

UNIVERSITY OF KENTUCKY

CIS 112: Accelerated Composition and Communication

Semester/Term: Fall 2022 (16 weeks)

Class Meeting Dates: 8/22/2022 – 12/16/2021

Credit Hours: 3

Course Section: 008

Meeting Days/Time/Location: T/TH 12:30 pm – 1:45 pm in Whitehall Classroom Bldg. Room 209

Service-Learning Email: cis112.uky@gmail.com (Please use this email for all questions related to your service-learning organization.)

Instructor Information

Instructor: Kody Frey, Ph.D.

Office Address: 317 Lucille Little Library

Email: tkfr222@uky.edu

Student Q&A hours: Tuesdays and Thursdays 10:30 am -12:30 pm via [Zoom](#)

Also available by appointment (contact me to schedule)

Preferred Method of Communication: Email or Twitter ([@TKFrey](#))

Course Description

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

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

This specific section of CIS 112 is designed to teach practical communication skills to students interested in Science, Technology, Engineering, and Mathematics (STEM). In addition to the goals stated above, this course will focus on equipping students to (1) translate complex, technical information into understandable terms, (2) utilize research skills to collect and evaluate information, and (3) effectively recognize and adapt behavior in accordance with the expectations for the selected mode of communication.

Student Learning Outcomes

By end of this course, students should be able to:

* (1): Indirect measures of assessment

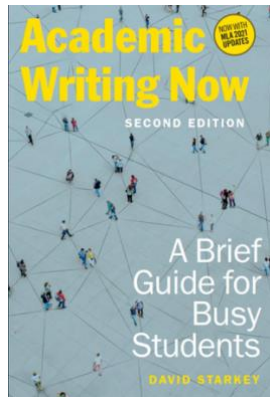
* (2): Direct measures of assessment

UK Core Learning Outcome	Student Learning Outcomes	How you will demonstrate
Students will demonstrate the ability to construct intelligible messages using sound evidence and reasoning that are appropriate for different rhetorical situations (audiences and purposes)	<ul style="list-style-type: none"> • Compose in writing and deliver orally with visuals (in a face-to-face or digital environment) at least one major project grounded in scholarly research in a manner that is appropriate and effective for the audience, purpose, and occasion • Employ advanced strategies for developing ideas and analyzing arguments, with an emphasis on engaging in dialogue with communities outside the university, and with evidence of critical thinking in both the conception and the development of the thesis. • Find, analyze, evaluate, and properly cite pertinent primary and secondary sources as part of the process of conducting significant research on a subject. 	<ul style="list-style-type: none"> • Rec Report • Annotated Bib • Demo Speech • TED Talk • Podcast • Children's Book • Service
... and deliver those messages effectively in written, oral, and visual form	<ul style="list-style-type: none"> • Compose in writing and deliver orally with visuals (in a face-to-face or digital environment) at least one major project grounded in scholarly research in a manner that is appropriate and effective for the audience, purpose, and occasion. • Define revision strategies for essays, speeches, and visuals, set goals for improving them, and devise effective plans for achieving those goals, in collaboration with peers, instructor, and pertinent members of the public. • Employ and evaluate interpersonal and small group communication skills, with particular emphasis on critiquing the work of peers and professionals. • Employ advanced strategies for developing ideas and analyzing arguments, with an emphasis on engaging in dialogue with communities outside the university, and with evidence of critical thinking in both the conception and the development of the thesis. 	<ul style="list-style-type: none"> • Children's Book • Story Time • Demo Speech • Rec Report • Ted Talk • Impromptu Speeches • Podcast • Service
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	<ul style="list-style-type: none"> • Develop flexible and effective strategies for organizing, revising, practicing/rehearsing, editing, and proofreading (for grammar and mechanics) as a means to improve the construction, design, and delivery of their ideas. • Define revision strategies for essays, speeches, and visuals, set goals for improving them, and devise effective plans for achieving those goals, in collaboration with peers, instructor, and pertinent members of the public. • Employ and evaluate interpersonal and small group communication skills, with particular emphasis on critiquing the work of peers and professionals. 	<ul style="list-style-type: none"> • Annotated Bib Draft • Peer Review • Service Reflections • Pre/Post Test • Podcast • Story Time

