

UNIVERSITY OF KENTUCKY

ICT 115: Composition & Communication in the Digital Age II

Semester/Term: Spring 2023 (16 weeks)

Class Meeting Dates: 1/9/2021 – 5/5/2022

Credit Hours: 3

Course Section: 002

Meeting Days/Time/Location: MWF 12:00 p.m. – 12:50 p.m. in Little Library Room 312

Instructor Information

Instructor: Lisa Enright, Ph.D.

Office Address: 336 Lucille Little Library (In the 320 School of Information Suite)

Email: Lmen225@uky.edu

Office Hours: Tuesdays and Thursdays 9:00 a.m. to 11:00 a.m. (In-person and on [Zoom](#))

Also available by appointment (contact me to schedule)

Preferred Method of Communication: Email

Course Description

Communication for the Information Age focuses on improving students' oral, written, and visual communication skills so they can effectively form and translate technical information in ways that are easily understood by public audiences. In this course, students will both analyze and create materials designed to inform and persuade professionals in fields related to information communication technology. Students will also work individually and in groups to research, create, and present an argument focused on improving the communication of technical information. They will explore issues that align with their professional interests and produce products that use multiple methods (oral, written, or digital) to make an argument. A significant component of the class will involve learning to use visual and digital resources to enhance written and oral presentations. Prerequisite ICT 114, 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 ICT 114, CIS 110/WRD 110, or the equivalent in order to be successful.

- You are expected to be proficient with the following skills upon entering ICT 115:
- 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

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

*(1): Indirect measures of assessment

*(2): Direct measures of assessment

UK Core Learning Outcome	Student Learning Outcomes	How you'll demonstrate it
Students will demonstrate the ability to construct intelligible messages using sound evidence and reasoning that are appropriate for different rhetorical situations (audiences and purposes)	<ul style="list-style-type: none"> Enhance professional speaking, writing, and visual communication skills, focusing on matters of construction, design, and delivery, keeping audience, purpose, and occasion in mind Employ advanced rhetorical strategies to develop arguments as an individual and in groups focusing on ways to manage technology-related issues of public interest 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 Define goals for improving/revising work, and devise effective plans for achieving those goals, in collaboration with peers, instructor, librarians, and relevant community stakeholders 	<p>(1):</p> <ul style="list-style-type: none"> Midterm Course Evaluations <p>(2):</p> <ul style="list-style-type: none"> Annotated Bibliography Recommendation Report Oral Pitch Speech Written Design Proposal Digital Pitch This Week in STEM Peer Contract
... and deliver those messages effectively in written, oral, and visual form	<ul style="list-style-type: none"> 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 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). Identify and address community stakeholders in an issue of public interest as part of thoughtful and efficient audience analysis 	<p>(1):</p> <ul style="list-style-type: none"> Impromptu Speeches Midterm Course Evaluations <p>(2):</p> <ul style="list-style-type: none"> Recommendation Report Oral Pitch Speech Digital Pitch This Week in STEM Group Dynamics Grade
Students will also demonstrate the ability to competently critique (analyze, interpret, and evaluate) written, oral, and visual messages conveyed in a variety of communication contexts	<ul style="list-style-type: none"> Analyze the conception, development, and final written, oral, and visual arguments from peers and professionals Engage in a range of small group activities to explore and express experiences and perspectives on issues under discussion Organize, revise, practice, edit, and proofread (for grammar and mechanics) personal and other students' products flexibly and effectively to improve the development and clarity of ideas 	<p>(1):</p> <ul style="list-style-type: none"> Digital Pitch <p>(2):</p> <ul style="list-style-type: none"> Speech Analysis Annotated Bibliography Draft Recommendation Report Draft Peer Contract Written Design Proposal and Presentation Draft Digital Pitch – Script Draft Group Dynamics Grade Final Reflective Video Speech

Required Materials

You will also be asked to read from two open-sourced textbooks related to technical communication (this means they are free!). You can find links to those books below:

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

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

Technology Information and Requirements

Technology Requirements

Minimum technical requirements for UK courses and suggested hardware, software, and internet connections are available at [ITS Student Hardware & Software Guidelines](#).

For this course, students will also need:

- A laptop, iPad, or phone with Zoom capability to be brought to class each day (offered through UK @ <https://uky.zoom.us/>)
- Recording equipment (it could be a laptop, phone, iPad, etc.)
- Students may also need access to Google Drive [instructions on setting up Google accounts [here](#)]
- Access to the Canvas online learning management system

Technical Support

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

Distance Learning Library Services

Carla Cantagallo, Distance Learning Librarian, 859-218-1240

Course Activities and Assignments

Summary Description of Course Assignments

This semester, your assignments will have oral, written, and visual components. Your major assignments will be peer-reviewed before the final is due, so you can give and receive comments that will help you improve your final product. The smaller assignments will help you develop analytical skills that will help you hone your technical communication and argumentative skills.

