

General Education Course Approval Cover Sheet

Date of Submission 09/22/10

1. Check which area(s) this course applies to

Inquiry – Arts & Creativity	<input type="checkbox"/>	Composition & Communications - II	<input type="checkbox"/>
Inquiry – Humanities	<input type="checkbox"/>	Quantitative Foundations	<input type="checkbox"/>
Inquiry – Nat/Math/Phys Sci	<input type="checkbox"/>	Statistical Inferential Reasoning	<input type="checkbox"/>
Inquiry – Social Sciences	<input type="checkbox"/>	U.S. Citizenship, Community, Diversity	<input type="checkbox"/>
Composition & Communications - I	<input checked="" type="checkbox"/>	Global Dynamics	<input type="checkbox"/>

2. Provide Course and Department Information.

Department: Division of Instructional Communication

Course Prefix and Number: CIS 111 Credit hours: 3

Course Title: Composition and Communication II

Expected Number of Students per Section: 22 Course Required for Majors in your Program (check one)? Yes No

Prerequisite(s) for Course? CIS 110

This request is for (check one) A New Course An Existing Course

Departmental Contact Information

Name: Deanna Sellnow Email: Deanna.Sellnow@uky.edu

Office Address: 235 Grehan Hall Phone: 257-2886

3. In addition to this form, the following must be submitted for consideration:

- A syllabus that conforms to the Senate Syllabi Guidelines, including a mapping of the stated learning outcomes to those presented on the corresponding Course Template.
- A completed Course Review Form. See the Gen Ed website <http://www.uky.edu/gened/forms.html> for these forms. Proposals prepared prior to September 15th, 2010 are allowed to use a narrative instead of the Course Review Form.
- If applicable, a major course change form for revision of an existing course, or a new course form for a new course.

4. Signatures

Department Chair: Deanna Sellnow Date: 9/22/2010
Dean: Dan O'Han Date: 9/23/2010

All proposals are to be submitted from the College Dean's Office
Submission is by way of the General Education website <http://www.uky.edu/gened>

Course Review Form Composition and Communication II

Course Name: Composition and Communication II

College: Communications and Information Studies

For Review Committee Use Only

Accept Revisions Needed

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

- Assignments for one or more *major* projects grounded in scholarly research, delivered in *written and oral form with visuals* in a manner that a) is appropriate and effective for the audience, purpose and occasion and b) demonstrates advanced strategies for developing ideas and analyzing arguments, with emphasis on addressing and mediating issues of public interest, and with evidence of critical thinking in both the conception and the development of the thesis. These assignments must represent at least 70% of the final grade.
See Major Project #1 worth 70% of the grade.

- Demonstration through readings, activities, and assignments that the development of at least one major scholarly project is the course's *primary educational focus*.
Major Project #1 will be completed in several parts (each one including revised writing and rehearsals) over the course of several weeks (January 13-March 31).

- Readings, activities and assignments that require students to conduct significant research on a subject, using the resources of the UK Libraries and other sources.
Part I: Analysis requires a 7-page paper citing at least 3 outside sources and embedding at least two visual images/graphics.
Part II: Symposium requires a 16-25 minute presentation (4-5 minute speeches per member) requiring a minimum of 10 different outside sources.

- The processes through which students learn to refine their speaking, writing, and visual communication skills, focusing on matters of construction, design, and delivery style.
Major Project #1: Consists of 3 parts integrating oral, written, visual, and digital communication. Students will participate in peer review of written work, visual work, and oral work as they proceed through the process of refining their work.
Major Project #2: Consists of 3 parts ultimately integrating oral, written, visual, and digital communication in the form of a remix of Major Project #1. Students must refine their work based on audience analysis for different publics.

- Assignments and exercises that demonstrate students' ability to critique the oral and written and visual work of peers and professionals in a variety of contexts?
Student will conduct peer reviews and critiques of one another's work delivered in various modalities throughout the semester. The 7-page rhetorical analysis requires students to critique a facet of a public controversy currently in the news at the local and national level. Students will critique their peers in all 3 parts of the remix assignment.

