

CIS 111: COMPOSITION & COMMUNICATION II

Fall 2019

Section: CIS 111-003

Day/Time/Location: Whitehall Classroom Bldg Rm 214

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Office Hours: MW 3:00-5:00

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

Cooper, T., Kerckmar, S., & Vallade, J. (Eds.). (2017). *CIS 110/111: Composition and communication I & II* (2016-2017 ed). Plymouth, MI: Bedford/St. Martin's.

- ISBN: 978-1-319-09272-6

A Pocket Style Manual (packaged with textbook) for APA

Active official UK email account (we use your official account for all things academic)

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 100 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. 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 coupons are available on our Canvas page. **Check with your instructor as to how the coupon should be submitted.**

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 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 or when peer review is scheduled. If you miss class on a speaking day or peer review 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](#). For any emergency situations, **e-mail your instructor** as soon as you know about the situation.

Excused Absences (Senate Rules 5.2.4.2)

Senate Rules 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) significant illness, (b) death of a family member, (c) trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, (d) major religious holidays, (e) interviews for graduate/professional school or full-time employment post-graduation, and (f) other circumstances found to fit “reasonable cause for nonattendance” by the instructor of record. Students should notify the professor of absences prior to class when possible.

If a course syllabus requires specific interactions (e.g., with the instructor or other students), in situations where a student’s total EXCUSED absences exceed 1/5 (or 20%) of the required interactions for the course, the student shall have the right to request and receive a “W,” or the Instructor of Record may award an “I” for the course if the student declines a “W.” (Senate Rules 5.2.4.2.1)

(If an attendance/interaction policy is not stated in the course syllabus or the policy does not include a penalty to the student, the Instructor cannot penalize the student for any unexcused absences.)

Verification of Absences (Senate Rules 5.2.4.2.A, B, C, and E)

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 due to: significant illness; death in the household, trips for classes, trips sponsored by an educational unit and trips for participation related to intercollegiate athletic events; and interviews for full-time job opportunities after graduation and interviews for graduate and professional school. (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.)

Religious Observances (Senate Rules 5.2.4.2.D)

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. Please check the course syllabus for the notification requirement. If no requirement is specified, two weeks prior to the absence is reasonable and should not be given any later. Information regarding major religious holidays may be obtained through [the Ombud's website](#) or calling 859-257-3737.

Make-Up Work (Senate Rules 5.2.4.2)

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.

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 (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.

Non-Discrimination Statement and Title IX Information

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.

Academic Integrity-Prohibition on Plagiarism (Senate Rules 6.3.1)

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 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.

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.

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.

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.

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.

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

Academic Integrity-Prohibition on Cheating (Senate Rules 6.3.2)

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.

Academic Integrity-Prohibition on Falsification/Misuse of Academic Records (SR 6.3.3)

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, "academic record" 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.

Military Members and Veterans

Being both a member of the military community and a student can bring some complexities. If you are a member of the military or a military veteran or dependent, please let me know when these challenges arise. Drill schedules, calls to active duty, mandatory training exercises, issues with GI Bill disbursement, etc. can complicate your academic life. Please let me know if you experience complications and I will do my best to work with you.

If you are a military student serving in the National Guard or Reserve it is in your best interest to let all of your professors know that immediately. You might also consider sharing a copy of your training schedule as well as any orders activating you. The Veterans Resource Center (VRC) can provide a letter for your professors validating your absence but be aware that there is no current UK policy protecting military students who miss class due to short term activations such as long weekend drills, annual training or emergency activations. See the instructor or the VRC for details.

The VRC is a great resource for members of our military family. If you have questions regarding your VA benefits or other related issues, the VRC has a full complement of staff to assist you. The VRC also provides study and lounge space, as well as free printing. Please visit the [VRC website](#), [email the DRC](#), visit them in the basement of Erikson Hall, or call the director, Tony Dotson, at (859) 257-1148.

Research Subject Pool

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 in order to earn 3 credit points, which is equal to 30 points towards the total points in the class (i.e., 3 percent of your grade). Each study listed within the RSP will have an allotted time requirement and credit(s) to earn when study is complete. If you are enrolled in multiple courses that participate in the RSP, you must contact the RSP coordinator to make after you have completed the required 3 credit points and the RSP coordinator will ensure that points are applied across all required RSP classes. Detailed information about available research studies can be found on the Research Participant Management System website found at (<https://uksis.sona-systems.com>). 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.

You may log-in to the system using your Link Blue ID credentials. The system will close on the last day of classes for that semester. You will not have any other opportunity to complete your credits once the system closes.

