

composition & communication II

course information

This semester I am teaching four sections of 111:

- **CIS 111-29:** T/R, 9:30 - 10:45 a.m. - Whitehall, 340
- **CIS 111-37:** T/R, 11 - 12:15 p.m. - Funkhouser, 307B
- **CIS 111-42:** T/R, 12:30 - 1:45 p.m. - Funkhouser, B13
- **CIS 111-55:** T/R, 2:30 - 3:45 p.m. - The 90, 217

instructor contact information

Instructor: Dr. Katherine (Katie) Morrissey

Email: kmorrissey@uky.edu

Office: Lucille Little Library, 310M

Office Hours: W 11 – 3 p.m. and by appointment.

Canvas Site: uk.instructure.com

course overview

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., Kercsmar, 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.
- A Pocket Style Manual (packaged with textbook) for APA.
- Active official UK email account (we use your official account for all things academic).

course policies

Attendance and Participation

This class is a community whose success is dependent on everyone's participation. Also, there is a strong correlation between class attendance and grades. Therefore, attendance is vital for your achievement. Attendance is worth *100 points* during the semester.

Each class period, you will be asked to do a short "warm up" writing or speaking activity 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.

You are entitled to two unexcused absences, no questions asked, during the semester. Missing these two days will not impact your grade. However, there is one important exception to this rule. Everyone is required to attend class on speech and peer review days.

If you are absent on a day when an assignment is due, **you will be allowed to hand in or makeup 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.**

Note: Students are *required* to attend class whenever any student is scheduled to speak or when peer review is scheduled. **If you have an unexcused absence on a speaking or peer review day, 5 points will be deducted from your course grade.** 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.

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. *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.

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 two unexcused absences or “freebies” 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

More information from Health Services regarding notes can be found here:

<http://ukhealthcare.uky.edu/uhs/student-health/attendance/>.

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.**

Important Spring Semester Dates

- **First Day of Class:** January 10
- **Last Day to Add a Class:** January 17

- **Last day to drop without a W or change grading option:** January 31
- **Midterm:** March 5
- **Spring Break:** March 12-17
- **Finals:** April 30- May 4
- **End of Spring Semester:** May 4

You can review the full Academic Calendar for Spring 2018 here:

<http://www.uky.edu/registrar/content/spring-2018-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: [UK Ombud's Office](#). 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](#)) 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 (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 the [Disability Resource Center website](#) for more information.

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 the [Veterans Resource Center website](#) 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 SIS Research Subjects Pool (RSP) website at <https://uksis.sona-systems.com>. For more information about the SIS RSP, please visit <https://ci.uky.edu/sis/rsp>

Signing Up for Studies

Early on in the semester, you will receive an email with your SIS RSP 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>. Using your SIS RSP 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 SIS RSP website. These alternative assignments usually

consist of reading an article or webpage and summarizing the contents. Research alternatives are to be completed through the SIS RSP website.

Earning Credits

After completing each study, you will see a completion page on the SIS RSP 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 sisrshelp@gmail.com.

Need Help?

If you have general questions about how to use the SIS RSP website or are having issues logging on, please contact sisrshelp@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 SIS RSP website.

classroom 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 grades section to see that the assignment has been submitted.

Remember 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.

It is your responsibility to ensure that your uploaded files are working, correct, and submitted on time. Broken files, accidentally uploaded drafts, etc. are not valid excuses for deadline extensions and/or file resubmissions. You will be graded based on what was submitted to Canvas by the assignment deadline.

You are strongly advised to 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.

Late Assignments

I treat this class like a job. You have a deadline that must be met. If you miss a deadline, you have 24 hours (including weekends) after the original deadline to submit the assignment for up to half credit. After that 24-hour window, you will receive a zero.

The one exception to this are the class quizzes. They must be completed by the deadline or you will receive a grade of 0.

Assignment extensions will only be granted via a University excuse and on a case-by-case basis as determined by the instructor. **If you want an extension you are strongly advised to contact me**

prior to the assignment deadline. Barring serious and verifiable family/life/health emergencies, peer reviews, presentations and speeches cannot be completed late.

