COURSE CHANGE FORM

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>3/1/3011</u>

b. Department/Division: <u>Instructional Communication</u>

c. Is there a change in "ownership" of the course?   YES ☐   NO ☒

   If YES, what college/department will offer the course instead? _____

d. What type of change is being proposed? ☐ Major   ☒ Minor[1] (place cursor here for minor change definition)

e. Contact Person Name: <u>Deanna Sellnow</u>   Email: <u>Deanna.Sellnow@uky.edu</u>   Phone: <u>257-2886</u>

f. Requested Effective Date: ☐ Semester Following Approval   OR   ☒ Specific Term[2]: <u>Summer 2011</u>

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

a. **Current Prefix and Number:** <u>CIS 111</u>   Proposed Prefix & Number: _____

b. **Full Title:** <u>Composition and Communication II</u>   Proposed Title: *Composition and Communication II*

c. **Current Transcript Title (if full title is more than 40 characters):** <u>Composition and Communication II</u>

c. *Proposed Transcript Title (if full title is more than 40 characters):* <u>Composition and Communication II</u>

d. **Current Cross-listing:** ☐ N/A   OR   Currently[3] Cross-listed with (Prefix & Number): _____

   Proposed – ☐ ADD[3] Cross-listing (Prefix & Number): _____

   Proposed – ☐ REMOVE[3,4] Cross-listing (Prefix & Number): _____

e. **Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours[5] for each meeting pattern type.**

Current: x Lecture   _____ Laboratory[5]   _____ Recitation   _____ Discussion   _____ Indep. Study

   _____ Clinical   _____ Colloquium   _____ Practicum   _____ Research   _____ Residency

   _____ Seminar   _____ Studio   _____ Other – Please explain: _____

Proposed: _____ Lecture   _____ Laboratory   _____ Recitation   _____ Discussion   _____ Indep. Study

   _____ Clinical   _____ Colloquium   _____ Practicum   _____ Research   _____ Residency

   _____ Seminar   _____ Studio   _____ Other – Please explain: _____

f. **Current Grading System:** ☒ Letter (A, B, C, etc.)   ☐ Pass/Fail

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[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: ☒ *Letter (A, B, C, etc.)* ☐ *Pass/Fail*

g. **Current number of credit hours:** <u>3</u>   *Proposed number of credit hours:* <u>3</u>

h. **Currently, is this course repeatable for additional credit?**   YES ☐   NO ☒

    Proposed to be 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. **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:** ☐ N/A ☐ Already approved for DL* ☒ *Please Add[6]* ☐ *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 ☐) that the proposed changes do not affect DL delivery.

l. **Current Supplementary Teaching Component, if any:** ☐ Community-Based Experience ☐ Service Learning ☐ Both

    Proposed Supplementary Teaching Component: ☐ *Community-Based Experience* ☐ *Service Learning* ☐ *Both*

3. **Currently, is this course taught off campus?**   YES ☐   NO ☒

    Proposed to be taught off campus?   YES ☐   NO ☒

4. **Are significant changes in content/teaching objectives of the course being proposed?**   YES ☐   NO ☒

    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 ☐   NO ☒

    If YES, identify the depts. and/or pgms: _____

b. **Will modifying this course result in a new requirement[7] for ANY program?**   YES ☐   NO ☒

    If YES[7], list the program(s) here: _____

6. **Information to be Placed on Syllabus.**

a. ☐ Check box if changed to 400G or 500. If <u>changed to</u> 400G- or 500-level course you must send in a syllabus and *you must include the differentiation* 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.)

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[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.

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Signature Routing Log

General Information:

Course Prefix and Number: _CIS 111_

Proposal Contact Person Name: <u>Deanna Sellnow</u>　Phone: <u>257-2886</u>　Email: <u>Deanna.Sellnow@uky.edu</u>

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 Communication	3/1/2011	Deanna Sellnow / 257-2886 / Deanna.Sellnow@uky.edu	_Deanna Sellnow_
CIS College	4/4/11	Dan O'Hair / 257-7805 / OHair@uky.edu	_Dan O'Hair_
	4/5/11	/　/	
		/　/	
		/　/	

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:

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

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Distance Learning Form

This form must accompany <u>every</u> 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!**

<u>Introduction/Definition</u>: 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 111	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 ☒   Interactive Video ☐   Hybrid ☐

	Curriculum and Instruction
1.	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? This course will occur via camptasia recorded lessons and Blackboard discussion board. The syllabus conforms to the Univesrity Senate Guidelines.
2.	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. The online syllabus is identical to the regular syllabus, including the very same assignments, text, learning outcomes, and evaluation and assessment rubrics.
3.	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. 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.
4.	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? no If yes, which percentage, and which program(s)? *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.
5.	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?

