UNIVERSITY OF KENTUCKY

ICT 114: Communication in the Digital Age I

Semester/Term: Fall 2023 (16 weeks)
Class Meeting Dates: 8/21/2023 – 12/15/2023
Credit Hours: 3
Course Section: 001
Meeting Days/Time/Location: T/TH 2:00 pm – 3:15 pm in Lucille Little Library Rm 311

Instructor Information

Instructor: Kody Frey, Ph.D.
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Email: tkfr222@uky.edu
Student Q&A hours: Tuesdays and Thursdays; 9:30 am -11:00 am; in-person and via Zoom
Also available by appointment (contact me to schedule)
Preferred Method of Communication: Email or Twitter (@TKFrey)

Course Description

Composition and Communication in the Digital Age I is the first course in a two-course series designed to teach practical communication skills to students interested in Science, Technology, Engineering, and Mathematics (STEM). The course teaches students to compose and communicate ideas across oral, written, visual, and technological contexts. Specifically, this course will focus on equipping students to (1) translate complex, technical information into understandable terms, (2) utilize research skills to collect and evaluate information, and (3) effectively recognize and adapt behavior in accordance with the expectations for the selected mode of communication.

Student Learning Outcomes

By end of this course, students should be able to:
*(1): Indirect measures of assessment
*(2): Direct measures of assessment

UK Core Learning Outcome	Student Learning Outcomes	How you will demonstrate
Students will demonstrate the ability to construct intelligible messages using sound evidence and reasoning that are appropriate for different rhetorical situations (audiences and purposes)	**Unit 1: Foundations of Multimodal Communication:** • Employ research skills to find, analyze, evaluate, and properly cite pertinent primary and secondary sources, using relevant discovery tools (e.g. InfoKat, Library Databases, Google). **Unit 2: Critical Thinking, Revising, Organizing, & Editing / Unit 4: Style** • Compose written texts and deliver oral presentations that represent relevant and informed points of view appropriate for the audience, purpose, and occasion. **Unit 3: Clarity & Comprehensibility** • Work with design elements (font, size, line, color) to successfully incorporate design principles (contrast, alignment, repetition, and proximity) as part of effective composition.	(1): • Midterm Course Evaluations (2): • Applications of Multimodal Communication Essay • CAT Essay • CISS Final Speech • Technical Manual • How-To Speech

... and deliver those messages effectively in written, oral, and visual form	**Unit 2: Critical Thinking, Revising, Organizing, & Editing** • Translate complex, technical information into comprehensible terms for a variety of knowledgeable and lay audiences. **Unit 3: Clarity & Comprehensibility** • Organize written texts and deliver oral presentations with logical and consistent structure suitable for various communicative channels. **Unit 4: Style** • Demonstrate an awareness of appropriate strategies used to communicate effectively in different situations (e.g., public speaking, interpersonal) and contexts (e.g., face-to face, digital).	(1): • Impromptu speeches • Midterm Course Evaluations (2): • CAT Final Essay • CISS Final Speech • Teach-A-Technology Speech • Technical Manual
Students will also demonstrate the ability to competently critique (analyze, interpret, and evaluate) written, oral, and visual messages conveyed in a variety of communication contexts	**Unit 1: Foundations of Multimodal Communication:** • Apply various perspectives for understanding the structure, uses, and affordances of various communication technologies. **Unit 2: Critical Thinking, Revising, Organizing, & Editing** • Organize, proofread, revise, and edit their own and other student work effectively to improve mechanics, style, and clarity. **Unit 4: Style** • Analyze, create, and use written, oral, and technical/visual elements as both independent and interconnected forms of communication.	(1): • Midterm Course Evaluations (2): • Applications of Multimodal Communication Essay Revision • Connected Assignments Video • CAT Essay Peer Review • CISS Speech Peer Review

Required Materials

You will also be asked to read from two open-sourced textbooks related to technical communication. You can find links to those books below:

