1. General Information

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

   Date Submitted: 12/20/2016

1b. Department/Division: School of Information Science

1c. Contact Person

   Name: Will Buntin

   Email: will.buntin@uky.edu

   Phone: (859) 257-3317

   Responsible Faculty ID (if different from Contact)

   Name: Kari Benguria

   Email: kari.benguria@uky.edu

   Phone: 859-218-3413

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course?   Yes

   Composition &Communications - II

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?:   Yes [4]

2b. Prefix and Number: ICT 115

2c. Full Title: Communication in the Digital Age

2d. Transcript Title: Communication in the Digital Age

2e. Cross-listing:

2f. Meeting Patterns

   LECTURE: 3

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

2h. Number of credit hours: 3

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

   If Yes: Maximum number of credit hours:

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

2j. Course Description for Bulletin: Communication for the Digital Age focuses on improving students' oral, written, and visual communication skills so they can effectively form and translate technical information in ways that are easily understood by public audiences. In this course, students will both analyze and create materials designed to inform and persuade professionals in fields related to information communication technology. Students will also work individually and in groups to research, create, and present an argument focused on improving the communication of technical information. They will explore issues that align with their professional interests and produce products that use multiple methods (oral, written, or digital) to make an argument. A significant component of the class will involve learning to use visual and digital resources to enhance written and oral presentations.

2k. Prerequisites, if any: CIS 110/WRD 110 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: Spring,

   Will the course be offered every year?:   Yes

   If No, explain:

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

   If No, explain:

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

7. Anticipated Student Demand

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

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

   If Yes, explain:

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

   If No, explain:

9. Course Relationship to Program(s).

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

   If YES, name the proposed new program:

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

   If YES, list affected programs:

10. Information to be Placed on Syllabus.

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

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

Distance Learning Form

Instructor Name: Kari Benguria

Instructor Email: kari.benguria@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1.How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?   Timely and appropriate interaction will be possible through Canvas, email and other online communication tools (i.e., Zoom, Skype). Syllabus was designed with online instruction in mind. Syllabus conforms to Senate guidelines. Syllabus includes statement on timeliness of response to inquiries.

2.How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.   Many aspects of face to face instruction are intact with this online course including items like course goals and learning objectives. Assessment will take place through items like discussion posts, tests, projects or papers. Additionally, course may make use of online tools such as discussion boards, email, video presentations and other communication methods to help improve the overall experience.

3.How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.   Each student's Canvas account is tied to their myUK account. Assignments such as papers will be handled much the same as they would be in a face to face course in terms of being evaluated for possible issues in regards to the academic offense policy.

4.Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?   No.

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

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?   We have tried to make student services as accessible as possible. Our program uses a listserv for program announcements and we employ a full-time student affairs officer who regularly communicates with our students, regardless or location. Faculty also use the tools in Canvas to further assist in providing student services to remote participants, assisted by our department's instructional technologist. Additionally, we encourage students to use services such as Distance Learning Library Services when appropriate.

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

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.   Students will not require access to equipment outside of a personal computer and appropriate software. Students will primarily use the services of UK's Distance Learning, UK Distance Learning Library and electronic access to UK Libraries.

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

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

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

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

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

   Instructor Name: Kari Benguria

Course Review Form
Composition and Communication II

Course: ICT 115: Communication for the Digital Age

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

☐ Assignments for one or more *major* projects grounded in scholarly research, delivered in *written and oral form with visuals* in a manner that a) is appropriate and effective for the audience, purpose and occasion and b) demonstrates advanced strategies for developing ideas and analyzing arguments, with emphasis on addressing and mediating issues of public interest, and with evidence of critical thinking in both the conception and the development of the thesis. These assignments must represent at least 70% of the final grade.

Students first will create a digital professional portfolio they will continuously add to and develop throughout the course to present to their peers at the end of the semeter. They will then create an annotated bibliography that contains resources that will inform a recommendation report written for a specific company as if presenting a specific technology (such as a security system) to clients. Students will also create a technical manual written for a lay audience that includes visuals and text. They will then present this information in a "teach a technology" speech.

