REQUEST FOR NEW COURSE

1. **General Information.**

a. Submitted by the College of: Communications and Information Studies   Today's Date: 2/3/2010

b. Department/Division: Communications and Information Studies

c. Contact person name: Deanna Sellnow   Email: Deanna.Sellnow@uky.edu   Phone: 257-2886

d. Requested Effective Date: ☐ Semester following approval   OR   ☒ Specific Term/Year[1] : Fall 2010

2. **Designation and Description of Proposed Course.**

a. Prefix and Number: CIS 110

b. Full Title: Composition and Communication I

c. Transcript Title (if full title is more than 40 characters): Comp and Com I

d. To be Cross-Listed[2] with (Prefix and Number): _____

e. Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours[3] for each meeting pattern type.

x Lecture	_____ Laboratory[1]	_____ Recitation	_____ Discussion	_____ Indep. Study
_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
_____ Seminar	_____ Studio	_____ Other – Please explain: _____		

f. Identify a grading system: ☒ Letter (A, B, C, etc.)   ☐ Pass/Fail

g. Number of credits: 3

h. Is this course repeatable for additional credit?   YES ☐   NO ☒

If YES: Maximum number of credit hours: _____

If YES: Will this course allow multiple registrations during the same semester?   YES ☐   NO ☐

i. Course Description for Bulletin:

Composition and Communication I is the introductory course in a two-course sequence designed to engage students in composing and communicating ideas using speech, writing, and visuals. Students will develop interpersonal communication, critical thinking, and information literacy skills by exploring what it means to be engaged, twenty-first century citizens. Students will practice composing, critiquing, and revising ideas based on personal experience, observation, and fieldwork in the community, culminating in several discrete projects using oral, written, and visual modalities. Same as WRD 110.

j. Prerequisites, if any: _____

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[1] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

[2] The chair of the cross-listing department must sign off on the Signature Routing Log.

[3] In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from *SR 5.2.1*)

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k. Will this course also be offered through Distance Learning?   YES[4] ☐   NO ☒

l. Supplementary teaching component, if any: ☐ Community-Based Experience   ☐ Service Learning   ☐ Both

3. Will this course be taught off campus?   YES ☐   NO ☒

4. Frequency of Course Offering.

a. Course will be offered (check all that apply):   ☒ Fall   ☒ Spring   ☒ Summer

b. Will the course be offered every year?   YES ☒   NO ☐

If NO, explain: _____

5. Are facilities and personnel necessary for the proposed new course available?   YES ☒   NO ☐

If NO, explain: _____

6. What enrollment (per section per semester) may reasonably be expected?   22 per section per semester

7. Anticipated Student Demand.

a. Will this course serve students primarily within the degree program?   YES ☐   NO ☐

b. Will it be of interest to a significant number of students outside the degree pgm?   YES ☒   NO ☐

If YES, explain: This course is the first in the two course sequence for the communication component of the new general education program.

8. Check the category most applicable to this course:

☐ Traditional – Offered in Corresponding Departments at Universities Elsewhere

☒ Relatively New – Now Being Widely Established

☐ Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?   YES ☐   NO ☐

If YES, name the proposed new program: general education

b. Will this course be a new requirement[5] for ANY program?   YES ☒   NO ☐

If YES[5], list affected programs: general education

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?   YES ☐   NO ☒

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in *10.b*. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See *SR 3.1.4.*)

b. ☒   The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from *10.a* above) are attached.

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[4] You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

[5] In order to change a program, a program change form must also be submitted.

General Information:

Course Prefix and Number: _C I S 1 1 0_

Proposal Contact Person Name: _Deanna Sellnow_ Phone: _257-2886_ Email: _Deanna.Sellnow@uky._

INSTRUCTIONS:
Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact
person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Director, Center for Comm Excellence	2/3/2010	Deanna Sellnow/257-2886	Deanne Sellnow
Dean, CIS	2-3-2010	Dan O'Hair / 2571-7805 / OHair@uky.edu	Dan O'Hair
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision[6]
Undergraduate Council	3/2/2010	Sharon Gill Digitally signed by Sharon Gill DN: cn=Sharon Gill, o, ou=Undergraduate Education, email=sgill@uky.edu, c=US Date: 2010.03.04 13:56:39 -05'00'	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

_____

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[6] Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

CIS 110: Composition and Communication I (3 credits)

Overview and Goals

Composition and Communication I is a course in speaking and writing emphasizing *critical inquiry* and *research*. Throughout the course, we will encourage students to explore their place in the broader community and take a stance on issues of public concern—that is, to begin to view themselves as engaged citizens. Students will engage in reflective thinking and analysis, conduct primary research in the community and secondary research using Library resources, and learn how to write and speak effectively about a local issue not only for their classmates but also for audiences beyond the classroom. A significant component of the class will be learning to use visuals and online resources to enhance writing and oral presentations. Over the course of the semester, class members can expect to work independently, with a partner, or with a small group of classmates to investigate, share findings, and compose presentations of their research, as well as to practice and evaluate interpersonal and team dynamics in action.

