CIS 111-011: Composition and Communication II (3 credits)

Spring 2015
MWF from 11:00-11:50
LCLI 301

Instructor: Dr. Kari Wold
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Office Hours: MF 1:00-2:00, TTh 2:00-3:00

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 in small groups 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 in teams 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. Prereq: CIS 110.

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, group-authored 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 and as part of a team, using the resources of the UK Libraries and other relevant resources to enrich your speaking, writing, and digital projects.
● employ advanced strategies for developing and analyzing arguments as an individual and in groups using relevant rhetorical theories, with greater emphasis on addressing and mediating issues of public interest.
● identify and address community stakeholders in an issue 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.
● work with design elements (font, size, line, color) to effectively incorporate design principles (contrast, alignment, repetition, and proximity) as part of sophisticated argumentation
● refine your formal speaking, writing, and visual communication skills, focusing on matters of construction, design, and delivery, keeping audience, purpose, and occasion in mind.
● thoughtfully critique 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.
● employ and evaluate interpersonal, small-group, and mass communication skills to show skillful management of group dynamics (e.g. conflict negotiation, role identification, delegation, effective social roles).

**Required Materials**

● There are TWO acceptable books for the course – either one will work. The only real difference is the cover and an appendix at the end:
• Familiarity with Google Docs/Presentation/Drive
• 3 x 5 inch index cards
• Essays and other readings to be downloaded on Canvas or provided.

Grading Scale
Only students who have completed all components of the major assignments on time are eligible for a passing grade in this course.

90 – 100%: A
80 – 89%: B
70 – 79%: C
60 – 69%: D
59% and below: E

Course Policies

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. Roll will be taken at the beginning of class. If you miss this, it is your responsibility to let me know you arrived late.

You are expected to be in class and to participate fully every day so you can benefit as much as possible from this course. This means you are expected to (a) read and consider applications of the information before coming to class, (b) ask questions and/or make applications in small group and large group class discussion, and (c) work to facilitate classroom interaction.

In order to accomplish course goals, you need to be in class every day. If you are absent on a day when an assignment is due or an exam is given, you will be allowed to hand in or make-up that work only if the absence is officially excused. You will be asked to provide official written documentation for 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 exams unless approved in advance by your instructor.

Note: Students are required to attend class whenever any student is scheduled to speak. If you miss class on a speaking day, points will be deducted from your course grade total as follows: MWF classes: 5 points each day missed; M/W or T/Th classes: 10 points for each missed day.

It is your responsibility to monitor your attendance. If you are absent, it is your responsibility to ask a classmate what you missed. DO NOT ASK ME: “Did I miss anything the day I was absent?” I will simply respond, “Yes, you did.”
For classes that meet three times per week, once you have more than three unexcused absences, your final grade in the course will drop by 5% (1/2 letter grade). If you exceed six unexcused absences, your final grade in the course will drop by 10% (one letter grade). After this point, your final grade will continue to drop by 5% for each additional unexcused absence.

For classes that meet twice per week, once you have more than two unexcused absences, your final grade in the course will drop by 5% (1/2 letter grade). If you exceed four unexcused absences, your final grade in the course will drop by 10% (one letter grade). After this point, your final grade will continue to drop by 5% for each additional unexcused absence.

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

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

**Students who are frequently tardy or unprepared may be marked absent for the day.** If you are late three times, this counts as one class absence. Your instructor reserves the right to add quizzes to the class agenda if too many class members appear to be unprepared, so be prepared and on time. Preparation involves not only reading but also making notes on the reading so that you are prepared to discuss issues in depth.

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

**Excused Absences**

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

**Verification of Absences**

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required **prior** to the absence.
Important Spring Semester Dates (http://www.uky.edu/registrar/content/spring-2015-semester)

January 21: Last day to add a class for the spring semester
February 4: Last day to drop a course without it appearing on the student’s transcript
February 11: Last day to officially withdraw from the university or reduce course load and receive a 50% refund
March 13: Midterm grades posted by this date
April 10: Last day to withdraw from the university or reduce course load.
May 11: Final grades posted by this date

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

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

Part II of Student Rights and Responsibilities (available online http://www.uky.edu/StudentAffairs/Code/part2.html ) 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 the question of plagiarism involving their own 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 anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else’s work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she 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 (Section 6.3.1).

