

**CIS 112-003: Accelerated Composition and Communication  
Spring 2016**

**MWF from 11-11:50 a.m.**

*(Note: We will not meet every Friday during the semester. However, we will definitely meet the first two Fridays and the final two Fridays. Additional Friday meetings are listed in the daily schedule below. Not meeting on the majority of Fridays is "time back" for the time you will spend at your service learning organization.)*

---

**Instructor: Dr. Allyson Beutke DeVito, Ph.D.**

**Email:** [allydevito@uky.edu](mailto:allydevito@uky.edu) (email is the best way to reach me)

**Office:** 310M Lucille Little Library Building

**Phone:** 859-218-3348

**Office Hours:** Monday and Wednesday from 9:55-10:55 a.m.

Wednesday from 12:30-2:30 p.m.

**Canvas Site:** [uk.instructure.com](http://uk.instructure.com)

**Overview and Goals**

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

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

**Student Learning Outcomes**

By the end of the semester, students will be able to:

- Compose in writing and deliver orally with visuals (in a face-to-face or digital environment) at least one major project grounded in scholarly research in a manner that is appropriate and effective for the audience, purpose, and occasion. (The development of one or more major research projects is the course's primary educational focus.)
- Employ advanced strategies for developing ideas and analyzing arguments, with an emphasis on engaging in dialogue with communities outside the university, and with evidence of critical thinking in both the conception and the development of the thesis.

- Employ advanced strategies for developing ideas and analyzing arguments.
- Find, analyze, evaluate, and properly cite pertinent primary and secondary sources as part of the process of conducting significant research on a subject.
- Develop flexible and effective strategies for organizing, revising, practicing/rehearsing, editing, and proofreading (for grammar and mechanics) as a means to improve the construction, design, and delivery of their ideas.
- Define revision strategies for essays, speeches, and visuals, set goals for improving them, and devise effective plans for achieving those goals, in collaboration with peers, instructor, and pertinent members of the public.
- Employ and evaluate interpersonal and small group communication skills, with particular emphasis on critiquing the work of peers and professionals.

### **Required Materials**

For this course, we use an e-book and learning platform called **MindTap**. You may purchase the code online from the Cengage website at [http://www.cengagebrain.com/micro/UKCIS\\_112](http://www.cengagebrain.com/micro/UKCIS_112) or from the UK Bookstore or Kennedy's Bookstore. When you purchase the MindTap code from the bookstores, it will be packaged with a spiral-bound *APA Pocket Guide* book. If you purchase the code online through Cengage, you will need to pick up a copy of the *APA Pocket Guide* book from Suite 310 in the Lucille Little Library Building. Your instructor will provide more details.

***For the second unit of this course about public speaking, you also need to purchase this book:***

Gallo, C. (2014). *Talk Like TED: The 9 Public-Speaking Secrets of the World's Top Minds*. New York, NY: St. Martin's Press.

### **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.

Attendance and participation are worth 60 points during the semester. Each class period, you will be asked to do a short "warm-up" writing or speaking assignment during the first 5 minutes of class. If you come after the first 5 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.

On Canvas, you will find two "freebie" coupons. You are entitled to **two** unexcused absences, no questions asked, but the freebie coupons **may not be** used on any speech, peer review or workshop day (the Fridays that we meet). You must turn your coupon into your instructor the class period following your absence in order to redeem it.

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 excused absences within one week of the

absence. If you do not turn in the written documentation on time, the absence will be counted as unexcused. Please see the definition of excused absences in the next section.

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: 5 points for *each* speaking day missed.

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/>.

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. In this course, you must provide appropriate documentation of an excused absence no later than one week after you return to class.

**Attendance for Service Days (You earn 25 points for completing the 10 hours of service: 2.5 points for each hour.)**

You are also required to attend your service hours/days when they are scheduled. If you have to miss your scheduled service day(s), it is your responsibility to contact your service representative to notify them of your absence and to reschedule. You will keep track of your service learning hours each time you visit your organization, and each time you visit, an official representative of the organization must sign off and verify your volunteer work on a Report of Hours Form you will print from Canvas. It is your responsibility to keep track of this form and present it to your instructor when asked throughout the semester.