- Assignments or exercises that revise their written and oral and visual presentations, in collaboration with peers, instructor, librarians and pertinent members of the public.
All work students prepare in the course will require revision (oral, written, and visual) based on peer and instructor reviews/critiques. Students will work in teams to prepare and present the symposium, as well as the remix assignments. The remix assignment will require students to interact and revise based on audience analysis of various publics.

- Assignments or exercises that enable students to employ and evaluate formal interpersonal and small group communication skills effectively. These assignments must represent at least 15% of the final grade.
The symposium assignment requires students to employ small group communication skills effectively. Students will conduct peer critiques of group member dynamics, which will figure into the grade. The symposium is worth 25% of each student's grade.

Reviewer Comments

CIS 111: Composition and Communication II (3 credits)

Instructor: TBA
Office: TBA
Phone: TBA
Email: TBA
Office Hours: TBA

Course Overview: Goals & Objectives

Composition and Communication II is the second of two general education courses focused on integrated oral, written, and visual communication skill development emphasizing *critical inquiry* and *research*. In this course, students will explore issues of public concern using rhetorical analysis, engage in deliberation over those issues, and ultimately propose solutions based on well-developed arguments. Students will sharpen their ability to conduct research; compose and communicate in written, oral, and visual modalities; and work effectively in groups (dyads and small groups). To learn to analyze a public issue using rhetorical analysis, the entire class will explore together one contemporary social issue and related texts about it.¹ Students will then be grouped in teams, each of which will explore a different public controversy with a local face (e.g., the use of renewable energy vs. fossil fuels--local angle: coal mining practices in Eastern Kentucky). For the first two-thirds of the class, students will decide on their team focus and conduct significant primary and secondary research on the issue, culminating in a series of reports and a group symposium. In the last third of the class, teams will develop digital projects to communicate their well-argued solutions to audiences beyond the classroom. A significant component of the class will consist of learning to use visual and digital resources, first to enhance written and oral presentations and later to communicate mass mediated messages to various public audiences. Over the course of the semester, class members can expect to work independently, with a partner, and in a small group (team) to investigate, share findings, and compose and deliver presentations, as well as to practice and evaluate interpersonal and team dynamics in action.

Student Learning Outcomes

By the end of the semester, students will be able to . . .

- compose in writing and deliver orally with visuals (in a face-to-face or digital environment) at least one major project grounded in scholarly research in a manner that is

¹ The example offered in Daily Syllabus below is the argument over how best to restore peace and justice after apartheid in South Africa (links to College of Arts & Science's events on South Africa in Spring 2011)

appropriate and effective for the audience, purpose, and occasion. (The development of one or more major research projects is the course's primary educational focus.)

- conduct significant research on a subject, using the resources of the UK Libraries
- employ advanced strategies for developing ideas and analyzing arguments, with greater emphasis on addressing and mediating issues of public interest, and with evidence of critical thinking in both the conception and the development of the thesis.
- refine their speaking, writing, and visual communication skills, focusing on matters of construction, design, and delivery style.
- critique the work of peers and professionals.
- revise their written and oral presentations, in collaboration with peers, instructor, librarians, and pertinent members of the public.
- employ and evaluate interpersonal and small group communication skills.

Required Materials

Lunsford, Andrea A. and John J. Ruskiewicz. *Everything's an Argument*, 5th ed. Boston: Bedford/St. Martin's, 2010.

A grammar and writing handbook for reference (e.g., as used in your C&C I course).

A communication handbook for reference (e.g., as used in your C&C I course).

An APA or MLA style guide for reference (may appear in one of the above handbooks).

3x5 inch index cards

2-pocket portfolio folder

Essays and other readings downloaded as PDFs or provided by your instructor.

Assignments

Major Assignments. You will complete two major projects, each of which will have an oral, written, and visual component. You will revise your projects based on instructor comments and comments by your classmates.

Minor Assignments: You will also complete several minor assignments to demonstrate writing, interpersonal, small group, and public speaking skills, as well as writing, interpersonal, group dynamics, and public speaking evaluation skills.

