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SEP 30 2015

OFFICE OF THE
SENATE COUNCIL

Course Information

Date Submitted: 9/10/2015

Current Prefix and Number: CIS - Communication and Information Studies, CIS 300 STRATEGIC BUSINESS & PROFESSIONAL COM(W)

Other Course:

Proposed Prefix and Number: CIS 300

What type of change is being proposed?

Major – Add Distance Learning

Should this course be a UK Core Course? No

1. General Information

a. Submitted by the College of: COMMUNICATION AND INFORMATION

b. Department/Division: Communication and Information Studies

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Patric Spence

Email: patric.spence@uky.edu

Phone: (859) 257-3435

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: Please Add

b. Full Title: STRATEGIC BUSINESS AND PROFESSIONAL COMMUNICATION (W)

Proposed Title: STRATEGIC BUSINESS AND PROFESSIONAL COMMUNICATION (W)

c. Current Transcript Title: STRATEGIC BUSINESS & PROFESSIONAL COM(W)

Proposed Transcript Title:

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

Proposed Meeting Patterns

LECTURE: 3

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: *Letter (A, B, C, etc.)*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: This communication intensive course prepares B&E majors for their careers by developing effective communication skills (integrated written, oral, and visual) applied specifically to today's technology- driven and global business environment. The course will focus on developing strong communication skills in interpersonal settings, on small group teams, and when delivering public presentations. Students will prepare cover letters, resumes, websites, and portfolios; develop effective interviews skills in face-to-face and online environments; communicate effectively based on audience analysis in face-to-face and online settings; deliver effective formal public business presentations (informative and persuasive) based on audience analysis and using a variety of presentational aids that enhance the message; and learn to manage data, graphics, and a positive online presence (e.g. websites, blogs, social media outlets, email messages, and webinars).

Proposed Course Description for Bulletin: This communication intensive course prepares B&E majors for their careers by developing effective communication skills (integrated written, oral, and visual) applied specifically to today's technology- driven and global business environment. The course will focus on developing strong communication skills in interpersonal settings, on small group teams, and when delivering public presentations. Students will prepare cover letters, resumes, websites, and portfolios; develop effective interviews skills in face-to-face and online environments; communicate effectively based on audience analysis in face-to-face and online settings; deliver effective formal public business presentations (informative and persuasive) based on audience analysis and using a variety of presentational aids that enhance the message; and learn to manage data, graphics, and a positive online presence (e.g. websites, blogs, social media outlets, email messages, and webinars).

2j. Current Prerequisites, if any: Prereq: Upper division status in accounting, analytics, communication, economics, finance, management, marketing, or permission from instructor.

Proposed Prerequisites, if any:

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component:

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rationale:

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

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

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name: Patric Spence

Instructor Email: patric.spence@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

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? Timely and appropriate interaction will be possible through Canvas, email and other online communication tools (i.e., Adobe Connect, Skype). Syllabus was designed with online instruction in mind. Syllabus conforms to Senate guidelines. Syllabus includes statement on timeliness of response to inquiries. Additionally, students will be provided with contact information on Distance Learning Library Services (<http://www.uky.edu/Libraries/DLLS>) and the DL librarian Carla Cantagallo.

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. Many aspects of face to face instruction are intact with this online course including items like course goals and learning objectives. The online course will use the same text as the campus based version. Learning outcomes, assessment standards and methods are the same between online and campus based versions. Assessment will take place through items like discussion posts, tests, projects or papers. Students will be given guidelines for their group work project(s) and exposed to online tools to help facilitate group communication. To help improve the overall experience of the online environment, the course may make use of online tools such as discussion boards, email, video presentations and other communication methods. While the delivery mechanism will be different, the face to face course and online course are designed to deliver the same content and assess the same learning objectives.

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. Each student's Canvas account is tied to their myUK account. Students will be required to log into Canvas using their unique linkblue account name and password. Additionally, quizzes and tests may be randomized to decrease the likelihood of answers being shared. A time limit may be imposed on quizzes to discourage any group work. Assignments such as papers will be handled much the same as they would be in a face to face course in terms of being evaluated for possible issues in regards to the academic offense policy. Turnitin may also be utilized to assist with plagiarism detection.

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)? No

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? We have tried to make student services as accessible as possible. Our program uses a listserv for program announcements and we employ a full-time student affairs officer who regularly communicates with our students, regardless of location. Additionally, we encourage students to use services such as Distance Learning Library Services when appropriate.

