



University of Kentucky
School of Information Science (SIS)
ICT 114-004 Composition & Communication in the Digital Age I

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COURSE INFORMATION

Course Description

Composition and Communication in the Digital Age I is the introductory course in a two-course sequence designed to engage students in STEAM-disciplines in composing and communicating ideas using speech, writing, visuals, and technology. This course will focus on equipping students to (1) translate complex, technical information into comprehensible terms, (2) utilize research skills to collect and evaluate information, and (3) employ written, oral, and technical elements as both independent and interconnected forms of communication.

Course 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)	<p>Unit 1: Foundations of Multimodal Communication:</p> <ul style="list-style-type: none"> 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). <p>Unit 2: Critical Thinking, Revising, & Editing /</p> <p>Unit 4: Communicator Style</p> <ul style="list-style-type: none"> Compose written texts and deliver oral presentations that represent relevant and informed points of view appropriate for the audience, purpose, and occasion. <p>Unit 3: Message Clarity & Organization</p> <ul style="list-style-type: none"> Work with design elements (font, size, 	<p>(1):</p> <ul style="list-style-type: none"> Midterm Course Evaluations Exit Survey Course Quizzes <p>(2):</p> <ul style="list-style-type: none"> Applications of Multimodal Communication Essay SWOT Analysis Essay CISS Final Speech Technical Manual How-To Speech

	line, color) to successfully incorporate design principles (contrast, alignment, repetition, and proximity) as part of effective composition.	
... and deliver those messages effectively in written, oral, and visual form	<p>Unit 2: Critical Thinking, Revising, & Editing</p> <ul style="list-style-type: none"> Translate complex, technical information into comprehensible terms for a variety of knowledgeable and lay audiences. <p>Unit 3: Message Clarity & Organization</p> <ul style="list-style-type: none"> Organize written texts and deliver oral presentations with logical and consistent structure suitable for various communicative channels. <p>Unit 4: Communicator Style</p> <ul style="list-style-type: none"> 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). 	<p>(1):</p> <ul style="list-style-type: none"> Impromptu speeches Midterm Course Evaluations <p>(2):</p> <ul style="list-style-type: none"> SWOT Analysis Final Essay CISS Final Speech Teach-A-Technology Speech Technical Manual
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>Unit 1: Foundations of Multimodal Communication:</p> <ul style="list-style-type: none"> Apply various perspectives for understanding the structure, uses, and affordances of various communication technologies. <p>Unit 2: Critical Thinking, Revising, & Editing</p> <ul style="list-style-type: none"> Organize, proofread, revise, and edit their own and other student work effectively to improve mechanics, style, and clarity. <p>Unit 4: Communicator Style</p> <ul style="list-style-type: none"> Analyze, create, and use written, oral, and technical/visual elements as both independent and interconnected forms of communication. 	<p>(1):</p> <ul style="list-style-type: none"> Midterm Course Evaluations Exit Survey Course Quizzes <p>(2):</p> <ul style="list-style-type: none"> Applications of Multimodal Communication Essay Revision Connected Assignments Video ISE Essay Peer Review CISS Speech Peer Review

Required Texts

O'Hair, D., Rubenstein, H., & Stewart, R. (2012). *A pocket guide to public speaking (5th ed.)*. Macmillan

Higher Education: Boston, MA. ISBN: ISBN: 978-1457670404

Hacker, D., & Sommers, N. (2016). *A pocket style manual: APA version (7th ed.)*. Boston, MA: Bedford/St.

Martin's. ISBN: 978-1-319-01113-0

*** 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

All assignments are due at the beginning of class, at the time indicated in the class schedule, or as specified in class. **Late assignments will not be accepted.** Once an assignment has been collected or the due date/time has passed, late assignments will no longer be accepted and you will receive a zero. **Emailed assignments will NOT be accepted under any circumstances.** You may not miss class on the day of a peer review, workshop, or speaking day. You may not write your assignments during class unless you are 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.

Attendance and Participation

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

If you are absent on a day when an assignment is due or an exam is given, 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 the class period that you return to class. If you do not turn in the written documentation on time, the absence will be counted as unexcused. Please see the definition of excused absences in the next section.

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

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

Students are strongly encouraged to withdraw from the class if more than 20% of the classes scheduled for the semester are missed per university policy.

