

**Graduation Composition and Communication Requirement (GCCR)
GCCR PROPOSAL AND CHANGE UNDERGRADUATE PROGRAM FORM**

I. General Information:

College:	<u>Communication and Information</u>	Department (Full name):	<u>Communication</u>		
Major Name (full name please):	<u>Communication</u>	Degree Title:	<u>BA/BS</u>		
Formal Option(s), if any:	<u>4 Track options (a Track must be selected): 1) Human Communication (generalist track); 2) Health Communication; 3) Business and Organizational Communication; 4) Digital and Mass Communication</u>	Specialty Field w/in Formal Options, if any:	_____		
Requested Effective Date:	FALL 2014, IF RECEIVED BY SENATE COUNCIL BY MONDAY, APRIL 7.				
Contact Person:	<u>Donald W. Helme</u>	Phone:	<u>257-8886</u>	Email:	<u>don.helme@uky.edu</u>

II. Parameters of the Graduation Composition and Communication Requirement (GCCR):

The new GCCR replaces the old Graduation Writing Requirement. It is fulfilled by a course or courses specified within a B.A./B.S. degree program. As outlined in draft Senate Rule 5.4.3.1, the GCCR stipulates that students must successfully complete this requirement after achieving sophomore status and prior to graduation. To satisfy the GCCR, students must earn an average grade of C or better on the designated Composition and Communication (C&C) intensive assignments produced in any given course designated as fulfilling some or all of the GCCR. The requirements for GCCR courses include:

- at least 4500 words of English composition (approximately 15 pages total);
- a formal oral assignment *or* a visual assignment;
- an assignment demonstrating information literacy in the discipline;
- a draft/feedback/revision process on GCCR assignments.

The program requirements for the GCCR include:

- at least one specific Program Student Learning Outcome for C&C outcomes;
- a plan for assessing both the writing and oral *or* visual components of the GCCR;
- clear goals, rubrics, and revision plans for GCCR implementation.

Upon GCCR approval, each program will have a version of the following specification listed with its Program Description in the University Bulletin:

“Graduation Composition and Communication Requirement. Students must complete the Graduation Composition and Communication Requirement as designated for this program. Please consult a college advisor or program advisor for details. See also ‘Graduation Composition and Communication Requirement’ on p. XX of this Bulletin.”

III. GCCR Information for this Program (by requirement):

A. List the courses currently used to fulfill the old Graduation Writing Requirement:
<u>COM 351</u> <u>COM 252</u>
B. GCCR Program Outcomes and brief description:
1. Please specify the Major/Program Student Learning Outcomes (SLOs) pertaining to Composition & Communication and the GCCR requirement. These are <i>program</i> outcomes, not <i>course</i> outcomes. Please specify the program-level SLOs for C&C in your program:
<u>COM SLO 1. Students will demonstrate thorough knowledge of communication in multiple contexts.</u> <u>COM SLO 3. Students will demonstrate proficiency in oral communication skills with the effective use of technology.</u>

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2. Please provide a short GCCR description for your majors (limit 1000 characters): Please explain the GCCR requirement in language appropriate for undergraduate majors to understand the specific parameters and justification of your program's GCCR implementation plan:

As a Communication major at UK you are required to demonstrate proficiency in oral (spoken) and written communication skills as part of your degree program. Lower division coursework begins this skill development, but the skills will be advanced in upper division coursework. As part of the Major you must complete one of the following course sequences to fulfill your GCCR requirements: COM 252 Interpersonal Communication and COM 351 Theories in Communication Theory, or COM 252 and COM 326 Communication Strategies for Professional Excellence. The 300-level course requirement can be completed only after you have completed 30 credit hours towards your degree. You must earn an average grade of C or better in the course in order for it to count as fulfilling GCCR.

*Additional text relevant to each course will be included on the sample syllabi. See syllabi for specifics.

C. Delivery and Content:

1. Delivery specification: for your major/program, how will the GCCR be delivered? Please put an X next to the appropriate option. (Note: it is strongly recommended that GCCR courses be housed within the degree program.)

- a. Single required course within program
- b. multiple required or optional courses within program
- c. course or courses outside program (i.e., in another program)
- d. combination of courses inside and outside program
- e. other (please specify): _

2. Basic Course Information: Please provide the following information for course(s) used to satisfy the GCCR, either in whole or in part:

Course #1: Dept. prefix, number, and course title: COM 252: Interpersonal Communication

- new or existing course? Existing (*new courses should be accompanied by a New Course Proposal*)
 - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? Required for Pre-Majors
- shared or cross-listed course? _____
- projected enrollment per semester: 300?

Course #2 (if applicable): Dept. prefix, number, and course title: COM 351: Theories in Communication

- new or existing course? Existing (*new courses should be accompanied by a New Course Proposal*)
 - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? Required for COM Honors only, but not for general degree completion
- shared or cross-listed course? _____
- projected enrollment per semester: 50

Course #3 (if applicable): Dept. prefix, number, and course title: COM 326

- new or existing course? New, under review by UGC (*new courses should be accompanied by a New Course Proposal*)
 - if a new course, check here that a New Course Proposal has been submitted for review via eCATS
- required or optional? Optional
- shared or cross-listed course? _____
- projected enrollment per semester: 50

3. Shared courses: If the GCCR course(s) is/are shared from *outside* the program, please specify the related department or program that will be delivering the course(s). Please provide the following:

- **Contact information of providing program:**

- **Resources:** what are the resource implications for the proposed GCCR course(s), including any projected budget or staffing needs? If multiple units/programs will collaborate in offering the GCCR course(s), please specify the resource contribution of each participating program.

- **Memorandum of Understanding/Letter of Agreement:** Attach formal documentation of agreement between the providing and receiving programs, specifying the delivery mechanisms and resources allocated for the specified GCCR course(s) in the respective programs (include with attachments).

Date of agreement: _____

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4. Syllabi: Please provide a sample syllabus for each course that will be designated to fulfill the GCCR. Make sure the following things are clearly indicated on the syllabi for ease of review and approval (check off each):

- the GCCR assignments are highlighted in the syllabus and course calendar;
- the GCCR assignments meet the minimum workload requirements as specified by the Senate Rules for GCCR courses (see the draft Senate GCCR rule linked [here](#));
- the elements are specified in the syllabus that fulfill the GCCR requirement for a clear draft/feedback/revision process;
- the grade level requirements for the GCCR are specified on the syllabus (i.e., an average of C or better is required on GCCR assignments for credit);
- the course or sequence of courses are specified to be completed after the first year (i.e. to be completed after completing 30 credit hours) for GCCR credit;
- the course syllabus specifies “This course provides full/partial GCCR credit for the XXX major/program”
 - if the course provides partial GCCR credit, the fulfilled portion of the GCCR must be specified and the other components of the GCCR for the program must be specified: e.g. “This course provides partial credit for the written component of the GCCR for the XXX major/program in conjunction with Course 2”

5. Instructional plan: Summarize the instructional plan for teaching the C&C skills specified in the program SLOs and delivered in the course(s). Include the following information in **brief** statements (1000 characters or less). Information can be cut-and-pasted from the relevant sample syllabus with indications **where** on the syllabus it is found:

- overview of delivery model: summarize how the GCCR will be delivered for **all** program majors: explain how the delivery model is appropriate for the major/program and how it is offered at an appropriate level (e.g. required course(s), capstone course, skills practicum sequence of courses, etc.):

COM students will complete the GCCR requirements in a integrated sequence. Overall, most COM majors must take COM 252 as part of their Pre-Major requirements (course included as part of this application), this may happen before sophomore status. However, all Majors will have the option of completing COM 326 or COM 351 (in addition to COM 252) as part of their required coursework meeting GCCR requirements. All of these courses are appropriate and relevant for GCCR as they include major concepts and assignments beneficial to producing a well-rounded Communication Major, regardless of program track chosen.

- assignments: overview or list of the assignments to be required for the GCCR (e.g. papers, reports, presentations, videos, etc.), with a summary of how these GCCR assignments appropriately meet the disciplinary and professional expectations of the major/program:

COM252 Composition(C):Annotated Bibliography(5pgs);Research Proposal(1);Journal (10 entries 1pg each);Formal Outline(1);Final Paper(8-10pgs).25+pgs
Oral(O):Symposium Presentation
Information Literacy(IL):Annotated bibliography&literature review
COM 351(C):Theory Application Paper 1(3pgs);Theory Application Paper 2(1);Lit Review Project Idea(1-2pgs);Lit Review Abstracts(3-4pgs);Lit Review Rationale(2-3pgs);Cited Outline(1);Literature Review(8-10 pgs) 18-24pgs
(O):Round Table Theory Presentations;Literature Review Round Tables
(IL):Discussion Questions;Theory Application Papers
COM 326:(C):Media Notice(1-2pgs);Memo(1-2pgs);Apology Letter to Various Stakeholders(1-2pgs);Thank You Letters(1-2 pages);Meeting Plan(3-4 pages);Parliamentary Meeting Reflection(2pgs);Big Idea Proposal(5pgs).14-19pgs
(O):Parliamentary Procedure Meeting;Big Idea Proposal Presentation
(IL):Big Idea Proposal;Media Notice, Memo,Apology Letters,& Thank You Letters. SEE ATTACHED

- revision: description of the draft/feedback/revision plan for the GCCR assignments (e.g. peer review with instructor grading & feedback; essay drafting with mandatory revision; peer presentations; etc.):

COM252:Both the annotated bibliography and the final paper require for students to turn in a draft before the final assignment. Students will also engage in peer review during class to help each other edit and refine their annotated bibliographies and final papers.
COM351:The literature review project will require students to address their topic in a step-by-step process by first providing a project idea, followed by article abstracts, a rationale, an outline, and a peer review session of the paper before submission of the final completed literature review.
COM326:3 in-class writing workshops. 1st writing workshop is on business writing. Students bring in drafts of the media notice, memo, apology letters and revise and get feedback on those assignments in-class.2nd writing workshop is for addressing and editing a draft of the meeting plan assignment. 3rd in-class writing workshop focuses on the Big Idea

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<u>Proposal and students get feedback and engage in revisions as well. SEE ATTACHED</u>
<ul style="list-style-type: none">• other information helpful for reviewing the proposal:
<u>Please refer to the attached documents that outline in more detail how each course addresses the specific requirements of the GCCR.</u>
<i>D. Assessment:</i>
In addition to providing the relevant program-level SLOs under III.B, please specify the assessment plan at the program level for the proposed course(s) and content. Provide the following:
<ul style="list-style-type: none">• specify the assessment schedule (e.g., every 3 semesters; biennially):
<u>Each course will be assessed every 3 semesters as per our current schedule for program assessment.</u>
<ul style="list-style-type: none">• identify the internal assessment authority (e.g. curriculum committee, Undergraduate Studies Committee):
<u>Undergraduate Curriculum Committee for the Department of Communication</u>
<ul style="list-style-type: none">• if the GCCR course(s) is/are shared, specify the assessment relationship between the providing and receiving programs: explain how the assessment standards of the receiving program will be implemented for the provided course(s):
<u>Family Studies will be utilizing COM 252 to fulfill their GCCR requirements. COM will only be assessing the SLO for COM Majors. Family Studies will be responsible for their own assessment.</u>