POINT DISTRIBUTION		
Assignment	Points Possible	Percentage of Total Grade
Video Introduction	15	1.5%
Video Introduction Responses	15	1.5%
Speech Analysis	50	5%
Annotated Bibliography Draft	15	1.5%
Annotated Bibliography	50	5%
Recommendation Report Draft	15	1.5%
Recommendation Report	200	20%

Recommendation Report Peer Review	10	1%
Impromptu Speeches	20	2%
Group Contract	10	1%
Oral Pitch Video	30	3%
Digital Pitch – Script Draft	30	1.5%
Digital Pitch Video	200	15%
Digital Pitch Group Presentation Outline	20	2%
This Week in STEM Presentation	50	5%
Group Progress Reports (x3)	60	6%
Group Dynamics Grade	30	3%
Final Reflective Video Speech	30	3%
Attendance	100	10%
Additional Assignments	50	5%
TOTAL	1000	100%

Below is a brief description of each assignment in ICT 115. More detailed information and grading rubrics are provided in Canvas. Assignments will be discussed in class as they become relevant:

[Weeks 1/2: Video Introduction \(15 points for your personal video / 15 points for responses\)](#)

You will prepare a brief 1-2 minute video introduction of yourself as an unlisted video on YouTube, and post the link to it on the Discussion Board on Canvas. All videos should include name, major, year in school, and at least one fun fact about you. This will help your instructor and your fellow students get to know you. Then, comment on at least *two* other students’ videos before the date listed on the module in Canvas.

[Week 4: Speech Analysis \(50 points\)](#)

Dissecting an argument is one of the key skills you need to know how to craft a good argument. View one of the speeches focused on communication technology from the list your instructor gives you and analyze the speaker’s argument using the rhetorical devices ethos, pathos, and logos. You will explain what devices the speaker used and whether they were effective in persuading you. You will also explain what you might do to improve the argument. The paper will be 2-3 pages, include at least 1 cited image, and must cite the video and any other materials you used in your analysis. This paper will be written in APA format and will be submitted on Canvas.

[Week 5/6: Annotated Bibliography \(draft 15 points, final 50 points\)](#)

Gathering and evaluating sources is essential for creating quality products. To do this, you will create an annotated bibliography to help you with your recommendation report and technical manual. The information you collect should be related to a technical issue you’re interested in, such as security management or web design.

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 or manual

Week 8/9: Recommendation Report (draft 15 points, final 200 points)

Based on the topic you chose to research for your annotated bibliography, write a paper recommending a policy to a related company. For instance, if your annotated bibliography focused on website security issues, you might recommend a specific security system to an existing company. You will address at least one opposing argument, using evidence and reasoning to support your claims. Your paper must be 1000 words (TNR, 12-point font, 1" margins, not including cover page, abstract, or references) and integrate at least 8 relevant and credible external sources as well as two images to support your ideas. It must be typed according to proper APA style and written for a global audience. You will turn in a first draft as well as a final draft of this assignment.

Weeks 4/13: Impromptu Speech (20 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 a 1-2 minute impromptu speech to the class. Please be mindful that there will be no opportunities to make up your impromptu speeches, so it is imperative that you contact your instructor in advance if you must miss class.

Week 11: Group Contract (10 points)

Knowing how to be effective in group projects is an essential skill. Your group will therefore first write a contract describing what each member is responsible for, a timeline of due dates, and repercussions if a team member's work is not completed on time.

Week 12: Oral Pitch Video (30 points)

Find a local organization or company's website, and using the principles discussed in class and in your textbook, record a 2-3 minute speech trying to convince your teammates that your group project should be about your selected organization (see Written Design Proposal description below). Essentially, convince your group members to focus on the webpage to redesign for a final product. Record it as an unlisted speech in YouTube and post the link on your group's Discussion Board on Canvas.

Weeks 12/13/14: Progress Reports (60 points)

As part of the DP/WP project, you will be asked to complete three different progress reports to ensure that the group is making adequate progress towards the final presentation. The progress reports will help me better understand how the group is functioning as well as any issues that may be complicating the group's ability to move forward. All group progress reports will be completed and submitted via Canvas.

