UNIVERSITY OF KENTUCKY

CIS 111: Composition and Communication II

Semester/Term: Spring 2021 (16 weeks)
Class Meeting Dates: 1/25/2021 – 5/14/2021
Credit Hours: 3
Course Section: 021
Meeting Days/Time/Location: M/W 11:00 am – 11:50 am in Business and Economics Building Rm 171*
*The course will be *Hybrid* format. Please read the *Course Description* for a more detailed description.

Instructor Information

Instructor: Kody Frey, Ph.D.
Office Address: 317 Lucille Little Library
Email: tkfr222@uky.edu
Student Q&A hours: Monday and Wednesdays 2:00 pm -4:00 pm via Zoom: 960 6550 1596
                          Also available by appointment
Preferred Method of Communication: Email or Twitter (@TKFrey)

Course Description

Composition and Communication II is the advanced course in a two-course sequence designed to engage students in composing and communicating ideas using speech, writing, and visuals. In this course, students work to explore issues of public concern using rhetorical analysis, engage in deliberation, compose conscientious and well-developed arguments, and propose viable solutions to different audiences. Students will sharpen their ability to conduct research; compose and communicate in spoken, written, and visual forms; and work effectively through sustained interrogation of an issue. A significant component of the class will involve learning to use visual and digital resources both to enhance written and oral presentations and to communicate with public audiences. Prerequisite: CIS 110/WRD 110 or equivalent

Please be aware that **on Fridays this class will meet online**. Said differently, we will not be meeting in person on Fridays throughout the semester. Rather, you will be given specific instructions regarding your responsibilities for earning credit (i.e., attendance or participation points) for the hybrid portion of the course. Potential activities range from (a) watching a video recorded lecture, (b) participating in group discussion boards, (c) posting and recording videos, (d) submitting completed activities as .doc or .pdf files, or (e) a combination of these materials. Rest assured that the assignments will be constructed to take 50 minutes, the same as a regular class period, if not significantly less. Online days will **never** be scheduled to take longer than a traditional class period. Students not completing the assigned materials by the beginning of Monday's class period will be counted as absent for Friday's class. **Students are responsible** for regularly checking their Canvas shell to obtain the information for Friday class sessions.

Face Covering/Distance Policy

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

- In accordance with University guidelines, students must wear UK-approved face coverings in the classroom and academic buildings (e.g., faculty offices, laboratories, libraries, performance/design studios, and common study areas where students might congregate). If UK-approved face coverings are not worn over the **nose and mouth**, students will be asked to leave the classroom.
- Students should complete their daily online wellness screening before accessing university facilities and arriving to class.

- Students should not move chairs or barriers in classrooms and should socially distance at all times, leaving **a six (6) foot radius from other people**. Masks and hand sanitizer can be found {specific location in building} if needed.
- Students should leave enough space when entering and exiting a room. Students should not crowd doorways at the beginning or end of class.
- The instructor may choose to remove a mask when pedagogically necessary at the front of the classroom and behind a clear barrier. The instructor's mask will be replaced when it is no longer necessary to have it removed, or when the class meeting is complete.

Class Recording Notification

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

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

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

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

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

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

Course Prerequisite Knowledge and Skill Expectations

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

You are expected to be proficient with the following skills upon entering CIS 111:

- Compose written texts and deliver oral presentations that represent relevant and informed points of view appropriate for the audience, purpose, and occasion.
- Analyze, create, and use visual media as both independent and interconnected forms of communication.
- Demonstrate an awareness of appropriate strategies used to communicate effectively in different situations (e.g. public speaking, interpersonal) and contexts (e.g. face-to-face, digital).

- Work with design elements (font, size, line, color) to successfully incorporate design principles (contrast, alignment, repetition, and proximity) as part of effective composition.
- Employ research skills to find, analyze, evaluate, and properly cite pertinent primary and secondary sources using relevant discovery tools (e.g. InfoKat, Library Databases, Google) as part of the process of composing work in written, oral, and visual modes.
- Organize, revise, practice, edit, and proofread (for grammar and mechanics) your own and other student work flexibly and effectively to improve the development and clarity of ideas.
- Define goals for improving/revising work, and devise effective plans for achieving those goals, in collaboration with peers, instructor, and librarians.
- Employ and evaluate interpersonal communication skills.

