1. General Information

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

Date Submitted: 1/27/2014

1b. Department/Division: Center for Instructional Communication

1c. Contact Person

Name: Deanna Sellnow

Email: Deanna.Sellnow@uky.edu

Phone: 257-2886

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

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

2. Designation and Description of Proposed Course

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

2b. Prefix and Number: ICR 385

2c. Full Title: Teaching and Coaching Oral Interpretation

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 3

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

2h. Number of credit hours: 3

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

If Yes: Maximum number of credit hours: 6

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

2j. Course Description for Bulletin: Teaching and Coaching Oral Interpretation is a course designed to develop the instructional abilities of students who are interested in teaching oral interpretation or becoming future forensics coaches at either the high school or collegiate level. Oral interpretation is an interactive process that requires students to listen critically, evaluate and adjust their performances, and interact with the words and emotions of the literature itself. Students will develop and practice these skills by actively constructing their own speeches and helping to coach those of their peers. The course will culminate in an oral interpretation portfolio that can be included in future job applications.

2k. Prerequisites, if any: CIS 110 and CIS 111 or equivalent

2l. Supplementary Teaching Component:

3. Will this course taught off campus?   No

If YES, enter the off campus address:

4. Frequency of Course Offering: Summer,

Will the course be offered every year?:   Yes

If No, explain:

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

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 25

7. Anticipated Student Demand

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

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

If Yes, explain: This course will be of interest to secondary school teachers that find themselves coaching competitive speech and debate programs, UK undergraduates pursuing degrees to ultimately teach in the secondary schools, and secondary school teachers seeking to implement new Common Core requirements focused on speaking and listening skills.

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

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?:   Yes

If YES, name the proposed new program: Directing Forensics Certificate

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

If YES, list affected programs:

10. Information to be Placed on Syllabus.

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

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

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

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

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

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

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

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?

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

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

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

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

Instructor Name:

SIGNATURE|CEMONA2|E C Monaghan|ICR 385 NEW College Review|20140127

SIGNATURE|JMETT2|Joanie Ett-Mims|ICR 385 NEW Undergrad Council Review|20150331

Courses	Request Tracking

New Course Form

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

Open in full window to print or save

Generate F

Attachments:

[Browse...]   Upload File

	ID	Attachment
Delete	2923	ICR 385 - Teaching and Coaching Oral Interpretatio

[First] **1** [Last]

[Select saved project to retrieve...]   Get   New

(*denotes required fields)

1. **General Information**

   a. * Submitted by the College of: [COMMUNICATION AND INFORMATION ▼] Submission Date: [1/27/2014]

   b. * Department/Division: [Center for Instructional Communication ▼]

   c.
   * Contact Person Name: [Deanna Sellnow] Email: [Deanna.Sellnow@uky.ec] Phone: [257-2886]
   * Responsible Faculty ID (if different from Contact) [ ] Email: [ ] Phone: [ ]

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

   e.
   Should this course be a UK Core Course? ○ Yes ⦿ No
   If YES, check the areas that apply:

   ☐ Inquiry - Arts & Creativity   ☐ Composition & Communications - II

   ☐ Inquiry - Humanities   ☐ Quantitative Foundations

   ☐ Inquiry - Nat/Math/Phys Sci   ☐ Statistical Inferential Reasoning

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

   ☐ Composition & Communications - I   ☐ Global Dynamics

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

   a. * Will this course also be offered through Distance Learning? ○ Yes [1] ⦿ No

   b. * Prefix and Number: [ICR 385]

   c. * Full Title: [Teaching and Coaching Oral Interpretation]

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

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

   f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours[3] for each meeting pattern type.