Ask Three, Then Me

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

1. Consult the class schedule and syllabus.
2. Check Canvas.
3. Confer with three classmates.

If you still don't know the answer to your question, you may email me. I won't reply to a question that could be answered by following these steps.

Being a Respectful Audience Member

First, attend all presentations, whether you are speaking or not. Second, be courteous and attentive. Third, remove all objects (phones, computers, newspapers, speaking notes, etc.) that might distract you. I take this policy quite seriously. I reserve the right to reduce a disrespectful audience member's grade if I observe egregious offenses.

Responsible Technology Use

Email

During the semester, you will receive emails from me with updates and reminders. You are expected to regularly check your official UKY.edu email address, even on days we do not have class. Missing an email will not excuse you from missed announcements or assignments.

Our relationship is a professional one. When you email me, format your emails accordingly. 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 formally and with as few mistakes as possible.

If you haven't written more formal or professional-style emails before, here's a handy guide:

<http://www.wikihow.com/Email-a-Professor>.

Important components of a professional email include:

- Using proper grammar. This includes using correct punctuation within and at the end of sentences, spelling words correctly, and using proper capitalization.
- Using a descriptive/informative subject line.
- Including a respectful greeting (e.g., "Hi Dr. Morrissey, Hello Professor Morrissey, etc.").
- Signing the email with your full name.

Please send all email correspondence to my email address (provided above), **and include CIS 111 and your section number in the subject line each time.**

I check my email during standard working hours (Monday – Friday, 9 a.m. – 5 p.m.) and I generally respond to emails within one working day. If you email outside of standard working hours my reply may take longer. If you do not receive a reply from me in 1-2 working days, email me again. It's rare, but occasionally an email gets lost in the shuffle or stuck in a spam/junk mail filter. Failure to follow-up with me will not excuse you from assignment deadlines.

Cell Phones/Laptops/Tablets

Learning requires focus. Thus, unless we are using your personal devices for a class-related activity, they should be put away and turned off (unless you've confirmed with me you need it on for some emergency reason). The only exception is if you have official documentation from Disability Services indicating that a laptop or similar device is necessary for your learning.

- Do not text during class.
- Do not check social media during class.
- Unless you are taking notes during class, close the laptops.
- If you are using your laptop during class, turn the message notifications off.
- Checking your phone/device out in your lap doesn't fool me. Put them away.
- Let your friends/parents/employers know when you're in my class so they know not to expect a reply until after the class has ended.
- If your use of technology continues after I ask you to put it away and/or it is distracting to the learning environment, I will ask you to leave the room.

Canvas Policy

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.

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. You will honor all deadlines agreed to by your classmates as though I was the one who set them and in general be respectful. Consequences for "slacking" may result in anything ranging from a full letter grade deduction for the assignment to a zero (determined on a case-by-case basis).

Additional Student Resources

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 our center at eStudio located in the Student Commons of the R.G. Anderson Building. 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 Rachael Deel at rachael.deel@uky.edu.

Presentation U! Academic Coaching

Academic Coaching is an opportunity for students to work with an undergraduate peer or graduate student to identify strengths and weaknesses related to their learning and study strategies. Our CRLA certified trained coaches will collaboratively work with you on an ongoing basis to develop an action plan, fill in the gaps, and support you to meet your goals. You can schedule an individual coaching appointment or drop-in. Please visit <http://www.uky.edu/UGE/pres-u-acad-coach> to view our drop-in schedule or make an appointment. For questions about this service, please contact Rachael Deel at rachael.deel@uky.edu.

The Study

The Study offers free, drop-in peer tutoring in over 40 UK CORE Math, Science and Business courses. The Study is open Monday-Thursday, 2-10pm in two locations: [The Study South and The Study North](#). And this year The Study North will be open Sundays, 4pm-10pm! Check out a complete list of subjects we tutor and the full schedule, as well as more information about the other services: <http://www.uky.edu/AE>

assignment descriptions

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.