Student Learning Outcomes

In this course, students will demonstrate the ability to:

- Compose at least one major persuasive argument project for a public audience using written, oral, and visual modes grounded in scholarly research in a manner that is appropriate and effective for the audience, purpose, and occasion in both a face-to-face and digital environment
- Conduct significant, effective research on a subject as an individual using the resources of the UK Libraries and other relevant resources to enrich speaking, writing, and digital projects
- Employ advanced strategies for developing and analyzing arguments as an individual using relevant rhetorical theories, with greater emphasis on addressing and mediating issues of public interest
- Identify and address community stakeholders in issues of public interest as part of thoughtful and efficient audience analysis
- Think critically in both the conception and the development of written, oral, and visual arguments
- Refine your formal speaking, writing, and visual communication skills, focusing on matters of construction, design, and delivery, keeping audience, purpose, and occasion in mind
- Critique thoughtfully the work of peers and professionals
- Organize, revise, practice, edit, and proofread (for grammar and mechanics) your own and other student work flexibly and effectively to improve the development and clarity of ideas
- Define goals for improving/revising work, and devise effective plans for achieving those goals, in collaboration with peers, instructor, librarians, and relevant community stakeholders
- Engage in a range of small group activities to explore and express experiences and perspectives on issues under discussion
- Examine content related to group communication and engage in potential group-related activities.

Required Materials

Textbook

For your convenience, you will have an e-book for CIS 111. If you took CIS 110, it's the same process, same book, just different chapters related to CIS 111.

- Access to the book and its content will be housed in our Canvas shell under a tab on the left.
- There is no need to purchase anything in advance
- First Day is our bookstore's Inclusive Access program. With this program, the cost of course materials is added as a charge for the course by our school, and as a student you receive benefits including:
    o Deeply discounted, lowest price materials
    o The guaranteed right materials
    o Single Sign-On (no access codes)
    o Access on or before the first day of class

- Here is a link to the First Day FAQ website https://customercare.bncollege.com/hc/en-us/categories/360000142447-First-Day-Inclusive-Access-FAQs
- Other helpful tips if you have issues:
  - Use Chrome or Firefox
  - Allow Pop Ups
  - Contact Macmillan support and make sure to inform the agent this course is part of an Inclusive Access delivery
- If you have issues that the tips don't solve, you should (1) contact support and have an open/unresolved case, then (2) contact your instructor who will forward the case to the appropriate personnel. Students are NOT to contact the instructor without an OPEN case.

Internet Connection
- Have an active official UK email account (we use your official account for all things academic) and check it regularly.
  - *If requested, share an additional email address with your instructor*
- There may be times when we must do things virtually, so you should have a reliable and strong internet connection for Canvas and assignment submissions.
- For account help, contact UK's Information Technology Customer Services online, by email, or by phone at 859-218-HELP (4357).

APA Formatting Guide
- We will use the OWL at Purdue Writing Lab website for all our formatting requirements
- Make sure you save this website as you will be using it often throughout the semester

Description of Course Activities and Assignments

Summary Description of Course Assignments
This semester, you will complete an array of major assignments, each of which will have an oral, written, and visual component. You will revise your projects based on instructor comments and comments by your classmates. You will also complete several minor assignments to demonstrate writing, small group, and persuasive speaking skills, as well as persuasive writing, interpersonal, group dynamics, and public speaking evaluation skills.

Pre-test/Post-test (20 points)
Each Composition and Communication student is required to complete a pre-test (10 points) at the beginning of the semester and a post-test (10 points) at the end of the semester for assessment purposes. You will receive an email to your **official UK email account** with a link for the surveys. The pretest will be open during the first two weeks of the semester and the post-test will be open during the last two weeks of the semester. If you do not complete the pre-test, you cannot earn the 20 points for this assignment. In other words, you must complete **both** the pre-test and post-test by the deadlines to earn the 20 points.

Video Introduction (15 points)
You will prepare a brief 2-3 minute video introduction of yourself and post it to the Discussion Board on Canvas. This is your chance to introduce yourself to your instructor and your classmates. All videos should include name, major, year in school, and then something completely random about yourself, something you've done, something you're interested in, or knowledge that you have. Include an aspect of yourself that others may find interesting or surprising. Submit as an unlisted YouTube link. See assignment description in Canvas for more detailed information. I've uploaded an example for you as well.