### **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 is 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 individual assignments among themselves or with an instructor or tutor, but the actual work must be done by the student. 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 for essays and papers and in the form of "oral footnotes" in public speeches. 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.**

### **Extra Credit**

I may identify extra credit opportunities during the course of the semester that will augment what we're doing in the classroom. These opportunities may include research study participation, campus events, Presentation U! Power Hours, etc. Extra credit is not guaranteed, and the maximum number of points that you may receive are 10. If extra credit is offered, it will be announced in class and/or posted on Canvas.

### **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 (Multidisciplinary Science Building, Suite 407, at the corner of Rose Street and Huguelet Drive, 859-257-2754, email address: [dtbeac1@uky.edu](mailto: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 or [vetcenter@uky.edu](mailto:vetcenter@uky.edu) for additional assistance. Visit <http://www.uky.edu/veterans> for more available resources.

### **Important Fall 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

### **Final Exam Information**

**Our final exam day and time is scheduled for Monday, May 2 from 10:30 a.m.-12:30 p.m.**

Although there is no final exam for this class, we may need to meet to finish TED Talks during that time and attendance is required for everyone.

**Note:** Please do not make any travel arrangements prior to the final exam period.

## Classroom Policies

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. In order to maintain a productive work environment, 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. See the UKY's Code of Student Conduct for further information on prohibited conduct.

### **Submission of Assignments**

All written assignments (first/rough and final drafts) **MUST** be submitted in a .doc, .docx, or .pdf format to Canvas. If you have submitted correctly, you will see a screen that confirms your submission and you can check the Grade section to see that the assignment has been submitted.

### **Late Assignments**

I treat this class like a job. You have deadlines that must be met. **If you miss a deadline, you have 24 hours to turn the assignment in for up to half-credit. After that time, you will receive a zero. NOTE: This policy does not include in-class speeches, which are not accepted late.**

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. So, 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 Me***

I receive hundreds of emails every week, many from students asking questions that could easily have been answered by reading the syllabus or 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 e-mail me. I won't reply to a question that could be answered by following these steps.

***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.

### ***Responsible Technology Use***

**E-mail:** During the semester, you will receive emails from me with updates and reminders. You are expected to regularly check your official UKY email address. I will only respond to emails that are written using proper grammar. This includes using correct punctuation within and at the end of sentences, spelling words correctly, and using proper capitalization. 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. DeVito, Hello, Dr. D, etc."), and (c) fully sign your name. Please send all email correspondence to the email address provided above, **and put CIS 112 and your section number in the subject line each time.**
- 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. Not on vibrate, but silent. 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 continues, I will ask you to leave.

### **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).

### **Canvas Policy**

Please become familiar with Canvas ([uk.instructure.com](http://uk.instructure.com)) and MindTap (accessed via Canvas), as we will use these platforms throughout the semester. The university is switching from Blackboard to Canvas during the next year. Important announcements and updates will be distributed through our course site, and 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 is likely to 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.

### **Additional Student Resources**

**Presentation U!**, a division of Transformative Learning, is dedicated to providing a variety of support services for students to increase their oral, written, and visual/digital communication competence both inside and outside of the classroom. Presentation U! provides tutoring assistance and training with multimodal communication. Both UK faculty and students have the opportunity to attend scheduled workshops and work individually with highly trained faculty members, graduate students, and peer tutors. Come see us if you need help with any of the following: brainstorming project topics, creating outlines, effectively using APA/MLA style, practicing oral presentations, designing and constructing effective visual aids, including PowerPoint, Prezi, websites, videos, and digital projects. Plan to bring your multimodal communication projects to one of our two conveniently located centers, at the Hub in W. T. Young Library and on the first floor of Champions Court I. When you come to the Presentation U Tutoring Center, YOU can become the Ultimate Presentation. Visit our website: [www.uky.edu/presentationu](http://www.uky.edu/presentationu) or call (phone 859-218-5186) for our tutoring hours or to make an appointment. Follow us on social media for updates and promotional events (Facebook – PresentationU, Twitter – UKPresentationU, and Instagram – UKPresentationU)

