

Composition and Communication II (3 credits)
CIS 111, Tuesdays/Thursdays
Spring 2016

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Office Hours:	By appointment only...
Office Location:	Lucille Caudill Little Fine Arts Library, Room 310
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Course Info:	Time: 11:00am, BLAZER 237

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

StrengthsQuest Access Code (\$9.99)

You will need to purchase an online access code from

<http://www.strengthsquest.com/content/cms.aspx?space=SQ&ci=141212&title=Purchase> in order to take the 30-45 minute Clifton Strengthfinder assessment. Your results from this assessment are directly related to a number of assignments in this course. If you have already taken this assessment, you can simply use your past results.

MindTap (<https://login.cengagebrain.com/cb/>)

You may purchase the code online from the website listed above or through Modules in Canvas. If you enter through Canvas, be sure to follow all of the prompts.

Grading

Grade	Description of Work
<p>A > 495 points</p>	<p>Clearly stands out as excellent performer. Student has unusually sharp insights into material and initiates thoughtful questions and comments. Student sees many sides of an issue, articulating well and writing logically and clearly. Student integrates ideas previously learned from this and other disciplines, along with substantive research. Student anticipates next steps in progression of ideas.</p> <p>Example “A” work should be of such nature that it could be put on reserve for all CIS students to review and emulate. The “A” student is, in fact, an example for others to follow.</p>
<p>B 440-494 points</p>	<p>Demonstrates a solid comprehension of the subject matter and always accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for class expectations. Student work shows intuition and creativity.</p> <p>Example “B” work indicates good quality of performance and is given in recognition for solid work; a “B” should be considered a good grade and is awarded to those who submit assignments of quality less than the exemplary work described above.</p>
<p>C 385-439 points</p>	<p>Quality and quantity of work in and out of class is average. Has marginal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at least minimally.</p>

D 330-384 points	Quality and quantity of work is below average. Has minimal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at below acceptable levels.
E < 329 points	Quality and quantity of work is unacceptable and does not qualify the student to progress to a more advanced level of work.

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

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 10 points during the semester. If you come after the first 5 minutes of class, you will not receive your attendance points for the day. Attendance points will be recorded in Canvas at least every two weeks so you may monitor your attendance progress. 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 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** (Conrad.Davies@uky.edu) as soon as you know about the situation.

Excused Absences

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

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison: Phone (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 18:	Martin Luther King, Jr. Day – No Classes
January 20:	Last day to add a class for the spring semester
February 3:	Last day to drop a course without it appearing on the student’s transcript
February 10:	Last day to officially withdraw from the university or reduce course load and receive a 50% refund
March 11:	Midterm grades posted by this date*
March 14-18:	Spring Break – No Classes
April 1:	Last day to withdraw from the university or reduce course load.
May 9:	Final grades posted by this date*

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

Academic Integrity

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

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

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

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

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, 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.

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 **by the beginning of class**. If you have submitted correctly, you will see a screen that confirms your submission and you can check the Grade book to see that the assignment has been successfully submitted.

Late Assignments

You have deadlines that must be met. **LATE WORK WILL NOT BE ACCEPTED.** If a request is made 24 hours before the due date, then an extension could be considered; otherwise, all assignments are due before class on the scheduled date.

Late assignments and/or emailed assignments will not be accepted. You may not miss class on the day of a peer review, workshop, or speaking day.

Be Prepared: 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

Class Conduct

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 (in Canvas)
- Check Canvas again
- Ask three fellow classmates

If you still don't know the answer to your questions, then email me, or your Instructional Assistant, if an assistant is available for your class.

Being a Respectful Audience Member:

- Attend all presentations, whether you are speaking or not.
- Be courteous and attentive.
- Remove all objects (phones, computers, newspapers, speaking notes, etc.) that might distract you.

I take this policy quite seriously; therefore, adjust your phones before class begins. In addition, leave your phone alone during class sessions. I reserve the right to reduce a disrespectful audience member's grade if I observe disrespectful offenses.

Examples of Disrespect:

- Checking email, text, or social media while class is in session.
- Having side conversations with a classmate while class is in session.
- Frequently getting up to leave the room while class is in session.

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.

When corresponding with me please...

- a) Use a descriptive subject line
- b) Include a respectful greeting (e.g. "Dear Conrad (or Professor Davies)"),
- c) Fully sign your name **and** section number.

Typically, I will respond to email within 24 hours, although response time may vary. I appreciate strong email etiquette.