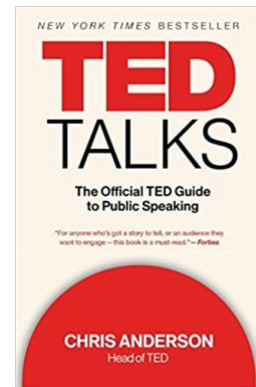
Required Materials

For this course, we will use two books, and the total cost of the books combined should be less than \$40. I encourage you to search for used or rental copies of each online or in bookstores.

Starkey, D. (2021). Academic writing now: A guide for busy students (2nd ed.). Broadview Press.



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



In addition, you will also be asked to read from two open-sourced textbooks related to technical communication. You can find links to those books below:

Book 1: Technical Writing Essentials: Introduction to Professional Communications in the Technical Fields; Suzan Last; <https://pressbooks.bccampus.ca/technicalwriting/>

Book 2: Open Technical Communication; Tiffani Tijerina, Tamara Powell, Jonathan Arnett, Monique Logan, Cassandra Race; <https://alg.manifoldapp.org/projects/open-tc>

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](#).

For this course, students must have regular access to a computer with a reliable Internet connection and audio capabilities. Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students on [UK's downloads site](#).

Technical Support

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

Course Activities and Assignments

Summary Description of Course Assignments

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

WRITTEN ASSIGNMENTS (TOTAL = 165 points / 16.5%)

(1) Recommendation Report (100 points / 10%)

You will write a paper recommending a change in information communication technology policy for the University of Kentucky. For instance, if you are interested in website security issues, you might recommend a specific security system. Or, if you are an avid user of a particular software, you can recommend that UK adopt this technology instead of their current system. Your paper must be no more than 900 words (TNR, 12-point font, 1" margins, not including cover page, abstract, or references) and integrate at least 5 relevant and credible external sources as well as two images to support your ideas. It must be typed according to proper APA style. In addition to your report, you will prepare an executive summary, which includes a paragraph that explains why you are making this change to UK, which options you explored, and how you came to make your final decision. You will turn in a first draft as well as a final draft of this assignment.

Requirements

Write 800-900 words (not including cover page, abstract/executive summary or references) and use proper APA format (including cover page, abstract/executive summary, and reference page) and include at least one image, graph, chart, etc. At least five scholarly sources are required. Below is a page breakdown:

- Page 1: Cover page (with your name, title of the report, etc.)
- Page 2: Executive summary
- Pages 3, 4, 5, etc.: Rec Report (800-900 words and include at least two images, figures, etc.)
- Final Page: References (at least 5 are required).

(2) Annotated Bibliography (25 points / 2.5%)

For this assignment, you should locate five outside sources relevant to your editorial assignment topic and type up the APA reference citation and a brief summary for each source (more information will be provided).

(3) Rec Report Draft and Peer Review (40 points total / 4%)

You will submit a draft of your rec report that is at least 75% complete and also complete a peer review assignment related to the draft. The draft is worth 20 points, and the peer review is worth 20 points.

SPEAKING ASSIGNMENTS (TOTAL = 235 points / 23.5%)

(1) Getting to Know Your Speech (25 points / 2.5%)

In interviews, one of the questions most often asked is also one that is surprisingly difficult for people to answer articulately: "So, tell me a little bit about yourself." For your first speech in CIS 112, you will be telling us all a little bit about yourself by delivering a self-introduction speech. This speech will be more personal and less formal than an interview response, but you will still want to think about what you want your audience to know about you.