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!**

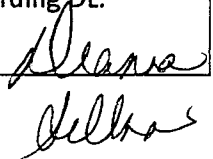|	Students may contract the Help Desk, as well as the multimodal commuication tutoring lab and the writing center via email or by telephone.
	Library and Learning Resources
6.	How do course requirements ensure that students make appropriate use of learning resources? Students are required to learn information literacy skills and apply them to their speeches, essays, visual, and digital documents. The rhetorical analysis paper, for instance, requires a minumum of three external sources and the group symposium speech will require a minumum of 8 external sources spread throughout the presentation.
7.	Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. Students do not need special facilities for this course.
	Student Services
8.	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/)? Students are informed that they can contact the instructor if they are having technial issues, and also the Help Desk.
9.	Will the course be delivered via services available through the Teaching and Academic Support Center? Yes ☒ No ☐ 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.

Distance Learning Form

This form must accompany <u>every</u> 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!**

10.	Does the syllabus contain all the required components, below? ☒ Yes
	Instructor's *virtual* office hours, if any.
	The technological requirements for the course.
	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).
	Procedure for resolving technical complaints.
	Preferred method for reaching instructor, e.g. email, phone, text message.
	Maximum timeframe for responding to student communications.
	Language pertaining academic accommodations:
	o "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."
	Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)
	o Carla Cantagallo, DL Librarian
	o Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
	o Email: dllservice@email.uky.edu
	o DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16
11.	I, the instructor of record, have read and understood all of the university-level statements regarding DL.
	Instructor Name: Deanna Sellnow Instructor Signature:

CIS 111: Composition and Communication II (3 credits)

Semester: Summer 2011   Online

Instructor: Dr. Deanna Sellnow
Office: 310 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.eud/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.

Course Overview: Goals & Objectives

Composition and Communication II is the second of two general education courses focused on integrated oral, written, and visual communication skill development emphasizing *critical inquiry* and *research*. In this course, students will explore issues of public concern using rhetorical analysis, engage in deliberation over those issues, and ultimately propose solutions based on well-developed arguments. Students will sharpen their ability to conduct research; compose and communicate in written, oral, and visual modalities; and work effectively in groups (dyads and small groups). For the first two-thirds of the class, students will decide on their team focus and conduct significant primary and secondary research on the issue, culminating in a series of reports and a group symposium. In the last third of the class, teams will develop digital projects to communicate their well-argued solutions to audiences beyond the classroom. A significant component of the class will consist of learning to use visual and digital resources, first to enhance written and oral presentations and later to communicate mass mediated messages to various public audiences. Over the course of the semester, class members can expect to work independently, with a partner, and in a small group (team) to investigate, share findings, and compose and deliver presentations, as well as to practice and evaluate group dynamics in action. Such interaction may be in face-to-face or online environments.

Student Learning Outcomes

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

- compose in writing and deliver orally with visuals (in a face-to-face or digital environment) at least one major project grounded in scholarly research in a manner that is appropriate and effective for the audience, purpose, and occasion. (The development of one or more major research projects is the course's primary educational focus.)
- conduct significant research on a subject, using the resources of the UK Libraries
- employ advanced strategies for developing ideas and analyzing arguments, with greater emphasis on addressing and mediating issues of public interest, and with evidence of critical thinking in both the conception and the development of the thesis.
- refine their speaking, writing, and visual communication skills, focusing on matters of construction, design, and delivery style.
- critique the work of peers and professionals.
- revise their written and oral presentations, in collaboration with peers, instructor, librarians, and pertinent members of the public.
- employ and evaluate interpersonal and small group communication skills.

Required Materials

Lunsford, Andrea A. and John J. Ruszkiewicz. *Everything's an Argument*, 5th ed.

Boston: Bedford/St. Martin's, 2010.

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.

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, D. C.: Author.

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 Coe 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.uky.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

GroupWork

Since groupwork is an important part of this course, you will be required to "meet" with your team regularly. This might be in the form of discussion boards, online peer reviews, and virtual conferencing through platforms such as Skype. Meeting face-to-face or virtually will be accepted. You will be required to document efforts made by your group members and yourself for several required group meetings.

