COMMUNICATION AND INFORMATION STUDIES 111

Composition and Communication II

Spring 2021

“In fact, if we pause and reflect for a moment, we will realize that our speech is almost always evaluated, even if not formally graded. How we talk and what we say are probably the main basis on which people we meet look down on us or are impressed with us.” — Peter Elbow

1. CONTACT INFORMATION

<table>
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<tr>
<th>Professor:</th>
<th>Dr. Luke LeFebvre</th>
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<tbody>
<tr>
<td>Office Location:</td>
<td>333 Lucille Caudill Little Fine Arts Library</td>
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</table>
| Office Hours:       | Virtually by appointment or team meeting  
                      TR 10:00 – 11:00 a.m., 1:45 – 2:45 p.m. |
| Class Location:     | Fully Online—Zoom |
| Class Times:        | TR 12:30 – 1:45 p.m. |
| Section Number:     | 041 |
| Email*:             | luke.lefebvre@uky.edu |
| Zoom:               | https://uky.zoom.us/j/8476977517 |

2. LEARNING OUTCOMES

Upon completion of this course, students will be able to:

- Compose written texts and deliver oral presentations that represent relevant and informed points of view appropriate for the audience, purpose, and occasion.
- Analyze, create, and use visual media as independent & 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 students’ 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.
- Apply and evaluate interpersonal and small group communication skills, with particular emphasis on assessing quality of work or products produced by others.

*Email Correspondence: Your message and questions are important to me. When corresponding via email, please do so professionally and allow a 24-hour timeframe for my response during weekdays and a 48-hour response timeframe during weekends.*
III. COURSE LEARNING OBJECTIVES

The purpose of this course is to engage learners in composing and communicating ideas using speech, writing and visuals. Students will 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.

In order to achieve these goals, students will explore issues of public concern in a profession that aligns with their career goals using exploratory, informative, and persuasive communication skills as both consumers and producers of information. Course members will develop complex arguments based on significant primary and secondary research, ultimately aimed at proposing a solution to their chosen issue. To do this, they will conduct individual, partner, and team-based work and produce a series of communication products that combine modalities (written, oral, visual, digital) in different ways. A significant component of the class will consist of learning to use visual and digital resources, first to enhance written and oral presentations and later to communicate mass mediated messages to various public audiences.

This course is designed to meet the objectives and learning activities that promote students’ abilities to...

a. select and narrow a topic appropriate to the speaking purpose, audience, and situation
b. formulate a thesis statement consistent with the communication purpose
c. use a suitable organizational pattern and incorporate effective transitions
d. provide supporting material that demonstrates research
e. enact persuasive communication strategies
f. use effective oral, written, and visual communicative strategies
g. select appropriate language to communicate ideas vividly, accurately, and respectfully
h. engage in ethical communication by demonstrating respect for the audience, the topic, the content, and the consequences associated with the modality used to communicate
i. critically evaluate others or your own communicative behaviors (i.e., interpersonal, group/team, or public) for effective and ineffective forms of communication

IV. REQUIRED MATERIALS

The following textbook is required for enrollment in this course:


Canvas: Additional readings, discussion boards, and other materials are the responsibility of student to read and, if necessary, submit prior to corresponding assignments. Please familiarize yourself with Canvas and check it daily for updates and correspondence.
# v. UNIVERSITY POLICIES AND PROCEDURES

<table>
<thead>
<tr>
<th>Academic Integrity — Prohibition on Plagiarism</th>
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<tr>
<td>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.</td>
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<tr>
<td>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 on the Academic Ombud page. 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.</td>
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<td>Senate Rule 6.3.1 (see current Senate Rules) 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 a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.</td>
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<tr>
<td>When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.</td>
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<td>Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. 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.</td>
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<td>When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has 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.</td>
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<tr>
<td>Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.</td>
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<td>Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board.</td>
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<th>Academic Integrity — Prohibition on Falsification / Misuse of Academic Records</th>
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<td>Maintaining the integrity, accuracy, and appropriate privacy of student academic records is an essential administrative function of the University and a basic protection of all students. Accordingly, the actual or attempted falsification, theft, misrepresentation or other alteration or misuse of any official academic record of the University, specifically including knowingly having unauthorized access to such records or the unauthorized disclosure of information contained in such records, is a serious academic offense. As used in this context, &quot;academic record&quot; includes all paper and electronic versions of the partial or complete permanent academic record, all official and unofficial academic transcripts, application documents and admission credentials, and all academic record transaction documents. The minimum sanction for falsification, including the omission of information, or attempted falsification or other misuse of academic records as described in this section is suspension for one semester.</td>
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**Attendance**