For this assignment, you will prepare a speech that informs your audience about you. To prepare for this speech, choose three different objects that represent a significant part of your background, personality, values, or ambitions. You should avoid pictures because they are difficult for the class to see. Then, place the objects in a bag that also holds significance. Construct a speech that relates the

objects and the bag to your life in some meaningful way. Present information about the topic, and then provide analysis for how or why it is relevant to you. No outline is required, but you are certainly welcome to make one if you think this would be helpful.

(3) Demonstration Speech (30 points / 3%)

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

(4) Impromptu Speech (20 points / 2%)

At some point this semester, you will be asked to deliver an impromptu speech. The topics are often fun and just offer you a chance to think quickly about how you'd answer a question.

(5) TED Talk (160 points / 16%)

TED Talk Speech

You've spent the whole semester with your service site and you've become aware of the societal issues that are important to your organization. Additionally, you've spent time creating a podcast related to the experience and designed a book for children on a complex topic. The TED Talk is your opportunity to weave all of this together into a narrative for the class. Your TED talk should focus on either of the following options: (1) an issue that is related in some way to something your organization addresses as part of its mission; (2) what you learned by through tutoring and designing your children's book; or (3) a story about the subject of your book itself (e.g., how does bitcoin work? how do engineers make robots that can dance? Where does the wind come from?). Regardless of your focus, the key should be to weave the TED Talk together into a cohesive and interesting story that the audience wants to hear. These speeches will be 6-8 minutes in length, include a presentational aid (PowerPoint or Prezi with images), and follow the criteria outlined in class for good content, structure, and delivery.

TED Talk Speech Outline

To help with your speech, you will design a full sentence, working outline to accompany your presentation.

TED Talk Rehearsal

Prior to delivering your TED Talk, you will practice your speech in-person or virtually with a peer tutor at Presentation U. More details will be provided on Canvas.

Video Speech Reflection

Your final assignment is to provide some advice to incoming CIS 112 students in a 2-3 minute recorded speech that you upload to YouTube/Canvas. What was your favorite/least favorite part of the course? What was the biggest challenge? What can they do to be particularly successful? What are the "big picture" lessons you'll take with you as you go through the rest of your college career?

SERVICE-LEARNING ASSIGNMENTS (TOTAL = 290 points / 29%)

(1) Service-Learning Hours (100 points / 10%)

Each student must complete 10 hours of service at a chosen service site (in-person and virtual options) during the course of the semester (10 points for each hour you complete, not to exceed 100 points) and also complete an initial 10-point orientation assignment outlined below. **Before you can serve at an in-person service-learning organization this semester, you must read, print and sign a Waiver of Liability that is posted on Canvas. Some in-person options require**

volunteers to wear masks and/or be fully vaccinated. There are options that do not have these requirements.

If you have any questions, concerns or issues with your service-learning organization that your instructor cannot assist with, please send an email describing the situation to cis112.uky@gmail.com and our course coordinator (Dr. Allyson DeVito) will assist you.

You will document your service using the report of hours form provided on Canvas. You should half of your hours completed by MIDTERM, and the remaining half completed by the END OF SEMESTER. Before starting your service, you will need to complete the short orientation assignment detailed below.

(2) Orientation Assignment (10 points / 1%)

First, conduct some research about your assigned organization (based on website, social media, etc.) and write a brief 2-3 paragraph reflection about it. Explain something that you learned about this organization, what you hope to learn, why it was your first, second, third choice, what is your first impression, what are you most/least excited about it, etc.

(3) Service-Learning Reflections (30 points / 3%)

Throughout the semester, you will participate in several individual written and/or oral reflections about your service-learning experiences. Your instructor will explain more about the requirements for these reflections.