6. How do course requirements ensure that students make appropriate use of learning resources? In order to successfully complete assignments such as class participation, quizzes and projects, students will have to use their textbook, course readings and supplementary materials available through UK Libraries.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. Students will not require access to equipment outside of a personal computer and appropriate software. Students will primarily use the services of UK's Distance Learning, UK Distance Learning Library and electronic access to UK Libraries. Additionally, students will be provided with contact information on Distance Learning Library Services (<http://www.uky.edu/Libraries/DLLS>) and the DL librarian Carla Cantagallo.

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 Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? Students are informed via the syllabus and given contact information for technical issues.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

If no, explain how student 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. Course will be offered through DLP and ATL.

10. Does the syllabus contain all the required components? YES

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Patric Spence

SIGNATURE|BIV222|Bobi Ivanov|CIS 300 CHANGE Dept Review|20141203

SIGNATURE|MSBEAC2|Megan B Sizemore|CIS 300 CHANGE College Review|20150113

SIGNATURE|JMETT2|Joanie Eit-Mims|CIS 300 CHANGE Undergrad Council Review|20150512

SIGNATURE|BIV222|Bobi Ivanov|CIS 300 ZCOURSE_CHANGE Approval Returned to Dept|20150930

SIGNATURE|JMETT2|Joanie Ett-Mims|CIS 300 CHANGE Undergrad Council Review|20150930

Course Change Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Generate R

Open in full window to print or save

Attachments:

Browse...

Upload File

ID	Attachment
Delete 4426	CIS_300DL_UGC_Review_Checklist.docx
Delete 5354	CIS_300-402_Sept_2015.docx

First 1 Last

NOTE: Start form entry by choosing the Current Prefix and Number (*denotes required fields)

Current Prefix and Number:		CIS - Communication and Information Studies CIS 300 STRATEGIC BUSINESS & PROFESSIONAL COM(W)	Proposed Prefix & Number: (example: PHY 401G) <input checked="" type="checkbox"/> Check if same as current	CIS 300
* What type of change is being proposed?		<input type="checkbox"/> Major Change <input checked="" type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, exception 60 the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does not imp in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in cot content or emphasis, or which is made necessary by the elimination or sign alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above		
Should this course be a UK Core Course? <input type="radio"/> Yes <input checked="" type="radio"/> No				
If YES, check the areas that apply:				
<input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics				
1. General Information				
a. Submitted by the College of:		COMMUNICATION AND INFORMATION		Submission Date: 9/10/2015
b. Department/Division:		Communication and Information Studies		
c.* Is there a change in "ownership" of the course?				
<input type="radio"/> Yes <input checked="" type="radio"/> No If YES, what college/department will offer the course instead? <input type="text" value="Select..."/>				
e.* Contact Person Name:		Patric Spence		Email: patric.spence@uky.edu Phone: (859) 257-3435
* Responsible Faculty ID (if different from Contact)		Email:		Phone:
f.* Requested Effective Date:		<input checked="" type="checkbox"/> Semester Following Approval	OR	Specific Term: ²
2. Designation and Description of Proposed Course.				
a. Current Distance Learning(DL) Status:		<input type="radio"/> N/A <input type="radio"/> Already approved for DL* <input checked="" type="radio"/> Please Add <input type="radio"/> 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.				
b. Full Title:		STRATEGIC BUSINESS AND PROFESSIONAL COMMUNICATION (W)	Proposed Title: *	STRATEGIC BUSINESS AND PROFESSIONAL COMMUNICATION (
c. Current Transcript Title (if full title is more than 40 characters):			STRATEGIC BUSINESS & PROFESSIONAL COM(W)	
c. Proposed Transcript Title (if full title is more than 40 characters):				
d. Current Cross-listing:		<input type="checkbox"/> N/A	OR	Currently ² Cross-listed with (Prefix & Number): none