Major Project #1: Addressing a Public Issue

The goal of this assignment is to provide you with a challenging opportunity to (a) analyze the depth and breadth of a public problem or issue, (b) identify a plausible

solution, and (c) persuade others to agree with and take action to enact the solution, drawing on significant primary and secondary sources. You will learn to use advanced strategies for developing ideas and analyzing arguments, with evidence of critical thinking in both the conception and the development of the thesis. You will write in ways that define and develop an argument with a clear rationale and compelling supporting material. You will speak in ways that honor the oral tradition for public speaking based on content, structure, and delivery with effective presentational aids. And you will participate in teamwork in ways that demonstrate interdependence and accountability.

PROMPT

Part I: Analysis.

You will work with a group of 4 or 5 of your classmates to complete this assignment.

The group will first choose a public controversy that is currently in the news at the local and national level. You will find original documents, e.g., court opinions, briefs, speeches, interviews (published or in transcript form) produced by those involved in the controversy, and secondary sources on the controversy. You may also produce your own data through interviews with those involved with the controversy or by observing some facet of the controversy in action. Keep in mind that the final group symposium must offer original insights, so it would not be wise to explore a subject that has been thoroughly researched, such as the abortion controversy. Don't hesitate to interview people involved in the controversy, but be very careful to treat them with respect and to honor confidentiality if the individual you are interviewing does not wish to be named in your paper.

Each group member will write his or her own rhetorical analysis of one important facet of the controversy. Each analysis should be written in an essay that is at least 7 pages, double-spaced, citing at least three outside sources and using at least two supporting images and/or graphics. The team members should agree on the focus of these essays so they can be used as background research to develop elements of the symposium later on. Each team member should draw on the readings for this class to offer your analysis, as well as other outside sources that pertain to your subject. The best responses to this assignment will offer effective analysis of the controversy, quote from sources to support key points, and present the paper using effective prose (active voice, varied sentence length, good ethos--balanced and fair, strong logic, and perhaps occasional/appropriate humor).

Evaluation: This individual essay will make up 10% of your final grade.

Part II: Position Statement.

Together, the group will write a position paper on the controversy that is at least 10 pages, double-spaced, presenting the problem as the group sees it using strong evidence and reasoning to support your position and proposing a well-developed solution (including broad-scale, local, and personal action steps). The paper should provide

insights into the way in which the controversy has unfolded thus far, drawing on the individual group members' essays.

Evaluation: This group position statement will make up 15% of your final grade.

Part III: Symposium.

Your objective in this speaking assignment is to participate as a team (5-6 students each) in the process of convincing your audience to agree with your position on the public problem/issue/controversy and proposed solution to the problem, as well as to persuade them to take action to help solve it. Each of you must prepare and deliver a speech on a specific segment of the argument chosen for the symposium using a relevant main point pattern for persuasive speeches (e.g., problem-solution, problem-cause-solution, comparative advantages, refutative, Monroe's motivated sequence). The symposium offers listeners an extended and in-depth treatment of a topic. After the presentation, the group will participate in a question and answer session with the class.

Each member of the symposium will include at least two relevant outside sources in your individual speech portion of the symposium. Overall, however, the group symposium must cite at least 10 different outside sources. Each group member composes and presents his or her own individual speech on one element of the persuasive design the group decides to follow. Thus, each member's speech will have an introduction, body, and conclusion. Your group will need to choose one person to serve as the moderator of the symposium. Most often, the moderator gives the introduction and conclusion. The moderator will introduce each member and his or her topic when providing transitions between speakers. PowerPoint will be used for the group's presentational aids. Each person must utilize at least two slides in their portion of the symposium. Each slide must include a title and key words/labels, as well as one nonverbal symbol system (e.g., image, pie chart, line graph, or a diagram) that helps listener to better understand the message. One typed outline for the entire group speech will be turned in on your assigned speech day. The time limit for the symposium is 16-25 minutes and will vary depending on the number of members in each group. Individual speeches consisting of each main point must be 4-5 minutes in length.

Additional requirements: Each speaker may use a maximum of FIVE 3x5 one-sided index cards; key word outline required (no complete sentences). A lectern is required. The group must focus on reinforcing the problem and proposing the most effective solutions at the national, local, and individual levels.

