Thursdays, 11:45-12:25 in The 90 (2nd floor); Mondays, 1-3 p.m. in LCLI 310E;
           or by appointment

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.

Course Prerequisite Knowledge and Skill Expectations

This class is part of a two-course sequence. You will need to have the fundamental competencies from CIS 110 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

Student Learning Outcomes

In this course, students will demonstrate the ability to:

- 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 significant, effective research on a subject as an individual and as part of a team, using the resources of the UK Libraries and other relevant resources to enrich speaking, writing, and digital projects
- 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 and the development of written, oral, and 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).

Required Materials

For this course, we 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 that you are purchasing the correct access code for CIS 111. If you have an APA style guide from CIS 110, you only need the access code (not a second copy of the APA guide).

Grading Scale

Percentage	Total Points	Final Grade
90-100%	495-550	A
80-89%	440-494.99	B
70-79%	385-439.99	C
60-69%	330-384.99	D
59% and below	0-329.99	E

Course Policies

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 or speaking 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. On Canvas, you will find a PDF that contains two freebie coupons that allow you to get attendance credit for unexcused absences. 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. The coupon must be printed.

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 the absence. 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 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/. 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 within one week of the absence.

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) for coordination of campus disability services available to students with disabilities. Such documentation must be in place before an accommodation will be made; no retroactive accommodations are available.

Military Members and Veterans
We recognize the complexities of being a member of the military community and also a student. If you are a member of the military or a military veteran or dependent, please inform your instructor if you are in need of special accommodations. Drill schedules, calls to active duty, mandatory training exercises, complications with GI Bill disbursement, and other unforeseen military and veteran related developments can complicate your academic life. If you are aware of a complication, we will work with you and put you in contact with university staff members who are trained to assist you. Please contact the Coordinator of the University of Kentucky Veterans Resource Center at 859-257-1148 for additional assistance. Visit http://www.uky.edu/veterans for more available resources.

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Classroom Policies

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Submission of Assignments
All written assignments (first/rough and final drafts) <u>MUST</u> 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
You have deadlines that must be met. All assignments are due the day they are listed on the course schedule or on the day I verbally announce. Your assignments for this course, including speeches, essays, projects, and informal assignments, are due on the dates indicated in the class outline below or as indicated in class. **Emailed assignments will not be accepted.** You may not miss class on the day of a peer review, workshop, or speaking day. You may not write your assignments during class unless you are directed to do so.

In the event of a missed deadline for a major assignment, you have up to 72 hours to submit the work on Canvas. The clock begins at the start of class, which means that even submitting work later in the day will incur a deduction. After 72 hours of the deadline, no further work will be accepted. Some minor assignments (e.g., pretest, peer review) will not be accepted late.

In the event of an unavoidable absence on a day you are scheduled to speak, you should notify me as soon as possible. You will be expected to provide documentation of the absence upon your return to

class and will make up the speech at the beginning of the following class period. Without the documentation, you will be allowed to make up the speech in the following class period with a 10% deduction.

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 and 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

Questions
I receive hundreds of emails every week, many from students asking questions that could be easily answered by reading the syllabus or asking a classmate. Thus, before e-mailing me, please follow these steps:
- Consult the class schedule and syllabus
- Check Canvas
- Confer with three classmates

If you still don't know the answer to your questions, you may email me. If you email asking what you missed by not being in class, I will simply direct you to look at the class syllabus and schedule and to talk to a classmate.

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: During the semester, you will receive emails from me with updates and reminders. You are expected to regularly check your official UK email address. Practice good mechanics when writing emails! Writing emails to your friends/family can be informal, but when you start writing emails to your instructors, professors, and potential employers, they should be well-written with as few mistakes as possible.

Note: When corresponding with me please (a) use a descriptive subject line, (b) include a respectful greeting (e.g. "Dear Dr. Gaffney"), and (c) fully sign your name **and** section number. Typically, I will respond to email within 24 hours, although response time may vary, particularly over the weekend. More clarity in your emails increases the chances that I can respond appropriately.

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

- Throughout the semester, we will be using your devices to conduct online research, collectively brainstorm, etc. These days will be announced in class.
- However, many of our class periods will be *deviceless*, meaning your devices should be put away so you're not tempted to use them during class. This is especially true during speeches or if a video is being shown. The only exception is if you have official documentation from Disability Services indicating that a laptop or similar device is necessary for your learning.
- Turn cell phones on silent for the duration of the class. Not on vibrate, but silent. This includes all devices that make noise.
- Checking your phone/device out in your lap doesn't fool me. Please…put them away. Let your friends/parents/employers know when you're in my class so they know not to expect a reply until after the class has ended.
- Inappropriate media use greatly increases your chances of being called on and pulled back into the class discussion. If it continues, I will ask you to leave.

Peer Groups

Because most writers, educators, and other professionals must learn to work collaboratively, you will collaborate with your peers both in and out of class. I will ask you to form groups this semester. While I do not expect you to develop life-long friendships through this process, it has been known to happen in my classes! Treat everyone in this class as a valued colleague, and you will have few problems. *That means that you will honor all deadlines agreed to by your classmates as though I was the one who set them and in general be respectful.* Consequences for "slacking" may result in anything ranging from a full letter grade deduction for the assignment to a zero (determined on a case-by-case basis).

A reality of the world beyond college is that you will need to work with other people on important tasks that affect you individually. You will not always get to pick those groups and you may not always feel that each person is pulling his/her weight. However, there are strategies to ensure a more successful experience with teams, which we will discuss in class prior to the large group projects this semester.