Book 1: Technical Writing Essentials: Introduction to Professional Communications in the Technical Fields; Suzan Last; https://pressbooks.bccampus.ca/technicalwriting/

Book 2: Open Technical Communication; Tiffani Tijerina, Tamara Powell, Jonathan Arnett, Monique Logan, Cassandra Race; https://alg.manifoldapp.org/projects/open-technical-communication

Technology Information and Requirements

Technology Requirements

Minimum technical requirements for UK courses and suggested hardware, software, and internet connections are available at ITS Student Hardware & Software Guidelines.

For this course, students must have regular access to a computer with a reliable Internet connection and audio capabilities. Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students on UK's downloads site.

Technical Support

For account help, contact UK's Information Technology Customer Services online, by email, or by phone at 859-218-HELP (4357).

Course Activities and Assignments

Summary Description of Course Assignments

Below is a brief description of each assignment in ICT 114. More detailed information and grading rubrics are provided in Canvas. Assignments will be discussed in class as they become relevant:

(Unit 1) INTRODUCTION TO MULTIMODAL COMMUNICATION (TOTAL = 105 points / 10.5%)

(1) Applications of Multimodal Communication Essay (50 points / 5%)

This formative essay (*2 - 3 pages*) asks students (a) to reflect on the integral role that multimodal communication may play in their future STEM field or career and (2) to outline several personal goals for the course. Students will be required to use at least 2 credible sources in their APA style essay. Additionally, this assignment will serve as an initial diagnostic to evaluate students' writing competency.

(2) Applications of Multimodal Communication Essay - Revision (25 points / 2.5%)

After submitting and receiving feedback on their essay, students will revise their paper using track changes based on instructor feedback and course content.

(3) Self-Introduction Speech (30 points / 3%)

In interviews, one of the questions most often asked is also one that is surprisingly difficult for people to answer articulately: "So, tell me a little bit about yourself." For your first speech in ICT 114, you will be telling us all a little bit about yourself by delivering a self-introduction speech. This speech will be more personal and less formal than an interview response, but you will still want to think about what you want your audience to know about you.

For this assignment, you will prepare a speech that informs your audience about you. To prepare for this speech, choose three different objects that represent a significant part of your background, personality, values, or ambitions. You should avoid pictures because they are difficult for the class to see. Then, place the objects in a bag that also holds significance. Construct a speech that relates the objects and the bag to your life in some meaningful way. Present information about the topic, and then provide analysis for how or why it is relevant to you. No outline is required, but you are certainly welcome to make one if you think this would be helpful.

(Unit 2) CRITICAL THINKING, REVISING, ORGANIZING, & EDITING (TOTAL = 200 points / 20%)

(1) Critical Analysis of Technology (CAT): Essay Draft (20 points / 2%)

For this major essay draft (4 - 5 pages), students will be assessed based on the quantity and quality of work demonstrated in preparing the essay. The specific requirements for full credit are that drafts are at least 3 full pages long, include a cover page, include a reference page, and are submitted on time.

(2) Critical Analysis of Technology (CAT): Essay Peer Review (30 points / 3%)

Students will participate in an instructor-guided peer review process using the previously submitted draft of their CAT Essay prior to submitting the final version. This process is designed to provide a low-stakes environment for student-to-student critique and reflection.

(3) Critical Analysis of Technology (CAT): Final Essay (150 points / 15%)

For this assignment, you will choose a communication technology (e.g., a communication specific tool like Zoom; a social media application like Snapchat; a project management software like Slack; basically, any kind of social technology used on a regular basis) and conduct a research-based analysis evaluating how *your use* of the technology fulfills your personal, psychological needs. You will conduct research on this topic, paying attention to the credibility of the sources you are locating; you are required to include at least 5 external and credible sources. Third, you

will write a 4-5 page essay, making sure that you are thoroughly synthesizing and integrating your research, as well as accurately applying the required communication concepts associated with your topic option. You will then incorporate your research into a comprehensive and informative analysis. This report should be between 1500-1600 words (not including the cover page, abstract, or references). More information is available on Canvas and will be provided in class.

