

CIS 111: Composition & Communication II

Section 201 (Online)

Instructor: Dr. Troy Cooper

Office: 310E Little Library

E-mail: troy.cooper@uky.edu

Phone: 859.218.3413

Online Office Hours (via Zoom): T/R 9:00-11:00 a.m. or 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. Prerequisite: 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 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 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 issues of public interest as part of thoughtful and efficient audience analysis
- Think critically in both the conception and the development of written, oral, and visual arguments
- Refine your formal speaking, writing, and visual communication skills, focusing on matters of construction, design, and delivery, keeping audience, purpose, and occasion in mind
- Critique thoughtfully the work of peers and professionals
- Organize, revise, practice, edit, and proofread (for grammar and mechanics) your own and other student work flexibly and effectively to improve the development and clarity of ideas
- Define goals for improving/revising work, and devise effective plans for achieving those goals, in collaboration with peers, instructor, librarians, and relevant community stakeholders
- Engage in a range of small group activities to explore and express experiences and perspectives on issues under discussion
- Employ and evaluate interpersonal, small-group, and mass communication skills to show skillful management of group dynamics (e.g. conflict negotiation, role identification, delegation, and effective social roles).

Required Materials:

Cooper, T., Kerckmar, S., & Vallade, J. (Eds.). (2017). *CIS 110/111: Composition and communication I & II* (2016-2017 ed). Plymouth, MI: Bedford/St. Martin's.

ISBN: 978-1-319-09272-6

Grading Scale

Percentage	Total Points	Final Grade
90-100%	1000-900	A
80-89%	899-800	B
70-79%	799/700	C

60-69%	699-600	D
59% and below	0-599	E

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 participation and grades. Because this is an online class, and we do not meet face-to-face, it is extremely important that you participate in class discussions on our shared Canvas page. This will be our primary means of interaction with each other over the course of the semester. Participation in the class discussions and engagement with the Canvas material will serve as attendance in this course. Thus, it is imperative that you check in to the Canvas site often (I'd recommend at least daily) to make sure that you have completed everything needed for the day.

If you are absent on a day when an assignment is due, 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 unexcused 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 or workshops unless approved in advance by your instructor.**

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

Note: Please reference the definition of excused absences in the current edition of *Student Rights and Responsibilities* or on the web at <http://www.uky.edu/StudentAffairs/Code/>. For any emergency situation that arises, **e-mail 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).

[Regarding University Health Services Health Notes](#)

Tier 1 excuses are not accepted as a valid excused absence. You may use your freebie coupons instead.

Tier 2 excuses are accepted as a valid excused absence. However, the instructor reserves the right to request additional or alternative documentation if the instructor, under the circumstances, has concerns about the validity of the *Tier 2* documentation.

Tier 3 excuses are always accepted as a valid excused absence. The UHS restricts students from attending class with *Tier 3* excuses.

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 within one week of the absence.

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Important Fall Semester Dates <http://www.uky.edu/registrar/fall-2016>

- January 18:** Last day to add a class for the spring semester
- February 1:** Last day to drop a course without it appearing on the student's transcript
- February 8:** Last day to officially withdraw from the university or reduce course load and receive a 50% refund
- March 16:** Midterm
- March 31:** Last day to withdraw from the university or reduce course load.
- May 5:** End of 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 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 (Multidisciplinary Science Building, Suite 407, at the corner of Rose Street and Huguelet Drive, 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.

Required Research Credits

The School of Information Science is committed to providing students a broad and comprehensive education. Students in this class are provided the option to participate in one or more research

studies to earn a total of 3 “credit points” which is equal to 30 points towards the total points in the class (3 percent of your grade). The number of credit points given per study can be found in the study description on the CIS Research Participation System (RPS) website at <https://uksis.sona-systems.com>. For more information about the CIS RPS, please visit <https://ci.uky.edu/sis/rps>.

Signing Up for Studies

On January 18th, you will receive an email with your CIS RPS sign in information. This email will be sent from the Research Participation System (uksis-admin@sona-systems.net) and will be sent to your official University of Kentucky email address. You can setup your official University of Kentucky email address at <https://ukam.uky.edu/manager/Account/Login.aspx>. Using your CIS RPS sign in information, you can login at <https://uksis.sona-systems.com> to view detailed information about available research studies and sign up.

