

## CIS 112-213: Accelerated Composition and Communication Online Summer 2020

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**Office Hours:** We will meet virtually using Zoom (which is similar to Skype and FaceTime) via this link:  
<https://uky.zoom.us/j/9510808119>.

**Canvas Site:** <https://uk.instructure.com/courses/1989292>

### Overview and Goals

CIS 112 is an accelerated version of the standard two-semester composition and communication sequence. It focuses on integrated oral, written, and visual communication skill development and emphasizes *critical inquiry* and *research*. Students will sharpen their ability to conduct research; compose and communicate in written, oral, and visual modalities, and use interpersonal skills to work effectively in groups (dyads and small groups).

In order to achieve these goals, students will explore issues of public concern that align with their interests using exploratory, informative, and persuasive communication skills as both consumers and producers of information. Course members will develop complex arguments based on significant primary and secondary research, ultimately aimed at proposing a solution to their chosen issue. To do this, they will conduct individual, partner, and team-based work and produce a series of communication products that combine modalities (face-to-face, written, oral, visual, digital) in different ways. A significant component of the class will consist of learning to use visual and digital resources, first to enhance written and oral presentations and later to communicate mass mediated messages to various public audiences.

### Student Learning Outcomes

By the end of the semester, students will be able to:

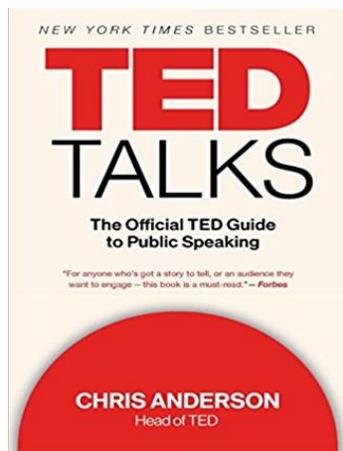
- Compose in writing and deliver orally with visuals (in a face-to-face or digital environment) at least one major project grounded in scholarly research in a manner that is appropriate and effective for the audience, purpose, and occasion. (The development of one or more major research projects is the course's primary educational focus.)
- Employ advanced strategies for developing ideas and analyzing arguments, with an emphasis on engaging in dialogue with communities outside the university, and with evidence of critical thinking in both the conception and the development of the thesis.
- Employ advanced strategies for developing ideas and analyzing arguments.
- Find, analyze, evaluate, and properly cite pertinent primary and secondary sources as part of the process of conducting significant research on a subject.
- Develop flexible and effective strategies for organizing, revising, practicing/rehearsing, editing, and proofreading (for grammar and mechanics) as a means to improve the construction, design, and delivery of their ideas.
- Define revision strategies for essays, speeches, and visuals, set goals for improving them, and devise effective plans for achieving those goals, in collaboration with peers, instructor, and pertinent members of the public.

- Employ and evaluate interpersonal and small group communication skills, with particular emphasis on critiquing the work of peers and professionals.

### **Required Materials**

For this course, we will use three books, and the total cost of the three books combined should be around \$60. I encourage you to search for used or rental copies of each online or in bookstores.

Anderson, C. (2017). TED talks. Mariner Books.



Starkey, D. (2017). Academic writing now: A guide for busy students. Ontario, Canada: Broadview Press.

(NOTE: There is a 2015 and 2017 version of this book. The only difference is the updated MLA Style section in the 2017 edition, but since we use APA Style, you can purchase either edition. The book chapters haven't changed.)



## Course Policies

### **Submission of Assignments**

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

### **Late Assignments**

Your assignments for this course, including speeches, essays, and other assignments, are due at 11:59pm on the dates indicated on the class schedule. Late assignments are accepted but will be docked 10% for each day past the deadline that they are late. You may request (in advance) one two-day extension of the due date on the final draft of a major assignment (not drafts). If an extension is needed for an assignment, please do not hesitate to ask me for one. It is better to have the assignment done well with an extension than poorly done on time!

### **Speech Assignments**

Speeches will be recorded and uploaded to YouTube and posted on Canvas and/or presented “live” using our Zoom classroom at <https://uky.zoom.us/j/9510808119> and some speeches require that you have a small audience around you as you deliver it. Your TED Talk at the end of the semester will be presented virtually using Zoom. There will be a variety of days and times to sign up.

### **Attendance and Participation**

This class is a community whose success is dependent on everyone’s participation. Also, there is a strong correlation between class engagement and grades. Therefore, participation is vital for your achievement. Even though this is an online class, you will still engage with your classmates and instructor through a series of engagement and participation activities (discussion posts, knowledge checks and peer reviews) that will be worth 350 points total.

### **Excused Absences**

Students need to notify the professor of absences prior to class when possible. Senate Rules 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 with prior notification required, (e) interviews for graduate/professional school or full-time employment post graduation with instructor having the right to require appropriate verification, (f) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

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

For any emergency situation that arises, **email your instructor** as soon as you know about the situation.

