

# UNIVERSITY OF KENTUCKY

## ICT 114: Communication in the Digital Age I

**Semester/Term:** Fall 2021 (16 weeks)

**Class Meeting Dates:** 8/23/2021 – 12/17/2021

**Credit Hours:** 3

**Course Section:** 001

**Meeting Days/Time/Location:** T/TH 2:00 pm – 3:15 pm in Lucille Little Library Rm 301

### Instructor Information

**Instructor:** Kody Frey, Ph.D.

**Office Address:** 317 Lucille Little Library

**Email:** [tkfr222@uky.edu](mailto:tkfr222@uky.edu)

**Student Q&A hours:** Monday and Wednesdays 2:00 pm -4 pm via [Zoom](#) (Meeting ID: 878 5766 1174)

Also available by appointment (contact me to schedule)

**Preferred Method of Communication:** Email or Twitter ([@TKFrey](#))

### Course Description

Composition and Communication in the Digital Age I is the first course in a two-course series designed to teach practical communication skills to students interested in Science, Technology, Engineering, and Mathematics (STEM). The course teaches students to compose and communicate ideas across oral, written, visual, and technological contexts. Specifically, this course will focus on equipping students to (1) translate complex, technical information into understandable terms, (2) utilize research skills to collect and evaluate information, and (3) effectively recognize and adapt behavior in accordance with the expectations for the selected mode of communication.

### Student Learning Outcomes

By end of this course, students should be able to:

\*(1): Indirect measures of assessment

\*(2): Direct measures of assessment

UK Core Learning Outcome	Student Learning Outcomes	How you will demonstrate
Students will demonstrate the ability to construct intelligible messages using sound evidence and reasoning that are appropriate for different rhetorical situations (audiences and purposes)	<b>Unit 1: Foundations of Multimodal Communication:</b> <ul style="list-style-type: none"><li>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).</li></ul> <b>Unit 2: Critical Thinking, Revising, Organizing, &amp; Editing / Unit 4: Style</b> <ul style="list-style-type: none"><li>Compose written texts and deliver oral presentations that represent relevant and informed points of view appropriate for the audience, purpose, and occasion.</li></ul> <b>Unit 3: Clarity &amp; Comprehensibility</b> <ul style="list-style-type: none"><li>Work with design elements (font, size, line, color) to successfully incorporate design principles (contrast, alignment, repetition, and proximity) as part of effective composition.</li></ul>	(1): <ul style="list-style-type: none"><li>Midterm Course Evaluations</li><li>Exit Survey</li><li>Course Quizzes</li></ul> (2): <ul style="list-style-type: none"><li>Applications of Multimodal Communication Essay</li><li>CAT Essay</li><li>CISS Final Speech</li><li>Technical Manual How-To Speech</li></ul>

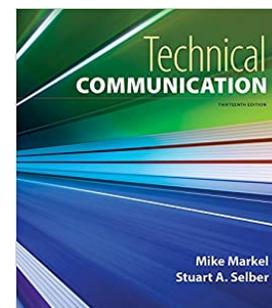
<p>... and deliver those messages effectively in written, oral, and visual form</p>	<p><b>Unit 2: Critical Thinking, Revising, Organizing, &amp; Editing</b></p> <ul style="list-style-type: none"> <li>• Translate complex, technical information into comprehensible terms for a variety of knowledgeable and lay audiences.</li> </ul> <p><b>Unit 3: Clarity &amp; Comprehensibility</b></p> <ul style="list-style-type: none"> <li>• Organize written texts and deliver oral presentations with logical and consistent structure suitable for various communicative channels.</li> </ul> <p><b>Unit 4: Style</b></p> <ul style="list-style-type: none"> <li>• 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).</li> </ul>	<p>(1):</p> <ul style="list-style-type: none"> <li>• Impromptu speeches</li> <li>• Midterm Course Evaluations</li> </ul> <p>(2):</p> <ul style="list-style-type: none"> <li>• CAT Final Essay</li> <li>• CISS Final Speech</li> <li>• Teach-A-Technology Speech</li> <li>• Technical Manual</li> </ul>
<p>Students will also demonstrate the ability to competently critique (analyze, interpret, and evaluate) written, oral, and visual messages conveyed in a variety of communication contexts</p>	<p><b>Unit 1: Foundations of Multimodal Communication:</b></p> <ul style="list-style-type: none"> <li>• Apply various perspectives for understanding the structure, uses, and affordances of various communication technologies.</li> </ul> <p><b>Unit 2: Critical Thinking, Revising, Organizing, &amp; Editing</b></p> <ul style="list-style-type: none"> <li>• Organize, proofread, revise, and edit their own and other student work effectively to improve mechanics, style, and clarity.</li> </ul> <p><b>Unit 4: Style</b></p> <ul style="list-style-type: none"> <li>• Analyze, create, and use written, oral, and technical/visual elements as both independent and interconnected forms of communication.</li> </ul>	<p>(1):</p> <ul style="list-style-type: none"> <li>• Midterm Course Evaluations</li> <li>• Exit Survey</li> <li>• Course Quizzes</li> </ul> <p>(2):</p> <ul style="list-style-type: none"> <li>• Applications of Multimodal Communication Essay Revision</li> <li>• Connected Assignments Video</li> <li>• ISE Essay Peer Review</li> <li>• CISS Speech Peer Review</li> </ul>

