

Brothers, Sheila C

From: Schroeder, Margaret <m.mohr@uky.edu>
Sent: Monday, April 27, 2015 10:32 AM
To: Brothers, Sheila C; Hippisley, Andrew R
Subject: UG Certificate: Directing Forensics
Attachments: Directing Forensics UG Certificate 04242015 (1).pdf

Proposed New Undergraduate Certificate in Directing Forensics

This is a recommendation that the University Senate approve the establishment of a new Undergraduate Certificate: Directing Forensics, in the School of Library and Information Science within the College of Communication and Information.

The revised proposal is attached.

Best-

Margaret

Margaret J. Mohr-Schroeder, PhD | Associate Professor of Mathematics Education | [STEM PLUS Program Co-Chair](#)
| [Department of STEM Education](#) | [University of Kentucky](#) | www.margaretmohrschroeder.com



PROPOSAL FOR NEW UNDERGRADUATE CERTIFICATE

An Undergraduate Certificate is an integrated group of courses (as defined here 12 or more credits) that are 1) cross-disciplinary, but with a thematic consistency, and 2) form a distinctive complement to a student’s major and degree program, or 3) leads to the acquisition of a defined set of skills or expertise that will enhance the success of the student upon graduation. Undergraduate Certificates meet a clearly defined educational need of a constituency group, such as continuing education or accreditation for a particular profession; provide a basic competency in an emerging area within a discipline or across disciplines; or respond to a specific state mandate.

After the proposal receives college approval, please submit this form electronically to the Undergraduate Council. Once approved at the academic council level, the academic council will send your proposal to the Senate Council office for additional review via a committee and then to the Senate for approval. Once approved by the Senate, the Senate Council office will send the proposal to the appropriate entities for it to be included in the Bulletin. The contact person listed on the form will be informed when the proposal has been sent to committee and other times, subsequent to academic council review.

Please click [here](#) for more information about undergraduate certificates.

1. GENERAL INFORMATION						
1a	Undergraduate Certificate Home:	Department <input type="checkbox"/>	OR	College <input type="checkbox"/>	OR	Other <input checked="" type="checkbox"/>
	If “Other,” please explain:	<i>The School of Library and Information Science within the College of Communication and Information</i>				
1b	Name of hosting academic unit:	<i>School of Library and Information Science</i>				
1c	Proposed certificate name:	<i>Undergraduate Certificate in Directing Forensics</i>				
1d	CIP Code ¹ , primary discipline:					
	CIP Code for other disciplines:					
1e	Requested effective date:	<input checked="" type="checkbox"/> Semester after approval.	OR	<input type="checkbox"/> Specific Date ² :		
1f	Contact person name:	<i>Will Buntin</i>	Email:	<i>will.buntin@uky.edu</i>	Phone:	<i>859-257-3317</i>
2. OVERVIEW						
2a	Provide a brief description of the proposed new certificate. (300 word limit)	<i>The Division of Instructional Communication and Research proposes offering an undergraduate certificate that will prepare students to teach and coach competitive forensics at the middle school, high school, and collegiate levels and serve the growing demand for forensics coaches. Currently, over 300 colleges and universities sponsor this activity at the state, regional, and national level. Over 100,000 students and 3,500 coaches also compete annually in high school competitions across the nation. This certificate would serve both current undergraduate students who wish to enhance their ability to teach public speaking and post-</i>				

¹ You must contact the Office of Institutional Effectiveness prior to filling out this form (257-2873 | institutionaleffectiveness@uky.edu). The identification of the appropriate CIP code(s) is required for college-level approval and should be done in consultation with the Undergraduate Council Chair and Registrar.

² Certificates are typically made effective for the semester following approval. No program will be made effective unless all approvals, up through and including University Senate approval, are received.

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	<p><i>baccalaureates seeking additional training or continuing education credits.</i></p> <p><i>Through an applied curriculum, this certificate will prepare students to immediately enter forensics classrooms as coaches and educators. Over the series of four courses, students will learn how to teach and coach public speaking and debate events, facilitate competitive tournaments, recruit team members, fundraise, and administer forensics teams from the middle school to college level. Students will also have multiple opportunities to directly observe and take part in forensics competition at the University of Kentucky which will allow them to gain valuable real world experience before entering the workforce.</i></p> <p><i>This certificate meets the University of Kentucky's requirement that undergraduate certificate lead "to the acquisition of a defined set of skills or expertise that will enhance the success of the student upon graduation." Coaching competitive forensics requires a specialized set of skills that is currently not offered by any academic program at the University of Kentucky. Thus, this program will fill a void for educating individuals who seek to develop and improve their abilities to teach and coach competitive speech and debate. Because of the appeal to diverse audiences and a focus on applied skills, a certificate program is the most logical vehicle for offering this curriculum.</i></p>
2b	<p>This proposed certificate (check all that apply):</p>
	<p><input checked="" type="checkbox"/> Is cross-disciplinary³.</p>
	<p><input type="checkbox"/> Is certified by a professional or accredited organization/governmental agency.</p>
	<p><input checked="" type="checkbox"/> Clearly leads to advanced specialization in a field.</p>
	<p>This certificate includes courses from two different disciplines - Instructional Communication and Information Studies.</p>
2c	<p>Affiliation. Is the certificate affiliated with a degree program? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>
	<p>If "yes," include a brief statement of how it will complement the program. If it is not affiliated with a degree program, incorporate a statement as to how it will provide an opportunity for a student to gain knowledge or skills not already available at UK. (300 word limit)</p>
	<p><i>While courses exist at the University of Kentucky that teach students how to speak in public and form rational arguments, no courses exist that train students to teach these concepts themselves. Learning to coach competitive public speaking and debate are a unique skillset. Additionally, no courses are offered at UK that expose students to oral interpretation or the responsibilities and duties of administering a competitive forensics team. This certificate would meet all four of these needs and prepare students to enter this expanding career field. Because this curriculum spans topics ranging from communication to education, English, performance studies, and critical thinking, a cross-disciplinary undergraduate certificate is the most logical choice for this program.</i></p>
2d	<p>Demand. Explain the need for the new certificate (e.g. market demand and cross-disciplinary considerations). (300 word limit)</p>
	<p><i>Presently, no program exists at the University of Kentucky to train future educators in the skills they would need to coach competitive speech and debate. As previously mentioned, over 100,000 high school students and thousands of undergraduates compete in some form of forensics competition. To be successful, each of these teams requires at least one competent and trained coach. The commonwealth of Kentucky features extensive competition at all levels of education from middle school to college. However there is no program within the state that can train individuals to coach these teams. The University of Kentucky has a unique opportunity to step into this void and meet this educational need. The attached letters of support highlight the statewide desire for this undergraduate certificate program.</i></p> <p><i>Students from a variety of majors at the University of Kentucky would be interested in this certificate. This</i></p>

³ An undergraduate certificate must be cross-disciplinary and students must take courses in at least two disciplines, with a minimum of three credits to be completed in a second discipline.

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program would support Communication, Education, and English majors, minors, and students who wish to demonstrate an ability to teach and coach forensic events at the middle school, high school, and collegiate levels. Additionally, post-baccalaureates who wish to receive additional training in this area would be able to complete this certificate as part of any continue education credits offered by their institution.

2e **Target student population.** Check the box(es) that apply to the target student population.

Currently enrolled undergraduate students.

