

COURSE CHANGE FORM

3/1/11

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.					
a.	Submitted by the College of: <u>Communications and Information Studies</u>	Today's Date: <u>3/1/2011</u>			
b.	Department/Division: <u>Instructional Communication</u>				
c.	Is there a change in "ownership" of the course?		YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, what college/department will offer the course instead? _____				
d.	What type of change is being proposed? <input type="checkbox"/> Major <input checked="" type="checkbox"/> Minor ¹ (place cursor here for minor change definition)				
e.	Contact Person Name: <u>Deanna Sellnow</u>	Email: <u>Deanna.Sellnow@ky.edu</u>	Phone: <u>859-257-2886</u>		
f.	Requested Effective Date: <input checked="" type="checkbox"/> Semester Following Approval OR <input type="checkbox"/> Specific Term ² : _____				
2. Designation and Description of Proposed Course.					
a.	Current Prefix and Number: <u>CIS 110</u>	Proposed Prefix & Number: <u>CIS 110</u>			
b.	Full Title: <u>Composition and Communication I</u>	Proposed Title: _____			
c.	Current Transcript Title (if full title is more than 40 characters): _____				
	Proposed Transcript Title (if full title is more than 40 characters): _____				
d.	Current Cross-listing: <input type="checkbox"/> N/A OR Currently ³ Cross-listed with (Prefix & Number): _____				
	Proposed – <input type="checkbox"/> ADD ³ Cross-listing (Prefix & Number): _____				
	Proposed – <input type="checkbox"/> REMOVE ^{3,4} Cross-listing (Prefix & Number): _____				
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours ⁵ for each meeting pattern type.				
Current:	<input checked="" type="checkbox"/> Lecture	<input type="checkbox"/> Laboratory ⁵	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion	<input type="checkbox"/> Indep. Study
	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum	<input type="checkbox"/> Research	<input type="checkbox"/> Residency
	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio	<input type="checkbox"/> Other – Please explain: _____		
Proposed:	<input type="checkbox"/> Lecture	<input type="checkbox"/> Laboratory	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion	<input type="checkbox"/> Indep. Study
	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum	<input type="checkbox"/> Research	<input type="checkbox"/> Residency
	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio	<input type="checkbox"/> Other – Please explain: _____		
f.	Current Grading System: <input checked="" type="checkbox"/> Letter (A, B, C, etc.) <input type="checkbox"/> Pass/Fail				

Office of the Senate Chair
Comment: Excerpt from SR 3.3.0.G.2 Definition. A request may be considered a minor change if it meets one of the following criteria:
a. change in number within the same hundred series*;
b. editorial change in the course title or description which does not imply change in content or emphasis;
c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s); d. a cross-listing of a course under conditions set forth in SR 3.3.0.E;
e. correction of typographical errors.
*...for the specific purposes of the minor exception rule, the 600-799 courses are the same "hundred series," as long as the other minor change requirements are complied with. [RC 1/15/09]

¹ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.
² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.
⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.
⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

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Proposed Grading System:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail
g. Current number of credit hours:	3	Proposed number of credit hours: 3
h. Currently, is this course repeatable for additional credit?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
Proposed to be repeatable for additional credit?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES: Maximum number of credit hours:	_____	
If YES: Will this course allow multiple registrations during the same semester?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
i. Current Course Description for Bulletin:	_____	
Proposed Course Description for Bulletin:	_____	
j. Current Prerequisites, if any:	_____	
Proposed Prerequisites, if any:	_____	
k. Current Distance Learning(DL) Status:	<input type="checkbox"/> N/A	<input type="checkbox"/> Already approved for DL* <input checked="" type="checkbox"/> Please Add ⁶ <input type="checkbox"/> Please Drop
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box <input type="checkbox"/>) that the proposed changes do not affect DL delivery.		
l. Current Supplementary Teaching Component, if any:	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning <input type="checkbox"/> Both
Proposed Supplementary Teaching Component:	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning <input type="checkbox"/> Both
3. Currently, is this course taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
Proposed to be taught off campus?	YES <input checked="" type="checkbox"/>	NO <input checked="" type="checkbox"/>
4. Are significant changes in content/teaching objectives of the course being proposed?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES, explain and offer brief rationale: _____ _____		
5. Course Relationship to Program(s).		
a. Are there other depts and/or pgms that could be affected by the proposed change?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES, identify the depts. and/or pgms: _____		
b. Will modifying this course result in a new requirement⁷ for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES ⁷ , list the program(s) here: _____		
6. Information to be Placed on Syllabus.		
a. <input type="checkbox"/> Check box if changed to 400G or 500.	If <u>changed</u> to 400G- or 500-level course you must send in a syllabus and <i>you must include the differentiation</i> between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)	