(4) Group Podcast Assignment (150 points / 15%)

Students will work in small groups (4-5 people) to create a podcast series about their group's service-learning organizations and experiences planning the story times. This project focuses on storytelling, first-person accounts, and interviews. Podcasts will be due throughout the semester and played/discussed during class. The podcast would be three episodes related to the group's (1) initial ideas and reservations; (2) planning process; (3) reflections on the event. Your instructor will provide specific details about what is required for each podcast episode along with deadlines and group member roles

OTHER REQUIRED ASSIGNMENTS (TOTAL = 310 points / 31%)

(1) Pre-test and Post-test (20 points / 2%)

Each CIS 112 student is required to complete a pre-test at the beginning of the semester (during the first two weeks) and a post-test at the end of the semester (during the final two weeks) for departmental assessment purposes. These will be completed online and you will receive credit for these assignments; your answers will not affect your grade. You will receive 20 points for completing these two assignments (10 points each). You must complete both the pre-test and post-test and earn 20 points. If you only complete one of the tests and not both, you will earn zero points. Each test will take approximately 30 minutes to complete. There are no late submissions or make-ups for these assignments.

(2) Research Requirement: CI SONA (40 points / 4%)

The College of Communication and Information is committed to providing students a broad and comprehensive education. Students in these classes are provided the option to participate in research studies or alternative assignments in order to earn two credit points, which is equal to 40 points towards the total points in the class (4% of your grade). Each study listed within the CI SONA will have an allotted time requirement and credit(s) to earn when study is complete. CI SONA will have an allotted time requirement and credit(s) to earn when study is complete. If you are enrolled in two or more CI SONA courses, you will not be required to complete more than the two credits needed for any CI SONA class. Instead, the CI SONA pool administrator will provide

you with “complimentary credits” that you can use to apply to the additional classes. Note: The CI SONA administrator will provide students with these credits by midterm.

Students are responsible for using these additional credits to apply to their classes. You will need to log-in to CI SONA and assign these credits to specific classes, but no additional communication with the instructor is needed, as the “complimentary credits” will appear just as another credit. In the event that you do not see the additional credits by mid-term, please email CISONAHelp@uky.edu for assistance.

During the first week of the semester, you will receive an email from the CI SONA system CISONAHelp@uky.edu letting you know the system is open. This will be sent to your official University of Kentucky email address. Please note: It is your responsibility to ensure you are receiving and reading any emails sent to your official UK email address. Using your LinkBlue ID, you can login to view detailed information about available research studies and sign up at ci.uky.edu/sona.

Alternatives to Research Studies

Participation is voluntary for research studies, thus, there are alternative options in order to earn credit. Additionally, if you are 17 years of age or younger, you will not be able to participate in the research studies. In these cases, research Alternative Assignments will be listed along with actual studies on the CI SONA website. These alternative assignments usually consist of reading an article or webpage and summarizing the contents. Research alternatives are to be completed through the CI SONA website. Please note: The alternative assignment is a writing assignment. Students may not be awarded credit if they fail to follow directions (i.e., do not meet word length requirement, use fillers to meet word count or plagiarize content from another person or the Internet).

Earning Credits

After completing each study, you will either see a completion page on the CI SONA website or the researcher will thank you for your time. Your credit will be granted by the researcher either automatically or within 7 days. Please make sure to confirm that credit has been awarded by logging in to your CI SONA account. At the end of the semester, your instructor will be able to view the number of credits you have earned. Note: Your instructor will not know specifically which studies you participated in to earn credit. If you have questions about credits earned, contact the researcher directly.

Need Help?

If you have questions about how to use the CI SONA website or are having issues logging on, please contact CISONAHelp@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 CI SONA website.

(3) 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.

(4) Children’s Book (100 points / 10%)

Being a good technical communicator means understanding how to translate complex information for a variety of audiences. One of the key things I want you to take away from this course is how to make complex ideas simple. I recently became inspired when I found a series of children's board books that do just this: <https://www.sourcebooks.com/baby-university.html>. This project requires that you follow this example and design a children’s book based on a complex topic of your choice. The topic should be a complicated, STEM-related topic that you’re interested in and

knowledgeable about, like how to build a computer, how to make a video game, solar power, etc. It will be electronic (unless you decide you want to print a hardcopy, though it is not required), and you will be required to do a voiceover of the book.

