I. General Information:

College:	Gatton College of Business & Economics	Department (Full name):	Department of Marketing & Supply Chain

Major Name (full name please):	Marketing	Degree Title:	BBA

Formal Option(s), if any:	——	Specialty Field w/in Formal Options, if any:	——

Requested Effective Date:	FALL 2014, *IF* RECEIVED BY SENATE COUNCIL BY MONDAY, APRIL 7.

Contact Person:	Scott Kelley	Phone:	7-3425	Email:	skelley@uky.edu

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:*
CIS 300: Strategic Business and Professional Communication
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 *program* outcomes, not *course* outcomes. Please specify the program-level SLOs for C&C in your program:
Demonstrate strong written and oral communication skills.
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:
This communication intensive course prepares B&E majors for their careers by developing effective communication skills (integrated written, oral, and visual) applied specifically to today's technology-driven and global business environment. The course will focus on developing strong communication skills in interpersonal settings, on small group teams, and when delivering public presentations. Students will prepare cover letters, resumes, websites, and portfolios; develop effective interviewing skills in face-to-face and online environments; communicate effectively based on audience analysis in face-to-face

and online settings; deliver effective formal public business presentations (informative and persuasive) based on audience analysis and using a variety of presentational aids that enhance the message; and learn to manage data, graphics, and a positive online presence (e.g., websites blogs, social media outlets, email messages, and webinars).

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: <u>CIS 300: Strategic Business and Professional Communication</u>
*   new or existing course? <u>existing course</u> (*new courses should be accompanied by a New Course Proposal*)
    *   o ☐ *if a new course, check here that a New Course Proposal has been submitted for review via eCATS*
*   required or optional? <u>required</u>
*   shared or cross-listed course? _____
*   projected enrollment per semester: _____

Course #2 (if applicable): Dept. prefix, number, and course title: _____
*   new or existing course? _____ (*new courses should be accompanied by a New Course Proposal*)
    *   o ☐ *if a new course, check here that a New Course Proposal has been submitted for review via eCATS*
*   required or optional? _____
*   shared or cross-listed course? _____
*   projected enrollment per semester: _____

Course #3 (if applicable): Dept. prefix, number, and course title: _____
*   new or existing course? _____ (*new courses should be accompanied by a New Course Proposal*)
    *   o ☐ *if a new course, check here that a New Course Proposal has been submitted for review via eCATS*
*   required or optional? _____
*   shared or cross-listed course? _____
*   projected enrollment per semester: _____

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:**
    <u>Deanna Sellnow, Instructional Communication and Research, College of Communication and Information; Patric Spence (Course Coordinator)</u>
*   **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.
    <u>Faculty were hired for this purpose in Fall 2012. Additional faculty may be hired as needed via the new budget model system.</u>
*   **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: <u>Provost supported initiative March 21, 2012 via email correspondence and agreed upon among two college deans, as well as Scott Kelley (Assoc. Dean for Undergraduate Programs) and Deanna Sellnow (Director, Division of Instructional Communication and Research).</u>

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 <mark>highlighted</mark> 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.):

   Multiple sections of the course will be offered every term using a variety of formats (e.g., face-to-face, hybrid) and day/time patterns (e.g., MWF, T/TH, evenings). The courses are and will continue to be taught by faculty with expertise in business communication. This required course is and will continue to serve as a gateway course taken when students enter upper division.

- 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:

   All of the assignments were conceived in collaboration with the Directors of Undergraduate Studies for the different majors. These include cover letters, resumes, newsletters, interoffice memos, press releases, job talks, interviews, and team project/presentations.

- 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.):

   Students draft/review/revise their cover letters, resumes, written business documents, and visual business documents. They rehearse/critique/and revise their job talk public speeches and team projects.

- other information helpful for reviewing the proposal:

   _____

D. Assessment:

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:

- specify the assessment schedule (e.g., every 3 semesters; biennially):

   Informal assessment occurs every semester. Formal assessment occurs annually.