**Note: Please reference the definition of excused absence in current edition of Students Rights and Responsibilities or on the web at <http://www.uky.edu/StudentAffairs/Code/> ([Links to an external site](#))*

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. *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, 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. 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.

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. 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

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 the best and preferred way to reach me and I will be checking it frequently throughout the business day (i.e., Monday-Friday 9:00am-5:00pm). I will not be on email 24/7 and will not expect you to be, either! Please send all email correspondence to the email address provided above, and put ICT 114 in the subject line each time.

Additionally, use your emails as an opportunity to practice good communication! All emails must include an appropriate greeting (e.g., "Hello, Dr. Vallade," "Hi, Dr. V," etc.), 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. 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. Additionally, *if you email me with a question that could be easily answered by checking our Canvas site, I may choose not to respond.*

Responsible Technology Use: Cell Phones/Laptops/Tablets

Learning requires focus. Thus, unless we are using your personal devices for a class-related activity, they should be put away.

- Throughout the semester, we will be using your devices to conduct online research, collectively brainstorm, etc. We will refer to these technology-related activities as "screen up" time. During announced "screen up" time, you will be encouraged to use your devices liberally.
- However, many of our class periods will be "screen down," meaning that your personal devices should be put away so they don't tempt you. This is especially true during speeches or if a video is being shown. The only exception is if you have official documentation from Disability Services indicating that a laptop or similar device is necessary for your learning.
- Turn cell phones on silent for the duration of class. Not on vibrate, but silent. This includes all devices that make noise (texts, calendar alerts, music, etc.).
- At no time should you be using earphones during class time. These must be put away at all times.
- Inappropriate media use greatly increases your chances of being called on and pulled back into the class discussion. If it continues, I will ask you to leave.

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.

COURSE ASSIGNMENTS

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

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

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

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

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

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

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

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

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

(1) SWOT Analysis: Essay Draft (20 points / 2%)

For this major essay *draft* (4 - 5 pages), students will be assessed based on the quantity and quality of work demonstrated in preparing the speech. The specific

requirements for full credit are that drafts are at least 3 full pages long, include a cover page, include a reference page, and are submitted on time.

(2) SWOT Analysis: Essay Peer Review (30 points / 3%)

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

(3) SWOT Analysis: Final Essay (150 points / 15%)

You will choose a technology and conduct a research-based analysis focusing on the Strengths, Weaknesses, Opportunities, and Threats (SWOT) surrounding the implementation of a new communication technology at a fictional company. You will incorporate your research into a comprehensive and informative report. This report should be between 1500-1600 words (not including the cover page, abstract, or references). More information is available on Canvas and will be provided in class.

(Unit 3) CLARITY AND ORGANIZATION (TOTAL = 175 points / 17.5%)

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

To be able to write instructions for a technical audience, you will create a manual for the communication technology you evaluated in your SWOT Analysis Essay. For example, if you critiqued an information management / database system in your SWOT essay, 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; your angle depends on the technology you've chosen. You must write for a lay audience and have both pictures and text, and assume the average user reading your manual would take at least four minutes to complete the steps.

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

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

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

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

(Unit 4) STYLE (TOTAL = 220 points / 22%)

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

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

(2) CISS: Outline Peer Review (10 points / 1%)

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

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

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

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

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

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

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

(Other) MISCELLANEOUS (TOTAL = 300 points / 30%)

(1) Attendance (100 points / 10%)

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

(2) Quizzes (100 points / 10%)

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

(3) Required Research Credits (30 points / 3%)

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

On September 5th, 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/manager/Account/Login.aspx>. 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 uksisrsp@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 uksisrsp@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.

(4) TBA Workshops, etc. (50 points / 5%)

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

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

At several points across the semester (noted in the course schedule), you will be required to participate in impromptu speeches. These speeches are strategically

designed to give you practice speaking without preparation in a variety of relevant and potentially expected rhetorical situations.

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.

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.

