

CIS 111: Composition and Communication II (3 credits) – Spring 2016

Section 005, Monday, Wednesday, Friday, 9:00-9:50am, College of Nursing Building, rm 214
Section 008, Monday, Wednesday, Friday, 10:00-10:50am, College of Nursing Building, rm 214
Section 019, Monday, Wednesday, Friday, 1:00-1:50pm, Whitehall Classroom Building, rm 209

Professor: Dr. Joanne Cattafesta

Email: joanne.cattafesta@uky.edu

Office Location: 222 McVey Hall

Phone: 859-218-0919

Office Hours: Wednesday and Friday, 11:00am - 1:00pm and by appointment.

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/WRD 110 or equivalent.**

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/WRD 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) their 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.
- 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 and Other Resources

For this course, we use an e-book and learning platform called **MindTap**. You may purchase the code by following the MindTap link on Canvas (under Modules/Custom Purposeful Argument/CIS 111 Cattafesta) or by purchasing a code from the bookstore (UK or Kennedy). If purchasing from the bookstore, make sure that you are purchasing the correct access code for CIS 111.

If you experience any difficulties with the e-book (purchasing, accessing, using the e-book, etc.), please review the videos/tip sheets on Canvas (under Modules/MindTap Help). If you are still having a problem, please contact MindTap Student Tech Support at 1-800-354-9706, option #5, with your specific questions and/or a description of the problem you are experiencing. If MindTap Student Tech Support cannot solve your issue, then contact myself at joanne.cattafesta@uky.edu.

As APA format and style is used in this class, you will also be required to use the spiral-bound APA Pocket Guide book you've already purchased for CIS 110. If you do not have this, please consult the Purdue University's Online Writing Lab (OWL) at <http://owl.english.purdue.edu/owl/resource/560/01> for help with APA formatting and style.

You will also need to:

- Download the Microsoft Office Suite to submit your assignments in acceptable file formats (for example, .doc or .docx). See <https://download.uky.edu/> for free versions.
- Assignments, class materials, powerpoints and additional material are available through Canvas (<https://www.uky.edu/canvas/>). Please read and review (and print if necessary) the assigned materials before you arrive in class.
- Familiarity with Google Docs/Presentation/Drive as you may want to share, edit and revise documents for group assignments.

Course Policies

Attendance and Participation

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

Attendance is worth **60 points** during the semester. Each class period, you may be asked to do a short "warmup" writing or speaking activity during the first 5-10 minutes of class. If you come after the first 5-10 minutes of class, you will not receive your attendance points for the day. These assignments will not be formally graded; rather, you will be awarded points for completion. Attendance points will be recorded in Canvas at least every two weeks so you may monitor your attendance progress.

Regarding attendance, we recognize there may be times when you can't come or are late to class. **Students are allowed 2 unexcused absences for the semester.** You are entitled to these unexcused absences, no questions asked, but they may not occur used on any speech or peer review day, unless they are officially excused (see next section).

However, you are still responsible for submitting any assignments as no make-up work or late submission of assignments is available unless your absence is officially excused.

Also, it is your responsibility to check Canvas for relevant PowerPoint slides, hand-outs and other missed information, AND ask a classmate what you missed. You are responsible for monitoring your attendance and for all information, announcements, and changes announced in classes and/or Canvas during your absence. Please do not ask me (in person, through email, etc.) what you missed before reviewing the syllabus and Canvas, AND asking at least one classmate for assistance. If after doing this, you still have questions, please email me, come to office hours or if those hours are not convenient, make an appointment to see me.

Note: Students are required to attend class whenever any student is scheduled to speak or peer reviews are conducted. If you miss class on a speaking or peer review day that is not officially excused, points will be deducted from your final course grade total as follows: **5 points** for each speaking or peer review day missed.

Note: 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. If you need to withdraw from the course, please reference <http://www.uky.edu/registrar/withdrawal>.

If you know ahead of time that you will be absent from class without an excused absence, please discuss this with me and turn in any assignments ahead of time. For any emergency

situation that arises, please email me at joanne.cattafesta@uky.edu 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.

