

accelerated composition and communication

course information

This semester I am teaching four sections of 112:

- **CIS 112-04:** M/W/F, 10 - 10:50 a.m. - Funkhauser Building, B9
- **CIS 112-09:** M/W/F, 12 - 12:50 p.m. - Jacobs Science Building, 203
- **CIS 112-10:** M/W/F, 1 - 1:50 p.m. - The 90, 211
- **CIS 112-16:** M/W/F, 2 - 2:50 p.m. - Lucille Little Library, 311

instructor contact information

Instructor: Dr. Katherine (Katie) Morrissey

Email: kmorrissey@uky.edu

Office: Lucille Little Library, 310M

Office Hours: M/W 3 – 5 p.m. and by appointment.

Canvas Site: uk.instructure.com

course overview

Course Goals

CIS 112 is an accelerated version of the standard two-semester composition and communication sequence. It focuses on integrated oral, written, and visual communication skill development and emphasizes *critical inquiry* and *research*. Students will sharpen their ability to conduct research; compose and communicate in written, oral, and visual modalities, and use interpersonal skills to work effectively in groups (dyads and small groups).

In order to achieve these goals, students will explore issues of public concern that align with their interests using exploratory, informative, and persuasive communication skills as both consumers and producers of information. Course members will develop complex arguments based on significant primary and secondary research, ultimately aimed at proposing a solution to their chosen issue. To do this, they will conduct individual, partner, and team-based work and produce a series of communication products that combine modalities (face-to-face, written, oral, visual, digital) in different ways. 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.

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 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.)
- Employ advanced strategies for developing ideas and analyzing arguments, with an emphasis on engaging in dialogue with communities outside the university, and with evidence of critical thinking in both the conception and the development of the thesis.
- Employ advanced strategies for developing ideas and analyzing arguments.
- Find, analyze, evaluate, and properly cite pertinent primary and secondary sources as part of the process of conducting significant research on a subject.
- Develop flexible and effective strategies for organizing, revising, practicing/rehearsing, editing, and proofreading (for grammar and mechanics) as a means to improve the construction, design, and delivery of their ideas.
- Define revision strategies for essays, speeches, and visuals, set goals for improving them, and devise effective plans for achieving those goals, in collaboration with peers, instructor, and pertinent members of the public.
- Employ and evaluate interpersonal and small group communication skills, with particular emphasis on critiquing the work of peers and professionals.

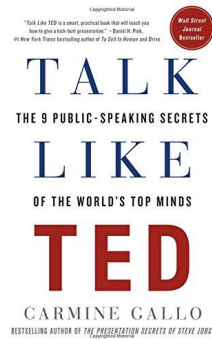
Required Materials

For this course, we will use three books. The total cost of the three books combined should be around \$50-\$60, and I encourage you to search for used copies of each book online or in bookstores.

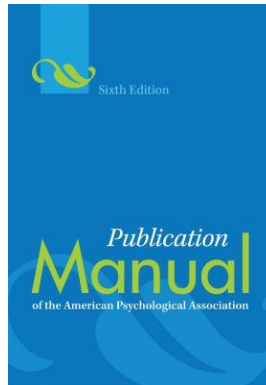
Starkey, D. (2015). *Academic writing now: A guide for busy students*. Ontario, Canada: Broadview Press. (**Note:** A 2017 version of this book was just published with an updated MLA section, however it's fine to buy the 2015 or 2017 version since the book chapters haven't changed and we use APA Style.)



Gallo, C. (2014). *Talk like TED: The 9 public-speaking secrets of the world's top minds*. New York, NY: St. Martin's Press.



VandenBos, G. R. (Ed.). (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.



course policies

Submission of Assignments

All written assignments (first/rough and final drafts) **must** be submitted in a .doc, .docx, or .pdf format to Canvas. If you have submitted correctly, you will see a screen that confirms your submission and you can check the grades section to see that the assignment has been submitted. Some assignments will be submitted in the form of video or audio files. We will discuss the specifics of these assignments in class.

With the exception of work you are asked to bring to your class, all assignments are generally due at 11:59 p.m. the night before a class meeting.