Misc Assignments

Pre-test/Post-test (20 points)

Each Composition and Communication student is required to complete a pre-test (10 points) at the beginning of the semester and a post-test (10 points) at the end of the semester for assessment purposes. You will receive an email to your [official UK email account](#) with a link for the surveys. The pretest will be open during the first two weeks of the semester and the post-test will be open during the last two weeks of the semester. If you do not complete the pre-test, you cannot earn the 20 points for this assignment. In other words, you must complete both the pre-test and post-test by the deadlines to earn the 20 points.

Flex Points (drafts, in-class activities, etc. 20 points)

Throughout the semester, you will be asked to turn in drafts of assignments, complete in-class activities, etc. This portion of the course points is at the discretion of your instructor.

RPS Research Credits (30 points)

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

UK Reflective Activity (5 points)

This semester you will be asked to take part in a University project designed to help students do well in college. Please note: If you have any questions about this assignment or encounter any difficulties, please contact uksurveyhelp@gmail.com. You will receive a reply within 24 hours on weekdays (M-F).

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 apiece.

Attendance (For most students: 100 points; For IHRC students: 90 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.

For IHRC students: iRock Events (10 points)

As an IHRC-connected section, 10 of your 100 attendance/participation points in this class will come from your attendance at the iRock events this spring (similar to how they were connected to your UK 101 class this fall). Your attendance at these events will be tracked through IHRC and reported to us at the end of the semester. We believe that what happens in the classroom and outside of the classroom are connected – and we value both experiences.

*Speech Assignments***Video Introduction (15 points)**

You will prepare a brief 1-2 minute video introduction of yourself and do two things: (1) submit it as an assignment to Canvas, and (2) post it to the Discussion Board on Canvas connected to your specific class section day/time. 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.”). Submit it to both locations as an unlisted YouTube link.

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 submit a copy of your outline on the first day of speeches. Examples of this type of storytelling are available at <http://thisibelieve.org/>.

Impromptu Speeches (10 points)

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

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.

Writing Assignments

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 cited on the reference page to support your ideas. It must be typed according to proper APA style.

Popular Culture Criticism Essay

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/author.
- 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 analyze the artifact by examining the context and applying 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. The reference page will have 8 sources total on it (the 5 sources, the 2 images, and the artifact). It must be typed and formatted in APA.

Popular Culture Criticism Essay Draft (20)

You will develop a draft of your PCC Essay. Specifics of content, length, and technical details will be confirmed by the instructor.

Popular Culture Criticism Essay Peer Review (15 points)

Peer review of Popular Culture Criticism Essay.

Group Project Assignments

Starting Line-Up Group Video Presentations (35 points)

As a group, you will participate in one social activity outside of class time before constructing a 3-4 minute video presentation. Your presentation will include, at the very least, your group name, group logo, and group motto, as well as describe the social activity you engaged in together, as well as a brief mention of the Local/Community Project topic/issue. You will include things you learned about one another in the process. Each person must speak in the video. In addition, you are required to visit the Media Depot (in basement of W.T. Young Library) during the creation of this presentation.

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 seconds) 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 (20 points)

One formal outline submission per group. The formal outline should follow proper outline formatting rules as described by your instructor.

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 as well as what you learned about your LCP topic and group work.

grading and grading scale

Grading Scale

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

Meeting With the Professor about Grades/Drafts

I operate with the 24/7 rule. This means that, once you receive a graded assignment back, you must wait at least 24 hours to come and discuss it with me. I am more than happy to discuss grades with you, but ask that you take the time to prepare for this meeting. If you want to meet with me to discuss an assignment, be sure you do the following to prepare for our meeting:

- Read over the relevant assignment.
- Reread or rewatch your work. Assess how it does/does not address the assignment requirements.
- If your work is written, print and bring a copy of your work with you. (Ideally, a copy you've marked up with your notes.) If it is a speech, bring the notes you took while rewatching it.
- Bring specific questions about your work and, when applicable, about your plans to revise it.

I do not discuss work with students who have not completed these activities. Be sure you come prepared to the meeting. Otherwise we will need to reschedule.

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

Grades are not negotiable. They are determined based on an assignment's grading rubric and on how well you've met or exceeded the assignment requirements. Grades will only be adjusted when

an error has occurred. If you believe an error has occurred, don't panic! Contact me, explain what's happened, and direct me to the correct assignment. I will be happy to investigate and correct any errors.