As a student enrolled in this course you are expected to attend class sessions. Attending is defined as being present during an entire class. Arriving late or leaving early constitutes an absence. Therefore, if you miss **five** classes, you will fail the course. This is in accordance with University policy.

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 when feasible and in no case more than one week after the absence. In this course, you must provide appropriate documentation of an excused absence no later than the day you return to class.

Regarding University Health Services Health Notes:
1. Tier 1 excuses are **not accepted** as a valid excused absence.
2. Tier 2 excuses are accepted as a valid excused absence. However, the instructor reserves the right to request additional or alternative documentation if the instructor, under the circumstances, has concerns about the validity of the Tier 2 documentation.
3. Tier 3 excuses are **always accepted** as a valid excused absence. The UHS restricts students from attending class with Tier 3 excuses.

**Bias Incident Support Services**

Bias Incident Support Services (BISS) provides confidential support and advocacy for any student, staff, or faculty member impacted by bias, hatred, and/or an act of identity-based violence. BISS staff aid impacted parties in accessing campus and community resources, including the Bias Incident Response Team, the University’s official reporting system for acts that negatively impact a sense of belonging. Campus and community consultation and educational opportunities centered on inclusion, diversity, equity and belonging is a resource also provided by BISS. For more detailed information please visit the [BISS website](#) or contact them via email.

**Counseling Center**

The UK Counseling Center (UKCC) provides a range of confidential psychological services to students enrolled in 6 credit hours or more, psychoeducational outreach programming (including QPR suicide prevention), and consultation to members of the UK community (students, faculty, staff, administrators, parents, concerned others). Please visit the website [https://www.uky.edu/counselingcenter/](https://www.uky.edu/counselingcenter/) for more detailed information, or call 859.257.8701.

**Disability Accommodations**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled virtual office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. Visit the [DRC website](#), email the DRC, contact them by phone at 859.257.2754, or visit their office on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407.

**Drop/Withdraw**

The last day to drop without academic penalty is **12 February 2021**. If a student stops attending class, but does not drop the course, they will be assigned a final grade. Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

**General Policies and Procedures**

Information regarding change of grades, financial obligation, grade appeals, complaint procedures, sexual harassment, record-keeping, and responsibility for evaluating academic progress may be found online at the [University website](#).
### Make-Up Work

All assignments must be completed and submitted on time for full credit. Late work will not be accepted. Students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The instructor must give the student an opportunity to make up the work and/or the exams missed due to the excused absence, and shall do so, if feasible, during the semester in which the absence occurred. The instructor shall provide the student with an opportunity to make up the graded work and may not simply calculate the student's grade on the basis of the other course requirements, unless the student agrees in writing. According to Senate Rules 5.2.5.2.2, if a student adds a class after the first day of classes and misses graded work, the instructor must provide the student with an opportunity to make up any graded work. Please reference the definition of excused absence in current edition of Students Rights and Responsibilities.

### Martin Luther King Center

The Martin Luther King Center (MLKC) supports an inclusive learning environment where diversity and individual differences are understood, respected, and appreciated as a source of strength. The MLKC’s year-round programs and activities that focus on the importance of cultural awareness and cross-cultural understanding support its three primary goals: (1) sponsoring cultural and educational programming; (2) offering opportunities for student support and development; and (3) promoting community outreach, engagement, and collaboration through programmatic linkages with a wide variety of civic and community agencies. Students can reach the MLKC via phone at 859.257.4130, by visiting them in Gatton Student Center Suite A230, via email, and by visiting the MLKC website.