## Required Materials

Title: *Technical Communication*, 13th edition (Copyright 2021)

Authors: Mike Markel & Stuart A. Selber

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## Technology Information and Requirements

### Technology Requirements

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

For this course, students will also need:

- Recording equipment (it could be a laptop, phone, iPad, etc.)
- Students may also need access to Google Drive [instructions on setting up Google accounts [here](#)]
- Access to the Canvas online learning management system

## Technical Support

For account help, contact UK's [Information Technology Customer Services online](#), by [email](#), or by phone at 859-218-HELP (4357).

## **Course Activities and Assignments**

### Summary Description of Course Assignments

Below is a brief description of each assignment in ICT 114. More detailed information and grading rubrics are provided in Canvas. Assignments will be discussed in class as they become relevant:

### (Unit 1) INTRODUCTION TO MULTIMODAL COMMUNICATION (TOTAL = 105 points / 10.5%)

#### **(1) Applications of Multimodal Communication Essay (50 points / 5%)**

This formative essay (2 - 3 pages) asks students (a) to reflect on the integral role that multimodal communication may play in their future STEM field or career and (2) to outline several personal goals for the course. Students will be required to use at least 2 credible sources in their APA style essay. Additionally, this assignment will serve as an initial diagnostic to evaluate students' writing competency.

#### **(2) Applications of Multimodal Communication Essay - Revision (25 points / 2.5%)**

After submitting and receiving feedback on their essay, students will revise their paper using track changes based on instructor feedback and course content.

#### **(3) Self-Introduction Speech (30 points / 3%)**

You will prepare a brief 1-2 minute video introduction of yourself as an unlisted video on YouTube, and post the link to it on the Discussion Board on Canvas. All videos should include name, major, year in school, and at least one fun fact about you. This will help your instructor and your fellow students get to know you. Then, comment on at least two other students' videos before the date listed on the module in Canvas.

### (Unit 2) CRITICAL THINKING, REVISING, ORGANIZING, & EDITING (TOTAL = 200 points / 20%)

#### **(1) Critical Analysis of Technology (CAT): Essay Draft (20 points / 2%)**

For this major essay draft (4 - 5 pages), students will be assessed based on the quantity and quality of work demonstrated in preparing the essay. The specific requirements for full credit are that drafts are at least 3 full pages long, include a cover page, include a reference page, and are submitted on time.

#### **(2) Critical Analysis of Technology (CAT): Essay Peer Review (30 points / 3%)**

Students will participate in an instructor-guided peer review process using the previously submitted draft of their CAT Essay prior to submitting the final version. This process is designed to provide a low-stakes environment for student-to-student critique and reflection.

#### **(3) Critical Analysis of Technology (CAT): Final Essay (150 points / 15%)**

For this assignment, you will choose a communication technology (e.g., a communication specific tool like Zoom; a social media application like Snapchat; a project management software like Slack; basically any kind of social technology used on a regular basis) and conduct a research-based analysis evaluating how *your use* of the technology fulfills your personal, psychological needs. You will conduct research on this topic, paying attention to the credibility of the sources you are locating; you are required to include at least 5 external and credible sources. Third, you will write a 4-5 page essay, making sure that you are thoroughly synthesizing and integrating your research, as well as accurately applying the required communication concepts associated with your topic option. You will then incorporate your research into a comprehensive and informative

analysis. This report should be between 1500-1600 words (not including the cover page, abstract, or references). More information is available on Canvas and will be provided in class.