Point Accumulation

(Unit 1) Foundations of Multimodal Communication (TOTAL = 105 points / 10%)

- (A) Applications of Multimodal Communication Essay (50 points / 5%)
- (B) Applications of Multimodal Communication Essay - Revision (25 points / 2.5%)
- (C) Self-Introduction Speech (30 points / 3%)

(Unit 2) Critical thinking, Revising, & Editing (TOTAL = 200 points / 20%)

- (A) SWOT Analysis Essay Draft (20 points / 2%)
- (B) SWOT Analysis Essay Peer Review (30 points / 3%)
- (C) SWOT Analysis Final Essay (150 points / 15%)

(Unit 3) Clarity & Organization (TOTAL = 175 points / 15%)

- (A) Technical Manual (100 points / 10%)
- (B) Demonstration / How-To Speech (50 points / 5%)
- (C) Connected Assignments Reflection Video (25 points / 2.5%)

(Unit 4) Style (TOTAL = 220 points / 22%)

- (A) Current Issues Speech Outline Draft (10 points / 1%)
- (B) Current Issues Speech Peer Review (10 points / 1%)
- (C) Current Issues Speech Outline Final (30 points / 3%)
- (D) Current Issues Speech Final (150 points / 15%)
- (E) Speech Rehearsal (20 points / 2%)

(Other) Miscellaneous (TOTAL = 300 points / 30%)

- (A) Attendance (100 points / 10%)
- (B) Quizzes (100 points / 10%)
- (C) Required Research Credits (30 points / 3%)
- (D) TBA Workshops, Impromptu Speeches, etc. (50 points / 5%)
- (E) Impromptu Speeches (20 points / 2%)

TOTAL POINTS = 1,000

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 James Gay Hardymon Center for Student Success (located in FPAT). 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 appointments.

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 114-004: Composition and Communication in the Digital Age I (3 hours)

Fall 2018

Tentative Course Schedule

PS = O'Hair, D., Rubenstein, H., & Stewart, R. (2012). *A pocket guide to public speaking (5th ed.)*. Macmillan Higher Education: Boston, MA.

APA = Hacker, D., & Sommers, N. (2016). *A pocket style manual: APA version (7th ed.)*. Boston, MA: Bedford/St. Martin's.

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***

FOUNDATIONS OF MULTIMODAL COMMUNICATION

Date	Topic	Assigned Reading	DUE on Canvas
W 8/22	Course Overview <i>*Assign Self-Introduction Speeches</i>	<ul style="list-style-type: none"> WATCH: A Day Without Technology (CANVAS VIDEO) 	
F 8/24	Multimodal Communication: Introduction to Information Communication Technologies <i>*Assign Application of Multimodal Communication Essay</i> Critically Evaluating Technology: Understanding on a Deeper Level	<ul style="list-style-type: none"> Why Communication Is Today's Most Important Skill (PDF) What is ICT? (PDF) Avoiding Disasters (PDF) 	
M 8/27	Self-Introduction Speeches		
W 8/29			
F 8/31	Essentials of Technology: Surviving Life at UK		
M 9/3	Labor Day – NO CLASS		
W 9/5	Technology & Public Speaking Anxiety	<ul style="list-style-type: none"> PS Chapter 3 - Managing Speech Anxiety 	
F 9/7	Public Speaking Anxiety (cont.)		
M 9/10	Formatting & References	<ul style="list-style-type: none"> APA Chapter 10 - 12 - Formatting Papers in APA Style 	
W 9/12	Copyrights, Citations, and Plagiarism in ICT <i>*Assign SWOT Analysis Essay</i>	<ul style="list-style-type: none"> APA Chapter 13 - 15 - Documenting Sources in APA Style 	Applications of Multimodal Communication Essay

CRITICAL THINKING

Date	Topic	Assigned Reading	DUE on Canvas
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F 9/14	<p>Developing Information Literacy: Finding and Evaluating Sources</p> <p>Evaluating Source Bias</p>	<ul style="list-style-type: none"> • APA Chapter 4 - 5 - Finding/Evaluating Sources • APA Chapter 9 - Integrating Sources • PS Chapter 8 - Developing Supporting Material 	
M 9/17	<p>Basics of Technical Writing/Grammar</p> <p><i>*Assign Applications of Multimodal Communication Essay Revision</i></p>	<ul style="list-style-type: none"> • APA Chapter 16 - 24 - Clarity 	QUIZ 1
W 9/19	Basics of Technical Writing/Grammar (cont.)	APA Chapter 25 - 42 - Grammar, Punctuation, & Mechanics	
F 9/21	<p>Multimodal Communication Essay Errors/Revision</p> <p><i>*Bring computers & APA manuals to class</i></p>		Applications of Multimodal Communication Essay Revision
M 9/24	The Rhetorical Situation: Using Message Clarity to Translate Technological Jargon	<ul style="list-style-type: none"> • The Dangers of Hidden Jargon in Communicating Science (PDF) • From Desks to Moats (PDF) 	
W 9/26	Rhetorical Situation: Considering Audience Perspectives	<ul style="list-style-type: none"> • PS Chapter 6 - Analyzing the Audience 	
F 9/28	Rhetorical Situation: Speaker Characteristics	<ul style="list-style-type: none"> • PS Chapter 4 - Ethical Public Speaking • PS Chapter 5 - Listeners and Speakers 	
M 10/1	<p>Rhetorical Situation: Context & Occasion</p> <p><i>*Impromptu Speech Day</i></p>	PS Chapter 25 - Speaking on Special Occasions	
W 10/3	Informative Essay In-Class Peer Review	•	SWOT Analysis Essay (SWAE) Rough Draft
F 10/5	Out of Class Work Day	•	SWOT Analysis Essay Final

