

1. General Information

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

Date Submitted: 9/23/2014

1b. Department/Division: 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: COM 318

2c. Full Title: Communication and Sport

2d. Transcript Title: Communication and Sport

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This course is designed to explore in depth the relationship between communication and sport. We will examine theories of communication and their connection to sport. The class will examine the relationship between sport and race, gender, class, violence, community, and society along how communication influences how we interact and engage them.

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SENATE COUNCIL

2k. Prerequisites, if any:

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?: 100

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: The general topic area along with the cultural significances sports plays in society will generate interest in the course. Additionally, the area of Communication and Sport is one taught at many universities and pulls in students from numerous disciplines.

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

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: No

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|ELCOHE2|Elisia Cohen|COM 318 NEW Dept Review|20141002

SIGNATURE|MSBEAC2|Megan B Sizemore|COM 318 NEW College Review|20141103

SIGNATURE|JMETT2|Joanie Ett-Mims|COM 318 NEW Undergrad Council Review|20150415

New Course Form

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

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

Generate R

Attachments:

Upload File

ID	Attachment
Delete 3908	COM 318 - Communication and Sport.doc

(*denotes required fields)

1. General Information

a. * Submitted by the College of: Submission Date:

b. * Department/Division:

c.

* Contact Person Name: Email: Phone:

* Responsible Faculty ID (if different from Contact): Email: Phone:

d. * Requested Effective Date: Semester following approval OR Specific Term/Year ¹

e.

Should this course be a UK Core Course? Yes No

If YES, check the areas that apply:

Inquiry - Arts & Creativity Composition & Communications - II

Inquiry - Humanities Quantitative Foundations

Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning

Inquiry - Social Sciences U.S. Citizenship, Community, Diversity

Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

a. * Will this course also be offered through Distance Learning? Yes ⁴ No

b. * Prefix and Number:

c. * Full Title:

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed ² with (Prefix and Number):

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

<input type="text" value="3"/> Lecture	<input type="text"/> Laboratory ⁴	<input type="text"/> Recitation	<input type="text"/> Discussion
<input type="text"/> Indep. Study	<input type="text"/> Clinical	<input type="text"/> Colloquium	<input type="text"/> Practicum
<input type="text"/> Research	<input type="text"/> Residency	<input type="text"/> Seminar	<input type="text"/> Studio
<input type="text"/> Other	If Other, Please explain: <input type="text"/>		

g. * Identify a grading system:

Letter (A, B, C, etc.)

Pass/Fail

Medicine Numeric Grade (Non-medical students will receive a letter grade)

Graduate School Grade Scale

h. * Number of credits:

i. * Is this course repeatable for additional credit? Yes No

If YES: Maximum number of credit hours:

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

j. * Course Description for Bulletin:

This course is designed to explore in depth the relationship between communication and sport. We will examine theories of communication and their connection to sport. The class will examine the relationship between sport and race, gender, class, violence, community, and society along how communication influences how we interact and engage them.

k. Prerequisites, if any:

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

3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

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

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 100

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

The general topic area along with the cultural significances sports plays in society will generate interest in the course. Additionally, the area of Communication and Sport is one taught at many universities and pulls in

8. * Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

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

If YES, name the proposed new program:

b. * Will this course be a new requirement⁵ for ANY program? Yes No

If YES⁵, list affected programs:

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

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

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

⁵ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

⁶ The chair of the cross-listing department must sign off on the Signature Routing Log.

- Ⓜ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (from SR 6.2.1)
- Ⓜ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- Ⓜ In order to change a program, a program change form must also be submitted.

Rev 8/09

COM 318 – Communication and Sport (3 hours)

Instructor: Dr. Jeffrey VanCleave
Office: 107B Grehan Journalism Building
Office Hours: TBA
Phone: 859-218-0355
E-Mail: jeff.vancleave@uky.edu
Course Meetings: Tuesdays & Thursdays, 9:30am-10:45am

Course Description:

This course is designed to explore in depth the relationship between communication and sport. We will examine theories of communication and their connection to sport. The class will examine the relationship between sport and race, gender, class, violence, community, and society along with how communication influences our interaction and engagement with them.

Overview of course:

Focusing specifically on an American context, this course will combine communication theory and sports-oriented readings to discuss the myriad roles sports play in American culture, their capacity to influence identity performances, and how sports are commonly represented and consumed—from live events viewed in a stadium to fantasy sports. In doing this, we will examine how sport, as critical/cultural text, helps us to grapple with the intersections among identity, politics, mediation, and culture.

Student Learning Outcomes:

In this course, students will demonstrate an ability to...

- understand the relationship between communication and sport in today's society.
- draw on various communication theories to analyze and evaluate a variety of sports related texts and messages.
- demonstrate an awareness of how sports impacts our understanding of race, gender, and culture.
- produce works of critical analysis utilizing sports as the artifact of analysis.