One such strategy is the development of group expectations, which will take the form of a group contract. Your group may include a provision for removing a group member (see requirements for including such a provision). In the event that you are removed from your group, you will be unable to earn the group dynamics points for the semester and you will still be expected to complete the group project on your own; your grade on that project will be adversely affected by completing the project alone. It is in your best interest to make your group work.

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 you may receive is ten. If extra credit is offered, it will be announced in class and/or posted on Canvas. Any extra credit will be offered to the whole class, will have a firm deadline, and will have points assigned no later than the last day of classes.

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.

Snow Days
In the event that the University closes due to inclement weather, I will post to Canvas an alternative task to help keep our schedule moving. You will be expected to complete that task *and* continue with the readings/work for the following class period, unless otherwise directed. Be sure to check for messages from me when bad weather strikes.

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! to check out our 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 online 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 has 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

Description of Course Activities and Assignments

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 and comments by your classmates. 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 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. You can find the pretest at: http://comm.uky.edu/courses/CIS111/pretest and opens January 13; the pretest closes at 11:59 p.m. on Friday, January 22. The posttest opens on Wednesday, April 20 at http://comm.uky.edu/courses/CIS111/posttest and closes at 11:59 p.m. on Sunday, May 1. There are no late submissions or make-ups for these assignments.

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 to help support what you are saying. Examples of this type of storytelling are available at 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. The same grade for this video will be assigned to each group members.

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 (100 points for speech; 50 points for digital project)

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. Issues will be selected in consultation with the instructor and with the instructor's approval.

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. The same group component points will be awarded to all group members.

Each team will also produce a brief (approx. 2 minute) video to complement its argument. It may take the form of a PSA, but regardless of form, must enhance the presentation in some way.

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 minutes and may be shared with future students in CIS

111. You will post the video Canvas, either by directly uploading it to the system or by posting it to another platform (e.g., Youtube) and submitting the link on Canvas. If you wish, you may make the video restricted on that platform to only those persons with the direct link (that is, you don't need to make the video able to be found by searching).

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 and outlines for your local/community issue project, and you will participate in peer review of select assignments before you turn them in for a final grade. Specific points will be assigned for each outline, draft, and peer review, relative to the weight of the assignment and your task.

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. I will update your credit in Canvas at midterm for MindTap, but points for those activities do not automatically populate in the Canvas gradebook.

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.

Total Points: 550

Tentative Daily Schedule

(Any changes to the daily schedule will announced in class or posted on Canvas)

Date	Course Content	Readings and Assignments (listed next to due date)
1/14	Course Introduction/This I Believe Intro	
1/19	**This I Believe Speeches**	Upload Your **Video Introduction** to Canvas and Set a Profile Picture
1/21	**This I Believe Speeches**	*Complete Pretest by 1/22 at 11:59 p.m.*
1/26	Intro to Rhetorical Appeals /Ad Gone Bad Examples and Analysis/Intro to Assignment	Work through **MindTap**: "Ethos, Pathos, and Logos," and complete **Writing Activity**
1/28	Intro to Argument: Toulmin-Based Argument	In **MindTap:** Read "Toulmin-Based Argument"
2/2	Intro to Nat'l/Int'l Issue Essay and Topic Selection	

2/4	Topic Selection Brainstorm/Honing Session	**Ad Gone Bad Essay Due on Canvas**
2/9	Library Research/Intro to Annotated Bib	In **MindTap**: Read "Research Basics," and Complete **Your Turn 3a**.
2/11	Paraphrasing, Summarizing, and Annotated Bibliography Practice and APA Format	
2/16	Analyzing Arguments/Avoiding Fallacies	In **MindTap:** Read "Logical Fallacies," and Complete **Your Turn 5b and 5c**
2/18	Counter Arguments and Rebuttal	**Annotated Bibliography Due on Canvas**
2/23	Using Visuals in Writing	In **MindTap:** Read "Using Visuals and Humor," and Complete **Your Turn 12c**
2/25	Essay Organization, Transitions, and Flow	
3/1	Nat'l/Int'l Issue Essay Peer Review	**Draft of Nat'l/Int'l Issue Essay Due on Canvas Bring Laptop to Class for Peer Review**
3/3	Revision, Editing, and Polishing	
3/8	Introduction to Local/Community Issue Project and Group Formation—Starting Lineup Video Introduction	In **MindTap:** Read "Group Communication," and Complete **Assessment Activity A** *Ignore link to 16.3; limit your response to 1 p.*
3/10	Impromptu Speeches	**Final Draft of Nat'l/Int'l Issue Essay Due on Canvas**
3/15	**SPRING BREAK**	
3/17	**SPRING BREAK**	
3/22	Group Check-In Day/ Monroe's Motivated Sequence	In **MindTap** Read "Persuasive Speaking," and Complete **Assessment Activity A**
3/24	Stages of Group Development/Group Roles	
3/29	Outlining the Local/Community Project	
3/31	Working with Video—Digital Project Introduction	**Starting Lineup Video Due on Canvas**
4/5	In-Class Group Work Day	
4/7	Using Visuals in Speaking	
4/12	Group Meeting with Instructor/Research Day	**Group Dynamics Assessment Due on Canvas**
4/14	Group Meeting with Instructor/Research Day	
4/19	Rehearsal Day—Be Prepared to Deliver Presentation	**Group Outline Due**
4/21	**Local/Community Issue Projects**	*Posttest opens*
4/26	**Local/Community Issue Projects**	
4/28	**Local/Community Issue Projects**	*Complete posttest by 5/1 at 11:59 p.m.*
Thursday 5/5 by 1 p.m.		**Video Reflection Due on Canvas**