### **(Unit 3) CLARITY AND COMPREHENSIBILITY (TOTAL = 175 points / 17.5%)**

#### **(1) Technical Manual (100 points / 10%)**

To be able to write instructions for a technical audience, you will create a manual for the communication technology you evaluated in your CAT Essay. For example, if you critiqued platform for social interaction like Discord in your CAT essay, consider focusing your manual on how to use the various features of the site. You could also create a manual detailing the steps of how to use a certain application or how to create materials using existing software; your angle depends on the technology you've chosen. You must write for a lay audience and have both pictures and text, and assume the average user reading your manual would take at least four minutes to complete the steps.

#### **(2) Demonstration / How-To Speech (50 points / 5%)**

Finally, after writing about your technology in multiple ways, you will present a 3-4 minute demonstration walking your audience through how to use the technology. This assignment is designed to give students experience in translating complex ideas in a comprehensible, noncondescending way. The way in which you demonstrate your technology (video, physical demonstration, PowerPoint) is your design, but you must ensure that it is integrated well into your presentation to the class.

#### **(3) Connected Assignments Reflection Video (25 points / 2.5%)**

Students will plan, record, and post a video (2 - 3 minutes) reflecting on their experience in response to their delivery and feedback across the CAT Essay, Technical Manual, and Teach-A-Technology Speech. Responses should consider (a) the importance of understanding the various rhetorical situations, (b) strategies for cultivating message clarity, and (c) practical lessons learned.

### **(Unit 4) STYLE (TOTAL = 240 points / 24%)**

#### **(1) CISS: Outline Draft (10 points / 1%)**

Students will complete a typed outline draft for their Current Issues in STEAM Speech. Outlines should include (a) an introduction, (b) transitions, (c) 2 -3 main body points, (d) supporting material, and (e) a conclusion. Students will be required to use at least 5 credible sources in their APA style outline. All information, apart from supporting material, should be written in complete sentences.

#### **(2) CISS: Outline Peer Review (30 points / 3%)**

Students will participate in an instructor-guided peer review process using the draft of their Current Issues in STEAM outline prior to submitting the final version. This process is designed to provide a low-stakes environment for student-to-student critique and reflection.

#### **(3) CISS: Final Outline (30 points / 3%)**

Students will complete a final typed outline for their Current Issues in STEAM Speech. Outlines should include (a) an introduction, (b) transitions, (c) 2 -3 main body points, (d) supporting material, and (e) a conclusion. Students will be required to use at least 5 credible sources in their APA style outline. All information, apart from supporting material, should be written in complete sentences.

**(4) CISS: Speech (150 points / 15%)**

This major speech (5 - 6 minutes) asks students to explore a major current issue in their STEAM field in an informative way. Students will be required to verbally-cite at least 5 credible sources and utilize a digital visual aid when presenting. Summatively, this assignment serves to evaluate students' application of relevant course related concepts (e.g., delivery, organization, audience analysis).

**(5) CISS: Speech Rehearsal (20 points / 2%)**

Prior to delivering your final CISS, you will need to rehearse your speech in front of others to obtain feedback. More information on what this will require will be provided.

**(Other) MISCELLANEOUS (TOTAL = 280 points / 28%)**

**(1) Attendance (100 points / 10%)**

Each class period, attendance will be taken. Evidence of attendance will be collected through the Daily P2Ps. At the end of the course, points will be allotted based on the percentage of classes attended throughout the semester.

**(2) Quizzes (80 points / 8%)**

To assess comprehension of course material, students will complete 4 major quizzes, hosted on Canvas, throughout the course of the semester. Each quiz will focus on 1 of the 4 major units covered in the course: (1) foundation of multimodal communication, (2) clarity, (3) organization, and (4) style.

**(3) Required Research Credits: CI SONA (40 points / 4%)**

The College of Communication and Information is committed to providing students a broad and comprehensive education. Students in these classes are provided the option to participate in research studies or alternative assignments in order to earn two credit points, which is equal to 40 points towards the total points in the class (4% of your grade). Each study listed within the CI SONA will have an allotted time requirement and credit(s) to earn when study is complete. CI SONA will have an allotted time requirement and credit(s) to earn when study is complete. If you are enrolled in two or more CI SONA courses, you will not be required to complete more than the two credits needed for any CI SONA class. Instead, the CI SONA pool administrator will provide you with "complimentary credits" that you can use to apply to the additional classes. Note: The CI SONA administrator will provide students with these credits by midterm.