3	Lecture		Laboratory[1]		Recitation		Discussion
	Indep. Study		Clinical		Colloquium		Practicum
	Research		Residency		Seminar		Studio
	Other	If Other, Please explain:					

   g. * Identify a grading system:
   ⦿ Letter (A, B, C, etc.)
   ○ Pass/Fail
   ○ Medicine Numeric Grade (Non-medical students will receive a letter grade)
   ○ Graduate School Grade Scale

   h. * Number of credits: [3]

   i. * Is this course repeatable for additional credit? ⦿ Yes ○ No
   If YES: Maximum number of credit hours: 6
   If YES: Will this course allow multiple registrations during the same semester? ○ Yes ⦿ No

j. * Course Description for Bulletin:

Teaching and Coaching Oral Interpretation is a course designed to develop the instructional abilities of students who are interested in teaching oral interpretation or becoming future forensics coaches at either the high school or collegiate level. Oral interpretation is an interactive process that requires students to listen critically, evaluate and adjust their performances, and interact with the words and emotions of the literature itself. Students will develop and practice these skills by actively constructing their own speeches and helping to coach those of their peers. The course will culminate in an oral interpretation portfolio that can be included in future job applications.

k. Prerequisites, if any:

CIS 110 and CIS 111 or equivalent

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

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

If YES, enter the off campus address:

4. **Frequency of Course Offering.**

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

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

If No, explain:

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

If No, explain:

6. * **What enrollment (per section per semester) may reasonably be expected?** 25

7. **Anticipated Student Demand.**

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

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

If YES, explain:

This course will be of interest to secondary school teachers that find themselves coaching competitive speech and debate programs, UK undergraduates pursuing degrees to ultimately teach in the secondary schools, and secondary

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

☐ Traditional – Offered in Corresponding Departments at Universities Elsewhere
☑ Relatively New – Now Being Widely Established
☐ Not Yet Found in Many (or Any) Other Universities

9. **Course Relationship to Program(s).**

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

If YES, name the proposed new program:

Directing Forensics Certificate

b. * Will this course be a new requirement [5] for ANY program? ○ Yes ◉ No

If YES [5], list affected programs::

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

a. * Is the course 400G or 500? ○ Yes ◉ No
If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identi additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

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

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[1] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
[1] The chair of the cross-listing department must sign off on the Signature Routing Log.

[1] In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, re two hours per week for a semester for one credit hour. (from SR 5.2.1)

[2] You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

[3] In order to change a program, a program change form must also be submitted.

Rev 8/09

Submit as New Proposal   Save Current Changes

ICR 385: Teaching and Coaching Oral Interpretation
(3 credit hours)
Fall 2013

Instructor: Dr. I.M. Smart
E-mail: smart@uky.edu

Office Location: 123 Funkhouser Building
Office Phone: 257-1234

Office Hours: Monday and Wednesday 2:00 – 3:00 p.m. and by appointment

Catalog Description

Teaching and Coaching Oral Interpretation is a course designed to develop the instructional abilities of students who are interested in teaching oral interpretation or becoming future forensics coaches at either the high school or collegiate level. Oral interpretation is an interactive process that requires students to listen critically, evaluate and adjust their performances, and interact with the words and emotions of the literature itself. Students will develop and practice these skills by actively constructing their own speeches and helping to coach those of their peers. The course will culminate in an oral interpretation portfolio that can be included in future job applications.

Prerequisites: CIS 110 & 111 or equivalent

Student Learning Outcomes

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

- select and critically analyze literature for oral interpretation.
- analyze, arrange, and edit literature for performance, and combine literary pieces to create a coherent program.
- effectively coach the oral interpretation of others including the process of cutting and delivering an interpretation program.
- coach literature from the genres of poetry, prose, and dramatic literature and emote feelings to convey meaning and subtext.
- utilize constructive criticism to improve their own performances.
- understand and demonstrate blocking/gestures/movement and use of a script appropriate for oral interpretation.