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Signature Routing Log

General Information:

GCCR Proposal Name (course prefix & number, program major & degree):	BA/BS in Communication: COM 252, COM 351, COM 326.
Contact Person Name:	Donald W. Helme
Phone:	257-8886
Email:	don.helme@uky.edu

Instructions:

Identify the groups or individuals reviewing the proposal; record the date of review; provide a contact person for each entry. On the approval process, please note:

- Proposals approved by Programs and Colleges will proceed to the GCCR Advisory Committee for expedited review and approval, and then they will be sent directly to the Senate Council Office. Program Changes will then be posted on a web transmittal for final Senate approval in time for inclusion in the Fall 2014 Course Bulletin.
- New Course Proposals for the GCCR will still require review and approval by the Undergraduate Council. This review will run parallel to GCCR Program Change review.
- In cases where new GCCR courses will be under review for implementation after Fall 2014, related GCCR Program Changes can still be approved for Fall 2014 as noted "*pending approval of appropriate GCCR courses.*"

Internal College Reviews and Course Sharing and Cross-listing Reviews:

Reviewing Group	Date Reviewed	Contact Person (name/phone/email)
Home Program <i>review by Chair or DUS, etc.</i>	3/21/2014	Elisia Cohen / 338-6905 / elisia.cohen@uky.edu
Providing Program <i>(if different from Home Program)</i>		/ /
Cross-listing Program <i>(if applicable)</i>		/ /
College Dean	3/21/2014	Derek Lane / 257-9538 / derek.lane@uky.edu
		/ /

Administrative Reviews:

Reviewing Group	Date Approved	Approval of Revision/ Pending Approval ¹
GCCR Advisory Committee	4/9/2014	

Comments:

¹ Use this space to indicate approval of revisions made subsequent to that group's review, if deemed necessary by the revising group; and/or any Program Change approvals with GCCR course approvals pending.

COM 252 Interpersonal Communication (3 credits)

Department of Communication

University of Kentucky

Fall 2014 Syllabus

Instructor:

Email:

Office:

Office hours:

COURSE GOAL AND RATIONALE

Interpersonal Communication (IPC) is designed to increase your understanding of and ability to perform effective interpersonal communication skills. Interpersonal communication introduces you to the complex interaction of social and psychological forces operating in human communication. The course is designed with a dual approach consisting of both theory and application that allows you opportunities to critically evaluate the intricacies of interpersonal relationships and the communication issues surrounding human interaction in various contexts. What you learn in this course will improve the quality of your personal and professional communication and relationships.

STUDENT LEARNING OUTCOMES

By the end of the semester, students will demonstrate knowledge and skills in several core areas of ethical **interpersonal communication:**

1. Students will understand the nature of foundational IPC theories and concepts (e.g., identity formation and management, perception, emotion, verbal and nonverbal communication, listening, relational dynamics, and conflict management).
2. Students will employ effective IPC skills (e.g., verbal and nonverbal communication, defensive and supportive communication, perception checking, empathic listening, conflict management, teamwork)
3. Students will demonstrate the ability to conduct IPC-focused research (e.g., annotated bibliography, academic writing, APA style)

In addition, students will improve their skills in terms of the learning outcomes for **lower division COM courses:**

1. Students will demonstrate the ability to organize and express their ideas clearly in oral and written form using proper APA style.
2. Students will demonstrate an understanding of communication as a social science.
3. Students will identify, locate, comprehend, and summarize scholarly research.
4. Students will demonstrate ethical communication practices.

GRADUATE COMPOSITION AND COMMUNICATION REQUIREMENTS

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students must submit formal written work that totals 4500 words of English composition (approximately 15 pages total), a formal oral (spoken) assignment such as a speech/presentation OR a visual assignment, as assignment that demonstrates your knowledge of communication terms and information relevant to the course, and go through the process of submitting a draft of your writing, receiving feedback from the instructor, and revise accordingly before submission for final grading. According to the University Senate Guidelines, students must earn a grade of C or higher on all formal assignments to pass the course, and any major assignment that receives a D or below must be revised to reflect competency and resubmitted (the instructor may limit the number of revision attempts and set time restrictions on revisions).

REQUIRED MATERIALS

Adler, R. B., & Proctor II, R. F. (2011). *Looking out, looking in: COM 252 University of Kentucky* (14 ed.). Boston: Wadsworth/Cengage Learning.

- ISBN: 978-1-285-61773-2
- **Make sure you purchase the custom copy of the textbook at the UK bookstore. This copy has an APA citation section included to help you with the minor and major assignments in this course. If you purchase the textbook elsewhere, you will need to additionally purchase the APA manual (6th edition).**

Email Account: All students must have a working UKY email account and check it daily.

COM 252 COURSE POLICIES

Research Policy

The Department of Communication and the Division of Instructional Communication are committed to involving undergraduate students in scholarly research to help you begin to understand the importance of generating new knowledge at the University of Kentucky as a major research institution. **Students in this class are required to complete 1 research study for 1 research credit.** (If you are enrolled in additional CIS or COM courses that have research requirements, you are responsible for participating in additional research studies, up to a maximum of 2 studies/credits. Thus, if you are enrolled in 3 or more such CIS or COM courses, you will not be required to complete more than 2 studies/credits.) Detailed information about research studies and the available session times to sign up are located on the SONA website: <http://comm.uky.edu/research/signup>. Failure to either (a) participate in a research study or (b) complete the designated alternative assignment will result in a 5% deduction in your final course grade. It is your responsibility to regularly check the SONA website to keep track of the completion of your research credit and the deadlines and dates of the research studies. (It may take one week or longer for completed research credit to be recorded and appear in the system.)

Note: COM SONA requirements are different from the SONA requirements/pools that may exist in other Colleges and units and MUST be completed separately and in addition to any other SONA requirements set forth by those other Colleges and units. For this class, you must participate in a COM study.

Student Responsibilities

- (1) **Sign up** for a research study or the alternate assignment by **Friday, March 14** through the SONA system (<http://comm.uky.edu/research/signup>).
- (2) **Participate** in the research study(ies) for which you sign up by **Friday, April 25**. Remember, failure to participate in a study or to notify the researcher of the need to cancel/reschedule (which is also managed through the SONA system) will result in a 5% deduction in your final course grade.

(3) **Login** to SONA (<http://comm.uky.edu/research/signup>) and register the proper class and section to which you would like your research credit assigned by **Friday, May 2**.

Deadlines

(1) You may **sign up for studies** between **January 27** and **March 14**. Note: If you should miss the March 14 sign up deadline, you may sign up for and participate in studies until April 25 (which is the participation deadline), but there is no guarantee that more studies will be available past March 14.

(2) If you opt to complete the alternate written assignment, you must sign up in SONA (<http://comm.uky.edu/research/signup>) by **March 14 at the latest** for that option.

(3) You must complete all studies you signed up for by **Friday, April 25**, including the alternate assignment.

(4) All research credit must be assigned to your class(es)/section(s) in SONA (<http://comm.uky.edu/research/signup>) no later than **Friday, May 2**.

Attendance

Unexcused Absences

For this class, you will be allowed 3 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 or pager before each class period and refrain from eating, sleeping, reading the newspaper or your personal email/Facebook, 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.

If a student consistently exhibits behavior that disrupts the class or contributes to a negative communication climate, action will be taken, including forced withdrawal from the course. In addition all university students are expected to abide by the Student Code of Conduct. You can access this five-part document at <http://www.uky.edu/StudentAffairs/DeanofStudents/conduct.htm>

Participation

To benefit from this course, you are expected to fully engage with the material, instructor, and your peers. This means you are expected to (a) read and consider applications of the information *before* coming to class, (b) ask questions and/or make applications in small group and large group class discussion, and (c) work to facilitate classroom interaction.

Peer Groups

Because most writers, educators, and other professionals must learn to work collaboratively, you will collaborate--cheerfully--with your peers both in and out of class. You will work with peers in a variety of activities, including proving feedback to each other. Although I do not expect you to develop life-long friendships through this process, it has been known to happen in my classes! Treat everyone in this class as a valued colleague, and you will have few problems. *That means that you will honor all deadlines agreed to by your classmates as though I was the one who set them and in general be respectful.* Consequences for "slacking" may result in anything ranging from a full letter grade deduction for the assignment to a zero (determined on a case-by-case basis).

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. Submit all written assignments before class on the designated due date. Failure to meet written work guidelines will result in a grade penalty.

Assignment Due Dates

Even though missing class may be unavoidable, it is still **your responsibility to submit all assignments on or before the designated due dates**. If you know in advance that you will be missing, it is **your responsibility** to communicate with the instructor **PRIOR** to the class session you will be missing. In the event of an emergency, please contact your instructor by email as soon as possible.

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.

Additional Student Resources

The **Multimodal Communication Lab (MC3)** is located in 107A Grehan (phone: 859-218-0221 or 859-257-8370). The MC3 is your go to location for assists on class presentations of all types. You have the opportunity to work one-on-one with peer tutors with experience and specifically trained in presentational methods. We offer several resources: Brainstorm potential oral, written, and visual presentation topics; organize content and develop outlines; use proper APA/MLA style in outlines and papers; develop and use effective presentational aids, including PowerPoint, poster sessions, and prezi, improve public speaking delivery; and Create effective digital texts (e.g., websites, blogs). You can also schedule an appointment online at: <http://cis.uky.edu/icd/mc3-schedule>

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. You can also schedule an appointment online at: <http://wrđ.as.uky.edu/writing-center>

Academic Enhancement, located in **The Study**, is a centralized academic unit responsible for programs and services for students, faculty, and staff intended to promote effective learning strategies in and out of the classroom in order to enhance the academic experience of all students at the University of Kentucky. For more information visit: <http://www.uky.edu/AE/>

[The Media Depot](#) is located in The Hub at W. T. Young and can be found behind the help desk in the Cisco Student Lab. Media Depot is a student digital media space that will provide online assistance, recording equipment and space, editing stations with software, and technical support. The rooms are staffed with “media” experts who could be of great assistance as you complete the final stages of our symposium project. For more information visit: <http://www.uky.edu/ukit/mediadepot>

If you need assistance with any component of your 252 course, contact Miranda Stewart, Assistant course director of interpersonal communication, at miranda.stewart@uky.edu

GRADED ASSIGNMENTS

Pre and Post-Test Assessment – 20 points

Each Com 252 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. You will earn 5 points for completing the pre-test. **The pre-test will be open from January 16th through January 24th. You can use the following link to take the pretest:**

<http://comm.uky.edu/courses/com252/pretest> You will earn up to 15 points for the 30-item post-test based on the number of items you answer correctly (1/2 point for each correct response). You will receive the link for the posttest later in the semester. **You must complete both tests to receive any credit.** Each test will take approximately 30 minutes to complete.