Late Assignments

I treat this class like a job. You have deadline that must be met. If you miss a deadline, you have 24 hours (including weekends) after the original deadline to submit the assignment for up to half credit. After that time, you will receive a zero.

Note: This policy does not include in-class peer reviews, presentations and speeches, which cannot be completed late.

Attendance and Participation

This class is a community whose success is dependent on everyone's participation. Also, there is a strong correlation between class attendance and grades. Therefore, attendance is vital for your achievement.

Attendance is worth 100 points during the semester. If you arrive late, you will be marked late and lose some attendance points on Canvas. Each class period, you will be asked to do a short writing or speaking "focus" assignment during the first 5-10 minutes of class. These focus assignments will not be formally graded, but you will be awarded points for completion and these points are a part of your attendance grade. Attendance points will be recorded in Canvas every week so you may monitor your attendance progress.

Absences

You are entitled to **two unexcused absences, no questions asked**, during the semester. Missing these two days will not impact your grade. However, there is one important exception to this rule. Everyone is required to attend class on speech days. If you miss class on a speaking day, points will be deducted from your course grade total as follows:

- MWF classes: 5 points for each speech day missed.

In cases of documented excused absences, exceptions are made to this rule. (See the section below about excused absences.) For any emergency situation that arises, **email your instructor** as soon as you know about the situation.

If you are absent on a day when an *in-class* assignment is due or an *in-class* exam is given, you will only be allowed to hand in or make-up this work if the absence is officially excused. You will be asked to provide official written documentation for excused absences the class period that you return to class. If you do not turn in the written documentation on time, the absence will be counted as unexcused. Please see the definition of excused absences in the next section.

If you know ahead of time that you will be absent from class *without* an excused absence, please discuss this with your instructor and be sure to turn in any assignments ahead of time. Excuses for university-sponsored activities must be made *prior* to such absences. **Important: No make-up work is available for in-class exercises, workshops, or exams unless approved in advance by your instructor.**

Per university policy, students are strongly encouraged to withdraw from the class if more than 20% of the classes scheduled for the semester are missed.

Note: For a better understanding of “excused absences” at UK, reference the definition of excused absence in current edition of Students Rights and Responsibilities. You can also find it on the web at [Student Affairs Code of Conduct](#).

Excused Absences

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays with prior notification required, (e) interviews for graduate/professional school or full-time employment post-graduation with instructor having the right to require appropriate verification, (f) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but notice should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737), [UK Ombud Information about Excused Absences](#).

If a student misses 20 percent of the class contact hours due to excused absences, and attendance is required or a criterion for a grade in the course, the instructor may request that the student withdraw from the class or impose an [incomplete](#).

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The instructor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

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 when feasible and in no case more than one week after the absence. In this course, you must provide appropriate documentation of an excused absence no later than the day you return to class.

Regarding University Health Services Health Notes:

- **Tier 1** excuses are not accepted as a valid excused absence. You may use your two unexcused absence “freebies” instead.

- **Tier 2** excuses are accepted as a valid excused absence. However, I reserve the right to request additional or alternative documentation if I, under the circumstances, have concerns about the validity of the Tier 2 documentation.
- **Tier 3** excuses are always accepted as a valid excused absence. The UHS restricts students from attending class with Tier 3 excuses

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: [UK Ombud's Office](#). A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see [UK Faculty Senate](#) for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

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

Accommodations Due to Disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC).

The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Visit the [Disability Resource Center website](#) for more information.

Military Members and Veterans

We recognize the complexities of being a member of the military community and also a student. If you are a member of the military or a military veteran or dependent, please inform your instructor if you are in need of special accommodations. Drill schedules, calls to active duty, mandatory training exercises, complications with GI Bill disbursement, and other unforeseen military and veteran related developments can complicate your academic life. If you are aware of a complication, we will work with you and put you in contact with university staff members who are trained to assist you.

Please contact the Coordinator of the University of Kentucky Veterans Resource Center at 859-257-1148 for additional assistance. Visit the [Veterans Resource Center website](#) for more available resources.

class conduct

Ask Three, Then Me

I receive hundreds of emails every week, many from students asking questions that could easily have been answered by reading the syllabus or asking a classmate. Thus, **before** emailing me, please follow these steps:

1. Consult the class schedule and syllabus.
2. Check Canvas.
3. Confer with three classmates.

If you still don't know the answer to your question, you may email me. I won't reply to a question that could be answered by following these steps.