Week 15/16: Digital Pitch and Presentation (draft 30 points, final 200 points)

You will be placed in teams and need to convince the class how to improve a local company or organization's website (i.e., one that a group member presented in the oral pitch video assignment). As a group, you must address: (1) the design and organization of the site, (2) how you will manage and ensure the site is secure (if necessary), and (3) an estimated cost of the redesign. I want you to treat this assignment as if you are a consulting company "pitching" your redesign to the organization.

As a group, you will pitch your proposal to the class using two combined elements: 1) an oral presentation at least 10 minutes in length and 2) a screencast at least 5 minutes in length. Together, the presentation should be at least 15 minutes long including both the oral and video components. The pitch will integrate elements of successful persuasive speaking as discussed in class, and the video will serve as a complement to the speech that allows the audience to visualize your redesign. For example, you might consider using positive or negative visualization to highlight why the current structure is flawed or

illustrate why your changes will be helpful. Each group member must speak during the screencast *and* the oral presentation. You will first create a script for this proposal and submit it for peer review. Your final materials will consist of the screencast, the presentation, and a group presentation outline. See Canvas for extended details.

[Week 16: Group Dynamics Grade \(30 points\)](#)

You will be working with one group for a major project in the course. Therefore, at the end of the semester, you will be asked to provide a group dynamics assessment of each group member and yourself. The grade will be calculated based on how well you worked with your group based on both their assessment and my evaluation.

[Week 16: Final Reflective Video Speech \(30 points\)](#)

Your final assignment is to provide some advice to incoming 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.

[Attendance \(100 points\)](#)

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.

[This Week in STEM Presentation \(50 points\)](#)

As citizens in a democracy, we need to be aware of what goes on in our world locally and internationally. To promote this, we want to look at the way current events are talked about between ourselves and through the media. You will select a STEM-focused current event to summarize and discuss with the class (e.g., nuclear fission, Bitcoin, new surgical procedures, etc.). This means that your event may come from any phenomenon outside of class that somehow connects to science, technology, math, engineering, chemistry, biology, robotics, etc. I suggest looking to sites like Wired, Scientific American, or the technology section of New York Times. Podcasts are a great outlet for current information as well (e.g., TechStuff, Clockwise).

First, find a reliable source that has published an article on a current event that you are interested in. The article cannot be more than 3 days old. As part of the assignment, you will provide me with a 1-page summary of the event as well as facilitate a brief class discussion (approx. 5-10 minutes) on the topic. Following this, you will lead a brief (5-10) minute discussion of the event with the class. See assignment handout on Canvas for more detail.

[Additional Assignments \(50 points\)](#)

At the discretion of the instructor, points will be given for various assignments, activities, quizzes based on the readings, and out-of-class homework throughout the semester.

[Submission of Assignments](#)

All written assignments (first/rough and final drafts) **MUST** be submitted in a .doc, .docx, or .pdf format to Canvas. Files from Pages are not accepted (you can save as a .doc or .pdf from Pages instead). If you have submitted correctly, you will see a screen that confirms your submission and you can check the gradebook to see that the assignment has been submitted.

*Note: Emailed assignments will NOT be accepted under any circumstances. All assignments must be submitted through Canvas.

Late Assignments

All assignments are due at the time indicated in the class schedule or on Canvas. Late assignments will receive a score of 60% (the minimum to pass the assignment). Assignments more than 7 days late will receive a 0. You are expected to devote enough time out of every day to working on this class and to stay on top of the content, assignments, and deadlines. If you encounter problems, please let me know right away. Like most instructors, I am more understanding if you keep me informed.

Grading and Grading Scale

I operate with the 24/7 rule. This means that, once you receive a graded assignment back, you must wait at least 24 hours to come and discuss it with me. I am more than happy to discuss grades with you, but I ask that you take the time to thoroughly review the feedback provided beforehand and carefully compare your work with the assignment requirements and grading rubric. You must also come and talk to me within one week (7 days) of receiving the grade. Once that one-week period has passed, the grade will not be changed under any circumstances. Please note: when you come to discuss a grade, make sure you have prepared a thoughtful justification for why you deserve a different grade than you received.

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

Please NOTE: I absolutely **CANNOT** legally discuss grades via email or Canvas. If you have questions or issues related to a grade, you **MUST** set up a virtual meeting with me or visit office hours.

Once you have totaled all your major and minor assignments (listed above), compare your total points to the table above to determine your final grade in ICT 115.