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

**Accommodations due to disability**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 859-257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

**Military Members and Veterans**

We recognize the complexities of being a member of the military community and also a student. If you are a member of the military or a military veteran or dependent, please inform your instructor if you are in need of special accommodations. Drill schedules, calls to active duty, mandatory training exercises, complications with GI Bill disbursement, and other unforeseen military and veteran related developments can complicate your academic life. If you are aware of a complication, we will work with you and put you in contact with university staff members who are trained to assist you. Please contact the Coordinator of the University of Kentucky Veterans Resource Center at 859-257-1148 for additional assistance. Visit [http://www.uky.edu/veterans](http://www.uky.edu/veterans) for more available resources.

**Classroom Policies**

**Submission of Assignments**

The final draft of the National/International paper assignment MUST be submitted in a .doc or .docx format to Blackboard. To do this, you will click on the Assignments tab in Blackboard, click on the name of the assignment, attach the file, and click on submit. 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. All other assignments will be submitted to Canvas; your instructor instruct you on how to do this.

**Late Assignments**

Treat this class like a job. You have deadlines that must be met. Do not ask for an extension. All assignments are due by class time the day they are listed on the course schedule or on the day I verbally announce.
Your assignments for this course, including speeches, essays, projects, and informal assignments, are due on the dates before class time indicated in the class outline below or as indicated in class. Assignments submitted after class time and up to 24 hours late will receive 10% off the grade the assignment would have received. Assignments submitted two days late will receive 20% off the grade the assignment would have received. Assignments submitted three days late will receive 30% off the grade the assignment would have received. Assignments will not be accepted after three days. You may not miss class on the day of a peer review, workshop, or speaking day. You may not write your assignments during class unless you are directed to do so.

Murphy’s Law: “Anything that can go wrong, will go wrong.” Laptops are stolen. Printers run out of ink. Hard drives crash. The campus wireless connection fails. Therefore, do not wait until the last minute to submit your assignments, and SAVE OFTEN.

- Always save duplicates of your work on an external source (e.g., flash/thumb drive, Google Drive, Dropbox.com)!
- For your protection, keep all assignments that are graded and handed back to you until final grades have been submitted at the end of the semester.

Class Conduct

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

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

If you still don’t know the answer to your question, you may email me.

Being a Respectful Audience Member
First, attend all presentations, whether you are speaking or not to avoid a penalty in your grade. Second, be courteous and attentive. Third, remove all objects (phones, computers, newspapers, 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.

Responsible Technology Use

Email
During the semester, you will receive e-mails from me with updates and reminders. You are expected to regularly check your official UKY email address. Writing emails to your friends/family can be informal, but when you start writing emails to your instructors, professors and potential employers, they should be well written with as few mistakes as possible.

- When corresponding with me, please (a) use a descriptive subject line, (b) include a respectful greeting (e.g., “Hi, Dr. Ms., Mr.”), and (c) fully sign your name and section number.
Typically, I will respond to your e-mail within 24 hours, although my response time will be slower on weekends.

**Cell Phones/Laptops/Tablets:**
Learning requires focus. Thus, unless we are using your personal devices for a class-related activity, they should be put away.

- Throughout the semester, we will be using your devices to conduct online research, collectively brainstorm, etc. We will refer to these technology-related activities as “screen up” time. During announced “screen up” time, you will be encouraged to use your devices liberally.
- However, many of our class periods will be “screen down,” meaning that your personal devices should be put away so they don’t tempt you. This is especially true during speeches or if a video is being shown. The only exception is if you have official documentation from Disability Services indicating that a laptop or similar device is necessary for your learning.
- Turn cell phones on silent for the duration of class, and take them off your desks. This includes all devices that make noise (texts, calendar alerts, music, etc.).
- Inappropriate media use greatly increases your chances of being called on and pulled back into the class discussion. If it repeatedly continues, I will ask you to leave, or you will be counted absent for the day.

**Peer Groups**
Because most writers, educators, and other professionals must learn to work collaboratively, you will collaborate—cheerfully—with your peers both in and out of class. I will ask you to form groups this semester. While I do not expect you to develop life-long friendships through this process, it has been known to happen in my classes. Treat everyone in this class as a valued colleague, and you will have few problems. *That means that you will honor all deadlines agreed to by your classmates as though I was the one who set them, and in general, be respectful.* Consequences for "slacking" may result in anything ranging from a full letter grade deduction for the assignment to a zero (determined on a case-by-case basis).