### Mask and Social Distancing

In accordance with University guidelines, students must wear UK-approved face coverings in the classroom and academic buildings (e.g., faculty offices, laboratories, libraries, performance/design studios, and common study areas where students might congregate). If UK-approved face coverings are not worn over the nose and mouth, students will be asked to leave the classroom.

- Students should complete their daily online wellness screening before accessing university facilities and arriving to class.
- Students should not move chairs or barriers in classrooms and should socially distance at all times, leaving a six (6) foot radius from other people. Masks and hand sanitizer can be found throughout University buildings if needed.
- Students should leave enough space when entering and exiting a room. Students should not crowd doorways at the beginning or end of class.

The instructor may choose to remove a mask when pedagogically necessary at the front of the classroom and behind a clear barrier. The instructor's mask will be replaced when it is no longer necessary to have it removed, or when the class meeting is complete.

### Midterm Grades

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar.

### 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.
### Non-Discrimination and Title IX

UK is committed to providing a safe learning, living, and working environment for all members of the University community. The University maintains a comprehensive program which protects all members from discrimination, harassment, and sexual misconduct. For complete information about UK’s prohibition on discrimination and harassment on aspects such as race, color, ethnic origin, national origin, creed, religion, political belief, sex, and sexual orientation, please see the electronic version of UK’s Administrative Regulation 6:1 (“Policy on Discrimination and Harassment”). In accordance with Title IX of the Education Amendments of 1972, the University prohibits discrimination and harassment on the basis of sex in academics, employment, and all of its programs and activities. Sexual misconduct is a form of sexual harassment in which one act is severe enough to create a hostile environment based on sex and is prohibited between members of the University community and shall not be tolerated. For more details, please see the electronic version of Administrative Regulations 6:2 (“Policy and Procedures for Addressing and Resolving Allegations of Sexual Assault, Stalking, Dating Violence, Domestic Violence, and Sexual Exploitation”). Complaints regarding violations of University policies on discrimination, harassment, and sexual misconduct are handled by the Office of Institutional Equity and Equal Opportunity (IEEO), which is located in 13 Main Building and can be reached by phone at 859.257.8927. You can also visit the IEEO’s website. Faculty members are obligated to forward any report made by a student related to IEEO matters to the Office of Institutional Equity and Equal Opportunity. Students can confidentially report alleged incidences through the Violence Intervention and Prevention Center, Counseling Center, or University Health Services.

### Office of LGBTQ* Resources

UK is committed to supporting students and upholding the University’s efforts to promote inclusion among our community. UK faculty and staff employees support inclusion and diversity throughout the University, including the ways in which faculty structure classroom conversations and manage those dynamics. To assist in these efforts, students are welcome to provide the names and pronouns they prefer. One easy way to do this is by using the pronoun feature of UK’s Name Change Form. (More information about the form can be found on the Office of LGBTQ*’s website.) Otherwise, students can provide this information to faculty members directly.

Discrimination based on sexual orientation, gender expression, and gender identity is prohibited at UK. If you have questions about support, advocacy, and community-building services related to sexual orientation, gender expression, or gender identity, students are encouraged to visit the website of the Office of LGBTQ* Resources.

### Religious Observances

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 during the first week of the semester. Information regarding major religious holidays may be obtained through the Ombud’s website or calling 859.257.3737.

### Student Assistance

If you face challenges securing food or housing and believe this may affect your performance in the course, please contact the Dean of Students (Links to an external site.) (http://www.uky.edu/deanofstudents/contact-us) for support. Furthermore, please notify me if you are comfortable doing so.

### Technology Information and Resources

Minimum technical requirements for UK courses and suggested hardware, software, and internet connections are available at ITS Student Hardware & Software Guidelines.

Students must have regular access to a computer with a reliable Internet connection and audio capabilities. Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students on UK’s download site.