Being a Respectful Audience Member

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

Responsible Technology Use

Email

During the semester, you will receive emails from me with updates and reminders. You are expected to regularly check your official UKY.edu email address, even on days we do not have class. Missing an email will not excuse you from missed announcements or assignments.

Our relationship is a professional one. When you email me, format your emails accordingly. Writing emails to your friends/family can be informal, but when you start writing emails to your instructors, professors and potential employers, they should be well written formally and with as few mistakes as possible.

If you haven't written more formal or professional-style emails before, here's a handy guide:

<http://www.wikihow.com/Email-a-Professor>.

Important components of a professional email include:

- Using proper grammar. This includes using correct punctuation within and at the end of sentences, spelling words correctly, and using proper capitalization.
- Using a descriptive/informative subject line.
- Including a respectful greeting (e.g., "Hi, Dr. DeVito, Hello, Dr. D, etc.").
- Signing the email with your full name.

Please send all email correspondence to my email address (provided above), **and include CIS 112 and your section number in the subject line each time.**

I check my email during standard working hours (Monday – Friday, 9 a.m. – 5 p.m.) and I generally respond to emails within 1 working day. If you email outside of standard working hours my reply may take longer. If you do not receive a reply from me in 1-2 working days, email me again. It's rare, but occasionally an email gets lost in the shuffle or stuck in a spam/junk mail filter. Failure to follow-up with me will not excuse you from assignment deadlines.

Cell Phones/Laptops/Tablets

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

- Throughout the semester, we will be using personal devices to conduct online research, collectively brainstorm, etc. We will refer to these technology-related activities as "screen up" time. During announced "screen up" time, you will be encouraged to use your devices liberally.
- However, many of our class periods will be "screen down," meaning that your personal devices should be put away so they don't tempt you. This is especially true during speeches or if a video is being shown. The only exception is if you have official documentation from Disability Services indicating that a laptop or similar device is necessary for your learning.
- Turn cell phones on silent for the duration of class. Not on vibrate, but silent. This includes all devices that make noise (texts, calendar alerts, music, etc.).
- Inappropriate media use greatly increases your chances of being called on and pulled back into the class discussion. If it continues, I will ask you to leave.

Peer Groups

Because most writers, educators, and other professionals must learn to work collaboratively, you will collaborate—cheerfully—with your peers both in and out of class. You will work in groups throughout this semester. While I do not expect you to develop life-long friendships through this process, it has been known to happen! Treat everyone in this class as a valued colleague, and you will have few problems. **This means that you will honor all deadlines agreed to by your classmates as though I was the one who set them and, in general, that you will be respectful of each other.**

Consequences for "slacking" may result in anything ranging from a full letter grade deduction to a zero for the assignment. (These consequences are determined on a case-by-case basis.)

Canvas Policy

Please become familiar with Canvas (uk.instructure.com). Important announcements and updates will be distributed through our course site, and your assignments will be submitted through Canvas as well. Make sure you check Canvas daily for any course updates or important announcements.

Things happen throughout the semester and I try to be responsive to student requests, which means that the daily schedule is likely to change during the semester. You will be responsible for checking the online syllabus and schedule before beginning your homework for each of our class meetings for any changes or updates. I will post all assignments and rubrics on Canvas.

assignment descriptions

Below is a brief description of each assignment in CIS 112. More detailed information and grading rubrics are provided in Canvas, and assignments will be discussed in class as they become relevant.

Essay Assignments

- ***Informative Essay (50 points)***

You will write an informative essay about a past service or volunteer experience you've had and lessons learned— the good, the bad, and the ugly. Discuss the who, what, when, where, why and how of this experience. The goal is to inform us about your experience and what you learned from it. You may write in the first person for this essay. It should be 750-1000 words in length.

- ***Persuasive Essay (100 points)***

The focus of this persuasive argument essay is to be clear, address an audience and stay on task. For this assignment, you have two choices. Each option asks you to think critically about a problem and propose a solution to an audience that has the power to implement changes. Develop a written proposal that describes a specific issue an organization or community faces with the intention of persuading your audience on a solution to the problem. This organization can be your service learning organization *or* you can choose to write about issues affecting specific communities such as the University of Kentucky, a local school board or city/county government.