Proposed - ADD ³ Cross-listing (Prefix & Number):					
Proposed - REMOVE ^{3d} 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:	Lecture	Laboratory ⁵	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other Please explain:		
Proposed: *	Lecture 3	Laboratory ⁵	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other Please explain:		
f. Current Grading System:		ABC Letter Grade Scale			
Proposed Grading System:*		<input checked="" type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input type="radio"/> Graduate School Grade Scale			
g. Current number of credit hours:		3	Proposed number of credit hours:*		3
h.* Currently, is this course repeatable for additional credit?					<input type="radio"/> Yes <input checked="" type="radio"/> No
* Proposed to be repeatable for additional credit?					<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES:		Maximum number of credit hours:			
If YES:		Will this course allow multiple registrations during the same semester?			<input type="radio"/> Yes <input checked="" type="radio"/> No
i. Current Course Description for Bulletin:					
This communication intensive course prepares B&E majors for their careers by developing effective communication skills (integrated written, oral, and visual) applied specifically to today's technology- driven and global business environment. The course will focus on developing strong communication skills in interpersonal settings, on small group teams, and when delivering public presentations. Students will prepare cover letters, resumes, websites, and portfolios; develop effective interviews skills in face-to-face and online environments; communicate effectively based on audience analysis in face-to-face and online settings; deliver effective formal public business presentations (informative and persuasive) based on audience analysis and using a variety of presentational aids that enhance the message; and learn to manage data, graphics, and a positive online presence (e.g. websites, blogs, social media outlets, email messages, and webinars).					
* Proposed Course Description for Bulletin:					
This communication intensive course prepares B&E majors for their careers by developing effective communication skills (integrated written, oral, and visual) applied specifically to today's technology- driven and global business environment. The course will focus on developing strong communication skills in interpersonal settings, on small group teams, and when delivering public presentations. Students will prepare cover letters, resumes, websites, and portfolios; develop effective interviews skills in face-to-face and online environments; communicate effectively based on audience analysis in face-to-face and online settings; deliver effective formal public business presentations (informative and persuasive) based on audience analysis and using a variety of presentational aids that enhance the message; and learn to manage data, graphics, and a positive online presence (e.g. websites, blogs, social media outlets, email messages, and webinars).					
j. Current Prerequisites, if any:					
Prereq: Upper division status in accounting, analytics, communication, economics, finance, management, marketing, or permission from instructor.					
* Proposed Prerequisites, if any:					
*					
k. Current Supplementary Teaching Component, if any:					<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both

Proposed Supplementary Teaching Component:	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input type="radio"/> No Change
3. Currently, is this course taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
* Proposed to be taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, enter the off campus address:	
4.* Are significant changes in content/student learning outcomes of the course being proposed?	<input type="radio"/> Yes <input checked="" type="radio"/> 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?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, identify the depts. and/or pgms:	
b.* Will modifying this course result in a new requirement^Z for ANY program?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES ^Z , 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 changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiator between undergraduate and graduate students by: (i) requiring additional assignments by the graduate student and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

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 distance learning.
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 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 text. 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 300	Date: 12/3/2014
Instructor Name: Patric Spence	Instructor Email: patric.spence@uky.edu
Check the method below that best reflects how the majority 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. 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?
 Timely and appropriate interaction will be possible through Canvas, email and other online communication tools (i.e., Adobe Connect, Skype). Syllabus was designed with online instruction in mind. Syllabus conforms to
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.
 Many aspects of face to face instruction are intact with this online course including items like course goals and learning objectives. The online course will use the same text as the campus based version. Learning

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.

Each student's Canvas account is tied to their myUK account. Students will be required to log into Canvas using their unique linkblue account name and password. Additionally, quizzes and tests may be randomized to decrease

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 a of DL, as defined above?

No

Which percentage, and which program(s)?

No

*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? We have tried to make student services as accessible as possible. Our program uses a listserv for program announcements and we employ a full-time student affairs officer who regularly communicates with our students,

Library and Learning Resources

6. How do course requirements ensure that students make appropriate use of learning resources?

In order to successfully complete assignments such as class participation, quizzes and projects, students will have to use their textbook, course readings and supplementary materials available through UK Libraries.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

Students will not require access to equipment outside of a personal computer and appropriate software. Students will primarily use the services of UK's Distance Learning, UK Distance Learning Library and electronic access

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 receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

Students are informed via the syllabus and given contact information for technical issues.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATG)?

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.

Course will be offered through DLP and ATG.