Cell Phones/Laptops/Tablets

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

- Throughout the semester, we will be using your devices to conduct online research, collectively brainstorm, etc. These days will be announced in class.
- However, many of our class periods will be *deviceless*, meaning your devices should be put away so you're not tempted to use them during class. This is especially true during

speeches or if a video is being shown. The only exception is if you have official documentation from Disability Services indicating that a laptop or similar device is necessary for your learning.

- Turn cell phones on silent for the duration of the class. Not on vibrate, but silent. This includes all devices that make noise.
- Checking your phone/device out in your lap 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. Therefore, groups will be formed this semester. 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).

Use the appropriate documentation in Canvas in order to communicate issues occurring in your group. The document allows for your comments and evaluation of your group member.

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.

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.

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>

Assignments/Points Values

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 some instructor comments and comments by your classmates through peer reviews. You will also complete several minor assignments to demonstrate writing, small group skills, and persuasive speaking skills, as well as persuasive writing, interpersonal, group dynamics, and public speaking evaluation skills.

Description	Due Date	Point Value
Video Introduction	Jan 14	10
“This I Believe” Speech Outline	Jan 19	10
“This I Believe” Speech	Jan 19 & 21	20
Assessments (upload results to Canvas)	Jan 21	5
Strengthsfinder® Reflection Paper	Jan 21	15
Pre-Test Assessment	Jan 21	5
Ad Gone Bad Mini-Paper (Rough Draft)	Feb 2	10
Ad Gone Bad Mini-Paper (Peer Review)	Feb 4	10
Ad Gone Bad Mini-Paper (Final Draft)	Feb 9	25
Group Contract	Feb 11	15
Group Contract – Group Evaluations	Feb 11	5
Annotated Bibliography for Nat’l/Int’l Paper	Feb 18	25
National/International Paper (Rough Draft)	Mar 1	10
National/International Paper (Peer Review)	Mar 1	10
National/International Paper (Final Draft)	Mar 10	100
Impromptu Speeches	Mar 10	10
MindTap Activities	Mar 24	40
Starting Line-Up Group Video	Mar 31	20
Starting Line-Up Group Video – Group Evaluations	Mar 31	5
Local/Community Issue Project Outline	Apr 19	10
Local/Community Issue Project – Group Evaluations	Apr 21	5
Local/Community Issue Project	Apr 21 Apr 26 Apr 28	150
Post-Test	Apr 28	5
Attendance	Apr 28	10
Final Reflective Video	Apr 29	20
	TOTAL	550

Assignments/Points Values
(Full Descriptions)

Video Introduction (10 points) – January 14, 2016

You will prepare a brief 1-2 minute video introduction of yourself and post it to the labeled Discussion Board on Canvas. I recommend you upload your video as an unlisted YouTube link and post the video to Canvas. The primary submission is to the labeled discussion link.

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 Outline (10 points) – January 19, 2016

This full-sentence outline should lay out your speech in its entirety. Include attention grabber, thesis, introduction, transitions, body points, and conclusion. If any references are used, include them in your outline as well.

This I Believe Speech (20 points) – January 19 & 21, 2016

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. **You will submit an outline on the first day of speeches.** Examples of this type of storytelling are available at <http://thisibelieve.org/>

Assessments (upload to Discussions link; 10 points @ 5 points each) – January 21, 2016

Once you have completed your Clifton Strengthsfinder® Assessment (CSF), upload your top five themes by following the instructions on the Discussion link in Canvas.

Once you have completed the Howard Garner’s Multiple Intelligence Assessment (MI), upload your highest five intelligences by following the instructions on the Discussion link in Canvas.

Strengthsfinder Reflection Paper (20 points) – January 21, 2016

Review the PowerPoint and the Barrier Labels documents in Canvas regarding your themes (strengths). In a minimum of 2 pages, properly APA formatted paper, answer the following questions:

1. Overall, do your strengths represent who you are? Provide minor examples of at least two strengths.
2. Ask a family member or close friend to evaluate you based on your themes. Write about their comments and your reaction to those comments.

Evaluate the Barrier Labels document. Select one of your themes and identify how the barrier labels of that particular theme. Are they true? What are some strategies to communicate with people if they perceive your theme according to the barrier label(s)?

Pre-test Assessment (5 points) – January 21, 2016

Each Composition and Communication 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. You can find these surveys at the following link:

<http://comm.uky.edu/courses/CC2/survey>.

You will also receive an email reminder with a link for the surveys. The pretest will be open during the first two weeks of the semester and the posttest will be open during the last two weeks of the semester.