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.uky.edu.

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

Major Assignments

Overview: In groups of 4-5 students, you will select a public controversy to study and participate in throughout the semester. Each group will choose their own public controversy that is currently in the news at the local and national levels. Your group will find original documents produced by those involved in the controversy and secondary sources written about the controversy. You may also produce your own data through interviews with those involved or by observing some facet of the controversy in action. Since you will be expected to offer original insights, you will not be allowed to select a subject that has been thoroughly researched, such as the abortion controversy.

Part 1: Rhetorical Analysis
Every team will generate a list of major stakeholders within the controversy that your group is studying. Within your team, each group member will select one stakeholder that they will become an expert on, irrespective of your own position on the issue. Using careful research and critical thinking, each team member will write a 8-page (2400 words) rhetorical analysis of one stakeholder's position, argument, and rhetorical strategies. Each group member's rhetorical analysis should cite at least three outside sources and use at least two supporting images and/or

graphics. These analyses should strive to provide a fair analysis of your stakeholder's position by quoting from and closely engage with sources produced by those stakeholders.

Part 2: Position Statement
Together, the group will write a 1000 word written argument on the controversy for the public (such as an op ed), explaining the problem *and* solution as the group sees it. The argument should draw on individual group members' rhetorical analyses.

Part 3: Symposium
Your group will give a symposium-style presentation on your controversy with the following objectives: convince your audience (of peers) to agree with your position; propose solutions; persuade the audience to take action to help solve it. Each group will choose a pattern for persuasive speeches that every member of the group will follow (e.g., problem-solution, problem-cause-solution, comparative advantages, refutative, Monroe's motivated sequence). One person will serve as the moderator for the symposium, offering an introduction and conclusion and introducing each member of the group. The group will create one typed outline to be turned in on your assigned symposium day. After the presentation, the group will participate in a question and answer session with the class. Each individual within the group will provide a 4-5 minute speech from a lectern, including an introduction, body, and conclusion. Speakers should cite at least two relevant outside sources and use at least two PowerPoint slides containing a title, key words, and one nonverbal symbol (e.g., image, pie chart, line graph, or a diagram) that helps listeners to better understand the message. You may each use a maximum of five 3x5 one-sided index cards (key words only—no complete sentences).

Part 4: Digital Remix

(a) Overview: The goal of this digital remix assignment is to provide your group the opportunity to bring the three part solution that you developed to the community. Your group will do this by using digital tools (YouTube, Wix, audio essay) to create a digital artifact. After completing the artifact your group will make the public aware of it and your action steps by creating a public awareness campaign. To achieve these goals you will work together to prepare two different artifacts: a written proposal/plan for reaching the public, the digital project itself (e.g., YouTube video, audio essay), and a public awareness campaign that announces your digital artifact and solution to the public in a way that is appropriate to the audience.

(b) Proposal and Plan
As a group you will write a 1000 word proposal that includes the following sections: 1) an audience analysis, 2) a detailed description of the digital artifact (content, mode of delivery, persuasive strategy), 3) a clearly outlined plan for creating public awareness of the artifact, 4) a project plan, with assignments to group members and deadlines associated with each task.

(c) Digital Project and Public Awareness
Each group will develop a digital project and deliver it to the public. The artifact must include visuals (moving or still), graphics, and spoken words. For example, your group may decide to produce a YouTube video that includes a voice-over, video, and small signs videotaped for emphasis. Or your group may produce an audio essay for the radio that is loaded into a Blog

with visuals and other graphics (see NPR for examples). The digital project should be produced in a genre that is familiar to the public.

Your group will make the digital artifact and action steps known to the public in written form. Options include an Op-ed piece in a local paper, letter to the editor, Facebook campaign, petitions, or form letters. Think creatively and critically about how you might best reach your target audience and affect some sort of action. For example, you might choose to draw attention to a letter writing campaign or website you design by using flyers or a t-shirt campaign. While there are many different options for getting the message out and affecting change, the group must choose a written medium that will effectively reach their target audience.

(d) Reflective Essay

You will write an individual 4-page (1200-word) reflection on your semester-long project. As you prepare this essay, you might consider some of these questions: How did your position on the issue develop throughout the semester? What did you learn from your own research on the issue? What did you learn from your team mates? What did you find to be most valuable about the experience? What, if anything, would you have changed about your work on this project this semester if given a chance?