Required Materials

Billings, A. C., Butterworth, M. L., & Turman, P. D. (2015). *Communication and sport: Surveying the field*. 2nd edition. Thousand Oaks, CA. SAGE Publications, Inc. (Hereafter, "BBT")

Sanderson, J. (2011). *It's a whole new ballgame: How social media is changing sports*. New York, NY. Hampton Press. ISBN: 9781612890524

Essays and other readings to be placed on Blackboard or provided in class.

Assignments

Sports Venue Reaction Paper (15% of grade) – We have discussed how sports organizations both draw on and promote cultural values to create their "event" and communicate an image of themselves. You are to write a brief (3-4 page) reaction paper that critically assesses the ways in which a sports organization accomplishes this task at a typical sporting event.

Sports Social Media Reaction Paper (15% of grade) – We have discussed the changing nature of sports and how both athletes and writers interact with their fans/audience. You will follow an athlete or sports personality for at least two weeks to gain an understanding of what they communicate, how they communicate, and why they communicate the way they do. You will report your ideas in a 3-4 page reaction paper.

Critical Analysis of Communication and Sport Paper (30% of grade) – We have discussed how a variety of media create distinct visions of sport. We have also discussed how these visions intersect. The paper, which will be 6-8 pages in length, will allow you to study a particular popular text of your choosing.

Drawing on the communication theories we have discussed, you are to analyze a particular representation of sports in popular culture. You may choose a film, radio show, advertising campaign, television show, book, magazine, sports organization, news reporting service, or other attempt to "tell the story" of sports. Pick the source that interests you most. You are to critically analyze this text using one of the theories we have discussed in class.

From this analysis, you will show how the text uses its subject as a model to reflect and reinforce social values. You will need to introduce your text by noting its impact on society. You will then need to explain how the theory you use will illuminate the text, how it will inform us about the text's persuasive force. Finally, you will need to apply the theory to the text.

Your paper should include references to at least three academic sources explaining your theory and at least four sources related to your text (your class textbook may count as one of those sources).

Reading Quizzes (10% of grade) – You will be taking periodic quizzes to measure your level of comprehension and understanding of the textbook content/reading and material discussion in class.

Participation/Homework Assignments (10% of grade) – Active participation both in and outside of the classroom is crucial to the success of a student's learning experience. Additionally, from time to time, you will be asked to provide some commentary and critique of persuasive messages in contemporary

society. These will be short assignments with details provided as they arise. Your total participation and homework grade will be based on both your presence in class and quality of homework assignments.

Final Exam (20% of grade) – You will be given one comprehensive exam at the end of the semester. This will cover material learned in class and in your textbook. Format will consist of T/F, M/C, short answer, and essay.

Assignment List	Percentage	Grade-Point Range
Sports Venue Paper	15%	A = 100%-90%
Sport “Story” Paper	15%	B = 89%-80%
Critical Analysis of Sports	30%	C = 79%-70%
Quizzes	10%	D = 69%-60%
Participation/Homework	10%	E = >59%
Final Exam	20%	

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>).

Tentative Outline of Course

Weeks 1 and 2 – Introduction and Critical Approaches

During the first two weeks, we will examine approaches taken by critical, rhetorical, and communication scholars who have critically analyzed sports discourse along with related theories applicable to the focus of the course.

READ: BBT Chapters 1 and 2

READ: Foss, S. (2014). The nature of rhetorical criticism. In S. Foss, *Rhetorical criticism: Exploration and practice*. Long Grove, IL: Waveland Press, Inc.

Foss, S (2014). Doing rhetorical criticism. In S. Foss, *Rhetorical criticism: Exploration and practice*. Long Grove, IL: Waveland Press, Inc.

Weeks 3 through 6 – Community in Sports, Fan Culture, and the Commodification of Sport

During this section of the course, we will discuss how sports can communicate and establish community and identification among individuals. Furthermore, the section will explore various elements of fandom and fan culture. Tying both together will be a discussion of the commodification of sport.