Alternatives to Research Studies

Participation is voluntary and there are alternative options for credit. Research alternatives will be listed along with actual studies on the CIS RPS website. These alternative assignments usually consist of reading an article or webpage and summarizing the contents. Research alternatives are to be completed through the CIS RPS website.

Earning Credits

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

Need Help?

If you have general questions about how to use the CIS RPS website or are having issues logging on, please contact ukcisrps@gmail.com. If you have questions about a particular study or if you have questions about the research, please contact the researcher for the specific study about which you are inquiring. This information will be listed in the study description on the CIS RPS website.

Class Policies

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 gradebook to see that the assignment has been submitted.

Late Assignments

You have deadlines that must be met. LATE WORK WILL NOT BE ACCEPTED. Do not ask for an extension. All assignments are due 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 indicated in the class outline below or as indicated in class. Late assignments and/or emailed assignments will not be accepted. 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 to an external source (e.g. flash drive, Google Drive, Dropbox, etc.)
- 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

I receive hundreds of emails every week, many from students asking questions that could be easily answered by reading the syllabus or asking a classmate. Thus, before e-mailing 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 questions, you may email me.

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 UK email address. Practice good mechanics when writing emails! Writing emails to your friends/family can be informal, but when you start writing emails to your instructors, professors, and potential employers, they should be well-written with as few mistakes as possible.

Note: When corresponding with me please (a) use a descriptive subject line, (b) include a respectful greeting (e.g. "Dear Dr. Cooper"), and (c) fully sign your name **and** section number. Typically, I will

respond to email within 24 hours, although response time may vary. I appreciate strong email etiquette.

Technology

This is an online course. Therefore, I expect that you have access to a computer with an internet connection. This course will also require the use of videos. Thus, you will need to have access to a webcam, cell phone video camera, or some other means of recording yourself on video. If you do not own such technology, there are resources on campus that you may use (such as at the Media Depot). Excuses related to technology issues will not be accepted. Be sure to familiarize yourself with your available devices and how they work.

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. 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).

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 you may receive is ten. If extra credit is offered, it will be announced in class and/or posted on Canvas.

Canvas

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

Additional Student Resources

Presentation U!

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. Bring your multimodal projects to one of our three conveniently located centers, at the Hub in W. T. Young Library, at The Study North on the first floor of Champions Court I, and our newly opened center at eStudio located in the Student Commons of the R.G. Anderson Building. We are open early and stay open late! Visit www.uky.edu/UGE/pres-u for our complete hours. Our tutoring services are available on a drop-in basis as well as a scheduled face-to-face or online appointment.

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The Study and Individual Academic Coaching

We also offer tutoring at The Study, a free, drop-in tutoring service that offers tutoring in over 40 UK CORE classes and Individual Academic Coaching, a proactive, interactive, one-on-one collaboration between the student and academic coach that supplements academic instruction and advising at the university. Visit www.uky.edu/AE for more information.

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 has video and audio recording rooms, computers for editing multimedia projects, collaborative spaces, and staff to assist students with multimedia needs: <http://www.uky.edu/ukat/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.

Pre-test/Post-test (20 points)

Each Composition and Communication student is required to complete a pretest (10 points) at the beginning of the semester and a posttest (10 points) at the end of the semester for assessment purposes. You can find these surveys at the following link:

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.

Video Introduction (15 points)

You will prepare a brief 1-2 minute video introduction of yourself and post it to the Discussion Board on Canvas. This is your chance to introduce yourself to your instructor and your classmates. All videos should include name, major, year in school, and then 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.").

Canvas Photo (5 points)

Upload a photo to your Canvas profile if you don't already have one. This will allow me to put a name with a face, which is often hard to do in the online setting.

This I Believe Speech (25 points)

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

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National/International Issue Mini-Essay (50 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 using evidence and reasoning to support your claims. Your paper must be 500-600 words (TNR, 12-point font, 1” margins, not including title page or references) and integrate 2 relevant and credible external sources as well as an image to support your ideas. It must be typed according to proper APA style.

Annotated Bibliography (50 points)

In order to help you evaluate sources for Popular Culture Criticism Essay, you will first create an annotated bibliography.

The annotated bibliography assignment asks you to provide annotations for 5 credible sources. 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

Popular Culture Criticism Essay (200 points)

You will compose an essay in which you analyze the persuasiveness of a chosen artifact of popular culture. You will provide background/context for the artifact and analyze your artifact according to the rhetorical appeals of ethos, pathos, and logos.

