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| Instructor: | Kody Frey, MA | Email: | tkfr222@uky.edu * |
| Office: | 326 Lucille Little Library | | *preferred contact method |
| Office Hours: | TR: 8 am – 10:30 am Or by appointment | Classroom: | Lucille Little Library Rm 301 |
| | | Meeting time: | TTR 11:00 am – 12:15 pm |

COURSE INFORMATION

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: CIS 110/WRD 110 or equivalent.

Course Prerequisite Knowledge and Skill Expectations

This class is part of a two-course sequence. You will need to have the fundamental competencies from CIS 110/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

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 |
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| <p>Students will demonstrate the ability to construct intelligible messages using sound evidence and reasoning that are appropriate for different rhetorical situations (audiences and purposes)</p> | <ul style="list-style-type: none"> • Enhance professional speaking, writing, and visual communication skills, focusing on matters of construction, design, and delivery, keeping audience, purpose, and occasion in mind • Employ advanced rhetorical strategies to develop arguments as an individual and in groups focusing on ways to manage technology-related issues of public interest • 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 • Define goals for improving/revising work, and devise effective plans for achieving those goals, in collaboration with peers, instructor, librarians, and relevant community stakeholders | <p>(1):</p> <ul style="list-style-type: none"> • Midterm Course Evaluations • Exit Survey • Pretest / Posttest <p>(2):</p> <ul style="list-style-type: none"> • Professional Portfolio • Library Module Assignment • Annotated Bibliography • Recommendation Report • Technical Manual • Teach a Technology Speech • Oral Pitch Speech • Media Group Video Presentation • Written Design Proposal • Digital Pitch • Current Event • Peer Contract |
| <p>... and deliver those messages effectively in written, oral, and visual form</p> | <ul style="list-style-type: none"> • 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 • 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). • Identify and address community stakeholders in an issue of public interest as part of thoughtful and efficient audience analysis | <p>(1):</p> <ul style="list-style-type: none"> • Impromptu Speeches • Midterm Course Evaluations • <p>(2):</p> <ul style="list-style-type: none"> • Professional Portfolio • Recommendation Report • Technical Manual • Teach a Technology Speech • Oral Pitch Speech • Media Group Video Presentation • Design Proposal Presentation • Digital Pitch • Current Event • Group Dynamics Grade |

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| <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> | <ul style="list-style-type: none"> • Analyze the conception, development, and final written, oral, and visual arguments from peers and professionals • Engage in a range of small group activities to explore and express experiences and perspectives on issues under discussion • 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 | <p>(1):</p> <ul style="list-style-type: none"> • Exit Survey • Pretest / Posttest <p>(2):</p> <ul style="list-style-type: none"> • Speech Analysis • Plagiarism Game • Professional Portfolio Draft • Annotated Bibliography Draft • Recommendation Report Draft • Technical Manual Draft • Peer Contract • Written Design Proposal and Presentation to Class Draft • Digital Pitch Draft • Group Dynamics Grade • Final Reflective Video Speech |
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Required Texts

There are no required materials that need to be purchased for this course. All required readings and other materials are listed on the agenda below as well as on Canvas.

*** Additional Assigned Readings available online or through Canvas

Additional Required Materials

- A working UK ID
- A functioning computer with Microsoft Office Suite [see download.uky.edu for free access]
- Access to Canvas online learning management system
- Students may also need access to Google Drive [instructions on setting up Google accounts [here](#)]

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

Submission of Assignments

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

Late Assignments

You have deadlines that must be met. **All assignments are due when specified.** After the established due date and time, you have 24 hours to submit/hand in the assignment for 50% credit. After the 24-hour window, you earn a zero for the assignment. **Emailed assignments will NOT be accepted under any circumstances.** Extensions will only be granted via a University excuse and on a case-by-case basis as determined by the instructor. You may not make up work after you miss a class on the day of a peer review, workshop, or speaking day. You may not write assignments during class unless directed to do so. If you encounter problems, please let me know right away. Like most instructors, I am more understanding if you keep me informed.

Backups

It is your responsibility alone to maintain backups of your work. Putting materials in Dropbox, Google Drive, or on flash drives will help prevent you from losing your work due to unfortunate circumstances such as computer theft or hard drives crashing. Prepare and print your assignments ahead of time to avoid unpleasant last-minute surprises. Lost work will not account for an excuse in this course.

Attendance and Participation

This class is a community whose success depends on everyone's participation. Also, there is a strong correlation between class attendance and grades. Therefore, attendance is vital for your achievement.

