

# UNIVERSITY OF KENTUCKY

## ICT 115: Composition & Communication in the Digital Age II

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

**Class Meeting Dates:** 1/25/2021 – 5/14/2021

**Credit Hours:** 3

**Course Section:** 001

**Meeting Days/Time/Location:** MWF 1:00 pm – 1:50 pm in Classroom Building 338

### 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 -4:00 pm via [Zoom](#):

Also available by appointment

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

### Course Description

Communication for the Information Age focuses on improving students' oral, written, and visual communication skills so they can effectively form and translate technical information in ways that are easily understood by public audiences. In this course, students will both analyze and create materials designed to inform and persuade professionals in fields related to information communication technology. Students will also work individually and in groups to research, create, and present an argument focused on improving the communication of technical information. They will explore issues that align with their professional interests and produce products that use multiple methods (oral, written, or digital) to make an argument. A significant component of the class will involve learning to use visual and digital resources to enhance written and oral presentations. Prerequisite ICT 114, CIS 110/WRD 110, or equivalent.

### Face Covering/Distance Policy

The Senate Council endorses the following recommended syllabus statements for faculty teaching face-to-face courses.

- In accordance with University guidelines, students must wear UK-approved face coverings in the classroom and academic buildings (e.g., faculty offices, laboratories, libraries, performance/design studios, and common study areas where students might congregate). If UK-approved face coverings are not worn over the **nose and mouth**, students will be asked to leave the classroom.
- Students should complete their daily online wellness screening before accessing university facilities and arriving to class.
- Students should not move chairs or barriers in classrooms and should socially distance at all times, leaving a **six (6) foot radius from other people**. Masks and hand sanitizer can be found {specific location in building} if needed.
- Students should leave enough space when entering and exiting a room. Students should not crowd doorways at the beginning or end of class.
- The instructor may choose to remove a mask when pedagogically necessary at the front of the classroom and behind a clear barrier. The instructor's mask will be replaced when it is no longer necessary to have it removed, or when the class meeting is complete.

## Class Recording Notification

The University of Kentucky Student Code of Conduct defines Invasion of Privacy as using electronic or other devices to make a photographic, audio, or video record of any person without their prior knowledge or consent when such a recording is likely to cause injury or distress.

**Meetings of this course may be recorded.** All video and audio recordings of lecturers and class meetings, provided by the instructors, are for educational use by students in this class only. They are available only through the Canvas shell for this course and are not to be copied, shared, or redistributed.

As addressed in the Student Code of Conduct, students are expected to follow appropriate university policies and maintain the security of Link Blue accounts used to access recorded class materials. Recordings may not be reproduced, shared with those not enrolled in the class, or uploaded to other online environments.

If the instructor or a University of Kentucky office plans any other uses for the recordings, beyond this class, students identifiable in the recordings will be notified to request consent prior to such use. In anticipation of such cases, students may be asked to complete an “authorization of use” form by a faculty member.

Video and audio recordings by students are not permitted during the class unless the student has received prior permission from the instructor. Any sharing, distribution, and or uploading of these recordings outside of the parameters of the class is prohibited. Students with specific recording accommodations approved by the Disability Resource Center should present their official documentation to the instructor.

All content for this course, including handouts, assignments, and lectures are the intellectual property of the instructors and cannot be reproduced or sold without prior permission from the instructors. A student may use the material for reasonable educational and professional purposes extending beyond this class, such as studying for a comprehensive or qualifying examination in a degree program, preparing for a professional or certification examination, or to assist in fulfilling responsibilities at a job or internship.

## Course Prerequisite Knowledge and Skill Expectations

This class is part of a two-course sequence. You will need to have the fundamental competencies from ICT 114, CIS 110/WRD 110, or the equivalent in order to be successful.