The final major project in this course focuses on using written, oral, and visual forms of communication as well. Students will first create a recorded oral pitch speech aimed on convincing their teammates to choose his or her idea for the major project. Students will then create a written design proposal, with visuals, focused on revising a local organization's website. They will then present their work to the class as well as create a recorded digital pitch to the company as if they were presenting the work to the local organization.
Total points:
Professional portfoilio: 50
Annotated bibliography: 30 points
Recommendation report: 60 points
Technical manual: 85 points
Teach a technology: 20 points
Final project points:
Oral pitch speech: 20 points
Media group video presentation: 20 points
Written design proposal and presentation to class: 110 points
Digital pitch: 60 points
455/600 = 76%

☐ Demonstration through readings, activities, and assignments that the development of at least one major scholarly project is the course's *primary educational focus*.
The smaller assignments such as creating a professional portfolio, analyzing a speech, and creating an infographic help prepare students for the two major projects: (a) the recommendation report and technical manual informed by an annotated bibliography and presented to the class and (b) the group project including an oral pitch speech, a video presentation, and written design proposal and oral presentation, and a digital pitch geared towards selling their product to a specific company.

☐ Readings, activities and assignments that require students to conduct significant research on a subject, using the resources of the UK Libraries and other sources.
Students will have a unit devoted to learning APA style and using the library's resources to learn how to format their work. They will also create an annotated bibliography using resources from the UK library among other sources.

☐ The processes through which students learn to refine their speaking, writing, and visual communication skills, focusing on matters of construction, design, and delivery style.
The two major projects outlined under the first learning outcome include speaking, writing, and visual communication skills when producing a product. Students will also sharpen their speaking skills through class activities and assignments such as multiple speeches that are presented both in class and online. Some of these speeches will be based off of the written and digital products they create such as an infographic and the teach a technology speech.

☐ Assignments and exercises that demonstrate students' ability to critique the oral and written and visual work of peers and professionals in a variety of contexts?.
Students will critique professional speeches in their speech analysis project as well as critique others in peer reviews of their major papers and digital pitches to their teammates.

☐ Assignments or exercises that revise their written and oral and visual presentations, in collaboration with peers, instructor, librarians and pertinent members of the public.
Students will revise their major presentations, visuals on their technical manuals and infographics, and major speeches throughout the course.

☐ Assignments or exercises that enable students to employ and evaluate formal interpersonal and small group communication skills effectively. These assignments must represent at least 15% of the final grade.
Students will have a written formal contract with their group members as well as will critique their teammates with a peer dynamics grade. They will also present a digital oral speech to their teammates convincing them to focus on their idea for a final project
Class assignments (listed as "Other Small Assignments): 50 points
Oral pitch speech: 20 points
Group contract: 5 points
Group dynamics grade: 15 points
90/600 = 15%

Reviewer Comments

ICT 115: Communication for the Digital Age
Spring 2016

Instructor: Dr. Kari Benguria
Email: Kari.Benguria@uky.edu
Office: 310 Lucille Little Library
Office Hours: 1-3, MW

Course Description

Communication for the Digital Age focuses on improving students' oral, written, and visual communication skills so they can effectively form and translate technical information in ways that are easily understood by public audiences. In this course, students will both analyze and create materials designed to inform and persuade professionals in fields related to information communication technology. Students will also work individually and in groups to research, create, and present an argument focused on improving the communication of technical information. They will explore issues that align with their professional interests and produce products that use multiple methods (oral, written, or digital) to make an argument. A significant component of the class will involve learning to use visual and digital resources to enhance written and oral presentations. Prerequisite: CIS 110/WRD 110 or equivalent.

Course Prerequisite Knowledge and Skill Expectations

This class is part of a two-course sequence. You will need to have the fundamental competencies from CIS 110/WRD 110 or the equivalent in order to be successful.