Exams – 150 points

Exams will consist of a variety of question formats: true/false, multiple choice, matching, fill in the blank, and/or short answer.

Exam 1 – 50 pts.

Exam 2 – 50 pts.

Cumulative Final Exam – 50 pts.

Application Exercises - 90 points

Students will be assigned several Application Exercises designed to demonstrate their completion and understanding of assigned readings, as well as to enhance their skills, knowledge, and understanding of interpersonal communication theories and concepts. Application Exercises may consist of multiple short quizzes, in class writing, group activities, and out of class exercises that illustrate concepts/theories discovered in the readings. **Application Exercises MAY or MAY NOT be announced in advance.**

Reading notes MAY or MAY NOT be allotted. Missed Application Exercises can only be made up if the absence is a university-approved absence and the instructor approves the absence before or up to one week after the absence. *Note: we will have a quiz over the syllabus on Friday, January 17 – therefore, I encourage you to read this entire document carefully AND if you print the daily schedule and bring it to class on Friday, January 17, you will earn 1 point of extra credit on your syllabus quiz.*

Individual Research Project – 155 points

Each student will engage in a research process that will culminate in an 8-10 page paper focused on an interpersonal concept or theory citing at least five appropriate sources using proper APA style. This project will consist of the following components:

- A. Annotated Reference Page (5 pages)
- B. Proposal (1 page)
- C. Journal
- D. Formal Outline and Reference Page (not annotated)
- E. 8-10 page paper

Symposium – 85 points

Each student will be placed in a small group, in which they will prepare and present their findings in the form of a research symposium. Each member will deliver a 4-6 minute individual presentation as part of the group symposium. The group will create a video relevant to their project to show during the presentation. This project will consist of the following components:

- A. Outline – will be submitted prior to presentation for instructor feedback
- B. Presentation (PPT will be submitted prior to presentation for instructor feedback)
- C. Video
- D. Peer evaluation

Detailed guidelines and grading criteria for all graded assignments will be distributed by the instructor and/or posted on Blackboard well in advance of the assigned due dates.

Determination of Final Grade

The final grade will be determined by adding the total points earned for each of the graded assignments and referring to the grading scale. The final grade is based on number of points accumulated. Once final grades are posted, they are **NOT** negotiable.

POINT DISTRIBUTION

Pretest and Posttest	20 points
Exam 1	50 points
Exam 2	50 points
Cumulative Final Examination	50 points
Application Exercises	90 points
Individual Research Project	
Rough draft of annotated refs	10 points
Annotated Refs	50 points
Proposal	15 points
Journal	20 points
Rough draft of final paper	10 points
Final paper	50 points
Symposium	
Rough draft	10 points
Presentation	50 points
Video	15 points
Peer Assessment	10 points

TOTAL POINTS POSSIBLE

500 POINTS

GRADING SCALE

A	450-500
B	400-449
C	350-399
D	300-349
E	0-299

TENTATIVE COM 252 MWF DAILY SCHEDULE

Any changes will be verbally announced in class and/or emailed to the class. Additional due dates for project materials will be verbally announced and emailed to the class.

Key: Anything following **DUE:** = assessment(s) due DURING that specific class period (**Anything bolded in parentheses**) = homework to complete outside of class AFTER that specific class period (HINT: when it says to “**Read**” something in parentheses, an Application Exercise is likely to soon follow.)

January

W 1/15 Syllabus/Course Overview/Intro to IPC
(Read syllabus carefully – pay special to the Application Exercises description above)

(Tuesday, 1/16 – Pretest link opens)

F 1/17 Discuss major project – start choosing topics
(Read CH 1)

M 1/20 **No Class: Martin Luther King Birthday**

W 1/22 Chapter 1: Effective Communication, Principles & Misconceptions
(Complete Pretest)

(Wednesday, 1/22 Last day to add a class for the 2014 spring semester)

F 1/24 Chapter 1: Effective Communication, Principles & Misconceptions
Due: Pretest

M 1/27 Finalize topics – discuss Annotated Reference Page

(1/27 – You may begin signing up for SONA research studies)

W 1/29 **Library Research Day-we will meet at the library to discuss how to locate academic sources for the literature review**

F 1/31 APA Workshop – bring laptops, if possible
(Read CH 2)

February

M 2/3 Chapter 2: The Development of Self

W 2/5 Chapter 2: The Development of Self
(Read CH 3)

(2/5 – Last day to drop a course without it appearing on your transcript)

F 2/7 Chapter 3: Perception

M 2/10 Chapter 3: Perception

W 2/12 **Peer Review Day – Due: Rough Draft of Annotated Reference Page (bring 1 hard copy to class)**

F 2/14 **Due: Annotated Reference Page (submit 1 hard copy in class with authors' abstracts stapled to your paper and 1 electronic copy to SafeAssign in Blackboard without authors' abstracts attached) - Discuss Proposal (Read CH 4)**

M 2/17 Chapter 4: Emotions
(Read CH 5)

W 2/19 Chapter 5: Language

F 2/21 Chapter 5: Language – **Due: Proposal – start journaling (Study for Exam 1: CH 1-4)**

M 2/24 **Exam 1**
(Read CH 6)

W 2/26 Chapter 6: Nonverbal Communication

F 2/28 Chapter 6: Nonverbal Communication

March

M 3/3 Chapter 6: Nonverbal Communication
(Read CH 7)

W 3/5 Chapter 7: Listening vs. Hearing
(Read CH 10)

F 3/7 Chapter 10: Confirming & Disconfirming Communication

M 3/10 Chapter 10: Confirming & Disconfirming Communication

- W 3/12 Discuss final paper – journaling should be complete
(Study for Exam 2: CH 5-7, 10)
- F 3/14 **Exam 2**
- (3/14 – Last day to sign up for a SONA study OR the alternate writing assignment)*
- 3/17, 19, 21 **No Class: Spring Break**
(Read CH 8)
- M 3/24 Chapter 8: Relational Development
- W 3/26 Chapter 8: Relational Development
- F 3/28 Chapter 8: Relational Development
(Read CH 9)
- M 3/31 Chapter 9: Interpersonal Communication in Close Relationships
- April**
- W 4/2 Chapter 9: Interpersonal Communication in Close Relationships
(Read CH 11)
- F 4/4 Chapter 11: Conflict
(Study for Cumulative Final Exam)
- M 4/7 **Cumulative Final Exam**
- W 4/9 **Peer Review Day – Due: Rough Draft of Final Paper (bring 1 hard copy to class)**
- F 4/11 Discuss Symposium/Effective Oral Presentation Skills – **Due: Final Paper (submit 1 hard copy in class and 1 electronic copy to SafeAssign on Blackboard)**
- M 4/14 Effective Oral Presentation Skills
- W 4/16 In class group work day – work on the presentation, outline, and video
Due: group outlines & PPT for presentation via Blackboard by Wednesday, 4/16 at 11:59 p.m. Instructor will provide feedback before presentation date
- F 4/18 In class group work day – work on the presentation, outline, and video –

M 4/21 **Due: Symposium (group 1 presents) – Peer Assessment due via Blackboard by Wednesday**

W 4/23 **Due: Symposium (group 2 presents) – Peer Assessment due via Blackboard by Friday**

F 4/25 **Due: Symposium (group 3 presents) – Peer Assessment due via Blackboard by Monday**

(4/25 - All SONA study participation must be completed, including the alternate assignment)

M 4/28 **Due: Symposium (group 4 presents) – Peer Assessment due via Blackboard by Wednesday**

W 4/30 **Due: Symposium (group 5 presents) – Peer Assessment due via Blackboard by Friday**

May

F 5/2 **Due: Symposium (group 6 presents) – Peer Assessment due via Blackboard by Monday**

***Note: final exam is complete = we do not meet during final exam week.**

COM 326: Communication Strategies for Professional Excellence

Department of Communication

University of Kentucky

Fall 2015

Location:

Instructor:

Email:

Office:

Office Hours:

Required Materials:

1. Quintanilla, K. M. & Wahl, S. T. (2014). *Business and professional communication: Keys for workplace excellence*. Thousand Oaks, CA: SAGE Publications.
2. Any additional chapters and articles will be posted on the course website (Blackboard) or distributed in class
3. A UK E-mail: To obtain instructions for assignments, additional materials for this course, and important announcements.
4. As APA style is used in this class, please consult *Purdue University's Online Writing Lab (OWL)* at <http://owl.english.purdue.edu/owl/resource/560/01>. This is a great resource for you.
5. *Microsoft Office Suite*: See <https://download.uky.edu/> for free versions.

Course Description

Communication Strategies for Professional Excellence introduces students to a variety of communication theories and practices designed to be applicable to organizational communication in the real world. This course is focused on communication strategies to use once the job has been secured, rather than those to get the job (i.e., resume, cover letter, interviewing). Specifically, the course teaches the fundamentals of strong organizational communication, including protocols for writing media notices/releases, memoranda, thank you notes, apology letters, persuasive messages, and promoting business plans. Throughout these writing assignments, you will also become acquainted with the strategies used by communication professionals such as functions of media, employee, community, government, investor, and consumer relations. In addition, there will be instruction in oral presentation and in depth practice on both an individual and a collaborative basis. Finally, students will also learn tactics for running a meeting, dealing with organizational conflict, and finding ways to enhance communication through technically based media.

Prerequisites

Upper division standing in the communication major.

COURSE LEARNING OUTCOMES

By the end of the course, students will be able to:

- Identify and explain strategies for developing and sustaining professional excellence
- Demonstrate skills in preparing and delivering an effective persuasive message
- Apply skills in writing, revising, and proofreading documents in a variety of formats for specific cases (e.g., media release, memoranda, apology letter, thank you letter, meeting agendas, business plans)
- Identify advantages and disadvantages of the use of communication technology in an organizational setting

GCCR Components for this Course:

As a Communication major at UK you are required to demonstrate proficiency in oral (spoken) and written communication skills as part of your degree program. Lower division

coursework begins this skill development, but the skills will be advanced in upper division coursework. As part of the Major you must complete one of the following course sequences to fulfill your GCCR requirements: COM 252 Interpersonal Communication and COM 351 Theories in Communication Theory, or COM 252 and COM 326 Communication Strategies for Professional Excellence. The 300-level course requirement can be completed only after you have completed 30 credit hours towards your degree. You must earn an average grade of C or better in the course in order for it to count as fulfilling GCCR.

