

CIS 111: COMPOSITION & COMMUNICATION II

Summer 2020 – Section 210 (Online)

Instructor: Mr. Haggerty

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Office: Virtual

Office Hours: Held throughout the work week...TBA

Special Note: Our class runs on Eastern Standard Time deadlines, so make sure you submit assignments based on Eastern Standard Time (typically 11:59pm EST).

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 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 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.

Since this is an online course, we do everything online. Set your notifications in Canvas and in the Canvas app if you use it, check your UK email EVERY DAY, and check your Canvas EVERY DAY. I will do everything in my power to make this an engaging learning environment, but I need you to help me with that goal. Communicate with me. Communicate with your group members. Don't wait to complete assignments.

Have a strong internet connection. Failure to submit assignments on time or because of a weak internet connection do not constitute acceptable reasons for missing assignments.

CIS 111 Online has a group *component* (all CIS 111 courses do). We will examine content related to effective group communication and we may smaller group activities to do, but since we are an online course and we only have 8 weeks, we will not have a major group project. Instead, your final project in the course will be to choose an issue on campus and create your own *individual* persuasive speech using Monroe's Motivated Sequence as your frame. You will create your own outline, your own PowerPoint, and your own digital project video related to the campus issue. More will be said of this local/community project as the weeks progress.

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 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 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 using relevant rhetorical theories, with greater emphasis on addressing and mediating issues of public interest
- Identify and address community stakeholders in 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
- Examine content related to group communication and engage in group-related activities

Required Materials

- ✓ Cooper, T., Kercsmar, S., & Vallade, J. (Eds.). *CIS 110/111: Composition and communication I & II* (2017-2018 ed.). Plymouth, MI: Bedford/St. Martin's.
- ✓ A Pocket Style APA manual (packaged with textbook)
- ✓ **Active official UK email account (we use your official account for all things academic)**
- ✓ Access to computer, Wi-Fi/Internet, webcam/phone camera
- ✓ Technical [Requirements](#) via UK Information Technology Services

Course Policies

Attendance and Participation

This online class is a community whose success depends on everyone's participation. Also, there is a strong correlation between class participation and grades. Therefore, being engaged in all class discussion assignments, announcements, and assignment submissions is vital to your success in this online CIS 111 class. Since we do not meet face-to-face as a traditional class, we do not have the traditional means of gauging attendance. Therefore, your engagement in assignments and responding to emails and Announcements will drive your potential for success in CIS 111 Online.

Late Work

No late work is accepted without official University-approved excuse. If you are unable to submit an assignment because of an extenuating circumstance, my expectation is that I receive an email from you **BEFORE** the assignment deadline, explaining the reason for not being able to submit on time. You will be notified of assignment due dates **well** in advance of the deadline, so I don't expect anyone to be late in submitting assignments. If you set your Notifications up in our Canvas shell (and you check your email, the Announcements I sent out, and the weekly schedule I will give you), you will be fully informed of due dates. Again, I do NOT accept late work. **Submit assignments based on Eastern Standard Time!**

Any official University-approved excuse must be given to your instructor within one week of the assignment due date to be considered "excused".

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.

Absences do not impact our online course, but I am leaving this information in the syllabus to be consistent with traditional face-to-face CIS 111 classes.

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.

Class 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. **To be safe, save your work as a Microsoft Word document, THEN save it as a PDF (to capture formatting)...THEN submit the assignment.** Do not submit assignments as a Google document or Google slides (like for the PowerPoint your group will submit); formatting will be off, and you could potentially lose points by not having proper formatting.

Late Assignments

No late work is accepted. You will be reminded often about due dates, and you have a CIS 111 daily schedule to use to fill out your planners/calendars of deadlines. Do not wait until the last minute to submit an assignment; a problem with Canvas, your Wi-Fi connection, your laptop, etc., does not count as an excuse to submit work late. *See previous description of the late work policy on the previous pages of this syllabus.*

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 weekly schedule, the syllabus, and then check Canvas
- Ask three classmates
- If you *still* don't know the answer to your question, email me.