⁶ You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷ In order to change a program, a program change form must also be submitted.

COURSE CHANGE FORM

Signature Routing Log

General Information:

Course Prefix and Number: CIS 110

Proposal Contact Person Name: Deanna Sellnow

Phone: 859-257-2886

Email: Deanna.Sellnow@uky.edu

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
Division of Instructional Com	3/1/2011	Deanna Sellnow / 257-2886 / Deanna.Sellnow@uky.edu	<i>Deanna Sellnow</i>
CIS	<i>4/4/11</i>	Dan O'Hair / 257-7805 / OHair@uky.edu	<i>Dan O'Hair</i>
	<i>4/5/11</i>	/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁸
Undergraduate Council	4/12/2011		
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁸ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The *department* proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: CIS 110	Date: 3/1/2011
Instructor Name: Deanna Sellnow	Instructor Email: Deanna.Sellnow@uky.edu
Check the method below that best reflects how the majority of course of the course content will be delivered.	
Internet/Web-based <input checked="" type="checkbox"/>	Interactive Video <input type="checkbox"/>
Hybrid <input type="checkbox"/>	

Curriculum and Instruction	
1.	<p>How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?</p> <p>Class meetings will occur via Camptasia recorded lessons, email exchanges, and Blackboard discussion board. The syllabus conforms to the Univesrity Senate Guidelines.</p>
2.	<p>How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.</p> <p>The online syllabus is identical to the regular syllabus, including the very same assignments, text, learning outcomes, and evaluation and assessment rubrics.</p>
3.	<p>How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.</p> <p>Students will turn in their papers using SafeAssign (on Blackboard). Quizzes and exams will be timed and conducted on Blackboard, as well. The academic offense policy of this course is the same as the face-to-face version, stating that plagiarized work may result in a 0 on an assignment, and repeat offenses may result in a failing grade for the course.</p>
4.	<p>Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?</p> <p>no</p> <p>If yes, which percentage, and which program(s)?</p> <p><small>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</small></p>
5.	<p>How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?</p>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

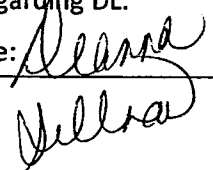
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	Students may contract the Help Desk, as well as the multimodal communication tutoring lab and the writing center via email or by telephone.
<i>Library and Learning Resources</i>	
6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>Students are required to learn information literacy skills and apply them to their speeches, essays, visual, and digital documents. Project #2, for example, requires students to use 6 different sources and cite 4 oral footnotes in the speech.</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>Students do not need special facilities for this course.</p>
<i>Student Services</i>	
8.	<p>How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?</p> <p>Students are informed that they can contact the instructor if they are having technical issues, and also lists the Help Desk.</p>
9.	<p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.</p>