You cannot write about how an organization needs more funding or volunteers. We also want you to stay local. You can write about your hometown, but do not write about a state, national

or international problem. Your proposal should include a clear description of the problem (how it developed, history of it, who is involved, etc.), a proposed feasible solution (how it should be implemented), a justification of the solution (why this is the best approach and who will benefit from it) and the specific audience you are addressing (the board of directors of the organization, the organization's president, board members, elected officials, etc.).

Requirements for either option: Write 1500-2000 words (not including cover page, abstract or references) and use proper APA format (including cover page, abstract, and reference page) and include at least two images, graphs, charts, etc. At least five credible sources are required.

- ***Persuasive Essay Annotated Bibliography (25 points)***

For this assignment, you should locate 5 outside sources relevant to your persuasive essay topic and type up the APA reference citation and a brief summary for each source (more information will be provided).

- ***Persuasive Essay Draft and Peer Review (25 points total)***

You will submit a draft that is at least 75% complete and also complete a peer review assignment related to the draft. The draft is worth 15 points, and the peer review is worth 10 points.

Speaking Assignments

- ***Getting to Know You Speech (20 points)***

In 1 to 2 minutes, address one of the issues below so that we can all get to know one another better. An excellent speech will include an introduction, body, and conclusion, as well as elements of good delivery such as eye contact, gestures, etc.

Topics to choose from:

- Discuss 1 to 2 policies or ideas you would implement if you were the president of the U.S.
- Discuss 1 to 2 reasons why you like or dislike _____ (a public person, place, sport, book, movie, TV show, or hobby).
- What superpower would you want to have and why? **OR** What superpower would you NOT want to have and why? For either question, provide 1-2 reasons why you would want this super power OR not want it.

- ***Oral Presentations about Essays (25 points)***

For your informative essay, you will prepare a 1-minute oral presentation that briefly explains one aspect of your previous service experience. You only have one minute to present and will be cut off after one minute. This presentation is worth 10 points. For your persuasive essay, you will prepare a 2-3 minute oral presentation that includes 2-3 visuals related your essay topic. This presentation is worth 15 points.

- ***StoryCorps Assignment (25 points)***

Based on chapters 2 and 3 in *Talk Like TED*. You have two options for this audio-only assignment. For each, you need to answer a question and talk about elements related to it.

- o *Option 1:* Prepare a story (1:30-3 minutes) told only by you based on one of the prompts provided by your instructor. (Examples might include sharing stories about a favorite childhood memory, most embarrassing moment, etc.)
 - o *Option 2:* Have a joint storytelling conversation (2-4 minutes) with one other person (family member, friend, etc.) about it.
- **1776 Speech (30 points)**
 You will deliver a 2 to 3-minute speech in which you describe and explain a modern-day person, place or thing (e.g., watch, computer, hair conditioner, barista, Facebook) to a well-educated person living in 1776 (i.e., prior to electricity and modern technology). You may pick any thing that you like and/or anything that is here today (but wasn't in 1776) and has changed the way we live and/or communicate. However, remember to pick something that can be adequately explained in the given time limit. Furthermore, you want to focus on being both comprehensive and non-condescending.
- **TED Talk (100 points)**
 You have two options for topic selection for this assignment. You've spent the whole semester with your service site and you've become aware of the societal issues that are important to your organization. Your TED talk should focus on an issue that is related in some way to an issue your organization addresses as part of its mission **OR** you can choose another societal issue that resonates with the public for your TED Talk (Instructor must approve all topics). These speeches will be 6-8 minutes in length, include a presentational aid (PowerPoint or Prezi with images), and follow the criteria outlined in class for good content, structure and delivery.
- **TED Talk Speech Outline (15 points)**
 For your TED Talk at the end of the semester, you will prepare a formal, full sentence outline. You will have an outlining workshop in class and then will turn in a final copy of the outline on the first day of TED talks.
- **TED Talk Rehearsal (10 points)**
 Prior to delivering your TED Talk, you will be required to practice your speech with a peer tutor at Presentation U! Many students find this so helpful that they go back to practice more than once! You'll receive a follow-up email from Presentation U! after your visit, and you will submit this confirmation of your meeting on Canvas as proof of your meeting.
- **Video Speech Reflection (15 points)**
 Your final assignment is to provide some advice to incoming CIS 112 students in a 2-3 minute recorded speech that you upload to YouTube/Canvas. What was your favorite part of the course? What was the biggest challenge? What can they do to be particularly successful? What are the "big picture" lessons you'll take with you as you go through the rest of your college career.