Important Links

- **Spring Important Dates** [here](#)
- (*Senate Rules 6.1.3.A*) Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar.
- UK IT [link](#) (859-218-HELP)
- Distance Learning Library Services [link](#)
- Setting notifications up in Canvas: <https://community.canvaslms.com/docs/doc-10624>
- Creating a [video](#) on an iPad/iPhone & Uploading it to YouTube
- Creating a video and making it [unlisted](#) on YouTube
- How to record a great [speech](#) for an online course
- How to record a presentation using Zoom and [sharing](#) a screen (Presentation U! video)
- Using [Zoom](#) to record presentations (information from Zoom)
- Recording [presentations](#) with Zoom (from Miami Dade College)
- Using [Zoom](#) (from our own UK IT department)

Mid-term Grade

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

Final Exam Information

Although there is no actual final exam in this course, we reserve the right to use this time if needed (e.g., in the case of major weather events that put us way behind during the semester).

Course Policies and Classroom Expectations

Covid Statement

Students are expected to follow [University policy regarding COVID safety requirements](#). Any student who is non-compliant will be reported to the Office of Student Conduct.

Attendance and Participation

This class is a community whose success is dependent on everyone's participation. Also, there is a strong correlation between class attendance and grades. Therefore, attendance is vital for your achievement. *If you read this, bring a notecard with your name on it to the first day of class to receive +2 points extra credit.*

Attendance is worth **100 points** during the semester. Attendance points will be recorded in Canvas at least every two weeks so you may monitor your attendance progress. If you are absent on a day when an assignment is due or a quiz is given, you will be allowed to submit or make-up that work only if the absence is officially excused. You will be asked to provide official written documentation for excused absences the class period that you return to class. If you do not turn in the written documentation on time, the absence will be counted as unexcused. Please see the definition of excused absences in the next section.

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

If you know ahead of time that you will be absent from class without an excused absence, please discuss this with your instructor and turn in any assignments ahead of time. Excuses for university-sponsored activities must be made prior to such absences. No make-up work is available for in-class exercises, workshops, or quizzes unless approved in advance by your instructor.

Note: Students are required to attend class whenever any student is scheduled to speak. If you miss class on a speaking day for an unexcused absence, points will be deducted from your course grade total as follows: MWF classes: 5 points each day missed.

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

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

Excused Absences (Senate Rules 5.2.4.2)

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

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

Per Senate Rule 5.2.4.2, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The instructor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Verification of Absences (Senate Rules 5.2.4.2)

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

Religious Observances (Senate Rules 5.2.4.2.1.4)

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable but should not be given any later. Information regarding major religious holidays may

Make-Up Work (Senate Rules 5.2.4.2.2)

Students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The instructor must give the student an opportunity to make up the work and/or the exams missed due to the excused absence, and shall do so, if feasible, during the semester in which the absence occurred. The instructor shall provide the student with an opportunity to make up the graded work and may not simply calculate the student's grade on the basis of the other course requirements, unless the student agrees in writing.

Excused Absences Due to Military Duties (Senate Rule 5.2.4.2.3.1)

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

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

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

Academic Integrity - Prohibition on Plagiarism (Senate Rules 6.3.1)

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

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website:

<http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be, except under specific circumstances (e.g., Writing Center review or peer review) allowed by the Instructor of Record or that person's designee. Plagiarism may also include double submission, self-plagiarism, or unauthorized resubmission of one's own work, as defined by the instructor.

Students may discuss assignments among themselves or with an instructor or tutor, except where prohibited by the Instructor of Record (e.g. individual take-home exams). However, the actual work must be done by the student, and the student alone, unless collaboration is allowed by the Instructor of Record (e.g., group projects).

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

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

Academic Integrity - Prohibition on Cheating (Senate Rules 6.3.2)

Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board.

Academic Integrity - Prohibition on Falsification/Misuse of Academic Records (SR 6.3.3)

Maintaining the integrity, accuracy, and appropriate privacy of student academic records is an essential administrative function of the University and a basic protection of all students. Accordingly, the actual or attempted falsification, theft, misrepresentation or other alteration or misuse of any official academic record of the University, specifically including knowingly having unauthorized access to such records or the unauthorized disclosure of information contained in such records, is a serious academic offense. As used in this context, "academic record" includes all paper and electronic versions of the partial or complete permanent academic record, all official and unofficial academic transcripts, application documents and admission credentials, and all academic record transaction documents. The minimum sanction for falsification, including the omission of information, or attempted falsification or other misuse of academic records as described in this section is suspension for one semester.

Prep Week and Reading Days

Per *Senate Rules* 5.2.5.6, the last week of instruction of a regular semester is termed "Prep Week." This phrase also refers to the last three days of instruction of the summer session and winter intersession. The Prep Week rule applies to ALL courses taught in the fall semester, spring semester, and summer session, including those taught by distance learning or in a format that has been compressed into less than one semester or session. This rule does not apply to courses in professional programs in colleges that have University Senate approval to have their own calendar.