Student Learning Outcomes

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

- compose written texts and deliver oral presentations that represent a relevant and informed point of view appropriate for its audience, purpose, and occasion in an environment that reinforces the recursive and generative nature of the composition and delivery rehearsal processes.
- demonstrate an awareness of strategies that speakers and writers use in different communicative situations and media, and in large and small groups; learn to analyze and use visuals effectively to augment their oral presentations; to employ invention techniques for analyzing and developing arguments; to recognize and address differing genre and discourse conventions; and to document their sources appropriately.
- find, analyze, evaluate, and properly cite pertinent primary and secondary sources, using relevant discovery tools, as part of the process of speech preparation and writing process.
- develop flexible and effective strategies for organizing, revising, editing, proofreading, and practicing/rehearsing to improve the development of their ideas and the appropriateness of their expression.
- collaborate with peers, the instructor, and librarians to define revision strategies for their essays and speeches, to set goals for improving them, and to devise effective plans for achieving those goals.
- engage in a range of small group activities that allow them to explore and express their experiences and perspectives on issues under discussion.

Required Materials

Lunsford, Andrea A. The *St. Martin's Handbook: University of Kentucky*. Boston: Bedford/St. Martin's, 2009.

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Verderber, R., Verderber, K., & Sellnow, D. (2010). *Communicate! (13th ed.)*. Boston: Wadsworth Cengage Learning.

3x5 inch index cards

2-pocket portfolio folder

Essays and other readings to be downloaded in pdf or provided.

Assignments

Major Assignments. You will complete two major projects, each of which will have an oral, written, and visual component. You will revise your projects based on our comments and the comments of your classmates.

Minor Assignments: You will also complete several minor assignments to practice writing skills and to demonstrate interpersonal, small group, and speech evaluation skills.

Major Project #1: Personal Significance Essay and Speech

Purpose: The goal of this assignment is to introduce you to the process of writing and speaking for an audience, drawing on materials from your life. You will learn to write with rich detail, strong verbs, and effective organization and support your ideas with evidence drawn from a visual source, a written source, and your own experience. You will learn to speak in ways that honor the oral tradition for public speaking based on content, structure, and delivery with a visual aid.

Essay Prompt:

(1) Select one personal photograph that you would like to present the "back story" to in your essay. What is the photo's history? Why is it dear to you? What is its importance? How did it come into being? Where is it from? How does this photo help define who you are and/or were? What has changed in your life since the photo was taken? What has remained the same?

(2) The photo you choose does not necessarily have to be of you or taken by you, though it can be if you wish. Family photos, photos of objects, or photos of places can be used. What is most important is that the photo is personal and is one that you feel an interest in discussing.

(3) This essay is personal in nature, but class readings and activities may serve as important resources. Mine any of the essays we read in this unit for key ideas to apply to your analysis. This essay assignment requires the incorporation of at least two class readings, properly documented according to MLA style.

(4) After revising your paper based on instructor and peer critiques, the final draft should include five or more full pages of text (double-spaced, typewritten, 12-point font, 1" margins). Your photograph and the Works Cited page do not count toward the page requirement. This essay is a multimedia assignment, which means that the photograph you choose is integral to, and not an

appendage of, your writing. You will need to insert the image into your text, so make sure it isn't too large. Keeping your image between 2 ½" and 3" is ideal.

Evaluation: This essay will make up 15% of your final grade. We will evaluate essays according to the "Grading Criteria in UK Writing Courses" outlined in *The St. Martin's Handbook* on pages UK-18 through UK-22.

Speech Prompt:

(1) Based on your paper and formal outline, prepare a speaking outline (no more than four 3 x 5 inch note cards—one side only) from which you will practice, refine (based on self and peer critiques) and present a 4-6 minute "Speech of Personal Significance" about the image you describe in your essay. Your specific goal is to help us understand how the object, person(s), or event represented in the image has helped shape who you are today. Each of your main points should be a specific value or belief you uphold. Supporting material should come from personal life experiences. Listeners should understand why this object, person, or event is important to you. You may not use the lectern for this speech. Points will be deducted for going over or under the time limits, for not using a *speaking outline,* or for using more than four 3 x 5 inch note cards (one side only).