Service Learning Assignments

- **Service-Learning Volunteer Hours (100 points)**
 Each student must complete 10 hours of service at a chosen service site during the course of the semester (10 points for each hour your complete, not to exceed 100 points) and also complete an initial 10-point orientation assignment outlined below. Before you can volunteer

with your service learning organization this semester, you must read, print and sign a **Waiver of Liability** that is posted on Canvas.

You will document your service using the report of hours form provided on Canvas. You must have half of your hours completed by **midterm**, and the remaining half completed by the **end of semester**. Before starting your volunteer service, you will need to complete the short orientation assignment detailed below.

- **Orientation Assignment (10 points)**

- First, conduct some research about your assigned organization (based on website, social media, etc.) and write a brief 2-3 paragraph reflection about it. Explain something that you learned about this organization, what you hope to learn, why it was your first, second, third choice, what is your first impression, what are you most/least excited about it, etc.
- In addition, you need to copy and paste the email you have sent to the contact person that introduces yourself and asks when you should schedule your first meeting and/or orientation. It's a good idea to list some days and times that you are available that match the times you are needed in the description or the organization.
- Finally, after receiving a response from the organization, you need to include the first time you will visit the organization (based on the email response you received from the organization contact) and how you plan to get there (bus, walking, car pool, etc.).

- **Service Learning Reflections (100 points)**

Throughout the semester, you will participate in series of written and/or oral reflections about your service learning experiences. I will explain more about the requirements for these reflections in class.

- **Group Podcast Assignment (150 Points Total)**

Each service learning group will work together to create a podcast series about their group's service learning organization and their experiences. This project focuses on storytelling, first-person accounts and interviews. Podcasts will be due throughout the semester and played/discussed on Reflection Days. I will provide specific details about what is required for each podcast episode along with deadlines and group member roles.

Other Required Assignments

- **Pre-test and Post-test (20 points)**

Each CIS 112 student is required to complete a pre-test at the beginning of the semester and a post-test at the end of the semester for departmental assessment purposes. These will be completed online and you will receive credit for these assignments; your answers will not affect your grade. You will receive 20 points for completing these two assignments (10 points each). Each test will take approximately 30 minutes to complete.

- The pre-test opens August 23 and closes on September 1 at 11:59 p.m.:
<http://comm.uky.edu/courses/CIS112/pretest>
- The post-test opens on November 29 and closes on December 8 at 11:59 p.m.:
<http://comm.uky.edu/courses/CIS112/posttest>

There are no late submissions or make-ups for these assignments.

- **Attendance/Warm-Up Activities (100 points)**

As noted above, each class period will begin with a warm-up activity for which you will earn various points for attendance. Points will be deducted for lateness.

- **Workshop, Homework, Quizzes, Engagement (50 points)**

Throughout the semester, there will be several in-class workshops and activities, as well as out-of-class homework and/or minor quizzes and assignments.

- **Required Research Credits (30 points)**

The School of Information Science is committed to providing students a broad and comprehensive education. Students in this class are provided the option to participate in one or more research studies to earn a total of 3 “credit points” which is equal to 30 points towards the total points in the class (3 percent of your grade). The number of credit points given per study can be found in the study description on the CIS Research Participation System (RPS) website at <https://uksis.sona-systems.com>. For more information about the CIS RPS, please visit <https://ci.uky.edu/sis/rps>.

- *Signing Up for Studies*

During the first week in September, you will receive an email with your CIS RPS sign in information. This email will be sent from the Research Participation System (uksis-admin@sona-systems.net) and will be sent to your official University of Kentucky email address. You can setup your official University of Kentucky email address at <https://ukam.uky.edu/manager/Account/Login.aspx>. Using your CIS RPS sign in information, you can login at <https://uksis.sona-systems.com> to view detailed information about available research studies and sign up.