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10.	<p>Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes</p> <p>Instructor's <i>virtual</i> office hours, if any.</p> <p>The technological requirements for the course.</p> <p>Contact information for TASC (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300).</p> <p>Procedure for resolving technical complaints.</p> <p>Preferred method for reaching instructor, e.g. email, phone, text message.</p> <p>Maximum timeframe for responding to student communications.</p> <p>Language pertaining academic accommodations:</p> <ul style="list-style-type: none"> ○ "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu." <p>Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)</p> <ul style="list-style-type: none"> ○ Carla Cantagallo, DL Librarian ○ Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6) ○ Email: dllservice@email.uky.edu ○ DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16
11.	<p>I, the instructor of record, have read and understood all of the university-level statements regarding DL.</p> <p>Instructor Name: Deanna Sellnow</p> <p style="text-align: right;">Instructor Signature: </p>

CIS 110 Composition and Communication I (3 hours)

Semester: Summer 2011 Online
Instructor: Dr. Deanna Sellnow
Office: 310J LCLI
Phone: 859-257-2886
Email: Deanna.Sellnow@uky.edu (Preferred method of contact)
Preferred Contact: Email

Office Hours

I will not hold regular office hours over the summer. However, I will be available via email and will respond to your queries within 24 hours. In the unlikely event that you have not heard from me within that time frame, please resend your question or comment with a note indicating that this is your second attempt.)

Minimum Technology Requirements

Complete the following steps to make sure your computer is correctly configured and the necessary software is installed.

1. Go to this site to check the minimum hardware, software, and browser requirements: <http://wiki.uky.edu/blackboard/Wiki%20Pages/Bb9%20Hardware%20and%20Software%20Requirements.aspx>
2. FIREFOX is the recommended Internet browser for this course. Go to <https://download.uky.edu/> to download a free version of FIREFOX. Log in with you LINK BLUE ID and password and search for FIREFOX.
3. You will also need Flash, Adobe Acrobat Reader and QuickTime movie player. Go to <http://wiki.uky.edu/blackboard/Wiki%20Pages/Browser%20Check.aspx> then click BbGO! To download them.
4. You will also need to use Microsoft Word for all written work and Microsoft PowerPoint for presentational aids that accompany your oral presentations.
5. You will also be required to record and upload your oral presentations to the Blackboard Shell for self and peer critiques, as well as links to web pages you design for your digital projects.

Important Contacts

Help Desk at 218-HELP (4357)

Distance Learning Programs Office: 859-257-3377

Distance Learning Services, Carla Cantagallo, DL Librarian: 859-257-0500, ext. 2171; or 800-828-0439 (option#6); dllservice@email.uky.edu

Procedure for Resolving Technical Complaints: If you experience technical difficulties, contact the Customer Service Center at 859-218-HELP or by email at helpdesk@uky.edu. Please also inform your instructor when you are having technical difficulties.

This course is taught in the Eastern Time Zone. All times listed in this syllabus are ET. If you live outside the ET, you need to account for the time change when turning in assignments.

Overview and Goals

Composition and Communication I is a course in speaking and writing emphasizing *critical inquiry* and *research*. Throughout the course, students will 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

Kirszner, L. G., & Mandell, S. R. (2010). *The Wadsworth Handbook (9th ed.)*. Boston: Wadsworth Cengage Learning.

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

3 x 5 inch index cards

2-pocket portfolio folder

*Essays and other readings to be downloaded on Blackboard or provided.

Course Policies

Attendance and Participation

Online education requires excellent time management and self-motivation. As an accelerated web-based class, attendance means checking the Blackboard website daily for messages or assignment information. Budgeting your time carefully for coursework and reading as if you were attending a class on a campus will help you avoid unforeseen delays and procrastination that will affect your overall performance. As this is an online class where you will work according to your own schedule, I will not take attendance. However, if you do not complete assignments on time, according to the schedule deadlines, you will receive a zero for that assignment.

Even though I will not take attendance, there may be times during the semester when you are unable to meet an assignment, peer review feedback, or self-assessment deadline due to circumstances beyond your control. Excused absences will be given at my discretion on with proof as defined by the UK Student Code 5.2.4.2. Students missing work due to an excused absence must inform me about their excused absence within one week following the period of the excused absence (except where prior notification is required), so we can determine a new deadline. Students will not be penalized for excused absences.