The **Multimodal Communication Lab (MC3)** is located in 107A Grehan (phone: [859-218-0221](tel:859-218-0221)) and is your go to location for assistance on class presentations of all types. You have the opportunity to work one-on-one with peer tutors experienced and specifically trained in various presentational methods. We offer several resources, including but not limited to: Brainstorming potential oral, written, and visual presentation topics; organizing content and develop outlines; using proper APA/MLA style in outlines and papers; developing and using effective presentational aids, including PowerPoint, poster sessions, and Prezi, improve public speaking delivery; and creating effective digital texts (e.g., websites, blogs). You can also schedule an appointment online at <https://ci.uky.edu/icr/mc3-schedule> or walk in to 107A Grehan.



According to the Academic Enhancement website, **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 their 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](tel: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>

### Assignments and Grades

**Note on grading philosophy:** *Much like a new job, you start the semester with a clean slate and the potential to earn a fabulous paycheck during the next few months. Each assignment you complete moves you closer to the goal of a great outcome. Also, like a job, however, if you miss work and it's not excused, you can't make it up. Please don't come begging for extra money (points!) at the end of the semester...it's not fair to your co-workers who completed everything on time and were working diligently toward their fabulous paycheck.*

### MAJOR ASSIGNMENTS

#### **Written Assignments (150 Points Total)**

- 1) *Midterm Self-Reflection* (10 POINTS): Self-reflection on service site, connect to what's going on in class, etc. **(500 to 750 words) Deadline: Monday, March 21**
- 2) *Annotated Bibliography and Infographic*: For this assignment, each group member must locate 8 outside sources on a social issue relevant to their service organization and type up the APA reference citation and a brief summary for each source (more information will be provided).  
**Draft of Annotated Bibliography (5 points) Deadline: Friday, February 12**  
**Final Version of Annotated Bibliography (25 points) Deadline: Monday, February 15**

After completion of the annotated bibliography, each group member will use the sources included in the annotated bibliography to create an individual infographic as a visual representation that best describes the issues relevant to their service organization. This infographic should be included on your group blog and you might consider using it for your essay and/or TED Talk.

**Infographic (10 points) Deadline: Monday, February 22**

- 3) *Argument Essay*: For this essay, our focus will be on building an argument and supporting it well with evidence. Building on your first hand observation, think about the larger societal issues that your organization seeks to address. Identify an issue that should be of importance to the public that your organization addresses. Write 1500-2000 words (not

including cover page, abstract or references) making an argument about why this issue is of importance using what you've learned in your research. This paper should use proper APA format (including cover page, abstract, and reference page) and at least 2 images. It also includes a draft and a final version:

**Draft (10 points) Deadline: Wednesday, February 24**

**Final Version (75 points) Deadline: Monday, February 29**

- 4) *Formal Speech Outline* (15 points): For your TED Talk at the end of the semester, you will prepare a formal, full sentence outline. You will have an outlining workshop in class and then will turn in a final copy of the outline on the first day of TED talks.

**Draft (5 points) Deadline: Wednesday, April 13**

**Final Version (10 points) Deadline: Wednesday, April 20**

### **Speech Assignments (160 Points Total)**

- 1) *Getting to Know You Speech* (10 points): In 2 to 3 minutes, address one of the issues below so that we can all get to know one another better. An excellent speech will include an introduction, body, and conclusion, as well as elements of good delivery such as eye contact, gestures, etc.
  - a. *If you could have dinner with 2-3 people (living or dead) from history, who would they be and why?*
  - b. *Discuss 2 to 3 reasons why you like or dislike \_\_\_\_\_ (a public person, place, sport, book, movie, TV show, or hobby)*
  - c. *What 2 to 3 items you must have if you were stranded on a deserted island?*
- 2) *Impromptu Speech* (10 points): At some point this semester, you will be asked to deliver an impromptu speech.
- 3) *Video Speech* (10 points): At some point this semester, you will be asked to deliver a speech online and upload it to Canvas/YouTube for peer review.
- 4) *Demonstration Speech* (15 points): Based on chapter 4 in *Talk like TED*, you will deliver a 2-3 minute speech that teaches your audience something new and demonstrates how to do something.
- 5) *TED Talk Rehearsal* (5 points): Prior to delivering your TED Talk, you will be required to practice your speech with a peer tutor at Presentation U! Many students find this so helpful that they go back to practice more than once! You will take an evaluation form with you that the peer tutor will complete and sign.
- 6) *TED Talk* (100 points): You've spent the whole semester with your service site and you've become aware of the societal issues that are important to your organization. Your TED talk should focus on an issue that is related in some way to an issue your organization addresses as part of its mission OR you can choose another societal issue that resonates with the public for your TED Talk (Instructor must approve all topics). These speeches will be 6-8 minutes in length, include a presentational aid (PowerPoint or Prezi with images), and follow the criteria outlined in class for good content, structure and delivery.