- *Alternatives to Research Studies*

Participation is voluntary and there are alternative options for credit. Research alternatives will be listed along with actual studies on the CIS RPS website. These alternative assignments usually consist of reading an article or webpage and summarizing the contents. Research alternatives are to be completed through the CIS RPS website.

- *Earning Credits*

After completing each study, you will see a completion page on the CIS RPS website. Take a screen-shot of this completion page and save it for your records. Your credit should be granted automatically by the system. At the end of the semester, your instructor will be able to view the number of credits you have earned. All credits must be earned by Friday, December 8. If you have questions about credits earned, contact ukcirsps@gmail.com.

- *Need Help?*

If you have general questions about how to use the CIS RPS website or are having issues logging on, please contact ukcirsps@gmail.com. If you have questions about a particular study or if you have questions about the research, please contact the

researcher for the specific study about which you are inquiring. This information will be listed in the study description on the CIS RPS website.

grading and grading scale

Grading Scale

Percentage	Total Points	Final Grade
90-100%	900-1000	A
80-89%	800-899	B
70-79%	700-799	C
60-69%	600-699	D
59% and below	0-599	E

Meeting With the Professor about Grades/Drafts

I operate with the 24/7 rule. This means that, once you receive a graded assignment back, you must wait at least 24 hours to come and discuss it with me. I am more than happy to discuss grades with you, but ask that you take the time to prepare for this meeting. If you want to meet with me to discuss an assignment, be sure you do the following to prepare for our meeting:

- Read over the relevant assignment.
- Reread or rewatch your work. Assess how it does/does not address the assignment requirements.
- If your work is written, print and bring a copy of your work with you. (Ideally, a copy you've marked up with your notes.) If it is a speech, bring the notes you took while rewatching it.
- Bring a list of specific questions that you have about your work and, when applicable, about your plans to revise it.

I do not discuss work with students who have not completed these activities. Be sure you come prepared to the meeting. Otherwise we will need to reschedule.

You must come and talk to me within one week (7 working days) of receiving the grade. Once that one-week period has passed, the grade will **not** be changed under any circumstances.

Grades are not negotiable. They are determined based on the assignment's grading rubric and on how well you've met or exceeded the assignment requirements. Grades will only be adjusted when an error has occurred. If you believe an error has occurred, don't panic! Contact me, explain what's happened, and direct me to the correct assignment. I will be happy to investigate and correct any errors.

Please note: I absolutely cannot legally discuss grades via email. If you have questions or issues related to a grade, you must come and talk to me in my office.

Mid-term Grade

Mid-term grades will be posted in myUK by the deadline established in the [Academic Calendar](#).

Final Exam Information

There is no final exam for this course. There are no plans to meet during finals week, but the schedule is subject to change. I will inform you if it is necessary for our class to meet during the scheduled final exam time. For your reference, the scheduled final exam times are:

- **CIS 112-04** (Normally meets M/W/F, 10 - 10:50 a.m.)
Final Exam scheduled for **12/14/17, 1 p.m.**
- **CIS 112-09** (Normally meets M/W/F, 12 - 12:50 p.m.)
Final Exam scheduled for **12/13/17, 10:30 a.m.**
- **CIS 112-10** (Normally meets M/W/F, 1 - 1:50 p.m.)
Final Exam scheduled for **12/12/17, 8 a.m.**
- **CIS 112-16** (Normally meets M/W/F, 2 - 2:50 p.m.)
Final Exam scheduled for **12/11/17, 3:30 p.m.**

cis 112 daily schedule

Please Note: This Course schedule is **tentative and subject to change**. All updates to the course schedule will be posted on Canvas. Check this file regularly using the “Schedule” link on Canvas.