Sport Venue Paper due at the end of the 6th week

READ: BBT, Chapters 3 and 13

- READ: Steffensmeier, T. (2009). Sacred Saturdays: College football and local identity. In B. Brummett, *Sporting rhetoric: Performance, games, and politics* (pp. 218-234). New York, NY. Peter Lang.
- Krizek, B. (2008). Introduction: Communication and the community of sport. *Western journal of communication*, 72(2), 103-106. doi:10.1080/10570310802165227
- Kassing, J. W., Billings, A. C., Brown, R. S., Halone, K. K., Harrison, K., Krizek, B., & ... Turman, P. D. (2004). Communication in the community of sport: The process of enacting, (re)producing, consuming, and organizing sport. *Communication Yearbook*, 28 373-408.
- Bellamy, R. (2013). Reflections on communication and sport: On institutions and strategies. *Communication & sport 1(1-2)*, 43-54. doi: 10.1177/2167479512468870

Weeks 7 through 9 – Sports, Mythology, and Storytelling

During this section of the course, we will discuss and identify the power sports as a story and storytelling medium. The focus of the section will be on how sport can function as myth in modern society. Moreover, we will explore the ideas of ritual and sport. Additionally, we will examine how the growing area of sports apologia and crisis communication fits into the ideas of storytelling.

READ: BBT, Chapters 4 and 14

- READ: Butterworth, M. (2010). Ritual in the “Church of baseball”: Performing patriotism at the ballpark. In M. Butterworth, *Baseball and rhetorics of purity* (pp. 29-50). Tuscaloosa, AL. University of Alabama Press.
- Butterworth, M. (2010). “Baseball as America”: Nostalgia and public memory through the national pasttime. In M. Butterworth, *Baseball and rhetorics of purity* (pp. 51-79). Tuscaloosa, AL. University of Alabama Press.
- Butterworth, M. L. (2013). The Passion of the Tebow: Sports Media and Heroic Language in the Tragic Frame. *Critical Studies In Media Communication*, 30(1), 17-33. doi:10.1080/15295036.2012.701010
- Serazio, M. (2013). The elementary forms of sports fandom: A Durkheimian exploration of team myths, kinship, and totemic rituals. *Communication & sports 1(4)*, 303-325. doi:10.1177/2167479512462017.

Weeks 10 and 11 – New Media, Social Media, and Sports

During this section of the course, we will examine how the growth in new and social media have impacted how people communicate about and interact with sport. The exploration will include discussions on how Twitter and other social media impact athlete and fan interaction, how blogs and alternative sport sites (e.g., Deadspin, The Big Lead, etc.) communicate information about athletes, and others. *Sports Social Media Reaction Paper due at the end of the 11th week*

READ: Sanderson Book.

READ: Clavio, G. & Walsh, P. (2014). Dimensions of social media utilization among college sport fans. *Communication & sport* 2(3), 261-281. doi:10.1177/2167479513487525.

Wenner, L. (2014). Much ado (or not) about Twitter? Assessing an emergent communication and sport research agenda. *Communication & sport* 2(2), 103-106. doi:10.1177/2167479514527426

Billings, A. (2014). Power in the reverberation: Why Twitter matters, but not the way most believe. *Communication & sport* 2(2), 107-112. doi:10.1177/2167479514527427

Sanderson, J. (2010). "The Nation Stands Behind You": Mobilizing Social Support on 38pitches.com. *Communication Quarterly*, 58(2), 188-206. doi:10.1080/01463371003717884

Weeks 12 and 13 – Sports and gender, sports and race, sports and identity

During this section of the course, we will examine how sports shape, illustrate, and buttress expectations for how people ought to conduct themselves depending on their racial, class, gender, and sexual identities. The exploration will include discussions on gendered language, representations, and the like in sports; how sport impacts opinions and understanding of race; and sexual identity. ***Critical Analysis of Communication and Sport due at the end of the 14th week***

READ: BBT Chapters 5 and 6, Chapter 12

READ: Grano, D. A. (2009). Muhammad Ali Versus the "Modern Athlete": On Voice in Mediated Sports Culture. *Critical Studies In Media Communication*, 26(3), 191-211. doi:10.1080/15295030903015088

Wenner, L. A. (2010). Sport, Communication, and the Culture of Consumption: On Language and Identity. *American Behavioral Scientist*, 53(11), 1571-1573. doi:10.1177/0002764210368085

Mastro, D., Seate, A., Blecha, E., & Gallegos, M. (2012). The Wide World of Sports Reporting: The Influence of Gender and Race-Based Expectations on Evaluations of Sports Reporters. *Journalism & Mass Communication Quarterly*, 89(3), 458-474. doi:10.1177/1077699012447922

Messner, M. (2013). Reflection of communication and sport: On men and masculinities. *Communication & sport* 1(1-2), 113-124. doi:10.1177/2167479512467977

Bruce, T. (2013). Reflections on communication and sport: On women and femininities. *Communication & sport* 1(1-2), 125-137. doi:10.1177/2167479512472883

Week 14 – Politics, Nationalism, and Sports and the Future of Sports

During this week, we will examine more of international elements of sports. This will include how sport is used as a political resource, for national identity, and the like. We will wrap up with a discussion of what is the future of sports.

READ: BBT Chapters 7-8, and 16.