If you are absent on a day when an assignment, in-class exercise, workshop, quiz, homework, or exam is due, 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 within **one week of returning to class**. The only exception to this is excused absences for university-sponsored trips or activities must be made **prior** to such absences. If you do not turn in the written documentation on time, the absence will be counted as unexcused and any assignments will be subject to the same penalties described below (See Late Assignments).

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. David Beach (dtbeac1@uky.edu or 859-257-2754).

For more information, 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/Section%20V.pdf>.

Verification of Absences

Students will 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. In this course, you must provide appropriate documentation of an excused absence within one week of returning to class. 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-2016-semester>

- January 20:** Last day to add a class for the spring semester
- February 3:** Last day to drop a course without it appearing on the student’s transcript
- February 10:** Last day to officially withdraw from the university or reduce course load and receive a 50% refund
- March 11:** Midterm grades posted by this date*
- April 1:** Last day to withdraw from the university or reduce course load.
- May 9:** Final grades posted by this date*

*This is the final deadline for submission of grades online in the grading portal by midnight

Academic Integrity

Academic integrity is one of the most important values we can collectively hold as a community of learners. 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).

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 physical, learning or temporary disability that requires academic accommodations, please see your instructor as soon as possible during scheduled office hours. To receive accommodations in this course, you must provide him/her with a Letter of Accommodation from the Disability Resource Center (Multidisciplinary Science Building, 725 Rose Street, which is at the corner of Rose Street and Huguelet Drive, Suite 407, 859-257-

2754, email address: dtbeac1@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> for more available resources.

Classroom Policies

Submission of Assignments

All assignments are due at the beginning of class on the day they are listed in the most recent syllabus posted on Canvas or on the day I verbally announce. All written assignments **MUST** be submitted in a .doc or .docx format in Canvas. If you have submitted correctly, you will see a screen that confirms your submission and you can check the gradebook to see that the assignment has been submitted. However, if your assignment is not submitted in an acceptable format (.doc or .docx), then you will receive only ½ of the assigned points.

There may be times when a printed copy of your assignment is required in addition to your Canvas submission/upload. This will be noted on the actual assignment page in Canvas. If you complete only one of these tasks (either you submit the assignment to Canvas, but don't bring a printed copy on the due date, or you bring a printed copy, but forget to submit the assignment to Canvas), then you will receive only ½ of the assigned points.

Emailed assignments are not accepted.

Late Assignments

All assignments are due at the beginning of class on the day they are listed in the most recent syllabus posted to Canvas or on the day I verbally announce. **Students will have ONLY 24 hours to print, deliver to the professor's office, AND upload to Canvas any unexcused late assignment.** Unexcused late assignments are heavily penalized as **students will receive only ½ of the assigned points for the late assignment** as long as they are submitted (delivered paper copy to professor's office and submitted through Canvas) within 24 hours. **After 24 hours, students will receive a "0" for the assignment.**

Excused late assignments are not penalized if they can be attributed to one of the following (per S.R. 5.2.4.2) as acceptable reasons for excused absences on assignment due dates: **(a)** serious illness that required a doctor or hospital visit, **(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. If not, then the absence is considered unexcused and the following rules above apply.

Excused late assignments require the student to email the professor or bring to class appropriate documentation of one of the above reasons within one week of returning to

class. Remember that all late assignments will be considered unexcused and receive ½ of the assigned points unless the professor is emailed and provided with the appropriate documentation within one week of when the student returns to class. After documentation is received, the professor will work then with the student in determining new assignment due dates if he/she hasn't already provided a printed copy and submitted the assignment in Canvas.

Writing Expectations

Assignments must be typed using a 12-point font size (Times New Roman), written using APA formatting and style and include a reference list unless otherwise specified. You can access APA information/examples through your spiral-bound APA Pocket Guide book OR Purdue University's Online Writing Lab (OWL) at <http://owl.english.purdue.edu/owl/resource/560/01/>. Since accuracy, spelling, grammar and syntax will affect your grade, please spell check and proofread your work.