SL = Service Learning

AWN = *Academic Writing Now*

TLT = *Talk Like Ted*

Date	Subject	Class Preparation Tasks	Assignments Due
8/23 <i>Wed</i>	Introduction to the Course and Service Learning	In Canvas: Review Syllabus and Readings and Information about Service Learning	
8/25 <i>Fri</i>	Why do Service Learning? Overview of Informative Essay Public Speaking Pro Tips <i>Tentative:</i> Presentation U! Visit	In Canvas: Review Informative Essay Assignment and Rubric	Complete SL Organization Survey by 8/25, 11:59pm
8/28 <i>Mon</i>	Getting to Know You Speeches Overview of Service Learning Orientation Assignment	Print the Waiver of Liability Form, sign it, and bring to class to submit to instructor.	Getting to Know You Speeches
8/30 <i>Wed</i>	Getting to Know You Speeches (cont.)	Heads up! Your SL organization assignments should be arriving by today.	Getting to Know You Speeches (cont.) UK Reflective Activity #1 due 8/30, 11:59pm
9/1 <i>Fri</i>	Reflection Friday Service Learning Organizations: Logistics Discussion of Group Podcast Assignment	In Canvas: Review Group Podcast Assignment/Rubric	Pre-test must be completed by 9/1, 11:59pm UK Reflective Activity #2 due 9/1, 11:59pm

9/4 Mon	Labor Day Holiday - No Class Meeting		
9/6 Wed	Academic Writing, Reading and Speaking: High School vs. College	Read: AWN, Chapters 1-2; TLT, Introduction	SL Orientation Assignment Due
9/8 Fri	Ideas into Text Rhetorical Appeals Choosing Topics Discussion of Essay #2 and TED Talk	Read: AWN, Chapter 3; TLT, Chapter 1 In Canvas: Review Persuasive Essay Assignment and Rubric and TED Talk Assignment and Rubric	Informative Essay Due
9/11 Mon	Oral Presentations based on Informative Essay (in regular classroom) OR How to Create a Podcast Presentation (University Auditorium in Young Library)	If your section meets at 9 a.m., 10 a.m. or 11 a.m., go to the University Auditorium on the first floor of the Young Library. If you meet at 12 p.m., 1 p.m. or 2 p.m., go to your regular classroom.	Oral Presentations due for 12, 1, and 2 p.m. classes
9/13 Wed	Oral Presentations based on Informative Essay (in regular classroom) OR How to Create a Podcast Presentation (University Auditorium in Young Library)	If your section meets at 9 a.m., 10 a.m. or 11 a.m. or 12 p.m., go to your regular classroom. If your section meets at 1 p.m. or 2 p.m., go to the University Auditorium on the first floor of the Young Library.	Oral Presentations due for 10 a.m. class
9/15 Fri	In/Out-of-Class Group Workday for Podcast Planning		
9/18 Mon	Arguments and Organization	Read: AWN, Chapter 4; Argument reading posted on Canvas In Canvas: Review Annotated Bibliography Assignment and Rubric	Podcast Proposal Due
9/20 Wed	Researching Your Topic	Read: AWN, Chapter 5 and Appendix I <i>Bring your computers to class!</i>	

9/22 <i>Fri</i>	Plagiarism and APA Style Workshop: Written Focus	Review: APA Style Manual Bring APA Manual to class	
9/25 <i>Mon</i>	Plagiarism and APA Style Workshop: Oral Focus	Review: APA Style Manual Bring APA Manual to class	
9/27 <i>Wed</i>	The Writing Process: Introductions The Importance of Storytelling Discussion of StoryCorps Assignment	Read: AWN, Chapter 6; TLT, Chapter 2 In Canvas: Review StoryCorps Assignment and Rubric	SL Reflection #1 Due Podcast #1 Due
9/29 <i>Fri</i>	Reflection Day Play that Podcast!		Group A Meets in classroom Group B has an out-of-class workday
10/2 <i>Mon</i>	Reflection Day Play that Podcast!		Group B Meets in classroom Group A has an out-of-class workday
10/4 <i>Wed</i>	Listening and Audience Awareness		StoryCorps Assignment Due
10/6 <i>Fri</i>	The Writing Process: The Middle Incorporating Visuals	Read: AWN, Chapter 7	
10/9 <i>Mon</i>	The Writing Process: More of The Middle Teach your audience something new and include jaw-dropping moments	Read: TLT, Chapters 4 and 5	
10/11 <i>Wed</i>	The Writing Process: Conclusions Peer Review Day	Read: AWN, Chapter 8 <i>Bring your computers to class!</i>	Draft of Annotated Bibliography Due