You will be creating unlisted YouTube videos this session for speeches and reflections. Use YouTube to accomplish this component to the assignments asking you to submit unlisted YouTube videos. If you haven't ever created a video for a class, you will want to learn how to do so. Examine these links to help you do so:

- https://www.wikihow.com/Make-a-YouTube-Video
- https://creatoracademy.youtube.com/page/lesson/jumpstart#strategies-zippy-link-3 (Set Up Your Channel)
- https://www.lifewire.com/making-youtube-videos-1082488

This I Believe Speech & Outline (25 points)

This is a **2-3-minute** speech where you introduce yourself and share your own statement of personal belief. You will focus on one core belief and support why you hold this core belief using specific examples and events from your life experiences. For example, you may share a time when you first developed the belief and/or a time when it was further clarified or even modified. Support for this speech will come from personal experiences and stories; *no outside research is required*. You must include **at least** one object, picture, or other visual aid (projected/shown onscreen so it is easily visible to all those in your audience) to help support what you are saying. **You will submit a copy of your outline on the first day of speeches**. Examples of this type of storytelling are available here. This I Believe speeches will take place in person.

National/International Issue Argument Paper (50 points)

As an individual, you will identify a controversial issue of national or international importance you are interested in studying. This paper should be written for a "lay audience" – that is, anyone who is unfamiliar with your topic should still be able to understand the stance you are taking (you need to "pick a side" and argue it) and the evidence you use to support your claims.

Based on research you conduct to learn more about this topic, you will write a paper taking a clear position on this issue using evidence and reasoning to support your claims. Your paper must be **500-600 words** (TNR, 12-point font, 1" margins, double-spaced, and not including title page or references) and integrate **2 relevant/credible external sources** *as well as* an **image** in the body of the paper. The sources and image must be cited on a **reference page**. It must be typed according to proper APA style.

Annotated Bibliography (50 points)

In order to help you evaluate sources for Popular Culture Criticism Essay, you will first create an annotated bibliography. The annotated bibliography assignment asks you to provide annotations for **5** credible sources (**not including the artifact citation**). These annotations will include:

- An APA citation for the source
- A sentence *summary* of the source/article
- A sentence about the *credibility* of the source/author
- A sentence explaining *how you plan to use* the source in your paper

See the assignment description in Canvas for more information.

Popular Culture Criticism Essay (200 points)

You will compose an essay in which you analyze the persuasiveness of a chosen piece of content from popular culture (i.e., an artifact). You will analyze the artifact by examining the context surrounding the artifact, and applying the rhetorical appeals of ethos, pathos, and logos. You are NOT arguing the issue related to the artifact; you are presenting an argument about how persuasive the artifact is and its overall impact and influence on its consumers. Your paper should be **1500-1600 words** (TNR, 12-point font, 1" margins, not including the title page, abstract, or references) and integrate at least **5 relevant and**

credible external sources. You should also incorporate **2 images** into your essay. The **reference page** will have 8 sources total on it (the 5 sources, the 2 images, and the artifact). It must be typed and formatted in APA.

Popular Culture Criticism Essay Draft (20)

You will develop a draft of your PCC Essay. Specifics of content, length, and technical details will be confirmed by the instructor.

Popular Culture Criticism Essay Peer Review (15 points)

In-class or online peer review of at least one peer's Popular Culture Criticism Essay draft.

Local/Community Group Project (230 points)

Using Monroe's Motivated Sequence as a guide, you will present a case intended to persuade your audience on a solution to an issue that has relevance to the **University of Kentucky campus community or the city of Lexington** and its citizens. Instructors may provide you with a list of issues from which to choose in Canvas. We call this assignment the "LCP"!

Each student creates and delivers their own **6-8 minute** persuasive speech using a minimum of **3-5 outside, credible sources** (which are *orally cited* in the presentation). The presentation grade includes ratings of how you use Monroe's Motivated Sequence and specific elements of delivery. You are responsible for creating a **full-sentence outline** with an APA-formatted **reference page** of 3-5 sources , using a **PowerPoint during the speech** (not Google Slides), and creating a short, related **video** associated with the topic called the **Digital Project**. *More will be said of this individual project as the semester progresses.*

Digital Project.
Each student will <u>also</u> produce a brief (**45-60 seconds**) video to complement your argument. It may take the form of a public service announcement (PSA) and/or a commercial related to some aspect of the issue, but must enhance the presentation in some way and be shown in the correct step of Monroe.