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 Distance Learning programs (<http://www.uky.edu/DistanceLearning>) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/Help/>; 859-218-HELP).
- 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:
 - "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."
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (<http://www.uky.edu/Libraries/DLIS>)
 - 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&lib_id=16

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

Patric Spence

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (<http://www.uky.edu/UKIT/Help/>)

Revised 8/09

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- ⌚ 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 "n form will be sent to appropriate academic Council for normal processing and contact person is informed.
 - ⌚ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
 - ⌚ Signature of the chair of the cross-listing department is required on the Signature Routing Log.
 - ⌚ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.
 - ⌚ 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 generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)
 - ⌚ You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.
 - ⌚ In order to change a program, a program change form must also be submitted.

General Course Information

- Full and accurate title of the course
- Departmental and college prefix
- Course prefix, number and section number
- Scheduled meeting day(s), time and place

Instructor Contact Information (if specific details are unknown, "TBA" is acceptable for one or more fields)

- Instructor name
- Contact information for teaching/graduate assistant, etc.
- Preferred method for reaching instructor
- Office phone number
- Office address
- UK email address
- Times of regularly scheduled office hours and if prior appointment is required

Course Description

- Reasonably detailed overview of the course (course description should match on syllabus and eCATS form)
- Prerequisites, if any (should match on syllabus and eCATS form)
- Student learning outcomes
- Course goals/objectives
- Required materials (textbook, lab materials, etc.)
- Outline of the content, which must conform to the Bulletin description
- Summary description of the components that contribute to the determination of course grade
- Tentative course schedule that clarifies topics, specifies assignment due dates, examination date(s)
- Final examination information: date, time, duration and location
- For 100-, 200-, 300-, 400-, 400G- and 500-level courses, numerical grading scale and relationship to letter grades for undergraduate students
- For 400G-, 500-, 600- and 700-level courses, numerical grading scale and relationship to letter grades for graduate students. (Graduate students cannot receive a "D" grade.)
- Relative value given to each activity in the calculation of course grades (Midterm=30%; Term Project=20%, etc.)
- Note that undergraduate students will be provided with a Midterm Evaluation (by the midterm date) of course performance based on criteria in syllabus
- Policy on academic accommodations due to disability. Standard language is below:

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

UGE Review ()

Prerequisites should match on syllabus and course form

Add midterm grading statement to syllabus

Attendance policy/excused absences for DL course?

Make-up opportunities for students who miss assignment deadlines with excused absence

Course Policies

- Attendance
- Excused absences
- Make-up opportunities
- Verification of absences
- Submission of assignments
- Academic integrity, cheating & plagiarism
- Classroom behavior, decorum and civility
- Professional preparations
- Group work & student collaboration

Committee Review ()
Comments

CIS 300
Strategic Business and Professional Communication
Online

Instructor: Patric R. Spence, Ph.D
Office: 310D LICL
Phone: (859) 257-3435

Office Hours: In person by appointment
Virtual: Via Skype or Adobe Connect
Preferred contact E-mail: patric.spence@uky.edu

Course Description

This communication intensive course prepares B&E and Communication majors for their careers by developing effective communication skills (integrated written, oral, and visual) applied specifically to today's technology-driven and global business environment. The course will focus on developing strong communication skills in interpersonal settings, on small group teams, and when delivering public presentations. Students will prepare cover letters, resumes, websites, and portfolios; develop effective interviewing skills in face-to-face and online environments; communicate effectively based on audience analysis in face-to-face and online settings; deliver effective formal public business presentations (informative and persuasive) based on audience analysis and using a variety of presentational aids that enhance the message; and learn to manage data, graphics, and a positive online presence (e.g., websites blogs, social media outlets, email messages, and webinars).

Prerequisites

Upper division status in accounting, analytics, economics, finance, management, marketing, or permission from instructor

Student Learning Outcomes

By the end of the course, you should be able to

- Critically evaluate methods of business communication;
- Understand and critically evaluate the role of research in business communication;
- Understand the advantages and disadvantages of technology in communication;
- Write, revise, and proofread effective audience-centered business documents in a variety of formats (e.g., cover letter, resume, press release, memoranda, e-mail correspondence, formal speech outlines, meeting agendas and minutes, websites);
- Prepare and deliver effective formal oral business presentations (informative and persuasive) using appropriate presentational aids based on the rhetorical situation (purpose, audience, occasion, constraints)
- Practice effective small group communication skills (teamwork, leadership, conflict management) in informal settings and as part of formal presentations (face-to-face and online).
- Respond effectively to media and stakeholder inquiries during crisis events and during question and answer sessions

Required Resources

➤ **Textbooks:**

- Irwin, J., Hopkins, P.D., Payne, H. J., & Spence, P. R. (2015) *Competent communication at work: Strategies and standards for success* (2nd ed). NY: New York: Kendall Hunt.

