# Communication and Composition II

## CIS 111-210, Summer 2021, June 16-Aug. 11, Online/Asynchronous

## Faculty Information

Meredith A. Garrison, Ph.D.
Zoom: 714-115-3211 | meredith.king@uky.edu
Communication and Information

Office Hours: Anytime 9-4pm by appointment

## Course Description

Composition and Communication II is the advanced course in a two-course sequence designed to engage students in composing and communicating ideas using speech, writing, and visuals. In this course, students work 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.

**This class will be online.**

**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 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 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 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

## Course 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 potential group-related activities

## Required Materials

### The Book: It's Electronic!

- For your convenience, you will have an e-book for CIS 111! If you took CIS 110, it's the same process, same book, just different chapters related to CIS 111.

- Access to the book and its content will be housed in our Canvas shell under a tab on the left.
- There is no need to purchase anything in advance
- First Day is our bookstore's Inclusive Access program. With this program, the cost of course materials is added as a charge for the course by our school, and as a student, you receive benefits including:
    - Deeply discounted, lowest price materials
    - The guaranteed right materials
    - Single Sign-On (no access codes)
    - Access on or before the first day of class
    - Here is a link to the First Day FAQ website https://customercare.bncollege.com/hc/en-us/categories/360000142447-First-Day-Inclusive-Access-FAQs
- Other helpful tips if you have issues:
    - Use Chrome or Firefox
    - Allow Pop-Ups
    - Contact Macmillan support and make sure to inform the agent this course is part of an Inclusive Access delivery
- If you have issues the tips don't solve, you would (1) contact support and have an open/unresolved case, then (2) contact your instructor who will forward the case to the appropriate personnel. Students are NOT to contact the instructor without an OPEN case.

**Email/Stable Internet Connection:**

- Have an active official UK email account (we use your official account for all things academic) and check it regularly
    - *If requested, share an additional email address with your instructor*
- There may be times when we must do things virtually, so you should have a reliable and strong internet connection for Canvas and assignment submissions

**APA (our formatting guide):**

- We will use the OWL at Purdue Writing Lab website for all our formatting requirements
- Make sure you save this website as you will be using it often throughout the semester

## Course Policies

Participation in this course is worth 100 points. In order to earn participation points for each class, you need to participate during the class. You may be asked to do in-class activities, discussions, speeches, or complete a writing prompt. Students may participate via Zoom if they are working with UK Health Corps or receive permission from me ahead of time. Participating via Zoom requires that you are at an adequate work-space (such as a desk or table, not a bed) and that your camera remains on. The course will also be Live-streamed via Echo360 and the recordings will be made available for students who are unable to attend class due to illness or extenuating circumstances. Please contact me immediately if you will be unable to attend class in-person.

**Submission of Assignments**

All written assignments (first/rough and final drafts) <u>MUST</u> be submitted in a .doc, .docx, or .pdf format to Canvas.  If you have submitted correctly, you will see a screen *confirming your submission* and you can check the gradebook to see the assignment has been submitted.  Submitting your work as a PDF helps preserve formatting/spacing/etc., and this aspect is important in writing, so you may want to consider submitting your final versions of assignments as PDFs…**check with your instructor**.

**Late Assignments (modify the highlighted areas to YOUR policies)**

No late work is accepted. You will be reminded often about due dates, and you have a CIS 111 daily/weekly 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.

**Grace Policy**

I know things come up that are outside of your control, but may not be something you want to talk about with me or warrant a university excuse. For that reason, I have a grace policy. Grace can be requested to cover a late assignment. Grace is not earned but freely given. To receive grace, you just have to ask. There are some cases I cannot grant grace, but in most cases I can. You may receive grace on one assignment during the semesmter.

**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, checking Canvas, or asking a classmate. Thus, <u>before</u> 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**

Be attentive in group discussions online and submit peer feedback in a timely manner.

**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 <u>official UK email address</u>. 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 and send out announcements. 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.
- **My work hours are weird, just like yours. Generally speaking, I will respond within several hours M-F. I typically check emails over the weekend, but do not respond to email on Sundays.**
- **Note:** When corresponding with me please (a) use a descriptive subject line, (b) include a respectful greeting (e.g. "Dear Mrs. G"), 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.*

## Cell Phones/Laptops/Tablets

Electronics are permitted in class unless they become a distraction to others. I do reserve the right to ask you to put away devices that have become a distraction to others. If you are using your device inappropriately, you will be asked to turn it off.

## Virtual Etiquette

Throughout our semester, there will be times we meet virtually.  During our Zoom sessions, please arrive to the session on time, consider your location, turn off any other technology, and be respectful of your peers and your instructor.  Minimize outside distractions, don't talk to your roommates or check your phone while we are in the Zoom room, and when you do have questions, speak up.  We want these virtual sessions to be valuable and interactive, right?  Well…it takes all of us to ensure we have a positive and productive virtual classroom when the situation arises (or if you are in a class where the modality is mostly/all online.  If you have questions about "virtual class etiquette", please email your instructor.