Student Learning

As your learning is important to me, I encourage you to meet with me individually to discuss the nature, quality and progress of your learning in the course and how I can best help you. To do this, please come to office hours or schedule a time to meet, and bring specific questions you'd like me to address. Please also review the section on Grading and Grading Scale regarding discussions about graded assignments and when they are required to take place.

Murphy's Law

Remember that "Anything that can go wrong, will go wrong" and often at the most inopportune time! Laptops are stolen. Printers run out of ink. Hard drives crash. The campus wireless connection fails. So, do not wait until the last minute to submit your assignments and **SAVE OFTEN**. As a precaution,

- Always save duplicates of your work on an external source (e.g., flash/thumb drive, Google Drive, Dropbox.com). This is NOT a valid excuse for being unable to submit assignments.
- Make sure that your files have successfully uploaded to Canvas. This is NOT a valid excuse for being unable to submit assignments.
- 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

We will have fun this semester, and there will be a great deal of give and take in our discussions. But we will only have fun if you conduct yourself with respect for yourself and others. This means you are to 1) come to class prepared (do all reading and come prepared to discuss it; do all homework) and take pride in the work you do, 2) offer support and encouragement to your classmates, 3) listen to others carefully before offering your opinion, and 4) talk to your instructor outside of class if anything that happens during class bothers you or you need assistance as I'm happy to help you.

In order to maintain a productive work environment, please silence your cell phone before each class period and refrain from eating, sleeping, reading the newspaper or your personal email, talking once class is in session unless asked to do so, and entering the classroom late or leaving early without permission. Students who engage in disruptive behavior may be directed to leave the class for the remainder of the class period and attendance points may be deducted. See the UKY's Code of Student Conduct for further information on prohibited conduct.

Being a Respectful Audience Member

First, attend all presentations, whether you are speaking or not. 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.

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.

Email is the best and preferred way to reach me. I check email at least once throughout the business day (i.e., Monday through Friday 8:30am-4:30pm) and typically will respond to your email within 24-48 hours. However, e-mail is not regularly checked on the weekends.

Writing emails to your friends/family can be informal, but when you write emails to professors and potential employers, they should be well written with as few mistakes as possible. When corresponding with me through email, please do the following:

1. Begin your subject line with your course and section # and a brief description of content of email (e.g. CIS 111-005: Questions about National/International Issue Paper)
2. Include a respectful greeting (e.g., "Hi, Dr. Cattafesta")
3. Use correct punctuation within and at the end of sentences, spell words correctly, and use proper capitalization
4. End your email with your full name

Ask Three, Then Me

That said, I receive hundreds of e-mails every week, many from students asking questions that could have been answered by reading the syllabus or asking a classmate. Thus, before emailing me, please follow these steps:

1. Consult the syllabus and class schedule
2. Check Canvas
3. Confer with at least one classmate

If you still don't know the answer to your question, please e-mail me as I am happy to help you.

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. The only exception is if you have official documentation from Disability Services indicating that a laptop or similar device is necessary for your learning.
- Turn cell phones on silent for the duration of class. Not on vibrate, but silent. This includes all devices that make noise (texts, calendar alerts, music, etc.).
- At no time should you be using earphones during class time. These must be put away at all times.

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

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 throughout the semester and I try to be responsive to student requests, 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 and rubrics on Canvas. If you lose an assignment page or handout, you are expected to get a copy from Canvas rather than from me.

If you are experiencing any Canvas related issues, please contact the UKAT Service Desk by phone (859) 218-4357 or email 218help@uky.edu.

Peer Groups

Because most writers, educators, and other professionals must learn to work collaboratively, you will collaborate with your peers both in and out of class in small groups. 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).