Students are responsible for using these additional credits to apply to their classes. You will need to log-in to CI SONA and assign these credits to specific classes, but no additional communication with the instructor is needed, as the "complimentary credits" will appear just as another credit. In the event that you do not see the additional credits by mid-term, please email [CISONAHelp@uky.edu](mailto:CISONAHelp@uky.edu) for assistance.

During the first week of the semester, you will receive an email from the CI SONA system [CISONAHelp@uky.edu](mailto:CISONAHelp@uky.edu) letting you know the system is open. This will be sent to your official University of Kentucky email address. Please note: It is your responsibility to ensure you are receiving and reading any emails sent to your official UK email address. Using your LinkBlue ID, you can login to view detailed information about available research studies and sign up at [ci.uky.edu/sona](http://ci.uky.edu/sona).

**Alternatives to Research Studies**

Participation is voluntary for research studies, thus, there are alternative options in order to earn credit. Additionally, if you are 17 years of age or younger, you will not be able to participate in the

research studies. In these cases, research Alternative Assignments will be listed along with actual studies on the CI SONA website. These alternative assignments usually consist of reading an article or webpage and summarizing the contents. Research alternatives are to be completed through the CI SONA website. Please note: The alternative assignment is a writing assignment. Students may not be awarded credit if they fail to follow directions (i.e., do not meet word length requirement, use fillers to meet word count or plagiarize content from another person or the Internet).

### Earning Credits

After completing each study, you will either see a completion page on the CI SONA website or the researcher will thank you for your time. Your credit will be granted by the researcher either automatically or within 7 days. Please make sure to confirm that credit has been awarded by logging in to your CI SONA account. At the end of the semester, your instructor will be able to view the number of credits you have earned. Note: Your instructor will not know specifically which studies you participated in to earn credit. If you have questions about credits earned, contact the researcher directly.

### Need Help?

If you have questions about how to use the CI SONA website or are having issues logging on, please contact [CISONAHelp@uky.edu](mailto:CISONAHelp@uky.edu). 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 CI SONA website.

### **(4) TBA Workshops, etc. (40 points / 4%)**

At the discretion of the instructor, points will be given for various assignments, activities, and out-of-class homework throughout the semester.

### **(5) Impromptu Speeches (20 points / 2%)**

At several points across the semester (noted in the course schedule), you will be required to participate in impromptu speeches. These speeches are strategically designed to give you practice speaking without preparation in a variety of relevant and potentially expected rhetorical situations.

### **Submission of Assignments**

All written assignments (first/rough and final drafts) **MUST** be submitted in a .doc, .docx, or .pdf format to Canvas. Files from Pages are not accepted (you can save as a .doc or .pdf from Pages instead). If you have submitted correctly, you will see a screen that confirms your submission and you can check the gradebook to see that the assignment has been submitted.

\*Note: Emailed assignments will NOT be accepted under any circumstances. All assignments must be submitted through Canvas.

### **Late Assignments**

All assignments are due at the time indicated in the class schedule or on Canvas. Late assignments will receive a score of 60% (the minimum to pass the assignment). Assignments more than 7 days late will receive a 0. You are expected to devote enough time out of every day to working on this class and to stay on top of the content, assignments, and deadlines. If you encounter problems, please let me know right away. Like most instructors, I am more understanding if you keep me informed.

## Grading and Grading Scale

I operate with the 24/7 rule. This means that, once you receive a graded assignment back, you must wait at least 24 hours to come and discuss it with me. I am more than happy to discuss grades with you, but I ask that you take the time to thoroughly review the feedback provided beforehand and carefully compare your work with the assignment requirements and grading rubric. You must also come and talk to me within one week (7 days) of receiving the grade. Once that one-week period has passed, the grade will not be changed under any circumstances. Please note: when you come to discuss a grade, make sure you have prepared a thoughtful justification for why you deserve a different grade than you received.

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	599-0	E

Please NOTE: I absolutely **CANNOT** legally discuss grades via email or Canvas. If you have questions or issues related to a grade, you **MUST** set up a virtual meeting with me or visit office hours.

Once you have totaled all your major and minor assignments (listed above), compare your total points to the table above to determine your final grade in ICT 114.

### Mid-term Grade

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/registrar/calendar>).

### Final Exam Information

Although there is no actual final exam in this course, we reserve the right to use this time if needed (e.g., in the case of major weather events that put us way behind during the semester).