- You are expected to be proficient with the following skills upon entering ICT 115:
- Compose written texts and deliver oral presentations that represent relevant and informed points of view appropriate for the audience, purpose, and occasion
- Analyze, create, and use visual media as both independent and interconnected forms of communication
- Demonstrate an awareness of appropriate strategies used to communicate effectively in different situations (e.g. public speaking, interpersonal) and contexts (e.g. face-to-face, digital).
- Work with design elements (font, size, line, color) to successfully incorporate design principles (contrast, alignment, repetition, and proximity) as part of effective composition
- Employ research skills to find, analyze, evaluate, and properly cite pertinent primary and secondary sources using relevant discovery tools (e.g. InfoKat, Library Databases, Google) as part of the process of composing work in written, oral, and visual modes
- Organize, revise, practice, edit, and proofread (for grammar and mechanics) your own and other student work flexibly and effectively to improve the development and clarity of ideas
- Define goals for improving/revising work, and devise effective plans for achieving those goals, in collaboration with peers, instructor, and librarians

- Employ and evaluate interpersonal communication skills

## Student Learning Outcomes

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'll demonstrate it
Students will demonstrate the ability to construct intelligible messages using sound evidence and reasoning that are appropriate for different rhetorical situations (audiences and purposes)	<ul style="list-style-type: none"> <li>• Enhance professional speaking, writing, and visual communication skills, focusing on matters of construction, design, and delivery, keeping audience, purpose, and occasion in mind</li> <li>• Employ advanced rhetorical strategies to develop arguments as an individual and in groups focusing on ways to manage technology-related issues of public interest</li> <li>• Conduct significant, effective research on a subject as an individual and as part of a team, using the resources of the UK Libraries and other relevant resources to enrich speaking, writing, and digital projects</li> <li>• Define goals for improving/revising work, and devise effective plans for achieving those goals, in collaboration with peers, instructor, librarians, and relevant community stakeholders</li> </ul>	<p>(1):</p> <ul style="list-style-type: none"> <li>• Midterm Course Evaluations</li> <li>• Exit Survey</li> </ul> <p>(2):</p> <ul style="list-style-type: none"> <li>• Annotated Bibliography</li> <li>• Recommendation Report</li> <li>• One Page Flyer</li> <li>• Oral Pitch Speech</li> <li>• "How to Use" Media Group Video Presentation</li> <li>• Written Design Proposal</li> <li>• Digital Pitch</li> <li>• Current Event</li> <li>• Peer Contract</li> </ul>
... and deliver those messages effectively in written, oral, and visual form	<ul style="list-style-type: none"> <li>• Compose at least one major, group-authored persuasive argument project for a public audience using written, oral, and visual modes grounded in scholarly research in a manner that is appropriate and effective for the audience, purpose, and occasion in both a face-to-face and digital environment</li> <li>• Employ and evaluate interpersonal, small-group, and mass communication skills to show skillful management of group dynamics (e.g. conflict negotiation, role identification, delegation, and effective social roles).</li> <li>• Identify and address community stakeholders in an issue of public interest as part of thoughtful and efficient audience analysis</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>• Recommendation Report</li> <li>• One Page Flyer</li> <li>• Oral Pitch Speech</li> <li>• "How to Use" Media Group Video Design Proposal Presentation</li> <li>• Digital Pitch</li> <li>• Current Event</li> <li>• Group Dynamics Grade</li> </ul>
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	<ul style="list-style-type: none"> <li>• Analyze the conception, development, and final written, oral, and visual arguments from peers and professionals</li> <li>• Engage in a range of small group activities to explore and express experiences and perspectives on issues under discussion</li> <li>• Organize, revise, practice, edit, and proofread (for grammar and mechanics) personal and other students' products flexibly and effectively to improve the development and clarity of ideas</li> </ul>	<p>(1):</p> <ul style="list-style-type: none"> <li>• Exit Survey</li> </ul> <p>(2):</p> <ul style="list-style-type: none"> <li>• Speech Analysis</li> <li>• Annotated Bibliography Draft</li> <li>• Recommendation Report Draft</li> <li>• One Page Flyer Draft</li> </ul>

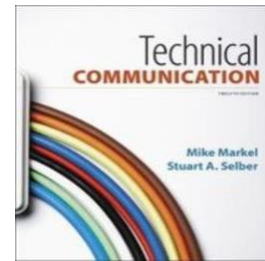
		<ul style="list-style-type: none"> <li>• Peer Contract</li> <li>• Written Design Proposal and Presentation Draft</li> <li>• Digital Pitch – Script Draft</li> <li>• Group Dynamics Grade</li> <li>• Final Reflective Video Speech</li> </ul>
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## Required Materials

Title: *Technical Communication*, 12th edition (Copyright 2018)

Authors: Mike Markel & Stuart A. Selber

ISBN: 9781319058616



## 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:

- A laptop, iPad, or phone with Zoom capability to be brought to class each day (offered through UK @ <https://uky.zoom.us/>)
- 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).