- Information Technology Customer Service Center (UKIT) or call 859.218.4357
- Library Services & Distance Learning Services Carla Cantagallo, Distance Learning Librarian, 859.218.1240
- Resources about online classes and student resources

The School of Information Science has a page with a comprehensive list of technology resources here.
**VI. TEAM-BASED LEARNING: COURSE PEDAGOGY**

<table>
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<tr>
<th>What is TBL?</th>
<th>Team-based learning (TBL) is an instructional method that harnesses small-group communication, organizes a specific sequence of individual and group work, and provides immediate feedback and accountability for the learner. The TBL pedagogy differs from traditional courses because students attend class prepared and apply course concepts to the course-related content. The pedagogy is further enhanced because TBL situates communication as the essential component both in theory and practice. Scaffolding our course based on the principles of TBL supports and strengthens the democratic focus of education and the development of communication skills at multiple levels simultaneously (i.e., interpersonal, team, and public) while still fulfilling (potentially enhancing) the primary learning outcomes.</th>
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<tr>
<td>How does TBL work?</td>
<td>The idea of TBL originated with Larry Michaelsen in the late 1970s. TBL relies on small group communication more heavily than any other commonly used instructional strategy in higher education. TBL is premised on the notion that teams and small groups differ. TBL is structured to take advantage of the special capabilities of high-performance learning teams, which is similar to small group work but with more advantages. Using TBL, students are held accountable to peers through the social interaction within the classroom. This is what separates TBL from other forms of small group learning—students are responsible for their own and their peers’ learning. The basic idea is that teams share an identity, boost each other’s enthusiasm, make a personal commitment to its members, and solve complex problems as well as perform better than even the team’s most talented member. TBL harnesses essential elements to actualize team learning: (1) TBL is a particular instructional strategy, not a series of independent small group activities; and (2) TBL revolves around the development of teams (a social unit that is distinct from groups). It is through these elements and the application of TBL that the basic course truly becomes a place of deliberation, a forum for participation that prepares students to partake in other future forums.</td>
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| Why is TBL used to facilitate learning for our course? | In our course, TBL is used for a number of key reasons:  

- **Workforce Practicality:** In many organizations, the basic unit of structure for work is a team rather than the individual. Essentially, individuals work in teams to accomplish tasks. A team is a coordinated group of people organized to work together to achieve a specific common goal. There are numerous advantages to setting up work teams; however, it is not enough to put individuals together and expect that they will know automatically how to function as a team. Therefore, knowledge of teamwork behaviors is essential because teams’ function through the displays of overt actions and verbal statements between team members.  

- **Enhanced Pedagogy:** Considering the centrality of communication to TBL pedagogy and the crucial nature of our course for preparing undergraduate students for competent civic participation, the synergy of TBL and our course places the processes of communication into action. The four essential elements of TBL are: (1) properly formed teams; (2) use of the Readiness Assurance Process; (3) Application Activities in the form of workshops; and (4) peer review for accountability. These innovative principles push the pedagogy of our course toward new horizons for the discipline while teaching “soft” skills needed and desired by other disciplines as well as business and industry.  

- **Social connectivity:** Due to the impact of the coronavirus, the context of our world social connections are more difficult to establish, especially for learning classrooms. TBL will allow us to build, maintain, and develop team connections remotely to learn and perform classroom activities together. Most importantly TBL is fun and transforms learning for students from a passive role in the didactic classroom to an active role in the learner-centered classroom with other learners. Our semester will be confronted by challenges both in and beyond our remote classroom—nevertheless, I am excited about our learning journey together. |
vii. TEAMS, STRUCTURED EXPERIENCES, AND TESTS

**Teamwork & Tests 270 pts.**

**Readiness Assurance Process**
Communication skills empower an individual by providing the tools necessary to fulfill his or her rights and responsibilities as a citizen in a diverse democratic society or employee in an organizational setting. These same rights and responsibilities translate to the classroom community. Therefore, to be an actively engaged citizen in our learning communities it is important to be engaged in the happenings and knowledge put forth through the course content. The Readiness Assurance Process helps to facilitate such a classroom environment by encouraging individual and team accountability for the course content.

*Individual Readiness Assurance Test (iRAT):* After completing the readings and other preparatory materials prior to class, an iRAT will be taken individually for accountability. These iRATs are tests that focus on important foundational concepts necessary for the course-content and building speaking skills for your presentations.