Evaluation: The Symposium will make up 25% of your final grade (based on peer evaluations of group dynamics/teamwork; your individual speech; the overall group symposium)

Major Project #2: Digital Remix

PROMPT

Purpose: The goal of this assignment is to provide you with an opportunity to work in a group to reach a larger public with the message that your group developed for Major Project #1. You will use digital tools to launch your message in the public sphere. You will prepare three different artifacts: a written proposal/plan for reaching the public, the digital project itself (e.g., YouTube video, audio essay), and a press release for this artifact. The digital message and the press release must be presented to the public at the end of the semester.

Part I: Proposal/Plan.

The group will prepare a 5-7 page proposal that includes the following sections: 1) an audience analysis, 2) a detailed description of the digital artifact (content, mode of delivery, persuasive strategy), 3) a project plan, with assignments to group members and deadlines associated with each task.

Part II: Digital Project.

The group will develop a digital project and deliver it to the public. The artifact must include visuals (moving or still), graphics, and spoken words. For example, the group may decide to produce a YouTube video that includes a voice-over, video, and small signs videotaped for emphasis. Or the group may produce an audio essay for the radio that is loaded into a Blog with visuals and other graphics (see NPR for examples). The digital project should be produced in a genre that is familiar to the public.

Part III: Press Release.

The group will also produce a press release of no more than 500 words. The format will include:

FOR IMMEDIATE RELEASE	These words should appear at the top left of the page, in upper case. If you don't want the story to be made public yet, write "HOLD FOR RELEASE UNTIL" instead.
Headline	Include a headline as in a newspaper. Make sure this describes the content of the story.
City, State/Country - Month Day, Year	These details precede the story and orient the reader.
Body	This is where the actual story goes. There should be more than one paragraph, each paragraph no more than a few sentences. If there is more than one page, write "-more-" at the bottom of the

page.

- Company/organization info Include any background information about the company or organization featuring in this press release.
- Contact Information Include contact person, company name, phone/fax, email, physical/postal address.
- ENDS or ### This indicates the end of the press release.
- (xxx words) Include the total number of words contained in the press release.

Evaluation: The plan, digital artifact, press release, and peer member-based participation evaluation will make up 30% of your final grade.

Minor Assignments (homework, peer review/critique, drafts, etc.):

Twenty percent of your grade for this class will be based on one peer review/critique for each of the major assignments, informal in-class writing, short in-class speeches, drafts of your major written assignments, speech outlines (preparation, formal, and speaking), a peer and self critique for the Symposium, as well as other in-class activities and assignments that cannot be made up.

Grading and Scale

Only students who have completed all components of the two major assignments on time are eligible for a passing grade in this course.

90 – 100%:	A	Major Project #1:	50%
80 – 89%:	B	Major Project #2:	30%
70 – 79%:	C	Minor Assignments:	20%
60 – 69%:	D		
59% and below:	E		

Midterm Evaluation: Students will be provided a midterm evaluation by midterm date in the semester.

Tentative Daily Schedule

Important: This schedule is tentative. Some of the due dates and topics of discussion, as well as readings outlined here will change. Your instructor will post changes to the syllabus on the blackboard site, so you are required to check it before you begin homework and before you attend each class.

EAA=Everything's an Argument

<u>Date</u>	<u>TOPIC</u>	<u>READINGS/ASSIGNMENTS DUE</u>
Jan. 13	Course Overview Diagnostic Essay & Speech	
Jan. 18	Rhetoric & Argument	Diagnostic Writing Reading: Verderber, et al., CH 16, "Persuasive Speaking"
Jan. 20	Speeches	"This I Believe Speeches"
Jan. 25	Communicating in Groups (Listening, IPC, Conflict Management, Leadership)	Read: Verderber, et al., CH 5, 8 & 9, "Listening/Responding," "Communication Skills in Interpersonal Relationships" & "Communicating in Groups"
Jan. 27	Problem-Solving in Groups	Read: Verderber, et al., CH 10, "Problem- Solving in Groups"
Feb. 1	Foundations of Rhetoric	Reading: O'Hair, et al, "The Rhetorical Tradition" & "Rhetoric and Audience" Group Topics Due
Feb. 3	Rhetorical Situation	Reading: Bitzer, "The Rhetorical Situation" View: "Facing the Truth"(http://www.pbs.org/pov/tvraceinitiative/facingthetruth/)
Feb. 8	Stasis	Reading: EAA, Chapter 1 Reading: Vora & Vora, "The Effectiveness of the TRC"
Feb. 10	Rhetorical Analysis & Making Claims	Reading: EAA, Chapters 5 & 7