- identify the internal assessment authority (e.g. curriculum committee, Undergraduate Studies Committee):

   Patric Spence, course coordinator, and Rachel Price, assessment coordinator, and Amy Gaffney, Director of Assessment for the Division of Instructional Communication and Research oversee the assessment processes.

- 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):

   Assessment coordinators will arrange to share results and improvement plans with the Associate Dean and Directors of Undergraduate Studies in Business and Economics annually.

Signature Routing Log

General Information:

GCCR Proposal Name (course prefix & number, program major & degree):	CIS 300: Economics B.S. degree
Contact Person Name:	Scott Kelley
Phone:	7-3425
Email:	skelley@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 *review by Chair or DUS, etc.*	3/6/2014	Brian Murtha (DUS) / 7-8082 / brmu222@uky.edu
Providing Program *(if different from Home Program)*	2/2/2014	Deanna Sellnow / 257-2886 / Deanna.Sellnow@uky.edu
Cross-listing Program *(if applicable)*		/ /
College Dean	3/27/2014	Scott Kelley / 7-3425 / skelley@uky.edu
		/ /

Administrative Reviews:

Reviewing Group	Date Approved	Approval of Revision/ Pending Approval[1]
GCCR Advisory Committee	3/26/2014	

Comments:

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[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.*

CIS 300
Strategic Business and Professional Communication

Instructor: Office Hours:
Office:
Phone: E-mail:

Course Description

This communication intensive course prepares B&E majors for their careers by developing effective communication skills (integrated written, oral, and visual) applied specifically to today's technology-driven and global business environment. The course will focus on developing strong communication skills in interpersonal settings, on small group teams, and when delivering public presentations. Students will prepare cover letters, resumes, websites, and portfolios; develop effective interviewing skills in face-to-face and online environments; communicate effectively based on audience analysis in face-to-face and online settings; deliver effective formal public business presentations (informative and persuasive) based on audience analysis and using a variety of presentational aids that enhance the message; and learn to manage data, graphics, and a positive online presence (e.g., websites blogs, social media outlets, email messages, and webinars).

Prerequisites

Upper division status in accounting, analytics, communication, economics, finance, management, marketing, or permission from instructor

Learning Outcomes

By the end of the course, you should be able to:
- Critically evaluate methods of business communication;
- Understand and critically evaluate the role of research in business communication;
- Understand the advantages and disadvantages of technology in communication;
- Write, revise, and proofread effective audience-centered business documents in a variety of formats (e.g., cover letter, resume, press release, memoranda, e-mail correspondence, formal speech outlines, meeting agendas and minutes, websites);
- Prepare and deliver effective formal oral business presentations (informative and persuasive) using appropriate presentational aids based on the rhetorical situation (purpose, audience, occasion, constraints)
- Practice effective small group communication skills (teamwork, leadership, conflict management) in informal settings and as part of formal presentations (face-to-face and online).
- Respond effectively to media and stakeholder inquiries during crisis events and during question and answer sessions

Required Resources

- **Textbooks:**
  - Lehman, C., & Dufrene, D. (2011). *Business Communication* (16th ed.). Mason, Ohio: South-Western, Cengage Learning.
  - Perrin, R. (2012). *Pocket guide to APA style* (4th ed.). Boston, MA: Wadsworth, Cengage.
- **Email:** To obtain instructions for assignments, additional materials for this course, and important announcements. *I will not respond to emails sent from an address other than "@uky.edu."*
- **Office Suite:** See https://download.uky.edu/ for free versions.

Course Policies

1. Attendance and Punctuality
You will be allowed THREE absences. Each absence after three will result in a 50-point deduction from your total points in the course. If you have an emergency, please email me at [insert email here]. Excessive tardiness (arriving late or leaving early) may also result in an absence. 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.