In order to receive GCCR credit for this course, students must submit formal written work that totals 4500 words of English composition (approximately 15 pages total), a formal oral (spoken) assignment such as a speech/presentation OR a visual assignment, as assignment that demonstrates your knowledge of communication terms and information relevant to the course, and go through the process of submitting a draft of your writing, receiving feedback from the instructor, and revise accordingly before submission for final grading. According to the University Senate Guidelines, students must earn a grade of C or higher on all formal assignments to pass the course, and any major assignment that receives a D or below must be revised to reflect competency and resubmitted (the instructor may limit the number of revision attempts and set time restrictions on revisions).

GENERAL REQUIREMENTS FOR COM 326

You are expected to:

1. Be on time for all class meetings. **Three tardies result in 1 absence.**
2. Interact productively and respectfully in class discussions and group activities.
3. Be prepared daily for discussions and quizzes by reading all assigned material BEFORE the class we are discussing that chapter.
4. Submit all written assignments TYPED on the designated date. We will NOT grade e-mailed assignments. **ALWAYS submit your assignments to Blackboard before the beginning of class AND (when specified) a hard copy if you want credit for completing the assignment.**
5. Complete all major assignments (workshops, class assignments and tests).
6. Communicate early and often with me when emergencies or unexpected circumstances arise (i.e. email me with an explanation and strategy for getting caught up in the class). **The more informed I am, the more understanding I'll be.**
7. Put your cell phone away. I promise you can live without it for 75 minutes. If I see you on your cell phone more than once during class (texting, Facebooking, Tweeting, pinning, online shopping, etc.) I will begin to deduct points from your final grade.

COURSE POLICIES

Classroom Civility

We want to build a classroom climate that is comfortable for all. In a communication class, it is *especially* important that we (1) display respect for all members of the classroom – including the instructor and fellow classmates, (2) pay attention to and participate in class; (3) avoid unnecessary disruption during class time (e.g., having private conversations, reading the newspaper, doing work for other classes, receiving cell phone calls, etc.); and (4) avoid racist, sexist, homophobic or other negative language. This is not an exhaustive list of behaviors; rather, they represent the minimal standards that help make the classroom a productive place for all concerned.

Attendance and Punctuality

You are expected to be in class and to participate fully every day; because of this, attendance is required and failure to attend class regularly will be detrimental to your course grade. You are

allowed **two unexcused absences** over the course of the semester. You may use these absences for whatever you choose (travel plans, job interviews, personal day), but I recommend not missing on days when a test, class assignment, or paper is due, **as you will not be allowed to make up that class work.** *For unexcused absences beyond two, 5% (half a letter grade) will be deducted from your final course grade for each absence. For instance, if you have four unexcused absences, your grade will be deducted 10% (5% for each additional absence). Additionally, per university policy students cannot pass this class if they miss more than 20% of class days (unexcused).*

Penalties will be administered according to UK Senate Policy (see below):

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).

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.

For any officially excused absence, you are responsible for presenting official written documentation for the absence. **Please bring hard copy that I can keep for my records.** For university-sponsored absences, this notification is to be given to me *prior* to the absence. For excused absences that you do not know about ahead of time (sickness, etc.), you must provide documentation and make up missed class work no more than 3 working days after the excused absence. If you fail to do this, the absence will remain unexcused and you will no longer be allowed to make up the work.

***Note: Date-stamped slips from UK student health center are not accepted as excused absences.**

Tardy Policy

As you know, this course is scheduled from 3:30-4:45 p.m. **You must be present for the entire class to be counted present. Attendance will be taken shortly after class begins AND also at the end of class. Don't be late and don't leave early.** A grace period of 5 minutes at the beginning of class will be permitted. Those walking in after 3:35 or leaving before class is dismissed will be marked as tardy. Three tardies will equal one absence. Those missing the majority of the class, however, will be marked absent for that day. If you know that you will be arriving late or need to leave class early, please speak to the teaching apprentices ahead of time.

Written Work

You will be expected to use current APA 6th Edition style guidelines for all written work (there is an APA tip sheet under the course content tab of the Blackboard site). In addition, it is important that you pay attention to mechanics such as grammar, spelling and punctuation (GSP). Your written work will be evaluated on APA style and GSP in addition to content.

All of your work MUST BE TYPED, double-spaced, single-sided, Times New Roman, size 12 font.

Assignments are required to be turned in on Blackboard AND when specified, also in hard copy. For hard copy, the paper **should be stapled in the upper left corner.** All written work is due at the *beginning* of class on the designated date. **You will not be permitted to turn in work via email.**

Therefore, do not wait until the last minute to print an assignment in the event that your printer chooses not to work that day.

You will *not* be permitted to turn in work via email.

Late Assignments

LATE ASSIGNMENTS ARE 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 may have up to two days after the absence to submit written assignments. Please note that this policy **ONLY** applies to University approved absences. Please be aware that some assignments (e.g., in-class exercises, exams) cannot be made up.

Grievance Procedure

Occasionally, students are unsatisfied with some dimension of the course. In such cases, students should schedule a meeting, first, with the instructor. If the student and instructor cannot reach a satisfactory resolution, the students should schedule a meeting with the Director of Undergraduate Studies in Communication, Dr. Don Helme at Don.Helme@uky.edu.

Technology & Outside Work

Use of laptops for taking notes during class is allowed. **HOWEVER**, use of laptops for surfing the web is prohibited during class time. Alternatively, the use of cell phones, MP3 players, and other technology is **PROHIBITED** during class time. These items must be put away and turned off when you enter class. **There is no need to have your cell phone out during class time.**

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 attendance as well as class participation points for the day.*

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.

Advising for COM Students

All communication majors currently enrolled in their first semester of upper-division communication courses (COM 325+) need to schedule a degree progress check with Cathy Hunt in the College Student Services Office by March 7, 2014. You will not be able to meet with your academic advisor or register for fall classes until you have met with Ms. Hunt. To schedule your degree progress check: 1) Log onto MyUK; 2) Click on MyInfo; 3) Click on MyAppointments; 4) Choose advising department (College of Communication); 5) Choose appointment type (degree review with Cathy Hunt); 6) View advisor's calendar; 7) Click on a time for appointment (in BLUE); 8) You will receive an email confirmation of your appointment. Failure to schedule your degree progress check by March 7, 2014 could result in a delayed registration window and limit your class options for the fall 2014 semester.

Students with Disabilities

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) for coordination of campus disability services available to students with disabilities..

Important Notes

- Be sure to complete readings prior to the class meeting.
- You are responsible for all information, announcements, and changes addressed in classes and/or Blackboard.
- The instructor reserves the right to alter the syllabus during the semester, if necessary.

COURSE ACTIVITIES AND ASSIGNMENTS

Assignments based on Specific Case Studies: One of the challenges of communicating in an organizational setting is that you often must communicate similar information to a variety of audiences. Several courses within the communication and business disciplines teach students how to write specific business and media documents. These assignments require students to apply those lessons learned through several documents in response to a realistic scenario. All of the following assignments will be based on a single incident presented in class.

- **Media Notice (25 points)**

Based on a case study presented in class, students will prepare a media notice/release. The media notice should communicate the news story while at the same time promote the organization and follow tactics for formatting discussed in class. Each paper should be **approximately 1-2 pages.**

- **Memo (25 points)**

Based on a case study presented in class, students will prepare a memo to employees. The memo should include (but not be limited to) the purpose of the memo, a summary of the case, and

directions outlining the steps to address the incident including the communication strategies discussed in class. The memo should also follow formatting suggestions outlined in class. Each paper should be approximately 1-2 pages.

- **Apology Letter to Various Stakeholders (25 points)**

Based on the case study presented in class, you will write an apology letter to various stakeholders. You will decide which stakeholders deserve the apology and design specific letters to each. You will apologize for the issue, explain the situation, and persuade stakeholders to stay connected with the organization. Each paper should be approximately 1-2 pages.

- **Thank You Letters (25 points)**

Again, still based on the case study presented in class, following the media notice and memo, you will now write a thank you letter to various stakeholders. A separate letter should be designed to employees, managers, clients, vendors, networking contacts, and any other professionals that were affected by the event/issue. These letters should thank them for their continued participation with the organization and persuade them that their continued investment with the organization is worthwhile. Formatting and content should follow strategies discussed. This paper should be approximately 1-2 pages.

Major Writing and Speaking Assignments:

- **Meeting Plan (50 points)**

Students will create a plan for an executive meeting covering a specific organizational issue. Each student will be assigned one side of an issue and should create a plan to support their position. An agenda should be made for the meeting and include topics for discussion, presenter or discussion leader for each topic, and a time allotment for each topic. This plan provides an outline for the meeting, can be used as a checklist to ensure that all information is covered, lets participants know what will be discussed if it is distributed before the meeting as well as gives them an opportunity to come to the meeting prepared for the upcoming discussions or decisions. Finally, this plan provides a focus for the meeting – the objective of the meeting must be clearly stated in the agenda. The running of the meeting will follow Parliamentary Procedure. This paper should be 3-4 pages.

- **Parliamentary Procedure Meeting (75 points total; 50 points for presentation of meeting and 25 points for reflection)**

Based on the meeting plan created above, students will conduct the meeting during class. Based on individual meeting plans, students will be placed into groups that cover similar sides to an issue and each group will present “against” another. There will be clearly divided sides of a selected issue. This meeting will be completely run by students. Each group member is required to speak throughout the meeting for at least 5 minutes total. Groups must come to agreement on issues by the end of the meeting. Each meeting will run approximately 20-25 minutes.

After the meeting, students are asked to write a response paper reflecting on the experience of the meeting. Students should reflect on strategies employed that were effective, strategies employed that were not effective, and offer suggestions for improvement if they were to conduct the meeting again in the future. This reflection paper should be 2 pages.

- **Big Idea Plan Proposal (75 points)**

For the final project in the course, students are asked to create a hypothetical plan proposal to persuade individuals to invest in or donate to a new business, product, or not-for-profit organization. Specifically, the plan should include an executive summary, the idea description (including the mission, vision, and strategic goals), an analysis of how the idea/product/business compares to similar entities, how the idea/product/business would be promoted, and funding requests. Examples of plans will be shared in class. Students will have the opportunity to receive feedback on their Big Idea Plan Proposal in two in-class workshops prior to formal presentation and grading of the Proposal. This plan should be approximately 5 pages. Students will formally

present their plan in a 5-minute presentation. These presentations should be designed to be persuade investors or donors.

Exams and Quizzes (2 exams at 50 points; 100 points)

- There will be two examinations to evaluate comprehension of theories and concepts addressed in the assigned readings and class discussions. Examinations may be comprised of multiple choice, true/false items, and matching questions. You are responsible for the material in both the textbook and lectures. Instructions will be given in class on how to complete the exam.