Required Materials

- Gura, T. & Lee, C. (2009). *Oral Interpretation* (12th ed.). Houghton Mifflin: New York, NY. **ISBN-10: 0205582869** *or* **ISBN-13: 9780205582860**

- 5.5" x 8.5" black 3-ring binder

- 5.5" x 8.5" page slick (about 20 pages)

- Black construction paper or cardstock (about 20 pages)

- Stopwatch (a timer application on your phone will also suffice)

Course Assignments

You will complete four major interpretation units in this course. In addition to performing the actual pieces, each unit will include preparation, peer coaching, and peer feedback components as part of the overall grade. The projects will allow you to experience what is like to be on both sides of the ballot as a coach and as a competitor. The final course project will combine these experiences with reflection papers to give you a professional portfolio that represents your new coaching abilities. Readings will be found in the required textbook or will be made available online through Blackboard.

Point Distribution

Assignment	Points Possible	Percentage of Total Grade
Poetry Interpretation Annotated Selection List (10 points) Peer Coaching Notes (20 points) Peer Performance Ballots (20 points) Poetry Performance (50 points)	**100**	**20%**
Prose Interpretation Annotated Selection List (10 points) Peer Coaching Notes (20 points) Peer Performance Ballots (20 points) Prose Performance (50 points)	**100**	**20%**
Drama Interpretation Annotated Selection List (10 points) Peer Coaching Notes (20 points) Peer Performance Ballots (20 points) Drama Performance (50 points)	**100**	**20%**
Duo/Group Interpretation Annotated Selection List (10 points) Peer Coaching Notes (20 points) Peer Performance Ballots (20 points) Duo/Group Performance (50 points)	**100**	**20%**
Final Project Course Portfolio (100 points)	**100**	**20%**
TOTAL	**500**	**100%**

Assignment Descriptions

(1) Poetry Interpretation Unit
The first unit in the course covers the process of cutting, coaching, and performing a poetry program. As with all of the interpretation units in the course, the unit will be broken into four components. The first component will be to create an annotated list of potential poetry selections (10 points). After selecting a particular poem or theme for a program, you will cut and assemble a 6-8 minute poetry performance. During this process, you will give and receive feedback from your peers which will give you experience coaching this event (20 points). On performance day, you will be assigned to write ballots for a number of your peers to give them feedback and to practice critiquing oral interpretation (20 points). Finally, you will be graded by the instructor on the performance you personally deliver (50 points). This performance should clearly demonstrate your ability to select and cut literature, and to emote feelings to convey the meaning and subtext of the language.

(2) Prose Interpretation Unit
The second unit of this course will focus on the literary genre of prose and will follow the same structure as the poetry unit, including potential prose selections (10 points), peer coaching notes (20 points), peer feedback (20 points), and personal performance (50 points). In this unit, you will select a piece of prose and cut it down to a 6-8 minute performance which through your interpretation should emphasize the narrative present in the original literature.

(3) Drama Interpretation Unit
Drama interpretation will be the focus of the third unit in this course. Through the readings and lecture materials, you will learn to distinguish between this genre and prose interpretation. The assignment structure remains the same with the following assignments: potential drama selections (10 points), peer coaching notes (20 points), peer feedback (20 points), and personal performance (50 points). Your performance should emphasize the development of a strong character or characters.

(4) Duo/Group Interpretation Unit
The final unit of the course will explore the process of cutting and coaching duo or group interpretation performances. You will work in pairs or in groups with your fellow classmates to develop a dramatic performance that reflects your ability to select appropriate literature and create compelling characters and interactions. This unit will continue to use the same format with the following assignments: potential duo/group selections (10 points), peer coaching notes (20 points), peer feedback (20 points), and performance (50 points).

(5) Course Portfolio
The course portfolio (100 points) will serve as the final project in this course. You will combine your previous work from the four interpretation units into a single document. This portfolio will also include a 2-3 page reflection paper about your experiences coaching and performing oral interpretation. The finished portfolio will serve as a testament to your new abilities as a coach and will be a great resource for you as you apply and interview for jobs in the future.