READ: Zhou, S., Shen, B., Zhang, C., & Zhong, X. (2013). Creating a Competitive Identity: Public Diplomacy in the London Olympics and Media Portrayal. *Mass Communication & Society*, 16(6), 869-887. doi:10.1080/15205436.2013.814795

Rowe, D. (2013). Reflections on Communication and Sport: On Nation and Globalization. *Communication & sport* 1(1-2), 18-29. doi:10.1177/2167479512467328

Finals Week – Final Exam covering readings, discussions, and other materials from the semester.

Course Policies

Attendance

Unexcused Absences

For this class, you will be allowed 2 unexcused absences. For each subsequent unexcused absence, your final course grade will be reduced by 5% (1/2 letter grade) for each such absence. If you have unexcused absences for 20% of the course, you will be unable to pass this course. Students are expected to withdraw from the class or earn an E if more than 20% of the classes scheduled for the semester are missed without university-approved reason/documentation. Students are required to attend class whenever any student is scheduled to speak. If you miss class on a speaking day, 5 points for each day missed without a university-approved excuse will be deducted from your final grade. No make-up work is available for unexcused absences.

Excused Absences

If you are absent on a day when an assignment is due or an exam is given, you will be allowed to hand in or make-up that work only if the absence is officially excused. Make-up work for excused absences will only be available if the absence is approved and documented in advance or within one week following the absence.

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).

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. In the case of a university-related trip, verification should also be provided, preferably prior to the trip.

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. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of Student Rights and Responsibilities (available online <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 is 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.

Students may discuss individual assignments among themselves or with an instructor or tutor, but the actual work must be done by the student. 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 for essays and papers and in the form of "oral footnotes" in public speeches. 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).

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)

Classroom Behavior Policies

Class Conduct

We will have fun this semester, and there will be a great deal of give and take in our discussions. But we will only have fun if you conduct yourself with respect for yourself and others. This means you are to 1) come to class prepared (do all reading and come prepared to discuss it; do all homework) and take pride in the work you do, 2) offer support and encouragement to your classmates, 3) listen to others carefully before offering your opinion, and 4) talk to your instructor outside of class if anything that happens

during class bothers you. In order to maintain a productive work environment, silence your cell phone before each class period and refrain from eating, sleeping, reading the newspaper or your personal email, talking once class is in session unless asked to do so, and entering the classroom late or leaving early without permission. Students who engage in disruptive behavior may be directed to leave the class for the remainder of the class period. See the UKY's Code of Student Conduct for further information on prohibited conduct.

Technology & Outside Work

Use of laptops, cell phones, MP3 players, and other technology is prohibited during class time. All items must be put away and turned off when you enter class. In addition, no outside work is allowed in class (this includes homework and studying for another class). *Violation of this policy will result in dismissal from the class and forfeiture of the class activity points for the day.*

Blackboard Policy

I am responsive to student needs for changes in the schedule, which means that the daily schedule may change during the semester. You will be responsible for checking the online syllabus and schedule before beginning your homework for each of our class meetings. I will verbally note any changes in our schedule during class, as well as via Blackboard announcements; therefore, be sure to check your email and Blackboard regularly for updates and announcements.

Email Policy

Please use email as a primary means of contact. Allow 24 hours response time. Use basic courtesy when emailing.

Written Work

You will be expected to use current **APA 6th Edition** style guidelines for all written work. Use of appropriate grammatical skills in your written work is very important. Your written work will be evaluated on both content and mechanics. Good writing should be reasonably free of mistakes and without composition errors, which are called gross errors (sentence fragments, run-on sentences, subject-verb disagreement, misspelled words, and typographical errors which result in such errors). PLEASE proofread your papers; do not leave it up to your computer software.

All of your work **MUST BE TYPED** (using no more than 12 point type with 1 inch margins on all sides per APA) and double-spaced--unless otherwise indicated by the instructor. Failure to meet written work guidelines will result in a grade penalty.

Submission of Paper

You will submit all of your papers electronically through Blackboard. You must submit your paper in one of the following formats: .doc, .docx, or .pdf (no other formats will be accepted).

Late Assignments

LATE HOMEWORK IS NOT ACCEPTED AND WILL RECEIVE A GRADE OF ZERO. Moreover, there is NO EXCUSE for submitting assignments late when you know in advance that you will be missing class. In the event of an unanticipated EMERGENCY – and if it is *feasible* – students who provide proper written documentation for their absence within one week of the absence will have the opportunity to make up work by the deadline determined by the instructor and the student. Please note that this policy ONLY applies to University approved absences that have been submitted and approved no later than one week following the absence.

Grievance Procedure

If you have tried to resolve an issue with your instructor and are not satisfied, you should contact Dr. Don Helme, the Director of Undergraduate Studies in Communication at don.helme@uky.edu for an appointment.