- **Office Suite:** See <https://download.uky.edu/> for free versions.

Technology Requirements

- **Email:** To obtain instructions for assignments, additional materials for this course, and important announcements. *I will not respond to emails sent from an address other than "@uky.edu."* I will respond to all emails Monday through Friday in 24 hours.

In order to have a successful educational experience in distance learning courses, there are minimum technology requirements that should be met. The University of Kentucky strongly recommends that each student purchase a personal computer.

University of Kentucky distance learning students are also encouraged to acquire the following hardware, software, and Internet connection to ensure that all systems used by distance learning courses will function properly.

Hardware requirements include a headset with a microphone and a Webcam. Software requirements included Java, Adobe Flash and Reader and a copy of Microsoft Office. For more information on these requirements and links for downloading the software please visit <http://www.uky.edu/DistanceLearning/current/technology/techReqs.html>

Other information of Interest

Information on Distance Learning Library Services (<http://www.uky.edu/Libraries/DLLS>)

- 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

Canvass course management system

- <http://www.uky.edu/canvass>

If you have any technology related problems, first contact the professor by email and simply document the problem. Next contact the UKAT Service Desk at (859) 218-4357 or by emailing questions to 218help@uky.edu. Follow all instructions provided. If the UKAT Service Desk is not able to resolve the problem, please contact Distance Learning. Document all calls and emails and if the problem is not resolved the student and instructor may negotiate alternatives or extensions.

Course Policies

1. Academic Integrity Policy

Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty.

Part II of Student Rights and Responsibilities (<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 the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be.

When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

2. Students with Disabilities

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, David Beach, (dtbeac1@uky.edu). 725 Rose Street, Multidisciplinary Science Building, Suite 407 Lexington, KY 40536-0082. V/TDD (859) 257-2754

3. Online Decorum

Ideally the virtual classroom environment should be supportive and comfortable. Do not equate a relaxed atmosphere with a lack of academic standards. You are expected to be prepared for all assignments and conduct yourself appropriately for a respectful academic environment. Email is the ideal method for contacting the instructor. Please give the professor 48 hours to respond to any email requests or requests for meetings via CMC.

If a student misses an assignment due to an excused absence, the instructor will allow the student to turn in the assignment late. If the absence interferes with the group project the instructor may allow the group to continue with the assignment and will provide an equivalent individual assignment for the student needing to make up the work.

Additional Student Resources

The **Writing Center** is located in W. T. Young Library, Thomas D. Clark Study, 5th Floor, West Wing (phone: 859-257-1368). The staff can help you identify and correct problems with 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.

The new **Multimodal Communication Lab (MC3)** is located in 106 Grehan (phone: 859-257-8370). The staff can help you identify and correct problems with all aspects of your writing and speaking. I will not require you to go to the lab, but again, I recommend that all of you consider going if you feel stuck at any stage of the writing/speaking process. See <http://cis.uky.edu/icd/mc3> for more information.

4. Discussing Grades

Students who have grade or exam concerns must approach the professor through email for an virtual appointment. Once grades are posted on Canvass, you may visit the professor after making an appointment to review your exam. Please contact the professor if you do not find your exam score posted.

Students who wish to discuss grades or scores earned have one week from the date grades are posted to do so. Grades will not be addressed after this time period has expired. Students need to contact the professor for an appointment to discuss the issue. Students must provide a written explanation of their dispute before the virtual appointment. If the matter is still unresolved, students need to contact the CIS 300 Director. Students that do not fulfill these requirements will not be addressed and the original grades will be final.

Mid-term grades will be posted in myUK by the deadline established in the academic Calendar. <http://www.uky.edu/registrar/content/academic-calendar>

5. Excused Absences

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the

professor. Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754). Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

6. Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Course Activities and Assignments

1. Cover letter, resume, and reflective essay (100 points = 50 original + 50 revised)

Each student will conduct research to locate a job posting for a position he or she might like to hold one day. Each student will prepare a cover letter and resume applying for that position. Documents are to reflect research about the mission of the organization, required and preferred credentials, and the expertise the student would bring to the organization if hired. Students will prepare a 400-500 word self-reflection articulating how and why they prepared the cover letter and resume as they did, citing at least three credible sources using proper APA style. These documents will be revised at the end of the semester to reflect what the student learned throughout the term. In the revised 400-500 word self-reflection, students will explain what they changed (or did not change) and why. The finished assignment will be uploaded to Canvas. Detailed instructions for the assignment can be found under the “Assignments” tab on Canvas. Once there, detailed instructions can be downloaded in pdf. Detailed grading rubrics are also found on Canvas.