Additional Student Resources

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 who are specifically trained in presentational methods. They 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 **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. They offer several resources for students, including but not limited to: brainstorming potential project topics, constructing outlines, using APA style, practicing oral presentations, as well as designing/constructing/using effective presentational aids (e.g., PowerPoint, Prezi, websites, videos, and digital projects). You can also schedule an appointment online at <http://www.uky.edu/UGE/pres-u-students> They 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 **Media Depot** is located in the basement of W.T. Young Library and has video and audio recording rooms, computers for editing multimedia/digital projects, collaborative spaces, and staff to assist students with multimedia/digital needs. For information regarding hours, reservations, and to schedule an appointment, visit <http://www.uky.edu/ukit/mediadepot>

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 **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/>

Description of Course Activities and Assignments

This semester, you will complete an array of assignments, many of which will have an oral, written, and visual component. You will revise some of your assignments based on instructor and peer review, and feedback. As a result, you will further develop your persuasive writing, and speaking skills, as well as interpersonal, group dynamics, and evaluation skills.

Assignment	Points Possible	% of Total Grade
Pre- and Post-Test Assessment	10	1.5%
Video Introduction	10	1.5%
This I Believe Speech	20	4%
Ad Gone Bad Paper	25	5%
Annotated Bibliography	25	5%
National/International Issue Paper	100	18%
Starting Line-Up Group Video Presentation	20	4%
Impromptu Speech	10	1.5%
Local/Community Issue Project	150	27%
Speech	100	
Digital Project	50	
Final Reflective Video	20	4%
Group Dynamics Assessment	10	1.5%
Outlines, Drafts and Peer Reviews	50	9%
For This I Believe Speech		
Speech Outline	5	
For National/International Issue Paper		
Paper Outline based on Toulmin Model/Argument	5	
Rough Draft	10	
Peer Review of Rough Draft	10	
For Local/Community Issue Project		
Rough Draft of Speech Outline based on MMS	10	
Final Speech Outline	10	
MindTap Homework Activities	40	7%
Attendance	60	11%
TOTAL	550	100%

Pre-test/Post-test Assessment (10 points)

Each CIS 111 student is required to complete a pre-test at the beginning of the semester and a post-test at the end of the semester for departmental assignment purposes. These will be completed on-line and **after one week after the close date, you will receive credit for completion.** Your answers, however, will not affect your grade. You will receive 10 points for completing these two assignments (5 points each). Each test will take approximately 30 minutes to complete.

The pre-test assignment is open from **Wednesday, 1/13 – Friday, 1/22** at <http://comm.uky.edu/courses/CIS111/pretest>. It closes at 11:59 p.m. on Friday, 1/22. The post-test will be open from **Wednesday, 4/20 – Sunday, 5/1** at <http://comm.uky.edu/courses/CIS111/posttest>. It closes at 11:59 p.m. on Sunday, 5/1. There are no late submissions or make-ups for these assignments.

If you have any trouble accessing either the pre- or post-test assessment, here are some troubleshooting tips:

- If you are directed to an incorrect page, please type in the URL provided for you above or copy and paste it into a new browser window. The correct page will say that it is the Pre- or Post-Test Assignment for CIS 110, 111 and 112.
- You should have received an email that was sent to your university email account, which contains directions for accessing the pre- and post-test assessments. That email will have the subject line "pretest or posttest assignment for your CIS class." After logging in with information provided for you in that email, you'll be asked to complete a consent form, which will then take you to the pre- or post-test. If you did not receive the email, please check your "junk" and "spam" folders in case the email was filtered.
- If, after following the instructions above, you cannot access the pre- or post-test assessment because you don't have your username and/or password, please contact myself (Dr. Joanne Cattafesta) at joanne.cattafesta@uky.edu as I can email your log-in information to your uky.edu email account. For any other issues or questions, please contact Dr. Amy Gaffney at amy.gaffney@uky.edu

Video Introduction (10 points)

You will prepare a brief 1-2 minute video introduction of yourself and post it to the Discussion Board in 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.

This I Believe Speech (20 points)

This is a 3-minute speech delivered during class 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 bring in and include at least one physical object to help support what you are saying. Examples of this type of storytelling/speech are available at <http://thisibelieve.org/>

Ad Gone Bad Paper (25 points)

To construct a strong argument, it is often helpful to breakdown an argument – particularly one that didn't work well. Based on class readings, 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 assignment will be submitted/uploaded to Canvas under Assignments.