Attendance is worth 100 points during the semester. Each class period, you will be asked to do a short "warmup" writing or speaking activity during the first 5 minutes of class. If you come after the first 5 minutes of class, you will not receive your attendance points for the day. These assignments will not be formally graded; rather, you will be awarded points for completion. Attendance points will be recorded in Canvas at least every two weeks so you may monitor your attendance progress.

On Canvas, you will find two "freebie" coupons. You are entitled to 2 unexcused absences, no questions asked, but the freebie coupons **may not be** used on any speech or peer review day, or on days when guest speakers or workshops are scheduled (including impromptu speech days). You must turn your coupon into your instructor the class period following your absence in order to redeem it. If you read this, bring a notecard with your name on it on the first day for 2 points of extra credit.

If you are absent on a day when an assignment is due, you will be allowed to hand in or make up that work **only** if the absence is **officially excused**. You will be asked to provide official written documentation for excused absences within one week of the absence. If you do not turn in the written documentation on time, the absence will be counted as unexcused. Please see the definition of excused absences in the next section.

If you know ahead of time that you will be absent from class without an unexcused absence, please discuss this with your instructor and turn in any assignments ahead of time. Excuses for university-sponsored activities must be made *prior* to such absences. **No make-up work is available for in-class exercises or workshops unless approved in advance by your instructor.**

Note: Students are required to attend class whenever any student is scheduled to speak or when peer review is scheduled. If you miss class on a speaking day or peer review day, 5 points will be deducted from your course grade. Students are strongly encouraged to withdraw from the class if more than 20% of the scheduled classes for the semester are missed per university policy.

Note: Please reference the definition of excused absences in the current edition of *Student Rights and Responsibilities* or on the web 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

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

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 no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Regarding University Health Services Health Notes:

1. *Tier 1* excuses are not accepted as a valid excused absence. You may use your freebie coupons instead.
2. *Tier 2* excuses are accepted as a valid excused absence. However, the instructor reserves the right to request additional or alternative documentation if the instructor, under the circumstances, has concerns about the validity of the *Tier 2* documentation.
3. *Tier 3* excuses are always accepted as a valid excused absence. The UHS restricts students from attending class with *Tier 3* excuses.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence. In this course, you must provide appropriate documentation of an excused absence within one week of the absence.

Important Spring Semester Dates

- First Day of Class: January 10
- Last Day to Add a Class: January 17
- Last day to drop without a W or change grading option: January 31
- Midterm: March 5
- Spring Break: March 12-17
- Finals: April 30- May 4
- End of Spring Semester: May 4

Academic Integrity

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. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

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

[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. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

[Military Members and Veterans](#)

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.

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 demonstrate these behaviors at all times 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. 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 the fault of your instructor.

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 CIS 111 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 must include an appropriate greeting (e.g., "Hello, Mr. 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 of these 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.

Peer Groups

Because most writers, educators, and other professionals must learn to work collaboratively, you will collaborate with your peers both in and out of class. I will ask you to form groups this semester. While I do not expect you to develop life-long friendships through this process, it has been known to happen in my classes! Treat everyone in this class as a valued colleague, and you will have few problems. *You will honor all deadlines agreed to by your classmates as though I was the one who set them and in general be respectful.* Consequences for "slacking" may result in anything ranging from a full letter grade deduction for the assignment to a zero (determined on a case-by-case basis).

Extra Credit

I may identify extra credit opportunities during the course of the semester that will augment what we're doing in the classroom. These opportunities may include research study participation, campus events, Presentation U! Power Hours, etc. 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.

DESCRIPTION OF COURSE ACTIVITIES AND 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 |
| Pre-Test & Post-Test | 10 | 1.43% |
| Video Introduction | 10 | 1.43% |
| Professional Portfolio | 40 | 5.71% |
| Professional Portfolio Draft | 10 | 1.43% |
| Speech Analysis | 25 | 3.57% |
| Library Module Assignment | 5 | 0.71% |
| Plagiarism Goblin Game Verification | 5 | 0.71% |
| Annotated Bibliography | 25 | 3.57% |
| Annotated Bibliography Draft | 5 | 0.71% |
| Recommendation Report | 50 | 7.14% |
| Recommendation Report Draft | 5 | 0.71% |
| Technical Manual | 75 | 10.71% |
| Technical Manual Draft | 10 | 1.43% |
| Impromptu Speech | 10 | 1.43% |
| Teach a Technology | 20 | 2.86% |
| Oral Pitch Speech | 20 | 2.86% |
| Peer Contract | 10 | 1.43% |
| Media Group Video Presentation | 20 | 1% |
| Written Design Proposal and Presentation to Class | 100 | 14.19% |
| Written Design Proposal and Presentation to Class Draft | 10 | 1.43% |
| Digital Pitch | 50 | 7.14% |
| Digital Pitch Draft | 5 | 0.71% |
| Group Dynamics Grade | 15 | 2.14% |
| Final Reflective Video Speech | 15 | 2.14% |
| Attendance | 100 | 14.29% |
| Current Event | 20 | 2.86% |