Alternatives to Research Studies

Participation is voluntary and there are alternative options for credit. Research alternatives will be listed along with actual studies on the SIS RSP website. These alternative assignments usually consist of reading an article or webpage and summarizing the contents. Research alternatives are to be completed through the SIS RSP website.

Earning Credits

After completing each study, you will see a completion page on the SIS RSP website. Take a screen shot of this completion page and save it for your records. Your credit should be granted automatically by the system. At the end of the semester, your instructor will be able to view the number of credits you have earned. If you have questions about credits earned, contact sirsphelp@gmail.com.

Need Help?

If you have general questions about how to use the SIS RSP website or are having issues logging on, please contact sirsphelp@gmail.com. If you have questions about a particular study or if you have questions about the research, please contact the researcher for the specific study about which you are inquiring. This information will be listed in the study description on the SIS RSP website.

Classroom Policies

Submission of Assignments

All written assignments (first/rough and final drafts) MUST be submitted in a .doc, .docx, or .pdf format to Canvas. If you have submitted correctly, you will see a screen confirming your submission and you can check the gradebook to see the assignment has been submitted. *Check with your instructor as to the proper submission format.*

Late Assignments

Late work submitted within 24 hours will receive a 10% penalty. Late work submitted within 48 hours will receive a 20% penalty, and late work received before 72 hours will receive a 30% penalty. No late work is accepted after 3 days.

It's In the Syllabus...

I receive hundreds of emails every week (oftentimes daily), 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 daily schedule, the syllabus, and then check Canvas
- Ask three classmates

If you still don't know the answer to your questions, email me.

Being a Respectful Peer

Attend all presentations (remember, it's *mandatory*) 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. When *you* are up there speaking, you will have my full attention; what I ask is that you follow this same courtesy when I (or your peers) are in front of the class.

Please do not text during class. Additionally, if you do have your laptop open for CIS 111-related work, that's fine with me. But, if you are working on other classes or you are messaging on your laptop, I will ask you to shut it down/put it away.

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 write emails to your instructors, professors, and potential employers, they should be well-written with as few mistakes as possible.
- **Canvas:** I create announcements almost daily. I upload agendas for our classes before each class. Make sure you have your notifications set up to alert you to my announcements; failure to set this option up is not something I control...you control it.

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 and turned off (unless you've confirmed with me you need it on for some emergency reason). The only exception is if you have official documentation from Disability Services indicating that a laptop or similar device is necessary for your learning.

- Do not text during class
- Do not check social media during class
- Unless you are taking notes during class, close the laptops
- If you are using your laptop during class, turn the message notifications off
- 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
- If your use of technology continues after I ask you to put it away and/or it is distracting to the learning environment, I will ask you to leave the room
- I don't enjoy calling students out for inappropriate technology use in the classroom...trust me. But, it's distracting for you, for me, and for those around you. Put them away, please.

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. You will be placed into groups this semester. You

will also be submitting group assignments. 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. *You will honor all deadlines agreed to by your classmates as though I was the one who set them and in general be respectful.* Consequences for "slacking" may result in anything ranging from a full letter grade deduction for the assignment to a zero (determined on a case-by-case basis).

Canvas

Things happen over the course of a semester (see [here](#) for important Fall dates), which means 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. Make sure to set up your notifications.

Additional Student Resources

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/> for more detailed information, or call 859.257.8701.

Violence Intervention and Prevention (VIP) Center

If you experience an incident of sex- or gender-based discrimination or interpersonal violence, we encourage you to report it. While you may talk to a faculty member or TA/RA/GA, understand that as a "Responsible Employee" of the University these individuals MUST report any acts of violence (including verbal bullying and sexual harassment) to the University's Title IX Coordinator in the IEEO Office. If you would like to speak with someone who may be able to afford you confidentiality, you can visit the [Violence Intervention and Prevention \(VIP\) Center's website](#) (offices located in Frazee Hall, lower level; [email them](#); or call (859) 257-3574), [the Counseling Center's \(CC\) website](#) (106 Frazee Hall; (859)), and the [University Health Services \(UHS\) website](#); the VIP Center, CC, and UHS are confidential resources on campus. **The VIP Center accepts walk-in appointments.**

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](#).

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) through programmatic linkages with a wide variety of civic and community agencies, promoting community outreach, engagement, and collaboration. 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](#).

Presentation U! Peer Tutoring

If you need help with any of the following: brainstorming project topics, creating outlines, essay writing, research papers, effectively using APA/MLA style, practicing oral presentations, designing and constructing effective visual aids, including PowerPoint, Prezi, websites, videos, and digital projects. Bring your multimodal projects to one of two conveniently located centers, at the Hub in W. T. Young Library and the center at eStudio located in the Student Commons of the R.G. Anderson Building. They open early and stay open late! Visit their [website](#) for complete hours. Tutoring services are available on a drop-in basis as well as a scheduled face-to-face or online appointment. For questions, please contact Rachael Deel at Rachael.deel@uky.edu.