Book Requirements

Using the template provided in Canvas, you will write, draw, and design a board book no fewer than 10 pages. Outside research is not required. The book must be written for an audience of children, age ranges 3 to 6. Below is a breakdown of additional features:

- PDF version of the book with illustrated pages
- Location of additional resources for readers interested in the topic
- Audio file including author narration of book

(5) TBA Workshops, Engagement, Participation Activities (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 (e.g., discussion posts, reading reflections, knowledge checks, peer reviews, etc.).

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 circumstances. Please note: when you come to discuss a grade, make sure you have prepared a thoughtful justification for why you deserve a different grade than you received.

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

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 112.

Mid-term Grade

Mid-term grades will be posted in myUK by the deadline established in the [Academic 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

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 read this, bring a notecard with your name on it to the first day of class to receive +2 points extra credit.*

Attendance is worth **100 points** during the semester. Attendance points will be recorded in Canvas at least every two weeks so you may monitor your attendance progress. If you are absent on a day when an assignment is due or a quiz is given, you will be allowed to submit 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.

You are entitled to two unexcused absences, no questions asked, during the semester. However, if you miss class on any speech or peer review day, or on days when guest speakers or workshops are scheduled, it will count as an unexcused absence unless you provide documentation that it's an excused absence (see the section below about excused absences).

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 quizzes **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, points will be deducted from your course grade total as follows: TTH classes: 5 points each day missed.

In order to meet federal regulations, the instructor will monitor student participation in this class through attendance or assignments. Students who miss class periods or assignments during the first two weeks of the semester may be dropped from the course. If you will be missing a class period or will not be submitting some assignment during that period, it is your responsibility to notify the instructor, even if the absence or missed assignment is not excused under university rules.

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/>.

Excused Absences (Senate Rules 5.2.4.2)

Students need to notify the professor of absences prior to class when possible. Senate Rules 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays with prior notification required, (e) interviews for graduate/professional school or full-time employment post-graduation with instructor having the right to require appropriate verification, (f) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

If a student misses 20 percent of the class contact hours due to excused absences, and attendance is required or a criterion for a grade in the course, the instructor may request that the student withdraw from the class or impose an incomplete.

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 instructor 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 (Senate Rules 5.2.4.2)

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.

Religious Observances (Senates Rules 5.2.4.2.1.4)

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), UK Ombud Information about Excused Absences.

Make-Up Work (Senate Rule 5.2.4.2.2)

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.

Excused Absences Due to Military Duties (Senate Rule 5.2.4.2.3.1)

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.

If a student must be absent for one-fifth or less of the required course interactions (e.g., class meetings) due to military duties, the following procedure apply:

1. Once a student is aware of a call to duty, the student shall provide a copy of the military orders to the Director of the Veterans Resource Center. The student shall also provide the Director with a list of her/his courses and instructors.
2. The Director will verify the orders with the appropriate military authority and on behalf of the military student, notify each Instructor of Record via Department Letterhead as to the known extent of the absence.
3. The Instructor of Record shall not penalize the student's absence in any way and shall provide accommodations and timeframes so that the student can make up missed assignments, quizzes, and tests in a mutually agreed upon manner.

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 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, 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.

Prep Week and Reading Days

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 practicals/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.

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. Visit [Disability Resource Center](#) for more information.

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.

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). 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](#).

Important Fall 2022 Dates (Academic Calendar)

First day of classes	August 22
Last day to add a class	August 26
Labor Day Holiday: No Class	September 5
Last day to drop without a W or change grading option	September 9
Midterm grades posted by this date	October 24
Fall Break: No Classes	October 24-25
Last day to withdraw or reduce course load	November 2
Thanksgiving Break: No Classes	November 24-26
Last day of classes	December 7
Reading Days (classes do not meet)	December 8-9
Finals Week	December 12-16
End of fall semester	December 16
Final grades posted by this date	December 19

Accommodations for Student-Parents

Unexpected loss of childcare does not make you a bad student, nor does it make you a bad parent. Your children are welcome in class, and we will work together to find a way to facilitate your learning (and their entertainment) during class time if the need arises. Also, do not hesitate to reach out to me if you are needed by your children off-campus; those absences will be excused.