Your paper should be 1500-1600 words (TNR, 12-point font, 1" margins, not including the title page, abstract, or references) and integrate at least 5 relevant and credible external sources. You should also incorporate 2 images into your essay. It must be typed and formatted according to APA style.

Peer Review (15 points)

Peer review of Popular Culture Criticism Essay

Local/Community Issue Project (250 points)

Using Monroe's Motivated Sequence as a guide, you will present a case intended to persuade your audience on a solution to an issue that has relevance to either the Lexington community or the University of Kentucky campus community. Instructors may provide you with a list of issue from which to choose, or instructors may let you choose your topics as a group. This will vary by instructor.

Groups consist of 3-4 members, and are assigned by the instructor. Each member of the group is required to speak for 4-6 minutes during the presentation. The presentation grade includes both a group component and an individual component.

Each team will also produce a brief (45-60 second) video to complement its argument. It may take the form of a PSA, but must enhance the presentation in some way.

Speech:200 points

Digital Project: 50 points

Local/Community Issue Project Outline (15 points)

One formal outline submission per group.

Final Reflective Video Speech (15 points)

Your final assignment is to provide some advice to incoming CIS 111 students. What was your favorite part of the course? What was the biggest challenge? What can they do to be particularly successful? What are the "big picture" lessons you'll take with you as you go through the rest of your college career? This final reflective speech should be 2-3 minutes and may be shared with future students in CIS 111.

Group Dynamics Grade (20 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.

Discussion Posts (10 pts. each) and Responses (5 pts. each)

As the primary way of interacting with your classmates online, you will compose weekly discussion posts based on prompts from the instructor. These discussion posts may take the form of a written composition, an audio recording, or a video, depending on the week. Each discussion post will outline the expected content and format.

Each week, you are also required to respond to your classmates' discussion posts.

CIS RPS Research Credits (30 points)

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

Quizzes (100 points)

Quizzes will cover the readings from the textbook and in-class lectures. They are online quizzes on Canvas. 10 total quizzes at 10 points each.

Total Points: 1000

Tentative Weekly Schedule

Date	Topic	Due
Week One	Course Intro/This I Believe	Pre-Test, Canvas Profile Photo, and Video Introduction
Week Two	Basic Speech Prep/TIB	This I Believe Speeches Due
Week Three	Introduction to Argument and the National/International Issue Essay	Read Ch. 24 and Take <u>Quiz</u> : Proposals
Week Four	Argument Analysis and Logical Fallacies	Read Ch. 22 and Take <u>Quiz</u> : Structuring Arguments

		Read Ch. 23 and Take <u>Quiz</u> : Fallacies
Week Five	Intro to Rhetorical Analysis— Ethos, Pathos, and Logos	National/Int'l Issue Essay Due Read Ch. 19-21 and Take <u>Quiz</u> : Ethos, Pathos, Logos
Week Six	Context and Research	Read Ch. 25 and Take <u>Quiz</u> : Rhetorical Analysis
Week Seven	Evaluating Sources/Quoting, Summarizing, and Paraphrasing	Annotated Bibliography Due Read Ch. 26-27 and Take <u>Quiz</u> : Evaluating and Using Sources
Week Eight	Using Images in Writing/Peer Review	PCC Draft Due Read Ch. 28 and Take <u>Quiz</u> : Visual Rhetoric
Week Nine	Revision and APA Refresher	Complete APA <u>Quiz</u>
Week Ten	SPRING BREAK	
Week Eleven	Intro to Local/Community Issue Project and Group Formation	PCC Final Draft Due Read Ch. 31-32 and Take <u>Quiz</u> : Organizing a Speech and Presenting in Groups
Week Twelve	Monroe's Motivated Sequence	
Week Thirteen	Group Leadership and Dynamics	Read Ch. 29-30 and Take <u>Quiz</u> : Group Communication and Leadership
Week Fourteen	Group Conflict Management	
Week Fifteen	Outlining and Speech Prep	Local/Community Issue Project Outlines Due

Week Sixteen	Presentation Tips and Tricks	Local/Community Issue Projects Due (including Digital Project Link)
Finals Week	Teacher Course Evaluations	Group Dynamics Assessment, Post-Test, and Final Video Reflection Due