**Research Participation and Extra Credit**
During the semester, you may be asked to participate in research studies to earn extra credit. These studies will never be required and the opportunities are never guaranteed. You will be informed about studies as they become available and your instructor will inform you about the minimal extra credit available for completing each. The completion may look different from study to study, including taking an online survey, reporting to a research lab, or completing multiple parts, and the points assigned to each study will be consistent with the time and work required of you. *You may only earn up to 10 points extra credit in this class total, and the research studies would be included in that 10 point total.* If you have questions about the research, you should contact the researcher. If you have questions about the studies available or the points awarded for the study, you should contact your instructor.
Canvas

I am responsive to student requests for changes in the schedule, 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

The Presentation U Tutoring Center@The Hub is located in B-24 of the W. T. Young Library (phone 859-218-5186). Presentation U provides tutoring assistance and training with multimodal communication skills and projects. Both UK faculty and students have the opportunity to attend workshops and work individually with highly trained faculty members, graduate students, and peer tutors. Come see us if you would like help brainstorming potential project topics, constructing outlines, using APA or MLA style, practicing oral presentations, as well as designing/constructing/using effective presentational aids (e.g., PowerPoint, Prezi, websites, videos, and digital projects). When you come to the Presentation U Tutoring Center@ The Hub, YOU can become the Ultimate Presentation. Visit UK | Undergraduate Education | Presentation U! to check out our hours of operation and/or to schedule an appointment. Presentation U! also offers a satellite location on the 1st floor of Champions Court I. This location offers the same services as Presentation U @ the Hub to assist students with their multimodal communication needs.

The Multimodal Communication Lab (MC3) is located in 107A Grehan (phone: 859-218-0221 or 859-257-8370). The MC3 is your go to location for assists on class presentations of all types. You have the opportunity to work one-on-one with peer tutors with experience and specifically trained in presentational methods. We offer several resources: Brainstorm potential oral, written, and visual presentation topics; organize content and develop outlines; use proper APA/MLA style in outlines and papers; develop and use effective presentational aids, including PowerPoint, poster sessions, and Prezi, improve public speaking delivery; and Create effective digital texts (e.g., websites, blogs). You can also schedule an appointment online at: http://cis.uky.edu/icd/mc3-schedule

The Study located in 306 Complex Commons Building, is responsible for programs and services for students intended to promote effective learning strategies in and out of the classroom in order to enhance the academic experience of all students at the University of Kentucky. For more details check out the website at: http://www.uky.edu/AE/

The Writing Center is located in W. T. Young Library, Room 108B in the Hub (phone: 859-257-1368). The staff can help you identify and correct problems with your writing. You can also schedule an appointment online at: http://wrd.as.uky.edu/writing-center
The **Media Depot** is located in the basement of William T. Young Library and will have video and audio recording rooms, computers for editing multimedia projects, collaborative spaces, and staff to assist students with multimedia needs: [http://www.uky.edu/ukit/mediadepot](http://www.uky.edu/ukit/mediadepot)

**Description of Course Activities and 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.

**Assignment Descriptions and Point Values**

**Weeks 1/2 and Weeks 15/16: Pre-test/Post-test (10 points)**

Each Composition and Communication student is required to complete a pre-test (5 points) at the beginning of the semester and a post-test (5 points) at the end of the semester for assessment purposes. The pre-test link (available the first two weeks of the semester):

[http://comm.uky.edu/courses/cis111/pretest](http://comm.uky.edu/courses/cis111/pretest)

The post-test link (available the final two weeks of the semester):

[http://comm.uky.edu/courses/cis111/posttest](http://comm.uky.edu/courses/cis111/posttest)

You will also receive an email reminder with a link for the surveys. The pretest will be open during the first two weeks of the semester and the posttest will be open during the last two weeks of the semester.

**Week 1: Video Introduction (5 points)**

You will prepare a brief 1-2 minute video introduction of yourself and post it to 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 a little about what makes you unique. Include an aspect of yourself that others may find interesting or surprising. This will help me (and your classmates) remember your name (for example, “Oh yes, Tim, you’re the student who rides a unicycle around campus.”).