Post-baccalaureate students.

2f Describe the demographics of the intended audience. (150 word limit)

The audience for this certificate includes both undergraduates and post-baccalaureates (community professionals) who plan to pursue a career in middle school, high school, or collegiate education and current forensics coaches who wish to further develop their coaching abilities. Students from a variety of majors at UK will be interested in this certificate including communication, education, English, and fine arts.

2g **Projected enrollment.** What are the enrollment projections for the first three years?

	Year 1	Year 2 (Year 1 continuing + new entering)	Year 3 (Yrs. 1 and 2 continuing + new entering)
Number of Students	20	40	60

2h **Distance learning (DL).** Initially, will any portion of the undergraduate certificate be offered via DL? Yes No

If "Yes," please indicate below the percentage of the certificate that will be offered via DL.

1% - 24% 25% - 49% 50% - 74% 75 - 99% 100%

If "Yes," describe the DL course(s) in detail, including the number of required DL courses. (200 word limit)

The Information Sciences course, IS 200 Information Literacy and Critical Thinking, is offered online as part of the Information Sciences minor. As this course is required for the Directing Forensics certificate, students will have the option of completing it online. This course is part of the cross-disciplinary nature of this certificate program.

3. ADMINISTRATION AND RESOURCES

3a **Administration.** Describe how the proposed certificate will be administered, including admissions, student advising, retention, etc. (150 word limit)

The proposed certificate will be administer by the certificate director in the Division of Instructional Communication and Research. As part of the College of Communication and Information, resources such as advising and retention will be handled in cooperation with the Associate Dean for Undergraduate Affairs. Admissions will be handled by the certificate director.

3b **Resources.** What are the resource implications for the proposed certificate, including any projected budget needs? If multiple units/programs will collaborate in offering this certificate please discuss the resource contribution of each participating program. Letters of support must be included from all academic units that will commit resources to this certificate. Convert each letter to a PDF and append to the end of this form. (300 word limit)

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	<i>No additional financial or human resources will be required to offer this certificate program.</i>	
3c	<p>Faculty of Record. The Faculty of Record consists of the certificate director and other faculty who will be responsible for planning and participating in the certificate program. Describe the process for identifying the certificate director. Regarding membership, include the aspects below. <i>(150 word limit)</i></p> <ul style="list-style-type: none"> • Selection criteria; • Whether the member is voting or non-voting; • Term of service; and • Method for adding/removing members. 	
	<i>The faculty of record will consists of all instructors utilized for the instruction of required certificate courses. To be a voting member, the instructor must be a full-time faculty member in the Division of Instructional Communication and Research or other academic unit at UK or the Director of Forensics. Each member will serve for two years. The director will be appointed by the Director of the School of Library and Information Science with advise and consent of the program coordinator for Instructional Communication and Research and the Director of Forensics. The certificate director will also serve a two year term.</i>	
3d	Advisory board. Will the certificate have an advisory board ⁴ ?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
	If “Yes,” please describe the standards by which the faculty of record will add or remove members of the advisory board. <i>(150 word limit)</i>	
	If “Yes,” please list below the <u>number</u> of each type of individual (as applicable) who will be involved in the advisory board.	
		Faculty within the college who are within the home educational unit.
		Faculty within the college who are outside the home educational unit.
		Faculty outside the college who are within the University.
		Faculty outside the college and outside the University who are within the United States.
		Faculty outside the college and outside the University who are outside the United States.
		Students who are currently in the program.
		Students who recently graduated from the program.
		Members of industry.
		Community volunteers.
		Other. Please explain:
		Total Number of Advisory Board Members
4. SUPPORT AND IMPACT		
4a	<p>Other related programs. Identify other related UK programs and certificates and outline how the new certificate will complement these existing UK offerings. Statements of support from potentially-affected academic unit administrators need to be included with this proposal submission. Convert each statement to a PDF and append to the end of this form. <i>(250 word limit)</i></p>	
	<i>As this certificate focuses on training future educators, the offerings will be most appealing to undergraduates in the College of Education. As such, a letter of support is attached to this certificate application.</i>	

⁴ An advisory board includes both faculty and non-faculty who advise the faculty of record on matters related to the program, e.g. national trends and industry expectations of graduates.

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4b	External course utilization support. You must submit a letter of support from each appropriate academic unit administrator from which individual courses are taken. Convert each letter to a PDF and append to the end of this form.
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5. ADMISSIONS CRITERIA AND CURRICULUM STRUCTURE

5a	Admissions criteria. List the admissions criteria for the proposed certificate. <i>(150 word limit)</i>
	<i>Students must have and maintain a 2.0 GPA, have completed at least 30 hours of undergraduate course credit, and be in good standing with the University to be admitted into the certificate program.</i>

5b	Curricular structure. Please list the required and elective courses below.
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Prefix & Number	Course Title	Credit Hrs	Course Status ⁵
IS 200	Information Literacy and Critical Thinking	3	Existing
ICR 384	Teaching and Coaching Public Address	3	New
ICR 385	Teaching and Coaching Oral Interpretation (ELECTIVE)	3	New
ICR 386	Teaching and Coaching Competitive Debate (ELECTIVE)	3	New
ICR 387	Directing Forensics	3	New
			Select one....
			Select one....
			Select one....
			Select one....
			Select one....
			Select one....
Total Credit Hours:		12	

5c	Are there any other requirements for the certificate? If “Yes,” note below. <i>(150 word limit)</i>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
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In addition to completing the required credit hours listed above, each student will need to complete a final portfolio that summarizes their experiences in each course. This portfolio will demonstrate their proficiency in each area of forensics competition.

5d	Is there any other narrative about the certificate that should be included in the Bulletin? If “Yes,” please note below. <i>(300 word limit)</i>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
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6. ASSESSMENT

6a	Student learning outcomes. Please provide the student learning outcomes for this certificate. List the knowledge, competencies, and skills (learning outcomes) students will be able to do upon completion. (Use
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⁵ Use the drop-down list to indicate if the course is an existing course that will not be changed, if the course is an existing course that will be changed, or if the course is a new course.

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	action verbs, not simply “understand.”) (250 word limit)
	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> 1.) <i>demonstrate the ability to teach and coach a variety of forensics activities including public address, limited-preparation, oral interpretation, and debate events</i> 2.) <i>administer a forensics team including creating a budget, assembling a travel schedule, developing recruitment and fundraising plans, and managing the public relations of a new team.</i> 3.) <i>facilitate and tabulate a competitive forensics tournament</i> 4.) <i>adjudicate competitive forensics events and give meaningful feedback to their students</i>

6b	<p>Student learning outcome (SLO) assessment. How and when will student learning outcomes be assessed? Please map proposed measures to the SLOs they are intended to assess. Do not use grades or indirect measures (e.g. focus groups, surveys) as the sole method. Measures might include the aspects below. (300 word limit)</p> <ul style="list-style-type: none"> • Course-embedded assessment (capstone project, portfolios, research paper); and • Test items (embedded test questions, licensure/certification testing, nationally or state-normed exams).
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	<p><i>The four learning objectives for this certificate will be measured first using student portfolios. These portfolios allow students to demonstrate their ability to meet the course objectives and provide them will a tangible asset when applying for future forensic educator positions. Additionally, student learning outcomes will be assessed by in and out of class experiences with forensics including UK's own forensics team. By completing these courses with a 'C' or better, students will have demonstrated their proficiency in coaching competitive public speaking and debate. Please see the attached student rubrics for required and elective certificate courses.</i></p>
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6c	<p>Certificate outcome assessment⁶. Describe program evaluation procedures for the proposed program. Include how the faculty of record will determine whether the program is a success or a failure. List the benchmarks, the assessment tools, and the plan of action if the program does not meet its objectives. (250 word limit)</p>
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	<p><i>The program will be evaluated in two ways. First, student portfolios will be assessed as they meet each of the four desired student learning outcomes (see attached Portfolio Guidelines and corresponding Student Learning Outcome Assessment Rubrics). Second, the program will be assessed based on student enrollment and certificate completion rates, TCE course evaluations, exit interviews, and alumni surveys (see Program Assessment Rubric). These data points will also shape the plan of action if the program fails to meet all of the stated benchmarks.</i></p>
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7. APPROVALS/REVIEWS

Information below about the review process does not supersede the requirement for individual letters of support.