You are expected to be proficient with the following skills upon entering ICT 115:

- Compose written texts and deliver oral presentations that represent relevant and informed points of view appropriate for the audience, purpose, and occasion
- Analyze, create, and use visual media as both independent and interconnected forms of communication
- Demonstrate an awareness of appropriate strategies used to communicate effectively in different situations (e.g. public speaking, interpersonal) and contexts (e.g. face-to-face, digital).
- Work with design elements (font, size, line, color) to successfully incorporate design principles (contrast, alignment, repetition, and proximity) as part of effective composition
- Employ research skills to find, analyze, evaluate, and properly cite pertinent primary and secondary sources using relevant discovery tools (e.g. InfoKat, Library Databases, Google) as part of the process of composing work in written, oral, and visual modes
- Organize, revise, practice, edit, and proofread (for grammar and mechanics) your own and other student work flexibly and effectively to improve the development and clarity of ideas
- Define goals for improving/revising work, and devise effective plans for achieving those goals, in collaboration with peers, instructor, and librarians
- Employ and evaluate interpersonal communication skills

Student Learning Outcomes

Students will demonstrate the abilities to:

- Enhance professional speaking, writing, and visual communication skills, focusing on matters of construction, design, and delivery, keeping audience, purpose, and occasion in mind
- Analyze the conception, development, and final written, oral, and visual arguments from peers and professionals
- Employ advanced rhetorical strategies to develop arguments as an individual and in groups focusing on ways to manage technology-related issues of public interest
- Conduct significant, effective research on a subject as an individual and as part of a team, using the resources of the UK Libraries and other relevant resources to enrich speaking, writing, and digital projects
- Compose at least one major, group-authored persuasive argument project for a public audience using written, oral, and visual modes grounded in scholarly research in a manner that is appropriate and effective for the audience, purpose, and occasion in both a face-to-face and digital environment
- Identify and address community stakeholders in an issue of public interest as part of thoughtful and efficient audience analysis
- Engage in a range of small group activities to explore and express experiences and perspectives on issues under discussion
- Employ and evaluate interpersonal, small-group, and mass communication skills to show skillful management of group dynamics (e.g. conflict negotiation, role identification, delegation, and effective social roles).
- Organize, revise, practice, edit, and proofread (for grammar and mechanics) personal and other students' products flexibly and effectively to improve the development and clarity of ideas
- Define goals for improving/revising work, and devise effective plans for achieving those goals, in collaboration with peers, instructor, librarians, and relevant community stakeholders

Required Materials

There are no required materials that need to be purchased for this course. All required readings and other materials are listed on the agenda below as well as on Canvas.

Grading Scale

Percentage	Total Points	Final Grade
90-100%	550-600	A
80-89%	500-549	B
70-79%	450-499	C
60-69%	400-449	D
59% and below	0-399	E

<center>**Course Policies**</center>

Attendance and Participation

This class is a community whose success depends on everyone's participation, and it is vital for you to attend class in order to be successful. Attendance will be taken at the beginning of class. If you miss this, it is your responsibility to let me know you arrived late.

If you are absent on a day when an assignment is due, you will be allowed to hand in or make up that work **only** if the absence is **officially excused**. You will be asked to provide official written documentation for excused absences the next time you are in class in order for your absence to be excused. If you know ahead of time that you will be absent from class with an excused absence, please discuss this with your instructor and turn in any assignments ahead of time. Excuses for university-sponsored activities must be made *prior* to such absences. For any emergency situation that arises, **email your instructor** as soon as you know about the situation when possible. **No make-up work is available for in-class exercises or quizzes unless approved in advance by your instructor**. Students have one week to complete a missed assignment or quiz due to an excused absence upon their return without penalty.

Students are **required** to attend class whenever any student is scheduled to speak and on peer review days. If you miss class on one of these days with an unexcused absence, 5 points will be deducted from your course grade.

Students are strongly encouraged to withdraw from the class if more than 20% of the scheduled classes for the semester are missed per university policy. Please reference the definition of excused absences in the current edition of *Student Rights and Responsibilities* or on the web at http://www.uky.edu/StudentAffairs/Code/.

Excused Absences

Students need to notify the professor of absences prior to class when possible. *Senate Rules 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. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php.

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

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for

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making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

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. David Beach (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. Appropriate notification of absences due to university-related trips is required <u>prior</u> to the absence. In this course, you must provide appropriate documentation of an excused absence <u>within one week of the absence.</u>

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.

Senate Rules 6.3.1 (see http://www.uky.edu/Faculty/Senate/ for the current set of *Senate Rules*) 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 a question of plagiarism involving their 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 content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. 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 or information, the student must carefully acknowledge exactly what, where and how he/she has 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.