- 7) *Video Speech Reflection* (10 points): Your final assignment is to provide some advice to incoming CIS 112 students in a 2-3 minute recorded speech that you upload to YouTube/Canvas. What was your favorite 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.

### **Group Blog Assignment (100 Points Total)**

Each service site group will create a blog using Blogger, and each group member will document your service experiences and demonstrate knowledge and application of course content throughout the semester. The blog will be evaluated on both design (visual appeal, organization, etc.) and content. Each group member will be required to contribute a minimum of six posts, and each post must contain at least one form of multimedia (photos, video, etc.).

- A beginning written reflection about the service learning experience that can include a website/social media analysis of your organization
- At least three posts about your service learning experiences (one written, one video and others can be written or video)
- An analysis (written or video) of a TED Talk or speech (the presentation must be related to your service organization in some way)
- A final video reflection about your overall service learning experience (Note: this video reflection is not the same video reflection you submit about the class as a whole at the end of the semester.)

The group blogs will be shared on Canvas with the class, and all students are required to comment on the other blogs throughout the semester.

### **OTHER ASSIGNMENTS (140 Points)**

1. **Service-Learning Volunteer Hours and Orientation Assignment (30 points):** Each student must complete 10 hours of service at your chosen service site during the course of the semester (2.5 points for each hour you complete, not to exceed 25 points) and also complete an initial 5-point orientation assignment outline below.

**Before you can volunteer with your service learning organization this semester, you must read, print and sign a Waiver of Liability that is posted on Canvas. It is due to your instructor on January 20.**

You will document this service as described in class using the report of hours form provided on Canvas. You must have half of your hours completed by **MIDTERM**, and the remaining half completed by the **END OF SEMESTER**. Before starting your volunteer service, you will need to complete several short “orientation” activities. **This 5-point assignment is due Wednesday, January 27.**

- First, conduct some research about your assigned organization (based on website, social media, etc.) and write a brief 2-3-paragraph reflection about it. Explain something that you learned about this organization, what you hope to learn, why it was your first, second, third choice, what is your first impression, what are you most/least excited about it, etc.
- In addition, you need to copy and paste the email you have sent to the contact person that introduces yourself and asks when you should schedule your first meeting and/or orientation. It's a good idea to list some days and times that you

are available that match the times you are needed in the description or the organization.

- Finally, after receiving a response from the organization, you need to include the first time you will visit the organization (based on the email response you received from the organization contact) and how you plan to get there (bus, walking, car pool, etc.).
2. **Pre-test and Post-test (10 points):** Each CIS 112 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 assessment purposes. These will be completed online and you will receive credit for these assignments; your answers will not affect your grade. You will receive 10 pts for completing these two assignments (5 pts each). Each test will take approximately 30 minutes to complete. You can find the pretest at: <http://comm.uky.edu/courses/CIS112/pretest> and opens January 13; the pretest closes at 11:59 p.m. on Friday, January 22. The posttest opens on Wednesday, April 20 at <http://comm.uky.edu/courses/CIS112/posttest> and closes at 11:59 p.m. on Sunday, May 1. There are no late submissions or make-ups for these assignments.
  3. **Attendance/Warm-Up Activities (60 points)**  
As noted above, each class period will begin with a warm-up activity for which you will earn various points for attendance.
  4. **MindTap/Homework Activities (40 points)**  
Throughout the semester, there will be several MindTap and other homework/minor assignments that will be worth various points. There is no predetermined number of homework or minor assignments, and your instructor may assign additional activities as needed. At the end of the semester, your percentage grade for all homework assignments will be determined, and that percentage will be applied to the final 40 points (e.g., 80% of 40 points is 32 points).