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. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737), [http://www.uky.edu/Ombud/ForStudents\\_ExcusedAbsences.php](http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per *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 professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

### **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 when feasible and in no case more than one week after the absence. In this course, you must provide appropriate documentation of an excused absence no later than the day you return to class.

### Regarding University Health Services Health Notes:

1. *Tier 1* excuses are not accepted as a valid excused absence.
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

### **Title IV Policy**

Federal regulation mandates that federal financial aid funds (Title IV) may only be disbursed to students who are actually enrolled and engaged in coursework. This regulation mandates that institutions provide evidence of engagement early in each semester. In order to meet federal regulations, the instructor will monitor student participation in this class through attendance or assignments. Students who miss class periods or assignments during the first three weeks of the semester may be dropped from the course. If you will be missing a class period or will not be submitting some assignment during that period, it is your responsibility to notify the instructor, even if the absence or missed assignment is not excused under university rules.

### **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](mailto: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.

### **Students with Children**

Unexpected loss of childcare does not make you a bad student, nor does it make you a bad parent. Do not hesitate to contact me if you are needed by your children off-campus—those absences are always excused in my book. Additionally, if you need to bring a child to class with you due to loss of childcare, that is perfectly acceptable. I will work with you to find ways to entertain them while we learn.

### **Class Conduct**

#### ***Ask Three, Then Me***

I receive hundreds of emails every week, many from students asking questions that could easily have been answered by reading the syllabus or asking a classmate. Thus, BEFORE e-mailing me, please follow these steps:

- Consult the class schedule and syllabus.
- Check Canvas.
- Confer with three classmates.

If you still don't know the answer to your question, you may email me. I won't reply to a question that could be answered by following these steps.

#### ***Responsible Technology Use***

**Email:** During the semester, you will receive emails from me with updates and reminders. You are expected to regularly check your official UKY email address. I will only respond to emails that are written using proper grammar. This includes using correct punctuation within and at the end of sentences, spelling words correctly, and using proper capitalization. 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.

- When corresponding with me, please (a) use a descriptive subject line, (b) include a respectful greeting (e.g., "Hi, Dr. DeVito, Hello, Dr. D, etc."), and (c) fully sign your name. Please send all email correspondence to the email address provided above, **and put CIS 112 and your section number in the subject line each time.**
- Typically, I will respond to your email within 24 hours, although my response time will be slower on weekends.

#### **Peer Groups**

Because most writers, educators, and other professionals must learn to work collaboratively, you will collaborate--cheerfully--with your peers both in and out of class. You will work in groups this semester, and 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). If you believe a group member is slacking, do not hesitate to report that behavior to me.

#### **Canvas Policy**

Please become familiar with Canvas (<https://www.uky.edu/canvas>). Important announcements and updates will be distributed through our course site, and your assignments will be submitted through Canvas as well. Make sure you check Canvas daily for any course updates or important announcements.

Things happen throughout the semester and I try to be responsive to student requests, which means that the daily schedule is likely to change during the semester. You will be responsible for checking the online syllabus and schedule for any changes or updates. I will post all assignments and rubrics on Canvas.

### **Assignment Descriptions**

Below is a brief description of each assignment in CIS 112. More detailed information and grading rubrics are provided in Canvas, and assignments will be discussed in class as they become relevant.

#### ***Written Assignments***

**Opinion/Editorial (100 points):** The focus of this assignment is to be clear, address an audience and stay on task. For this assignment, you will need choose a publication such as a newspaper, magazine, journal, or website that you have encountered before and write an opinion editorial (op-ed) that addresses a certain problem, conflict, or issue that has impacted you, your family members or friends, or your community. Within this editorial, you must:

1. Summarize the issue.
2. Describe how it has affected you personally, your loved ones, your community or your service learning organization.
3. Explain the implications of this problem.
4. Persuade the audience how and why they should fix it.

You will need to research this publication and read other op-eds in order to understand the format, style, and audience that you will work with. If you choose to write about your service learning organization, you cannot write about how it needs more funding or volunteers.

Requirements: Write 750-900 words (not including cover page, abstract/writer's memo or references) and use proper APA format (including cover page, abstract/writer's memo, and reference page) and include at least one image, graph, chart, etc. At least three credible sources are required. In addition to your editorial, you will prepare a writer's memo, which includes a paragraph that explains which publication you are writing for, its specific audience and why you chose it along with an email that you would send to the publication that briefly introduces yourself and summarizes your editorial. For this assignment, the writer's memo takes the place of the abstract. For most academic essays, your second page will be an abstract or paragraph summary of your paper. It is not required for this assignment. Instead, you will complete the writer's memo. Below is a page breakdown, and an example template is posted on Canvas.

- Page 1: Cover page (with your name, title of the editorial, etc.)
- Page 2: Writer's memo
- Pages 3, 4, 5, etc.: Editorial (750-900 words and include at least one image, photo, etc.)
- Final Page: References (at least three are required).