For any emergency situation that arises, e-mail your instructor as soon as you know about the situation.

For further information, see <http://www.ukv.edu/StudentAffairs/Code/part2.html>

Academic Standards: 5.2.4

Attendance and Completion of Assignments: 5.2.4.1

Excused absences: 5.3.4.2

Assignment Submissions

All assignments are to be posted to the classroom Blackboard Shell by 5:00 pm on the assigned date. This includes major and minor writing assignments, oral communication presentation assignments, and visual artifact assignments, as well as self and peer critiques and class discussion postings.

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. Late assignments are not accepted unless an extension has been requested and approved in advance of the deadline. You must post the assignment to Blackboard by the due date provided in the daily schedule or you will receive a zero for that assignment.

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 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.

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, stylebooks 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.

Classroom Behavior, Decorum, and Civility

Students are expected to treat one another in ways that demonstrate respect and civility. This pertains to both face-to-face and online interactions. Classmate critiques and discussion board comments that do not adhere to such practices will result in a zero for that assignment the first time it occurs and a letter grade reduction for the entire course for subsequent offenses.

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. I will not require you to go to The Writing Center, but I recommend that all of you consider going if you feel stuck at any stage of the writing process.

Multimodal Communication Presentation Tutoring Lab (a.k.a. the "Lab")

The Lab is located in Room 106 of the Grehan Journalism building (phone: 257-8370). The staff in the lab are trained to help you with completing all of the assignments in this course. You can contact staff at the lab in person, via the telephone, or online at: <http://cis.uky.edu/dic/lab>.

Students with Special Needs

If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation, which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director, at 859-257-2754 or jkarnes@email.ukv.edu.

Midterm Evaluation

Students will be provided a midterm evaluation by midterm date in the semester.

Assignments

This semester, you will complete two 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, interpersonal, and public speaking skills, as well as writing, interpersonal, and public speaking evaluation skills.

Major Project #1: Composing Identities

During this project, you will:

- Explore some key components of your own self-concept and the role other groups play in shaping who you are and how you perceive yourself.
- Apply the process of writing and speaking for an audience, drawing on materials from your life.
- Incorporate rich details, strong verbs, and effective organization into your writing and support your ideas with evidence drawn from a visual source and your own experience.
- Learn to speak in ways that honor the oral tradition for public speaking based on content, structure, and delivery with a presentational aid.

Topic: When attempting to explain who we are to others, we frequently use the roles we play as a shorthand way to describe our self-concept. For example, people in this class might identify themselves as big brothers/sisters, musicians, athletes, republicans, students or activists. While this may be a quick way of identifying ourselves, it is never the full picture. However, by examining one role, we can begin to see how the self-concept is formed and how it changes over time.

Part One: Essay

In this essay you will explore your self-concept by carefully examining the changes in one role you use to identify yourself. To do this, you will choose a photo that includes you and that you feel represents an important aspect of your self-concept. You should draw upon your personal experience and analysis of the photo to explain the photo and your self-concept to your audience. In addition to your own experience, the photo will serve as a primary resource for the essay, which means you will be using it not only to support your essay but also to provide content for it. This means that you will include the original photo and two other versions of it that have been altered in some way (cropped etc).

Each essay will meet the following requirements:

- At least 1500 words (not including title page, abstract, or references)

- Must be double-spaced, 12-point Times New Roman font with 1 inch margins
- Essays containing fewer than 1500 words will not receive a passing grade
- Integrates the original photo and at least two other versions that have been altered (cropped etc.).

Part II: Speech

In this speech, you will explain, in a 4-6 minute speech, how your self-concept impacts the people around you or others' perceptions of you. You will enhance your spoken presentation by effectively using your chosen photo(s) in constructing your presentational aids.