In-Class Activities (50 points)

- Students will complete a variety of in-class activities, which may be awarded points for participation. These activities/points cannot be made up.

Extra credit opportunities may be made available at the discretion of the instructor.

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

Case Study Work:	Memo	25 pts
	Media Notice	25 pts
	Apology Letter	25 pts
	Thank You Letter	25 pts
Writing/Speaking:	Meeting Plan	50 pts
	Meeting Presentation	50 pts
	Meeting Reflection	25 pts
	Big Idea Plan Proposal	75 pts
Exams:	Exam 1	50 pts
	Exam 2	50 pts
	<u>Participation/In class</u>	<u>50 pts</u>
	Total =	450 pts

Midterm Grades will be posted in MyUK by the deadline established in the Academic Calendar. (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

TIPS FOR SUCCESS

The benefits you receive from this class are directly proportional to your efforts in keeping up with the assigned readings and course work. The following guidelines are offered as the best way to master the material in this course and earn an “A:”

- Read ahead of time
- Do not talk during class.
- Read all course handouts (e.g. syllabus, assignments) many times
- Take notes: write down insights, examples, and questions as you think of them
- Communicate with your instructor – about possible absences, late assignments, or anything else that will affect your performance in class.
- Take some action to personalize the material. Develop your own set of reading notes, summarize each reading, or write out what you think would be a likely essay question.
- Don’t simply highlight the readings with a marker (This can be a trap - it *isn't* true that “to highlight is to know.”).
- Think about your written assignments *well before* you write them. Create a detailed outline before you begin to write any assignment. Plan on at least two—and preferably more—drafts of your work (ideally written at different sittings).

- Work with your instructor outside of class as needed.
- Come to class, listen actively, and participate. This means taking good notes and participating in the discussions and in-class exercises.
- Take notes as though you will be explaining the content to a friend who missed it.
- Ask questions if you don't understand something. Just because others aren't asking questions doesn't mean they understand everything being said. If something isn't clear to you it may not be clear to your classmates. Do them a favor and raise your hand--or ask it in an e-mail.

If you do not understand class material or the details of an assignment, it is *your* responsibility to resolve the misunderstanding. This means you ask a classmate, or better yet, come speak with me. It is both irresponsible and unethical for you to come to me at the end of the semester and ask for me to "bump" your grade when you have not put forth the effort to earn a higher grade.

Email should be reserved for setting up appointments or clarifying a quick question. Before sending me an email, please make sure you check your syllabus and the Blackboard site, as you may find the answer to your question. If you have looked in these two places and still have a question, send me an email about assignments. Please contact the teaching assistants for ALL questions pertaining to attendance. **When constructing an email to me (or any of your instructors), you should use professional and respectful language (i.e., please address me by my name) and you should always sign your email with your name.** I will return your email at my earliest convenience.

Finally, discussing the details of an assignment, getting clarification on a class lecture, or looking over drafts of assignments/papers should be reserved for face-to-face meetings. **I will not review drafts of papers over email.** Additionally, when you are asking me to review drafts of assignments/papers, please come with specific questions/concerns/struggles in mind. I will not review the entire or "line edit" the draft for you. I am always willing to set up an appointment for whatever times work best for you. Please take advantage of this. It is my wish that every single student succeeds in my class, but I can only help you if you ask for help.

COM 326 GRADING RUBRIC

Specific requirements will be taken into account when grading specific assignments. These guidelines are useful to me when assessing student work and may be informative to you as you assess and reflect on your own work.

A	<p>Demonstrates <i>unusual</i> competence</p> <ul style="list-style-type: none"> • Build on foundations discussed below in demonstrating competence. • An ability to avoid the obvious and thus gain insights that are individual and often illuminating. • A capacity to develop ideas flexibly and fluently, yet with control and purpose. • An ability to use punctuation rhetorically, using it for effect as well as clarity. • A willingness to be inventive with words and structures in order to produce a clearly identifiable style, even though at times the efforts may be too deliberate or may fall short of the writer's intentions. • Thesis or main point should be clear and provocative, possibly addressing an issue from a perspective that most readers have not considered, perhaps even changing the way they look at it altogether. • Carefully examines underlying assumptions. • Correctly uses evidence and cites sources. • Demonstrate full command of style, voice, and mechanics.
B	<p>Demonstrates competence</p> <ul style="list-style-type: none"> • An ability to absorb ideas and to interpret them meaningfully in a context of the writer's own conception. • A capacity to develop an idea with a clear sense of order. • A capacity to draw upon words adequate to express the writer's own thoughts and feelings. • An ability to use mechanics as an integral part of the meaning and effect. • A capacity to consider alternate ways of expressions as a means of making stylistic choices possible. • Addresses a more challenging or complicated topic. • Employs a variety of rhetorical techniques that go beyond specific requirements of the assignment

	<p>and responds more directly to the concerns and values of your particular audience.</p> <ul style="list-style-type: none"> • Fulfill assignment requirements. • Synthesize and evaluate outside sources in the service of developing your own claim. • Demonstrate that you understand the importance of word choice, voice, and style in addition to grammatical competency.
C	<p>Suggests competence</p> <ul style="list-style-type: none"> • Depends on the self-evident and the clichéd. • Tend to either make the organization obvious or write aimlessly without a plan. • Limited in the range of words used and thus depends on clichés and colloquialisms most available. • A general unawareness of choices that affect style and thus an inability to control the effects a writer may seek. • Fulfill assignment requirements. • Demonstrates an understanding of concepts presented in course material. • Grammatical and syntactical mistakes do not impede readers' understanding of writer's argument.
D	<p>Suggests incompetence</p> <ul style="list-style-type: none"> • Exploits the obvious either because of lack of understanding, inability to read, failure to grapple with a topic, or in many instances lack of interest. • Substance ranges from superficial to barren. • Uses words the writer ordinarily uses when speaking; limited variety of expression. • Frequent inability to make careful distinctions between periods, commas, and semicolons, although some writers can write correct sentences if they keep structures simple. • Does not fulfill assignment requirements. • Tendency to write either highly convoluted sentences that are close to the rapid associations of our thoughts before we straighten them out or a tendency to play it safe by avoiding the sentence elements that invite error (e.g., introductory modifiers, embedding, coordination, and various other sentence-combining techniques). • While demonstrating a general understanding of the topic and concepts, have not mastered some basic skills.
E/F	<p>Demonstrates incompetence</p> <ul style="list-style-type: none"> • Showed little understanding of required concepts. • Does not fulfill assignment requirements. • Ignored technical requirements of assignment length, format.

Mid-term Grade and Final Exam Information

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>). Final exam time is decided by the registrar and cannot be changed.

ADDITIONAL STUDENT RESOURCES

The **Multimodal Communication Lab (MC3)** is located in 107A Grehan (phone: 859-218-0221 or 859-257-8370). The MC3 is your go to location for assists on class presentations of all types. You have the opportunity to work one-on-one with peer tutors with experience and specifically trained in presentational methods. We offer several resources: Brainstorm potential oral, written, and visual presentation topics; organize content and develop outlines; use proper APA/MLA style in outlines and papers; develop and use effective presentational aids, including PowerPoint, poster sessions, and prezi, improve public speaking delivery; and Create effective digital texts (e.g., websites, blogs). You can also schedule an appointment online at: <http://cis.uky.edu/icd/mc3-schedule>

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. You can also schedule an appointment online at:
<http://wrđ.as.uky.edu/writing-center>

TENTATIVE DAILY SCHEDULE

NOTE: This is a tentative schedule. Due dates can and will change.

WEEK	DATE	TOPIC	Readings Due In Class (Additional readings will be posted to Blackboard)	ASSIGNMENT DUE
		<i>Beginning Communication Principles</i>		
#1	R 1/16	Introduction & Overview		
#2	T 1/21	Professional Excellence Introduction		
	R 1/23	Professional Excellence <i>Media Notice Writing</i>	1 (p. 3-24)	
#3	T 1/28	Verbal and Nonverbal Listening <i>Memo and Apology Letter Writing</i>	2 (p. 25-48) 3 (p. 49-67)	
	R 1/30	Listening (continued) Interviews and Negotiation <i>Professional Excellence Activity</i>	3 (p. 49-67) 4 (p. 71-102)	
		<i>Entering the Workplace</i>		
#4	T 2/4	Writing Workshop (Business Writing) <i>Thank You Letter Writing</i>		Bring Media Notice, Memo, and Apology Letter to in-class workshop
	R 2/6	Out of Class Work Day		No regular class meeting
#5	T 2/11	Getting to Know your Diverse Workplace	5 (p. 103-123)	Media Notice Due Memo Due Apology Letter Due
		<i>Developing in the Workplace</i>		
	R 2/13	Interpersonal Communication at Work	6 (p. 124-146)	
#6	T 2/18	Strengthening Teams and Conducting Meetings <i>Understanding Parliamentary Procedure</i>	7 (p. 147-177)	Thank You Letter Due
	R 2/20	Writing Workshop (Meeting Plan) <i>Review for Exam 1</i>		
#7	T 2/25	EXAM 1 (in class)		EXAM 1 Chapters 1-7

		<i>Excelling in the Workplace</i>		
	R 2/27	Technology in the Workplace	8 (p. 181-202)	Meeting Plan Due
#8	T 3/4	Professional Writing	9 (203-232)	
	R 3/6	Meeting Presentations		Meeting Presentations
#9	T 3/11	Meeting Presentations		Meeting Presentations
	R 3/13	Informing and Persuading	11 (p. 267-288)	Meeting Reflection Due
#10	T 3/18	Spring Break – No Class		
	R 3/20	Spring Break – No Class		
		<i>Presenting in the Workplace</i>		
#11	T 3/25	Leadership and Conflict Management	10 (p. 233-263)	
	R 3/27	Leadership & Conflict Activity		
#12	T 4/1	Speech Design	12 (p. 289-310)	
	R 4/3	Participation in National Undergraduate Conference: April 3-5 Opportunity for Extra Credit Points		
#13	T 4/8	Big Idea Proposal Design Workshop – Instructor Feedback given		
	R 4/10	Delivering a Speech with Professional Excellence	13 (p. 311-333)	Extra Credit Paper from Conference DUE
		<i>Surviving the Workplace</i>		
#14	T 4/15	Work-Life Balance	14 (p. 337-371)	
	R 4/17	Exam 2 (in class)		Exam 2 Chapters 8-14
#15	T 4/22	Work Day – In class opportunity to work on Big Idea Proposal Presentations – I will be there to Provide feedback/guidance		
	R 4/24	Work Day – In class opportunity to work on Big Idea Proposal Presentations – I will be there to Provide feedback/guidance		
#16	T 4/29	Big Idea Proposal Presentations		Proposals Due
	R 5/1	Big Idea Proposal Presentations		Proposals Due

*Here is what the Ombud states: “No project/lab practicals/paper/presentation deadlines or oral/listening examinations may be scheduled to fall during the Dead Week unless it was scheduled in the syllabus AND the course has no final examination (or assignment that acts as a final examination) scheduled during finals week.” http://www.uky.edu/Ombud/remindr_deadweek.phpa

COM 351 Theories in Communication

Instructor:

Office:

Office Hours:

Location:

Course Description

This course considers various theoretical perspectives on communication processes. In this course, we will examine the foundation of theoretical inquiry (including the nature and development of theory), selected approaches to theorizing, applications of theory, and ethical implications of theory in a number of communication contexts.