Grades

Grading and Grading Scale

450-500 points	A
400-449 points	B
350-399 points	C
300-349 points	D
299 points and below	E

All students in the class start out with 0 points. By submitting assignments and completing speeches, you will be able to earn points towards your final grade. This course will function just like the workplace you will find after graduating. Showing up is not enough to get a paycheck. You must complete the work and will receive points for assignments in proportion to the quality of the product.

I will not round grades up at the end of the semester, so do not ask me to do so. If you earned 359 points in the course, you will receive a "B". Your future boss will not allow you to go redo a project from a month ago, and neither will I. Decide what grade you must earn to be satisfied with your performance in the course **now** and create a game plan to achieve it.

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

Final Exam Information: The final exam period for this course can be found on the University's Academic Calendar. (http://www.uky.edu/Registrar/AcademicCalendar.htm).

Course Policies

Submission of Assignments
All assignments not completed in person in class will be submitted via Blackboard. Any documents that are uploaded MUST be submitted in a .doc, .docx, or .pdf format unless otherwise specified. To do this, you will click on the Assignments tab in Blackboard, click on the name of the assignment, attach the file, and click on submit. If you have submitted correctly, you will see a screen that confirms your submission and you can check the grade book to see that the assignment has been submitted.

Attendance
As in the "real world," the **decision** about whether you attend class will be yours, as will the **consequences**. Consider this course to be a job you have taken to gain experience and skills for future employment opportunities. If you were unable to come in to work, you would notify your supervisor beforehand. In much the same way, you must notify me before class time if you are going to be absent. You are expected to be in class every day so that you can benefit as much as possible from this course. Students that are not prepared for class will also be marked absent for that day. Showing up is not enough to get paid at work. You actually have to complete the tasks assigned by your employer. Because this class is application based, missing course for any reason will impact your ability to succeed.

As in the workplace, you will start out in this course with **2** "days off" that you can use to cover times when you will not be in class. Make sure to use these **2** days wisely because additional absences will affect your grade in the course. 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% or more of the course, you will be unable to pass this course. For this semester, **7** absences would equal 20% of the course meeting times. 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. As in the workplace, repeatedly missing work would result in your supervisor docking your pay accordingly.

Students are <u>required</u> to attend class whenever any student is scheduled to speak. If you miss class on a speaking day, points will be deducted from your course grade total as follows: 15 points for each missed day. These are "mandatory work meetings" for this course. **If you fail to complete any of the major assignments, this will result in an "E" for the course.**

For any emergency situation that arises, call the Division of Instructional Communication and Research office (859-257-8370) to leave a message with Kaitlin Black or Erin Berger. Also, be sure to email your instructor as soon as you know about the situation.

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. Excuses for university-sponsored activities must be made *prior* to such absences. No make-up work is available for in-class exercises, workshops, or exams unless approved in advance by your instructor.

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

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

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

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 or "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).

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

Accommodations Due to Disability
If you have a documented disability that requires academic accommodations, please see me 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.

Classroom Behavior Policies

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. On days readings have been assigned, students will be required to come to class with three questions/observations/applications for **each** chapter or reading assigned. During that class, I will randomly ask students to explain one of their ideas or to ask one of their questions. Students that are not prepared will be counted as absent that day. On occasion, I may ask the entire class to turn in these reading notes as verification that everyone is completing the readings.

Late Assignments
Late work for this course will only be accepted if the absence is approved in advance by the instructor and is part of an excused absence as explained above. Because all assignments are submitted via Blackboard, there is no excuse for turning in an assignment late.

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, 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.

Email Policy
I will endeavor to respond to e-mails within 24 hours of receiving them during the week. However, as mentioned many times before, this course will function much like your future job will. You would not expect your boss to respond to e-mails after working hours or on weekends. In much the same way, I will likely wait to respond to e-mails until the next business day. Please take this policy into account as you prepare your assignments during the semester. I am more than happy to answer your questions, but I also must sleep, eat, and attend to my other responsibilities on campus.