This policy is in place for your benefit. You are required to provide official written documentation if the absence is officially excused (See section 5.2.4.2 at: http://www.uky.edu/StudentAffairs/Code/part2.html). Excuses for university-sponsored activities must be presented in advance of the absence and arrangements for work missed must be made prior to such absences. No excuses or documentation will be accepted more than one week after the absence.

2. Late Work
Late assignments are accepted and penalized at the instructor's discretion.

3. 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.

4. 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.

5. Classroom Decorum

- Display respect for all members of the classroom community, including students and instructor(s).
- Avoid unnecessary disruption during class time for ringing cell phones or pagers, private conversations, reading newspapers or doing work for other classes. Laptops may be used, provided you are focusing on work for this course.
- Avoid racist, sexist, homophobic, or other negative language that may unnecessarily exclude members of our campus and classroom community.
- Complete readings prior to the class meeting.
- Pay attention to and participate in all class sessions, activities, and presentations.
- Be responsible for all information, announcements, and changes addressed in class and/or Blackboard.

Please read your UK email and check Blackboard regularly, as I will use these for class updates. I will also do my best to answer email within 24 hours. Emails asking for information clearly found on the course syllabus or website (i.e., what chapter is being covered in a given week, due dates) may not be answered because this information is available for you.

6. Additional Student Resources

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.

The new **Multimodal Communication Lab (MC3)** is located in 106 Grehan (phone: 859-257-8370). The staff can help you identify and correct problems with all aspects of your writing and speaking. I will not require you to go to the lab, but again, I recommend that all of you consider going if you feel stuck at any stage of the writing/speaking process.

At the University of Kentucky, we care about your success. Because of the importance of communication in your personal, academic, and professional lives, the university has developed a **Q**uality **E**nhancement **P**lan **(QEP)**. In this plan, your professors are getting more training about teaching you communication skills AND there are tutoring labs where you can go for one-on-one help with speaking, writing, and visual communication assignments. This plan is called Presentation U…Because **YOU** are the ultimate presentation!
<div align="center">UK's QEP = Presentation U!</div>

Course Activities and Assignments (all detailed assignment descriptions and rubrics will be posted to BlackBoard)
Each student will compile an electronic portfolio of materials that will include, for example, a cover letter, resume, and reflective essay for a job in their chosen field, sample business documents, formal outlines and presentational aid printouts of formal oral presentations.

1.   **Cover letter, resume, and reflective essay (100 points)**
Each student will conduct research to locate a job posting for a position he or she might like to hold one day. Each student will prepare a cover letter and resume (minimum 4 pages) applying for that position. Documents are to reflect research about the mission of the organization, required and preferred credentials, and the expertise the student would bring to the organization if hired. These documents will be revised multiple times during the semester and a new "final" version will be submitted at the end of the semester to reflect what the student learned throughout the term. Students will also prepare a 1200-1500 word written self-reflection (revised at least once based on peer review feedback) to explain what they changed (or did not change) and to articulate how and why they prepared the cover letter and resume as they did, citing at least three credible sources using proper APA style.

2.   **Written business documents (75 points)**
Students will prepare and revise based on peer and instructor review feedback: interoffice memos, e-mail messages and correspondences, and press releases that reflect ethical and effective responses to case study scenarios provided by the instructor. Students will write and revise the equivalent of a minimum of five 300-word documents.

3.   **Visual business document (100 points)**
With your team, students will prepare and revise based on peer and instructor review feedback a sample newsletter (minimum four pages) for an organization as assigned by the instructor.

4.   **Job Talk Public Speech (75 points)**
Each student will deliver a "job talk" answering the question: "Why should you hire me?" for the position selected by the student. Points will be earned for the formal and speaking outlines, the construction and integration of presentational aids (e.g., PPT slideshow), a formal written self critique of the speech (minimum 400 words), as well as the content, structure, and delivery of the actual speech (including a question and answer session). The information literacy component will be addressed as students are required to do research on the organization and position and tailor their job talk to highlight their understanding of the organization and the position, as well as how and why their experience and expertise makes them a strong candidate for it.