	Reviewing Group Name	Date Approved	Contact Person Name/Phone/Email
7a	(Within College)		
	<i>School Council - School of Library and Information</i>	<i>11/15/13</i>	<i>Jeff Huber / / jeffrey.huber@uky.edu</i>

⁶ This is a plan of how the certificate will be assessed, which is different from assessing student learning outcomes.

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	<i>Science</i>		
	<i>Faculty Council - College of Communication and Information</i>	<i>1/27/14</i>	<i>Dan O'Hair / / ohair@uky.edu</i>
			/ /
			/ /
7b	(Collaborating and/or Affected Units)		
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7c	(Senate Academic Council)	Date Approved	Contact Person Name
	Health Care Colleges Council (if applicable)	3/31/15	Joanie Ett-Mims
	Undergraduate Council		




School of Library and
Information Science
320 Little Library Building
Lexington, KY 40506-0224

859 257-8876
fax 859 257-4205

www.uky.edu/CommInfoStudies/SLIS/

To: H. Dan O'Hair, Dean
College of Communication and Information

From: Jeff Huber, Director 
School of Library and Information Science

Date: January 20, 2015

Re: IS/ICR courses to support Director Forensics Certificate

As Director of the School of Library and Information Science, I write in support of including the following courses in the proposed Director Forensics Certificate program:

IS 200: Information Literacy and Critical Thinking
ICR 384: Teaching and Coaching Public Address
ICR 385: Teaching and Coaching Oral Interpretation
ICR 386: Teaching and Coaching Competitive Debate
ICR 387: Director Forensics

All five of these courses are offered by programs housed in the School of Library and Information Science.



Dr. Ben Withers
Associate Provost for Undergraduate Education
c/o Sharon Gill
217 Funkhouser Building
University of Kentucky
Lexington KY 40506

Associate Provost Withers,

This letter is written to formally express enthusiastic support for the School Information and Library Sciences Department in the College of Communication and Information's proposed new certificate program titled "Directing Forensics." Competitive public speaking, or "forensics," is among the most widely engaged extracurricular activities in U.S. schools, including events such as argumentation, debate, oral interpretation, and other modes of oral language performance and communication related to literary, dramatic, and informational texts. According to prominent international education organizations such as the Partnership for 21st Century skills, the Common Core State Standards Initiative, and the National Council of Teachers of English, SISL's proposed certificate program will strongly fulfill requirements for educating and producing teachers and students who are able to collaborate and communicate in creative ways that involve critical thinking. Such a program will be an invaluable option for students in the university's Secondary English Education Programs, housed in the College of Education's Department of Curriculum and Instruction. Across our undergraduate and graduate programs, Secondary English Education has approximately 150 students enrolled annually who would benefit from this new offering.

Directing Forensics will provide a robust and coherent curriculum for teacher candidates who seek to become Speech teachers and Speech/Forensics Coaches in particular, but it will also be of extreme benefit for candidates who seek to teach English language arts in general. Because of the clinical, applied design of the courses that will comprise the new certificate program, candidates in English Education will gain the opportunity to become educated so that they are highly skilled and experienced practitioners of the



communication skills required for teaching Speech, a key element in English language arts curriculum. More significantly, the new certificate will explicitly guide candidates to not only demonstrate and teach those skills generally, but also systematically enable them to design courses and extracurricular programs that are successful and sustainable. Perhaps even more importantly, the Directing Forensics certificate would provide teacher candidates from English education and beyond to acquire conceptual, practical, and applied experiences that will increase their quality and capacity as teachers by providing them with the kinds of performance and design experiences that are required to operate successfully in any classroom with diverse groups of students.

If the Directing Forensics Certificate Program is approved, the Secondary English Education Program will actively seek to incorporate it as a formal option in its own curriculum. Our faculty fully supports this proposal as currently written and wishes to express its deepest appreciation to the faculty members in the College of Communication and Information for designing such a well-conceived, coherent, and vigorous program like this one. It will enhance a vitally important aspect of English language arts and Communications as fields overall. We whole-heartedly endorse the proposal and hope to offer it to our majors as soon as possible. Sincerely,

Leslie David Burns, Associate Professor of Literacy
Program Chair of English Education
Department of Curriculum and Instruction
College of Education
313 Dickey Hall
859-257-2939
L.burns@uky.edu



Curriculum & Instruction
317 Dickey Hall
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859 257-7399
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www.uky.edu

Dr. Deanna Sellnow
Division of Instructional Communication and Research
310J Lucille Caudill Little Fine Arts Library
Lexington, KY 40506

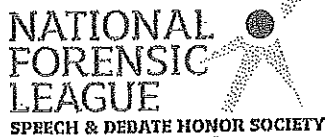
Dear Dr. Sellnow,

This letter is in support of the proposed undergraduate certificate program entitled *Directing Forensics*. The proposed certificate program would provide middle and secondary level pre-service and in-service educators the opportunity to attain the knowledge and skills required to help prepare and coach students as they engage in competitive public speaking and debate activities. Participation in debate teams and public speaking are common activities offered in many of the schools and districts in which our education majors seek employment. The ability to complete a certificate program in this area will provide additional opportunities and skill sets for our students to enter a competitive marketplace as new teachers. On behalf of the Department of Curriculum & Instruction, it is my pleasure to support this proposal.

Sincerely,

A handwritten signature in cursive script that reads 'Laurie A. Henry'.

Laurie A. Henry, Ph.D.
Interim Department Chair
Curriculum & Instruction
lauriehenry@uky.edu



November 7, 2013

Dr. Deanna Sellnow, Director
Division of Instructional Communication and Research
College of Communication and Information
310J Lucille Caudill Little Fine Arts Library
University of Kentucky
Lexington, KY 40506-0224

Dear Dr. Sellnow,

I am writing to express my support for your efforts to establish a Directing Forensics certificate at the University of Kentucky. As the leader of the largest interscholastic speech and debate organization in the United States, the National Forensic League, I can attest to the need for quality educational opportunities for new and existing forensic directors and coaches.

Speech and debate produces improvements in academic performance that prepare students to excel in college. Forensics also gives students the social and academic confidence they need to grow as individuals, achieve educational goals, pursue meaningful work, and contribute to the community. But students only have access to these benefits if there is a willing and capable leader—a forensic advisor and coach—at their school.