*Team Readiness Assurance Test (tRAT):* After the iRAT, you will complete the tRAT as a team. This process will further build a sense of community and encourage engagement in the public speaking classroom.

**Peer Evaluation Form**

Peer evaluation is used at the conclusion of the semester. Members of your team will evaluate your performance as a team member. For example, behaviors will be evaluated for RAPs, workshops, composition and communication assignments. Peer evaluations provide a more comprehensive perspective of team interactions and how communicative behavior has a profound effect—positive or negative—on themselves, their teammates, and ultimately on team productivity.

The elements of collegiality among students has been linked to academic achievement and career development. As part of this course, we will continually work to create an environment that is learner-centered via instructor and peer communicative behaviors that are supportive, mentoring, and collaborative.

Professionalism is also part of this classroom environment and is based primarily on how you interact with others, your colleagues and superiors. Therefore, your professional behavior will be assessed throughout the semester.

Included in this instructor assessment will be appraisals of the following behaviors:

- Adhere to course commitments and timely completion of tasks
- Treat everyone with respect in all forms of communication
- Value the time and effort spent by others
- Always maintain ethical conduct and positive attitude
- Be polite verbally and nonverbally
- Admit and own your mistakes and accomplishments

**Composition 335 pts.**

**National / International Issue Argument Paper (NIIA)**
The NIIA paper will focus on compositional writing for sharing your ideas about a controversial issue of national or international importance. Please choose a topic that has interest and relevance to you. Address a certain problem, conflict, or issue that has impacted you, your family members or friends, or the community. Within this paper, you must: (a) summarize the issue, (b) explain the implications of this problem, and (c) persuade the audience about how and why the problem should be fixed.

You will need to research the issues identified as well as read additional credible information to write the editorial. The NIIA paper must be between 500-600 words (not including cover or reference pages) and use proper APA format and include at least one image, graph, chart, etc. A minimum of two credible sources that meet the threshold of currency, relevance, authority, accuracy, and purpose are required.
### Popular Culture Criticism Essay (PCCE)

The PCCE will analyze the persuasiveness of a chosen artifact of popular culture. Analysis should include the artifact by examining the context surrounding the artifact, and applying the rhetorical appeals of ethos, pathos, and logos. The argument should focus on how persuasive the artifact is, its overall impact, and influence on its consumers. The PCCE must be between 1500-1600 words (not including cover or reference pages), use proper APA format, include at least two images, and integrate a minimum of five credible sources that meet the threshold of currency, relevance, authority, accuracy, and purpose.

**PCCE—Annotated Bibliography**

An annotated bibliography is a very simple, yet highly efficient method of summarizing research or information from primary and secondary sources. It is basically a list of sources that answer your research question (or problem for the op/ed) and brief summaries of the contents of the articles. Ideally, after completing a thorough annotated bibliography, you should have sound reasons to support the claims included in your editorial.

**PCCE—Workshop**

To be a truly impactful and an effective writer you need to continuously add value to your writing during the preparation process. By soliciting feedback from people in and beyond your classroom audience you gain a more balanced and diverse perspective about the quality of your writing.

*Peer Review:* Prior to the submission of your Editorial Manuscript you have the opportunity to participate in workshopping an editorial draft. Workshops allow you to receive anonymous peer-reviewed feedback from others about the quality of the editorial as you progress toward submission of the manuscript. As part of the workshop process you will provide feedback to others about their editorial drafts. During workshop class periods you will interpret the feedback provided to you about your editorial, perhaps seek clarification from teammates or your professor, and work to improve your manuscript.

### Communication

**345 pts.**

**Self-Introduction**

We will briefly introduce ourselves to the entire class. This self-introduction speech will be between 1-2 minutes in length. The speech will ask speakers to use a clearly defined pattern of organization that is previewed, followed, and reviewed during the self-introduction.

