ICT/LIS 690-204: SPECIAL TOPICS –
ADVANCED MULTIMODAL COMMUNICATION SKILLS
ONLINE | SPRING 2021

FACULTY INFORMATION
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Office Hours: TR, 12 to 2PM EST or by appointment
Course Time: ALL ONLINE, ASYNCHRONOUS

College of Communication and Information
School of Information Science

Course Description

Information Communication Technology (ICT) and Library Information Science (LIS) programs strive to educate students to assume roles where the application of information technology (IT) is concerned, with the ultimate goal of connecting people, organizations, and communities to enhance their ability to succeed. At the heart of successfully fulfilling these roles is the ability to effectively communicate with a variety of audiences, across a variety of contexts, for a variety of purposes, and using a variety of communication channels. This course is designed to enhance your communication competence and skills in ways that mirror the professional needs of employers in both LIS and ICT industries.

Student Learning Outcome (SLO)							
SLO 1. Communicate orally with diverse audiences, channels, contexts, and purposes.							
SLO 2. Interact competently with peers, leaders, and in groups/teams.							
SLO 3. Analyze, and address, communication deficiencies in themselves and in others.							
SLO 4. Perform professional communication tasks appropriate for the either the library or ICT workplace.							
SLO 5. Tailor communication for written, verbal, digital, and visual channels.							
How you will demonstrate mastery of the SLO:							
	Job Materials	Discussion	Proposal	Pitch	Training Video	Infographic	Podcast
SLO 1	X	X	X	X	X	X	X
SLO 2		X		X	X		
SLO 3		X					X
SLO 4	X		X	X	X	X	X
SLO 5	X		X	X	X	X	X

Required Materials

1. Access to Canvas and readings provided by the instructor.
2. Sullivan, J. *Simply Said: Communicating Better at Work and Beyond*** check with UKY Library, last semester we had access to this text there!* ☺
3. Vijayashanker, P. & Catlin, K. *Present! A Techie's Guide to Public Speaking.*

Grading Philosophy: When grading assignments and projects for a course, it is only possible to grade an actual product. Similarly, putting in a certain amount of time or "effort" on a project does not guarantee a high grade. Only meeting the established criteria can earn an acceptable grade (C). If you intend to earn higher than a C, then this will constitute above average (B) or excellent (A) work that exceeds expectations. All grading rubrics are included on Canvas. Further, I do not GIVE grades, you EARN grades. Thus, do not ask me to bump a grade or offer extra credit to improve your grade.

Grading scale for graduate students (no D for Graduate Students):

90-100% = A	70 – 79% = C
80 – 89% = B	Below 70%= E

COURSE POLICIES AND EXPECTATIONS

Submission of Assignments

All assignments will be submitted on Canvas in a .doc file, .docx file, video file, or unlisted YouTube link. All assignments, including papers, presentations, etc., should be submitted via Canvas. Assignments are due BEFORE 11:59PM EST on Sundays unless noted otherwise. Prepare and submit all assignments on time. Please submit assignments as doc, docx., or pdf files. Late work IS NOT accepted in this course. Assignments are also NOT accepted via email. Students are responsible for keeping back-up copies of all work since electronic texts can be lost. All assignments must be written in Standard English with correct grammar, spelling, and punctuation. Assignments are to be completed solely by the individual.

Late Work

Given the current situation we are in, you will have one "late pass," which is a waiver where the assignment will be accepted with a penalty (-10%). The assignment may be submitted up to three days late; this excludes the final project.

Email Policy

Please give me up to 24 hours to reply to your emails, and I will do the same for you. I will typically not respond to emails after 5PM and on the weekends. Please remember to sign you email with your first and last name. I expect the language and structure of your emails to be professional. This includes punctuation, salutations/signature, etc.

Civility and Professionalism

Students must learn to meet the standards of professional behavior and treat each other with respect. Critical inquiry is important, but attacking other persons, verbally or otherwise, is not accepted. Students must learn to receive and act on constructive criticism, be reliable and responsible, polite and respectable of others, and focus on producing above quality work. Thus, everyone is expected to conduct themselves professionally in this online class. Professional behavior also entails being respectful of others and their opinions—even and especially when you do not agree with them.

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.

Technical Support

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

Resources

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

Excused Absences (Senate Rules 5.2.4.2)

Senate Rules 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) significant illness, (b) death of a family member, (c) trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, (d) major religious holidays, (e) interviews for graduate/professional school or full-time employment post-graduation, and (f) other circumstances found to fit "reasonable cause for nonattendance" by the instructor of record. Students should notify the professor of absences prior to class when possible.