Ad Gone Bad Mini-Paper Rough Draft (10 points) - February 2, 2016

Submit a rough draft to Canvas with 75% of your paper completed in APA format. You will receive two peer reviews on the draft to prepare for your final draft, only if you submit it online. If you do not submit this assignment to Canvas before the due date, you will not get the opportunity to complete two reviews or receive two reviews from your classmates. This will result in points lost for the rough draft and the peer review.

Ad Gone Bad Mini-Paper Peer Review (10 points) – February 4, 2016 at 11:59pm

You will conduct two peer reviews in Canvas on your fellow classmate's Ad Gone Bad Mini-Paper draft. In the Canvas system, you will be assigned two different student papers worth 5 points each. Edit, revise, evaluate, and critique the paper according to the rubric, providing thorough substantive comments to help your classmate do well on the final paper. Consider their paragraph and sentence structure, APA formatting, assignment details, and other stylistic matters that help to create an effective paper.

Ad Gone Bad Mini-Paper Final Draft (25 points) – February 9, 2016

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 (not the ad), 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.

Group Contract (15 points) - February 11, 2016

In order to successfully work in groups this semester, your team will need to identify yourselves by creating a binding working group contract. The contract must contain the following elements:

1. Group Identification (Group Name, Group Members' names, Contact Information, etc)
2. Group Roles (Strengthsfinder® Team Grid, identified titles/roles for each member)
3. Group Rules (When will you meet, how will you meet, deadlines, missing attendance, etc)
4. Group Procedures (How will assignments be addressed? Conflict management, logistics, etc)

5. Group Barriers (what are some foreseen barriers to the group's activities? (e.g. scheduling, personality, motivation, time)

Group Evaluations – Group Contract (5 points) – February 11, 2016

For each group activity you conduct, complete a new group evaluation form discussing your activities and the activities of your group members. Your evaluation affects how each group member is scored on the final submission of the group project.

Group scoring is based on a 50% team score and a 50% individual score. Every participating member will receive 50% of the team score, yet based on the evaluations from each group member, the individual score may be different for each member, thus providing different final scores for every member of the group.

Annotated Bibliography for National/International Paper (25 points) – February 18, 2016

In order to help you evaluate sources for your issue paper focused on a national/international public issue of importance to you (see Week 9), 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 Rough Draft (10 points) – March 1, 2016

Submit a rough draft to Canvas with 75% of your paper completed in APA format. You will receive two peer reviews on the draft to prepare for your final draft. If you do not submit this assignment to Canvas before the due date, you will not get the opportunity to complete two reviews or receive two reviews from your classmates. This will result in points lost for the rough draft and the peer review.

National/International Issue Paper Peer Review (10 points) – March 1, 2016

You will conduct two peer reviews in Canvas on your fellow classmate's National/International Issue Paper draft. In the Canvas system, you will be assigned two different student papers worth 5 points each. Edit, revise, evaluate, and critique the paper according to the rubric, providing thorough substantive comments to help your classmate do well on the final paper. Consider paragraph and sentence structure, APA formatting, assignment details, and other stylistic matters that help to create an effective paper.

National/International Issue Paper Final Draft (100 points) – March 10, 2016

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.

Impromptu Speeches (10 points) – March 10, 2016

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.

MindTap Activities (40 points) – March 24, 2016

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.

Starting Line-Up Group Video Presentations (20 points) – March 31, 2016

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.

Group Evaluations – Starting-Line Video (5 points) – March 31, 2016

For each group activity you conduct, complete a new group evaluation form discussing your activities and the activities of your group members. Your evaluation affects how each group member is scored on the final submission of the group project.

Group scoring is based on a 50% team score and a 50% individual score. Every participating member will receive 50% of the team score, yet based on the evaluations from each group member, the individual score may be different for each member, thus providing different final scores for every member of the group.

Local/Community Issue Project Group Outline (10 points) – April 19, 2016

This full-sentence outline should lay out your speech in its entirety. Include attention grabber(s), thesis, introduction, transitions, body points, and conclusion. If any references are used, include them in your outline as well.

Local/Community Issue Project (150 points) – April 21, 26, & 28, 2016

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 Public Service Announcement (PSA), yet it must enhance the presentation in some way.

<u>Speech:</u>	100 points
<u>Digital Project:</u>	50 points

Group Evaluations: Local/Community Issue (5 points) – April 21, 2016

For each group activity you conduct, complete a new group evaluation form discussing your activities and the activities of your group members. Your evaluation affects how each group member is scored on the final submission of the group project.

