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OFFICE OF THE  
SENATE COUNCIL**1. General Information**

1a. Submitted by the College of: COMMUNICATION AND INFORMATION

Date Submitted: 4/16/2013

1b. Department/Division: Center for Instructional Communication

1c. Contact Person

Name: Jeffrey VanCleave

Email: jeff.vancleave@uky.edu

Phone: 218-0355

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

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

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: CIS 399

2c. Full Title: Consulting and Training - Multimodal Communication Consulting Center Internship

2d. Transcript Title: Consulting and Training - MC3 Internship

2e. Cross-listing:

2f. Meeting Patterns

INDEPSTUDY: 3-9

OTHER: 3-9

2g. Grading System: Pass/Fail

2h. Number of credit hours: 1-3

2i. Is this course repeatable for additional credit? Yes

If Yes: Maximum number of credit hours: 6

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

2j. Course Description for Bulletin: The principle purpose of this course is to provide students with an opportunity to intern in the Multimodal Communication Consulting Center (MC3). The internship will provide students with the ability to act as a peer tutor in the MC3, engage in classroom presentations, and develop out-of-class instructional workshop focused on presentational elements and multimodal communication.

2k. Prerequisites, if any: CIS/WRD 110 and 111 or equalvants and by instructor approval

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 12-15

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

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

## Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

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?

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.

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.

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?

If yes, which percentage, and which program(s)?

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?

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

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

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/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

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.

10. Does the syllabus contain all the required components? NO

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

Instructor Name:

SIGNATURE|DSELL2|Deanna D Sellnow|Dept approval for ZCOURSE\_NEW CIS 399|20130215

SIGNATURE|CEMONA2|E C Monaghan|College approval for ZCOURSE\_NEW CIS 399|20130226

SIGNATURE|JMETT2|Joanie Eit-Mims|Undergrad Council approval for ZCOURSE\_NEW CIS 399|20130226

Courses	Request Tracking
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### New Course Form

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

[Open in full window to print or save](#)

Generate F

Attachments:

Upload File

	ID	Attachment
Delete	1696	Revised CIS 399 syllabus.docx

First 1 Last

Select saved project to retrieve...

New

(\*denotes required fields)

#### 1. General Information

- a. \* Submitted by the College of: COMMUNICATION AND INFORMATION Today's Date: 4/16/2013
- b. \* Department/Division: Center for Instructional Communication
- c.
  - \* Contact Person Name: Jeffrey VanCleave Email: jeff.vancleave@uky.edu Phone: 218-0355
  - \* Responsible Faculty ID (if different from Contact) Email: Phone:
- d. \* Requested Effective Date:  Semester following approval OR  Specific Term/Year<sup>1</sup>
- e. Should this course be a UK Core Course?  Yes  No

If YES, check the areas that apply:

- Inquiry - Arts & Creativity
- Inquiry - Humanities
- Inquiry - Nat/Math/Phys Sci
- Inquiry - Social Sciences
- Composition & Communications - I
- Composition & Communications - II
- Quantitative Foundations
- Statistical Inferential Reasoning
- U.S. Citizenship, Community, Diversity
- Global Dynamics

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

- a. \* Will this course also be offered through Distance Learning?  Yes<sup>4</sup>  No
- b. \* Prefix and Number: CIS 399
- c. \* Full Title: Consulting and Training - Multimodal Communication Consulting Center Internship
- d. Transcript Title (if full title is more than 40 characters): Consulting and Training - MC3 Internship
- e. To be Cross-Listed<sup>2</sup> with (Prefix and Number):
- f. \* Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>3</sup> for each meeting pattern type.
 

Lecture	Laboratory <sup>1</sup>	Recitation	Discussion
3-9 Indep. Study	Clinical	Colloquium	Practicum
Research	Residency	Seminar	Studio
3-9 Other	If Other, Please explain:		Experiential 3 to 9 hours (students will serve as interns in the MC3 wit
- g. \* Identify a grading system:  Letter (A, B, C, etc.)  Pass/Fail
- h. \* Number of credits: 1-3
- i. \* Is this course repeatable for additional credit?  Yes  No
  - If YES: Maximum number of credit hours: 6
  - If YES: Will this course allow multiple registrations during the same semester?  Yes  No

**CIS 399**  
**Training and Consulting – Internship in the MC3**  
**Variable Credit (1 to 3 hours)**

**Instructor:** Dr. Jeffrey VanCleave  
**Office:** 107B Grehan Journalism Building  
**Office Hours:** 10 AM to 11 AM and 2 PM to 3 PM on Tuesdays/Thursdays or by appointment  
**Phone:** 859-218-0355  
**E-Mail:** jeff.vancleave@uky.edu

**Readings:** A variety of readings associated with peer tutoring and the operation of a communication center will be placed on Blackboard. Several of the readings will be from Yook and Atkins-Sayre "Communication Centers and Oral Communication Programs in Higher Education: Advantages, Challenges, and New Directions."

**Course Objectives:**

The principle purpose of this course is to provide students with an opportunity to intern in the Multimodal Communication Consulting Center. The internship will provide students with the ability to act as a peer tutor in the MC3, engage in classroom presentations, and develop out-of-class instructional workshop focused on presentational elements and multimodal communication.

**Student Learning Outcomes:**

- After completing this course/internship, the student will be able to:
1. demonstrate an ability to work one-on-one with students in a tutoring setting.
  2. develop communication skill activities designed for the Center.
  3. develop communication skill activities designed for classroom use.
  4. organize and present instructional workshops.
  5. demonstrate knowledge in the operation of a communication training lab.