Annotated Bibliography (25 points)

To help you evaluate sources for your issue paper focused on a national/international public issue of importance to you (see National/International Issue Paper), you will first create an annotated bibliography.

The annotated bibliography assignment asks you to provide annotations for 5 credible sources. These 5 credible sources may (or may not) be some of the ones you use in your National/International Issue Paper. Your annotations will include:

- A correct APA citation for the source
- A sentence (or two) summary of the source
- A sentence (or two) about the credibility of the source, evaluating it in terms of Objectivity, Relevance, Currency and Authority (ORCA)
- A sentence (or two) explaining how you plan to use the source in your paper

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 1500 words (approximately 5 – 6 pages, not including cover, abstract or reference pages) 6 pages (Times New Roman, 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 2 images to support your ideas. It must be typed according to proper APA formatting and style (Times New Roman 12 point font, 1" margins, running heads, headings, etc.).

You will turn in an outline, rough draft, and final paper for this assignment. To receive full credit for your rough draft, however, you'll need to have at least $\frac{3}{4}$ (or 3-4 pages) of your paper completed and participate actively and thoughtfully in the peer review process by peer reviewing both your own paper and another student's. These assignments will be submitted/uploaded to Canvas under Assignments.

Starting Line-Up Group Video Presentations (20 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 schedule a visit to the Media Depot (in basement of W.T. Young Library) during the creation of this presentation. You can schedule an appointment here: <http://www.uky.edu/ukit/mediadepot>. They have excellent staff members who will assist you with video creation, design and editing.

Impromptu Speeches (10 points)

In preparation for the final speeches, you will be given a topic when you come to class and after a few minutes to prepare, will present an impromptu speech to the class.

Local/Community Issue Project (150 points total; Speech = 100 points, Digital Project = 50 points)

Using Monroe's Motivated Sequence as your speech's organizational pattern, you, as a group, will present a case intended to persuade your audience (of peers and myself) to agree with your position on an issue that has relevance to either the Lexington community or the University of Kentucky campus community; propose one solution to this issue; and persuade the audience to take specific action based on your proposed solution. Instructors may provide you with a list of issues from which to choose, or instructors may let you choose your issue as a group. This will vary by instructor.

Groups/teams consist of 4-6 members, and are assigned by the instructor. Each member of the group/team is required to speak for 4-6 minutes during the speech. Your speech grade includes both a group and an individual component.

Also, each group/team will also produce a brief (approx. 2 minute) digital project to complement its argument. It may take the form of a Public Service Announcement (PSA) or a video with interviews, but it must enhance the speech in some way and meet the time requirement. The format you chose depends on the best way to share your message with the audience.

Again, you are strongly encouraged to schedule a visit to the Media Depot (in basement of W.T. Young Library) during the creation of your Digital Project. You can schedule an appointment here: <http://www.uky.edu/ukit/mediadepot>. They have excellent staff members who will assist you with video creation, design and editing.

On your group's/team's assigned speaking day, as a group, you will submit/upload to Canvas under Assignments:

- Powerpoint or Prezi presentation
- Final Speech Outline that follows Monroe's Motivated Sequence (MMS)
- Working Link for your Digital Project

Group Dynamics Assessment (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. Upload/submit this assignment on Canvas under Assignments.

Final Reflective Video (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 video should be 2-3 minutes and may be shared with future students in CIS 111. Upload/submit this video assignment on Canvas under Assignments.

Outlines, Drafts and Peer Reviews (50 points)

Throughout the semester, you will be asked to turn in drafts of your papers, outlines for your local/community issue project and the “This I Believe” speech, and you will participate in peer review of some of these items before you turn them in for a final grade.

Mindtap Homework Activities (40 points)

There will be a variety of ways to measure your engagement in the class and with the online course material. This engagement is to be completed **prior to class** to prepare you to more fully participate in class.