5.   **Interview and critique (150 points)**
Each student will act as both an interviewer and an interviewee for a position. In addition, students will prepare a 1200-1500 word written self-critique (revised at least once based on peer review feedback) of their mock job interview. Students will prepare for the interview by researching the organization (mission, values, vision, etc.), as well as the position to which they are applying in the organization (and similar positions in at least three related organizations).

6.   **Team Project (200 points)**
Students will work together in teams (4-6 students each) to examine a workplace crisis situation and formulate potential solutions, as well as a plan for addressing various stakeholder groups. Each group will produce a 500-700 word written report (to be revised at least once based on peer review feedback) describing what and how they would communicate to the various groups and why, a formal 16-20 minute actuation persuasive presentation delivered as a group symposium, and a digital product communicating to one of the groups described in the written report. A written group reflection will be submitted to the instructor after your project is complete (minimum 1000 words).

7.   Exams and Quizzes (2 exams at 50 points and 4 quizzes at 25 points = 200 points)
There will be two examinations and four quizzes to evaluate comprehension of theories and concepts addressed in the assigned readings and class discussions. All examinations may be comprised of multiple choice, true/false items, and matching questions and will based on the text and lectures. You are responsible for the material in both the textbooks and lectures. Quizzes and exams will be given online. Instructions for completion will be given in class.

8.   In-Class Activities (80 points)
Students will complete a variety of in-class activities, which may be awarded points for participation. These activities/points cannot be made up.

9.   Pre-test & Post-test (20 points)
Each CIS 300 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 and you will receive credit for these assignments; your answers will not affect your grade. You will receive 20 pts for completing these two assignments (10 pts each) and you must complete both tests to receive credit. Each test will take approximately 30 minutes to complete. The deadlines and links to the test will be provided to you during the first week and last week of class.

Point Chart   CIS 300

	Points possible	My points
Cover letter/Resume/Reflective Essay	100	
Written Business Documents	75	
Visual Business Document	100	
Job Talk Presentation & Critique	75	
Interviews & Critique	150	
Team Project	200	
Exam 1	50	
Exam 2	50	
Quizzes (4 x 25)	100	
Participation & In-class Activities	80	
Pre- and Post-Test	20	
Attendance Penalty		–
TOTAL	1000	

My absences: _____

900-1000	90% = A
800-899	80% = B
700-799	70% = C
600-699	60% = D
below 600	below 60 % = E

CIS 300 – Fall 2012
Tentative Daily Schedule

Date	Topics	Readings and Assignments
Week 1		
W 8-22	General introduction to the course	
F 8-24	Foundations of Business Communication	Chapter 1
Week 2		
M 8-27	Foundations of Business Communication contd.	Chapter 13 Complete pre-test
W 8-29	Interpersonal Communication	Chapter 2 Online peer critiques of cover letters and resumes
F 8-31	Interpersonal Communication cont.	Chapter 2 Assignment Due: Cover letter, resume, reflection
Week 3		
M 9-3	No class – Labor Day	
W 9-5	Planning and Preparing Spoken and Written Messages	Chapter 3 Quiz 1 due
F 9-7	Team Development Day	
Week 4		
M 9-10	Planning and Preparing Spoken and Written Messages	Chapter 4
W 9-12	Communicating electronically	Ch. 5 & pp. 394-401
F 9-14	Delivering News – Good, Bad and Indifferent	Ch. 6 & 7 Quiz 2 due Online peer critiques of written business docs
Week 5		
M 9-17	Delivering News – Good, Bad and Indifferent	Assignment Due: Written business documents (Interoffice memo, email, and press release)
W 9-19	Team work and collaboration/Conflict	Ch. 2 (Team communication)
F 9-21	Team work and collaboration/Conflict	
Week 6		
M 9-24	**Exam 1 due**	
W 9-26	Using Persuasion/Delivering Persuasive Messages	Ch 8 Online peer critiques of visual business docs
F 9-28	Using Persuasion/Delivering Persuasive Messages	Ch 8 Assignment Due: Visual business document (newsletter)
Week 7		
M 10-1	Interviews and Employment Messages	Ch 14
W 10-3	Designing and Delivering Business Presentations, visualization and data	Chapter 10 & 12 Quiz 3
F 10-5	Team Work Day and Peer Review	
Week 8		
M 10-8	Outlining	