(Unit 3) CLARITY AND COMPREHENSIBILITY (TOTAL = 180 points / 18%)

(1) Technical Manual (100 points / 10%)

To be able to write instructions for a technical audience, you will create a manual that provides coherent and well-designed instructions on completing an everyday task. You are welcome to choose the technology overviewed in your CAT essay, but the assignment is open for wider topic selection as well. Your document should include:

- Creatively designed title page
- Table of Contents
- Overview or Introduction
- Equipment and Materials
- Definitions (if appropriate)
- Instructions

You must write for a lay audience, have both pictures and text, and assume the average user reading your manual would take at least four minutes to complete the steps.

(2) Demonstration Speech (50 points / 5%)

You will present a 3-4 minute demonstration walking your audience through a skill of your choice. This assignment is designed to give students experience in translating complex ideas in a comprehensible, noncondescending way. The way in which you demonstrate your skill (video, physical demonstration, PowerPoint) is your design, but you must ensure that it is integrated well into your presentation to the class.

(3) Connected Assignments Reflection Video (30 points / 3%)

Students will plan, record, and post a video (2 - 3 minutes) reflecting on their experience in response to their delivery and feedback across the CAT Essay, Technical Manual, and Demonstration Speech. Responses should consider (a) the importance of understanding the various rhetorical situations, (b) strategies for cultivating message clarity, and (c) practical lessons learned.

(Unit 4) STYLE (TOTAL = 250 points / 25%)

(1) CISS: Outline Draft (20 points / 2%)

Students will complete a typed outline draft for their Current Issues in STEAM Speech. Outlines should include (a) an introduction, (b) transitions, (c) 2 -3 main body points, (d) supporting material, and (e) a conclusion. Students will be required to use at least 5 credible sources in their APA style outline. All information, apart from supporting material, should be written in complete sentences.

(2) CISS: Outline Peer Review (30 points / 3%)

Students will participate in an instructor-guided peer review process using the draft of their Current Issues in STEAM outline prior to submitting the final version. This process is designed to provide a low-stakes environment for student-to-student critique and reflection.

(3) CISS: Final Outline (30 points / 3%)

Students will complete a final typed outline for their Current Issues in STEAM Speech. Outlines should include (a) an introduction, (b) transitions, (c) 2 -3 main body points, (d) supporting material, and (e) a conclusion. Students will be required to use at least 5 credible sources in their APA style outline. All information, apart from supporting material, should be written in complete sentences.

(4) CISS: Speech (150 points / 15%)

This major speech (5 - 6 minutes) asks students to explore a major current issue in their STEAM field in an informative way. Students will be required to verbally-cite at least 5 credible sources and utilize a digital visual aid when presenting. Summatively, this assignment serves to evaluate students' application of relevant course related concepts (e.g., delivery, organization, audience analysis).

(5) CISS: Speech Rehearsal (20 points / 2%)

Prior to delivering your final CISS, you will need to rehearse your speech in front of others to obtain feedback. More information on what this will require will be provided.

(Other) MISCELLANEOUS (TOTAL = 265 points / 26.5%)

(1) Attendance (100 points / 10%)

Each class period, attendance will be taken. Evidence of attendance will be collected through the Daily P2Ps. At the end of the course, points will be allotted based on the percentage of classes attended throughout the semester.

(2) Final Reflection Video (30 points / 3%)

Your final assignment is to provide some advice to incoming ICT 114 students in a 2-3 minute recorded speech that you upload to YouTube/Canvas. What was your favorite/least 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?

(3) TBA Quizzes, Workshops, etc. (55 points / 5.5%)

At the discretion of the instructor, points will be given for various assignments, activities, quizzes based on the readings/podcasts, and out-of-class homework throughout the semester.