Incompletes

Because of the in-class speaking assignments, the necessity of class discussion and the amount of group work in CIS 112, it is my policy NOT to grant incompletes (I). If you find circumstances are such that you are falling behind, you may want to consider withdrawing (W) from the class. I do suggest that you meet with me to discuss your options.

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 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). 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 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 112 and your section number (008) in the subject line each time.** 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 for noninstructional purposes (texting, social media, internet use, gaming, etc.) 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 the Study South in Woodland Glenn III. We open early and stay open late! Visit www.uky.edu/UGE/pres-u for our complete hours. Our tutoring services are available on a drop-in basis

as well as a scheduled face-to-face or online appointment. For questions about this service, please contact the Pres U front desk at PresentationU@uky.edu.

[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.**

CIS 112 – 008: Accelerated Composition and Communication (3 hours)

T/TH Course Schedule – Fall 2022

AWN = Starkey, D. (2017). *Academic writing now: A guide for busy students*. Broadview Press.

TT = Anderson, C. (2017). *TED talks*. Mariner Books.

TWE: Technical Writing Essentials: Introduction to Professional Communications in the Technical Fields; Suzan Last; <https://pressbooks.bccampus.ca/technicalwriting/>

OTC: Open Technical Communication; Tiffani Tijerina, Tamara Powell, Jonathan Arnett, Monique Logan, Cassandra Race; <https://alg.manifoldapp.org/projects/open-tc>

Note: Course schedule is tentative and subject to change. Additionally, the ITEMS DUE 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 Announcements and/or Files***

Other Note: Speaking Days highlighted in green. See section on student absences for speech days. Assignments are indicated in red. See syllabus section on late assignments for more information.

Date	Topic	Assigned Reading	Items DUE by 11:59 pm
T 8/23	Introduction and Course Overview	<ul style="list-style-type: none"> LISTEN: Darknet Diaries - #OpJustina Syllabus 	Syllabus Contract
TH 8/25 [Online]	Why do Service Learning? Overview of Service-Learning Orientation and Major Assignments Public Speaking Pro Tips	<ul style="list-style-type: none"> Canvas: Review Info/Assignments about Service-Learning Canvas: Review Group Podcast Assignment & Rubric 	
T 8/30	Any Old Bags		
TH 9/1	Any Old Bags		
T 9/6	Multimodal Comm: Introduction to ICT and Technical Writing	<ul style="list-style-type: none"> Avoiding Disasters (PDF in Canvas Announcements) OTC: Chapter 1 	
TH 9/8	Choosing Topics Discussion of Rec Report Begin Overview of Technical Writing	<ul style="list-style-type: none"> TWE: Chapter 7.5 OTC: Chapter 2.9 Canvas: Review Op/Ed and TED Talk Assignments 	Service-Learning Orientation Assignment Due on Canvas
T 9/13	Basics of Technical Writing/Grammar	<ul style="list-style-type: none"> TWE: Chapter 5.7-5.9 OTC: Chapter 2.2, 2.4 	