Minor Assignments (homework, peer review/critique, drafts, etc.):
A portion of your grade for this class will be based on one peer review/critique for each of the major assignments, informal in-class writing, short speeches, drafts of your major written assignments, speech outlines (preparation, formal, and speaking), a peer and self critique for the Symposium, as well as weekly discussion board posts and assignments that cannot be made up.

Quizzes
A portion of your grade for this class also will be based on 8 fve-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.

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.

Grading and Scale

Only students who have completed all four parts of the major assignment on time are eligible for a passing grade in this course.

90 – 100%:	A
80 – 89%:	B
70 – 79%:	C
60 – 69%:	D
59% and below:	E

Diagnostic Essay:	10 points
Fair and Balanced Summaries:	20 points
Critiques:	10 points
Contracts:	5 points
Rhetorical Analysis:	100 points
Position Statement:	30 points
Symposium:	250 points
Proposal:	30 points
Digital Remix:	150 points
Announcement:	50 points
Reflective Essay:	30 points
Quizzes:	40 points
BB Postings/Responses:	45 points
Peer, Self, Classmate Reviews & Critiques:	80 points

Tentative Daily Schedule

Important: This schedule is tentative. Some of the due dates and topics of discussion, as well as readings outlined here will change. Your instructor will post changes to the syllabus on the blackboard site, so you are required to check it regularly.

Date	TOPIC	READINGS/ASSIGNMENTS DUE
UNIT 1: WORKING IN GROUPS		
June 9	Course Overview Introduce Major Project	Diagnostic Essay
June 10	Communicating in Groups Solving Group Conflicts Teambuilding	Read: Verderber et al., CH 9-10 BB postings/responses Group Formation QUIZ 1
June 13		Group Topics and Contracts
UNIT 2: RHETORIC, ARGUMENT, and PERSUASIVE APPEALS		
June 14	Objectivity and Paraphrasing Assign: Fair & Balanced Summary Speech and Essay	BB postings/responses
June 15		**Fair and Balanced Summary** **(Essay & Speech)**
June 16		Peer Critiques of Fair and Balanced Summaries
June 17	Rhetoric & Argument (Foundations of Rhetoric, Rhetorical Situation, Stasis, & Making Claims)	Read: EEA CH 1, CH 5, CH 7 BB postings/responses QUIZ 2
June 20	Rhetorical Appeals (Ethos, Pathos, Logos)	Read: EAA, CH 2, CH 3, CH 4, CH 17 BB postings/responses QUIZ 3
June 21	Writing a Rhetorical Analysis	Read: Sellnow Chapter and Appendix BB postings/responses QUIZ 4
June 27		**Draft Rhetorical Analysis Papers**

June 28		Peer Reviews
June 30		Final Rhetorical Analysis Papers

UNIT 3: GROUP DELIVERY/SYMPOSIUM

July 1	Position Statement Assignment	
July 5		Online Group Work & Peer Review Session/Critiques
July 6		Group Position Statement and Group Dynamics Peer Critiques
July 7	Making Presentations In a group and Organizing Persuasive Speeches	Verderber, et al CH 16, Online CHALLENGE Ch. 16 BB postings/responses QUIZ 5
July 8		Group Work Session and Critiques
July 11	Memory & Pr. Aids Digital and Visual Comm.	Read: EAA, CH 14, Verderber, Ch 13 BB postings/responses QUIZ 6
July 12		Group Work Session and Critiques
July 13		Individual Outlines and Slides
July 14		Peer Review/Critiques
July 15	Delivery	**Read:** EAA CH 15, Verderber, CH 14 BB postings/responses QUIZ 7
July 18		Symposium Rehearsal
July 19		Peer & Self Critiques
July 20		Symposium Speeches
July 21		Classmate Critiques

UNIT 4: DIGITAL COMMUNICATION

July 22   **Digital Remix Assignment**   Read: EAA CH 11
                 Creating Proposals   BB postings/responses
                                                   QUIZ 8

July 25   Digital Project Proposal

July 26   Group Work Session and Critiques

July 27   Group Work Session and Critiques

July 28   Group Work Session and Critiques

July 29   Digital Project and Community
                                                   Announcement draft

August 1   Peer and Self Critiques

August 2   Digital Project and Announcement

August 3   Classmate Critiques

August 4   Reflective Essay