**Week 2: This I Believe Speech (20 points)**

This is a 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 onscreen so it is easily visible to all those in your audience) to help support what you are saying. Examples of this type of storytelling are available at [http://thisibelieve.org/](http://thisibelieve.org/)
**Week 4: Ad Gone Bad Mini-Paper (25 points)**

In order to construct a strong argument, it is often helpful to breakdown an argument – particularly one that didn’t work well. Based on Ch. 1 in *The Purposeful Argument*, you will analyze an “Ad Gone Bad.” After selecting an ad that didn’t work from those provided by your instructor, you will explain how the persuasion didn’t work in the ad and where you think the argument broke down. The paper will be 2-3 pages, include 1 image, and have, at the minimum, the textbook cited as a source. This paper will be written in APA format. This mini-paper will be submitted in Canvas.

**Week 7: Annotated Bibliography (25 points)**

In order to help you evaluate sources for your issue paper focused on a national/international public issue of importance to you (see Week 9), you will first create an annotated bibliography.

The annotated bibliography assignment asks you to provide annotations for 5 credible sources. These annotations will include:

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

**Week 9: National/International Issue Paper (100 points)**

As an individual, you will identify a controversial issue of national or international importance that 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, while also addressing at least 1 opposing argument, using evidence and reasoning to support your claims. Your paper must be 8-10 pages (TNR, 12-point font, 1” margins, not including cover page, abstract, or references) and integrate at least 8 relevant and credible external sources as well as 3 images to support your ideas. It must be typed according to proper APA style. You will turn in a first draft as well as a final draft of this assignment.

**Week 11: Oral Pitch Speech (10 points)**

In a brief, 2-minute or less oral presentation, you will “pitch” your issue of public controversy to your group and possibly to the class. These speeches do not require slides, but should adhere to the elements of good delivery discussed in class (content, structure, and delivery).

**Week 12: Starting Line-Up Group Video Presentations (10 points)**

As a group, you will participate in one social activity outside of class time before constructing a 3-4 minute video presentation. Your presentation will include, at the very least, your group name, group logo, and group motto, as well as describe the social activity you engaged in together. You will include things you learned about one another in the process. Each person must speak in the video. In addition,
you are strongly encouraged to visit the Media Depot (in basement of W.T. Young Library) during the creation of this presentation. They have excellent staff members who will assist you with video creation, design and editing.

**Week 12 or 13: Impromptu Speeches (10 points)**
You will be given a topic when you come to class and after a few minutes to prepare, you and/or your group will present an impromptu speech to the class.

**Weeks 15 and 16: Group Symposium Speech with a Local Focus and Digital Project Reveal (150 points total)**
As an individual, you explored an issue of public controversy at the national/international level in your major paper. Now, your group will turn its attention to one issue your group chooses to focus on at a local level (based on the oral pitches). That is, which issue do you think you group can come up with the best solution to at the local level?

Utilizing Monroe’s Motivated Sequence as your organizational pattern, your group will give a symposium speech focused on your controversy with the following objectives: convince your audience (of peers) to agree with your position; propose solutions; persuade the audience to take action to help solve it. One person will serve as the moderator for the symposium, offering an extended introduction and conclusion and transition between member of the group. The group will create one typed outline. The group will conduct a question and answer session with the class at the conclusion of the symposium. Each individual must speak for 4-6 minutes, include a minimum of two slides, and orally cite at least two external sources. Additionally, your group will “reveal” the digital project video related to your controversy that you have designed and constructed during the course of the semester during this presentation. The digital project must be approved by the instructor prior to beginning it. Most likely, the digital project reveal will come during either the “Visualization” or “Action Step” of Monroe’s Motivated Sequence (depending on your specific project needs). Your digital project video could be a 30 to 45-second Public Service Announcement (PSA) or a longer 2-3 minute video with interviews. The format depends on the best way to share your message with the audience.

- **Symposium Speech:** 100 points
- **Digital Project:** 50 points

**Finals Week: Final Reflective Video Speech (20 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.
**Ongoing Assignments:**

*Group Dynamics Grade (10 points)*  
Throughout the semester, you will be working with a group on several projects, small and large. At the end of the term, you will be asked to provide a group dynamics assessment of each group member and yourself. This 10-point grade will be calculated based on how well you worked with your group based on both their assessment and my evaluation.

*Outlines, drafts, peer reviews (40 points)*  
Throughout the semester, you will be asked to turn in drafts of your papers, outlines for your symposium speech and will participate in peer review of these items before you turn them in for a final grade.