Make-up exams and quizzes are allowed during Prep Week. In cases of "Take Home" final examinations, students shall not be required to return the completed examination before the regularly scheduled examination period for that course. No written examinations, including final examinations, may be scheduled during the Prep Week. No quizzes may be given during Prep Week. No project/lab practicals/paper/presentation deadlines or oral/listening examinations may fall during the Prep Week unless it was scheduled in the syllabus AND the course has no final examination (or assignment that acts as a final examination) scheduled during finals week. (A course with a lab component may schedule the lab practical of the course during Prep Week if the lab portion does not also require a Final Examination during finals week.) Class participation and attendance grades are permitted during Prep Week. The *Senate Rules* permit continuing into Prep Week regularly assigned graded homework that was announced in the class syllabus.

For fall and spring semester, the Thursday and Friday of Prep Week are study days (i.e. "Reading Days"). There cannot be any required "interactions" on a Reading Day. "Interactions" include participation in an in-class or online discussion, attendance at a guest lecture, or uploading an assignment. See *Senate Rules* 9.1 for a more complete description of required interactions.

Accommodations Due to Disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Visit [Disability Resource Center](#) for more information.

Non-Discrimination Statement and Title IX Information

UK is committed to providing a safe learning, living, and working environment for all members of the University community. The University maintains a comprehensive program which protects all members from discrimination, harassment, and sexual misconduct. For complete information about UK's prohibition on discrimination and harassment on aspects such as race, color, ethnic origin, national

origin, creed, religion, political belief, sex, and sexual orientation, please see [the electronic version of UK's Administrative Regulation 6:1 \("Policy on Discrimination and Harassment"\)](#). In accordance with Title IX of the Education Amendments of 1972, the University prohibits discrimination and harassment on the basis of sex in academics, employment, and all of its programs and activities. Sexual misconduct is a form of sexual harassment in which one act is severe enough to create a hostile environment based on sex and is prohibited between members of the University community and shall not be tolerated. For more details, please see [the electronic version of Administrative Regulations 6:2 \("Policy and Procedures for Addressing and Resolving Allegations of Sexual Assault, Stalking, Dating Violence, Domestic Violence, and Sexual Exploitation"\)](#). Complaints regarding violations of University policies on discrimination, harassment, and sexual misconduct are handled by the Office of Institutional Equity and Equal Opportunity (IEEO), which is located in 13 Main Building and can be reached by phone at (859) 257-8927. You can also visit [the IEEO's website](#).

Faculty members are obligated to forward any report made by a student related to IEEO matters to the Office of Institutional Equity and Equal Opportunity. Students can confidentially report alleged incidences through the Violence Intervention and Prevention Center, Counseling Center, or University Health Services.

[Statement on Diversity, Equity, and Inclusion \(DEI\)](#)

The University of Kentucky is committed to our core values of diversity and inclusion, mutual respect and human dignity, and a sense of community ([Governing Regulations XIV](#)). We acknowledge and respect the seen and unseen diverse identities and experiences of all members of the university community (<https://www.uky.edu/regs/gr14>). These identities include but are not limited to those based on race, ethnicity, gender identity and expressions, ideas and perspectives, religious and cultural beliefs, sexual orientation, national origin, age, ability, and socioeconomic status. We are committed to equity and justice and providing a learning and engaging community in which every member is engaged, heard, and valued.

We strive to rectify and change behavior that is inconsistent with our principles and commitment to creating a safe, equitable, and anti-racist environment. If students encounter such behavior in a course, they are encouraged to speak with the instructor of record or the [college's diversity officer](#), who is charged with addressing concerns about diversity, equity, and inclusiveness (uky.edu/inclusiveexcellence/college-diversity-inclusion-officers). Students may also contact a faculty member within the department, program director, the director of undergraduate or graduate studies, the department chair, or the dean. To submit an official report of bias, hatred, racism, or identity-based violence, visit the Bias Incident Support Services [website](#).

[Accommodations for Student-Parents](#)

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

[Incompletes](#)

Because of the in-class speaking assignments, the necessity of class discussion and the amount of group work in ICT 115, it is my policy NOT to grant incompletes (I). If you find circumstances are such that you are falling behind, you may want to consider withdrawing (W) from the class. I do suggest that you meet with me to discuss your options.