Presentation U! Academic Coaching

Academic Coaching is an opportunity for students to work with an undergraduate peer or graduate student to identify strengths and weaknesses related to their learning and study strategies. CRLA certified trained coaches will collaboratively work with you on an ongoing basis to develop an action plan, fill in the gaps, and support you to meet your goals. You can schedule an individual coaching appointment or drop-in. Please visit their [website](#) to view the drop-in schedule or make an appointment. For questions, please contact Rachael Deel at Rachael.deel@uky.edu.

The Study

The Study offers free, drop-in peer tutoring in over 40 UK CORE Math, Science and Business courses. The Study is open Monday-Thursday, 2-10pm in two locations: [The Study South and The Study North](#). And this year The Study North will be open Sundays, 4pm-10pm! Check out a complete list of subjects and the full schedule, as well as more information about the other services [here](#).

Distance Learning Library Services

For more access to information resources for research and individuals to contact, please use this [link](#).

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 (20 points)

Each Composition and Communication student is required to complete a pre-test (10 points) at the beginning of the semester and a post-test (10 points) at the end of the semester for assessment purposes. You will receive an email to your official UK email account with a link for the surveys. The pretest will be open during the first two weeks of the semester and the post-test will be open during the last two weeks of the semester. If you do not complete the pre-test, you cannot earn the 20 points for this assignment. In other words, you must complete both the pre-test and post-test by the deadlines to earn the 20 points.

Video Introduction (15 points)

You will prepare a brief 1-2 minute video introduction of yourself and do three things: (1) submit it as an assignment to Canvas, and (2) post it to the Discussion Board on Canvas connected to your specific class section day/time, and (3) post two comments on other classmates' videos by the next class period. 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. Submit it to both locations as an unlisted YouTube link.

This I Believe Speech & Outline (25 points)

This is a 2-3-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 a copy of your outline on the first day of speeches. Examples of this type of storytelling are available [here](#).

National/International Issue Mini-Essay (50 points)

As an individual, you will identify a controversial issue of national or international importance 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 using evidence and reasoning to support your claims. Your paper must be 500-600 words (TNR, 12-point font, 1" margins, double-spaced, and not including title page or references) and integrate 2 relevant/credible external sources *as well as* an image in the body of the paper. The sources and image must be cited on a reference page. It must be typed according to proper APA style.

Annotated Bibliography (50 points)

In order to help you evaluate sources for Popular Culture Criticism Essay, 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/article
- A sentence about the credibility of the source/author
- A sentence explaining how you plan to use the source in your paper

Popular Culture Criticism Essay (200 points)

You will compose an essay in which you analyze the persuasiveness of a chosen artifact of popular culture. You will analyze the artifact by examining the context and applying the rhetorical appeals of ethos, pathos, and logos.

Your paper should be 1500-1600 words (TNR, 12-point font, 1" margins, not including the title page, abstract, or references) and integrate at least 5 relevant and credible external sources. You should also incorporate 2 images into your essay. The reference page will have 8 sources total on it (the 5 sources, the 2 images, and the artifact). It must be typed and formatted in APA.

Popular Culture Criticism Essay Draft (20)

You will develop a draft of your PCC Essay. Specifics of content, length, and technical details will be confirmed by the instructor.

Popular Culture Criticism Essay Peer Review (15 points)

In-class or online peer review of at least one peer's Popular Culture Criticism Essay draft.

Local/Community Group Project

Local/Community Issue Project (250 points)

Using Monroe's Motivated Sequence as a guide, you will present a case intended to persuade your audience on a solution to an issue that has relevance to either the Lexington community or the University of Kentucky campus community. Instructors may provide you with a list of issue from which to choose, or instructors may let you choose your topics as a group. This will vary by instructor.

Groups consist of 3-4 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 (**45-60 seconds**) video/digital project to complement its argument. It may take the form of a PSA, but must enhance the presentation in some way.

- *Speech*: 200 points
- *Digital Project*: 50 points

Starting Line-Up Group Video Presentations (35 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, as well as a brief mention of the Local/Community Project topic/issue. 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. Your group will email the unlisted YouTube link to your instructor at the required time.

Local/Community Issue Project Outline (20 points)

One formal outline per group. The formal outline should follow proper outline formatting rules as described by your instructor. One member will submit the outline for the group to Canvas.