### Distance Learning Library Services

Carla Cantagallo, Distance Learning Librarian, 859-218-1240

## Description of Course Activities and Assignments

### Summary Description of Course Assignments

This semester, your assignments will have oral, written, and visual components. Your major assignments will be peer-reviewed before the final is due, so you can give and receive comments that will help you improve your final product. The smaller assignments will help you develop analytical skills that will help you hone your technical communication and argumentative skills.

POINT DISTRIBUTION		
Assignment	Points Possible	Percentage of Total Grade
Video Introduction	15	1.5%

Video Introduction Responses	15	1.5%
Speech Analysis	50	5%
Annotated Bibliography Draft	15	1.5%
Annotated Bibliography	50	5%
Recommendation Report Draft	15	1.5%
Recommendation Report	200	20%
Recommendation Report Peer Review	10	1%
Impromptu Speeches	20	2%
Peer Contract	10	1%
Oral Pitch Video	30	3%
Digital Pitch – Script Draft	15	1.5%
Written Design Proposal and Presentation Draft	15	1.5%
Digital Pitch Video	150	15%
Written Design Proposal and Presentation	100	10%
Digital Pitch Group Presentation Outline	20	2%
Group Progress Reports (x3)	60	6%
Group Dynamics Grade	30	3%
Final Reflective Video Speech	30	3%
Discussion Board Reflections	100	10%
Required Research Credits	30	3%
Additional Assignments	20	3%
TOTAL	1000	100%

Below is a brief description of each assignment in ICT 115. More detailed information and grading rubrics are provided in Canvas. Assignments will be discussed in class as they become relevant:

**[Weeks 1/2: Video Introduction \(15 points for your personal video / 15 points for responses\)](#)**

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.

**[Week 4: Speech Analysis \(50 points\)](#)**

Dissecting an argument is one of the key skills you need to know how to craft a good argument. View one of the speeches focused on communication technology from the list your instructor gives you and analyze the speaker’s argument using the rhetorical devices ethos, pathos, and logos. You will explain what devices the speaker used and whether they were effective in persuading you. You will also explain what

you might do to improve the argument. The paper will be 2-3 pages, include at least 1 cited image, and must cite the video and any other materials you used in your analysis. This paper will be written in APA format and will be submitted on Canvas.

### **Week 5/6: Annotated Bibliography (draft 15 points, final 50 points)**

Gathering and evaluating sources is essential for creating quality products. To do this, you will create an annotated bibliography to help you with your recommendation report and technical manual. The information you collect should be related to a technical issue you're interested in, such as security management or web design.

The annotated bibliography assignment asks you to provide annotations for 5 credible sources. These annotations will include:

- An APA citation for the source
- A sentence summary of the source
- A sentence about the credibility of the source
- A sentence explaining how you plan to use the source in your paper or manual

### **Week 8/9: Recommendation Report (draft 15 points, final 200 points)**

Based on the topic you chose to research for your annotated bibliography, write a paper recommending a policy to a related company. For instance, if your annotated bibliography focused on website security issues, you might recommend a specific security system to an existing company. You will address at least one opposing argument, using evidence and reasoning to support your claims. Your paper must be 1000 words (TNR, 12-point font, 1" margins, not including cover page, abstract, or references) and integrate at least 8 relevant and credible external sources as well as two images to support your ideas. It must be typed according to proper APA style and written for a global audience. You will turn in a first draft as well as a final draft of this assignment.

### **Weeks 4/9: Impromptu Speech (20 points)**

In preparation for the final speeches, you will be given a topic when you come to class and after a few minutes to prepare, will present a 1-2 minute impromptu speech to the class. Please be mindful that there will be no opportunities to make up your impromptu speeches, so it is imperative that you contact your instructor in advance if you must miss class.

### **Week 10: Group Contract (10 points)**

Knowing how to be effective in group projects is an essential skill. Your group will therefore first write a contract describing what each member is responsible for, a timeline of due dates, and repercussions if a team member's work is not completed on time.

### **Week 11: Oral Pitch Video (30 points)**

Find a local or national organization's website, and using the principles in class, record a 2-3 minute speech trying to convince your teammates that your group project should be about your selected organization (see Written Design Proposal description below). Using the principles taught in class, convince your group members to focus on the webpage to redesign for a final product. Record it as an unlisted speech in YouTube and post the link on your group's Discussion Board on Canvas.