Your certificate program will help ensure that students in high schools across Kentucky have access to a committed, competent coach, and that the teachers and coaches who are already involved in the activity have a means to improve their skills and connect with their peers.

Come summertime, I hope to learn that your certificate program is underway and to begin hearing about the success stories it creates.

In sincere appreciation of your work,

J. Scott Wunn
Executive Director



Kentucky High School
Speech League, Inc.
KHSSL



310 Lucille Caudille Library
University of Kentucky
Lexington, KY 40506-0224

10 November 2013

Dr. Deanna Sellnow, Director
Division of Instructional Communication and Research
College of Communication and Information
310J Lucille Caudill Little Fine Arts Library
University of Kentucky
Lexington, KY 40506-0224

Michael Robinson, President
William M. Cooper IV, Executive Director
Coachdeb8@gmail.com
973.615.8497

Dear Dr. Sellnow:

I write in strong support for the proposed Certificate in Directing Forensics. I believe that the proposal will provide strong support for the League. It would help ensure the success—both educational and competitive—of the League's teams and students both now and into the coming decades.

The Kentucky High School Speech League is blessed with some of the ablest and most dedicated forensics coaches in the nation, and the success of our students is testimony to those qualities. Having the proposed certificate available would allow our current coaching cohort to extend their talents and enhance their students' success both here in the Commonwealth as well as around the nation.

We also have a strong group of up-and-coming younger coaches who are still growing and developing into the forensics educators of the next few decades. This certificate would enable them rapidly to bring their teams success and ensure the benefits of forensic education for their students.

Finally, we have to recognize that our activity depends on the presence of dedicated coaches and, as people retire from coaching, we will need new coaches to fill their shoes. The foundation provided by the proposed certificate would enable them both to coach and manage effectively from Day One.

Finally, the Certificate would provide a credential to connect to the educational legitimacy of our activity. It would assist our coaches and this League to raise the visibility of forensic education and, ideally, help our programs and coaches receive greater support of all kinds from their schools.

Thanking you for your continued support for the League,
I remain,

Very sincerely yours,

Wm. M. Cooper IV
Executive Director



December 2013

To Whom It May Concern:

This letter is a nod of support for the proposed offerings at the University of Kentucky concerning speech and debate coaching certifications and endorsements. I am the head speech and debate coach at Danville High School and am also the coach currently serving with the longest tenure: everyone else now coaching started after I did. I therefore, as a veteran, feel very qualified to explain the need for this academic offering and am glad for the opportunity to do so.

In many states, speech and debate teachers must obtain particular and specialized certifications to teach these subjects. Not so in Kentucky. Due to our expansive Language Arts certificate, anyone with a Language Arts certification may teach English, speech, drama, debate, or journalism at the middle or high school level. While this flexibility makes hiring teachers much simpler for schools, it has also watered down the discipline in-state. While there are certainly many fine teachers in these subjects who don't happen to have specific degrees in them, most teachers teaching these subjects are simply doing the best they can with limited training. They may feel comfortable in the worlds of words, but their formal training tends to be in literature and education. Offering these opportunities to Kentucky's teachers and teachers-to-be will do nothing but advance the integrity of our disciplines.

I also note that our state has no or next-to-no offerings in these areas. In 2006 I was hired for the PRAXIS Speech Communication National Advisory Committee for the Educational Testing Service to help rewrite the national exam for Speech Education. Our Commonwealth allows stand-alone certification in Speech with a teaching major or minor in the discipline, though few people have it as few jobs exist in the state for all Speech. I was eligible to apply because Thomas More College offered Speech Education certification; at that time, it was the only college or university in Kentucky that did so. In the years since, given state budget reductions, I sincerely doubt other colleges have added it. The usual suspects, WKU and Morehead, do not, I know. This certification is therefore a need the University of Kentucky can fill. I foresee these classes being taken by students from numerous colleges and transferred to their home institutions as well as by UK students at the undergraduate and graduate levels. As the flagship university for the state, it seems proper that UK be the central hub for this training.

Additionally, the University of Kentucky has already shown leadership in speech/debate education in-state with its return to hosting the Kentucky High School Speech League and its state tournaments plus its co-sponsorship (with the Kentucky National Forensic League) of SPEAK (Speech Professional Education Alliance of Kentucky), a now-annual conference and workshop for speech and debate educators.

So please, allow me to shout a huzzah and a ringing endorsement for the new plan to offer training for speech and debate educators. Our teachers and students thank you.

Yours truly,

Steve Meadows, Danville High School

DANVILLE HIGH SCHOOL

203 E. Lexington Avenue ~ Danville, KY 40422 ~ 859-936-8400 ~ fax 859-936-8401
Aaron Etherington, Principal www.danvilleschools.net/dhs

Harrison County Middle School



269 Education Drive • Cynthiana, KY 41031 • Office (859) 234-7123 • Fax: (859) 234-8385

Harrison County Middle School
269 Education Drive
Cynthiana, KY 41031

To Whom It May Concern:

I wanted to enlighten you on the impact of changing students' lives if you endorsed the University of Kentucky's proposal to create a Forensics program to help train teachers to coach/teach forensics.

I am quickly realizing the drastic change in our youth's inability to communicate effectively. In high school, I was blessed to be able to take a Speech class that equipped me with the skills of communicating in front of an audience. This class gave me the support I needed to follow my career path of becoming an educator. I was also a part of the speech/forensics team and traveled to many different high schools for competition on the weekend. Little did I know that this was preparing me for the work force where I would have to be regimented in rising early to go off to work on a daily basis. I cannot begin to tell you how speech and forensics changed my life. I am sure that everyone had something that they said changed their lives in high school, be it the football team, the soccer team, cheerleading, academic team.

What I find most disturbing, however, is that as an administrator, I am finding that the teachers we are currently training in higher education know little about taking on extra curricular activities. It would be wonderful to have a program that would help teachers learn how to put together and coach a forensics team. Perhaps this would give every child in every public school the opportunity to learn how to effectively communicate.

I could not be more supportive of UK's willingness to develop this program. Please think deeply about endorsing the program and allowing this to reach out to hundreds of students whose lives could change forever.

I would be willing to share more information with you if you need it. Please do not hesitate calling me at 859-234-7533.

Sincerely,

A handwritten signature in cursive script that reads "Robin Glascock".

Robin Glascock
Assistant Principal at Harrison County Middle School

Michael E. McIntire, Principal

The need for Forensics in schools has never been more important than right now. In a world where technology is becoming the only form of communication and text messages is the normal way to communicate. Our students are born and they have technology at their fingertips. In the 7 years I have been teaching and coaching Forensics I have helped to foster a culture at my middle school that shows that speaking and acting are important. My life would be empty without Forensics. I have held Forensics very near and dear to my heart since my own time as a student in Forensics from Middle school to High school.

Forensics is the structure on which I build my class curriculum. I believe the ethics and values the students learn will benefit them for their lifetime. They will forever remember what they have learned from Forensics and be able to apply it to their lives forever. They will be the top of their class, the student body leaders, and they will be the class speakers that leave a positive mark everywhere they go.

If I had the chance to earn a certificate in "Directing Forensics" I would feel that all my work has been validated. Public speaking is the number one fear in most adults. I can safely say that the students on my team continually grow leaps and bounds in their listening, writing, and speaking skills. I value Forensics above all else and strongly support UK in helping to create this certificate in "Directing Forensics".