Blackboard Policy
All assignments for this course will be submitted via Blackboard unless otherwise instructed by me. If you are encountering problems with Blackboard, make sure to e-mail me prior to the deadline of the assignment. If you are having trouble submitting an assignment, e-mail it to me so that I can verify you completed it by the deadline.

Additional Student Resources

Multimodal Communication Consulting Center (MC3 Lab)
The Multimodal Communication Lab (MC3) is located in 107A Grehan (phone: 859-218-0221). 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. Their e-mail address is mc3lab@gmail.com.

The Study
According to the Academic Enhancement website, The Study located in 306 Complex Commons Building, is responsible for programs and services for students 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 details check out their website at: http://www.uky.edu/AE/.

University of Kentucky Writing Center
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. You can also schedule an appointment online at: http://wrd.as.uky.edu/writing-center. Their website is http://ukwrite.wordpress.com/.

Media Depot
The Media Depot is located in The Hub at the W.T. Young Library and is a digital media resource center for students at the University of Kentucky. The Media Depot will provide online assistance, recording equipment and space, editing stations with software, and technical support for students' development of their academic media projects. The Media Depot is funded by the Student Technology Fee and is a collaboration between Academic Planning, Analytics and Technologies (APAT) and UK Libraries and is in support of the QEP, Presentation U. Their website is http://www.uky.edu/ukit/mediadepot.

	Tentative Course Schedule	
Date	**Topic**	**Assignments**
Thursday August 29th	Introduction to the class, overview of the syllabus and course content	Read the syllabus
Tuesday September 3rd	An introduction to oral interpretation	Read chapter 1
Thursday September 5th	Analyzing and selecting literature	Read chapter 2
Tuesday September 10th	Voice development in interpretation	Read chapter 3 **List of poetry selections**
Thursday September 12th	Use of body in interpretation	Read chapter 4
Tuesday September 17th	Language of poetry	Read chapter 9
Thursday September 19th	Structure of poetry	Read chapter 10
Tuesday September 24th	Poetry in class work day	
Thursday September 26th	Poetry peer coaching day	**Peer Coaching Notes**
Tuesday October 1st	**Poetry Performances**	**Audience Ballots**
Thursday October 3rd	**Poetry Performances**	**Audience Ballots**
Tuesday October 8th	**Poetry Performances**	**Audience Ballots**
Thursday October 10th	Styles and types of prose interpretation	Read chapter 5
Tuesday October 15th	Narration in prose interpretation	Read chapter 6
Thursday October 17th	Prose in class work day	**List of prose selections**
Tuesday October 22nd	Prose peer coaching day	**Peer Coaching Notes**
Thursday October 24th	**Prose Performances**	**Audience Ballots**
Tuesday October 29th	**Prose Performances**	**Audience Ballots**
Thursday October 31st	**Prose Performances**	**Audience Ballots**
Tuesday November 5th	Introduction to drama interpretation	Read chapter 7
Thursday November 7th	Techniques for interpreting drama selections	Read chapter 8 **List of drama selections**
Tuesday November 12th	Drama peer coaching day	**Peer Coaching Notes**
Thursday November 14th	**Drama Performances**	**Audience Ballots**

Tuesday November 19th	**Drama Performances**	**Audience Ballots**
Thursday November 21st	**Drama Performances**	**Audience Ballots**
Tuesday November 26th	Basics of group performances	Read chapter 11
Thursday November 28th	**Thanksgiving Break – No Classes**	
Tuesday December 3rd	Duo/group in class work day	**List of duo/group selections**
Thursday December 5th	Duo/group peer coaching day	**Peer Coaching Notes**
Tuesday December 10th	**Duo/group performances**	**Audience Ballots**
Thursday December 12th	**Duo/group performances**	**Audience Ballots**
Tuesday December 17th	Final Exam Period	**Course Portfolios Due**