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 me with a Letter of Accommodation from the Disability Resource Center (Multidisciplinary Science Building, Suite 407, at the corner of Rose Street and Huguelet Drive, 859-257-2754, email address: dtbeac1@uky.edu) for coordination of campus disability services available to students with disabilities.

Military Members and Veterans

We recognize the complexities of being a member of the military community and also a student. If you are a member of the military or a military veteran or dependent, please inform your instructor if you are in need of special accommodations. Drill schedules, calls to active duty, mandatory training exercises, complications with GI Bill disbursement, and other unforeseen military and veteran related developments can complicate your academic life. If you are aware of a complication, we will work with you and put you in contact with university staff members who are trained to assist you. Please contact the Coordinator of the University of Kentucky Veterans Resource Center at 859-257-1148 for additional assistance. Visit http://www.uky.edu/veterans for more available resources.

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Classroom Policies

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

Submission of Assignments

All written assignments (first/rough and final drafts) <u>MUST</u> be submitted in a .doc or .docx format to Canvas. Do not submit documents using Pages. After you have submitted an assignment, you can check the gradebook to ensure that the assignment has been submitted.

Late Assignments

Your assignments for this course are due on the dates before class time indicated on the class schedule below or as indicated in class if the absence is unexcused. **Assignments submitted after class time and up to 24 hours late will receive 20% off the grade the assignment would have received. Assignments submitted two days late will receive 30% off the grade the assignment would have received. Assignments may not be submitted after two days.** You may not miss class on the day of a peer review, workshop, or speaking day unless the absence is excused.

Backups
It is your responsibility alone to maintain backups of your work. Putting materials in Dropbox, Google Drive, or on flash drives will help prevent you from losing your work due to unfortunate circumstances such as computer theft or hard drives crashing. Prepare and print your assignments ahead of time to avoid unpleasant last-minute surprises. Lost work will not account for an excuse in this course.

Class Conduct

Many questions you have may be answered immediately by reviewing the syllabus or by asking a fellow classmate. Therefore, before emailing me, please consult the syllabus and Canvas as well as ask your classmates. You may then email me if you don't know have an answer to your question.

Being a Respectful Audience Member: First, attend all presentations, whether you are speaking or not. Second, be courteous and attentive. Third, remove all objects (phones, computers, newspapers, speaking notes, etc.) that might distract you. I take this policy quite seriously. I reserve the right to reduce a disrespectful audience member's grade if I observe egregious offenses.

Responsible Technology Use

Email: During the semester, you will receive emails from me with updates and reminders. You are expected to regularly check your official UK email address. Practice good mechanics when writing emails! Writing emails to your friends/family can be informal, but when you start writing emails to your instructors, professors, and potential employers, they should be well written with as few mistakes as possible.

Note: When corresponding with me please (a) use a descriptive subject line, (b) include a respectful greeting (e.g. "Dear Dr. Benguria"), and (c) fully sign your name. Typically, I will respond to email within 24 hours, although response time may vary. I appreciate strong email etiquette.

Cell Phones/Laptops/Tablets

Learning requires focus. Thus, unless we are using your personal devices for a class-related activity, they should be put away.

- Throughout the semester, we will be using your devices to conduct online research, collectively brainstorm, etc. These days will be announced in class.
- However, many of our class periods will be *deviceless*, meaning your devices should be put away so you're not tempted to use them during class. This is especially true during speeches or if a video is being shown. The only exception is if you have official documentation from Disability Services indicating that a laptop or similar device is necessary for your learning.
- Turn cell phones on silent for the duration of the class. Not on vibrate, but silent. This includes all devices that make noise.
- Checking your phone/device out in your lap doesn't fool me. Please…put them away. Let your friends/parents/employers know when you're in my class so they know not to expect a reply until after the class has ended.
- Inappropriate media use greatly increases your chances of being called on and pulled back into the class discussion. If it continues, I will ask you to leave.

Peer Groups

Because most writers, educators, and other professionals must learn to work collaboratively, you will collaborate with your peers both in and out of class. I will ask you to form groups this semester. While 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).

Extra Credit

I may identify extra credit opportunities during the course of the semester that will augment what we're doing in the classroom. These opportunities may include research study participation, campus events, Presentation U Power Hours, etc. Extra credit is not guaranteed and the maximum number of points you may receive is ten. If extra credit is offered, it will be announced in class and/or posted on Canvas.