If a course syllabus requires specific interactions (e.g., with the instructor or other students), in situations where a student's total EXCUSED absences exceed 1/5 (or 20%) of the required interactions for the course, the student shall have the right to request and receive a "W," or the Instructor of Record may award an "I" for the course if the student declines a "W." (Senate Rules 5.2.4.2.1)

Verification of Absences (Senate Rules 5.2.4.2.A, B, C, and E)

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 due to: significant illness; death in the household, trips for classes, trips sponsored by an educational unit and trips for participation related to intercollegiate athletic events; and interviews for full-time job opportunities after graduation and interviews for graduate and professional school. (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.)

Academic Policies in relation to COVID-19

Fall Academic Calendar and Reading Days

Several modifications to the academic calendar have been made in response to the COVID-19 situation. The current calendar is available here. The calendar features a Reading Day. The current Dead Week restrictions on certain instructional activities would continue to apply to Reading Days. An additional restriction would apply to Reading Days, namely no required class meetings or, more generally, no "required interactions." Reading Days are not academic holidays.

Religious Observances (Senate Rules 5.2.4.2.D)

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. Please check the course syllabus for the notification requirement. If no requirement is specified, two weeks prior to the absence is reasonable and should not be given any later. Information regarding major religious holidays may be obtained through the Ombud's website or calling 859-257-3737.

Make-Up Work (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 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.

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. Visit the DRC website, email the DRC, contact them by phone at (859) 257-2754, or visit their office on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407.

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.

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 on the Academic Ombud page. 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 Rule 6.3.1 (see current *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. 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 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. Please 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.

Course Material Copyright Statement

Materials distributed or made available to students in connection with this course may be copyright protected. They are intended for use only by students registered and enrolled in this course and only for the instructional activities associated with and for the duration of this course. **They may not be converted to or retained in another medium or disseminated further.**

Bias Incident Support Services

Bias Incident Support Services (BISS) provides confidential support and advocacy for any student, staff, or faculty member impacted by bias, hatred, and/or an act of identity-based violence. BISS staff aid impacted parties in accessing campus and community resources, including the Bias Incident Response Team, the University's official reporting system for acts that negatively impact a sense of belonging. Campus and community consultation and educational opportunities centered on inclusion, diversity, equity and belonging is a resource also provided by BISS. For more detailed information please visit the BISS website or contact them via email.

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.

Veteran's Resource Center

Being both a member of the military community and a student can bring some complexities. If you are a member of the military or a military veteran or dependent, please let me know when these challenges arise. Drill schedules, calls to active duty, mandatory training exercises, issues with GI Bill disbursement, etc. can complicate your academic life. Please let me know if you experience complications and I will do my best to work with you.

If you are a military student serving in the National Guard or Reserve it is in your best interest to let all of your professors know that immediately. You might also consider sharing a copy of your training schedule as well as any orders activating you. The Veterans Resource Center (VRC) can provide a letter for your professors validating your absence but be aware that there is no current UK policy protecting military students who miss class due to short term activations such as long weekend drills, annual training or emergency activations. See the instructor or the VRC for details.

The VRC is a great resource for members of our military family. If you have questions regarding your VA benefits or other related issues, the VRC has a full complement of staff to assist you. The VRC also provides study and lounge space, as well as free printing. Please visit the VRC website, email the DRC, visit them in the basement of Erikson Hall, or call the director, Tony Dotson, at (859) 257-1148.

SUMMARY AND DESCRIPTION OF COURSE ASSIGNMENTS

*More details and rubrics are provided in the assignment's description for all assignments in Canvas.

Course Assignments
The assignments include the following:
1. Job Search, Resume/CV, digital component (Draft + Revised Final)
2. New Technology Proposal
3. New Technology Pitch
4. How-to Training video and infographic
5. Final Reflection Podcast
6. Discussion/Engagement

Description of Course Activities and Assignments

Job Search, Resume/CV + Digital Component: First, you will need to find a job posting that either resembles a future job you wish to acquire or is a job you want. Next, you will tailor your resume/CV for that specific call. You will also need to choose a digital component to accompany your resume. Choose the digital component that will best compliment/showcase your skills and fits best with the job posting. The resume/cv and digital component will go through a revision/feedback process with your peers in the class and with me. You are 100% allowed to remove your personal information (e.g., your phone number, address, etc.) and leave that as "phone number" or 555-555-5555 (place holders).

Options for digital component:
-<u>Video intro</u>: In 1-2 minutes, tell the hiring committee why you would be a great fit/candidate for this job.
-<u>Infographic</u>: On one page, visualize to the hiring committee why you would be a great fit/candidate for this job.
-<u>Webpage</u>: Create a web space that highlights you and your skills for you would be a great fit for this job.**You only need to have two webpages designed for this option (e.g., home page and another page that highlights your skills). You are more than welcome to do more if you choose.

Proposal for new Technology in Organization: You will create a new position at a fictional organization (e.g., library, company, school, etc.). In the proposal, you will explain to the organization's leader (your boss) your role in the company, the new technology that you want the

organization to adopt, and how that technology will help accomplish the organization's mission. You will also need to explain/highlight the organization's need, the audience it will serve, the budget for adoption, and your plan to train and implement the new technology. Remember, your fictional boss (aka: me) will be your main audience for the proposal.