CLARITY & ORGANIZATION

Date	Topic	Assigned Reading	DUE on Canvas
M 10/8	Introducing and Analyzing Manuals <i>*Assign Technical Manual</i>	<ul style="list-style-type: none"> How to Create Effective Manuals article 	Quiz 2
W 10/10	Creating manuals	<ul style="list-style-type: none"> How to Create Manuals Using Word article 18 Tips for Manuals article 	
F 10/12	<i>Technical Manual Workshop</i>		
M 10/15 MIDTERMS	Selecting Appropriate Topics	<ul style="list-style-type: none"> PS Chapter 7 - Selecting a Topic and Purpose PS Chapter 22 - Informative Speaking 	
W 10/17	Principles of Multimodal Organization Primacy/Recency in a Digital Context <i>*Assign Teach-A-Technology</i>	<ul style="list-style-type: none"> PS Chapter 11 - Organizing the Body of Your Speech PS Chapter 12 - Selecting an Organizational Pattern PS Chapter 14 - Developing the Introduction and Conclusion 	Technical Manual Due
F 10/19	Technical Writing/Speech Outlining Flow/Transitions in Synchronous/Asynchronous Channels	<ul style="list-style-type: none"> PS Chapter 13 - Outlining Your Speech PS Chapter 10 - Citing Sources in Your Speech 	
M 10/22	Out of Class Work Day		
W 10/24	Demonstration / How-To Speeches		
F 10/26			
STYLE			
Date	Topic	Assigned Reading	DUE on Canvas
M 10/29	Principles of Communicator Style <i>*Assign Current Issues Speech</i>	<ul style="list-style-type: none"> PS Chapter 15 - Using Language PS Chapter 16 - Methods of Delivery 	Connected Assignments Reflection Video

			Quiz 3
W 10/31	Visual Aids - Aesthetic Design in a Digital World	<ul style="list-style-type: none"> • PS Chapter 19: Speaking with Presentational Aids • PS Chapter 20 - Designing Presentational Aids • PS Chapter 21 - Using Presentational Software 	
F 11/2	Visual Aids (cont.) – ONLINE CLASS		
M 11/5	Impromptu Speech Day		
W 11/7	(WEDNESDAY & FRIDAY ARE IN THE FORM OF AN ONLINE CLASS) Professional Multimodal Communication Developing a Professional Presence	<ul style="list-style-type: none"> • PS Chapter 30 - Presentations Assigned Across the Curriculum • PS Chapter 31 - Science and Mathematics Courses • PS Chapter 32 - Technical Courses 	
F 11/9			
M 11/12	Speech Delivery		
W 11/14	Vocal Delivery in Multimodal Communication	<ul style="list-style-type: none"> • PS Chapter 17 - The Voice in Delivery 	
F 11/16	Physical Delivery in Multimodal Communication	<ul style="list-style-type: none"> • PS Chapter 18 - The Body in Delivery 	
M 11/19	Out of Class Work Day		Quiz 4
W 11/21	Thanksgiving Break – No Class		
F 11/23			
M 11/26	Catch-Up Day		
W 11/28	CISS Outline Peer Review		CISS Outline Rough Draft Research

			Credits: Completed
F 11/30	<i>No Class (Speech Rehearsals)</i>		
M 12/3	Current Issues Speeches (CISS) Due for Everyone: Current Issues Final Outline & Visual Aid uploaded to Canvas		
W 12/5			
F 12/7			