### **Weeks 11/12/13: Progress Reports (60 points)**

As part of the DP/WP project, you will be asked to complete three different progress reports to ensure that the group is making adequate progress towards the final presentation. The progress reports will help me better understand how the group is functioning as well as any issues that may be complicating the group's ability to move forward. All group progress reports will be completed and submitted via Canvas.

### **Week 13/14: Written Design Proposal (draft 15 points, final 100 points)**

You will be placed in teams and need to convince the class how to improve a local organization's website that one of your group members presented in the oral pitch video assignment. As a group, you must address: (1) the design and organization of the site, (2) how you will manage and ensure the site is secure, and (3) an estimated cost of the redesign in a paper that is no more than 1500 words of text and has at least 6 images. The website redesign you propose needs to have at least one main page and four sub-pages. As a team, you will write out your proposal before presenting your work to the class through your digital pitch. The presentation will show us your thought process and why you made the decisions you did.

### **Week 13/14: Digital Pitch and Presentation (draft 15 points, final 150 points)**

As a group, you will present your written design proposal to the class using two combined elements: 1) an oral presentation at least 10 minutes in length and 2) a screencast at least 5 minutes in length. Together, the presentation should be at least 15 minutes long including both the oral and video components. The presentation will highlight elements of your written design proposal as if you were presenting it to the organization. You might consider using positive or negative visualization to highlight why the current structure is flawed or illustrate why your changes will be helpful. Each group member must speak during the screencast and the oral presentation. You will first create a script for this proposal and submit it for peer review. Your final materials will consist of the screencast, the presentation, and a group presentation outline. See Canvas for extended details.

### **Week 15: Group Dynamics Grade (30 points)**

You will be working with one group for a major project in the course. Therefore, at the end of the semester, you will be asked to provide a group dynamics assessment of each group member and yourself. The grade will be calculated based on how well you worked with your group based on both their assessment and my evaluation.

### **Week 16: Final Reflective Video Speech (30 points)**

Your final assignment is to provide some advice to incoming 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.

### **Discussion Board Reflections (100 points)**

Since we do not have a traditional, blanket attendance policy for the Spring 2021 semester, attendance points will be replaced with discussion board reflections / engagement points. We will have 13 discussion board (DB) post assignments throughout the semester where you will take the topic for that discussion and write an original, substantive post (no less than 200 words, typically) and submit it to that particular DB. At times, you may also be asked to create replies to your peers' initial posts (this component will be made very clear to you). Each DB relates to that week's content. Once the DB is closed, you will not be able to earn the points (but know I open them for a full week, so don't wait until the last minute to complete them).

Each DB that you complete will be worth 10 points. Therefore, you must choose which 10 DBs you want to complete and which weeks you would like to skip. Extra points will not be given for completing all 13 DBs.

### **RPS Research Credits (30 points)**

The School of Information Science is committed to providing students a broad and comprehensive education. Students in this class are provided the option to participate in one or more research studies to earn a total of 3 "credit points" which is equal to 30 points towards the total points in the class (3 percent of your grade). The number of credit points given per study can be found in the study description on the

SIS Research Subjects Pool (RSP) website at <https://uksis.sona-systems.com> or in the course policy descriptions above. For more information about the SIS RSP, please visit <https://ci.uky.edu/sis/rsp>.

### Other Small Assignments (20 points)

You will have many opportunities to show your engagement with the class and the course materials. For instance, you may have questions in the discussion board, tasks to be completed before class, and other in-class and out-of-class assignments based on what is discussed in class.

### 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 115.

### Important Links

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



- Creating a [video](#) on an iPad/iPhone & Uploading it to YouTube
- Creating a video and making it [unlisted](#) on YouTube
- How to record a great [speech](#) for an online course
- How to record a presentation using Zoom and [sharing](#) a screen (Presentation U! video)
- Using [Zoom](#) to record presentations (information from Zoom)
- Recording [presentations](#) with Zoom (from Miami Dade College)
- Using [Zoom](#) (from our own UK IT department)

### 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

### Attendance and Participation

For Spring 2021, CIS 111 will not have a blanket attendance policy, nor will the class have mandatory attendance points connected to it. Please refer to the Discussion Board Reflections description above for information regarding how points related to student engagement will be collected. The discussion board reflections are designed to ensure that students are actually engaging with the course material and readings in an effort to improve their communication and writing skills. Should students not complete the respective DBs in a manner that accurately reflects their engagement with course material, they will not receive these points. If you read this, bring a notecard with your name on it to me on the first day of class for +2 extra credit.