TH 9/15	Expectations for Scholarly Writing Developing Information Literacy: Finding and Evaluating Sources Evaluating Source Bias	<ul style="list-style-type: none"> • <i>AWN</i>: Chapter 5 & Appendix • <i>TWE</i>: Chapter 5.1-5.2; Appendix C • <i>OTC</i>: Chapter 5.6 	
T 9/20	How to Create a Podcast Podcast Planning Day [Class held in Media Depot]	<ul style="list-style-type: none"> • <i>Canvas</i>: Podcast Readings • <i>TWE</i>: Chapters 4.1-4.4 	
TH 9/22	APA Formatting & References: Introduction to your template	<ul style="list-style-type: none"> • <i>Research on your own</i>: APA Style Resources. Check out Purdue OWL or ACC library • <i>TWE</i>: Chapter 6.1 	
T 9/27	Finish APA Discussion Annotated Bibliography Workshop		Final Draft of Annotated Bibliography
TH 9/29	Fact, Value, Policy: Debate Day	<i>AWN</i> : Chapter 8	
T 10/4	Outlining and Organizing a Persuasive Report Introduction to Toulmin		
TH 10/6	Rec Report Example Analyses / In-Class Workday	Will read Example Rec Reports in class	
T 10/11	Dr. Frey's Tips on Becoming a Better (And More Helpful) Reviewer Peer Review and Revisions / Q&A Day	<ul style="list-style-type: none"> • <i>AWN</i>: Chapters 9-10 • <i>TWE</i>: Chapter 3.5 • <i>OTC</i>: Chapter 5.4 	Rough Draft of Rec Report
TH 10/13	The Rhetorical Situation: Using Message Clarity to Translate Technological Jargon	<ul style="list-style-type: none"> • <i>TWE</i>: Chapter 2.1 • <i>OTC</i>: Chapter 5.4 	
T 10/18	Reflection Day: Play that Podcast		Podcast Ep. #1
TH 10/20	Out of Class Rec Report Workday!		Final Draft of Rec Report
T 10/25	Fall Break! Enjoy your time away.		

TH 10/27	Guest Speaker: Effective Library Story Times	•	Half of All Service-Learning Hours should be Completed
T 11/1	Brainstorming for TED Talk Topics Speech Outlining and Organization	<ul style="list-style-type: none"> • <i>TT</i>: Chapters 5-6 • <i>Canvas</i>: Review TED Talk Assignment • <i>Canvas</i>: Review Demonstration Speech Assignment 	
TH 11/3	Visual Aids - Aesthetic Design in a Digital World	<ul style="list-style-type: none"> • <i>TT</i>: Chapters 7-10 	
T 11/8	Demonstration Speech Day #1	<ul style="list-style-type: none"> • <i>TWE</i>: Chapters 8.1-8.2 	
TH 11/10	Demonstration Speech Day #2	<ul style="list-style-type: none"> • <i>OTC</i>: Chapter 2.12 	
T 11/15	Reflection Day: Play that Podcast	<ul style="list-style-type: none"> • <i>TT</i>: Chapters 14-16 • Consider rehearsing with Presentation U! 	Podcast Ep. #2
TH 11/17	Experiencing BAD Speaking Activity / Understanding Delivery	<ul style="list-style-type: none"> • <i>TT</i>: Chapters 17-18 • LISTEN: How To! – How to Give a Killer Speech (from the Founder of TED) • Consider rehearsing with Presentation U! 	
T 11/22	TED Talk Rehearsal Day (Dr. Frey will be available in-class for assistance)	<ul style="list-style-type: none"> • <i>TT</i>: Chapters 19-21 • Consider rehearsing with Presentation U! 	Children's Book Story Time Agenda
TH 11/24	Thanksgiving Holidays! Thankful for no class.		
T 11/29	TED Talks		Final Version of TED Talk Outline
TH 12/1			Post-test due by 5 pm on 12/3
T 12/6			

TH 12/8	<p data-bbox="745 94 1055 136">Reading Day – No Class</p> <p data-bbox="459 163 1341 205">The following materials will be due by 5:00 pm on Monday 12/12:</p> <p data-bbox="810 216 990 258">Podcast Ep. 3</p> <p data-bbox="716 268 1084 310">Final Report of Hours Form</p> <p data-bbox="774 321 1026 363">Podcast Reflection</p> <p data-bbox="699 373 1101 415">Final CIS 112 Video Reflection</p>
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