Canvas

Things happen over the course of a semester, 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 for any changes or updates. I will post all assignments on Canvas. If you lose an assignment page or handout, you are expected to get a copy from Canvas rather than from me.

Additional Student Resources

The Presentation U Tutoring Center@The Hub is located in B-24 of the W. T. Young Library (phone 859-218-5186). Presentation U provides tutoring assistance and training with multimodal communication skills and projects. Both UK faculty and students have the opportunity to attend workshops and work individually with highly trained faculty members, graduate students, and peer tutors. Come see us if you would like help brainstorming potential project topics, constructing outlines, using APA or MLA style, practicing oral presentations, as well as designing/constructing/using effective presentational aids (e.g., PowerPoint, Prezi, websites, videos, and digital projects). When you come to the Presentation U Tutoring Center@ The Hub, YOU can become the Ultimate Presentation.   Visit UK | Undergraduate Education | Presentation U! to check out our hours of operation and/or to schedule an appointment. Presentation U! also offers a satellite location on the 1st floor of Champions Court I. This location offers the same services as Presentation U @ the Hub to assist students with their multimodal communication needs.

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://comm.uky.edu/student-info/mc3

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 the website at: http://www.uky.edu/AE/

The Writing Center is located in W. T. Young Library, Room 108B in the Hub (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

The Media Depot is located in the basement of William T. Young Library and has video and audio recording rooms, computers for editing multimedia projects, collaborative spaces, and staff to assist students with multimedia needs: http://www.uky.edu/ukat/mediadepot

Description of Course Activities and Assignments

This semester, your assignments will have oral, written, and visual components. Your major assignments will be peer-reviewed before the final is due so you can give and receive comments that will help you improve your final product. The smaller assignments will help you develop analytical skills that will help you hone your technical communication and argumentative skills.

Week 1/Week 16: *Pretest/Posttest*

Each student is required to complete a pretest (5 points) at the beginning of the semester and a posttest (5 points) at the end of the semester for assessment purposes. You will also receive an email reminder with a link for the surveys. The pretest will be open during the first two weeks of the semester, and the posttest will be open during the last two weeks of the semester.

Week 1: *Video Introduction (10 points)*

You will prepare a brief 1-2 minute video introduction of yourself as an unlisted video on YouTube, and post the link to it on the Discussion Board on Canvas. All videos should include name, major, year in school, and at least one fun fact about you. Then, comment on at least two other students' videos. This will help your instructor and your fellow students get to know you.

Week 3/Week 16: *Professional Portfolio (draft 10 points, final 40 points)*

Create a professional portfolio using a blogging platform (WordPress, Blogger, Weebly, Tumblr, Wix, etc.). You will add your class work such as all videos and papers throughout the class onto the blog, and a fellow classmate will review your portfolio to offer suggestions. You will be graded on the completion, organizational design, and navigability of your site at the end of the course.

Week 3: *Speech Analysis (25 points)*

Dissecting an argument is one of the key skills you need to know how to craft a good argument. View one of the speeches focused on communication technology from the list your instructor gives you, and analyze the speaker's argument using the rhetorical devices ethos, pathos, and logos. You will explain what devices the speaker used and whether they were effective in persuading you. You will also explain what you might do to improve the argument. The paper will be 2-3 pages, include at least 1 cited image, and must cite the video and any other materials you used in your analysis. This paper will be written in APA format and will be submitted on Canvas.

Week 4: *Library Module Assignment (5 points)*

It is increasingly important to be able to be familiar with the online resources available to you as a University of Kentucky student. Therefore, you will be given a list of tasks designed to help you find sources for your annotated bibliography.

Week 4: *Plagiarism Goblin Game Verification (5 points)*
Knowing what plagiarism is and how to avoid it is essential to avoid serious charges of academic misconduct. To build upon your understanding of plagiarism, you will complete the Plagiarism Goblin Game produced by Lycoming College. Upon completing it, you will upload a screenshot of your verification screen to Canvas.

Week 5: *Annotated Bibliography (draft 5 points, final 25 points)*

Gathering and evaluating sources is essential for creating quality products. To do this, you will create an annotated bibliography to help you with your recommendation report and technical manual. The information you collect should be related to a technical issue you're interested in, such as security management or web design.