Course Objectives

- Explicate the nature of theory in general and of communication theory in particular
- Trace the development of theoretical inquiry in the field of communication
- Evaluate the utility of theory by applying specific criteria and standards
- Distinguish among metatheoretical assumptions and various approaches to communication theory
- Examine communication processes in a variety of contexts
- Apply communication theory in the development of an original project
- Hone student writing skills

Required Texts & Materials

- Griffin, E. (2011). *A first look at communication theory* (8th ed.). New York: McGraw- Hill.
- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

- University of Kentucky email account • Blackboard Access

In addition to the required textbook and the 6th Edition of the APA Publication Manual you will need to become familiar with the communication resources available in the Communication Department and W.T. Young Library in order to secure the necessary references required for the theory application paper.

Assignments

Pretest/Post-test (10 points each, 20 points total) You will be given a pretest and post-test covering material specific to this course. These tests will not be graded, but you will receive points for completing the assignment. I will receive a report from UK IT of who has or has not completed the tests. For the pretest, go to <http://comm.uky.edu/courses/com351/pretest> by January 21 at 11:59 pm, to log-in enter your student ID (8-digits, without the leading "9"). You must be enrolled in the course in order to log- in. The posttest will be available April 22 at 12:01 am and must be completed by May 1 at 11:59 pm <http://comm.uky.edu/courses/com351/posttest> .

Photo and Information Discussion Board (5 points) Login to Blackboard and upload a word document (.doc or .docx) with your name, a photo of yourself, and the requested information. The discussion board link can be found in the main menu on the left side of the Blackboard page.

Discussion Questions (2 points per chapter, 50 points total) By 7:00 pm the day before class readings are due, post two thought provoking discussion questions or points of contention per chapter and a paragraph response or reflection on each question to the reading responses link on Blackboard (no definition questions or questions answered in the text).

Activities and Assignments (TBD, 45 points) There will be in-class activities, assignments, case discussions, reflection papers, and quizzes throughout the semester. Points for these activities may not be made up.

Theory Applications Papers (25 points each, 50 points total) At two times during the semester you will choose a theory to analyze through one of two contexts: 1) a real life interaction; 2) a mediated example (book, movie, TV show, commercial, video game, etc.). The first application paper will include a half to 1 page summary of the theory, half to 1 page summary of the context, and a half to 1 page application of the theory to the context (3 pages of content max, 12 point font, 1 inch margins, Times New Roman, Double- Spaced, with title page, and references). The second theory application paper will include a paragraph description of the theory, a paragraph description of the context, and a paragraph description of the application (1 page of content max, 12 point font, 1 inch margins, Times New Roman, Double-Spaced, title page, and references). Each application must cite at least 3 sources 2 must be scholarly, cited correctly in APA. You must use a different context (real or mediated) and theory for each paper. Theory applications will be submitted to Blackboard prior to the class in which the theory is covered. You will sign up for your theories the second week of class.

Round Table Presentations (10 points each, 20 points total) Students will present their theory application papers in round table discussions. The presentations will focus on unique attributes of the theory and how the theory applies to the context chosen for analysis. **Prior to the roundtable presentation, you must submit a one-page typed outline of the presentation. The instructor will give you feedback on this outline before your actual presentation.**

Literature Review

Components of the Lit Review: **Project Idea** (10 points). To begin your project, you are asked to select a topic of interest. Describe your general research idea, explain why you are interested in the topic, and discuss why this topic is worthy of study as a communication issue. Construct a preliminary reference list including at least 10 scholarly articles that are relevant to your topic of interest. For each article, provide an annotation (4-5 sentences) describing how the article can inform your research.

Recommended length: 1-2 pages of content.

Article abstracts (40 points). In this stage of your research project, you are asked to prepare an abstract for at least 10 scholarly articles relevant to your topic of interest. (These do not need to be the same articles you submitted in your project idea.) For each article, provide a brief summary in your own words that describes (a) what topic the study examined, (b) how the authors studied the topic (method), and (c) what the main findings were. Be sure to provide enough information for a reader to understand what the study was about, but do not get bogged down in too much detail. One goal of this part of the project is hone your skill at summarizing something in a way that is both accurate and concise. Include a copy of the author abstract for each of the articles summarized.

Rationale (15 points). For this part of the project, you are asked to explicitly link your topic to communication theory. Identify the question, issue, or problem you have chosen to study, and support an argumentative thesis about the topic. Provide a theoretical rationale for conducting a communication research study to examine the specified question, issue, or problem. Introduce the concepts and constructs that are important to any investigation of the chosen topic. At the end of the rationale, introduce original research questions or hypotheses that follow from the introductory knowledge on the topic. After introducing your research questions or hypotheses describe how a particular communication theory provides an appropriate framework to guide your study. Recommended length: 2-3 pages.

Citation Outline (10 points) The citation outline should be clearly formatted and must include topic sentences for each section and all of the quotes and paraphrases with in-text citations that will be included in the section. Completing this outline should help you in writing your literature review as you will already have the information clearly

structured and just need to add language to direct your argument.

Peer Review (10 points). Each student will be responsible for revising a classmate's paper. Students will bring a hard copy of their literature review to class on November 18, and have from the 18th until December 2 to revise their classmate's paper. During class on December 2 copies of the revisions will be made, and each student will be awarded points based on the revisions they made to their classmate's paper.

Literature review (50 points; Revisions 10 points; Total 60 points). In this part of the project, you are asked to review the literature on your chosen topic. In this paper, summarize, synthesize, and critically analyze extant research on your topic. The literature review should make reference to at least 12 scholarly articles or scholarly texts. Discuss the strengths as well as the limitations of existing scholarship (e.g., What do we know so far? What do we need to know?). Remember that even though you are describing what other scholars have found, you are ultimately making an argument for why it is important to study what you are proposing to study. Conclude the literature review with research questions or hypotheses that you plan to investigate. Length: 8-10 pages.

Literature Review Round Tables (15 points). Students will present their literature reviews in round table discussions. The presentations will focus on unique attributes of the theory and how the theory applies to the context chosen for analysis. **Prior to the roundtable presentation, you must submit a one-page typed outline of the presentation. The instructor will give you feedback on this outline before your actual presentation.**

Exams (150 points total) There will be four exams throughout the semester.

Grades: 500 Points Possible

450-500 A 400-449 B 350-499 C 300-349 D < 299 E

Policies and Procedures Assignment Policy: All assignments, unless otherwise noted, are due at the beginning of class even if a student is

absent from class or running late. In professional communication practice, an assignment or project that is not timely becomes useless, regardless of the reason. If you are ill or gone the day an assignment is due, you may email the assignment before the start of class.

Assignments turned in after the start of class will be docked a minimum of five points. Assignments not turned in by the end of class will receive zero points.

Expectations regarding reading and participation: Expect to be challenged. This course will be conducted in a seminar format, which requires a higher level of accountability from each student. Some material will be presented in lecture format, but much of our time will be spent in activities and discussion. For this course to be successful, and for you to optimally benefit from enrollment, assigned readings must be completed before class. I expect students to be well- prepared to make thoughtful, respectful contributions to class discussion.

Attendance Policy: This class is based on discussion of the readings and examples presented in class. If you are not in class, you will not be able to participate fully in the class and you will miss instruction on assignments and activities. I understand that sometimes life happens, and so every student is allowed to miss two class periods (i.e., a full week of class) without penalty. Use these unexcused absences wisely (e.g., for family obligations or illness). For each unexcused absence above two that you incur, your final grade will be lowered by 25 points. Before the absence, and arrangements for work to be missed must be made before the absence. If you are not in the classroom when assignments are distributed, you will not have the opportunity to do the assignment (e.g. if you come in the classroom after an activity or leave early). In addition, if you do not turn in the assignment when collected, you will not receive points for the assignment (forgetting to turn in a project at the end of the hour is considered the same as not doing it). There is no allowance given for an excused absence vs. an unexcused absence for in-class activities. Allowances will be made for major assignments only with documentation for the most dire of circumstances; note the computer lab

not being open, printer not working 10 minutes before class, computer crashing when you didn't save a backup, oversleeping, traffic, trouble parking, etc. are not dire circumstances. 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 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. Students anticipating an absence for a University-related function need to provide documentation from their coach or advisor before the absence. 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.

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 forfeiture of the activity points for the day. Exceptions to the no technology policy will be made on group workdays.

Diversity/Harassment: All members of this class will be treated with respect. Freedom of expression requires tolerance of opinions that may be offensive to some. However, conduct that constitutes harassment or discrimination on the basis of sex, color, religion, marital status, sexual orientation, national origin, age, beliefs, or disability is strictly

prohibited. If you feel uncomfortable in the class, please let me know so we can take steps to address your concerns.

GCCR Components for this Course: This is a writing-intensive course, approved to fulfill the University Graduate Composition and Communication Requirement (GCCR). As a Communication major at UK you are required to demonstrate proficiency in oral (spoken) and written communication skills as part of your degree program. Lower division coursework begins this skill development, but the skills will be advanced in upper division coursework. As part of the Major you must complete one of the following course sequences to fulfill your GCCR requirements: COM 252 Interpersonal Communication and COM 351 Theories in Communication Theory, or COM 252 and COM 326 Communication Strategies for Professional Excellence. The 300-level course requirement can be completed only after you have completed 30 credit hours towards your degree. You must earn an average grade of C or better in the course in order for it to count as fulfilling GCCR.

In order to receive GCCR credit for this course, students must submit formal written work that totals 4500 words of English composition (approximately 15 pages total), a formal oral (spoken) assignment such as a speech/presentation OR a visual assignment, as assignment that demonstrates your knowledge of communication terms and information relevant to the course, and go through the process of submitting a draft of your writing, receiving feedback from the instructor, and revise accordingly before submission for final grading. According to the University Senate Guidelines, students must earn a grade of C or higher on all formal assignments to pass the course, and any major assignment that receives a D or below must be revised to reflect competency and resubmitted (the instructor may limit the number of revision attempts and set time restrictions on revisions). All papers must follow APA format, including a title page, in-text citations, and reference page. You can find help with APA here:

<http://owl.english.purdue.edu/owl/resource/560/01/>.