- *Speech:* 180 points (130 for Monroe, PowerPoint, and Digital Project Integration; 50 for Individual Delivery components)
- *Digital Project:* 50 points

LCP Introduction Video (35 points)

For this assignment, you will create a **3-4 minute** video previewing the ideas you have for your individual, persuasive speech project (LCP) related to an issue on UK's campus or in the city of Lexington. Specifically:

- Introduce yourself and your potential LCP issue
- Talk about why you want to choose this issue
- Give any information you already know about the issue and why it's a problem
- Identify your proposed claim/stance
- Talk about possible research you can find, evaluate, and use to support your argument
- Discuss ideas you have for the digital element (the video you are creating to support your presentation)
- End your video smoothly

Recording Tips:
- Do it in a location where outside sounds and visuals do not distract the viewer
- Practice what you want to say a few times before recording
- Make sure you address each point of the assignment
- Have fun with this and be creative!

- After recording, upload the video to YouTube, make it unlisted, and submit that unlisted YouTube link.

LCP Progress Reports (30 points)
Throughout the time we work on the individual persuasive speech project, you will update me regularly on your progress through reports. There are 3 reports worth ten points apiece.

Local/Community Issue Project Outline (20 points)
One formal, full-sentence outline of your presentation will be created. The formal outline should follow proper outline formatting rules as described by your instructor. The outline should include a reference page in APA format. Check with your instructor as to the format of this outline.

Individual Reflection on Local/Community Project (20 points)
Throughout the second half of our class, you will have spent time working on your individual persuasive speech project related to an issue on campus (the LCP). At the end of the project, you will be asked to provide an individual assessment of yourself as well as what you learned about your LCP topic and persuasive speaking.

Impromptu Speeches (10 points)
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

Final Reflective Video Speech (15 points)
Your final assignment is to provide some advice to incoming CIS 111 students. What was your favorite part of the course? What was the biggest challenge? What can they do to be particularly successful? What are the "big picture" lessons you'll take with you as you go through the rest of your college career? This final reflective speech should be **2-3 minutes** and may be shared with future students in CIS 111. You will submit this assignment as an unlisted YouTube video.

Flex Points (15 points)
Throughout the semester, you will be asked to turn in drafts of assignments, complete in-class activities, etc. This portion of the course points is at the discretion of your instructor.

Quizzes (100 points)
Quizzes will cover the readings from the textbook and in-class lectures. They are online quizzes on Canvas. 10 total quizzes at 10 points apiece. Once the quiz closes, you cannot take it, so make sure to stay on top of quiz deadlines. Once you begin the quiz, the "clock" starts, so do not leave the quiz after starting it…start it and finish it.

Discussion Board Reflections (100 points)
Since we do not have a traditional, blanket attendance policy for the Spring 2021 semester, attendance points will be replaced with discussion board reflections / engagement points. We will have 14 discussion board (DB) post assignments throughout the semester where you will take the topic for that discussion and write an original, substantive post (no less than 200 words, typically) and submit it to that particular DB. At times, you may also be asked to create replies to your peers' initial posts (this component will be made very clear to you). Each DB relates to that week's content. Once the DB is closed, you will not be able to earn the points (but know I open them for a full week, so don't wait until the last minute to complete them).

Each DB that you complete will be worth 10 points. Therefore, you must choose which 10 DBs you want to complete and which 3 DBs you would like to skip. Extra points will not be given for completing all 14 DBs.

SIS RSP Research Credits (30 points)

You are required to complete 3 "credit points" through SIS RSP research studies. See the explanation about research studies and credits above in the course policies description.

Submission of Assignments

All written assignments (first/rough and final drafts) **MUST** be submitted in a .doc, .docx, or .pdf format to Canvas. **Files from Pages are not accepted** (you can save as a .doc or .pdf from Pages instead). If you have submitted correctly, you will see a screen that confirms your submission and you can check the gradebook to see that the assignment has been submitted.

*Note: Emailed assignments will NOT be accepted under any circumstances. All assignments must be submitted through Canvas.

Late Assignments

All assignments are due at the time indicated in the class schedule or on Canvas. Late assignments will receive a score of 60% (the minimum to pass the assignment). Assignments more than 7 days late will receive a 0. You are expected to devote enough time out of every day to working on this class and to stay on top of the content, assignments, and deadlines. If you encounter problems, please let me know right away. Like most instructors, I am more understanding if you keep me informed.

Grading and Grading Scale

I operate with the 24/7 rule. This means that, once you receive a graded assignment back, you must wait at least 24 hours to come and discuss it with me. I am more than happy to discuss grades with you, but I ask that you take the time to thoroughly review the feedback provided beforehand and carefully compare your work with the assignment requirements and grading rubric. You must also come and talk to me within one week (7 days) of receiving the grade. Once that one-week period has passed, the grade will not be changed under any

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

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 or Canvas. If you have questions or issues related to a grade, you MUST set up a virtual meeting with me or visit office hours.