10/13 Fri	Have a Conversation Interviewing Skills	Read: TLT, Chapter 3	Final Version of Annotated Bibliography Due
10/16 Mon	Peer Review and Revisions: Taking Another Look and Handing It Over	Read: AWN, Chapters 9 and 10 <i>Bring your computers to class!</i>	Draft of Persuasive Essay Due SL Reflection #2 Due (Video) Podcast #2 Due
10/18 Wed	Reflection Day Play that Podcast!		Group B meets in classroom. Group A has an out-of-class workday.
10/20 Fri	Reflection Day (cont.) Play that Podcast! (cont.)	Heads up! Your midterm grade reports should appear on MyUK by today.	Group A meets in classroom. Group B has an out-of-class workday. Persuasive Essay Due by 10/20, 11:59 pm.
10/23 Mon	Oral Presentations Based on Persuasive Essay		Persuasive Essay Presentations Half of all SL hours should be completed; Submit Report of Hours Form on Canvas.
10/25 Wed	Oral Presentations Based on Persuasive Essay (cont.)		Persuasive Essay Presentations
10/27 Fri	TED Talk Brainstorming Session The Do's and Don'ts of Delivering Talks	In Canvas: Review 1776 Speech Assignments and Rubric	

10/30 Mon	Lighten Up: Using Humor in Speeches	Read: TLT, Ch. 6	
11/1 Wed	Stick to the 6-8 Minute Rule and Stay in Your Lane Outlining Workshop	Read: TLT, Ch. 7 and 9 Bring computers to class.	
11/3 Fri	<i>Class held online today!</i> Paint a Mental Picture: Creating Effective PowerPoint & Prezi Presentations	Read: TLT, Ch. 8 Make sure you are ready for the online discussion assignment.	Complete online discussion assignment by 11/4 11:59 pm.
11/6 Mon	1776 Speeches		1776 Speeches
11/8 Wed	1776 Speeches		1776 Speeches SL Reflection #3 Due (Written) Podcast #3 Due
11/10 Fri	Reflection Day Play that Podcast!		Group A meets in classroom. Group B has an out-of-class workday.
11/13 Mon	Reflection Day Play that Podcast!		Group B meets in classroom. Group A has an out-of-class workday.
11/15 Wed	Speech Rehearsal Day		Draft of TED Talk Outline Due
11/17 Fri	In/Out-of-Class Workday		Group A: Draft of PowerPoint or Prezi Slides Due
11/20 Mon	In/Out-of-Class Workday		Group B: Draft of PowerPoint or Prezi Slides Due

11/22-24	Thanksgiving Holiday - No classes		
11/27 Mon	TED Talks Begin		Final Version of TED Talk Outline Due TED Talks
11/29 Wed	TED Talks (cont.)		TED Talks
12/1 Fri	TED Talks (cont.)		TED Talks
12/4 Mon	TED Talks (cont.)		TED Talks
12/6 Wed	TED Talks (cont.)		TED Talks SL Reflection #4 Due (Video) Podcast #4 Due
12/8 Fri	Reflection Day Play that Podcast!		Final Report of Hours Form Due Post-test must be completed by 12/8, 11:59 pm. UK Reflective Activity #3 due 12/8, 11:59pm
Finals Week 12/11-12/15	<i>Emergency Backup:</i> Possible TED Talks and/or Reflection Day Fall 2017 Final Exam Schedule: <ul style="list-style-type: none"> ● CIS 112-04 (Normally meets M/W/F, 10 - 10:50 a.m.) Final Exam scheduled for 12/14/17, 1 p.m. ● CIS 112-09 (Normally meets M/W/F, 12 - 12:50 p.m.) Final Exam scheduled for 12/13/17, 10:30 a.m. ● CIS 112-10 (Normally meets M/W/F, 1 - 1:50 p.m.) Final Exam scheduled for 12/12/17, 8 a.m. ● CIS 112-16 (Normally meets M/W/F, 2 - 2:50 p.m.) Final Exam scheduled for 12/11/17, 3:30 p.m. 		Final Video Reflection (on Entire Class) Due 12/13 at 11:59 pm.