In return: You may expect the following of me: I will be present and

prepared every class except in cases of serious illness, emergency, or pre-arranged professional obligations. I will treat you with respect. I will evaluate your work fairly according to explicit criteria. I will be available to meet with you outside of class during office hours and scheduled appointments. If you have a special need that requires academic accommodation, please see me as soon as possible, and I will work with you to facilitate your participation in the course. If you feel I am not upholding these standards, please do not hesitate to let me know.

Email Policy: I will do my best to return emails received during business hours (i.e., Monday through Friday between 9:00am and 5:00pm) in a timely fashion. Emails received after 5:00pm or during nonbusiness hours will likely not be addressed until the following business day. This of course does not mean that I will not respond to emails at night or on the weekends, but it does mean that immediate responses are not guaranteed. Please allow for at least 24 hours response time, but a response will typically come much quicker. Do not send repeated messages as this will only confuse the process and possibly further delay a response. Emails should be constructed using basic English conventions (i.e., plz dnt use txt jargon to email me. thnx. ;-)). Outside of email, please feel free to come see me in my office during my designated office hours or by appointment. Note: I am not always in my office during the week, so to save yourself a trip across campus outside of office hours you may email to see if I am at my desk. Of course, you are welcome to drop by.

Presentation U: Because of the importance of communication in your personal, academic, and professional lives, the University has developed a Quality Enhancement Plan (QEP). The plan is called Presentation U...Because YOU are the ultimate presentation. Tutoring labs are available on campus where you can go for one-on-one help with speaking, writing, and visual communication assignments. UK's QEP = Presentation U.

MC3 Lab Assistance: The Multimodal Communication Consulting

Center (MC3) is located in 107A Grehan (phone: [859-218-0221](tel:859-218-0221) or [859-257-8370](tel:859-257-8370)). The MC3 is your go to location for assistance on class presentations of all types. You have the opportunity to work one-on-one with peer tutors with experience and specifically trained in presentational methods. We offer several resources to help students: brainstorm potential oral, written, and visual presentation topics; organize content and develop outlines; use proper APA/MLA style in outlines and papers; develop and use effective presentational aids, including PowerPoint, poster sessions, and prezi, improve public speaking delivery; and create effective digital texts (e.g., websites, blogs). You can also schedule an appointment online at: <http://cis.uky.edu/icd/mc3-schedule>

Departmental Advising Policy: All communication majors currently enrolled in their first semester of upper-division communication courses (COM 325+) need to schedule a degree progress check with Cathy Hunt in the College Student Services Office by March 7, 2014. You will not be able to meet with your academic advisor or register for fall classes until you have met with Ms. Hunt. To schedule your degree progress check: 1) Log onto MyUK; 2) Click on MyInfo; 3) Click on MyAppointments; 4) Choose advising department (College of Communication); 5) Choose appointment type (degree review with Cathy Hunt); 6) View advisor's calendar; 7) Click on a time for appointment (in BLUE); 8) You will receive an email confirmation of your appointment. Failure to schedule your degree progress check by March 7, 2014 could result in a delayed registration window and limit your class options for the fall 2014 semester.

Academic Dishonesty: 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 his/her 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>) 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. Thus, all work produced for this class must be original and not previously or concurrently submitted in another class or venue. 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. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. 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). Taking credit for work

you did not do or giving credit to others for work they did not do (including signing someone's name to a group activity) is academic dishonesty. Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Special Needs: If you have a documented disability that requires academic accommodations, please see me as soon as possible during 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, 859-257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Grievance Procedure: Occasionally, students are unsatisfied with some dimension of the course. In such cases, students should schedule a meeting, first, with the instructor. If the student and instructor cannot reach a satisfactory resolution, a joint meeting will be scheduled with the chair of the department.

COM 351: Communication Theory Daily Schedule
Spring 2014
Subject to change

Date
Topic
Readings & Assignments

01/16

Introduction & Course Overview
Upload Information Sheet/Photo to BB

01/21

Defining Theory and Metatheoretical Assumptions
**Explanation of Literature Review
Reading & **Discussion Questions**: Chapters 1 & 2
Pretest Completed by 11:59 pm

01/23

Evaluating Theory and Traditions
Reading & Discussion Questions: Chapters 3 & 4

01/28

Defining, Assumptions, Evaluations, & Traditions Activity
Talk about the Project Idea
Bring 3 potential ideas to class (5points) With a sentence that identifies the communication elements being explored.

01/30

Exam I: Introduction Chapters 1-4
Interpersonal Communication

02/04

Symbolic Interactionism
****Research Workshop**
Reading & **Discussion Questions**: Chapter 5

02/06

Social Penetration Theory & Relational Dialectics
Reading & **Discussion Questions**: Chapters 9 & 12
Project Ideas Due to BB by 5:00 pm

02/11

Uncertainty Reduction/Management Theory
Reading & **Discussion Questions**: Chapter 10

02/13

Expectancy Violations

Reading & Discussion Questions: Chapter 7

02/18

Social Information Processing & Communication Privacy Management

Reading & Discussion Questions: Chapters 11 & 13

02/20

Elaboration Likelihood Model & Cognitive Dissonance

Reading & Discussion Questions: Chapters 16 & 17

02/25

In Class Review & Meetings

02/27

Exam II: Interpersonal Communication

03/04

Cultural Approaches to Organizations

**Lit Review Workshop

Reading & Discussion Questions: Chapter 20

Article Abstracts Due to BB by 5:00 pm

Organizational & Rhetorical

Theory Application I Outline Due (Instructor will provide feedback before your round table presentation)

03/06

Critical Theory of Communication in Organizations

Reading & Discussion Questions: Chapter 21

03/11

Theory Application Round Table I

03/13

Out of Class Work Day Safe Travels

Rationale to BB by 5:00 pm

03/18- 03/20

Spring Break

03/25

Aristotle's Rhetoric

Reading & Discussion Questions: Chapter 22

03/27

Narrative Paradigm (Fantasy Themes)

Reading & Discussion Questions: Chapter 24

04/01

Exam III: Organizational & Rhetorical

Mass, Intercultural, & Gender Communication

04/03

Uses & Gratifications

Reading & Discussion Questions: Chapter 28

Lit Review Citation Outline by 5:00 pm

04/08

Cultivation

Reading & Discussion Questions: Chapter 29

04/10

Agenda Setting & Spiral of Silence

Reading & Discussion Questions: Chapter 30 & Article on BB

04/15

In Class Peer Review Day!

Complete Literature Review- Hard Copy and on BB by 9:30 am For Peer Review

04/17

Communication Accommodation Theory & Face-Negotiation Theory

Reading & Discussion Questions: Chapters: 31 & 32

04/22

Genderlect & Standpoint Theories

Reading & Discussion Questions: Chapters 34 & 35

Theory Application II Outline Due (Instructor will provide feedback before your roundtable presentation)

04/24

Exam IV: Mass, Intercultural, & Gender Communication

Literature Review Due in class and to BB by 9:30 am

Outline for Literature review roundtable due (Instructor will provide feedback before your presentation)

04/29

Theory Application Round Table II

05/01

Round Table III: Literature Reviews

Last day of class

Post-test Completed by 11:59pm

05/05- 05/09

University Wide Final Exam Dates:

No Class Meeting

*From the Ombud: "No project/lab practicals/paper/presentation deadlines or oral/listening examinations may be scheduled to fall during the Dead Week unless it was scheduled in the syllabus AND the course has no final examination (or assignment that acts as a final examination) scheduled during finals week."

http://www.uky.edu/Ombud/ForStudents_Deadweek.php

GCCR – COM252

GCCR – Course Requirements	COM252
At least 4500 words of English Composition (approximately 15 pages total)	Annotated Bibliography (5 pages) Research Proposal (1 page) Journal (approximately 10 entries at least a page each) Formal Outline (1 page) Final Paper (8-10 pages) Total = 25 or more pages
A formal oral assignment or visual assignment	Symposium Presentation
An assignment demonstrating information literacy in the discipline	Annotated Bibliography & Literature Review component of the Final Paper
A draft/feedback/revision process on GCCR assignments	Formal Outlines, Drafts to be Submitted, and Peer Review Processes for Annotated Bibliography and Final Paper Presentation Feedback via Outline & PowerPoint

Ways in which COM252 meets GCCR:

At Least 4500 Words of English Composition (approximately 15 pages total):

COM252 is a writing intensive class with many written assignments. The Individual Research project will contribute to the majority of the written work in this class. The students will choose an interpersonal communication topic that interests them. This topic will be the topic of their Individual Research for the class. They will find scholarly, peer-reviewed sources on the topic and create an annotated bibliography for those sources. The annotated bibliography will allow students to summarize and assess the sources that they choose to use before proceeding further in the research process. This paper will be at least 5 pages in length. From there, the students will write a research proposal for their topic, which will be at least a page in length. The students will also create a formal outline for their final paper, another page in length. Finally, the students will write their final paper on their topic. This paper will be part literature review and part application – how does the topic play a role in their own interpersonal relationships. This final paper should be a total of 8-10 pages in length. Throughout this entire research process, the students will be writing journal entries (10 entries total) that are approximately a page in length each. These journal entries will allow the students to explore their individual topic and its presence in their own interpersonal communication. As a total, the class will result in at least 25 pages of writing.

A Formal Oral or Visual Assignment:

Upon completion of their final paper, the students will be asked to prepare a final presentation in the form of a research symposium. The students will be grouped together by

topic – similar topics grouped together. These groups will then prepare a symposium presentation in which each group member will be required to speak. They will also be required to prepare a Powerpoint presentation to accompany the symposium presentation. This will serve as a visual assignment. Thus, the students will be required to prepare both an oral and visual assignment for the Symposium project.

An Assignment Demonstrating Information Literacy in the Program:

As part of the Individual Research Project, the students will be required to complete both an annotated bibliography and a literature review (as part of the final paper). The annotated bibliography will require them to summarize the scholarly, peer-reviewed sources they have found on their individual topics. Further, they will need to assess the strengths and weaknesses of each of these topics. This will encourage students to learn how to find scholarly research within the field, read the research that they find, and engage in critical analysis of their research sources. In addition to the annotated bibliography, the students will also be required to complete a final paper, which will include a literature review. The final paper will be part literature review and part application. The literature review will demonstrate information literacy in the discipline by having students formally write about their research findings on their individual topic. Further, the application portion of the paper will encourage students to make connections between the research they found and their own interpersonal communication.