The annotated bibliography assignment asks you to provide annotations for 5 credible sources. These annotations will include:
● An APA citation for the source
● A sentence summary of the source
● A sentence about the credibility of the source
● A sentence explaining how you plan to use the source in your paper or manual

Week 6: *Infographic (10 points)*
Using sources from your annotated bibliography, you will construct an infographic you will use in your recommendation report to support your argument. Your instructor will provide you with free sources you can use.

Week 6/7: *Recommendation Report (draft 10 points, final 50 points)*

Based on the topic you chose to research for you annotated bibliography, write a paper recommending a policy to a related company. For instance, if you annotated bibliography focused on website security issues, you might recommend a specific security system to an existing company. You will address at least one opposing argument, using evidence and reasoning to support your claims. Your paper must be 800 words (TNR, 12-point font, 1" margins, not including cover page, abstract, or references) and integrate at least 8 relevant and credible external sources as well as two images to support your ideas. It must be typed according to proper APA style and written in Global English. You will turn in a first draft as well as a final draft of this assignment.

Week 8/9: *Technical Manual (draft 10 points, final 75 points)*

In order to be able to write instructions for a global audience, you will write a manual for an existing process or system of your choice. Consider your own professional interests when choosing your topic. For example, if you recommended a company use a specific database in your recommendation report, consider focusing your manual on how to use the database. You could also create a manual detailing the stops of how to use a certain application or how to create materials using existing software. You must write in Global English for a lay audience and have both pictures and text, and assume the average user reading your manual would take at least four minutes to complete the steps. You will turn in a first draft as well as a final draft of this assignment.

Week 9: *Impromptu Speech (10 points)*

In preparation for the final speeches, you will be given a topic when you come to class and after a few minutes to prepare, will present a 1-2 minute impromptu speech to the class.

Week 11: *Teach a Technology (20 points)*

This is an opportunity for you to show your classmates the steps you outlined in your manual. Using your manual above, you will give a 2-3 minute speech outlining the steps in your manual.

Week 12: *Oral Pitch Speech (20 points)*

Find a local or national organization's website, and using the principles in class, record a 2-3 minute speech trying to convince your teammates that your group project should be about your selected organization (see Written Design Proposal description below). Using the principles taught in class, convince your group members to focus on the webpage to redesign for a final product. Record it as an unlisted speech in YouTube, and post the link on your group's Discussion Board on Canvas.

Week 13: *Peer Contract (5 points)*

Knowing how to be effective in group projects is an essential skill. Your group will therefore first write a contract describing what each member is responsible for, a timeline of due dates, and repercussions if a team member's work is not completed on time.

Week 13: *Media Group Video Presentation (20 points)*

As a group, you will create a video explaining and illustrating how to use a particular social media technology in assuming your audience knows nothing about how to use it. You will need to work together to show how all group members can communicate through it and create a 3-4 minute video showing how all group members can interact through it. Each person must speak in the video. In addition, you are required to visit the Media Depot (in basement of W.T. Young Library) during the creation of this presentation.

Week 14/15: *Written Design Proposal and Presentation to Class (draft 10 points, final 100 points)*

You will be placed in teams and need to convince your team to improve a local organization's website one of your group members presented in the oral pitch speech. As a group, you must address the design and organization of the site, how you will manage and ensure the site is secure, and an estimated cost of the redesign in a paper that is at least 500 words of text and *at least* 6 images. The website needs to have at least one main page and four sub-pages. As a team, write out your proposal, and present your work to the class in showing us your thought process and why you made the decisions you did.

Week 14/15: *Digital Pitch (draft 10 points, final 50 points)*

As a group, you will create a screencast of your proposal as if you were presenting it to the organization. The digital pitch must be at least five minutes in length, and each group member must speak during the screencast. You will first create a script for this proposal and submit it for peer review.

Week 16: *Group Dynamics Grade (15 points)*

You will be working with one group for a major project in the course. Therefore, at the end of the semester, you will be asked to provide a group dynamics assessment of each group member and yourself. The grade will be calculated based on how well you worked with your group based on both their assessment and my evaluation.