Once you have totaled all your major and minor assignments (listed above), compare your total points to the table above to determine your final grade in CIS 111.

Important Links

- **Spring Important Dates** here
- (Senate Rules 6.1.3.A) Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar.
- UK IT link (*859-218-HELP)*
- Distance Learning Library Services link
- Setting notifications up in Canvas: https://community.canvaslms.com/docs/doc-10624
- Creating a video on an iPad/iPhone & Uploading it to YouTube
- Creating a video and making it unlisted on YouTube
- How to record a great speech for an online course
- How to record a presentation using Zoom and sharing a screen (Presentation U! video)

- Using [Zoom](#) to record presentations (information from Zoom)
- Recording [presentations](#) with Zoom (from Miami Dade College)
- Using [Zoom](#) (from our own UK IT department)

Mid-term Grade

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (http://www.uky.edu/registrar/calendar).

Final Exam Information

Although there is no actual final exam in this course, we reserve the right to use this time if needed (e.g., in the case of major weather events that put us way behind during the semester).

University and Course Policies

Attendance and Participation

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

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

If you know ahead of time that you will not be able to complete an assignment, attend class, or give a speech, you should discuss this with your instructor as soon as possible. Additionally, for any emergency situation that arises, **e-mail your instructor as soon as you know about the situation**. If you read this, bring a notecard with your name on it to me on the first day of class for +2 extra credit.

Excused Absences (Senate Rules 5.2.4.2)

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

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

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

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

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request appropriate verification when students claim an excused absence due to: significant illness; death in the household, trips for classes, trips sponsored by an educational unit and trips for participation related to intercollegiate athletic events; and interviews for full-time job opportunities after graduation and interviews for graduate and professional school.

(Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.)

Religious Observances (Senates Rules 5.2.4.2.D)

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

Make-Up Work (Senate Rule 5.2.4.2)

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

Academic Integrity - Prohibition on Plagiarism (Senate Rules 6.3.1)

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

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rule 6.3.1 (see http://www.uky.edu/Faculty/Senate/ for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be, except under specific circumstances (e.g. Writing Center review or peer review) allowed by the Instructor of Record or that person's designee. Plagiarism may also include double submission, self-plagiarism, or unauthorized resubmission of one's own work, as defined by the instructor.

Students may discuss assignments among themselves or with an instructor or tutor, except where prohibited by the Instructor of Record (e.g. individual take-home exams). However, the actual work must

be done by the student, and the student alone, unless collaboration is allowed by the Instructor of Record (e.g. group projects).

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

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

Academic Integrity - Prohibition on Cheating (Senate Rules 6.3.2)
Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board.

Academic Integrity - Prohibition on Falsification/Misuse of Academic Records (SR 6.3.3)
Maintaining the integrity, accuracy, and appropriate privacy of student academic records is an essential administrative function of the University and a basic protection of all students. Accordingly, the actual or attempted falsification, theft, misrepresentation or other alteration or misuse of any official academic record of the University, specifically including knowingly having unauthorized access to such records or the unauthorized disclosure of information contained in such records, is a serious academic offense. As used in this context, "academic record" includes all paper and electronic versions of the partial or complete permanent academic record, all official and unofficial academic transcripts, application documents and admission credentials, and all academic record transaction documents. The minimum sanction for falsification, including the omission of information, or attempted falsification or other misuse of academic records as described in this section is suspension for one semester.

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

Non-Discrimination Statement and Title IX Information
UK is committed to providing a safe learning, living, and working environment for all members of the University community. The University maintains a comprehensive program which protects all members from discrimination, harassment, and sexual misconduct. For complete information about UK's prohibition on discrimination and harassment on aspects such as race, color, ethnic origin, national origin, creed, religion, political belief, sex, and sexual orientation, please see the electronic version of UK's *Administrative Regulation 6:1* ("Policy on Discrimination and Harassment") . In accordance with Title IX of the Education Amendments of 1972, the University prohibits discrimination and harassment on the basis of sex in academics, employment, and all of its programs and activities. Sexual misconduct is a form of sexual harassment in which one act is severe enough to create a hostile environment based on sex and is prohibited between members of the University community and shall not be tolerated. For more details, please see the electronic version of *Administrative Regulations 6:2* ("Policy and Procedures for Addressing and Resolving Allegations of Sexual Assault, Stalking, Dating Violence, Domestic Violence, and Sexual

[Exploitation"](#)). Complaints regarding violations of University policies on discrimination, harassment, and sexual misconduct are handled by the Office of Institutional Equity and Equal Opportunity (IEEO), which is located in 13 Main Building and can be reached by phone at (859) 257-8927. You can also visit [the IEEO's website](#).