A Draft/Feedback/Revision Process on GCCR Assignments:

There will be several ways in which this requirement will be met. Both the annotated bibliography and the final paper require for students to turn in a draft before the final assignment. With the completion of this draft, students will engage in peer review during class to help each other edit and refine their annotated bibliographies and final papers. This will engage them in the revision process for these two assignments. The formal outline assignment for the final paper will allow the instructor to also give the students feedback on their proposed framework for the final paper before they actually write it. Additionally, with a research proposal being a part of the Individual Research project, students will be able to get feedback on their proposed topic before attempting to do research on this topic. Another form of feedback present in COM252 will be feedback for the oral presentation assignment. Students will have to turn in their speaking/presentation outline and the PowerPoint they plan to use prior to their actual presentation date. The instructor will provide feedback on both the outline and the PowerPoint so that the student can make any suggested revisions prior to the actual presentation date. Thus, drafts, feedback, and revision processes will all be included in COM252.

GCCR – COM326

GCCR – Course Requirements	COM326
At least 4500 words of English Composition (approximately 15 pages total)	Media Notice (1-2 pages) Memo (1-2 pages) Apology Letter to Various Stakeholders (1-2 pages) Thank You Letters (1-2 pages) Meeting Plan (3-4 pages) Parliamentary Meeting Reflection (2 pages) Big Idea Proposal (5 pages) Total: 14-19 pages
A formal oral assignment or visual assignment	Parliamentary Procedure Meeting Big Idea Proposal Presentation
An assignment demonstrating information literacy in the discipline	Big Idea Proposal Media Notice, Memo, Apology Letters, & Thank You Letters
A draft/feedback/revision process on GCCR assignments	In-Class Writing Workshops Meeting Plan Feedback Meeting Reflection Papers In-Class Work Days for Presentations

Ways in which COM326 meets GCCR:

At Least 4500 Words of English Composition (approximately 15 pages total):

The students in COM326 will complete several writing assignments throughout the semester. The first few smaller writing assignments will require students to apply lessons learned in class in response to a realistic scenario. The media notice, the memo, the apology letter to stakeholders, and the thank you letters will be based on a single incident presented in class. Each of these assignments will vary in length from 1-2 pages. The media notice assignment requires students to prepare a media notice/release that communicates the news story while at the same time promotes the organization and follows the tactics for formatting that we discuss in class. The memo is a memo to employees that includes (but is not be limited to) the purpose of the memo, a summary of the case, and directions outlining the steps to address the incident including the communication strategies we discussed in class. The apology to various stakeholders will require students to apologize to stakeholders for the issue, explain the situation, and persuade stakeholders to stay connected with the organization. Finally, the thank you letters are to be completed as if they were being sent to employees, managers, clients, vendors, networking contacts, and any other professionals that were affected by the event/issue. These letters should thank them for their continued participation with the organization and persuade them that their continued investment with the organization is worthwhile.

The second set of writing assignments in the class includes the meeting plan (3-4 pages), a reflection paper on their parliamentary meeting (2 pages), and a big idea proposal (5 pages). The meeting plan assignment encourages students to prepare an agenda for a meeting that

includes topics for discussion, presenter or discussion leader for each topic, and a time allotment for each topic. The reflection paper is an assignment in which students will reflect on the actual meeting that they hold (using the meeting plan). In this paper, students should reflect on strategies employed that were effective, strategies employed that were not effective, and offer suggestions for improvement if they were to conduct the meeting again in the future. Finally, the last writing assignment is the big idea proposal. With this assignment, students are asked to create a hypothetical plan proposal to persuade individuals to invest in or donate to a new business, product, or not-for-profit organization. As a whole, this class will result in a total of 14-19 written pages of English composition.

A Formal Oral or Visual Assignment:

After writing a meeting plan, one of the major writing assignments in COM326, the students have to carry out their meeting plan in a meeting utilizing parliamentary procedure. Within this meeting, students will be placed into groups that cover similar sides to an issue and each group will present “against” another. There will be clearly divided sides of a selected issue. This meeting will be completely run by students. Each group member is required to speak throughout the meeting for at least 5 minutes total. Groups must come to agreement on issues by the end of the meeting. Each meeting will run approximately 20-25 minutes. Through this assignments, students will be required to contribute to the overall meeting by presenting their arguments in an oral format. A second assignment that will require a more formal oral presentation is the Big Idea Proposal presentation. In this 5-minute presentation, students will present the plan they developed in their Big Idea Proposal. These presentations are designed to persuade investors or donors to invest in their big idea.

An Assignment Demonstrating Information Literacy in the Program:

The series of smaller papers (Media Notice, Memo, Apology Letters, & Thank You Letters) discussed above in the writing requirement will also help fulfill this requirement as they encourage students to demonstrate information literacy. In each of these assignments, students will be required to use course material and apply it to case studies. Through these assignments, students will be pushed beyond simple memorization of course material and be asked to apply the concepts to real life, demonstrating a deeper understanding of the material. The Big Idea Proposal will also serve as an assignment that demonstrates information literacy. In this assignment, students will create a hypothetical plan proposal that attempts to persuade individuals to invest in or donate to a new business, product, or not-for-profit organization. Specifically, the plan will include an executive summary, the idea description (including the mission, vision, and strategic goals), an analysis of how the idea/product/business compares to similar entities, how the idea/product/business would be promoted, and funding requests. This assignment will require students to apply the knowledge they have gained across the course as a whole.

A Draft/Feedback/Revision Process on GCCR Assignments:

Over the course of the semester, there are three in-class writing workshops aimed at addressing specific upcoming assignments. The first writing workshop will address business

writing. Students can bring in drafts of their media notice, memo, and apology letters and they will revise and get feedback on those assignments during this in-class workshop. The second writing workshop will be aimed at addressing and editing a draft of the meeting plan assignment. The third and final in-class writing workshop will focus on the Big Idea Proposal as students will get feedback and engage in revising that assignment. Each of the workshops will take place the class or two prior to the due date of the assignment(s) that they address. These workshops will provide students with an in-class opportunity to engage in peer review, get instructor feedback, and make revisions to their assignments. Students will also be given feedback prior to their oral presentations. One way in which they will receive feedback prior to their Parliamentary Procedure Meeting is through their meeting plan. Students are required to turn in a meeting plan prior to their Meeting Presentation. The instructor will give them feedback on that plan before the actual presentation occurs. Additionally, students will be required to evaluate themselves after this Meeting Presentation. This will encourage them to find the strengths and weaknesses in their presentations in order to improve in the future. The final way in which students will receive feedback prior to their presentations are through the in-class workdays leading up to the Big Idea Proposal Presentation. Students will be able to work on their presentations in several class periods prior to the Big Idea Proposal Presentation. The instructor will advise students and give them feedback on their presentation ideas during these workdays. As a whole, there are many feedback/revision processes present, for both oral and written assignments, in COM326.

GCCR – COM351

GCCR – Course Requirements	COM351
At least 4500 words of English Composition (approximately 15 pages total)	Theory Application Paper 1 (3 pages) Theory Application Paper 2 (1 page) Lit Review Project Idea (1-2 pages) Lit Review Abstracts (3-4 pages) Lit Review Rationale (2-3 pages) Cited Outline (1 page) Literature Review (8-10 pages) Total: 18-24 pages
A formal oral assignment or visual assignment	Round Table Theory Presentations (2) Literature Review Round Tables
An assignment demonstrating information literacy in the discipline	Discussion Questions Theory Application Papers
A draft/feedback/revision process on GCCR assignments	Literature Review Process Peer Review Roundtable Outlines (3)

Ways in which COM351 meets GCCR:

At Least 4500 Words of English Composition (approximately 15 pages total):

COM351 is a writing intensive class in which students will be completing anywhere from 18-24 pages of English composition. The students have two theory application papers in this class. These papers require students to examine a Communication theory in depth and apply it to real life. These are relatively short papers at 1-3 pages each. The literature review assignment will contribute to much of the writing in this class. Each stage of this assignment requires a written submission from the students. The students must first submit a paper on their project idea for the literature review. This 1-2 page paper asks students to pick a research idea, explain their interest in it, and provide a rationale for why the topic is important as a communication issue. They must also submit a preliminary reference sheet of at least 10 scholarly, peer reviewed sources to accompany their research idea. The second part of the literature review process is an assignment (3-4 pages) that asks students to write abstracts, in their own words, for each of the sources they have identified as sources for their literature review. The students will then be asked to write a rationale (2-3 pages) in which they present their research topic and connect it to a theory, explaining why that theory provides a good framework from which to examine their topic. The students will then develop a formal outline for their final literature review (at least a page in length). Finally, the last assignment is the literature review itself (8-10 pages). In the literature review, students will summarize, synthesize, and critically analyze the research on their topics. The written assignments in this class will contribute to a total of at least 18-24 pages of English composition.

A Formal Oral or Visual Assignment:

In COM351, there are several oral presentations required of the students. The first two oral presentations will be based on their theory application papers. In these presentations, the students will talk about the theories they examined, the unique attributes of the theory, and how the theory applies to the context that they have chosen to analyze. The last presentation that the students will engage in is a roundtable presentation in which they will present their literature reviews. For this the students will focus on sharing the unique attributes of the theory and how the theory applies to the context they have chosen for analysis. **All three presentations for this class will require a one-page typed outline of the presentation to show preparation.**

An Assignment Demonstrating Information Literacy in the Program:

There are several assignments that the students will complete to demonstrate information literacy in the program. The first two assignments are theory application papers. These papers will ask students to pick communication theories, explain them, and then apply them to real life. Further, students will be asked to complete discussion questions for each chapter of reading that they do. For this assignment, students will post two thought provoking discussion questions or points of contention per chapter and a paragraph response or reflection on each question to the reading responses. Finally, the literature review project will contribute to a majority of the writing in this class. This project will require students to do an in-depth examination of a communication topic. They will be required to summarize, synthesize, and critically analyze the current research in the field on this topic – a process that will demonstrate information literacy.

A Draft/Feedback/Revision Process on GCCR Assignments:

There are several ways in which the students will engage in a revision/feedback process in this class. First off, the literature review project will require students to address their topic in a step-by-step process by first providing a project idea, followed by article abstracts, a rationale, an outline, and a peer review session before submission of the final completed literature review. This step-by-step set up of assignments leading up to the literature review will ensure that students get feedback on their topic and the progression of their research. One of the final assignments leading up to the final literature review is a peer review of a draft. In this assignment, students are required to trade a draft of their literature review with another student. They will then engage in the peer-review process and edit the other student's paper. With this process, the students will get feedback from peers in the class and will be able to revise their paper before submitting the final copy. The students' presentations will also receive feedback. **Before each of the three roundtable oral presentations (2 theory application roundtables and 1 literature review roundtable), an outline of the presentation is due. The instructor will provide feedback to the student based on this outline before they present so that the student can revise their presentation.** As a whole, there are several revision processes, both for oral and written assignments, in COM351.