New Technology Pitch: You will prepare and deliver a technology pitch for your fictional organization. The main audience member will be your boss and the other employees who may use the new technology. Your goal is to present the new tool is a persuasive way to gain acceptance and thus, adoption of the new technology. The pitch should be short (2-4 minutes), concise, and audience-centered. Points will be earned for content, structure, and delivery of the actual speech. You should record your pitch in Zoom (or a recording platform of your choice) and incorporate at least one visual (e.g., PowerPoint, handout).

How-to Training Video & Infographic: Now that your new technology has been adopted by your organization you need to train the users (your co-workers, etc.). You will record a training video that will be distributed to your audience (users). You will need to be seen in the video at least once (prefer in the introduction and conclusion). The training video should be between 8 to 10 minutes. If you know that your video will be over 12 minutes, select a specific function of the technology to focus on. You will also need to create written instructions for your audience on how to use technology. This infographic should be one page and accompany your how-to training video.

Final Reflection Podcast: In a 5 to 10 minute podcast, you should reflect on your professional communication experiences in the course. Your audience for this podcast are other ICT/LIS graduate students who may be interested in the course. You can discuss: What you learned and how what you learned helped you for future courses/in your profession. How, if at all, have your communication skills changed over time in this class? What were your weaknesses? Where do you still feel weak? What were your strengths? Where do you feel your strengths lie now? What do you believe will be most useful to you as an individual? What will be most useful to your employer? Your goal is to be conversational, engaging, and informative. You will need to incorporate all the features of a podcast in this assignment.

Discussion/Engagement: We will be using the discussion boards as a place for critiques/peer review and feedback. You will be graded on your critique/feedback. +Getting to know you introduction assignment. +Share technology post.

COURSE GRADING

Assignment	Points Possible
Job Search, Draft Resume/CV, Digital Component	50 points
Revised Resume/CV + Digital Component	100 points
Proposal for new Technology in Organization	50 points
Technology Pitch	50 points
How-to Infographic	50 points
How-to Training Video	100 points
Final Reflection Podcast	100 points
Discussion/Engagement +Getting to Know You	60 points
TOTAL	**560 points**

TENTATIVE COURSE SCHEDULE*
*Assigned readings are listed within the Canvas modules.

Date	Content	Assignment Due Sunday before 11:59PM EST
Week 1 January 25	**What is Multimodal Communication?**	1) Complete Readings 2) Getting to Know You! due
Week 2 February 1	**Communication Technologies:** Exploring New Software and Hardware	1) Complete Readings 2) Discussion/Engagement #1_Share tech
Week 3 February 8	**Written Communication:** Job Calls, Resumes, Digital Components	1) Complete Readings 2) Job call, drafts of resumes/CV, digital component due 3) Post your Resume/CV +digital component to the discussion board #2
Week 4 February 15	**Listening and Constructive Criticism:** Listening; Feedback; Peer Review	1) Complete Readings 2) Discussion/Engagement #2_peer review of resume/cv and digital component due
Week 5 February 22	**Audience Focused:** Knowing Your Audience	1) Complete Readings 2) Revised and final versions of resumes/CV and digital component due 3) Intro Proposal Assignment
Week 6 March 1	**Purpose and Structure:** Purpose and Structure	1) Complete Readings 2) Post your draft of your proposal to discussion #3
Week 7 March 8	**Interpersonal Communication:** Nonverbal and Verbal Communication	1) Complete Readings 2) Discussion/Engagement #3_peer review of proposal for new technology
Week 8 March 15	**Oral Communication:** Delivery – Nonverbal + Verbal	1) Complete Readings 2) Proposal for new technology due 3) Midterm Feedback due 4) Intro Tech Pitch Assignment
Week 9 March 22	**Visual Communication:** Presentation Slides, Handouts, Infographics	1) Complete Readings 2) Post your draft of your tech pitch to discussion board #4
Week 10 March 29	**Presentations Styles:** Elevator Pitch, Lighting Talks, and Panels	1) Technology Pitch due 2) Discussion/Engagement #4_peer review materials for technology pitch
Week 11 April 5	**Presentation Styles:** Webinars and Training Modules	1) Complete Readings 2) Technology Pitch due 3) Intro How-to Assignment
Week 12 April 12	**Preparing for your Presentation:** Work Week	1) Complete Readings 2) Post materials for "How-to" in discussion board #5
Week 13 April 19	**Presentations Styles:** Podcasts	1) Complete Readings 2) Discussion/Engagement #5_peer review materials for How-to training
Week 14 April 26	**Handling Tough Situations:** Questions/Answers, Hecklers, and Promoting Your Talk	1) Complete Readings 2) How-to Training Video + Infographic due
Week 15 May 3	Debrief; Reflection Podcast	1) Final Reflection Podcast due Sunday, May 9 before 11:59PM EST