**Annotated Bibliography (25 points):** For this assignment, you should locate 3-4 outside sources relevant to your topic and type up the APA reference citation and a brief summary for each source (more information will be provided).

**Editorial Draft and Peer Review (40 points total):** You will submit a draft of your editorial that is at least 75% complete and also complete a peer review assignment related to the draft. The draft is worth 20 points, and the peer review is worth 20 points.

### Speaking Assignments

**First Week Introduction (10 points):** You will prepare a brief 1-2 minute video introduction of yourself and post it to the Discussion Board on Canvas. This is your first chance to introduce yourself to your instructor and your classmates. All videos should include name, major, year in school, and then a little about what makes you unique.

**Getting to Know You Speech (15 points):** In 2 to 3 minutes, address one of the prompts below so that we can all get to know one another better. An excellent speech will include an introduction, body, and conclusion, as well as elements of good delivery such as eye contact, gestures, etc.

- a. 2 to 3 reasons why you like or dislike \_\_\_\_\_ (a public person, place, sport, book, movie, TV show, or hobby)
- b. 2 to 3 people (alive or deceased) you would like to have dinner with and why
- c. 2 to 3 places you'd like to visit (for the first time) and why

**Demonstration Speech (30 points):** You will deliver a 2-3 minute speech that teaches your audience something new and demonstrates how to do something. You can bring objects or props with you but you cannot use PowerPoint or Prezi slides. Make sure you have time to adequately explain how to do something and choose something that most audience members won't know how to do.

**Impromptu Speech (20 points):** At some point this semester, you will be asked to deliver an impromptu speech via Zoom in a small group.

**TED Talk (100 points):** You've spent the semester exploring local and national issues, and you've worked with a local organization to become aware of the societal issues that are important to this organization. Your TED talk should focus on an issue that is related in some way to an issue your organization addresses as part of its mission OR you can choose another societal issue that resonates with the public for your TED Talk (instructor must approve all topics). These speeches will be 6-8 minutes in length, include a presentational aid (PowerPoint or Prezi with images), and follow the criteria outlined in class for good content, structure and delivery.

**TED Talk Speech Outline (20 points):** For your TED Talk at the end of the semester, you will prepare a formal, full sentence outline. You will submit a draft of this assignment for peer and instructor feedback and then submit a final copy of the outline on the first day of TED talks.

**TED Talk Rehearsal (20 points):** Prior to delivering your TED Talk, you will practice your speech with a peer tutor at Presentation U! using Zoom. More details will be provided on Canvas.

**Video Speech Reflection (20 points):** Your final assignment is to provide some advice to incoming CIS 112 students in a 2-3 minute recorded speech that you upload to YouTube/Canvas. What was your favorite/least 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?

### **Service-Learning and Society Project (250 points)**

CIS 112 has traditionally been a service-learning course where students spend time serving at a non-profit organization in their community. Due to the oncoming pandemic, this type of service isn’t possible for all students who are living in different locations. However, you will still research and work with a local organization to learn more about it and its needs. In some cases, there might be an opportunity to serve virtually with the organization.

Your group will choose a national issue and then you each will find a non-profit organization in Lexington or wherever you are living this summer that addresses that issue. Each student in the group will choose a different organization to research, write and speak about.

Working with this organization, you will learn 1) what version of the issue they address, 2) how they address it and talk about it, and 3) what needs they have for achieving their goals.

Throughout this project, you will work with your group members and your organization to produce a podcast series about what you are learning. There are several assignments that are part of this project.

**Organization Orientation Assignment (25 points):** In this individual assignment, you will conduct some research about your organization (based on website, social media, etc.) and write a 500 to 750-word summary about it. Provide some background about the organization (when and why it was started, who does it serve, etc.) but also provide a personal account that includes why you chose it, your first impressions, what you want to learn more about, what are you most/least excited to learn about.

**Organization Interview Assignment (25 points):** In this individual assignment, you will interview someone at the organization to learn more about what they do and how they address the issue your group has chosen. This interview can be completed virtually through Zoom or it can be a phone interview. You will submit the video or audio recording on Canvas and include a brief analysis of your interview.

**Written and/Oral Reflections (50):** Throughout the semester, you will participate in series of individual written and/or oral reflections about your experience with the organization and your group members. Your instructor will explain more about the requirements for these reflections.

**Group Podcast Assignment (150 points):** In a group will work together to create a podcast series related to your Service-Learning and Society project. This project focuses on storytelling, first-person accounts and interviews. Podcasts will be due throughout the semester. Your instructor will provide specific details about what is required for each podcast episode along with deadlines and group member roles.

### Other Required Assignments

**Engagement and Participation Activities (Discussions posts, knowledge checks, peer reviews, etc.) (350 points)**

Throughout the semester, there will be weekly assignments that fall into this category.

### Grading and Grading Scale

Percentage	Total Points	Final Grade
90-100%	900-1000	A
80-89%	800-899	B
70-79%	700-799	C
60-69%	600-699	D
59% and below	0-599	E

**Final Exam Information**

We do not have a final exam in this class.