Attendance (60 points)

Each class period, you may be asked to complete a short “warm-up” writing or speaking assignment during the first 5-10 minutes of class. If you come after the first 5-10 minutes of class, you will not receive your attendance points for the day. These assignments will not be formally graded; rather, you will be awarded points for completion. Attendance points will be recorded in Canvas at least every two weeks so you may monitor your attendance progress.

Grading and Grading Scale**24/7 Rule**

I operate with the 24/7 rule. This means that, once you receive a graded assignment back, you must wait at least 24 hours to come and discuss it with me. I am more than happy to discuss grades with you, but ask that you take the time to thoroughly review the feedback provided beforehand and carefully compare your work with the assignment requirements and grading rubric.

Please also come and talk to me within one week (7 days) of receiving the grade. Once that one-week period has passed, your grade will **not** be changed under any circumstances. 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.

NOTE: I absolutely CANNOT legally discuss grades via email. If you have questions or issues related to a grade, you MUST come and talk to me in my office. Please come to office hours or schedule a time to meet with me.

Once you have totaled all of your assignments, compare your total points to the scale below to determine your final grade in CIS 111:

Total Points	Percentage	Final Grade
495-550	90-100%	A
440-494	80-89%	B
385-439	70-79%	C
330-384	60-69%	D
0-329	59% and below	E

Mid-term Grade: Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>).

Tentative Calendar – Spring 2016

This schedule is tentative. Any changes will be announced in class or posted to Canvas.

Date	Topic	Assignments Due at Beginning of Class (unless otherwise noted)
W 1/13	Course Introduction	Review syllabus
F 1/15	This I Believe Speech	Upload to Canvas: Video Introduction DUE In Canvas: <ul style="list-style-type: none"> Read This I Believe Speech assignment and review rubric
M 1/18	Martin Luther King, Jr. Holiday – NO CLASS!	In Canvas: <ul style="list-style-type: none"> Comment on 2 classmates' video introductions
W 1/20	This I Believe Speeches	Upload to Canvas: This I Believe Speech Outline DUE Bring in 2"x2" photo of self
F 1/22	This I Believe Speeches	Upload to Canvas: This I Believe Speech Outline DUE Pre-Test Assessment DUE (end of day)
M 1/25	This I Believe Speeches	Upload to Canvas: This I Believe Speech Outline DUE
W 1/27	Rhetorical Appeals (Ethos, Pathos and Logos) Ad Gone Bad Assignment	In Canvas: <ul style="list-style-type: none"> Read Ad Gone Bad assignment and rubric In MindTap: <ul style="list-style-type: none"> Read "Ethos, Pathos and Logos" and complete Writing Activity
F 1/29	Ad Gone Bad In-Class Workshop	In Canvas: <ul style="list-style-type: none"> Read Ad Gone Bad Sample Paper
M 2/1	Introduction to Argument: Toulmin	In MindTap: <ul style="list-style-type: none"> Read "Toulmin-Based Argument"
W 2/3	National/International Issue Paper Assignment Topic Selection	In Canvas: <ul style="list-style-type: none"> Read National/International Issue Paper Instructions and Rubric