Speaking is a difficult skill that requires support and community. As such, I encourage students to attend all speaking days to create a supportive and reassuring climate.

If you know ahead of time that you will not be able to complete an assignment, attend class, or give a speech, you should discuss this with your instructor as soon as possible. Additionally, 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.**

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

The Senate Council has interpreted excused absences for the Spring 2021 semester to include an excuse from required in-person interactions if the student has been directed to self-quarantine by the University (including its app), a medical professional, public health professional, or government official.

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

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request appropriate verification when students claim an excused absence due to: significant illness; death in the household, trips for classes, trips sponsored by an educational unit and trips for participation related to intercollegiate athletic events; and interviews for full-time job opportunities after graduation and interviews for graduate and professional school. (Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.)

### **Religious Observances (Senates Rules 5.2.4.2.D)**

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays. Please check the course syllabus for the notification requirement. If no requirement is specified, two weeks prior to the absence is reasonable and should not be given any later. Information regarding major religious holidays may be obtained through [the Ombud's website](#) or calling 859-257-3737.

### **Make-Up Work (Senate Rule 5.2.4.2)**

Students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The instructor must give the student an opportunity to make up the work and/or the exams missed due to the excused absence, and shall do so, if feasible, during the semester in which the absence occurred. The instructor shall provide the student with an opportunity to make up the graded work and may not simply calculate the student's grade on the basis of the other course requirements, unless the student agrees in writing.

### **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 Rule 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 Huguelet Drive in the Multidisciplinary Science Building, Suite 407.

#### **[Non-Discrimination Statement and Title IX Information](#)**

UK is committed to providing a safe learning, living, and working environment for all members of the University community. The University maintains a comprehensive program which protects all members from discrimination, harassment, and sexual misconduct. For complete information about UK's prohibition on discrimination and harassment on aspects such as race, color, ethnic origin, national origin, creed, religion, political belief, sex, and sexual orientation, please see [the electronic version of UK's](#)

[Administrative Regulation 6:1 \(“Policy on Discrimination and Harassment”\)](#) . In accordance with Title IX of the Education Amendments of 1972, the University prohibits discrimination and harassment on the basis of sex in academics, employment, and all of its programs and activities. Sexual misconduct is a form of sexual harassment in which one act is severe enough to create a hostile environment based on sex and is prohibited between members of the University community and shall not be tolerated. For more details, please see [the electronic version of Administrative Regulations 6:2 \(“Policy and Procedures for Addressing and Resolving Allegations of Sexual Assault, Stalking, Dating Violence, Domestic Violence, and Sexual Exploitation”\)](#). Complaints regarding violations of University policies on discrimination, harassment, and sexual misconduct are handled by the Office of Institutional Equity and Equal Opportunity (IEEO), which is located in 13 Main Building and can be reached by phone at (859) 257-8927. You can also visit [the IEEO’s website](#).

Faculty members are obligated to forward any report made by a student related to IEEO matters to the Office of Institutional Equity and Equal Opportunity. Students can *confidentially* report alleged incidences through the Violence Intervention and Prevention Center, Counseling Center, or University Health Services.

### **Military Members and Veterans**

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

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

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

### **SIS Research Policy**

The School of Information Science is committed to providing students a broad and comprehensive education. Students in this class are provided the option to participate in one or more research studies in order to earn 3 credit points, which is equal to 30 points towards the total points in the class (3 percent of your grade). Each study listed within the RSP will have an allotted time requirement and credit(s) to earn when study is complete. If you are enrolled in multiple courses (CIS 110, 111, 112, 300, and ICT 200 only) that participate in the RSP, contact the RSP coordinator after you have completed the required 3 credit points and the RSP coordinator will ensure that points are applied across all required RSP classes. Detailed information about available research studies can be found on the Research Participant Management System website found at (<https://ci.uky.edu/sis/rsp>). If you have questions about the research or about credit, please contact the researcher for the specific study about which you are inquiring. Participation is voluntary and there are alternative options for credit. Please see the complete description of the procedures for alternative research credit.