Responsible Technology Use

- **Access to Technology:** Since this is an **online** course, it is *your* responsibility to have a working computer, Wi-Fi, a webcam/phone camera, etc. Issues with technology are not the fault of the instructor, so make sure you have strong connections and to check our Canvas site daily.
- **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. **Make sure you sign your name and section number at the end!**
- **Canvas:** I will create announcements *almost* daily. I upload agendas for our classes regularly. Make sure you have your notifications set up to alert you to my announcements; failure to set the notifications option up is not something I control...you control it.
 - **Do not wait until the last possible minute to submit assignment/DB posts.**
 - A problem with technology on your end does not constitute an allowance of extended time for submissions.
- **My work hours are M-F 8am-4:30pm EST. I will respond to emails throughout the day, but any emails after 5pm will be replied to by 8:30am the next morning (unless it's a Friday after 5pm, in which case I will reply by 8:30am the following Monday).**
 - **DO NOT EMAIL ME AFTER MY WORK HOURS EXPECTING A RESPONSE JUST BECAUSE YOU ARE UP AT MIDNIGHT, OK? I WILL BE ALSEEP!**
- **Note:** When corresponding with me please (a) use a descriptive subject line, (b) include a respectful greeting (e.g. "Dear Mr. Haggerty"), and (c) fully sign your name and section number. Typically, I will respond to email within 24 hours, although response time may vary depending on the time and day. I appreciate strong email etiquette. Identify yourself as an online student.

- **For assistance:** Contact UK IT at www.uky.edu/UKIT or 859-218-HELP

Peer Groups

Because most writers, educators, and other professionals must learn to work collaboratively, you may collaborate with your peers in this online class. Treat everyone in this class as a valued colleague, and you will have few problems. While there is no major *group* project, there may be times your work will be discussed with others (the Peer Review you do of another student's paper and potential group-based discussion board assignments).

Canvas

Things happen over the course of a semester, which means the daily schedule may change during the semester. You will be responsible for checking the online syllabus and daily schedule 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. Make sure to examine all rubrics before, during, and after your efforts.

Special Note:

- You will be creating videos this session for speeches and reflections. Use YouTube to accomplish this component to the assignments asking you to submit unlisted YouTube videos. If you haven't ever created a video for a class, you will want to learn how to do so. Examine these links to help you do so:
 - <https://www.wikihow.com/Make-a-YouTube-Video>
 - <https://creatoracademy.youtube.com/page/lesson/jumpstart#strategies-zippy-link-3> (Set Up Your Channel)
 - <https://www.lifewire.com/making-youtube-videos-1082488>

Video Introduction (15 points)

You will prepare a brief 1-2 minute video introduction of yourself and do two things: (1) submit it as an assignment to Canvas, **and** (2) post it to the Discussion Board on Canvas named **Video Introduction**. 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.

Do not sit down during the speech recording. Consider what's on the walls around you and the lighting in the room. Check the volume level before doing your final version. Do not read to me. Speak to the camera eye as if it's me you are speaking to...I know it's challenging, but you can do it!

Check this [link](#) out for help on how to make your videos on YouTube unlisted before submitting them to me.

This I Believe Speech (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. Remember, **I need to SEE the object during the speech!** You will submit a copy of your outline as partial fulfillment of the assignment. Examples of this type of storytelling are available [here](#). Submit as an unlisted YouTube link.

Do not sit down during the speech recording. Consider what's on the walls around you and the lighting in the room. Check the volume level before doing your final version. Do not read to me. Speak to the camera eye as if it's me you are speaking to...I know it's challenging, but you can do it!

National/International Issue 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. See the rubric for more detail as well.

Peer Review (15 points)

Peer review of at least one peer’s Popular Culture Criticism Essay. You will engage in a peer review of a peer’s Popular Culture Criticism Essay draft. After submitting your draft as an assignment AND emailing the draft to your Peer Review partner, you will complete a Peer review Form on your partner’s draft. You will make specific comments on the draft itself and give your partner feedback for improvement. You will submit the Peer Review form as an assignment AND email it to your partner so s/he can use your feedback to help improve their paper.

Individual Local/Community Project

Local/Community Issue Project (Speech and Digital Project: 230 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 the University of Kentucky campus community. Instructors provide you with a list of issues from which to choose in Canvas.

Each student creates and delivers their own **6-8 minute** persuasive speech using a minimum of 3-5 outside, credible sources (which are orally cited in the presentation). The presentation grade includes ratings of how you use Monroe's Motivated Sequence and specific elements of delivery. You are responsible for creating a full-sentence outline with an APA-formatted reference page of 3-5 sources, using a PowerPoint during the speech (not Google Slides), and creating a short, related video associated with the topic. *More will be said of this individual project as the semester progresses.*

You will record your presentation, upload it to YouTube, make it unlisted, and submit that link along with your outline, your PowerPoint, and your digital project video. Note: Do not sit down during the speech recording. Consider what's on the walls around you and the lighting in the room. Check the volume level before doing your final version. Do not read to me. Speak to the camera eye as if it's me you are speaking to...I know it's challenging, but you can do it! Let me see you from the KNEES up!