**Conviction “This I Believe” Speech**

The conviction speech will be between 2-3 minutes in length. This speech should share of single belief you hold to be true or false. The goal of the speech is to share a core belief and support why you hold this core belief using specific examples and events from your life experiences. Support for this speech will be from your personal experiences and narratives—no outside research is required. An actual object, representations or models, or presentational aids should be integrated into the presentation. The speech topic should be appropriate for your audience and constitute a genuine contribution by the speaker to the audience’s knowledge. Select a topic appropriate for the audience that sustains positive interest, feeling, and/or commitment.
## Local / Community Project Presentation (LCPP)

The LCPP, for this course, will ask learners to prepare and present an original extemporaneous speech utilizing MMS. Extemporaneous speeches are to be prepared well in advance and delivered with limited or no speaker notes. These speeches must be between 6-8 minutes in length. Speeches will be prepared and practiced in teams, and then presented individually. The team with the highest collective average will earn a grade “bump” of 5% for their LCPP. The team with the second highest collective average will earn a grade “bump” of 2.5% for their LCPP. Therefore, it is imperative that teams work together to ensure each member is maximizing the team preparation process of their individual speech. The LCPP speeches are an individual product, produced through the preparation and deliberation of the team.

**LCPP Topic Video Entry:** Teams are to coordinate with each other to share topic ideas for the LCPP.

**LCPP Public Service Announcement:** Develop a podcast of your LCPP topic that can be downloaded or listened to on a personal device. Creativity will be the hallmark of these structured experiences and should involve the entire team.

**LCPP Workshopping:** Much like writing, effective speakers need to continuously add value to their speechmaking through the preparation process. Feedback from people in and beyond your classroom audience provide insights to improve the quality of your presentation.

**LCPP Reflection:** Speeches will be digitally recorded. Video recordings of your speeches allow you to see yourself from an observer perspective. Recording speeches is vital to the educational experience to create an actual depiction for the speaker and produce improvement of future presentations and speaking skills. When viewing your digital video recording you will self-evaluate your performance. Several questions will prompt your self-analysis. Then you will work collectively in your team to produce a podcast to globally discuss what you learned about yourself as a speaker having completed this project.

## Assessment Instruments—Preliminary and Postliminary

All CIS 111 enrolled students are required to complete a pre-test at the beginning of the semester (during the first two weeks) and a post-test at the end of the semester (during the final two weeks) for assessment purposes. These assessments will be completed remotely online and credit is earned for these assignments. Please know your responses do not impact your grade. Completion of both assessments is required for credit. Each assessment will take approximately 30-minutes to complete. There are no late submissions or make-ups for these assignments.

## Required Research Credits

The School of Information Science is committed to providing students a broad and comprehensive education. Students in this class are provided the option to participate in one or more research studies for three-credit points. These three-credit points are equivalent to 30 total points for course. If you are enrolled in multiple courses that participate in the RSP, you must contact the RSP coordinator after you have completed the required three-credit points and the RSP coordinator will ensure that points are prorated across classes. Detailed information about available research studies can be found on the Research Participant Management System website. If you have questions about the research or about credit, please contact the researcher for the specific study about which you are inquiring. Participation is voluntary and there are alternative options for credit. Please see the complete description of the procedures for alternative research credit. If you elect to participate in the alternative assignment, you must sign up for this by the midterm. More information about the alternative assignment can be found on Canvas.
VIII. RUBRICS AND READINGS

Rubrics of Assessment: Rubrics for structured learning experiences are available via Canvas and should be read prior to submission of graded assignments. Learners are strongly encouraged to read and review the rubrics of assessment.

Readings: These articles or book chapters should be read prior to each test date. Test dates are specified on the course calendar of the syllabus (see Section X).