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

Military Members and Veterans

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

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

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

SIS Research Policy

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

During the second week of classes, you will receive an email with your SIS RSP sign in information. This email will be sent from the Research Participation System (sistech@uky.edu) and will be sent to your official University of Kentucky email address. Using your SIS RSP (UK login) sign in information, you can login to view detailed information about available research studies and sign up at https://ci.uky.edu/sis/rsp. **RSP closes 5/6/21 at 4:00pm EST**.

Alternatives to Research Studies

Participation is voluntary and there are alternative options for credit. Research alternatives will be listed along with actual studies on the SIS RSP website. These alternative assignments usually consist of

reading an article or webpage and summarizing the contents. Research alternatives are to be completed through the SIS RSP website.

Earning Credits

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

Need Help?

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

Classroom Behavior Policies

Being a Respectful Audience Member

We are a support system for each other because public speaking can be a scary proposition. **Therefore, please make an effort to attend all presentations, whether you are speaking or not.** Second, be courteous and attentive. I expect you to conduct yourselves responsibly and with professional courtesy. Professional courtesy includes respecting others' opinions, not interrupting in class, being respectful to those who are speaking, and working together in a spirit of cooperation. You should always demonstrate these behaviors in this class. I expect that my students remain professional when discussing controversial ideas and remember that debate is an academic process, not an opportunity for personal attacks. I will not hesitate to remove you from class if necessary. Third, during presentations, remove all objects (phones, computers, speaking notes, etc.) that might distract you. I take this policy quite seriously. I reserve the right to reduce a disrespectful audience member's grade if I observe egregious offenses (typically 5 points).

Responsible Technology Use: E-mail

Throughout the semester, you will receive e-mails from me with updates and reminders. You are expected to **regularly check your official UKY e-mail address** – if information is sent to you via email and you do not read it in time to adjust accordingly, this is not my fault.

Email is also the best and preferred way to reach me, and I will be checking it frequently throughout the business day (i.e., Monday-Friday 8:00am-5:00pm). I will not be on email 24/7 and will not expect you to be, either! **Please send all email correspondence to the email address provided above and put CIS 111 and your section number in the subject line each time.**

Furthermore, practice good mechanics when writing emails! Writing emails to your friends/family can be informal, but when you start writing emails to your instructors, professors, and potential employers, they should be well-written with as few mistakes as possible. All emails should include an appropriate greeting (e.g., "Hello, Dr. Frey,"), a message including full sentences, professional language, correct spelling, grammar, and capitalization, and an appropriate closing. If your email does not include these components, I may choose not to respond. Typically, I will respond to email within 24 hours, although response time may vary. I appreciate strong email etiquette.

Responsible Technology Use: Cell Phones/Laptops/Tablets

Learning requires focus. Therefore, cell phones/laptops/tablets should **only be used for instructional purposes during class**. Use of any devices during class (texting, social media, internet use, gaming, etc.) for noninstructional purposes could lead to deductions in attendance points (i.e., counted as tardy,

absent). Inappropriate media use also increases your chances of being called on and pulled back into the class discussion. If it continues, I will ask you to leave.

However, cell phones or laptops may be left on vibrate for **emergency notification purposes**. If you expect an important phone call, please inform me before class and quietly excuse yourself when you receive it. Additionally, there are a variety of reasons you will be permitted to use cell phones or laptops for learning purposes during class. You are encouraged to use these devices for note taking purposes during class. Additionally, cell phones may be used to record lectures and take pictures of course content. Finally, feel free to use your cell phone to look up pertinent information that relates to class content during lectures or activities on social media or the internet. I am confident that you can use discernment to use cell phones in a nondistracting, productive way during class.

Extra Credit

I may identify extra credit opportunities during the course of the semester that will augment what we're doing in class. Extra credit is not guaranteed and the maximum number of points that you may receive is 10. If extra credit is offered, it will be announced in class and/or posted on Canvas.

Canvas

Please become familiar with Canvas, as we will be using it frequently throughout the semester. Important announcements and updates will be distributed through our course site, and most of your assignments will be submitted through Canvas as well. Make sure you **check Canvas daily** for any course updates or important announcements.