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| Required Research Credits | 30 | 4.29% |
| TOTAL | 700 | 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:

Week 1/Week 16: Pretest/Posttest (10 points)

Each student is required to complete a pretest (5 points) at the beginning of the semester and a posttest (5 points) at the end of the semester for assessment purposes. You will also receive an email reminder with a link for the surveys. The pretest will be open during the first two weeks of the semester, and the posttest will be open during the last two weeks of the semester.

Week 1: Video Introduction (10 points)

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 3/Week 16: Professional Portfolio (draft 10 points, final 40 points)

Create a professional portfolio using a blogging platform (WordPress, Blogger, Weebly, Tumblr, Wix, etc.). You will add your class work such as all videos and papers throughout the class onto the blog, and a fellow classmate will review your portfolio to offer suggestions. You will be graded on the completion, organizational design, and navigability of your site at the end of the course.

Week 3: Speech Analysis (25 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 4: Library Module Assignment (5 points)

It is increasingly important to be able to be familiar with the online resources available to you as a University of Kentucky student. Therefore, you will be given a list of tasks designed to help you find sources for your annotated bibliography. Submit separate screenshots of your interactions to demonstrate your completion and receive credit.

Week 4: Plagiarism Goblin Game Verification (5 points)

Knowing what plagiarism is and how to avoid it is essential to avoid serious charges of academic misconduct. To build upon your understanding of plagiarism, you will complete the Plagiarism Goblin Game produced by Lycoming College. Upon completing it, you will upload a screenshot of your verification screen to Canvas.

Week 5: Annotated Bibliography (draft 5 points, final 25 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 6/7: Recommendation Report (draft 5 points, final 50 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 800 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 in Global English. You will turn in a first draft as well as a final draft of this assignment.

Week 8/9: Technical Manual (draft 10 points, final 75 points)

In order to be able to write instructions for a global audience, you will write a manual for an existing process or system of your choice. Consider your own professional interests when choosing your topic. For example, if you recommended a company use a specific database in your recommendation report, consider focusing your manual on how to use the database. You could also create a manual detailing the steps of how to use a certain application or how to create materials using existing software. You must write in Global English 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. You will turn in a first draft as well as a final draft of this assignment.

Week 9: Impromptu Speech (10 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.

Week 11: Teach a Technology (20 points)

This is an opportunity for you to show your classmates the steps you outlined in your manual. Using your manual above, you will give a 2-3 minute speech outlining the steps in your manual.

Week 12: Oral Pitch Speech (20 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.

Week 13: Peer 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 13: Media Group Video Presentation (20 points)

As a group, you will create a video explaining and illustrating how to use a particular social media technology in assuming your audience knows nothing about how to use it. You will need to work together to show how all group members can communicate through it and create a 3-4 minute video showing how all group members can interact through it. Each person must speak in the video. In addition, you are required to visit the Media Depot (in basement of W.T. Young Library) during the creation of this presentation.

Week 14/15: Written Design Proposal and Presentation to Class (draft 10 points, final 100 points)

You will be placed in teams and need to convince the class how to improve a local organization's website one of your group members presented in the oral pitch speech. As a group, you must address the design and organization of the site, how you will manage and ensure the site is secure, and an estimated cost of the redesign in a paper that is at least 500 words of text and at least 6 images. The website needs to have at least one main page and four sub-pages. As a team, write out your proposal, and present your work to the class in showing us your thought process and why you made the decisions you did.

Week 14/15: Digital Pitch (draft 5 points, final 50 points)

As a group, you will create a screencast of your proposal as if you were presenting it to the organization. The digital pitch must be at least five minutes in length, and each group member must speak during the screencast. You will first create a script for this proposal and submit it for

peer review.

Week 16: Group Dynamics Grade (15 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 (15 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.

Attendance (100 points)

Each class period, you will be asked to do a short “warm-up” writing or speaking assignment during the first 5 minutes of class. If you come after the first 5 minutes of class, you will not receive your attendance points for the day. These assignments will not be formally graded; rather, you will be awarded points for completion. Attendance points will be recorded in Canvas at least every two weeks so you may monitor your attendance progress.