Feb. 15	Ethos	Reading: EAA, Chapter 3 Reading: From <i>With Faith in the Works of Words</i>
Feb. 17	Logos	Reading: EAA, Chapters 4 & 17 Analysis Paper Draft (take home peer reviews)
Feb. 22	Pathos	Reading: EAA, Chapter 2 Reading: From <i>Ubu and the TRC</i>
Feb. 24	Style	Reading: EAA, Chapter 13
March 1	Group Presentations	Reading: Group Presentations PDF Analysis Papers Due
March 3	Delivery	Reading: EAA, Chapter 15 Verderber, et al., CH 14 Read/listen to: http://americanrhetoric.com/speeches/mlkihaveadream.htm
March 8	Memory & Pr. Aids	Reading: O’Hair, et al, “Designing Presentation Aids”
March 10	In Class Work Day	Member Outlines PowerPoint Slides Position Paper Draft
MARCH 14-19	SPRING BREAK	
March 22	In-Class Rehearsal Day	Formal Symposium Outlines
March 24	Symposium Presentations	Position Paper
March 29	Symposium Presentations	
March 31	Symposium Presentations	
April 5	Project #2 Overview	
April 7	In-Class Work Day: Proposal/Plan	
April 12	Visual Communication	Reading: EAA, Chapter 14 Proposal Plan for Project 2
April 14	Digital Communication	Bring URLs for favorite web sites &

YouTube videos

April 19	In Class Work Day	Bring Digital Project
April 21	In-Class Review	Digital Project Draft
April 26	Writing Press Releases	
April 28	Digital Project Critiques	Digital Project & Press Release Due

Course Policies

Attendance and Participation

You are expected to be in class and to participate fully every day so you can benefit as much as possible from this course. 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.

In order to accomplish course goals, you need to be in class every day. 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. You may be asked to provide official written documentation for absences. 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.

Note: 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: 3/week classes- 5 points each day missed; 2/week classes—15 points for each missed day; 1/week classes—30 points for each missed day.

Absences beyond two per semester will be penalized by dropping your final course grade 5% (1/2 letter grade) for each such absence. If you exceed 5 unexcused absences, you will be unable to pass this course. **Note:** Please reference the definition of excused absence in current edition of *Students Rights and Responsibilities* or on the web at <http://www.uky.edu/StudentAffairs/Code/>.

Students who are frequently tardy or unprepared may be marked absent for the day. Your instructor reserves the right to add quizzes to the class agenda if too many class members appear to be unprepared. So be prepared and on time. Preparation involves not only reading but also making notes on the reading so that you are prepared to discuss issues in depth.

For any emergency situation that arises, call the department office to leave a message and e-mail your instructor as soon as you know about the situation.

Late Assignments

Your assignments for this course, including speeches, essays, journals, and informal assignments, are due on the dates indicated in the class outline below or as indicated in class. You may request (in advance) one two-day extension of the due date on the *final draft* of a major assignment (not drafts). Late assignments are not accepted unless a two-day extension has been requested and approved in advance of the deadline. If you cannot attend class on the day an assignment is due, you must post the assignment to Blackboard by the beginning of class. You may not miss class on the day of a peer review, workshop, or speaking day. You may not write your assignments during class unless you are directed to do so.

Plagiarism

Part II of Student Rights and Responsibilities (6.3.1; online at <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 a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission. When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or another source, including the Internet. 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. Plagiarism also includes using someone else's work during an oral presentation without properly citing that work in the form of an oral footnote.

Whenever you use outside sources or information, you must carefully acknowledge exactly what, where and how you have employed them. If the words of someone else are used, you must put quotation marks around the passage in question and add an appropriate indication of its origin. Plagiarism also includes making simple changes while leaving the organization, content and phraseology intact. 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.