During the second week of classes, you will receive an email with your SIS RSP sign in information. This email will be sent from the Research Participation System ([sistech@uky.edu](mailto:sistech@uky.edu)) and will be sent to your

official University of Kentucky email address. Using your SIS RSP (UK login) sign in information, you can login to view detailed information about available research studies and sign up at <https://ci.uky.edu/sis/rsp>. **RSP closes 5/6/21 at 4:00pm EST.**

### Alternatives to Research Studies

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

### Earning Credits

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

### Need Help?

If you have general questions about how to use the SIS RSP website or are having issues logging on, please contact [sistech@uky.edu](mailto:sistech@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 SIS RSP website.

## **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, please make an effort to 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).

### 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 115 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 our center at eStudio located in the Student Commons of the R.G. Anderson Building. We open early and stay open late! Visit our [website](#) 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 Rachael Deel at [Rachael.deel@uky.edu](mailto:Rachael.deel@uky.edu).

### [Presentation U! Academic Coaching](#)

Academic Coaching is an opportunity for students to work with an undergraduate peer or graduate student to identify strengths and weaknesses related to their learning and study strategies. Our CRLA certified trained coaches will collaboratively work with you on an ongoing basis to develop an action plan, fill in the gaps, and support you to meet your goals. You can schedule an individual coaching

appointment or drop-in. Please visit the [website](#) to view our drop-in schedule or make an appointment. For questions about this service, please contact Rachael Deel at [Rachael.deel@uky.edu](mailto:Rachael.deel@uky.edu).

### [Distance Learning Library Services](#)

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

### [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.**

## MWF Course Schedule– Spring 2021

**Note:** Course schedule is tentative and subject to change. Additionally, the DUE on Canvas Column is not a comprehensive list of due dates; be sure to check Canvas regularly and defer to your instructor's updates in class.

**Other Note\*** All assignments due by **11:59 pm** on day listed unless stated otherwise by your instructor or on schedule.

Date	Topic	What to Read / Do This Week	Materials Due (Submit in Canvas)
<b>Module One: 1/25-1/31</b>			
M 1/25	Course Introduction: Technical Comm. Video Introduction Discussion	Refresher – Tech Comm: Chapter 1	
W 1/27	Continue Discussion from Wednesday...		
F 1/29	Speech Analysis Overview Begin APA Formatting Refresher	Tech Comm Appendix: Reference Handbook Part B – Documenting Your Sources (p. 623-638)	<b>Video Introductions</b>
<b>Module Two: 2/1-2/7</b>			
M 2/1	More APA Format Conceptualizing the Deep Web?	Is the Opioid Epidemic a Tech Problem? – Podcast linked on Canvas	
W 2/3	Translating Tech Talk Introduction to Rhetorical Appeals		<b>Video Introduction Responses</b>
F 2/5	Ethos, Pathos, Logos Debriefing APA Q&A		
<b>Module Three: 2/8-2/14</b>			
M 2/8	In-class Workshop: Expectations for scholarly writing	Refresher – Tech Comm: Chapter 3 & 9	<b>DB Reflection #1</b>
W 2/10	Analyzing Speeches and Audiences	Refresher – Tech Comm: Chapter 5	
F 2/12	Audience Analysis: Global English, Colors, and Symbols		
<b>Module Four: 2/15-2/21</b>			
M 2/15	Impromptu Speeches (Debate Day!) SA Workday		<b>DB Reflection #2 Speech Analysis</b>
W 2/17	Introduction to Rec Reports / Topic Selection	Tech Comm: Ch 18 (p. 470- 477)	
F 2/19	Introduction to Annotated Bib. Ann. Bib Workday	Refresher – Tech Comm: Chapter 6	