Things happen over the course of a semester, which means that the daily schedule may change during the semester. You will be responsible for checking the online syllabus and schedule before beginning your homework for each of our class meetings for any changes or updates. I will post all assignments on Canvas. If you lose an assignment page or handout, you are expected to get a copy from Canvas rather than from me.

ADDITIONAL STUDENT RESOURCES

Presentation U! Peer Tutoring

Come see us if you need help with any of the following: brainstorming project topics, creating outlines, essay writing, research papers, effectively using APA/MLA style, practicing oral presentations, designing and constructing effective visual aids, including PowerPoint, Prezi, websites, videos, and digital projects. Bring your multimodal projects to one of our two conveniently located centers, at the Hub in W. T. Young Library and our center at eStudio located in the Student Commons of the R.G. Anderson Building. We open early and stay open late! Visit our website for our complete hours. Our tutoring services are available on a drop-in basis as well as a scheduled face-to-face or online appointment. For questions about this service, please contact Rachael Deel at Rachael.deel@uky.edu.

Presentation U! Academic Coaching

Academic Coaching is an opportunity for students to work with an undergraduate peer or graduate student to identify strengths and weaknesses related to their learning and study strategies. Our CRLA certified trained coaches will collaboratively work with you on an ongoing basis to develop an action plan, fill in the gaps, and support you to meet your goals. You can schedule an individual coaching appointment or drop-in. Please visit the website to view our drop-in schedule or make an appointment. For questions about this service, please contact Rachael Deel at Rachael.deel@uky.edu.

Distance Learning Library Services

For more access to information resources for research and individuals to contact, please use this link.

The Study

The [Study](#) offers free, drop-in peer tutoring in over 40 UK CORE Math, Science and Business courses. Check out a complete list of subjects and the full schedule, as well as more information about the other services [here](#).

Counseling Center

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

Martin Luther King Center

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

Office of LGBTQ* Resources

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

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

Violence Intervention and Prevention (VIP) Center

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

MWF Course Schedule– Spring 2021

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

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

*Designates Online Day

**DB Reflections, Quizzes, and Progress Reports can be completed as part of the Friday module. Thus, these should be submitted by 11:00 am on the following Monday.

Date	Topic	What to Read / Do This Week	Materials Due (Submit in Canvas)
Module One: 1/25-1/31			
M 1/25	*Course* Introduction *Video Introduction* Discussion	Review the Syllabus	
W 1/27	Continue Discussion from Wednesday… *2/2* Introduction	Read over TIB speech	
F 1/29*	More getting to know you… / What is Communication?	Read over TIB speech	**Video Introductions DUE by 11:59 PM**
Module Two: 2/1-2/7			
M 2/1	**This I Believe Speeches**		**TIB Outline (if speaking on this day)**
W 2/3	**This I Believe Speeches**		**TIB Outline (if speaking on this day)**
F 2/5*	*National/International Issue Essay* Introduction & Overview NI Paper Q&A	Review the NI paper assignment	**DB Reflection #1****
Module Three: 2/8-2/14			
M 2/8	Online Workshop: Expectations for scholarly writing		
W 2/10	Developing Proposals and Structuring Arguments: Toulmin Model	Read Chapter on **Structuring Arguments**	
F 2/12*	Introduction to Argument: Fact, Value, Policy	Read Chapter on **Proposals**	**Quiz 1: Proposals**** **Quiz 2: Structuring Arguments**** **DB Reflection #2****
Module Four: 2/15-2/21			
M 2/15	Impromptu Speeches (Debate Day!) NI Workday		