Group Dynamics Grade (20 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 as well as what you learned about your LCP topic and group work.

Other Assignments

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 moments to prepare, you will present an impromptu speech to the class.

Final Reflective Video Speech (15 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’ll submit as an unlisted YouTube video.

Flex Points (drafts, in-class activities, etc. 25 points)

Throughout the semester, you will be asked to turn in drafts of assignments, complete in-class activities, etc. This portion of the course points is at the discretion of your instructor.

SIS RSP Research Credits (30 points)

You are required to complete 3 “credit points” through SIS RSP research studies. See the explanation about research studies and credits above in the course policies description.

Quizzes (100 points)

Quizzes will cover the readings from the textbook and in-class lectures. They are online quizzes on Canvas. 10 total quizzes at 10 points apiece. Once the quiz closes, you cannot take it, so make sure to stay on top of quiz deadlines. Once you begin the quiz, the “clock” starts, so don’t leave the quiz after starting it...start it, and finish it.

Attendance (100 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.

Grading Scale

| Percentage | Total Points | Final Grade |
|-------------------|---------------------|--------------------|
| 90-100% | 1000-900 | A |
| 80-89% | 899-800 | B |
| 70-79% | 799/700 | C |
| 60-69% | 699-600 | D |
| 59% and below | 0-599 | E |

Total Points: 1000

Course Calendar

| Week | Focus | Due Dates and Readings |
|---------------|--|--|
| Week 1 | Introduction | <ul style="list-style-type: none"> • Pre-test due Friday • Video introduction due Friday |
| Week 2 | This I Believe Speeches <i>Labor Day holiday on Monday</i> | <ul style="list-style-type: none"> • This I Believe speeches presented all week • Comments on other video intros due Wednesday • This I Believe speech outlines due Wednesday • Read Chapters “Structuring Arguments” and “Proposals” |
| Week 3 | Developing Proposals and Structuring Arguments | <ul style="list-style-type: none"> • Quiz: Proposals due Monday • Quiz: Structuring arguments due Wednesday • Read “Fallacies of Argument, “Arguments Based on Emotion,” “Arguments Based on Character,” and “Arguments Based on Facts and Reason.” |
| Week 4 | Fallacies | <ul style="list-style-type: none"> • Quiz: Fallacies due Monday • Read “Rhetorical Analysis” |
| Week 5 | Rhetorical Analysis I | <ul style="list-style-type: none"> • Quiz: Ethos, pathos, logos due Monday • National/International paper due Monday |
| Week 6 | Rhetorical Analysis II | <ul style="list-style-type: none"> • Quiz: Rhetorical analysis due Monday • Read “Evaluating Sources” and “Using Sources” |
| Week 7 | Evaluating and Using Sources | <ul style="list-style-type: none"> • Quiz: Evaluating and using sources due Monday • Annotated bibliography due Monday • Read “Visual Rhetoric” |
| Week 8 | Visual Rhetoric/PCC work | <ul style="list-style-type: none"> • Quiz: Visual rhetoric due Monday • Draft of PCC essay due Wednesday • <i>Bring hard copy to class for peer review</i> • Review APA manual |
| Week 9 | Communication Tips | <ul style="list-style-type: none"> • Quiz: APA due Wednesday • Read “Communicating in Groups,” and “Leadership and Decision-Making in Groups,” |

| | | |
|----------------|---|--|
| Week 10 | Working in Groups | <ul style="list-style-type: none"> • PCC final due Wednesday • Read Organizing the Persuasive Speech,” and “Collaborating and Presenting in Groups.” |
| Week 11 | Local-Community Project/SLU/Digital Project | <ul style="list-style-type: none"> • Quiz: Group communication and leadership/decision making |
| Week 12 | Monroe Motivated Sequence and Starting Lineup Videos | <ul style="list-style-type: none"> • Quiz: Organizing the persuasive speech and collaborating and presenting in groups • Starting Lineup Video due Wednesday • <i>One member of the group send me an unlisted YouTube</i> |
| Week 13 | Outlining and Group Work, | <ul style="list-style-type: none"> • Meeting with instructor |
| Week 14 | Meetings with Instructor <i>Thanksgiving</i> | <ul style="list-style-type: none"> • Meeting with instructor |
| Week 15 | Local/Community Issue Project Presentation | <ul style="list-style-type: none"> • Practice on Monday • Presentations begin Wednesday • Check in: post-test and research credits |
| Week 16 | Local/Community Issue Project Presentation | <ul style="list-style-type: none"> • Group dynamics assessment due Monday |
| Week 17 | Finals week | <ul style="list-style-type: none"> • Final reflection video due Monday |