(2) This speech is designed to encourage you to understand that supporting material (evidence) can come from personal experience, as well as from primary or secondary research. Second, this speech is grounded in the self-disclosure research that suggests that public speaking anxiety decreases when speakers feel they are speaking to people they know (rather than strangers). Hence, this speech is designed to reduce public speaking anxiety through self-disclosure.

Evaluation: This speech will make up 15% of your final grade. We will evaluate your speech according to the grading criteria for the "Speech of Personal Significance" posted on the website. Your formal outline must use proper APA style and your speaking outline must adhere to the standards posted on the course website.

Major Project #2: Diversity in the Lexington Community

Purpose: The goal of this assignment is to provide an introduction to analysis, critical reading, audience awareness, and primary research. Throughout this unit, we will explore diversity within the Lexington community. In your second major project, you will work with a classmate to examine the values of a cultural group to which you do not belong, how those values are conveyed, and whether or not you share those values. For two weeks, you will adopt or omit a practice that connects you with a particular community. Keep a journal (hand-written, blog, audio journal, etc.) to document your observations. You will be required to interview at least one member of this community and to observe the community in action. The additional research you do will provide you with context and perspective.

Essay Prompt:

(1) Each partner will prepare his or her own 8-page essay (2500 words) investigating the implications of a change in day-to-day habits that brings you in touch with a new community. When choosing *your* topic, just make sure you make a change that you will notice and that will connect you to a new community. In other words, don't give up something that is not already

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part of your daily life. Your essay should include details and reflection from your experiment, but also textual support and background for your thoughts and observations. As your experiment develops, pay attention to the issues, questions, concerns that develop and use those to guide more textual research. You will be required to interact with this community in order to learn more about them, both formally and informally. You will quote one or more members from this community in your essay. You will also include visuals (e.g., digital photographs) that you produce/create and/or that you draw from the community.

(2) This essay will call for at least six different sources, including the primary interview. You could mine any of the essays that we read in this unit for key ideas to apply to your analysis, or search for articles, books, and websites. Only one of your sources can come from in-class material, and no more than one source should be a website.

(3) After revising your paper based on instructor and peer critiques, the final draft should include 8 or more full pages of text. Images and the Works Cited page do not count towards the page requirement.

(4) During this unit, we will be talking about some of the ethics of representing others. One absolute rule is that covert research is not permitted; you must have the written approval of the people you study for the research for this assignment. You should explain to the persons you interview what you are doing and to get permission to record them. If you are studying a setting where you have a prior role, or are interviewing people with whom you have a prior relationship, do not rely on your own memory to fill in gaps. We will talk about these issues in class. Issues discussed in class are absolutely confidential; you may not discuss any aspect of others' research and/or research issues with anyone outside this class. We need this confidentiality to ensure that everyone feels comfortable raising the often unusual and difficult questions that arise during field research.

Evaluation: This essay will make up 20% of your final grade.

Speech Prompt:

(1) Based on your paper and formal outline, prepare a speaking outline (no more than four 3 x 5 inch note cards—one side only) from which you will practice, refine (based on self and peer critiques) and present a 5-7 minute "Speech of Information and Diversity" about the community group you focused on in your essay. Your specific goal is to step beyond your own cultural perspective in some way to develop an understanding of the unique beliefs, attitudes, values, experiences, or practices of this cultural group. You may not use the lectern for this speech. Points will be deducted for going over or under the time limits, for not using a *speaking outline*, or for using more than four 3 x 5 inch note cards (one side only).

(2) You must cite at least 4 oral footnotes (external sources) for this speech. One must be from an interview you conducted with someone in the community group you observed. No more than one source can come from class readings and you may cite no more than one website.

(3) You must incorporate at least two PowerPoint slides in this presentation. The slides must adhere to the criteria for effective presentational aids described in Chapter 13 of *Communicate!*

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Evaluation: This speech will make up 20% of your final grade. We will evaluate your speech (formal outline, speaking outline, and presentation) according to the grading criteria for the "Speech of Information and Diversity" posted on the course website.

Minor Assignments

Twenty-five percent of your grade for this class will be based on one peer review for each of the three major assignments, informal in-class writing, short in-class impromptu speeches, multiple drafts of your major papers, speech outlines (preparation, formal, and speaking) for each of the three major speeches, a peer and self critique for each of the major speeches, as well as other in-class activities and assignments that cannot be made up.