<b>Module Five: 2/22-2/28</b>			
M 2/22	Introduction to Argument: Fact, Value, Policy	<i>Tech Comm</i> : Ch 8 (p. 172-177)	<b>DB Reflection #3**</b>
W 2/24	Outlining and Organizing a Persuasive Report	<i>Tech Comm</i> : Ch 18 (p. 477-513)	
F 2/26	Annotated Bibliography Peer Review		<b>Annotated Bibliography Draft due at 1:00 pm</b>
<b>Module Six: 3/1-3/7</b>			
M 3/1	A BRIEF overview of using the Toulmin model to analyze arguments	<i>Tech Comm</i> : Ch 8 (p. 177-185)	<b>DB Reflection #4</b> <b>Annotated Bibliography</b>
W 3/3	Logical Fallacies	<i>Tech Comm</i> : Ch 8 (p. 186-189)	
F 3/5	Context Building and Background	<i>Tech Comm</i> : Ch 16 (p. 420-430)	
<b>Module Seven: 3/8-3/14</b>			
M 3/8	Rec Report Example Analyses		<b>DB Reflection #5</b>
W 3/10	Visual Rhetoric and Using Images	<i>Tech Comm</i> : Ch 12	
F 3/12	Images and Copyright	<i>Tech Comm</i> : Ch 2	
<b>Module Eight: 3/15-3/21</b>			
M 3/15	Rec Report Peer Review		<b>DB Reflection #6**</b> <b>Recommendation Report Draft due at 1:00 pm</b>
W 3/17	Rec Report Final Workday		
F 3/19	Monroe's Motivated Sequence: Overview		
<b>Module Nine: 3/22-3/28</b>			
M 3/22	Monroe's Motivated Sequence: Application		<b>DB Reflection #7**</b> <b>Recommendation Report</b>
W 3/24	Impromptu Speeches (Toasts!)		
F 3/26	<b>Academic Holiday</b>		
<b>Module Ten: 3/29-4/4</b>			

M 3/29	Overview of DP/WP Project, How to Use Video, and Progress Reports Open Discussion of Expectations / Q&A		<b>DB Reflection #8**</b>
W 3/31	Group Formation & Culture Groups Assigned	<i>Tech Comm</i> : Ch 4 (p. 60-64)	
F 4/2	Group Processes: Group Rules/Norms Managing Group Conflict	<i>Tech Comm</i> : Ch 4 (p. 65-81)	<b>Group Contract</b>
<b>Module Eleven: 4/5-4/11</b>			
M 4/5	Oral Pitch Workday / Topic Exploration / Revisiting MMS		<b>DB Reflection #9**</b>
W 4/7	Oral Pitch Video Viewing Day and Analysis		<b>Oral Pitch Video</b>
F 4/9	Visual Persuasion	<i>Tech Comm</i> : Ch 11 (p. 247-274)	<b>Progress Report #1**</b>
<b>Module Twelve: 4/12-4/18</b>			
M 4/12	Web Design and Organization	<i>Tech Comm</i> : Ch 11 (p. 274-290) <i>Tech Comm</i> : Ch. 13 (Optional)	<b>DB Reflection #10**</b>
W 4/14	Refresher: Outlining Discussion	<i>Tech Comm</i> : Ch 21 (p. 580-601)	
F 4/16	Refresher: PPT Do's and Don'ts	<i>Tech Comm</i> : Ch 21 (p. 601-607)	<b>Progress Report #2**</b>
<b>Module Thirteen: 4/19-4/25</b>			
M 4/19	DP/WP Workday / Q&A Session	Rehearse your DP/WP!	<b>DB Reflection #11**</b>
W 4/21	Online Meetings: Groups 1-3	Rehearse your DP/WP!	
F 4/23	Online Meetings: Groups 4-6	Rehearse your DP/WP!	<b>Progress Report #3**</b>
<b>Module Fourteen: 4/26-5/2</b>			
M 4/26	Rehearsal Day: Doing the Most (Also, Impromptu Speech Make-Up Day)	Complete your TCE and final assignments: - Post test - RSP Credits - Reflections	<b>DB Reflection #12**</b>
W 4/28	<b>DP/WP Presentations</b>	Complete your TCE and final assignments: - Post test - RSP Credits - Reflections	<b>ALL LCP Outlines and DIGITAL Projects DUE by 1:00 PM</b>
F 4/30	<b>DP/WP Presentations</b>	Complete your TCE and final assignments:	<b>RSP Credits DUE by 4:00 PM</b>

		<ul style="list-style-type: none"> <li>- Post test</li> <li>- RSP Credits</li> <li>- Reflections</li> </ul>	
<b>Module Fifteen: 5/3-5/9</b>			
M 5/3	<b>DP/WP Presentations</b>	Complete your TCE and final assignments: <ul style="list-style-type: none"> <li>- Post test</li> <li>- Reflections</li> </ul>	<b>DB Reflection #13**</b>
W 5/5	<b>DP/WP Presentations</b>	Complete your TCE and final assignments: <ul style="list-style-type: none"> <li>- Post test</li> <li>- Reflections</li> </ul>	
F 5/7	<b>Reading Day - NO CLASS</b>		
<b>Module 16: Finals Week</b>			
Finals Week	<b>Group Dynamics Grade and Final Reflective Video DUE by 5:00 PM on Monday, 5/10</b>		