Group scoring is based on a 50% team score and a 50% individual score. Every participating member will receive 50% of the team score, yet based on the evaluations from each group member, the individual score may be different for each member, thus providing different final scores for every member of the group.

Post-test Assessment (5 points) – April 28, 2016

Each Composition and Communication 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. You can find these surveys at the following link:

<http://comm.uky.edu/courses/CC2/survey>.

You will also receive an email reminder with a link for the surveys. The pretest will be open during the first two weeks of the semester and the posttest will be open during the last two weeks of the semester.

Attendance (10 points) – April 28, 2016

If you come after the first 5 minutes of class, you will not receive your attendance points for the day. Attendance points will be recorded in Canvas at least every two weeks so you may monitor your attendance progress.

Final Reflective Video Speech (20 points) – April 29, 2016

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.

Tentative Daily Schedule for Tuesday/Thursday

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

Date	Course Content	Preparation	Homework Due
1/14	Course Introduction Intro: "This I Believe" Speech	Read Syllabus	Due: Video Introduction Due: Setup Canvas Profile
1/19	"This I Believe" Speeches	Create Outline for "This I Believe"	Due: "This I Believe" Outlines
1/21	"This I Believe" Speeches		Due: PreTest (submit confirmation code to Canvas) Due: Assessments in Canvas Due: Strengthsfinder Reflection Paper
1/26	Intro: Rhetorical Appeals Ad Gone Bad: Examples and Analysis Intro: Ad Gone Bad Assignment	Review Mindtap: "Ethos, Pathos, Logos"	Due: Writing Activity in MindTap
1/28	Intro: Argumentation (Toulmin-Based Model)	Review Mindtap: "Toulmin-Based Argument"	Due:
2/2	Intro: Nat'l/Int'l Issue Essay Topic Selection for Essay		Due: Ad Gone Bad Essay Draft
2/4	Topic Selection for Essay Brainstorm/Honing Session		Due: Ad Gone Bad Peer Reviews (2)
2/9	Library Research Intro: Annotated Bibliography	Review Mindtap: "Research Basics"	Due: Ad Gone Bad Essay Final Due: Complete Your Turn 3a in MindTap
2/11	Paraphrasing/Summarizing Annotated Bibliography Practice APA Format Review		Due: Group Contract Due: Group Contract - Evaluation
2/16	Analyzing Arguments Avoiding Fallacies	Review Mindtap: "Logical Fallacies"	Due: Complete Your Turn 5b and 5c in MindTap
2/18	Counter Arguments Rebuttals		Due: Annotated Bibliography for Nat'l/Int'l Paper
2/23	Using Visuals in Writing	Review Mindtap: "Using Visuals and Humor"	Due: Complete Your Turn 12c in MindTap
2/25	Essay Organization Transitions Flow of Essay		
3/1	Peer Review Day: Nat'l/Int'l Issue Essay		Bring computers to class for Peer Review Due: Nat'l/Int'l Issue Draft Essay Due: Nat'l/Int'l Issue Peer Reviews (2)
3/3	Revision, Editing, and Polishing		

3/8	Intro: Local/Community Issue Project Intro: Group Formation Intro: Starting Lineup Video Assignment	Review Mindtap: “Group Communication”	Due: Complete Assessment Activity A in MindTap
3/10	Impromptu Speeches	Review Impromptu Topics	Due: Nat’l/Int’l Issue Final Essay
3/15	SPRING BREAK		
3/17	SPRING BREAK		
3/22	Group Check-In Day Monroe’s Motivated Sequence	Review Mindtap: “Persuasive Speaking”	Due: Complete Assessment Activity A in MindTap
3/24	Stages of Group Development Group Roles – Revisit Contract		Due: All MindTap Activities
3/29	Outlining the Local/Community Project		
3/31	Intro: Digital Project Working with Videos		Due: Starting Lineup Video Due: Starting Lineup Video – Group Evaluations
4/5	Using Visuals in Speaking		
4/7	In-Class Group Work Day		
4/12	Group Meeting with Instructor/Research Day		
4/14	Group Meeting with Instructor/Research Day		
4/19	Rehearsal Day	All groups should be ready by 4/21	Due: Local/Community Issue Project Outlines (All Groups)
4/21	Local/Community Issue Projects		
4/26	Local/Community Issue Projects		
4/28	Local/Community Issue Projects		Due: Post-Test (submit confirmation code to Canvas)
4/29			Due: Final Video Reflection
Finals Week	Rest, Study, and Do Well on your Finals		Due: NOTHING