The requirements for the speech are:

- Prepare a speaking outline (no more than four 3 x 5 inch note cards—one side only) based on your paper and formal outline from which you will practice, refine (based on self and peer critiques) and present a 4-6 minute “Speech of Personal Significance.”
- Incorporate supporting material that should come from personal life experiences.
- Incorporate 3 to 4 effective PowerPoint slides that include the photo you described in your essay as well as new photos.
- 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).

This speech is designed to encourage you to understand that supporting material (evidence) can come from personal experience. 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.

Major Project 2: Composing Community

During this project, you will:

- Understand the process of writing and speaking for an audience, drawing on appropriate primary and secondary sources.
- Learn to inquire into issues of public concern, moving towards an awareness of rhetorical devices that shape audience response.
- Learn to handle some of the ethical issues involved in writing and speaking about others for a public audience.
- Learn to design effective visuals for a public presentation using PowerPoint and online media and formats..

During this project, you will work with a partner. Each of you will examine a community or organization of which you are not already a member. You and your partner can choose to examine the same community or different communities.

A Note on Partners: *If you choose to explore the same community together, your essay (and later your speech) must be different. This means you should each look to explore different aspects of a community or even groups within a community. For example, perhaps there are groups within a community that practice community values differently.*

For two weeks, you and a partner of your choice will become participant observers in your chosen community(ies) (e.g. attending meetings, adopting or omitting a practice of that community, participating in digital media, etc).

You will be required to interview at least one member of this community. You will also be conducting secondary research to fill in any of the gaps left by your fieldwork.

Part I: Essay

Each partner will write his/her own essay examining his/her chosen community. Each essay should meet the following requirements:

- At least 2500 words, double-spaced (Word count does not include title page, abstract or references)
- Cite at least 6 outside sources; one can come from your interview and one can come from a website.
- Integrate 6 or more hyperlinks
- Integrate 3 or more images
- Upload a copy of the essay to Blackboard or another online format so that it can be viewed publicly

Part II: Speech

Each partner will develop his or her own informative speech about his or her experiences. Each speech needs to address the following points that stem from your essay: 1) What were your assumptions and expectations prior to engaging with this community, and where did they come from? 2) What do you now understand about this group based on a few key encounters or observations during your participant fieldwork? 3) How has your experience with this project affected you? 4) What would you like your audience to learn from your experience?

Each speech should meet the following requirements:

- 5-7 minutes in length
- Cite at least 4 outside sources; one can be an interview and one can be a website
- Include 15-20 slides in an Ignite format
- Use no more than four 3x5 note cards (one side only)
- Include a Q & A session at the end

Minor Assignments

You will complete a number of minor assignments for this course including the PRPSA and self-introduction speech, formal and speaking outlines, peer and self reviews and critiques, and a pre and post-test assessment.

Classroom Blackboard Discussions

After viewing each lesson and completing its accompanying readings, you are required to post at least one thoughtful comment or question to the classroom discussion board for that lesson. You are also required to post at least two thoughtful responses to peer postings. Each set of postings and responses is worth 5 points.

A thoughtful posting (1) describes the concept you are referring to and the point at which you heard it in the lesson or read it in the assigned readings, (2) proposes your interpretation and extension regarding that concept (which may be a question, and aha! moment, or a point of contention), (3) offers support for your interpretation or query based on your life experience, observations, or other readings/teachings, and (4) asks for specific input from others.

A thoughtful response to a classmate posting indicates (1) whether you agree or disagree and why, (2) supporting material based on your life experience, observations, or understanding from the lessons or readings, and (3) a suggestion for further reading or exploration and/or an additional question arising in your mind based on the original author's posting.

Quizzes

A portion of your grade for this class also will be based on 5 ten-point reading quizzes, to measure comprehension of textbook content/readings and material discussed in lessons and on Blackboard discussions. Quizzes will be given via Blackboard and myUK, which require secure password authentication. All exams will consist of random ordering of questions in a category and random ordering of answers for questions, helping to prevent copying from one computer to another. Quizzes will be open book and timed to assure that all students have the same opportunities for success.