(4) Impromptu Speeches (30 points / 3%)

At several points across the semester (noted in the course schedule), you will be required to participate in impromptu speeches. These speeches are strategically designed to give you practice speaking without preparation in a variety of relevant and potentially expected rhetorical situations.

(5) Community Engagement Assignment (50 points / 5%)

You should attend at least one community event related to technology this Fall. This will enhance your professionalism, networking, communication, and career readiness skills in the tech field. Some options are lextalk.tech, 5 Across, the Commonwealth Computation Summit, a meetup with the Bluegrass Developer's Guild, JobFairX, or some other event which requires approval in advance from your instructor. Following the event, you will turn in a 2-page (full) typed reaction paper in which you discuss the importance of communication skills in the tech industry and about the communication skills you observed (e.g., watched a presentation and critique) and the communication skills you practiced (e.g., networking). Some documentation of attendance is required and may include photos, a program, etc.

Submission of Assignments

All written assignments (first/rough and final drafts) **MUST** be submitted in a .doc, .docx, or .pdf format to Canvas. Files from Pages are not accepted (you can save as a .doc or .pdf from Pages instead). 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.

*Note: Emailed assignments will NOT be accepted under any circumstances. All assignments must be submitted through Canvas.

Late Assignments

All assignments are due at the time indicated in the class schedule or on Canvas. Late assignments will receive a score of 60% (the minimum to pass the assignment). Assignments more than 7 days late will receive a 0. You are expected to devote enough time out of every day to working on this class and to stay on top of the content, assignments, and deadlines. If you encounter problems, please let me know right away. Like most instructors, I am more understanding if you keep me informed.

Grading and Grading Scale

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 I ask that you take the time to thoroughly review the feedback provided beforehand and carefully compare your work with the assignment requirements and grading rubric. You must also come and talk to me within one week (7 days) of receiving the grade. Once that one-week period has passed, the grade will not be changed under any

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

circumstances. Please note: when you come to discuss a grade, make sure you have prepared a thoughtful justification for why you deserve a different grade than you received.

Please NOTE: I absolutely **CANNOT** legally discuss grades via email or Canvas. If you have questions or issues related to a grade, you MUST set up a virtual meeting with me or visit office hours.

Once you have totaled all your major and minor assignments (listed above), compare your total points to the table above to determine your final grade in ICT 114.

Mid-term Grade

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

Final Exam Information

Although there is no actual final exam in this course, we reserve the right to use this time if needed (e.g., in the case of major weather events that put us way behind during the semester).

Course Policies and Classroom Expectations

Covid Statement

Students are expected to follow University policy regarding COVID safety requirements. Any student who is non-compliant will be reported to the Office of Student Conduct.

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. *If you read this, bring a notecard with your name on it to the first day of class to receive +2 points extra credit.*

Attendance is worth **100 points** during the semester. Attendance points will be recorded in Canvas at least every two weeks so you may monitor your attendance progress. If you are absent on a day when an assignment is due or a quiz is given, you will be allowed to submit or make-up that work **only** if the absence is **officially excused**. You will be asked to provide official written documentation for excused absences the 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.

You are entitled to two unexcused absences, no questions asked, during the semester. However, if you miss class on any speech or peer review day, or on days when guest speakers or workshops are scheduled, it will count as an unexcused absence unless you provide documentation that it's an excused absence (see the section below about excused absences).

If you know ahead of time that you will be absent from class without an excused absence, please discuss this with your instructor and turn in any assignments ahead of time. Excuses for university-sponsored activities must be made prior to such absences. No make-up work is available for in-class exercises, workshops, or quizzes **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: TTH classes: 5 points each day missed.