Week 16: *Final Reflective Video Speech (15 points)*

Your final assignment is to provide some advice to incoming students. What was your favorite part of the course? What was the biggest challenge? What can they do to be particularly successful? What are the "big picture" lessons you'll take with you as you go through the rest of your college career? This final reflective speech should be 2-3 minutes and may be shared with future students.

Other Small Assignments *(40 points)*

You will have many opportunities to show your engagement with the class and the course materials. For instance, you may have questions in the discussion board, tasks to be completed before class, and other in-class and out-of-class assignments based on what is discussed in class.

Total Course Points: 600

Tentative Daily Schedule

Course schedule is tentative and subject to change. Any changes will be posted on Canvas under the Syllabus tab.

Date	Class Content	Readings and Due Dates
Week 1		
1/13	Course Introduction	
1/15	Translating Tech Talk	*Intro to technical writing article* **Video Introduction Due on Canvas Before Class**
Week 2		
1/18	MLK Day: no classes	
1/20	Rhetorical appeals	*Rhetoric in Technical Communication handout*
1/22	Analyzing Speech and Audience	*TED Talk video on Canvas*

Week 3		
1/25	Audience: Global English, colors, and symbols/Intro to professional portfolio	*Reaching Global Audiences article* **Speech Analysis Due**
1/27	Global English, colors, and symbols	*Improving Web Design* *Blog Color Psychology*
1/29	Intro to Recommendation Report and Selecting Topics	**Professional Portfolio Design Due**
Week 4		
2/1	Intro to AB and library resources/Deep web	*Deep Web* *Social Science Data Analysis Network* *UK Library Module*
2/3	APA format/Analyzing and synthesizing information	*Bring a source to class* **Library Module Assignment due**
2/5	APA format/Analyzing and synthesizing information	*Plagiarism Goblin game* **verification due**
Week 5		
2/8	Peer review of Annotated Bibs	**Annotated Bibliography Draft Due**
2/10	Outlining a persuasive report	*Top 10 Business ~~Arguments article~~* **Annotated Bibliography Due**
2/12	Infographics	*Infographics Resources* *The Emergence of Icons and Pictograms*
Week 6		
2/15	Toulmin model in business writing	*Toulmin Model Article* **Infographic Due**
2/17	Polishing your writing	
2/19	Peer review	**Draft of Recommendation Report Due**
Week 7		
2/22	Out of class workday	**Final Recommendation Report Due**
2/24	Introducing and Analyzing manuals	*How to Create Effective Manuals article*
2/26	Creating manuals	*How to Create Manuals Using Word article*

Week 8		
2/1	Copyright	*Copyright of Images*
3/2	Peer review	**First Draft of Manual Due**
3/4	Public speaking and MMS	*Before class:* Personal Report of Communication Apprehension quiz *Monroe Motivated Sequence article*
Week 9		
3/7	Impromptu Speeches	
3/9	Impromptu Speeches	
3/11	Out of class workday	**Final Draft of Manual Due**
Week 10	**Spring Break**	
Week 11		
3/21	Common Fallacies for Technical Communicators	*Vertical Video Syndrome* *Fallacies article*
3/23	Teach a Technology speeches	**Teach a Technology Speeches Begin**
3/25	Teach a Technology speeches	
Week 12		
3/28	Design and Digital pitch examples Group formation	
3/30	Visual persuasion	*Your Body Speaks article*
4/1	Group speaking	*Before class:* Group role personality quiz **Oral Pitch Video Due**
Week 13		
4/4	Group work	
4/6	Web design and organization	*Perceptual persuasion article* *Psychology of Web Design, pp. 53-86* **Peer Contract Due**
4/8	Group work	**Media Group Video Presentation Due**
Week 14		
4/11	Out of class workday	
4/13	Peer review	**Design Proposal and Digital Pitch Draft Due**
4/15	Group Meeting w/Instructor/Research Day	

Week 15		
4/18	Group Meeting w/Instructor/Research Day	**Professional Portfolio Peer Review Due**
4/20	Rehearsal Day	
4/22	**Proposal Presentations**	**Design Proposal and Digital Pitch Final Due**
Week 16		
4/25	**Proposal Presentations**	
4/27	**Proposal Presentations**	
4/29	**Proposal Presentations**	**Group Dynamics Due**
Finals		**Final Reflective Video Due** **Professional Portfolio Final Due**