

**ICT/LIS 690-203: SPECIAL TOPICS -  
ADVANCED MULTIMODAL COMMUNICATION SKILLS**

ASYNCHRONOUS | ONLINE | FALL 2021

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Office Hours: T,W 8:45am-10:45am or by appointment



### Course Description

Information Communication Technology (ICT) and Library Information Science (LIS) programs strive to educate students to assume roles where the application of information technology (IT) is concerned, with the ultimate goal of connecting people, organizations, and communities to enhance their ability to succeed. At the heart of successfully fulfilling these roles is the ability to effectively communicate with a variety of audiences, across a variety of contexts, for a variety of purposes, and using a variety of communication channels. This course is designed to enhance your communication competence and skills in ways that mirror the professional needs of employers in both LIS and ICT industries.

#### Student Learning Outcomes (SLO)

SLO 1. Communicate orally with diverse audiences, channels, contexts, and purposes.

SLO 2. Interact competently with peers, leaders, and in groups/teams.

SLO 3. Analyze, and address, communication deficiencies in themselves and in others.

SLO 4. Perform professional communication tasks appropriate for the either the library or ICT workplace.

SLO 5. Tailor communication for written, verbal, digital, and visual channels.

How you will demonstrate mastery of the SLO:

	Resume	Discussion	Proposal	Pitch	Training Video	Infographic	Podcast
SLO 1	X		X	X	X	X	X
SLO 2		X		X	X		
SLO 3		X					X
SLO 4	X		X	X	X	X	X
SLO 5	X		X	X	X	X	X

### Required Materials

1. Access to Canvas and readings provided by the instructor.
2. Sullivan, J. *Simply Said: Communicating Better at Work and Beyond*\*\*\* *check with UKY Library, last semester we had access to this text there!* 😊
3. Vijayashanker, P. & Catlin, K. *Present! A Techie's Guide to Public Speaking.*

**Grading Philosophy:** When grading assignments and projects for a course, it is only possible to grade an actual product. Similarly, putting in a certain amount of time or "effort" on a project does not guarantee a high grade. Only meeting the established criteria can earn an acceptable grade (C). If you intend to earn higher than a C, then this will constitute above average (B) or excellent (A) work that exceeds expectations. All grading rubrics are included on Canvas. Further, I do not GIVE grades,

you EARN grades. Thus, please do not ask me to bump a grade or offer extra credit to improve your grade.

Grading scale for graduate students (no D for Graduate Students):

90-100% = A	70 - 79% = C
80 - 89% = B	Below 70%= E

## **COURSE POLICIES AND EXPECTATIONS**

### **Submission of Assignments**

All assignments will be submitted on Canvas in a .doc file, .docx file, video file, or unlisted YouTube link. All assignments, including papers, presentations, etc., should be submitted via Canvas. Assignments are due BEFORE 11:59PM EST on Sundays unless noted otherwise. Prepare and submit all assignments on time. Please submit assignments as doc, docx., or pdf files. Late work IS NOT accepted in this course. Assignments are also NOT accepted via email. Students are responsible for keeping back-up copies of all work since electronic texts can be lost. All assignments must be written in Standard English with correct grammar, spelling, and punctuation. Assignments are to be completed solely by the individual.

### **Late Work**

You may have one "late pass," which is a waiver where the assignment will be accepted with a penalty (-10% off the grade). The assignment may be submitted up to three days late; this excludes the final project.

### **Email Policy**

Please give me up to 24 hours to reply to your emails, and I will do the same for you. I will typically not respond to emails after 5PM and on the weekends.

### **Civility and Professionalism**

Students must learn to meet the standards of professional behavior and treat each other with respect. Critical inquiry is important, but attacking other persons, verbally or otherwise, is not accepted. Students must learn to receive and act on constructive criticism, be reliable and responsible, polite and respectable of others, and focus on producing above quality work. Thus, everyone is expected to conduct themselves professionally in this online class. Professional behavior also entails being respectful of others and their opinions—even and especially when you do not agree with them.

### **Technology Information and Requirements**

#### **Technology Requirements**

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

#### **Technical Support**

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

## Resources

[Distance Learning Library Services](#)

[Carla Cantagallo](#), Distance Learning Librarian, 859-218-1240

## Excused Absences (Senate Rules 5.2.4.2)

Senate Rules 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) significant illness, (b) death of a family member, (c) trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, (d) major religious holidays, (e) interviews for graduate/professional school or full-time employment post-graduation, and (f) other circumstances found to fit "reasonable cause for nonattendance" by the instructor of record. Students should notify the professor of absences prior to class when possible.