Current Event (20 points)

As citizens in a democracy, we need to be aware of what goes on in our world locally and internationally. To promote this, we want to look at the way current events are talked about between ourselves and through the media. You will select a current event to summarize and discuss with the class. Your event may come from any phenomenon outside of class related to a controversial issue or popular culture that can be related to the communication concepts we routinely discuss. Because this is a technology-centric course, please consider looking for events related and relevant to technological innovation and/or change (e.g., net neutrality, Bitcoin, new surgical procedures, etc.)

First, find a reliable source, (examples include Chicago Tribune, New York Times, CNN.com, MSNBC.com, etc), and find a current event that you are interested in. The current event cannot be more than 3 days old. As part of the assignment, you will provide me with a 1-page summary of the event as well as facilitate a brief class discussion (approx. 5-10 minutes) on the topic. Following this, you will lead a brief (5-10) minute discussion of the event with the class. See assignment handout on Canvas for more detail.

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>. For more information about the SIS RSP, please visit <https://ci.uky.edu/sis/rsp>.

Signing Up for Studies

Early on in the semester, you will receive an email with your SIS RSP sign in information. This email will be sent from the Research Participation System (uksis-admin@sona-systems.net) and will be sent to your official University of Kentucky email address. You can setup your official University of Kentucky email address at <https://ukam.uky.edu>. Using your SIS RSP sign in information, you can login at <https://uksis.sona-systems.com> to view detailed information about available research studies and sign up.

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 sisrsphelp@gmail.com.

Need Help?

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

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 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% | 630-700 | A |
| 80-89% | 560-629 | B |
| 70-79% | 490-559 | C |
| 60-69% | 420-489 | D |
| 59% and below | 0-419 | E |

Please NOTE: I absolutely CANNOT legally discuss grades via email. If you have questions or issues related to a grade, you MUST come and talk to me in my office.

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 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 Rachael Deel at Rachael.deel@uky.edu.

Presentation U! Academic Coaching

Academic Coaching is an opportunity for students to work with an undergraduate peer or graduate student to identify strengths and weaknesses related to their learning and study strategies. 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 <http://www.uky.edu/UGE/pres-u-acad-coach> to view our drop-in schedule or make an appointment. For questions about this service, please contact Rachael Deel at Rachael.deel@uky.edu.

The Study

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

ICT 115-004: Communication in the Digital Age (3 hours)

TTH Course Schedule - Spring 2018

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. ***ALL PDFs located on Canvas under Modules and/or Files***

| Date | Class Content | Reading to be done BEFORE class | Materials DUE by class |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| Week 1 | | | |
| TH 1/11 | Course Introduction Speech Analysis Overview | <ul style="list-style-type: none"> • <i>Intro to technical writing article</i> | |
| Week 2 | | | |
| T 1/16 | Translating Tech Talk Introduction to Rhetorical appeals: Ethos, Pathos, & Logos | <ul style="list-style-type: none"> • <i>Rhetoric in Tech Comm_BACO handout</i> • <i>Avoiding Disasters</i> | Video Introductions (due by midnight on 1/14.) |
| TH 1/18 | Ethos, Pathos, & Logos Debriefing Analyzing Speeches and Audiences | <ul style="list-style-type: none"> • <i>TED Talk Options document on Canvas</i> | Comments on Video Introductions (3 per student) |
| Week 3 | | | |
| T 1/23 | Audience Analysis: Global English, Colors, and Symbols Introduction to Professional Portfolio | <ul style="list-style-type: none"> • <i>Reaching Global Audiences article</i> • <i>Color Psychology and Web Design article</i> | Speech Analysis Due |
| TH 1/25 | Continue Discussion from Monday Basic of Technical Writing Review Introduction to Recommendation Report and Topic Selection | <ul style="list-style-type: none"> • <i>13 Simple Tips for Improving Web Design article</i> | Professional Portfolio Design Due |
| Week 4 | | | |