Thank you,

Rachel B. Retherford

Directing Forensics Undergraduate Certificate Portfolio Guidelines

Your portfolio will be comprised of three main units. One will provide evidence in support of your ability to teach and coach public address, on one teaching and coaching either oral interpretation or debate (depending on the course you complete), and one on directing a competitive forensics program. More specific details are provided here.

Unit 1. Teaching and Coaching Public Address Completed in ICR 384

- a) Reflective Teaching/Coaching Philosophy for Platform Public Speaking: This is a 400-500 word document articulating your platform public address coaching goals and why, as well as your methods for achieving and assessing them with students.
- b) An annotated informative speech outline and accompanying video recording of the student delivering it.
- c) An annotated persuasive speech outline and accompanying video recording of the student delivering it.
- d) Reflective Teaching/Coaching Philosophy for Limited Preparation Speaking: This is a 400-500 word document articulating your limited preparation coaching goals and why, as well as your methods for achieving and assessing them with students.
- e) Annotated list of potential extemporaneous speech topics and possible information sources.
- f) Annotated list of potential impromptu speech topics and possible information sources.
- g) Reflective Public Address Judging Philosophy: This is a 400-500 word document articulating your public address judging goals and why, as well as specific examples you would comment on in judging a competitor regarding them.
- h) One annotated judge's critique from a student you would or did rank highly and one you would or did rank lowly.

Unit 2a. Teaching and Coaching Oral Interpretation Completed in ICR 385

- a) Reflective Teaching/Coaching Philosophy for Oral Interpretation: This is a 400-500 word document articulating your oral interpretation coaching goals and why, as well as your methods for achieving and assessing them with students.

- b) An annotated poetry interpretation script (with introduction) and accompanying video recording of the student delivering it.
- c) An annotated prose interpretation script (with introduction) and accompanying video recording of the student delivering it.
- d) An annotated drama interpretation script (with introduction) and accompanying video recording of the student delivering it.
- e) An annotated duo or group interpretation (with introduction) and accompanying video recording of the students delivering it.
- f) Reflective Oral Interpretation Judging Philosophy: This is a 400-500 word document articulating your oral interpretation judging goals and why, as well as specific examples you would comment on in judging a competitor regarding them.
- g) One annotated judge's critique from a student you would or did rank highly and one you would or did rank lowly.

Unit 2b. Teaching and Coaching Debate Completed in ICR 386

- a) Reflective Teaching/Coaching Philosophy for Debate: This is a 500-800 word document describing your goals and why, as well as methods for achieving and assessing them in each type of debate (fact debate, value debate, policy debate, congressional debate).
- b) Sample flow sheets from judging a round of each type of debate with a reflective statement (300-500 words) regarding how and why you scored them as you did.
- c) A 400-500 word fact debate case with annotations about how and why you shaped it as you did.
- d) A 400-500 word value debate case with annotations about how and why you shaped it as you did.
- e) A 400-500 word policy debate case with annotations about how and why you shaped it as you did.
- f) A 400-500 word congressional debate case with annotations about how and why you shaped it as you did.

- a) Reflective Philosophy Statement for Directing Forensics. This is a 800-1000 word document describing your administrative goals and why, as well as methods for achieving and assessing them.
- b) Team Administration Documents. Annotated samples of a team travel schedule, budge, fundraising plan, recruitment plan, and public relations plan.
- c) Tournament Hosting Documents. Annotated samples of a tournament invitation, registration materials, schedule, budget, logistics plans.
- d) Tournament Tabulating Documents. A 400-500 word statement articulating how you go about tabulating a tournament with at least two sample tabulation sheets as evidence.
- e) Reflective Tournament Administration Philosophy. A 400-500 word statement articulation your tournament administration goals and why, as well as methods for achieving and assessing them.
- f) Issues in Forensics Paper. This is a 1200-1500 research paper identifying a contemporary problem or issue in forensics supported with evidence and reasoning and posing possible solutions or action steps to address it effectively in the community.

Directing Forensics Undergraduate Certificate

Student Learning Outcome Rubric
Fall 2013

Public Address Rubric

Content	Meets	Does Not Meet
Informative Speaking		
Can identify appropriate speech topics		
Can coach informative speaking		
Can judge informative speaking		
Can create an original informative speech		
Can critically examine informative speeches		
Persuasive Speaking		
Can identify appropriate speech topics		
Can coach persuasive speaking		
Can judge persuasive speaking		
Can create an original persuasive speech		
Can critically examines persuasive speeches		
Impromptu Speaking		
Can catalogue possible speech examples		
Can coach impromptu speaking		
Can judge impromptu speaking		
Can create an original impromptu speech		
Critically examines impromptu speeches		
Extemporaneous Speaking		
Can identify speech topics and manage student research files		
Can coach extemporaneous speaking		
Can judge extemporaneous speaking		
Can critically examine extemporaneous speeches		

Directing Forensics Undergraduate Certificate

Student Learning Outcome Rubric
Fall 2013

Oral Interpretation Rubric

Content	Meets	Does Not Meet
Poetry Interpretation		
Can identify appropriate poems for performance		
Can edit poetry for interpretation events		
Can coach poetry interpretation		
Can judge poetry interpretation		
Can critically examine interpretations of poetry		
Prose Interpretation		
Can identify appropriate prose for performance		
Can edit prose for interpretation events		
Can coach prose interpretation		
Can judge prose interpretation		
Can critically examine interpretations of prose		
Drama Interpretation		
Can identify appropriate drama for performance		
Can edit drama for interpretation events		
Can coach drama interpretation		
Can judge drama interpretation		
Can critically examine interpretations of drama		
Duo/Group Interpretation		
Can identify appropriate duo/group literature		
Can edit duo/group scripts for interpretation events		
Can coach duo/group interpretation		
Can judge duo/group interpretation		
Can critically examine duo/group performances		

Directing Forensics Undergraduate Certificate

Student Learning Outcome Rubric
Fall 2013

Competitive Debate Rubric

Content	Meets	Does Not Meet
Team Fact Debate		
Can coach fact debate		
Can judge fact debate		
Can create a fact debate case		
Can successfully debate a fact round		
Can critically examine fact round arguments		
Individual Value Debate		
Can coach value debate		
Can judge value debate		
Can create a value debate case		
Can successfully debate a value round		
Can critically examine value round arguments		
Individual Policy Debate		
Can coach policy debate		
Can judge policy debate		
Can create a policy debate case		
Can successfully debate a policy round		
Can critically examine policy round arguments		
Congressional Debate		
Can coach congressional debate		
Can judge congressional debate		
Can write resolutions or legislation		
Can successfully debate a congress round		
Can critically examine arguments in congress		

Directing Forensics Undergraduate Certificate

Student Learning Outcome Rubric
Fall 2013

Directing Forensics Rubric

Content	Meets	Does Not Meet
Team Administration		
Can create a team travel schedule		
Can create a detailed team budget		
Can develop a team fundraising plan		
Can develop a team recruitment plan		
Can develop a team public relations plan		
Clearly presents team administration strategic plan		
Tournament Hosting		
Can create a tournament invitation and registration materials		
Can create a detailed tournament budget		
Clearly outlines a tournament logistics plan and schedule		
Can tabulate a tournament		
Issues in Forensics Paper		
Articulately discusses a contemporary issue		
Critically analyzes sources for support		
Makes a coherent suggestion or solution for the community		

Directing Forensics Undergraduate Certificate

Certificate Program Assessment

Objective	Meets	Does Not Meet
Certify at least three students annually		
TCEs from students at or above the college mean		
Satisfactory exit interviews from certificate students		
Satisfactory alumni survey responses (3.0 or higher on a scale from 1 to 5)		

ICR 384: Teaching and Coaching Public Address

(3 credit hours)

Fall 2013

Instructor: Dr. J.M. Smart

E-mail: smart@uky.edu

Office Location: 123 Funkhouser Building

Office Phone: 257-1234

Office Hours: Monday and Wednesday 2:00 – 3:30 p.m. and by appointment

Catalog Description

Teaching and Coaching Public Address is a course designed to develop the instructional abilities of students who are interested in teaching public speaking or becoming future forensics coaches at either the high school or collegiate level. Students will develop and practice the skills necessary to successfully teach and coach public address and limited preparation speaking events by actively constructing their own speeches and helping to coach those of their peers. The course will culminate in a public address 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...