2. Written business documents (75 points)

Students will prepare an interoffice memo, email message, and press release that reflect ethical and effective responses to case study scenarios provided by the instructor. The finished assignment will be uploaded to Canvas. Detailed instructions for the assignment can be found under the “Assignments” tab on Canvas. Once there, detailed instructions can be downloaded in pdf. Detailed grading rubrics are also found on Canvas.

3. Job Talk, Public Speech and critique (100 points)

Each student will deliver a 5-7 minute “job talk” answering the question: “Why should you hire me?” for the position selected by the student. Points will be earned for the formal and speaking outlines, the construction and integration of presentational aids (e.g., PPT slideshow), self-critique of presentation, as well as the content, structure, and delivery of the actual speech (including a question and answer session). Students can record a video from their computer, tablet or phone and will insert visual aids into their speech. Once finished, students will upload the speech under the “Assignments” tab on Canvas. There are several types of software that can be used to complete this assignment. Learning how to use software for mediated presentations will help throughout a business career. Links to software and video tutorials and more detailed instructions will be provided. The finished self-critique will be uploaded to Canvas. Detailed instructions for the

assignment can be found under the “Assignments” tab on Canvas. Once there, detailed instructions can be downloaded in pdf. Detailed grading rubrics are also found on Canvas.

4. Interview and critique (100 points)

Each student will complete a mock interview using the Career Center’s InterviewStream program. Students will be graded on question choices, answers, and delivery. In addition, students will prepare a 400-500 word self-critique of their mock job interview. The interview will be hosted by the Interviewstream site and viewed by the instructor. The finished self-critique will be uploaded to Canvas. Detailed instructions for the assignment can be found under the “Assignments” tab on Canvas. Once there, detailed instructions can be downloaded in pdf. Detailed grading rubrics are also found on Canvas.

5. Team Project (300 points)

Students will work together in teams (4-6 students each) to examine a workplace crisis situation and formulate potential solutions, as well as a plan for addressing various stakeholder groups. Each group will produce a 500-700 word written report describing what and how they would communicate to the various groups and why, a formal 16-20 minute persuasive presentation delivered, and a digital product communicating to one of the groups described in the written report. A group critique will be submitted to the instructor after your project is complete. Much like the job talk the team project can be completed with each student recording a video from their computer, tablet or phone and will insert visual aids into their speech. These can then be edited to create a team presentation. Once finished, students will upload the speech under the “Assignments” tab on Canvas. Links to software and video tutorials and more detailed instructions will be provided. Students in close proximity may wish to physically work together on this assignment, and instructions for this are also provided on the hand out. The finished self-critique and written report will be uploaded to Canvas. Detailed instructions for the assignment can be found under the “Assignments” tab on Canvas. Once there, detailed instructions can be downloaded in pdf. Students will be graded as a team based off the final product that is uploaded to Canvas. Detailed grading rubrics are also found on Canvas.

6. Exams and Quizzes (3 exams at 75 points and 3 quizzes at 25 points = 200 points)

There will be three examinations and three quizzes to evaluate comprehension of theories and concepts addressed in the assigned readings and class discussions. All examinations will be comprised of multiple choice, true/false items, and matching questions and will be based on the text and lectures. You are responsible for the material in both the textbooks and lectures on exam day. Exams will be given online and can be found under the “Quizzes” tab on Canvas. Students will be allowed to complete the exam at any time throughout the day the exam is administered. However, once a student begins the student will be allowed 60 minutes to complete the exam. Instructions will be posted on how to complete the exam.

7. Discussion board/Wiki/Participation (105 points)

Students will complete a variety of responses to articles posted to Canvas by the instructor. The articles will be selected from business related popular press publications. Students will find a link to the article under the “Discussion” tab on Canvas. Discussions will be posted on the available space under the “discussion” tab on Canvas. The grading scale can be found below.