## Course Policies and Classroom Expectations

### Mask Policy

All individuals, regardless of vaccination status, must wear masks in indoor spaces on campus where people gather — including, but not limited to, classrooms, the Gatton Student Center, shared office spaces, recreational facilities, hallways and common spaces like the lobby of a residence hall. If UK-approved masks are not worn over the nose and mouth, students will be asked to leave the classroom and may be reported to the Office of Student Conduct. Visit the [Fall 2021 Guidebook](#) for more information about all campus policies. *If you read this, bring a notecard with your name on it to the first day of class to receive +2 points extra credit.*

### Attendance and Participation

This class is a community whose success is dependent 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. Attendance points will be recorded in Canvas at least every two weeks so you may monitor your attendance progress. If you are absent on a day when an assignment is due or a quiz is given, you will be allowed to submit or make-up that work **only** if the absence is **officially excused**. You will be asked to provide official written documentation for excused absences the class period that you return to class. If you do not turn in the written documentation on time, the absence will be counted as unexcused. Please see the definition of excused absences in the next section.

If you know ahead of time that you will be absent from class without an excused 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, workshops, or quizzes **unless approved in advance by your instructor.**

If a student needs to isolate or self-quarantine due to COVID, they should contact UK Health Corps a [healthcorps@uky.edu](mailto:healthcorps@uky.edu) or 859-218-SAFE for additional guidance and wellness support. Your instructor can confirm if you are working with UK Health Corps and mark your absence(s) as excused.

In order to meet federal regulations, the instructor will monitor student participation in this class through attendance or assignments. Students who miss class periods or assignments during the first two weeks of the semester may be dropped from the course. If you will be missing a class period or will not be submitting some assignment during that period, it is your responsibility to notify the instructor, even if the absence or missed assignment is not excused under university rules.

**Note:** Students are **required** to attend class whenever any student is scheduled to speak. If you miss class on a speaking day, points will be deducted from your course grade total as follows: TTH classes: 5 points each day missed.

**Note:** Please reference the definition of excused absence in current edition of *Students Rights and Responsibilities* or on the web at <http://www.uky.edu/StudentAffairs/Code/>.

For any emergency situation that arises, **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.**

For any emergency situation that arises that might prevent you from accessing assignments, contact your instructor as soon as you know about the situation.

#### **[Verification of Absences \(Senate Rules 5.2.4.2\)](#)**

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 \(Senates Rules 5.2.4.2.1.4\)](#)**

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 Rule 5.2.4.2.2)**

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.

### **Excused Absences Due to Military Duties (Senate Rule 5.2.4.2.3.1)**

We recognize the complexities of being a member of the military community and also a student. If you are a member of the military or a military veteran or dependent, please inform your instructor if you are in need of special accommodations. Drill schedules, calls to active duty, mandatory training exercises, complications with GI Bill disbursement, and other unforeseen military and veteran related developments can complicate your academic life. If you are aware of a complication, we will work with you and put you in contact with University staff members who are trained to assist you. Please contact the Coordinator of the University of Kentucky Veterans Resource Center at 859-257-1148 for additional assistance. Visit <http://www.uky.edu/veterans> for more available resources.

If a student must be absent for one-fifth or less of the required course interactions (e.g., class meetings) due to military duties, the following procedure apply:

1. Once a student is aware of a call to duty, the student shall provide a copy of the military orders to the Director of the Veterans Resource Center. The student shall also provide the Director with a list of her/his courses and instructors.
2. The Director will verify the orders with the appropriate military authority and on behalf of the military student, notify each Instructor of Record via Department Letterhead as to the known extent of the absence.
3. The Instructor of Record shall not penalize the student's absence in any way and shall provide accommodations and timeframes so that the student can make up missed assignments, quizzes, and tests in a mutually agreed upon manner.

### **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 at the following website:

<http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

*Senate Rules 6.3.1* (see <http://www.uky.edu/Faculty/Senate/> for the current set of *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.

**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.

#### **[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 Huguélet 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.

## [Statement on Diversity, Equity, and Inclusion \(DEI\)](#)

The University of Kentucky is committed to our core values of diversity and inclusion, mutual respect and human dignity, and a sense of community ([Governing Regulations XIV](#)). We acknowledge and respect the seen and unseen diverse identities and experiences of all members of the university community (<https://www.uky.edu/regs/gr14>). These identities include but are not limited to those based on race, ethnicity, gender identity and expressions, ideas and perspectives, religious and cultural beliefs, sexual orientation, national origin, age, ability, and socioeconomic status. We are committed to equity and justice and providing a learning and engaging community in which every member is engaged, heard, and valued.