Please note: I absolutely cannot legally discuss grades via email. If you have questions or issues related to a grade, you must come and talk to me in my office.

Midterm Grade

Midterm grades will be posted in myUK by the deadline established in the [Academic Calendar](#).

Final Exam Information

There is no final exam for this course. There are no plans to meet during finals week, but the schedule is subject to change. I will inform you if it is necessary for our class to meet during the scheduled final exam time. You can review the final exam schedule here:

<http://www.uky.edu/registrar/content/final-exam-schedule-spring>.

cis 111 daily schedule

Please Note: This Course schedule is **tentative and subject to change**. All updates to the course schedule will be posted on Canvas. Check this file regularly using the “Schedule” link on Canvas.

Week	Date	Topic	Homework, Notes, & Reminders
Week 1	1/11 Thurs	Course Intro Video Introduction Assignment This I Believe Assignment	Prep: Review syllabus & schedule; Review Video Intro & This I Believe (TIB) Assignments Reminder: Pre-Test is open until 1/19. See Canvas assignment for link.
Week 2	1/16 Tues	This I Believe Speech: Examples & Basic Speech Prep	Prep: Review syllabus, there will be a quiz in class today. Due 1/15, 11:59 pm: Video Introduction (Canvas Discussion Board) Due 1/17, 12 pm: Sign up for your TIB Speech time here . Due 1/17, 11:59 pm: This I Believe Speech Outline (Canvas) Reminder: Jan 17 is the last day to add a UK class to your Spring schedule.
	1/18 Thurs	TIB Speeches Begin	Prep: Review syllabus, there will be a quiz in class today. Due 1/19, 5 pm: Pre-Test (link on Canvas) Reminder: CIS RPS opens this week.
Week 3	1/23 Tues	TIB Speeches (cont.)	
	1/25 Thurs	Intro to Argument Proposals National/International Issue Paper Assignment	Prep: Read Ch. 19 (Proposals); Review National/International Issue Paper Assignment Due, 1/25, 11:59 pm: Proposals Quiz
Week 4	1/30 Tues	Argument Breakdown and Analysis Activities	Prep: Read Ch. 18 (Structuring Arguments) Due 1/30 (in class): Issue Paper Topic Proposals Due 1/30, 11:59 pm: Structuring Arguments Quiz Reminder: Jan. 31 is the last day to drop a UK class without a W or to change your class grading option.
	2/1 Thurs	Fallacies Work on National/International Issue Paper	Prep: Read Ch. 20 (Fallacies of Argument) Due: Draft Issue Paper (hard copy, in class) Due 2/1, 11:59 pm: Fallacies Quiz Due 2/4, 11:59 pm: Issue Paper (Canvas)

Week 5	2/6 Tues	Intro to Rhetorical Analysis Popular Culture Criticism Essay & Annotated Bibliography Assignments	Prep: Review Pop-Culture Criticism Essay Assignment. Reminder: You have 3 chapters to read by Thursday, get a head start!
	2/8 Thurs	Ethos, Pathos, and Logos Follow up on Pop-Culture Criticism Assignments	Prep: Read Ch. 21, 22, and 23 (Pathos, Ethos, Logos) Due 2/8, 11:59 pm: Ethos, Pathos, Logos Quiz
Week 6	2/13 Tues	Context-Building & Background: Rhetorical Analysis	Prep: Read Ch. 24 (Rhetorical Analysis) Due 2/13 (in class): Pop Culture Essay Topic Proposals Due 2/13, 11:59 pm: Rhetorical Analysis Quiz
	2/15 Thurs	Research & Writing Activities	Prep: Review Pop-Culture Criticism Essay Annotated Bibliography Assignment. Bring computers/tablets to class.
Week 7	2/20 Tues	Evaluating and Using Sources Check in: How's CIS RPS going?	Prep: Read Ch. 25-26 (Evaluating and Using Sources) Due: Draft Annotated Bibliography (hard copy, in class) Due 2/20, 11:59 pm: Evaluating and Using Sources Quiz Due 2/21, 11:59 pm: Annotated Bibliography
	2/22 Thurs	Working/Writing Day	Class will not meet in person today. Instead, work on your Pop-Culture Essay Draft. Due 2/25, 11:59 pm: Draft Pop-culture Essay (on Canvas)
Week 8	2/27 Tues	Peer Review Day	Class will not meet in person today. Instead, work on your Pop-Culture Essay Peer Reviews. Due 2/27, 11:59 pm: Pop-Culture Essay Peer Reviews
	3/1 Thurs	Visual Rhetoric and Using Images	Prep: Read Ch. 27 (Visual Rhetoric) Due 3/1, 11:59 pm: Visual Rhetoric Quiz
Week 9	3/6 Tues	APA Refresher and Writing Tips Visual Rhetoric and Using Images Editing, Polishing, and Proofreading Activities	Prep: Look over APA manual and Read Ch. 27 (Visual Rhetoric) Due 3/6, 11:59 pm: Visual Rhetoric Quiz; APA Quiz