*Quizzes (20 points)*  
Quizzes are designed to measure comprehension of textbook content/readings and material discussed in class. Most quizzes will be posted on Canvas and consist of multiple choice, true or false and fill-in-the blank questions. Pop quizzes can be given during any class period.

*Discussion Board, In-class and out-of-class assignments, Class Preparation Tasks (45 points)*  
There will be a variety of ways to measure your engagement in the class and with the course material. This engagement may be measured with discussion boards, and other in-class/out-of-class assignments. You also will be asked to do several “Class Preparation Tasks” during the semester that are to be completed prior to class time to prepare you to more fully participate in class.

**Total Points: 500**
## Tentative Monday/Wednesday/Friday Daily Schedule (CIS 111)

**Important:** This schedule is tentative.

Due dates, reading assignments, and discussion topics could change. Always refer to the Daily Course Schedule document on Canvas for the most recent version.

*Class Preparation Tasks (CPT) are always due by the start of class on the day listed.

Hybrid course:

**Purple color:** Synchronous session on Adobe Connect

**Blue color:** Asynchronous session

**Green color:** Face-to-face in LCLI 301

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<thead>
<tr>
<th>Week</th>
<th>Subject</th>
<th>Class Preparation Tasks</th>
<th>Readings/Assignments Due</th>
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| **Week 1**
January 14 | Course Introduction | Review syllabus and intro video on Canvas | |
| January 16 | Foundations of Rhetoric | Video Introduction Due by 5 PM on Canvas (5 points) | Complete Course Pre-Test (5 points) |
| **Week 2**
January 19 | Martin Luther King, Jr. Holiday -- No Class! | | |
| January 21 | Introduction to Ethos, Pathos, and Logos | CPT #1: Comment about two classmates’ Video Introduction Speeches by the start of class (5 points) | |
| January 23 | This I Believe Speeches | | |
| **Week 3**
January 26 | This I Believe Speeches (continued) | | |
<p>| January 28 | Deconstructing Arguments | Ch. 1 | |
| | | Assign “Ad Gone Bad” | |
| January 30 | Look at “Ad Gone Bad” Sample | CPT #2: | |</p>
<table>
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<tr>
<th>Week 4</th>
<th>February 2</th>
<th>Topic Exploration: Same Topic, Different Source Exercise</th>
<th>CPT #3: Complete exercise on page 26 of the textbook and post to Discussion Board (5 points)</th>
<th>Draft of Ad Gone Bad outline due (5 points)</th>
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<tbody>
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<td>February 4</td>
<td>“National/International Issue Paper” and Example</td>
<td>CPT #4: Submit “Same Topic, Different Source” to Discussion Board (5 Points)</td>
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<tr>
<td>February 6</td>
<td>Exploring Topics...the Good, the Bad, and the Ugly</td>
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<td>“Ad Gone Bad” Due by the start of class (25 points)</td>
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<td>Week 5</td>
<td>February 9</td>
<td>UK Library’s Module about National/International Paper</td>
<td>Ch. 3</td>
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<td>February 11</td>
<td>Evidence: Bad Science Ted Talk and Discussion</td>
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<td></td>
<td>Complete Annotated Bibliography Worksheet</td>
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<td>February 13</td>
<td>Finding and Using Good Evidence Discussion of National/International Paper</td>
<td>CPT #5: Bring an example of “bad evidence” to</td>
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<tr>
<td>Week 6</td>
<td>February 16</td>
<td>Topics</td>
<td>Ch. 7 and 10; Reading on Canvas about Toulmin Model; CPT #6: Post National/International Paper Invention topic and questions. Be prepared to discuss your ideas (5 points).</td>
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<td>Map Your Argument: Persuasion Mapping</td>
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<td>February 18</td>
<td>APA Workshop and Discussion of Plagiarism</td>
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<td>Ch. 4 and Appendix B on APA</td>
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<td></td>
<td>Annotated Bibliography Workshop</td>
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<tr>
<td>February 20</td>
<td>Toulmin Model of Argument</td>
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<td>Week 7</td>
<td>February 23</td>
<td>Review of Toulmin Argument Outlines</td>
<td>CPT #7: Develop an outline based on the Toulmin Model for your national/international issue paper and post it to</td>
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<td>Date</td>
<td>Activity/Assessment</td>
<td>Canvas by the start of class. (5 points)</td>
<td>Annotated Bibliography due by the start of class (25 points)</td>
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<tr>
<td>February 25</td>
<td>APA Practice Activity</td>
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<td>February 27</td>
<td>Fallacy Overview and Scavenger Hunt</td>