- develop and compose public address speeches for a variety of purposes including competitive speaking venues and in class speeches.
- effectively coach the public address speeches of others including the process of writing and delivering a prepared speech.
- analyze the speeches of others and evaluate them in writing.
- formulate, research, and critique public address topics.
- apply their knowledge of rhetorical and persuasive appeals to the speeches they help coach.
- facilitate, prepare, and successfully execute the event of extemporaneous speaking.

Required Materials

- Crick, N. (2014). *Rhetorical Public Speaking* (2nd ed.). Pearson: Boston, MA.
ISBN-10: 020586936X or ISBN-13: 9780205869367
- 3 x 5 inch index cards
- Stopwatch (a timer application on your phone will also suffice)

Course Assignments

You will complete four major speech units in this course. In addition to performing the actual speeches, 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
Informative Speaking Annotated Topic List (10 points) Peer Coaching Notes (20 points) Peer Performance Ballots (20 points) Informative Speech (50 points)	100	20%
Extemporaneous Speaking News Source Collection (10 points) Peer Coaching Notes (20 points) Peer Performance Ballots (20 points) Extemporaneous Speech (50 points)	100	20%
Impromptu Speaking Sample Impromptu Notebook (10 points) Peer Coaching Notes (20 points) Peer Performance Ballots (20 points) Impromptu Speech (50 points)	100	20%
Persuasive Speaking Annotated Topic List (10 points) Peer Coaching Notes (20 points) Peer Performance Ballots (20 points) Persuasive Speech (50 points)	100	20%
Final Project Course Portfolio (100 points)	100	20%
TOTAL	500	100%

Assignment Descriptions

(1) Informative Speaking Unit

The first unit in the course covers the process of creating, coaching, and performing an informative speech. As with all of the speech units in the course, the unit will be broken into four components. The first component will be to create an annotated list of potential informative speech topics (10 points). After selecting one of those topics, you will compose a 6-8 minute informative speech. During this process, you will give and receive feedback from your peers which will give you experience coaching this event (20 points). On speech day, you will be assigned to write ballots for a number of your peers to give them feedback and to practice critiquing speeches (20 points). Finally, you will be graded by the instructor on the speech you personally deliver (50 points). This speech should clearly demonstrate your knowledge of the event and the process of writing an informative speech based on the topic you selected.

(2) Extemporaneous Speaking Unit

The second unit of the course will focus on the limited preparation event of extemporaneous speaking. By tackling this event head on, you will develop the skills and confidence to successfully coach extemporaneous speaking. It will follow the same format as listed above including a preparation assignment (collaborating with the class in creating extemporaneous files – 10 points), peer coaching (20 points), and peer feedback (20 points). The unit will conclude with an extemporaneous speech lasting between 5 and 7 minutes (50 points).

(3) Impromptu Speaking Unit

Impromptu speaking will be the focus of the third unit in this course. While impromptu speaking is very similar to extemporaneous speaking, it does require a different approach when coaching the event. This unit will illuminate these differences and give you the skills to successfully coach impromptu speaking. A preparation assignment (example notebook – 10 points), peer coaching (20 points), peer feedback (20 points), and individual speech (50 points) will compose your grade for this unit.

(4) Persuasive Speaking Unit

The last speaking unit of this course will explore the process of composing and coaching a persuasive speech. In this unit, you will combine what you have learned during the previous three speeches with your knowledge of persuasive strategies to deliver a 6-8 minute persuasive speech from memory. The same format as the previous units will be utilized for the persuasive speech including an annotated list of potential persuasive topics (10 points), peer coaching (20 points), peer feedback (20 points), and individual persuasive speech (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 speaking units into a single document. This portfolio will also include a 2-3 page reflection paper about your experiences coaching and performing public address events. 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 required 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 of "oral footnotes" in public speeches. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

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 29 th	Introduction to the class, overview of the syllabus and course content	Read the syllabus
Tuesday September 3 rd	Public address topic selection and research	Read pp. 1-18
Thursday September 5 th	Outlining and drafting public address speeches	Read pp. 19-31 Informative Topics Due
Tuesday September 10 th	Revising and editing speech drafts	Read pp. 32-41
Thursday September 12 th	Memorization and delivery	Read pp. 42-54
Tuesday September 17 th	Informative speeches peer coaching day	Peer Coaching Notes
Thursday September 19 th	Informative Speeches	Audience Ballots
Tuesday September 24 th	Informative Speeches	Audience Ballots
Thursday September 26 th	Informative Speeches	Audience Ballots
Tuesday October 1 st	Genres of public speaking and public address event descriptions	Read pp. 55-72 and event descriptions (on Blackboard)
Thursday October 3 rd	The rhetorical situation	Read pp. 73-96
Tuesday October 8 th	Coaching extemporaneous speaking	Persuasive Topics Due
Thursday October 10 th	Extemporaneous speaking peer coaching day	Peer Coaching Notes
Tuesday October 15 th	Extemporaneous Speeches	Audience Ballots
Thursday October 17 th	Extemporaneous Speeches	Audience Ballots
Tuesday October 22 nd	Extemporaneous Speeches	Audience Ballots
Thursday October 24 th	Extemporaneous Speeches	Audience Ballots
Tuesday October 29 th	Advanced rhetorical appeals - Logos	Read pp. 117-142
Thursday October 31 st	Advanced rhetorical appeals – Ethos	Read pp. 97-116
Tuesday November 5 th	Advanced rhetorical appeals - Pathos	Read pp. 143-168
Thursday November 7 th	Persuasive appeals – narratives and humor	Read pp. 169-194
Tuesday November 12 th	Persuasive speeches work day	
Thursday November 14 th	Coaching impromptu speaking	

Tuesday November 19 th	Impromptu speaking peer coaching day	Peer Coaching Notes
Thursday November 21 st	Impromptu Speeches	Audience Ballots
Tuesday November 26 th	Impromptu Speeches	Audience Ballots
Thursday November 28 th	Thanksgiving Break – No Classes	
Tuesday December 3 rd	Persuasive speaking peer coaching day	Peer Coaching Notes
Thursday December 5 th	Persuasive Speeches	Audience Ballots
Tuesday December 10 th	Persuasive Speeches	Audience Ballots
Thursday December 12 th	Persuasive Speeches	Audience Ballots
Tuesday December 17 th	Final Exam Period	Course Portfolios Due

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

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Students are required 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.