Test 1
CIS 111 Textbook:
- Chapter 1: Proposals
- Chapter 2: Structuring Arguments
- Chapter 11: Communicating in Groups

Test 2
CIS 111 Textbook:
- Chapter 4: Rhetorical Analysis
- Chapter 5: Arguments Based on Character: Ethos
- Chapter 6: Arguments Based on Emotion: Pathos
- Chapter 7: Arguments Based on Facts and Reason: Logos
- Chapter 8: Evaluating Sources
- Chapter 9: Using Sources
- Chapter 10: Visual Rhetoric

Test 3
CIS 111 Textbook:
- Chapter 12: Principles of Persuasive Speaking
- Chapter 13: Organizing the Persuasive Speech
- Chapter 15: Preparing Online Presentations

Test 4
Communication Training Center. (2020). *Think cinematic: Presentations that will impress* [Video]. YouTube.
https://www.youtube.com/watch?v=zTXZUmlpUj4&feature=youtu.be
IX. GRADING PROCEDURES

Please note that our course is a multi-section course offered at the University and, as such, learning outcomes, course assignments, and rubrics of assessment have been standardized across course sections for uniformity.

Listed below are the maximum point values for the graded course requirements. A column has been placed between the course assignments and the point values for your record keeping of points earned on assignments.

<table>
<thead>
<tr>
<th>Course Assignments</th>
<th>Score</th>
<th>Point Values</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teamwork</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Readiness Assurance Test</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Team Readiness Assurance Test</td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>Peer Evaluation</td>
<td></td>
<td>70</td>
</tr>
<tr>
<td><strong>Composition</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>National / International Issue Argument Paper</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>Popular Culture Criticism Essay</td>
<td></td>
<td>200</td>
</tr>
<tr>
<td>PCCE—Annotated Bibliography</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>PCCE—Workshops</td>
<td></td>
<td>35</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td></td>
<td></td>
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<tr>
<td>Self-Introduction</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Conviction “This I Believe” Speech</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>Local / Community Project Presentation</td>
<td></td>
<td>180</td>
</tr>
<tr>
<td>LCPP—Topic Video Entry</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>LCPP—Public Service Announcement Podcast</td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>LCPP—Workshops</td>
<td></td>
<td>35</td>
</tr>
<tr>
<td>LCPP—Reflection Podcast</td>
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<td>20</td>
</tr>
<tr>
<td><strong>Comprehensive Education Requirements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Instruments</td>
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<td>20</td>
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<tr>
<td>Required Research Credits</td>
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<td>30</td>
</tr>
<tr>
<td><strong>Total Course Points</strong></td>
<td></td>
<td>1000</td>
</tr>
</tbody>
</table>

Your final letter grade will be determined using a standard curve. A letter grade of “C” represents an average student's performance.
Graded Work: For all graded assignments, I will work to ensure all grades are posted at least three-days (excluding weekends) following the submission date and time. Your performance in this course is important to me and I know your grades are important to you. Therefore, if you wish to discuss a grade earned on an assignment, I ask that you kindly follow these guidelines:

- Please wait at least 24-hours before setting up an appointment to discuss the grade earned on an assignment—use this time to review the rubric, assessment feedback, and the graded work that was submitted. Be cognizant that individual grades should not be discussed during class meeting time, nor during team meeting times. I will not discuss individual grades during class time.

- When corresponding about your grade concern, include a written outline of your grading concerns—after having taken time to carefully read and consider the feedback provided about the assignment.

- After you have read the supplied feedback, submit a typed, professionally written message that identifies the specific issue in question, and collegially explain the reasons why you feel the grade should be changed. Please refer to any class materials that support your rationale for a grade change. The written appeal should be submitted at least 24-hours prior to our meeting.

- When you arrive for our scheduled meeting, please have readily available the graded assignment for reference as well as any additional evidence to support your position. I ask that you present your perspective(s) in a professional and civil manner. After we meet, I may wish to contemplate our discussion and conversation. In any case, I will reconnect with you about your concerns within two-school days whether to change or uphold the grade. In my response—if necessary—I will provide you with reasons and justification of my decision.

We need to meet within one work week—seven calendar days (excluding weekends)—of the grade’s issue. Grade appeals will not be considered after that time has expired.
Several modifications to the academic calendar have been made in response to the COVID-19 situation. The current calendar is available [here](#). Please know as your professor I reserve the right to make adjustments to our course calendar, and I will inform everyone about any adjustments made to the course calendar as well as why those adjustments were undertaken. The required readings should be read prior to the RAP date. The homework under each day is due at the date and time specified on Canvas.
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