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

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

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

## Prep Week and Reading Days (Senate Rules 5.2.5.6)

Per Senate Rules 5.2.5.6, the last week of instruction of a regular semester is termed "Prep Week." This phrase also refers to the last three days of instruction of the summer session and winter intersession. The Prep Week rule applies to ALL courses taught in the fall semester, spring semester, and summer session, including those taught by distance learning or in a format that has been compressed into less than one semester or session. This rule does not apply to courses in professional programs in colleges that have University Senate approval to have their own calendar. Make-up exams and quizzes are allowed during Prep Week. In cases of "Take Home" final examinations, students shall not be required to return the completed examination before the regularly scheduled examination period for that course. No written examinations, including final examinations, may be scheduled during the Prep Week. No quizzes may be given during Prep Week. No project/lab practical/ paper/presentation deadlines or oral/listening examinations may fall during the Prep Week unless it was scheduled in the syllabus AND the course has no final

examination (or assignment that acts as a final examination) scheduled during finals week. (A course with a lab component may schedule the lab practical of the course during Prep Week if the lab portion does not also require a Final Examination during finals week.) Class participation and attendance grades are permitted during Prep Week. The Senate Rules permit continuing into Prep Week regularly assigned graded homework that was announced in the class syllabus.

For fall and spring semester, the Thursday and Friday of Prep Week are study days (i.e. "Reading Days"). There cannot be any required "interactions" on a Reading Day. "Interactions" include participation in an in-class or online discussion, attendance at a guest lecture, or uploading an assignment. See Senate Rules 9.1 for a more complete description of required interactions.

#### Religious Observances (Senate Rules 5.2.4.2.D)

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

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

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

#### Accommodations Due to Disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. Visit the [DRC website](#), [email the DRC](#), contact them by phone at (859) 257-2754, or visit their office on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407.

#### Non-Discrimination Statement and Title IX Information

UK is committed to providing a safe learning, living, and working environment for all members of the University community. The University maintains a comprehensive program which protects all members from discrimination, harassment, and sexual misconduct. For complete information about UK's prohibition on discrimination and harassment on aspects such as race, color, ethnic origin, national origin, creed, religion, political belief, sex, and sexual orientation, please see [the electronic version of UK's Administrative Regulation 6:1 \("Policy on Discrimination and Harassment"\)](#). In accordance with Title IX of the Education Amendments of 1972, the University

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

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

#### Academic Integrity- Prohibition on Plagiarism (Senate Rules 6.3.1)

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the [Code of Student Rights and Responsibilities](#). Complete information can be found on the [Academic Ombud](#) page. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rule 6.3.1 (see current [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.

#### Academic Integrity - Prohibition on Cheating (Senate Rules 6.3.2)

Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board.

#### Academic Integrity - Prohibition on Falsification/Misuse of Academic Records (SR 6.3.3)

Maintaining the integrity, accuracy, and appropriate privacy of student academic records is an essential administrative function of the University and a basic protection of all students. Accordingly, the actual or attempted falsification, theft, misrepresentation or other alteration or misuse of any official academic record of the University, specifically including knowingly having unauthorized access to such records or the unauthorized disclosure of information contained in such records, is a serious academic offense. As used in this context, "academic record" includes all paper and electronic versions of the partial or complete permanent academic record, all official and unofficial academic transcripts, application documents and admission credentials, and all academic record transaction documents. The minimum sanction for falsification, including the omission of information, or attempted falsification or other misuse of academic records as described in this section is suspension for one semester.

#### Course Material Copyright Statement

Materials distributed or made available to students in connection with this course may be copyright protected. They are intended for use only by students registered and enrolled in this course and only for the instructional activities associated with and for the duration of this course. They may not be converted to or retained in another medium or disseminated further.

#### Statement on Diversity, Equity, and Inclusion (DEI)

The University of Kentucky is committed to our core values of diversity and inclusion, mutual respect and human dignity, and a sense of community (Governing Regulations XIV). We

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

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

### Counseling Center

The UK Counseling Center (UKCC) provides a range of confidential psychological services to students enrolled in 6 credit hours or more, psychoeducational outreach programming (including QPR suicide prevention), and consultation to members of the UK community (students, faculty, staff, administrators, parents, concerned others). Please visit the website <https://www.uky.edu/counselingcenter/> for more detailed information, or call 859.257.8701.