### Grade Distribution

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

**TOTAL COURSE POINTS: 550**

**\*\*Course schedule is TENTATIVE and subject to change. All updated course schedules will be posted on Canvas under the Syllabus tab. The Fridays we are meeting are highlighted in yellow.**

<b>TENTATIVE DAILY SCHEDULE**</b>			
<b>Date</b>	<b>Subject</b>	<b>Class Preparation Tasks</b>	<b>Assignments Due</b>
1/13	Introduction to the Course and Service Learning	Review syllabus and read Service Learning Article on Canvas	
<b>Friday 1/15</b>	<b>Getting to Know You Speeches</b>	<b>Complete Pre-Test Before Class</b>	<b>Self-Intro Speeches Due</b>
1/18	Martin Luther King Jr. Birthday/Holiday	<b>NO CLASS!</b>	
1/20	Getting to Know You Speeches (cont.)	<b>Bring signed Waiver of Liability Form to Class and Submit to Instructor</b>	<b>Self-Intro Speeches Due</b>
<b>Friday 1/22</b>	<b>Overview of Service Learning/Orientation Creating a Group Blog</b>	<b>In Canvas: Review Group Blog Assignment/Rubric Bring computers/tablets to class!</b>	<b>We are meeting for class this Friday! Meet in Lucille Little Library Building Room 303</b>
<b>WRITING</b>			
1/25	Introduction to Writing and Inventing Ideas	<b>In MindTap:</b> Read <i>CEL</i> : Ch. 1	
1/27	Visual Communication	<b>In MindTap:</b> Read <i>CEL</i> : Ch. 7	<b>Service Learning Orientation Assignment Due</b>
2/1	Observing	<b>In MindTap:</b> Read <i>CEL</i> : Ch. 4	<b>1<sup>st</sup> Submission of Group Blogs on Canvas</b>
2/3	Finding, Analyzing, & Evaluating Sources <i>Introduce Annotated Bibliography and Infographic</i>	<b>In MindTap:</b> Read <i>CEL</i> : Ch. 14, 15  <b>In Canvas:</b> Review Annotated Bibliography/Infographic Assignment and Rubric	
2/8	Integrating and Documenting Sources/APA	<b>In MindTap:</b> Read <i>CEL</i> : Ch. 16	
2/10	APA Style Workshop	Bring your APA Pocket Guide to class	
<b>Friday 2/12</b>	<b>Peer Review Day in Class</b>	<b>Bring your computers/tablets to class!</b>	<b>We're meeting this Friday! Annotated</b>

			<b>Bibliography Draft Due to Peer Reviewer</b>
<b>2/15</b>	Making Arguments <i>Introduce Argument Essay</i>	<b>In MindTap:</b> Read <i>CEL</i> : 8  <b>In Canvas:</b> Review Argument Essay Assignment and Rubric	<b>Annotated Bibliography Due</b>
<b>2/17</b>	Responding to Arguments	<b>In MindTap:</b> Read <i>CEL</i> : Ch. 9	
<b>2/22</b>	Searching for Causes and Proposing Solutions	<b>In MindTap:</b> Read <i>CEL</i> : Ch. 11, 12	<b>Infographic Due</b>
<b>2/24</b>	<i>Peer Review Day in Class</i>		<b>Draft of Argument Essay Due to Peer Reviewer</b>
<b>2/29</b>	<i>In/Out-of-Class Workday</i>		<b>Argument Essay Due</b>
<b>PUBLIC SPEAKING</b>			
<b>3/2</b>	Understanding Speaking and Unleash the Master Within	<b>In MindTap:</b> Read: <i>Speaker's Handbook</i> Ch. 1 (Understanding Speaking) Ch. 4 (Anxiety)  Read <i>Talk Like Ted</i> : Ch. 1  <b>In Canvas:</b> Review TED Talk Rubric	
<b>3/7</b>	Master the Art of Storytelling	<b>In MindTap:</b> Read: <i>Speaker's Handbook</i> Ch. 2 (Listening) Ch. 5 (Planning)  Read <i>Talk Like Ted</i> : Ch. 2	
<b>3/9</b>	Have a Conversation	<b>In MindTap:</b> Read: <i>Speaker's Handbook</i> Ch. 25 (Vocal Delivery) Ch. 26 (Physical Delivery)	