8. Pre-test & Post-test (20 points)

Each CIS 300 student is required to complete a pre-test at the beginning of the semester and a post-test at the end of the semester for departmental assessment purposes. These will be completed online and you will receive credit for these assignments; your answers will not affect your grade. A link will be provided to you on Canvas to complete the pre-test and post-test. You will receive 20 pts for completing these two assignments (10 pts each) and you must complete both tests to receive credit. Each test will take approximately 30 minutes to complete. The deadlines and links to the test will be provided to you during the first week and last week of class.

Extra credit opportunities may be made available at the discretion of the instructor. They will be posted on Canvas in addition to alternatives to receive extra credit. If a student wishes to receive an alternative option for extra credit, they must email the instructor before the extra credit opportunity expires.

To summarize, final course grades will be based on the total number of points accumulated:

Cover letter/Resume	100 pts
Written Business Documents	75 pts
Job Talk Presentation	100 pts
Interview	100 pts
Team Project	300 pts
1st Examination	75 pts
2nd Examination	75 pts
Quizzes 3@25 pts	75 pts
Participation/In class/ Discussion board/wiki	105 pts
<u>Pre- and Post-Test</u>	<u>20 pts</u>
Total =	1000 pts

Grading Scale

I will use the following scale to determine your course grade:

A	90-100%	(900-1000 pts)
B	80-89%	(800-899 pts)
C	70-79%	(700-799 pts)
D	60-69%	(600-699 pts)
E	0-59%	(599 pts and below)

Discussion Board/Wiki Grading Form

Criteria	Score
The student showed initiative; interpreted, synthesized, or integrated various threads; or redirected the discussion in ways that remained on-topic. The student contributed regularly.	5
The student contributed more than just facts, and responded to the implications of other students' ideas. The student's level of contribution was acceptable or of average value.	4
The student's contribution was acceptable and of average value.	3

The student's contribution was straight facts.	2
The student displayed a lack of preparation and/or insight in their posts. The student hardly contributed	1

Excessive attempts to move discussions off-topic and/or any rude or abrasive behavior toward other participants will result in a deduction in points.

Lectures and assignments

All lectures and assignments will be posted on Canvass. Lectures and assignments will include a video format with a narration over slides. Also, there will be links to audio only files of the lectures, in addition to instructions for all assignments in pdf format. Lectures will be released on each date listed on the course schedule. The variety of formats will allow the student the opportunity to receive the information in asynchronies format, and will allow the student the opportunity to replay or listen to the information multiple times. This is an advance over a traditional face-to-face course. After lectures are complete, student can then work on the required wiki/discussion board. Canvass will send updates and announcements each time an assignment or lecture is open and additional updates before an assignment is due.

Tentative and Subject to Change

CIS 300 Tentative Schedule

Semester 2016

(changes may be made at instructor's discretion)

<u>Date</u>	<u>Topics</u>	<u>Assignments</u>
Week 1	General introduction to the course Foundations of business communication	Complete pre-test Chapter 1
Week 2	Application Materials and the job search process	Chapter 13 Wiki 1 Due
Week 3	Dynamics of workplace communication Discussion Board 1	Chapter 2 Quiz 1 opens Assignment Due: Cover letter, resume, reflection Wiki 2 Due
Week 4	Planning and Preparing Spoken and Written Messages Evaluating Messages	Chapters 3 and 4 Wiki 3 Due
Week 5	Writing economically and Communicating electronically Discussion Board 2	Chapters 5 Quiz 2 opens Due: Written business documents (Interoffice memo, email) Wiki 4 Due
Week 6	Ethics and Business Communication Exam 1	Chapters 9 & 10 Assignment Due: press release Wiki 5 Due Exam Due (2/21)
Week 7	Organizational Socialization (Entry, Assimilation, and Exit) Discussion Board 3	Chapters 11 & 12 Quiz 3 opens
Week 8	Job Talks	Job Talks – formal outline due
Week 9	Interviews and Employment Messages Discussion Board 4	Chapter 14 Assignment Due: Job talk critiques, E-newsletter Wiki 6 Due
Week 10	Spring Break	
Week 11	Delivering News Responding to external groups	Chapter 6 & 7 Wiki 7 Due
Week 12	Interviews	Interviews Due
Week 13	Research Methods in Business Communication	Chapter 8 Quiz 4 Opens Wiki 8 Due
Week 14	Communicating with the Media Presentation Prep	Revised cover letter/resume and reflection due Proposal due
Week 15	Team Presentations	Team Presentations
Week 16	Exam 2	