We strive to rectify and change behavior that is inconsistent with our principles and commitment to creating a safe, equitable, and anti-racist environment. If students encounter such behavior in a course, they are encouraged to speak with the instructor of record or the [college's diversity officer](#), who is charged with addressing concerns about diversity, equity, and inclusiveness ([uky.edu/inclusiveexcellence/college-diversity-inclusion-officers](http://uky.edu/inclusiveexcellence/college-diversity-inclusion-officers)). Students may also contact a faculty member within the department, program director, the director of undergraduate or graduate studies, the department chair, or the dean. To submit an official report of bias, hatred, racism, or identity-based violence, visit the Bias Incident Support Services [website](#).

## [Important Fall 2021 Dates \(Academic Calendar\)](#)

First day of classes	August 23
Last day to add a class	August 27
Labor Day Holiday: No Class	September 6
Last day to drop without a W or change grading option	September 10
Midterm grades posted by this date	October 25
Fall Break: No Classes	October 25-26
Last day to withdraw or reduce course load	November 3
Thanksgiving Break: No Classes	November 24-26

Last day of classes	December 8
Reading Days (classes do not meet)	December 9-10
Finals Week	December 13-16
End of fall semester	December 17
Final grades posted by this date	December 20

[Academic Policy Statements: Visit this link for more information about the policies listed above.](#)

### Incompletes

Because of the in-class speaking assignments, the necessity of class discussion and the amount of group work in ICT 114, it is my policy NOT to grant incompletes (I). If you find circumstances are such that you are falling behind, you may want to consider withdrawing (W) from the class. I do suggest that you meet with me to discuss your options.

## Classroom Behavior Policies

### Being a Respectful Audience Member

We are a support system for each other because public speaking can be a scary proposition. **Therefore, attend all presentations, whether you are speaking or not.** Second, be courteous and attentive. I expect you to conduct yourselves responsibly and with professional courtesy. Professional courtesy includes respecting others' opinions, not interrupting in class, being respectful to those who are speaking, and working together in a spirit of cooperation. You should always demonstrate these behaviors in this class. I expect that my students remain professional when discussing controversial ideas and remember that debate is an academic process, not an opportunity for personal attacks. I will not hesitate to remove you from class if necessary. Third, during presentations, remove all objects (phones, computers, speaking notes, etc.) that might distract you. I take this policy quite seriously. I reserve the right to reduce a disrespectful audience member's grade if I observe egregious offenses (typically 5 points). Failure to adhere to these policies will result in the audience member being marked absent and experiencing the resulting consequences.

### Responsible Technology Use: E-mail

Throughout the semester, you will receive e-mails from me with updates and reminders. You are expected to **regularly check your official UKY e-mail address** – if information is sent to you via email and you do not read it in time to adjust accordingly, this is not my fault.

Email is also the best and preferred way to reach me, and I will be checking it frequently throughout the business day (i.e., Monday-Friday 8:00am-5:00pm). I will not be on email 24/7 and will not expect you to be, either! **Please send all email correspondence to the email address provided above and put ICT 114 and your section number in the subject line each time.**

Furthermore, practice good mechanics when writing emails! Writing emails to your friends/family can be informal, but when you start writing emails to your instructors, professors, and potential employers, they should be well-written with as few mistakes as possible. All emails should include an appropriate greeting (e.g., "Hello, Dr. Frey,"), a message including full sentences, professional language, correct spelling, grammar, and capitalization, and an appropriate closing. If your email does not include these components, I may choose not to respond. Typically, I will respond to email within 24 hours, although response time may vary. I appreciate strong email etiquette.

### Responsible Technology Use: Cell Phones/Laptops/Tablets

Learning requires focus. Therefore, cell phones/laptops/tablets should **only be used for instructional purposes during class.** Use of any devices during class (texting, social media, internet use, gaming, etc.) for noninstructional purposes could lead to deductions in attendance points (i.e., counted as tardy,

absent). Inappropriate media use also increases your chances of being called on and pulled back into the class discussion. If it continues, I will ask you to leave.

However, cell phones or laptops may be left on vibrate for **emergency notification purposes**. If you expect an important phone call, please inform me before class and quietly excuse yourself when you receive it. Additionally, there are a variety of reasons you will be permitted to use cell phones or laptops for learning purposes during class. You are encouraged to use these devices for note taking purposes during class. Additionally, cell phones may be used to record lectures and take pictures of course content. Finally, feel free to use your cell phone to look up pertinent information that relates to class content during lectures or activities on social media or the internet. I am confident that you can use discernment to use cell phones in a nondistracting, productive way during class.