Readings Homework and Quizzes

Ten percent of your grade will come from homework and quizzes focused on concepts and theories based on required readings.

Grading and Scale

Only students who have completed all components of the two major assignments on time are eligible for a passing grade in this course.

90 – 100%:	**A**	**Major Project #1:**	**30%**
80 – 89%:	**B**	**Major Project #2:**	**40%**
70 – 79%:	**C**	**Minor Assignments:**	**20%**
60 – 69%:	**D**	**Homework/Exams/Quizzes:**	**10%**
59% and below:	**E**		

Daily Schedule*

Please note: all topics and assignments below are subject to change.

C= Communicate!   H=St. Martin's Handbook   P=PDF   M= Mountford   S= Sellnow

Date	Topics & Activities / Instructor in Charge	Assignments Due on This Date
	UNIT ONE	
Jan. 14	Introduction to the Course / M & S	
Jan. 19	Comm Perspectives/ S Introduction Speeches	C: Ch. 1 Be prepared to introduce a classmate

Jan. 21	Project #1 Overview / M In-class Diagnostic Essay	H: UK 1-47
Jan. 26	Analyzing Visuals / M Perceptions/ S	H: Part 2 (all) P: from Nondesigner's Guide to Design C: Ch. 2
Jan. 28	Planning & Drafting Essays / M	H: Part 1 (all)
Feb. 2	Verbal & Nonverbal Comm / S	C: Ch. 3 & 4
Feb. 4	Listening & Responding / S	C: 5 & 6 Draft of Project #1 Essay
Feb. 9	Peer Review / M	Comments on Assigned Peers' Drafts
Feb. 11	Writing Effective Sentences / M	H: Part 8 (all)
Feb. 16	Rehearsal Day / S	Draft of Project #1 Speech
Feb. 18	Effective Punctuation / M	H: Part 9 (all) Final Draft of Project #1 Essay
Feb. 23	Project #1 Speeches & Critiques	
Feb. 25	Project #1 Speeches & Critiques	
	UNIT TWO: Important Dates	
Mar. 11	Exam #1 (C: Ch. 1-6)	Proposal for Project #2 Due
Mar. 15-19	SPRING BREAK	
Mar. 30		Interview Transcription Due
Apr. 6		Draft of Project Essay #2 Due
Apr. 13	Peer Review Day	Comments on Assigned Peers' Drafts
Apr. 15	Rehearsal Day	Draft of Project Speech #2 Due
Apr. 20		Final Draft of Project Essay #2 Due
Apr. 22 & 27	Presentations	Final Project Speech #2 Due

Course Policies

1) Attendance and Participation. Since discussion will be an integral part of the course, you must be prepared for class, on time, and offer productive discussion based on the assigned readings. You may miss three classes for any reason without penalty, but your final course grade will be reduced by a half letter grade for each absence thereafter. You will be dropped from this course if you miss more than five (5) class meetings; if those missed classes occur at the end of the semester, you may receive an "E" for the final course grade. Students who are frequently tardy or unprepared may be marked absent for the day. We reserve the right to add quizzes to the class agenda if too many class members appear to be unprepared. So be prepared and on time. Preparation involves not only reading but also making notes on the reading so that you are prepared to discuss issues in depth.

2) Late Assignments. Your assignments for this course, including speeches, essays, journals, and informal assignments, are due on the dates indicated in the class outline below or as indicated in class. You may request (in advance) one two-day extension of the due date on a journal entry or the *final draft* of a major assignment (not drafts). Late assignments are not accepted unless a two-day extension has been requested and approved in advance of the deadline. If you cannot attend class on the day an assignment is due, you must post the assignment to Blackboard by the beginning of class. You may not miss class on the day of a peer review, workshop, or speaking day. You may not write your assignments during class unless you are directed to do so.

3) Plagiarism. Part II of Student Rights and Responsibilities (6.3.1; online at http://www.uky.edu/StudentAffairs/Code/part2.html) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self–expression. In cases where students feel unsure about 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 anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or another source, including the Internet. 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. Plagiarism also includes using someone else's work during an oral presentation without properly citing that work in the form of an oral footnote.

Whenever you use outside sources or information, you must carefully acknowledge exactly what, where and how you have employed them. If the words of someone else are used, you must put quotation marks around the passage in question and add an appropriate indication of its origin. Plagiarism also includes making simple changes while leaving the organization, content and phraseology intact. 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.