### Martin Luther King Center

The Martin Luther King Center (MLKC) supports an inclusive learning environment where diversity and individual differences are understood, respected, and appreciated as a source of strength. The MLKC's year-round programs and activities that focus on the importance of cultural awareness and cross-cultural understanding support its three primary goals: 1) sponsoring cultural and educational programming; 2) offering opportunities for student support and development; and 3) through programmatic linkages with a wide variety of civic and community agencies, promoting community outreach, engagement, and collaboration. Students can reach the MLKC via phone at (859) 257-4130, by visiting them in Gatton Student Center Suite A230, [via email](#), and by visiting [the MLKC website](#).

### Office of LGBTQ\* Resources

UK is committed to supporting students and upholding the University's efforts to promote inclusion among our community. UK faculty and staff employees support inclusion and diversity throughout the University, including the ways in which faculty structure classroom conversations and manage those dynamics. To assist in these efforts, students are welcome to provide the names and pronouns they prefer. One easy way to do this is by using the pronoun feature of UK's Name Change Form. (More information about the form can be found on the [Office of LGBTQ\\*'s website](#).) Otherwise, students can provide this information to faculty members directly.

Discrimination based on sexual orientation, gender expression, and gender identity is prohibited at UK. If you have questions about support, advocacy, and community-building services related to sexual orientation, gender expression, or gender identity, students are encouraged to visit the [website of the Office of LGBTQ\\* Resources](#).

### Veteran's Resource Center

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

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

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

### Violence Intervention and Prevention (VIP) Center

If you experience an incident of sex- or gender-based discrimination or interpersonal violence, we encourage you to report it. While you may talk to a faculty member or TA/RA/GA, understand that as a "Responsible Employee" of the University these individuals MUST report any acts of violence (including verbal bullying and sexual harassment) to the University's Title IX Coordinator in the IEEO Office. If you would like to speak with someone who may be able to afford you confidentiality, you can visit the [Violence Intervention and Prevention \(VIP\) Center's website](#) (offices located in Frazee Hall, lower level; [email them](#); or call (859) 257-3574), [the Counseling Center's \(CC\) website](#) (106 Frazee Hall) and the [University Health Services \(UHS\) website](#); the VIP Center, CC, and UHS are confidential resources on campus. The VIP Center accepts walk-in appointments.

## SUMMARY AND DESCRIPTION OF COURSE ASSIGNMENTS

\*More details and rubrics are provided in Canvas.

### **Description of Course Activities and Assignments**

Please note: All assignments should have a multimodal element. More specifically, at least two types of communication modes (i.e., linguistic, gestural, aural, visual, spatial) must be applied in each project listed below. Remember – audience and message are two important considerations when deciding mode!

**Job Search, Resume/CV:** You will tailor your resume/CV for a specific job call/audience incorporating multiple modes of communication (remember you need at least 2\*). The resume/cv will go through a revision/feedback process with your peers in the class and with me. You are 100% allowed to remove your personal information (e.g., your phone number, address, etc.) and leave that as “phone number” or 555-555-5555 (place holders). \*Good examples of what you can add to your resume/CV – social media links, personal professional website, digital portfolio, embedded video link, elevator pitch video, graphics, etc. (linguistic + your choice(s) for mode!)

**Proposal for new Technology in Organization:** You will create a new position at a fictional organization (e.g., library, company, school, etc.). In the proposal, you will explain to the organization’s leader (your boss) your role in the company, the new technology that you want the organization to adopt, and how that technology will help accomplish the organization’s mission. You will also need to explain/highlight the organization’s need, the audience it will serve, the budget for adoption, and your plan to train and implement the new technology. Remember, your fictional boss (aka: me) will be your main audience for the proposal. (linguistic + your choice(s) for mode!)