Each student will also produce a brief (**45-60 seconds**) video to complement your argument. It may take the form of a PSA, but must enhance the presentation in some way.

- *Speech*: 180 points (130 for Monroe, PowerPoint, and Digital Project Integration; 50 for Individual Delivery components)
- *Digital Project*: 50 points

Local/Community Issue Project Outline (20 points)

One formal, full-sentence outline. The formal outline should follow proper outline formatting rules as described by your instructor. The outline should have a consistent format throughout. Submit as a PDF to capture formatting. Have an APA-formatted reference page for your 3-5 sources.

Progress Reports (40 points)

Throughout the time we work on the individual persuasive speech project, you will update me regularly on your progress through reports. There are 4 reports worth ten points apiece.

Individual Reflection on Local/Community Project (30 points)

Throughout the second half of our class, you will have spent time working on your individual persuasive speech project related to an issue on campus. At the end of the project you will be asked to provide an individual assessment of yourself as well as what you learned about your LCP topic and persuasive speaking.

Other Assignments

Information Sheet (10 points)

At the beginning of the term, you will fill out and submit a brief information sheet to give me a better idea of where you are located during our summer online course.

Final Reflective Video Speech (15 points)

Your final assignment is to provide some advice to incoming CIS 111 students. This final reflective speech should be 2-3 minutes and may be shared with future students in CIS 111. You'll submit the video as an unlisted YouTube video.

Do not sit down during the speech recording. Consider what's on the walls around you and the lighting in the room. Check the volume level before doing your final version. Do not read to me. Speak to the camera eye as if it's me you are speaking to...I know it's challenging, but you can do it! KNEES UP!

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. See daily schedule for reminders (and make sure you've set up your notifications in Canvas!). Once you start the quiz, you have **30 minutes** to take it...but **DON'T** walk away to finish it later...the timer starts once you access the quiz, so complete it in full.

Grading Scale

Percentage	Final Grade
90-100%	A
80-89%	B
70-79%	C
60-69%	D
59% and below	E

Total Points: 820

Important Links:

- (Senate Rules 6.1.3.A) Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar.
- UK IT [link](#) (859-218-HELP)
- Distance Learning Library Services [link](#)
- Setting notifications up in Canvas: <https://community.canvaslms.com/docs/doc-10624>

Special Notes for Online Students of CIS 111:

- **Since this is an online course, a lot of what you do is based on your individual time management; I will give you information to help you stay on track, but at the end of the day, it's up to you. Complete assignments, quizzes, and papers early!**

- Make sure you have **Notifications** set up in Canvas, and that you **check UK email and Canvas Announcements** very regularly...failure to check these communications does not constitute a valid reason for missing an assignment/quiz/paper deadline.
- Stay committed to **deadlines**. Do not wait until the last minute to complete assignments or to submit assignments to Canvas...do things with effort and commitment and do these things before deadlines hit.
- Use the **Weekly Schedule** I provide you to mark due dates for everything from the beginning of the semester to the last assignment. Do this early, and you will have a road map for when our assignments are due! Save the **Weekly Agendas** if you want!
- There are **supplemental videos** related to most major assignments and chapter notes. Take the time to watch the videos I have created for you. **AND READ THE BOOK!!**
- *Also notice this:* There may be references to a previous semester (whether it be me saying it or visually on the video showing a previous semester or Canvas shell).
 - Pay no attention to these references in the videos...the content is still the same and will help you be more successful in CIS 111 online.
- Email me when you have questions (after, of course, consulting the syllabus and weekly schedule). Remember my work hours policy.
- If you don't respond to my emails or read my Announcements I cannot help you. If you become disengaged from this class, there's not much I can do. If you don't set up Canvas notifications and add deadlines to your planners/phone calendars, you may struggle to be successful in an online CIS 111 class. Make sure to engage for 8 weeks...all 8 weeks.
- I have been teaching since 1993. I have a passion for helping students become stronger communicators. I believe in creating a safe and challenging environment for learning. I will give 100% to you, and I ask that you give 100% to this class. Online classes can feel distant and disconnected, so let's all make an effort to get to know one another and have a great semester together!

Email: Stephen.Haggerty@uky.edu