You may discuss assignments among yourselves or with me or a tutor, but when the actual work is done, it must be done by you, and you alone unless the assignment has been designed to be

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conducted with a partner or small group of classmates. All work submitted must be new, original work; you may not submit work you have produced for another purpose or class.

4) Class Conduct. We will have fun this semester, and there will be a great deal of give and take in our discussions. But we will only have fun if you conduct yourself with respect for yourself and others. We expect you to 1) come to class prepared (do all reading and come prepared to discuss it; do all homework) and take pride in the work you do, 2) offer support and encouragement to your classmates, 3) listen to others carefully before offering your opinion, and 4) talk to us outside of class if anything that happens during class bothers you. In order to maintain a productive work environment, we expect you to turn off your cell phone or pager before each class period and refrain from eating, sleeping, reading the newspaper or your personal email, talking once class is in session unless asked to do so, and entering the classroom late or leaving early without permission. Students who engage in disruptive behavior may be directed to leave the class for the remainder of the class period. See the UKY's Code of Student Conduct for further information on prohibited conduct.

5) Peer Groups. Because most writers, educators, and other professionals must learn to work collaboratively, you will collaborate--cheerfully--with your peers both in and out of class. We will ask you to form groups early in the semester. You will work with this group often in class as well. While we do not expect you to develop life-long friendships through this process, it has been known to happen in our classes! Treat everyone in this class as a valued colleague, and you will have few problems. *That means that you will honor all deadlines agreed to by your classmates as though we were 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).

6) Class Webpage. We are responsive to student requests for changes in the schedule, 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. We will post all assignments here and on Blackboard. If you lose an assignment page or handout, you are expected to get a copy from the website or Blackboard rather than from one of us.

7) Gender and Pronoun Reference. It is no longer customary to use the masculine pronoun for cases of indefinite pronoun reference, e.g., "When a professor grades papers, *he* is often swayed by a student's degree of effort." Instead, style books recommend changing pronouns to the plural form, e.g., "When professors grade papers, *they* are often swayed by a student's degree of effort." Some call this practice "gender-fair language." Others just call it good sense. Regardless of the reason, it is standard procedure in professional settings and this class, so bring your gender-bender sentences to class so we can figure them out together.

8) Blackboard. All of your work in this class must be available to be posted both on your Blog in Blackboard and on paper. In general, all assignments will require a title, your name, my name, and the date. When you post papers on your Blog (which only presents texts single-spaced), you must have 1) spacing between each paragraph, 2) all characters visible (including quotation marks, asterisks, and dashes), and 3) underlining or italics for titles. You are responsible for

keeping back-up (I recommend several) copies of all your work since electronic texts can be lost. Copies of work can be saved in the "Content Collection" area of your Blackboard account. If your assignment is lost in cyberspace, you will be expected you to repost it within the same day.

9) Netiquette. When communicating online, consider the conversations as having the same boundaries as any real life interactions. No "flames" (personal attacks). If you happen to be "flamed" by a member of the class, it is best to let us handle it. If you feel compelled to respond, we recommend a request for information, e.g., "What makes you say that?" Responding in kind feels good momentarily, but escalating the flame will only quash discussion for the rest of us. In addition, do not download material to the class listserv or send messages to members in private or on Blackboard that could make other members of the class uncomfortable. Think of the class as a professional place, like an office, and your fellow classmates as fellow professionals. Within these guidelines, our online interactions should be an enjoyable and productive.

10) Class Discussion Board. You may be required to post a message to the class discussion board on Blackboard. To try to make our messages to each other easy to recognize, try to place in the subject heading a meaningful phrase describing the content of your message. For instance, if you are discussing a chapter in Williams, you could write in the subject line "Ch. 1 of Williams." If you have a response to someone's comments, you might put in the subject line, "Re: Linda's Response to Williams." If you have a question about a class policy, please post it to this list so others can benefit from my response. So, for instance, if you want to ask about the grading policy, write "Question about Grading."

11) Writing Center. The Writing Center is located in W. T. Young Library, Thomas D. Clark Study, 5th Floor, West Wing (phone: 257-1368). The staff can help you identify and correct problems with all aspects of your writing. We will not require you to go to The Writing Center, but we recommend that all of you consider going if you feel stuck at any stage of the writing process.

12) Students with Special Needs. If you are registered with the Disability Resource Center and have special needs, we are happy to talk with you outside of class about making reasonable accommodations. To negotiate special arrangements (especially of deadlines) you must contact one of us at least two weeks before an assignment is due so that we can consult with your adviser or tutor. This is a non-negotiable class policy.

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