		<ul style="list-style-type: none"> Read National/International Issue Paper Outline
F 2/5	Topic Selection Brainstorm Session Annotated Bibliography Assignment	Upload to Canvas: Ad Gone Bad Paper DUE In Canvas: <ul style="list-style-type: none"> Read Annotated Bibliography Instructions and Rubric
M 2/8	Library Research - WE WILL BE MEETING IN YOUNG LIBRARY, RM B108A, TODAY.	In MindTap: <ul style="list-style-type: none"> Read "Research Basics", and Complete Your Turn 3a
W 2/10	Paraphrasing, Summarizing, and Annotated Bibliography Practice	
F 2/12	APA Format Review	
M 2/15	Analyzing Arguments/Avoiding Fallacies	In MindTap: <ul style="list-style-type: none"> Read "Logical Fallacies," and Complete Your Turn 5b and 5c
W 2/17	Counter-Argument and Rebuttal	Upload to Canvas: Annotated Bibliography DUE
F 2/19	National-International Issue Paper Outline In-Class Writing Workday	In Canvas: <ul style="list-style-type: none"> Review National/International Issue Paper Outline
M 2/22	Individual Student Meetings with Professor/Out-of-class Writing Workday	Upload to Canvas: National-International Issue Paper Outline DUE
W 2/24	Using Visuals in Writing	In MindTap: <ul style="list-style-type: none"> Read "Using Visuals and Humor," and Complete Your Turn 12c
F 2/26	Writing: Introductions and Conclusions	
M 2/29	Writing: Transitions and Flow	
W 3/2	Out-of-class Writing Workday	
F 3/4	National/International Issue Paper Peer Review	Upload to Canvas: National-International Issue Rough Draft DUE ALSO BRING A PRINTED COPY FOR PEER REVIEW
M 3/7	Revising, Editing, and Polishing	
W 3/9	Local/Community Issue Project and Group Formation Starting Lineup Video Assignment	In Canvas: <ul style="list-style-type: none"> Read Local Community Issue Project Instructions and Rubric In MindTap: <ul style="list-style-type: none"> Read "Group Communication," and Complete Assessment Activity A Note: Ignore link 16.3 and limit your response to 1 page.
F 3/11	Individual Student Meetings with Professor/Out-of-class Writing Workday	Upload to Canvas: National/International Issue Paper Due
3/14-3/18	Spring Break – NO CLASS!	

M 3/21	Review Community Issue Project Monroe's Motivated Sequence	In Canvas: <ul style="list-style-type: none"> Review Local Community Issue Project Instructions and Rubric Read Local Community Issue Project Speech Outline In MindTap: <ul style="list-style-type: none"> Read "Persuasive Speaking," and Complete Assessment Activity A
W 3/23	Stages of Group Development/Group Roles	
F 3/25	Promoting Effective Group Work/Meetings	
M 3/28	Outlining the Local/Community Issue Project	In Canvas: <ul style="list-style-type: none"> Review Local Community Issue Project Speech Outline
W 3/30	Digital Project Introduction Discussion of Digital Project Do's and Don'ts	Upload to Canvas: Starting Line-Up Group Video DUE
F 4/1	Monroe's Motivated Sequence (MMS) Impromptu Speeches	
M 4/4	In-Class Group Workday	Upload to Canvas: Local/Community Issue Speech Outline Rough Draft DUE (end of class)
W 4/6	Student Group Meetings with Professor	
F 4/8	Student Group Meetings with Professor	
M 4/11	Using Visuals in Speaking	
W 4/13	Nonverbal Communication and Delivery	
F 4/15	Rehearsal Day - Be Prepared to Deliver Speech	Optional but Strongly Encouraged: Attend MC3 OR Presentation U! for additional practice and feedback. MUST SCHEDULE AN APPT.
M 4/18	Local/Community Issue Projects	Upload to Canvas: <ul style="list-style-type: none"> Powerpoint Presentation DUE Final Speech Outline DUE Digital Project DUE
W 4/20	Local/Community Issue Projects	Upload to Canvas: <ul style="list-style-type: none"> Powerpoint Presentation DUE Final Speech Outline DUE Digital Project DUE
F 4/22	Local/Community Issue Projects	Upload to Canvas: <ul style="list-style-type: none"> Powerpoint Presentation DUE Final Speech Outline DUE Digital Project DUE
M 4/25	Local/Community Issue Projects	Upload to Canvas: <ul style="list-style-type: none"> Powerpoint Presentation DUE Final Speech Outline DUE Digital Project DUE
W 4/27	Local/Community Issue Projects	Upload to Canvas: <ul style="list-style-type: none"> Powerpoint Presentation DUE

		<ul style="list-style-type: none">• Final Speech Outline DUE• Digital Project DUE
F 4/29	Make-Up Day for Local/Community Issue Projects (ONLY for EXCUSED Absence w/ Documentation)	Upload to Canvas: Group Dynamics Assessment DUE Upload to Canvas: Final Reflective Video DUE
SUN 5/1		Post-Test Assessment DUE (end of day) Teacher Course Evaluation (TCE) DUE (end of day)