		Read <i>Talk Like Ted</i> : Ch. 3	
<b>3/14- 3/18</b>	<b>SPRING BREAK! No classes!</b>		
<b>3/21</b>	Teach Me Something New	<b>In MindTap:</b> Read: <i>Speaker's Handbook</i> Ch. 6 (Topic Selection and Analysis)  Read <i>Talk Like Ted</i> : Ch. 4	<b>Demonstration Speeches during Class</b>  <b>Half of all service learning hours should be completed. Midterm Self- Reflection Due on Canvas</b>
<b>3/23</b>	Teach Me Something New	<b>In MindTap:</b> Read: <i>Speaker's Handbook</i> Ch. 6 (Topic Selection and Analysis)  Read <i>Talk Like Ted</i> : Ch. 4	<b>Demonstration Speeches during Class (continued)</b>
<b>3/28</b>	Deliver Jaw-Dropping Moments	<b>In MindTap:</b> Read: <i>Speaker's Handbook</i> Ch. 15 (Supporting Materials) Ch. 21 (Informative Strategies) Ch. 22 (Persuasive Strategies)  Read <i>Talk Like Ted</i> : Ch. 5	
<b>3/30</b>	Lighten Up	<b>In MindTap:</b> Read: <i>Speaker's Handbook</i> Ch. 7 (Audience Analysis)  Read <i>Talk Like Ted</i> : Ch. 6	
<b>4/4</b>	Stick to the 6-8 Minute Rule	<b>In MindTap:</b> Read: <i>Speaker's Handbook</i> Ch. 9 (Transforming	

		Ideas into Speech Points) Ch. 10 (Organizing Points)  Read <i>Talk Like Ted</i> : Ch. 7	
4/6	Paint a Mental Picture	<b>In MindTap:</b> Read: <i>Speaker's Handbook</i> Ch. 27 (Presentation Aids)  Read <i>Talk Like Ted</i> : Ch. 8	
<b>Friday</b> <b>4/8</b>	<b>Stay in Your Lane</b> <b>Outlining Workshop</b>	<b>Read <i>Talk Like Ted</i>:</b> <b>Ch. 9</b>  <b>Bring</b> <b>computers/tablets to</b> <b>class!</b>	<b><i>We're meeting this</i></b> <b><i>Friday!</i></b>
4/11	Presentation U! Delivering a TED Talk Workshop		<b>Meet at Presentation</b> <b>U!</b>
4/13	Creating PowerPoints and Prezi Workshop	<b>Bring</b> <b>computers/tablets to</b> <b>class!</b>	<b>Draft of Formal Outline</b> <b>Due</b>
<b>Friday</b> <b>4/15</b>	<b>In-Class Workday</b>		<b><i>We're meeting this</i></b> <b><i>Friday!</i></b>
4/18	Peer Review/Rehearsal Day		
4/20	<b>TED Talks</b>		<b>All Formal Outlines</b> <b>Due</b>
<b>Friday</b> <b>4/22</b>	<b>TED Talks</b>		<b><i>We're meeting this</i></b> <b><i>Friday!</i></b>
4/25	<b>TED Talks</b>		
4/27	<b>TED Talks</b>		
<b>Friday</b> <b>4/29</b>	<b>TED Talks</b>		<b><i>We're meeting this</i></b> <b><i>Friday!</i></b> <b>All service hours MUST</b> <b>be completed. Final</b> <b>Blog Posts and</b> <b>Comments are due.</b>
<b>Finals</b> <b>Week</b>	<b>Possible TED Talks</b> <b>May 2</b> <b>10:30 a.m.-12:30 p.m.</b>		<b>Video Reflection</b> <b>due Monday, May 2.</b>