Tentative Weekly Schedule (8 week course)

Date	Topics and Activities	Assignments Due on This Date (no later than 5:00 p.m.)
	<u>Unit I: Interpersonal Communication</u>	
June 10	Introduction to the Course (Communication Perspectives, Self-Introduction Speeches, Speech Anxiety)	Communicate! Ch 1 Online Pre-Test Assessment PRPSA score to instructor BB postings/responses
June 13		Self-Introduction Speeches
June 14	Nonverbal and Verbal Communication	Communicate! Ch 3 and Ch 4 BB postings/responses
June 15	Interpersonal Communication and Relationships (Self-Concept, Perception Checking, Conflict Management/Resolution)	BB postings/responses
June 16	Listening and Responding	Communicate! Ch 5 BB postings/responses
June 17		Peer and Self Critiques of Self-Introduction Speeches Quiz 1
2-3	<u>Unit II: Written Communication</u>	
June 20	Introduce/Assign Project 1 Essay	
June 20	The Writing Process (Brainstorming, Drafting, Editing/Revising, Effective Sentences & Paragraphs, Incorporating Visuals)	Kirszner and Mandell: Parts 1 and 9-13 Communicate! Ch 13 BB postings/responses
June 23		Rough draft of essay 1
June 24		Peer Review Postings Quiz 2
June 28		Final Essay 1
	<u>Unit III: Oral Communication</u>	

June 29	Introduce Project 1 Speech	
June 30	The Public Speaking Process (Topic Selection, Audience Analysis, Outlining, Presentational Aids, Delivery, Rehearsals)	Communicate! Ch 11, Ch 12 BB postings/responses
July 4		Formal Outline Draft Quiz 3
July 5		Peer Review Postings of Outlines
July 7		Rehearsal Posting
July 8		Peer and Self Review Posts
July 11		Project 1 Speech Posts and Self-Critiques
	<u>Unit IV: Intercultural Communication</u>	
July 12	Intercultural Communication Introduce Essay 2	Communicate! Ch 6 BB postings/responses
July 13	Interviewing	Communicate! Internal Appendix BB postings/responses
July 14		Proposal of Community Quiz 4
July 14	Information Literacy (Primary and Secondary Research/Primary and Secondary Sources/Evaluating, Using, and Integrating Sources/ APA	Communicate! Ch 15, Ch 16 Kirszner and Mandell: Part 5 BB postings/responses
July 15		Quiz 5
July 21		Essay Draft Due along with Interview Transcription
July 22		Peer Reviews of Essays
July 25		Final Draft of Essay 2
July 25	Introduce Project 2 Ignite Speech	BB postings/responses
July 28		Outlines and PPT Slides
July 29		Peer Reviews
August 1		Rehearsal Posts
August 2		Peer Critiques
FINALS August 4		Project 2 Ignite Speeches and Self-Critiques Online Post-Test Assessment

Grading and Scale: 90%=A; 80%=B; 70%=C; 60%=D; 59% and below=Failure

Point Chart

Assignment	Points Earned	Points Possible
Project 1 Essay		70
Project 1 Speech		70
Project 2 Essay		80
Project 2 Speech		80
Reading Quizzes (5 quizzes @ 10 pts each)		50
Blackboard postings/reponses (10 sets at 5 pts each)		50
Minor Assignments/Activities <ul style="list-style-type: none"> • Self-Introduction Speeches and Critiques (10) • Proj. 1 Essay Peer Reviews (10) • Proj. 1 Speech Outline Draft (10) • Proj. 1 Speech Peer Reviews (10) • Proj. 1 Speech Self-Reviews/Critiques (10) • Proj. 2 Speech Outline- Final Draft (10) • Proj. 2 Interview Transcription (10) • Proj. 2 Speech Peer Reviews (10) • Proj. 2 Speech Self-Critiques (10) • Pre/Post-Test Assessment (10 total, 5 pts each) 		100
TOTAL		500