**Duties and Responsibilities:**

Duties and responsibilities associated with the internship include:

- Peer-to-peer tutoring with students on communication presentations including:
  - Brainstorming potential oral, written, and visual presentation topics
  - Developing outlining and organizing content
  - Developing and using effective presentational aids
  - Improving public speaking delivery
- Classroom instructional opportunities
- Developing lab resources including, but not limited to:
  - On-line tutoring activities and exercises
  - Examples of effective work
  - Strategies for in-class tutoring/consulting sessions

- Assisting the Director of the Lab in maintaining staff presence in the Lab
- Other duties and responsibilities assigned by the Director of the Lab

### **Internship Assignments and Activities**

Each tutor will engage in and complete a series of activities associated with instructional communication and the operation of the Center and its activities. The number and nature will vary depending on the number of credit hours students are registered for in a given semester.- For each (1) credit hour, students will be required to participate in a minimum of 3 hours per week of laboratory tutoring time, out-of-class workshop, and in-class visits and workshops that internships participate in over the course of the semester. All students, regardless of credit hours, will write 2 reflection papers on their internship experience along with an internship contract where the student will identify their goals for the semester and specific responsibilities. In addition, for each (1) credit hour students will be required to complete the required readings and 1 reaction paper. For one credit hour, a student will expect not less than 3 hours of lab and out of lab work each week for approximately 15 weeks for one semester. For two credits, a student typically would need to work approximately 6 hours in the lab and other activities a week for 15 weeks over the course of a term. For three credits, a student typically would need to work approximately 9 hours in the lab and other activities a week for 15 weeks over the course of a term.

These assignments and activities include:

**Internship Contract (10% of grade):** Each tutor will complete an internship contract where the student will develop their goals for the internship. The contract will also detail the number of hours the student will work in the Center and how many other projects they will complete.

**MC3 Tutoring Hours (60% of grade):** Tutors will staff the MC3 and work with students that schedule appointments and/or walk in to the Center. The number of hours will be connected to the number of credit hours the student is registered for in the course. In these tutoring sessions, tutors will assist the students with their project or reason for visit.

**Out-of-class Workshop (5% of grade):** Each tutor will participate in the development and presentation of at least one out-of-class workshop sponsored by the MC3. These will be developed with 2 to 3 other tutors in the Center and be scheduled at various points in the semester. The workshops will generally take place on Tuesday and Wednesday evenings with each night being a repeat of the other in order to attract to most students possible. The workshops will focus on presentational skills and multimodal communication concept.

**In-class visits and Workshops (5% of grade):** Tutors will conduct visits to classes (invited by instructors) to inform on the services provided by the MC3. There may also be the opportunity to present a lesson plan/workshop in a classroom.

**Reading Reaction Papers (10% of grade):** Tutors will write 1 to 3 reading reaction papers (depending on number of credit hours). The papers will respond to the reading that will be placed on Blackboard and will be at least 750 words in length. The papers will comment on the theoretical aspects of the essay, the finding of the essay, and how each of these relates to the Center.

**Reflection Papers (10% of grade - 5% each):** All tutors will write two reflection papers based on their experience in the Center. Tutors will write the first reflection at the mid-term point of the semester. In this paper, tutors will assess their progress in the achievement of their semester goals, identify the positives and weaknesses of their Center experience to that point, and what the Center and the Center director can do to fulfill the mission of the MC3. The second paper will be completed at the end of the semester and will summarize their experience in the Center. Each of these reflection papers will be at least 1000 words in length.

**Grading:**

90-100% = A

80-89% = B

70-79% = C

60-69% = D

0-59% = E

*Fulfillment of all writing assignments, staffing hours, and available workshops must be completed to pass the internship*

## Tentative Course Outline

### Week 1 – MC3 Orientation

All tutors will attend an orientation and training on the activities, operations, and procedures of the MC3. *Internship contract will be complete by the end of the 1<sup>st</sup> week.*

### Week 2-4 Informational Class visits and First Out-of-class Workshop

During this part of the semester, tutors will begin conducting informational classroom visits and develop the first workshop. *1<sup>st</sup> reading reaction paper will be completed by the end of the 3<sup>rd</sup> week.*

### Week 5-8 – In Center Tutoring and Second Out-of-class Workshop

During this section of the semester, tutors will continue to staff the Center and conduct one-on-one tutoring sessions along with developing and conducting a second out-of-class workshop. *2<sup>nd</sup> reading reaction paper will be completed by the end of the 6<sup>th</sup> week. Mid-term reflection paper will be completed by the end of the 7<sup>th</sup> week.*

### Week 9-12 – In Center Tutoring, In-class Workshops, and Third Out-of-class Workshop

During this section of the semester, tutors will continue to staff the Center and conduct one-on-one tutoring sessions along with developing and conducting a third out-of-class workshop. It is this point in the semester that instructors generally request in-class workshop thus there could be the opportunity to instruct in a classroom setting. *3<sup>rd</sup> reading reaction paper will be completed by the end of the 9<sup>th</sup> week. 4<sup>th</sup> reading reaction paper will be completed by the end of the 12<sup>th</sup> week.*

### Week 13-15 - In Center Tutoring and Fourth Out-of-class Workshop

During this section of the semester, tutors will continue to staff the Center and conduct one-on-one tutoring sessions along with developing and conducting a third out-of-class workshop.

### Final Exam Week

During this week tutors will complete their final reflective essay on their experience in the Center.



## Course Policies:

**Excused Absences:** The student needs to notify the professor of any absences they might have 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.

**Verification of Absences:** Students must 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.

**Missed internship hours:** Students will be required to make up any and all missed internship hours during the term.

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

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities: <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.

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

**Assignment Turn in:** All assignments will be turned in through Blackboard in one of these formats; .doc, .docx, .rtf, or .pdf.

**Mid-term Grade:** Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)