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<td>Annotated Bibliography due by the start of class (25 points)</td>
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<td>Week 8</td>
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<tr>
<td>March 2</td>
<td>Work day</td>
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<td>March 4</td>
<td>Discussion of Peer Review Process</td>
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<td>National/International Issue draft due by the start of class via Canvas (10 Points for the Draft; 10 Points for Completing Peer Review)</td>
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<td>March 6</td>
<td>Peer Review</td>
<td>Bring/Upload Comments about your Classmates' Drafts to Class (bring computers)</td>
<td>Read and review peers’ papers and complete peer review assignment</td>
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<td>Week 9</td>
<td>Teambuilding/Group Dynamics: Discussion of Starting Line Up Video Assignment and Group Contract</td>
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<td>March 9</td>
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<td>March 11</td>
<td>Group Formation</td>
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<td>March 13</td>
<td>Complete Group Formation Survey</td>
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<td>March 13</td>
<td>Out-of-class workday</td>
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<td>March 13</td>
<td>Finish National/International Issue Paper</td>
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<td>Week 10</td>
<td></td>
<td></td>
<td>National/International Issue Paper due by 5 p.m. on Blackboard and Canvas (100 points)</td>
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<td>March 16-20</td>
<td>No classes!</td>
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<td>Spring Break</td>
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<td>Week 11</td>
<td>Introduction of Monroe’s Motivated Sequence</td>
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<td>Reading on Canvas Re: MMS</td>
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<td>March 23</td>
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<td>March 25</td>
<td>Assign Group Symposium Speech/Digital Project; Watch and Review Examples</td>
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<td>March 27</td>
<td>Oral Pitch to Group/ Discussion of Class Topics</td>
<td>Oral Pitch Due (10 points)</td>
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<td>Week 12 March 30</td>
<td>Conflict Styles and Group Conflict Case Study</td>
<td>Reading on Canvas re: Conflict</td>
<td>Group Contract Due (5 points)</td>
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<td>April 1</td>
<td>Starting Line Up Presentation Workday</td>
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<td>April 3</td>
<td>Viewing of Starting Line Up Presentation Videos Discussion of Digital Project Do’s and Don’t’s Impromptu Speeches</td>
<td>“Starting Line-Up” Presentation Video Due By Start of Class (10 points)</td>
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<td>Week 13 April 6</td>
<td>Monroe’s Motivated Sequence Group Activity</td>
<td>Ch. 11</td>
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<td>April 8</td>
<td>Speech Delivery</td>
<td>Ch. 12</td>
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<td>April 10</td>
<td>Visual Aids</td>
<td>Ch. 12</td>
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<td>Week 14 April 13</td>
<td>Copyright Issues and Digital Projects</td>
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<td>April 15</td>
<td>Group and Individual Assessment and Progress Report Due</td>
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<td>April 17</td>
<td>Instructor Conferences/ Rehearsal Days</td>
<td>Drafts of individual outlines (your portion of the symposium) due (5 points)</td>
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<td>Week 15 April 20</td>
<td>Instructor Conferences/ Rehearsal Days</td>
<td>Complete Course Post-test (5 points)</td>
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<td>April 22</td>
<td>Symposiums</td>
<td>Local Issue Symposium and Digital Project Reveal ALL FINAL GROUP OUTLINES DUE (15 Points)</td>
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<td>April 24</td>
<td>Symposiums</td>
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<td>Week 16</td>
<td>Symposiums</td>
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<td>April 27</td>
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<tr>
<td>April 29</td>
<td>Symposiums</td>
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<td>May 1</td>
<td>Symposiums</td>
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<td>Week 17</td>
<td>Finals Week</td>
<td>Group Ranking Exercise (10 points) and Final Video Reflection Due (20 points)</td>
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<tr>
<td>May 4-8</td>
<td>Symposiums</td>
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*Please note:* Our final exam time is set by the Office of the Registrar and is not negotiable. Please check the schedule before making travel plans for the end of the semester. [http://www.uky.edu/registrar/content/final-exam-schedule-spring-2015](http://www.uky.edu/registrar/content/final-exam-schedule-spring-2015)