Classroom Behavior Policies

Being a Respectful Audience Member

We are a support system for each other because public speaking can be a scary proposition. **Therefore, attend all presentations, whether you are speaking or not.** Second, be courteous and attentive. I expect you to conduct yourselves responsibly and with professional courtesy. Professional courtesy includes respecting others' opinions, not interrupting in class, being respectful to those who are speaking, and working together in a spirit of cooperation. You should always demonstrate these behaviors in this class. I expect that my students remain professional when discussing controversial ideas and remember that debate is an academic process, not an opportunity for personal attacks. I will not hesitate to remove you from class if necessary. Third, during presentations, remove all objects (phones, computers, speaking notes, etc.) that might distract you. I take this policy quite seriously. I reserve the right to reduce a disrespectful audience member's grade if I observe egregious offenses (typically 5 points). Failure to adhere to these policies will result in the audience member being marked absent and experiencing the resulting consequences.

Responsible Technology Use: E-mail

Throughout the semester, you will receive e-mails from me with updates and reminders. You are expected to **regularly check your official UKY e-mail address** – you are responsible for reading any material communicated to you in this manner.

Email is also the best and preferred way to reach me, and I will be checking it frequently throughout the business day (i.e., Monday-Friday 8:00am-5:00pm). I will not be on email 24/7 and will not expect you to be, either! **Please send all email correspondence to the email address provided above and put ICT 115 and your section number (001) in the subject line each time.** Typically, I will respond to email within 24 hours, although response time may vary. I appreciate strong email etiquette.

Responsible Technology Use: Cell Phones/Laptops/Tablets

Learning requires focus. Therefore, cell phones/laptops/tablets should **only be used for instructional purposes during class.** Use of any devices during class (texting, social media, internet use, gaming, etc.) for noninstructional purposes could lead to deductions in attendance points (i.e., counted as tardy, absent). Inappropriate media use also increases your chances of being called on and pulled back into the class discussion. If it continues, I will ask you to leave.

However, cell phones or laptops may be left on vibrate for **emergency notification purposes.** If you expect an important phone call, please inform me before class and quietly excuse yourself when you receive it. Additionally, there are a variety of reasons you will be permitted to use cell phones or laptops for learning purposes during class. You are encouraged to use these devices for note taking purposes during class. Additionally, cell phones may be used to record lectures and take pictures of course content. Finally, feel free to use your cell phone to look up pertinent information that relates to class content during lectures or activities on social media or the internet. I am confident that you can use discernment to use cell phones in a nondistracting, productive way during class.

Canvas

Please become familiar with Canvas, as we will be using it frequently throughout the semester. Important announcements and updates will be distributed through our course site, and most of your assignments will be submitted through Canvas as well. Make sure you check Canvas daily for any course updates or important announcements.

Things happen over the course of a semester, which means that the daily schedule may change during the semester. You will be responsible for checking the online syllabus and schedule before beginning your homework for each of our class meetings for any changes or updates. I will post all assignments on

Canvas. If you lose an assignment page or handout, you are expected to get a copy from Canvas rather than from me.

ADDITIONAL STUDENT RESOURCES

Presentation U! Peer Tutoring

Come see us if you need help with any of the following: brainstorming project topics, creating outlines, essay writing, research papers, effectively using APA/MLA style, practicing oral presentations, designing, and constructing effective visual aids, including PowerPoint, Prezi, websites, videos, and digital projects. Bring your multimodal projects to one of our two conveniently located centers, at the Hub in W. T. Young Library and the Study South in Woodland Glenn III. We open early and stay open late! Visit www.uky.edu/UGE/pres-u for our complete hours. Our tutoring services are available on a drop-in basis as well as a scheduled face-to-face or online appointment. For questions about this service, please contact the Pres U front desk at PresentationU@uky.edu.

The Study

The [Study](#) offers free, drop-in peer tutoring in over 40 UK CORE Math, Science and Business courses. Check out a complete list of subjects and the full schedule, as well as more information about the other services [here](#).

Counseling Center

The UK Counseling Center (UKCC) provides a range of confidential psychological services to students enrolled in 6 credit hours or more, psychoeducational outreach programming (including QPR suicide prevention), and consultation to members of the UK community (students, faculty, staff, administrators, parents, concerned others). Please visit the website <https://www.uky.edu/counselingcenter/> for more detailed information, or call 859.257.8701.

Martin Luther King Center

The Martin Luther King Center (MLKC) supports an inclusive learning environment where diversity and individual differences are understood, respected, and appreciated as a source of strength. The MLKC's year-round programs and activities that focus on the importance of cultural awareness and cross-cultural understanding support its three primary goals: 1) sponsoring cultural and educational programming; 2) offering opportunities for student support and development; and 3) through programmatic linkages with a wide variety of civic and community agencies, promoting community outreach, engagement, and collaboration. Students can reach the MLKC via phone at (859) 257-4130, by visiting them in Gatton Student Center Suite A230, [via email](#), and by visiting [the MLKC website](#).