### Extra Credit

I may identify extra credit opportunities during the course of the semester that will augment what we're doing in class. Extra credit is not guaranteed and the maximum number of points that you may receive is 10. If extra credit is offered, it will be announced in class and/or posted on Canvas.

### Canvas

Please become familiar with Canvas, as we will be using it frequently throughout the semester. Important announcements and updates will be distributed through our course site, and most of your assignments will be submitted through Canvas as well. Make sure you **check Canvas daily** for any course updates or important announcements.

Things happen over the course of a semester, which means that the daily schedule may change during the semester. You will be responsible for checking the online syllabus and schedule before beginning your homework for each of our class meetings for any changes or updates. I will post all assignments on Canvas. If you lose an assignment page or handout, you are expected to get a copy from Canvas rather than from me.

## **ADDITIONAL STUDENT RESOURCES**

### Presentation U! Peer Tutoring

Come see us 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 our two conveniently located centers, at the Hub in W. T. Young Library and the Study South in Woodland Glenn III. We open early and stay open late! Visit [www.uky.edu/UGE/pres-u](http://www.uky.edu/UGE/pres-u) for our complete hours. Our tutoring services are available on a drop-in basis as well as a scheduled face-to-face or online appointment. For questions about this service, please contact the Pres U front desk at [PresentationU@uky.edu](mailto:PresentationU@uky.edu).

### The Study

The Study offers free, drop-in peer tutoring in over 40 UK CORE Math, Science and Business courses. Check out a complete list of subjects and the full schedule, as well as more information about the other services [here](#).

### 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.

### [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](#).

### [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.**

# ICT 114 – 001: Composition and Communication in the Digital Age 1 (3 hours)

## T/TH Course Schedule – Fall 2021

**Note:** Course schedule is tentative and subject to change. Additionally, the ITEMS DUE column is not a comprehensive list of due dates; be sure to check Canvas regularly and defer to your instructor’s updates in class. **\*ALL PDFs located on Canvas under Announcements and/or Files\***

**Other Note:** Speaking Days highlighted in green. See section on student absences for speech days. Assignments are indicated in red. See syllabus section on late assignments for more information.

UNIT 1: Foundations of Multimodal Communication			
Date	Topic	Assigned Reading	Items DUE by 11:59 pm
T 8/24	Introduction and Course Overview	<ul style="list-style-type: none"> <li>LISTEN: <a href="#">Darknet Diaries - #OpJustina</a></li> <li>Syllabus</li> </ul>	<b>Syllabus Contract</b>
TH 8/26	Multimodal Comm: Introduction to ICT and Tech Writing Critically Evaluating Technology: Understanding on a Deeper Level	<ul style="list-style-type: none"> <li>Avoiding Disasters (PDF in Canvas Announcements)</li> <li><i>Tech Comm</i>: Chapter 1 (p. 2-17)</li> </ul>	
T 8/31	<b>Self-Introduction Speeches</b>		
TH 9/2			
T 9/7	Essentials of Technology Use: Surviving Life at UK	<ul style="list-style-type: none"> <li>BRING: A Laptop to class</li> </ul>	
TH 9/9	Technology & Public Speaking Anxiety	<ul style="list-style-type: none"> <li><i>Tech Comm</i>: Chapter 21 (p. 615-620)</li> <li>LISTEN: <a href="#">Freakonomics Radio – How to Stop Worrying and Love the Robot Apocalypse</a></li> </ul>	
T 9/14	APA Formatting & References: Introduction to your template Copyrights, Citations, and Plagiarism in ICT	<ul style="list-style-type: none"> <li><i>Tech Comm</i>: Chapter 2 (p. 19-27)</li> <li><i>Tech Comm</i>: Reference Handbook Part B – Documenting Your Sources (p. 632-650)</li> </ul>	<b>AMC Essay Quiz 1</b>
UNIT 2: PLANNING, REVISING, ORGANIZING, & EDITING			
Date	Topic	Assigned Reading	Items DUE by 11:59 pm