You may discuss assignments among yourselves or with me or a tutor, but when the actual work is done, it must be done by you, and you alone unless the assignment has been designed to be conducted with a partner or small group of classmates. All work submitted must be new, original work; you may not submit work you have produced for another purpose or class.

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.

E-mail Policy

Please allow 24 hours for your instructor to respond to your e-mail. If you haven't heard back within 24 hours, a) send a follow-up email and b) approach them with your question or concern in class.

Peer Groups

Because most professionals must learn to work collaboratively, you will collaborate--cheerfully--with your peers both in and out of class. We will ask you to form groups early in the semester. You will work with this group often in class, as well. While we do not expect you to develop life-long friendships through this process, it has been known to happen in my classes! Treat everyone in this class as a valued colleague, and you will have few problems. *That means that you will honor all deadlines agreed to by your classmates as and be respectful.* Consequences for "slacking" may result in anything ranging from a full letter grade deduction for the assignment to a zero (determined on a case-by-case basis).

Gender and Pronoun Reference

It is no longer customary to use the masculine pronoun for cases of indefinite pronoun reference, e.g., "When a professor grades papers, *he* is often swayed by a student's degree of effort." Instead, style books recommend changing pronouns to the plural form, e.g., "When professors grade papers, *they* are often swayed by a student's degree of effort." Some call this practice "gender-fair language." Others just call it good sense. Regardless of the reason, it is standard procedure in professional settings and this class, so bring your gender-bender sentences to class so we can figure them out together.

Blackboard

We are responsive to student requests for changes in the schedule, which means that the daily schedule may change during the semester. You will be responsible for checking the online syllabus and schedule before beginning your homework for each of our class

meetings for any changes or updates. We will post all assignments on Blackboard. If you lose an assignment page or handout, you are expected to get a copy from Blackboard rather than from one of us.

All of your work in this class must be available to be posted both on Blackboard and on paper. In general, all assignments will require a title, your name, my name, and the date. When you post papers on your Blog (which only presents texts single-spaced), you must have 1) spacing between each paragraph, 2) all characters visible (including quotation marks, asterisks, and dashes), and 3) underlining or italics for titles. You are responsible for keeping back-up (we recommend several) copies of all your work since electronic texts can be lost. Copies of work can be saved in the "Content Collection" area of your Blackboard account. If your assignment is lost in cyberspace, you will be expected you to repost it within the same day.

You may also be required to post a message to the class discussion board on Blackboard. To try to make our messages to each other easy to recognize, try to place in the subject heading a meaningful phrase describing the content of your message. For instance, if you are discussing a chapter in Williams, you could write in the subject line "Ch. 1 of Williams." If you have a response to someone's comments, you might put in the subject line, "Re: Linda's Response to Williams." If you have a question about a class policy, please post it to this list so others can benefit from my response. So, for instance, if you want to ask about the grading policy, write, "Question about Grading."

Netiquette

When communicating online, consider the conversations as having the same boundaries as any real life interactions. No "flames" (personal attacks). If you happen to be "flamed" by a member of the class, it is best to let me handle it. If you feel compelled to respond, we recommend a request for information, e.g., "What makes you say that?" Responding in kind feels good momentarily, but escalating the flame will only quash discussion for the rest of us. In addition, do not download material to the class listserv or send messages to members in private or on Blackboard that could make other members of the class uncomfortable. Think of the class as a professional place, like an office, and your fellow classmates as fellow professionals. Within these guidelines, our online interactions should be an enjoyable and productive.

Writing Center

The Writing Center is located in W. T. Young Library, Thomas D. Clark Study, 5th Floor, West Wing (phone: 257-1368). The staff can help you identify and address problems with all aspects of your writing. We will not require you to go to The Writing Center, but recommend that all of you consider going if you feel stuck at any stage of the writing process.

Academic Accommodations Due to Disability

If you have a documented disability that requires academic accommodations, please see your instructor as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide your instructor with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination for campus disability services available to students with disabilities.