Office of LGBTQ* Resources

UK is committed to supporting students and upholding the University's efforts to promote inclusion among our community. UK faculty and staff employees support inclusion and diversity throughout the University, including the ways in which faculty structure classroom conversations and manage those dynamics. To assist in these efforts, students are welcome to provide the names and pronouns they prefer. One easy way to do this is by using the pronoun feature of UK's Name Change Form. (More information about the form can be found on the [Office of LGBTQ*'s website](#).) Otherwise, students can provide this information to faculty members directly.

Discrimination based on sexual orientation, gender expression, and gender identity is prohibited at UK. If you have questions about support, advocacy, and community-building services related to sexual orientation, gender expression, or gender identity, students are encouraged to visit the [website of the Office of LGBTQ* Resources](#).

Violence Intervention and Prevention (VIP) Center

If you experience an incident of sex- or gender-based discrimination or interpersonal violence, we encourage you to report it. While you may talk to a faculty member or TA/RA/GA, understand that as a "Responsible Employee" of the University these individuals MUST report any acts of violence (including verbal bullying and sexual harassment) to the University's Title IX Coordinator in the IEEO Office. If you would like to speak with someone who may be able to afford you confidentiality, you can visit the [*Violence Intervention and Prevention \(VIP\) Center's website*](#) (offices located in Frazee Hall, lower level; [*email them*](#); or call (859) 257-3574), [*the Counseling Center's \(CC\) website*](#) (106 Frazee Hall; (859)), and the [*University Health Services \(UHS\) website*](#); the VIP Center, CC, and UHS are confidential resources on campus. The VIP Center accepts walk-in appointments.

MWF Course Schedule– Spring 2023

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

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

Note: Course schedule is tentative and subject to change. Additionally, the ITEMS DUE column is not a comprehensive list of due dates; be sure to check Canvas regularly and defer to your instructor's updates in class. *ALL PDFs are located on Canvas under Announcements and/or Files*

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

Date	Topic	What to Read / Do This Week BEFORE class	Materials Due (Submit in Canvas)
Module One: 1/9-1/15			
M 1/9	Course Introduction: Technical Comm. Video Introduction Discussion	<ul style="list-style-type: none"> Syllabus TWE: Chapter 1.1 – 1.5 	
W 1/11	Continue Discussion from Wednesday... Tech Comm Case Studies	<ul style="list-style-type: none"> OTC: Chapter 1 	
F 1/13	Speech Analysis Overview APA Formatting Refresher	<ul style="list-style-type: none"> Research APA Style Resources: Purdue OWL or ACC library TWE: Chapter 6.1 	Video Introductions
Module Two: 1/16-1/22			
M 1/16	MLK Day		Syllabus Contract
W 1/18	More APA Format Conceptualizing, Communication, Technology, and Persuasion	<ul style="list-style-type: none"> LISTEN: The Age of the Algorithm 	Video Introduction Responses
F 1/20	Translating Tech Talk Introduction to Rhetorical Appeals Ethos, Pathos, Logos Debriefing APA Q&A	TWE: Chapter 2.1 – 2.4	
Module Three: 1/23-1/29			

M 1/23	In-class Workshop: Expectations for scholarly writing / How to read scholarly article	<ul style="list-style-type: none"> • OTC: Chapter 5.6 • TWE: Chapter 5.1-5.3; Appendix C 	
W 1/25	Analyzing Speeches and Audiences	<ul style="list-style-type: none"> • OTC: Chapter 5.2-5.4 	
F 1/27	Global Design	<ul style="list-style-type: none"> • LISTEN: The Secret Lives of Color • TWE: Chapter 3 	
Module Four: 1/30-2/5			
M 1/30	Impromptu Speeches (Debate Day!) SA Workday		Speech Analysis
W 2/1	Introduction to Rec Reports / Topic Selection	<ul style="list-style-type: none"> • TWE: Chapter 7.5 	
F 2/3	Introduction to Annotated Bib. Ann. Bib Workday		
Module Five: 2/6-2/12			
M 2/6	Introduction to Argument: Fact, Value, Policy	<ul style="list-style-type: none"> • <i>Communication in the Real World</i> – Chapter 11 	
W 2/8	Outlining and Organizing a Persuasive Report	<ul style="list-style-type: none"> • OTC: Chapter 2.9 	
F 2/10	Annotated Bibliography Peer Review	<ul style="list-style-type: none"> • TWE: Appendix H 	Annotated Bibliography Draft due at 10:00 am
Module Six: 2/13-2/19			
M 2/13	A BRIEF overview of using the Toulmin model to analyze arguments		Annotated Bibliography