<b>TH 9/16</b>	Basics of Technical Writing/Grammar	<ul style="list-style-type: none"> <li>• <i>Tech Comm</i>: Chapter 3</li> <li>• <i>Tech Comm</i>: Chapter 9</li> <li>• <i>Tech Comm</i>: Chapter 10</li> </ul>	
<b>T 9/21</b>	Multimodal Communication Essay Errors/Revision (In-Class Workday)	<ul style="list-style-type: none"> <li>• <i>Tech Comm</i>: Reference Handbook Part C – Editing and Proofreading Your Documents (p. 676-694)</li> </ul>	
<b>TH 9/23</b>	Developing Information Literacy: Finding and Evaluating Sources Evaluating Source Bias	<ul style="list-style-type: none"> <li>• <i>Tech Comm</i>: Chapter 6</li> <li>• LISTEN: <a href="#">Note to Self – Is the Opioid Epidemic a Tech Problem?</a></li> </ul>	<b>AMC Revisions Quiz 2</b>
<b>T 9/28</b>	The Rhetorical Situation: Using Message Clarity to Translate Technological Jargon Rhetorical Situation: Considering Audience Perspectives	<ul style="list-style-type: none"> <li>• <i>Tech Comm</i>: Chapter 5</li> <li>• <i>Tech Comm</i>: Chapter 7</li> </ul>	
<b>TH 9/30</b>	<b>Rhetorical Situation: Speaker, Context, &amp; Occasion</b>		
<b>TH 10/5</b>	Recommendation Report Workday	<ul style="list-style-type: none"> <li>• <i>Tech Comm</i>: Reference Handbook Part A – Skimming Your Sources and Taking Notes (p. 625-632)</li> </ul>	
<b>TH 10/7</b>	CAT Essay Peer Review	<ul style="list-style-type: none"> <li>• Optional Reading: <i>Tech Comm</i>: Chapter 17</li> </ul>	<b>CAT Essay Rough Draft</b>
<b>UNIT 3: CLARITY AND COMPREHENSIBILITY</b>			
<b>Date</b>	<b>Topic</b>	<b>Assigned Reading</b>	<b>Items DUE by 11:59 pm</b>
<b>T 10/12</b>	Introducing and Analyzing Manuals	<ul style="list-style-type: none"> <li>• <i>Tech Comm</i>: Chapter 20</li> <li>• LISTEN: <a href="#">Reply All - #144 Dark Pattern</a></li> </ul>	<b>CAT Essay Final</b>
<b>TH 10/14</b>	Creating Manuals	<ul style="list-style-type: none"> <li>• WATCH: <a href="#">Creating Manuals Using Microsoft Word</a></li> <li>• WATCH: <a href="#">Make a Quick Reference Guide in Word</a></li> <li>• How to Create Effective Manuals article (PDF)</li> </ul>	
<b>T 10/19</b>	Selecting Appropriate Speech Topics	<ul style="list-style-type: none"> <li>• <i>Tech Comm</i>: Chapter 21 (p. 594-600)</li> </ul>	<b>Quiz 3</b>

TH 10/21	Principles of Multimodal Organization Primacy/Recency in a Digital Context	<ul style="list-style-type: none"> <li>• <i>Tech Comm</i>: Chapter 21 (p. 612-615)</li> </ul>	<b>Technical Manual Due</b>
T 10/26	Speech Outlining Flow/Transitions in Synchronous/Asynchronous Channels	<ul style="list-style-type: none"> <li>• Look over Speech Outline template on Canvas</li> </ul>	
TH 10/28	<b>Teach-A-Technology Speeches</b>		
T 11/2			
<b>UNIT 4: STYLE</b>			
TH 11/4	Principles of Communicator Style: Language and Delivery		
T 11/9	Visual Aids - Aesthetic Design in a Digital World	<ul style="list-style-type: none"> <li>• <i>Tech Comm</i>: Chapter 21 (p. 599-614)</li> </ul>	<b>Connected Assignments Reflection Video</b>
TH 11/11	<b>Impromptu Speeches: Celebrating Ruth and Verne</b>		
T 11/16	Experincing BAD Speaking Activity / Understanding Delivery	<ul style="list-style-type: none"> <li>• LISTEN: <a href="#">How To! – How to Give a Killer Speech</a> (from the Founder of TED)</li> </ul>	
TH 11/18	CISS Outline Workday		
T 11/23	CISS Outline Peer Review Day & Speech Rehearsal		<b>CISS Outline Rough Drafts Quiz 4</b>
TH 11/25	<b>Thanksgiving Break – No Class</b>		
T 11/30	<b>Current Issues Speeches (CISS)</b>		<b>CISS Final Outlines &amp; Visual Aids RSP Credits</b>

TH 12/2		
T 12/7		
TH 12/9	<b>Reading Day - No Class</b> <b>Final Reflection Video due by Monday, 12/13 @ 5:00 pm</b>	