## 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 (more than likely, virtually). Treat everyone in this class as a valued colleague.

## 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 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.  <u>Make sure to set up your notifications.</u>

## Grade Scheme and Assignments

### 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.

### Video Introduction (15 points)

You will prepare a brief 2-3 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 connected to your specific class section day/time. 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. Submit it to both locations as an unlisted YouTube link. See assignment description in Canvas for more detailed information.

### 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/shown 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 Argument Paper (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 (**not including the artifact citation**). 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

See the assignment description for more information.

**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 surrounding the artifact, and applying the rhetorical appeals of ethos, pathos, and logos. You are NOT arguing the issue related to the artifact; you are presenting an argument about how persuasive the artifact is and its overall impact and influence on its consumers. 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 (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 or the city of Lexington and its citizens. Instructors may provide you with a list of issues from which to choose in Canvas. We call this assignment the "LCP"!

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 called the **Digital Project**. *More will be said of this individual project as the semester progresses.*

*Digital Project:* Each student will <u>also</u> produce a brief (**45-60 seconds**) video to complement your argument. It may take the form of a public service announcement (PSA) and/or a commercial related to some aspect of the issue, but must enhance the presentation in some way and be shown in the correct step of Monroe.

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

### *LCP Introduction Video (35 points)*

For this assignment, you will create a **3-4 minute** video previewing the ideas you have for your individual, persuasive speech project (LCP) related to an issue on UK's campus or in the city of Lexington. Specifically:

- Introduce yourself and your potential LCP issue
- Talk about why you want to choose this issue
- Give any information you already know about the issue and why it's a problem
- Identify your proposed claim/stance
- Talk about possible research you can find, evaluate, and use to support your argument
- Discuss ideas you have for the digital element (the video you are creating to support your presentation)
- End your video smoothly

*Recording Tips:*

- Do it in a location where outside sounds and visuals do not distract the viewer
- Practice what you want to say a few times before recording
- Make sure you address each point of the assignment
- Have fun with this and be creative!
- After recording, upload the video to YouTube, make it unlisted, and submit that unlisted YouTube link

### *Local/Community Issue Project Outline (20 points)*

One formal, full-sentence outline of your presentation will be created. The formal outline should follow proper outline formatting rules as described by your instructor. The outline should include a reference page in APA format. Check with your instructor as to the format of this outline.

### *Individual Reflection on Local/Community Project (20 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 (the LCP). 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**

**Impromptu Speeches (20 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 will submit this assignment as an unlisted YouTube video.

**Mimicking Great Orators (50)**

You will be asked to deliver a portion of a famous speech via audio recording.

**Elevator Pitch (25 points)**

You will deliver a 60-second elevator pitch to help form your content for the LCP.

**Media Creation (30)**

You will develop several social media posts to pitch your LCP idea in a different format.

**Speech Listening (45)**

You will listen to several of your peers' speeches throughout the semester and give feedback.

**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 do not leave the quiz after starting it…start it and finish it.

**Participation (100 points)**

Each week there will be an opportunity to earn participation points through various activities. Posting in discussion boards and embedded video quizzes.

The following grading scheme will be used in this class:

| Grade | Range |
|-------|-------|
| A | 100 % to 89.5% |
| B | < 89.5 % to 79.5% |
| C | < 79.5 % to 69.5% |
| D | < 69.5 % to 59.5% |
| E | < 59.5 % to 0.0% |

## Attendance

Attendance will be taken and points will be associated with participation and engagement activities such as: group discussions, writing prompts, and in-class speaking. Attendance is expected.

.

### Excused Absences

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.

### Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request appropriate verification when students claim an excused absence 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

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**

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.

## Academic Integrity

**Prohibition on Plagiarism**

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, except under specific circumstances (e.g. Writing Center review or peer review) allowed by the

Instructor of Record or that person's designee. Plagiarism may also include double submission, self-plagiarism, or unauthorized resubmission of one's own work, as defined by the instructor.

Students may discuss assignments among themselves or with an instructor or tutor, except where prohibited by the Instructor of Record (e.g. individual take-home exams). However, the actual work must be done by the student, and the student alone, unless collaboration is allowed by the Instructor of Record (e.g. group projects).

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.

**Prohibition on Cheating**

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.

**Prohibition on Falsification/Misuse of Academic Records**

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.

# 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.

## Accommodations

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.

## Resources

List any available resources that are relevant to your course here.

### Distance Learning Librarian

Carla Cantagallo
Online: [Distance Learning Library Services](#)
Phone: 859-218-1240
Email: [carla@uky.edu](mailto:carla@uky.edu)

### 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.

**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](#).

**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](#).

**Veteran's Resource Center & Protocol for Short-Term Military  Absences**

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. Let me know if you experience complications and I will do my best to work with you.

The Veteran's Resource Center (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 VRC, visit them in the basement of Erikson Hall, or call the director, Colonel Tony Dotson, at (859) 257-1148.