W 2/15	Logical Fallacies	<ul style="list-style-type: none"> OTC: Chapter 5.11-5.15 	
F 2/17	Context Building and Background		
Module Seven: 2/20-2/26			
M 2/20	Rec Report Example Analyses	<ul style="list-style-type: none"> Will read example rec reports in class 	
W 2/22	Visual Rhetoric and Using Images to Enhance Arguments	<ul style="list-style-type: none"> LISTEN: Why do iPhone users judge people with green text bubbles? 	
F 2/24	Images and Copyright	<ul style="list-style-type: none"> OTC: Chapter 3 	
Module Eight: 2/27-3/5			
M 2/27	Rec Report Peer Review	<ul style="list-style-type: none"> OTC: Chapter 5.10 	Recommendation Report Draft due at 10:00 am
W 3/1	Media Depot Exploration Day – Instructions to be posted online		
F 3/3	Rec Report Online Workday!		
Module Nine: 3/6-3/12			
M 3/6	Monroe’s Motivated Sequence: Overview	<ul style="list-style-type: none"> MMS Explained 	
W 3/8	Monroe’s Motivated Sequence: Application		

F 3/10	Out-of-Class Workday		Recommendation Report
Module Ten: 3/13-3/19			
M 3/13	Spring Break! Enjoy Your Time Away		
W 3/15			
F 3/17			
Module Eleven: 3/20-3/26			
M 3/20	Group Job Fair! Introduction to the DP / WP	<ul style="list-style-type: none"> LISTEN: The Crime Machine Part 1 	
W 3/22	Group Culture: Creating an Identity	<ul style="list-style-type: none"> LISTEN: The Crime Machine Part 2 	
F 3/24	Managing Group Conflict/Developing Rules and Norms	<ul style="list-style-type: none"> TWE: Chapter 4.1-4.4 	Group Contract
Module Twelve: 3/27-4/2			
M 3/27	Oral Pitch Workday / Topic Exploration / Revisiting MMS	<ul style="list-style-type: none"> OTC: Chapter 7 	
W 3/29	Oral Pitch Video Viewing Day and Analysis		Oral Pitch Video
F 3/31	Online Group Workday (Dr. Frey will be attending a conference)		Progress Report #1**

Module Thirteen: 4/3-4/9			
M 4/3	Visual Persuasion, Accessibility, and Usability	<ul style="list-style-type: none"> • OTC: Chapter 6 	
W 4/5	Web Design and Organization	<ul style="list-style-type: none"> • LISTEN: Confused When Online Shopping? It Might Be a Dark Pattern 	
F 4/7	Group Impromptu Speeches	<ul style="list-style-type: none"> • TWE: Chapter. 8.3 	Progress Report #2**
Module Fourteen: 4/10-4/16			
M 4/10	Refresher: Outlining Discussion	<ul style="list-style-type: none"> • OTC: Chapter 2.12 • TWE: Chapter 8.1-8.2 	
W 4/12	DP/WP Workday / Q&A Session	<ul style="list-style-type: none"> • LISTEN: Mastering the Art of Persuasion 	
F 4/14	Media Depot Workday (Meet at the Media Depot in Willy T)	<ul style="list-style-type: none"> • Rehearse your DP/WP! 	Progress Report #3**
Module Fifteen: 4/17-4/23			
M 4/17	Rehearsal Day: Groups 1, 3	<ul style="list-style-type: none"> • Rehearse your DP/WP! 	
W 4/19	Rehearsal Day: Groups 2, 4	<ul style="list-style-type: none"> • Rehearse your DP/WP! 	
F 4/21	DP/WP Presentations	<ul style="list-style-type: none"> • Complete your TCE and final assignments: <ul style="list-style-type: none"> ○ Post test ○ Reflections 	ALL DP/WP Outlines and DIGITAL Projects DUE by 10:00 am
Module Sixteen: 4/24-4/30			

M 4/24	DP/WP Presentations	<ul style="list-style-type: none"> • Complete your TCE and final assignments: <ul style="list-style-type: none"> ○ Post test ○ Reflections 	
W 4/26	DP/WP Presentations	<ul style="list-style-type: none"> • Complete your TCE and final assignments: <ul style="list-style-type: none"> ○ Post test ○ Reflections 	
F 4/28	Reading Day - NO CLASS		
Finals Week			
Finals Week	Group Dynamics Grade and Final Reflective Video DUE by 5:00 PM on Monday, 5/1		