	3/8 Thurs	Open Office Hours/Writing Workshop	No class meeting today. Instead, I will be holding open office hours from 10am - 4pm. Bring your draft to my office. We'll meet, review it, and talk about next steps for your revisions.
Week 10	3/12 Mon - 3/17 Sat	Spring Break, No Classes.	Due 3/18, 11:59 pm: Pop-Culture Essay Reminder: Midterm Grades appear 3/12.
Week 11	3/20 Tues	Local/Community Issue Project Check in: how's CIS RPS going?	Prep: Review Local/Community Issue Project Assignments
	3/22 Thurs	Group Formation Starting Lineup Discussion	Prep: Read Ch. 30-31 (Organizing the Persuasive Speech; Collaborating and Presenting in Groups); Review Starting Lineup Assignment Due 3/22, 11:59 pm: Organizing a Speech and Presenting in Groups Quiz
Week 12	3/27 Tues	Tuckman's Stages of Group Development Monroe's Motivated Sequence	Prep: Read Tuckman's Stages of Group Development (Large Font Version) ; Review Monroe's Motivated Sequence section in textbook (534-537)
	3/29 Thurs	Group Work Day Group Leadership/ Functional and Dysfunctional Roles	Prep: Read Ch. 28-29 (Communicating in Groups; Leadership and Decision Making in Groups) We will not meet for our regular class today. Instead, meet in your groups and work on your Starting Lineup videos. Due 3/29, 11:59 pm: Group Comm & Leadership Quiz Due 4/2, 11:59pm: Starting Line-Up Video (on Canvas, one per group)
Week 13	4/3 Tues	SLU Viewing Day! Outlining Discussion & PowerPoint Do's and Don'ts Group Leadership/ Functional and Dysfunctional Roles Schedule Speaking Dates	Prep: Watch Problems with PowerPoint video .
	4/5 Thurs	Group Work Day	We will not meet for our regular class today. Instead, meet in your groups and work on your final projects.

Week 14	4/10 Tues	Impromptu Speech Day	Due 4/10, in class: Project Status Reports (1 per group)
	4/12 Thurs	Group Work Day	We will not meet for our regular class today. Instead, meet in your groups and work on your final projects. Reminder: UK Reflective Activity opens 4/16
Week 15	4/17 Tues	In-Class Rehearsal Day	Prep: Groups, be prepared to deliver presentations in class. Due 4/18, 11:59 pm: Outlines & Digital Project links (1 per group, on Canvas) Reminder: Post Test opens 4/18.
	4/19 Thurs	Local/Community Issue Project Presentations Begin!	Due 4/20, 11:59pm: UK Reflective Activity
Week 16	4/24 Tues	Local/Community Issue Project Presentations (cont.)	
	4/26 Thurs	Local/Community Issue Project Presentations (cont.)	Due 4/26, 11:59 pm: Group Dynamics Assessment Due 4/27, 5 pm: Post-Test Reminder: UK Classes end Friday, 4/27.
Finals Week	4/30 - 5/4	Wrapping Up!	Due Tuesday, 5/1: Final Reflection Video (Canvas, 11:59pm.) Reminder: UK faculty submit final grades by Monday, 5/7.