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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).

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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.

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When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it is a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be.

Students may discuss individual assignments among themselves or with an instructor or tutor, but the actual work must be done by the student. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin for essays and papers and in the form of "oral footnotes" in public speeches. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

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

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

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

ICR 386: Teaching and Coaching Competitive Debate

(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: Tuesdays & Thursday 9:30 – 10:45 a.m. and by appointment

Catalog Description

Teaching and Coaching Competitive Debate is a course designed to develop the instructional abilities of students who are interested in teaching academic debate or becoming future forensics coaches at either the high school or collegiate level. Students will develop and practice the skills necessary to successfully teach and coach a variety of debate formats including different resolution types (policy, value, or fact), different research levels (limited preparation or evidence based), and different team pairings (individual, team, and congressional debate). Students will gain this experience by constructing their own debate cases and helping to coach those of their peers. The course will culminate in a debate 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...

- develop, compose, and critique debate cases for a variety of debate formats including fact, value, or policy resolutions.
- understand and apply debate theory in a teaching or coaching environment.
- construct and critique real world arguments and be able to identify fallacies of reasoning.
- apply their knowledge of debate theory to help coach future students in multiple debate events.
- understand, coach, and facilitate congressional debate.
- successfully teach and coach students to conduct thorough and ethical research of debate topics and resolutions.

Required Materials

- Rybacki, K. C., & Rybacki, D. J. (2012). *Advocacy and Opposition: An Introduction to Argumentation* (7th ed.). Pearson: Boston, MA.
ISBN-10: 0205781217 or ISBN-13: 9780205781218
- Legal pad (8.5" x 14")

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

Course Assignments

You will complete four major debate units in this course. In addition to the actual debates, each unit will include case 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
Team Fact Debate Peer Coaching Notes (20 points) Peer Debate Ballots (20 points) (x2) Fact Debate Case (15 points) Team Fact Debate (25 points)	100	20%
Individual Value Debate Peer Coaching Notes (20 points) Peer Debate Ballots (20 points) (x3) Individual Value Debate (20 points)	100	20%
Individual Policy Debate Peer Coaching Notes (20 points) Peer Debate Ballots (20 points) (x3) Policy Debate Case (20 points) Individual Policy Debate (25 points)	125	25%
Congressional Debate Peer Coaching Notes (10 points) Peer Debate Ballots (20 points) Resolution or Legislation (20 points) Congressional Debate (25 points)	75	15%
Final Project Course Portfolio (100 points)	100	20%
TOTAL	500	100%

Assignment Descriptions

(1) Team Fact Debate Unit

The first unit in the course covers the basics of collegiate debate including case preparation, use of evidence, and methods for evaluating debates. As with all of the debate units in this course, the unit will be broken into four components. The first component will involve giving feedback and peer coaching during the in-class work day (20 points). During this process, you will give and receive feedback which will give you experience coaching competitive debate. On debate days, you will be assigned to write ballots for two of your classmates' debates (20 points each x2 debates). Finally, you will be graded by the instructor on your team's debate (25 points) and your team's fact case (15 points). The topics of the debate will be announced two weeks before the first debate day.

(2) Individual Value Debate Unit

The second unit of the course will focus on value debate construction, delivery, and adjudication. This unit will follow the same format as above with peer coaching (20 points) and peer debate ballots (20 points each x3 debates). However, this debate will take place individually and will be limited preparation. The debate portion of this unit will be worth 20 points.

(3) Individual Policy Debate Unit

In preparation for the third debate unit in this course, students will learn the basics of policy debate including affirmative cases and strategies, negative cases and strategies, refutation, and cross examination. This debate will also take place individually. However, each student will be required to research and prepare a case (20 points) before the actual debate in the same manner as the team fact debate. Students will continue to practice giving feedback through peer coaching (20 points) and peer ballots during the debates (20 points each x3 debates). Students will also test their cases in competition against their peers (25 points).

(4) Congressional Debate Unit

The final debate unit in this course will explore congressional or legislative debate. Students will continue to gain experience coaching their peers (10 points) and critiquing performances (20 points). However, because of the unique format of this event, each student will not prepare a debate case. Rather, each student will be required to write and attempt to pass a resolution or piece of legislation (20 points) during their assigned session of congress. Participation in the debate will be worth (25 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 debate units into a single document. This portfolio will also include a 2-3 page reflection paper about your experiences coaching and competing in different debate formats. 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

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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.

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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

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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

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Tentative Course Schedule

Date	Topic	Assignments
Thursday August 29 th	Introduction to the class, overview of the syllabus and course content	Read the syllabus
Tuesday September 3 rd	Basics of Argumentation	Read chapters 1 and 2
Thursday September 5 th	Propositions in Debate	Read chapters 3 and 4
Tuesday September 10 th	The Structure of Arguments	Read chapter 5
Thursday September 12 th	Research and Evidence; Fact Cases & Strategies	Read chapters 6 and 9
Tuesday September 17 th	Creating an Argument	Read chapter 7
Thursday September 19 th	Fallacies of Reasoning	Read chapter 8
Tuesday September 24 th	In-class Work Day	Peer Coaching Notes
Thursday September 26 th	Team Fact Debates	Audience Ballots
Tuesday October 1 st	Team Fact Debates	Audience Ballots
Thursday October 3 rd	Team Fact Debates	Audience Ballots
Tuesday October 8 th	Affirmative Value Cases & Strategies	Read pp. 193-211
Thursday October 10 th	Negative Value Cases & Strategies	Read pp. 211-218
Tuesday October 15 th	In-class Work Day	Peer Coaching Notes
Thursday October 17 th	Individual Value Debates	Audience Ballots
Tuesday October 22 nd	Individual Value Debates	Audience Ballots
Thursday October 24 th	Individual Value Debates	Audience Ballots
Tuesday October 29 th	Individual Value Debates	Audience Ballots
Thursday October 31 st	Affirmative Policy Cases & Strategies	Read pp. 219-230
Tuesday November 5 th	Negative Policy Cases & Strategies	Read pp. 230-243
Thursday November 7 th	Advanced Policy Cases & Strategies	
Tuesday November 12 th	In-class Work Day	Peer Coaching Notes
Thursday November 14 th	Individual Policy Debates	Audience Ballots

Tuesday November 19 th	Individual Policy Debates	Audience Ballots
Thursday November 21 st	Individual Policy Debates	Audience Ballots
Tuesday November 26 th	Individual Policy Debates	Audience Ballots
Thursday November 28 th	Thanksgiving Break – No Classes	
Tuesday December 3 rd	Applied Parliamentary Debate	Read Freely & Steinberg Chapter 19 (on BB)
Thursday December 5 th	Basics of Congressional Debate & In-class Work Day	Peer Coaching Notes
Tuesday December 10 th	Congressional Debates I	Audience Ballots
Thursday December 12 th	Congressional Debates II	Audience Ballots
Tuesday December 17 th	Final Exam Period	Course Portfolios Due

ICR 387: Directing Forensics

(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: Tuesdays & Thursday 9:30 – 10:45 a.m. and by appointment

Catalog Description

Directing Forensics is a course designed to give students practical experience directing a forensics team at the high school or collegiate level. Students will develop and practice the skills necessary to successfully administer a team including selecting a travel schedule, budgeting, public relations, recruiting, and fundraising. Additionally, students will learn the basics of forensics tournament operation including scheduling, logistics, and tabulation. We will also discuss some of the current trends and issues in the activity. The course will culminate in a forensics 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...