**New Technology Pitch:** You will prepare and deliver a technology pitch for your fictional organization. The main audience member will be your boss and the other employees who may use the new technology. Your goal is to present the new tool in a persuasive way to gain acceptance and thus, adoption of the new technology. The pitch should be short (2-4 minutes), concise, and audience-centered. Points will be earned for content, structure, and delivery of the actual speech. You should record your pitch in Zoom (or a recording platform of your choice) and incorporate at least one visual (e.g., PowerPoint, handout). (linguistic + visual + additional modes if wanted)

**How-to Training Video & Infographic:** Now that your new technology has been adopted by your organization you need to train the users (your co-workers, etc.). You will record a training video that will be distributed to your audience (users). You will need to be seen in the video at least once (prefer in the introduction and conclusion). The training video should be between 8 to 10 minutes. If you know that your video will be over 10 minutes,

select a specific function of the technology to focus on. You will also need to create written instructions for your audience on how to use technology. This infographic should be one page and accompany your how-to training video. (linguistic, gestural, aural, visual, spatial)

**Final Reflection Podcast:** In a 5 to 10 minute podcast, you should reflect on your professional communication experiences in the course. Your audience for this podcast are other ICT/LIS graduate students who may be interested in the course. You can discuss: What you learned and how what you learned helped you for future courses/in your profession. How, if at all, have your communication skills changed over time in this class? What were your weaknesses? Where do you still feel weak? What were your strengths? Where do you feel your strengths lie now? What do you believe will be most useful to you as an individual? What will be most useful to your employer? Your goal is to be conversational, engaging, and informative. You will need to incorporate all the features of a podcast in this assignment. (linguistic + your choice(s) for mode!)

**Discussion/Engagement:** We will be using the discussion boards as a place for critiques/peer review and feedback. You will be graded on your critique/feedback.  
 +Getting to know you introduction post. +Share technology post. +Peer Reviews

## COURSE GRADING

Assignment	Points Possible
Job Search, Draft Resume/CV	25 points
Revised Resume/CV	100 points
Proposal for new Technology in Organization	50 points
Technology Pitch	50 points
How-to Infographic	50 points
How-to Training Video	100 points
Final Reflection Podcast	100 points
Discussion/Engagement +Getting to Know You	50 points
TOTAL	525 points

## TENTATIVE COURSE SCHEDULE\*

\*Assigned readings are listed within the Canvas modules.

Date	Content	<div style="background-color: #00FFFF; padding: 2px;">Each week you will need to complete readings!</div> Assignment Due: <div style="background-color: #FFFF00; padding: 2px;">Sunday before 11:59PM EST</div>
Week 1 August 23	What is Multimodal Communication?	1) Getting to Know You! post due
Week 2 August 30	Communication & Technology: Exploring Software and Hardware	1) Discussion/Engagement #1_Share tech
Week 3 September 6	Written Communication: Multimodal Resumes and CVs	1) Submit drafts of resumes 2) Post your Resume to the discussion board #2
Week 4 September 13	Listening + Constructive Criticism: Listening; Feedback; Peer Review	1) Discussion/Engagement #2_peer review of resume due
Week 5 September 20	Audience Focused: Knowing Your Audience	1) Revised and final versions of resumes due
Week 6 September 27	Purpose and Structure: Purpose and Structure	1) Post your draft of proposal to discussion #3
Week 7 October 4	Interpersonal Communication: Nonverbal/Verbal Communication	1) Discussion/Engagement #3_peer review of proposal for new technology
Week 8 October 11	Oral and Aural Communication	1) Proposal for new technology due 2) Midterm Feedback due
Week 9 October 18	Presentations Styles: Elevator Pitch/ Panels	1) Post your draft of your tech pitch to discussion board #4
Week 10 October 25	Visual + Spatial Communication: Presentation Slides, Handouts, Infographics	1) Discussion/Engagement #4_peer review materials for technology pitch
Week 11 November 1	Preparing for your Presentation: Work Week	1) Technology Pitch due
Week 12 November 8	Presentation Styles: Webinars and Training Modules	1) Post drafts of "How-to" to discussion board #5
Week 13 November 15	Handling Tough Situations: Questions/Answers, Hecklers, and Promoting Your Talk	1) Discussion/Engagement #5_How-to materials
Week 14 November 22	Preparing for your Presentation: Work Week	1) How-to Training Video + Infographic due
Week 15 November 29	Presentations Styles: Podcasts	1) This is a work week dedicated to the final assignment.
Week 16 December 6	Last week of classes	1) Final Reflection Podcast due Sunday, December 12 before 11:59PM EST