W 10-10	Designing and Delivering Business Presentations, visualization and data	Chapter 10 & 12
F 10-12	Job Talk Prep/Practice/Critique Session	
Week 9		
M 10-15	Job Talk Formal Speeches	
W 10-17	Job Talk Formal Speeches	
F 10-19	Team Development Day	Assignment Due: Job talk Peer & Self Critique
Week 10		
M 10-22	Interviews and Employment Messages	Chapter 14
W 10-24	Interviews and Employment Messages	
F 10-26	Interview Prep/Practice/Critique Day	
Week 11		
M 10-29	Interviews Day 1	
W 10-31	Interviews Day 2	
F 11-2	Interviews Day 3	
Week 12		
M 11-5	Research Methods in Business Communication	Chapter 9 Assignment Due: Interview Critique
W 11-7	Organizing and Preparing Reports and Proposals	Chapter 11
F 11-9	Organizing and Preparing Reports and Proposals	Quiz 4 due
Week 13		
M 11-12	Team Work Day	
W 11-14	Designing and Delivering Business Presentations, visualization and data	Chapter 10 & 12
F 11-16	Designing and Delivering Business Presentations, visualization and data	Chapter 10 & 12
Week 14		
M 11-19	Rehearsal and Refine Day	Assignment Due: Team report & digital product
W 11-21	No class – Thanksgiving	
F 11-23	No class – Thanksgiving	
Week 15		
M 11-26	Team Presentations	
W 11-28	Team Presentations	
F 11-30	Team Presentations	
Week 16		
M 12-3	Work Day	Assignment Due: Team Reflection
W 12-5	Makeup Day	Assignment Due: Revised Job Application Materials and Portfolios
F 12-7	Course Evaluations	Complete post-test
Week 17		
Finals	**Exam 2 due**	

UK. UNIVERSITY OF KENTUCKY

College of Communication and Information
Instructional Communication and Research
310 Lucille Caudill Little Fine Arts Library
Lexington, KY 40506-0224

859 257-8370

https://ci.uky.edu/icr/

Memorandum of Understanding

Re: CIS 300 as GCCR Course for B&E Majors

February 22, 2014

Based on discussions between parties in the College of Business and Economics and the Division of Instructional Communication and Research, the Division agrees to teach CIS 300 for the GCCR requirement in Analytics, Economics, Finance, Management, and Marketing. This agreement stems from original funding provided by Kumble Subbaswamy for doing so in 2012 (See attached email.

Deanna Sellnow, Director
Division of Instructional Communication and Research

FW: Faculty Searches

Sellnow, Deanna D

Sent: Tuesday, February 25, 2014 2:26 PM
To: Kelley, Scott

Deanna Sellnow

Gifford Blyton Endowed Professor

Director, Division of Instructional Communication and Research

College of Communication and Information

From: Subbaswamy, Kumble
Sent: Wednesday, March 21, 2012 5:16 PM
To: Sellnow, Deanna D; Clifton, Jonathan
Cc: O'Hair, Dan; Martin, Angie; Wilson, Lisa S
Subject: RE: Faculty Searches

Deanna,
The funding needed for the QEP CIS 300 pilot project will be put into the 2012-13 budget. You may proceed with the searches mentioned below.
Swamy

****