- develop organizing documents for a forensics team including a travel schedule and team budget.
- create planning goals and guidelines for a team's public relations, recruitment, and fundraising needs.
- clearly articulate and discuss contemporary issues within high school and collegiate forensics.
- organize, administer, and plan a high school or collegiate forensics competition.
- serve as part of the tabulation staff at a forensics tournament.
- describe a coaching philosophy in detailed terms.

Required Materials

There is no required textbook for this course. All readings will be posted to and available on Blackboard from the beginning of the semester. No additional materials are required to complete this course.

Course Assignments

You will complete three major assignments in this course. The first two (Forensics Portfolio and Tournament Hosting Plan) will be broken down into multiple smaller assignments that are compiled into a larger document. The final major assignment is an Issue in Forensics paper that describes and takes a position on a current issue within the forensics community. Finally, you will be given credit for participating in class discussions over the assigned readings and other course content. Readings will be made available online through Blackboard.

Point Distribution

Assignment	Points Possible	Percentage of Total Grade
<p style="text-align: center;">Forensics Portfolio</p> <ul style="list-style-type: none"> Team Proposal (10 points) Travel Schedule (20 points) Detailed Team Budget (30 points) Fundraising Plan (20 points) Recruitment Plan (20 points) Public Relations Plan (20 points) Coaching Philosophy (30 points) Final Presentation (25 points) Finished Portfolio (25 points) 	200	40%
<p style="text-align: center;">Tournament Hosting Plan</p> <ul style="list-style-type: none"> Invitation/Tournament Schedule (20 points) Tournament Budget (15 points) Tournament Logistics (15 points) Entries/Mixing Rounds (15 points) Registration Packets/Materials (15 points) Tournament Tabbings (20 points) 	100	20%
<p style="text-align: center;">Course Paper</p> <ul style="list-style-type: none"> Issue in Forensics Paper (100 points) 	100	20%
<p style="text-align: center;">Participation</p> <ul style="list-style-type: none"> Class Discussions (100 points) 	100	20%
TOTAL	500	100%

Assignment Descriptions

(1) Forensics Portfolio

The largest assignment in this course is a comprehensive forensics portfolio that will reflect your new skills and abilities as a coach. Throughout the semester, several smaller assignments will be compiled to create the forensics portfolio including a team proposal (10 points), travel schedule (20 points), detailed team budget (30 points), fundraising plan (20 points), recruitment plan (20 points), and public relations plan (20 points). Each student will also develop a comprehensive coaching philosophy that reflects their values and beliefs as a coach (30 points). At the end of the semester, each student will present their finished portfolio (25 points) to the class. The finished portfolio (25 points) 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.

(2) Tournament Hosting Plan

The second major assignment in this course is a tournament hosting plan that is also made up of several smaller assignments. Students will learn the basics of tournament operation including writing an invitation (20 points), budgeting (15 points), tournament logistics (15 points), mixing rounds (15 points), and assembling registration materials (15 points). Additionally, you will develop the skills needed to tabulate a high school or collegiate forensics tournament (20 points). The final tournament hosting plan can be added to the forensics portfolio to further demonstrate your proficiency as a future forensics coach.

(3) Issue in Forensics Paper

You will complete a short research paper, around 5-7 pages in length, about a significant issue in forensics. You will identify the issue you wish to discuss, make an argument, and support it with an appropriate number of references. The issue may be from one of the course readings or may be an entirely new issue. You will be graded on your argument, writing, and effectiveness of your research. This assignment is worth 100 points and should reflect your knowledge and experiences from the course.

(4) Participation

As this course is very discussion based, you are expected to actively engage in all class activities and discussions. This means you will be responsible for keeping up with course readings and maintaining insightful discussions that will help you and your peers become better coaches. You will bring discussion points or questions to class for every reading as described in the course participation guidelines listed below. Each discussion day will be worth five points. Failure to properly prepare for class discussion will result in the loss of your participation points for that day. There are 100 participation points available in this course.

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 gradebook 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 required 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 of "oral footnotes" in public speeches. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

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.

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Tentative Course Schedule

Date	Topic	Readings	Assignments
Thursday August 29 th	Introduction to the Class, Introduction to Forensics	Read the syllabus; Parrott (2005)	
Tuesday September 3 rd	Overview of Individual Events	Kelly (2005); Koppel & Morman (1991) Compton (2004)	
Thursday September 5 th	Overview of Debate	Cates & Eaves (2010); Cirlin (2007)	Team Proposal Due
Tuesday September 10 th	Team Building	Friedley & Manchester (2005); Schnoor & Kozinski (2005)	
Thursday September 12 th	Budgeting	Kirch (2005)	Travel Schedule Due
Tuesday September 17 th	Team Culture	Jensen & Jensen (2007); Derryberry (2005)	
Thursday September 19 th	Practices	Croucher, Thornton, & Eckstein (2006); Moore (2005)	Detailed Team Budget Due
Tuesday September 24 th	Recruiting	Holm (2012)	
Thursday September 26 th	Public Relations	Moscowitz (2005)	Fundraising Plan Due
Tuesday October 1 st	The First Year of Coaching	Nelson (2010); White (2005)	
Thursday October 3 rd	Tournament Experiences	Gotcher & Honeycutt (1989)	Recruitment Plan Due
Tuesday October 8 th	Burnout	Klosa (2005); Richardson (2005)	
Thursday October 10 th	Justifying the Activity	Cunningham (2005); Sellnow (1994)	Public Relations Plan Due
Tuesday October 15 th	Forensics: Competition or Education?	Burnett, Brand, & Meister (2003); Jensen & Jensen (2006);	
Thursday October 17 th	Ethics in Forensics	Cronn-Mills & Schnoor (2003); Quenette, Larson-Casselton, & Littlefield (2007)	Coaching Philosophy Due
Tuesday October 22 nd	Tournament Administration Basics		

Thursday October 24 th	Writing an Invitation & Tournament Scheduling		
Tuesday October 29 th	Tournament Logistics I		Invitation/ Tournament Schedule Due
Thursday October 31 st	Tournament Logistics II		Tournament Budget Due
Tuesday November 5 th	Mixing Rounds & Scheduling Competition I		
Thursday November 7 th	Scheduling Competition In-class Work Day		Tournament Logistics Due
Tuesday November 12 th	Registration Packets and Tournament Materials		Entries/Mixing Rounds Due
Thursday November 14 th	Tournament Tabbing – Individual Events		
Tuesday November 19 th	Tournament Tabbing – Debate	Bruschke (2006)	Registration Packet/Materials Due
Thursday November 21 st	Tournament Tabbing In-class Work Day		
Tuesday November 26 th	Tournament Odds and Ends		Tournament Tabbing Due
Thursday November 28 th	Thanksgiving Break – No Classes		
Tuesday December 3 rd	Issues in Forensics In-class Work Day		
Thursday December 5 th	Discussion of Issues in Forensics Papers		Issue in Forensics Paper Due
Tuesday December 10 th	Final Questions and In-class Work Day		
Thursday December 12 th	Presentation of Final Course Portfolios		Course Portfolios Due
Tuesday December 17 th	Final Exam Period		