W 2/17	In-class Workshop: Finding and evaluating scholarly sources		
F 2/19*	Logical Fallacies!	Read Chapter on **Logical Fallacies**	**Quiz 3: Fallacies**** **DB Reflection #3****
Module Five: 2/22-2/28			
M 2/22	*Rhetorical Analysis--Popular Culture Criticism Essay* Introduction (PCC) *Annotated Bibliography* Introduction	Review the PCC Essay assignment	**Nat'l/Int'l Issue Essay Due DUE by 11:59 PM**
W 2/24	Ethos, Pathos, & Logos	Read Chapter on **Ethos, Pathos, Logos**	
F 2/26*	Finish E/P/L Revisit Ann Bib & PCC Components for Clarity	Review the Annotated Bib assignment	**Quiz 4: Ethos, Pathos, Logos**** **DB Reflection #4****
Module Six: 3/1-3/7			
M 3/1	Context-Building and Background PCC Topic Discussion	Read Chapter on **Rhetorical Analysis**	
W 3/3	PCC Essay Examples Application Activity: SOAPS		
F 3/5*	Rhetorical Appeals in Action / PCC Topic Selection		**Quiz 5: Rhetorical Analysis**** **DB Reflection #5****
Module Seven: 3/8-3/14			
M 3/8	Evaluating Sources / Using Sources In-Class Workday for Ann. Bib.	Read Chapter on **Evaluating and Using Sources**	
W 3/10	Dinner and a Movie! Becoming a Rhetorical Critic		**Annotated Bibliography DUE by 11:59 PM**
F 3/12*	Quoting, Paraphrasing, and Summarizing Internal Summaries & Transitions		**Quiz 6: Evaluating and Using Sources**** **DB Reflection #6****
Module Eight: 3/15-3/21			
M 3/15	Visual Rhetoric and Using Images Dr. Frey's Tips for Editing and Proofreading	Read Chapter on **Visual Rhetoric**	
W 3/17	Individual Editing, Polishing, & Proofreading	Review the PCC Essay Peer Review assignment	
F 3/19*	Online Peer Review		**PCC Essay Draft DUE by 11:00 AM** **Quiz 7: Visual Rhetoric**** **DB Reflection #7****
Module Nine: 3/22-3/28			

M 3/22	APA Refresher / Jeopardy **(Remember – you are expected to know this prior to 111 – see me with questions)**	Read the **APA Formatting Refresher on Canvas**	
W 3/24	PCC Essay Workday / Help		**PCC Essay DUE by 11:59 PM** **Quiz 8: APA**** **DB Reflection #8****
F 3/26*	**Academic Holiday**		
Module Ten: 3/29-4/4			
M 3/29	Intro to *Local/Community Issues Project* Open Discussion of Expectations / Q&A	Review the LCP assignment	
W 3/31	Group Formation / Culture / Identity	Read 2 Chapters on **Group Communication**	
F 4/2*	Managing Group Conflict LCI Project Q&A		**Quiz 9: Group Comm**** **DB Reflection #9****
Module Eleven: 4/5-4/11			
M 4/5	Impromptus! A Toast to the Happy Couple	Review the LCP Introduction Video Assignment	
W 4/7	Monroe's Motivated Sequence: Overview	Read Chapter on **Principles of Persuasive Speaking**	
F 4/9*	Monroe's Motivated Sequence: Application	Read Chapter on **Organizing the Persuasive Speech**	**Quiz 10: Persuasive Speaking**** **DB Reflection #10**** **Progress Report #1****
Module Twelve: 4/12-4/18			
M 4/12	LCI Topic Selection Discussion / Workday		
W 4/14	Refresher: Outlining Discussion		**LCP Introduction Video DUE by 11:59 PM**
F 4/16*	Refresher: PPT Do's and Don'ts		**DB Reflection #11**** **Progress Report #2****
Module Thirteen: 4/19-4/25			
M 4/19	LCP Work Day/ Q&A	Rehearse your LCP!	
W 4/21	Rehearsal Day: Doing the Most (Also, Impromptu Speech Make-Up Day)	Rehearse your LCP!	
F 4/23*	Open Office Hours / LCI Workday	Rehearse your LCP!	**DB Reflection #12**** **Progress Report #3****

	Module Fourteen: 4/26-5/2		
M 4/26	**Local/Community Issue Presentations**	Complete your TCE and final assignments: - Post test - RSP Credits - Reflections	**ALL LCP Outlines and DIGITAL Projects DUE by 11:00 AM**
W 4/28	**Local/Community Issue Presentations**	Complete your TCE and final assignments: - Post test - RSP Credits - Reflections	
F 4/30*	**Local/Community Issue Presentations**	Complete your TCE and final assignments: - Post test - RSP Credits - Reflections	**RSP Credits DUE by 4:00 PM** **DB Reflection #13****
	Module Fifteen: 5/3-5/9		
M 5/3	**Local/Community Issue Presentations**	Complete your TCE and final assignments: - Post test - Reflections	
W 5/5	**Local/Community Issue Presentations**	Complete your TCE and final assignments: - Post test - Reflections	
F 5/7*	**Reading Day – NO CLASS**		
	Module 16: Finals Week		
Finals Week	**LCP Individual Reflection & Final Reflection Video all DUE by 5:00 PM on Monday, 5/10**		