| | | | |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| T 1/30 | <p>Introduction to Annotated Bibliography & Library Resources / Deep Web</p> <p>APA Format: What is a <i>Journal Article</i>?</p> | <ul style="list-style-type: none"> • <i>Deep Web</i> • <i>Bring your own source to class</i> | UK Library Module |
| TH 2/1 | <p>APA Jeopardy Refresher</p> <p>Evaluating Sources / Using Sources: Quoting, Paraphrasing, and Summarizing</p> | | Plagiarism Goblin Game verification due |
| Week 5 | | | |
| T 2/6 | <p>Introduction to Argument: Fact, Value, Policy</p> <p>Impromptu Speeches (Debates)</p> | <ul style="list-style-type: none"> • <i>Top 10 Business Arguments</i> | Annotated Bibliography Draft due |
| TH 2/8 | <p>Outlining a Persuasive Report</p> <p>The Toulmin Model in Business Writing</p> | <ul style="list-style-type: none"> • <i>Toulmin Model Article</i> • <i>The Emergence of Icons and Pictograms</i> | Annotated Bibliography Due |
| Week 6 | | | |
| T 2/13 | Context Building and Background | | |
| TH 2/15 | <p>Common Fallacies for Technical Communicators</p> <p>Recommendation Report Peer Review</p> | <ul style="list-style-type: none"> • <i>Thinker's Guide to Fallacies article</i> | <p>Recommendation Report Draft:</p> <p>1) Bring HARD COPY to class</p> <p>2) Submit in Canvas</p> |
| Week 7 | | | |
| T 2/20 | Recommendation Report Workday | | Final Draft due by MIDNIGHT |
| TH 2/22 | Introducing and Analyzing Manuals | <ul style="list-style-type: none"> • <i>How to Create Effective Manuals article</i> | |

| | | | |
|----------------|-----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| | Creating manuals | <ul style="list-style-type: none"> • <i>How to Create Manuals Using Word article</i> • <i>18 Tips for Manuals article</i> | |
| Week 8 | | | |
| T 2/27 | Copyright Monroe's Motivated Sequence: Overview | <ul style="list-style-type: none"> • <i>Copyright of Images PDF</i> • <i>Monroe's Motivated Sequence Article</i> | |
| TH 3/1 | Monroe's Motivated Sequence: Application Technical Manual Peer Review | | Technical Manual Draft: 1) Bring HARD COPY to class 2) Submit in Canvas |
| Week 9 | | | |
| T 3/6 | Introduce Teach a Technology Speeches Impromptu Speeches (Toasts!) | | |
| TH 3/8 | Open Office Hours/Writing Workshop | | |
| Week 10 | | | |
| T 3/13 | Spring Break — NO UK CLASSES | | |
| TH 3/15 | | | |
| Week 11 | | | |
| T 3/20 | Teach a Technology Speeches | <ul style="list-style-type: none"> • <i>Complete the personal report of communication apprehension</i> | Final Draft of Manual Due |
| TH 3/22 | Teach a Technology Speeches | | |

| Week 12 | | | |
|---------|------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| T 3/27 | Group Formation & Culture Design and Digital Pitch Examples | <ul style="list-style-type: none"> • <i>Group Role Personality Quiz BEFORE class</i> | |
| TH 3/29 | Visual Persuasion Group Processes: Managing Group Conflict and Developing Rules/Norms | <ul style="list-style-type: none"> • <i>Your Body Speaks article</i> | |
| Week 13 | | | |
| T 4/3 | Oral Pitch Video Viewing Day Web Design and Organization | <ul style="list-style-type: none"> • <i>Psychology of Web Design, p. 53-86</i> • <i>Perceptual Persuasion article</i> | Oral Pitch Video Due BEFORE Class Peer Contracts Due |
| TH 4/5 | In-Class Group Work Day Meetings with Instructor | | Media Group Video Presentations Due |
| Week 14 | | | |
| T 4/10 | Open Office Hours / Out-of-Class Workday | | Document SOME form of group collaboration |
| TH 4/12 | Proposal Peer Review Meetings with Instructor | | Design Proposal and Digital Pitch Draft Due |
| Week 15 | | | |
| T 4/17 | Rehearsal Day – Be Prepared to Deliver Presentation | | |
| TH 4/19 | Proposal Presentations | | Design Proposal and Digital Pitch Final Due |
| Week 16 | | | |
| T 4/24 | Proposal Presentations | | |

| | | | |
|----------------|-------------------------------|--|------------------------------------------------------------------------|
| TH 4/26 | Proposal Presentations | | Group Dynamics Due |
| Finals Week | | | Final Reflective Video Professional Portfolio Final Due |

Syllabus Contract

I have read the syllabus for Kody Frey's ICT 115 course and agree to the terms for required coursework and acceptable classroom behavior.

Signature: _____

Name (please print): _____ Date: _____

Major: _____

Please list any previous public speaking experience, if any:

What are your career interests?

What is one thing about you that might surprise people who don't know you?

What is your favorite music artist and song?

How do you learn best (taking notes, interacting, etc.)?

Is there anything else about you that I should know?