NEW COURSE FORM

1. General Information.

- a. Submitted by the College of: Communications and Information Studies Today's Date: 09-22-2010
- b. Department/Division: Instructional Communications
- c. Contact person name: Deanna Sellnow Email: Deanna.Sellnow@uky.edu Phone: 257-2886
- d. Requested Effective Date: Semester following approval OR Specific Term/Year¹: Spring 2011

2. Designation and Description of Proposed Course.

- a. Prefix and Number: CIS 111
- b. Full Title: Composition and Communication II
- c. Transcript Title (if full title is more than 40 characters): _____
- d. To be Cross-Listed² with (Prefix and Number): WRD 111
- e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

Lecture _____ Laboratory¹ _____ Recitation _____ Discussion _____ Indep. Study
_____ Clinical _____ Colloquium _____ Practicum _____ Research _____ Residency
_____ Seminar _____ Studio _____ Other – Please explain: _____

- f. Identify a grading system: Letter (A, B, C, etc.) Pass/Fail
- g. Number of credits: 3
- h. Is this course repeatable for additional credit? YES NO
- If YES: Maximum number of credit hours: _____
- If YES: Will this course allow multiple registrations during the same semester? YES NO

- i. Course Description for Bulletin: Composition and Communication II is the second of two general education courses focused on integrated oral, written, and visual communication skill development emphasizing critical inquiry and research. In this course, students will explore issues of public concern using rhetorical analysis, engage in deliberation over those issues, and ultimately propose solutions based on well-developed arguments. Students will sharpen their ability to conduct research; compose and communicate in written, oral, and visual modalities; and work effectively in groups (dyads and small groups). A significant component of the class will consist of learning to use visual and digital resources, first to enhance written and oral presentations and later to communicate mass mediated messages to various public audiences. Over the course of the semester, class members can expect to work independently, with a partner, and in a small group (team) to investigate, share findings, and compose and deliver presentations, as well as to

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

NEW COURSE FORM

practice and evaluate interpersonal and team dynamics in action.

- j. Prerequisites, if any: CIS110
- k. Will this course also be offered through Distance Learning? YES⁴ NO
- l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both
3. Will this course be taught off campus? YES NO
4. Frequency of Course Offering.
- a. Course will be offered (check all that apply): Fall Spring Summer
- b. Will the course be offered every year? YES NO
If NO, explain: _____
5. Are facilities and personnel necessary for the proposed new course available? YES NO
If NO, explain: _____
6. What enrollment (per section per semester) may reasonably be expected? 22
7. Anticipated Student Demand.
- a. Will this course serve students primarily within the degree program? YES NO
- b. Will it be of interest to a significant number of students outside the degree pgm? YES NO
If YES, explain: This is the second of two Composition and Communication courses designed to meet learning outcome #2 in the general education program.
8. Check the category most applicable to this course:
- Traditional – Offered in Corresponding Departments at Universities Elsewhere
- Relatively New – Now Being Widely Established
- Not Yet Found in Many (or Any) Other Universities
9. Course Relationship to Program(s).
- a. Is this course part of a proposed new program? YES NO
If YES, name the proposed new program: General Education
- b. Will this course be a new requirement⁵ for ANY program? YES NO
If YES⁵, list affected programs: General Education
10. Information to be Placed on Syllabus.
- a. Is the course 400G or 500? YES NO
If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

⁵ In order to change a program, a program change form must also be submitted.

NEW COURSE FORM

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

NEW COURSE FORM

Signature Routing Log

General Information:

Course Prefix and Number: CIS 111

Proposal Contact Person Name: Deanna Sellnow



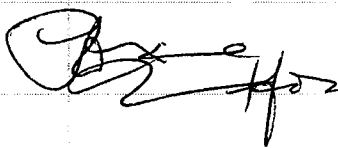
Phone: 257-2886

Email: Deanna.Sellnow@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Director of Instructional Communication	09-22-2010	Deanna Sellnow / 257-2886 / Deanna.Sellnow@uky.edu	
Dean, College of Communications & Information Studies	9-22-2010	Dan O'Hair / 257-7805 / ohair@uky.edu	
Director of Writing, Rhetoric and Digital Media		Roxanne Mountford / 257-6985 / Mountford@uky.edu	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council	10/12/2010		
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.