In order to meet federal regulations, the instructor will monitor student participation in this class through attendance or assignments. Students who miss class periods or assignments during the first two weeks of the semester may be dropped from the course. If you will be missing a class period or will not be submitting some assignment during that period, it is your responsibility to notify the instructor, even if the absence or missed assignment is not excused under university rules.

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/.

Excused Absences (Senate Rules 5.2.4.2)

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.

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 (Senate Rules 5.2.4.2)

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.

Religious Observances (Senates Rules 5.2.4.2.1.4)

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

Make-Up Work (Senate Rule 5.2.4.2.2)

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 the excused absence, and shall do so, if feasible, during the semester in which the absence occurred. The instructor shall provide the student with an opportunity to make up the graded work and may not simply calculate the student's grade on the basis of the other course requirements, unless the student agrees in writing.

Excused Absences Due to Military Duties (Senate Rule 5.2.4.2.3.1)

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

If a student must be absent for one-fifth or less of the required course interactions (e.g., class meetings) due to military duties, the following procedure apply:

1. Once a student is aware of a call to duty, the student shall provide a copy of the military orders to the Director of the Veterans Resource Center. The student shall also provide the Director with a list of her/his courses and instructors.

2. The Director will verify the orders with the appropriate military authority and on behalf of the military student, notify each Instructor of Record via Department Letterhead as to the known extent of the absence.

3. The Instructor of Record shall not penalize the student's absence in any way and shall provide accommodations and timeframes so that the student can make up missed assignments, quizzes, and tests in a mutually agreed upon manner.

Academic Integrity - Prohibition on Plagiarism (Senate Rules 6.3.1)

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is

considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

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

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

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be, except under specific circumstances (e.g. Writing Center review or peer review) allowed by the Instructor of Record or that person's designee. Plagiarism may also include double submission, self-plagiarism, or unauthorized resubmission of one's own work, as defined by the instructor.

Students may discuss assignments among themselves or with an instructor or tutor, except where prohibited by the Instructor of Record (e.g. individual take-home exams). However, the actual work must be done by the student, and the student alone, unless collaboration is allowed by the Instructor of Record (e.g. group projects).

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.

Academic Integrity - Prohibition on Cheating (Senate Rules 6.3.2)

Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board.

Academic Integrity - Prohibition on Falsification/Misuse of Academic Records (SR 6.3.3)

Maintaining the integrity, accuracy, and appropriate privacy of student academic records is an essential administrative function of the University and a basic protection of all students. Accordingly, the actual or attempted falsification, theft, misrepresentation or other alteration or misuse of any official academic record of the University, specifically including knowingly having unauthorized access to such records or

the unauthorized disclosure of information contained in such records, is a serious academic offense. As used in this context, "academic record" includes all paper and electronic versions of the partial or complete permanent academic record, all official and unofficial academic transcripts, application documents and admission credentials, and all academic record transaction documents. The minimum sanction for falsification, including the omission of information, or attempted falsification or other misuse of academic records as described in this section is suspension for one semester.

Academic Integrity – Artificial Intelligence

I understand and recognize that AI is becoming more commonplace in our world and everyday lives. However, this class is designed to help you learn skills that will complement or even augment your use of such technologies in the future, like conducting your own research, creating outlines, thinking critically about sources and content, and tailoring messages to your audience. All of these skills are integral to the course and the learning objectives and will ultimately make you a more informed user of AI. Additionally, some assignments (e.g., the AMCE) have specific requirements that will be discussed in class that an AI system will not recognize or expect. Thus, my expectation is that you *only* use AI for in-class activities or brainstorming. Any assignment you turn in may be submitted to an electronic database to check for plagiarism and AI generated content, and those found doing so will receive an automatic ''0" for the assignment.

Prep Week and Reading Days

Per Senate Rules 5.2.5.6, the last week of instruction of a regular semester is termed "Prep Week." This phrase also refers to the last three days of instruction of the summer session and winter intersession. The Prep Week rule applies to ALL courses taught in the fall semester, spring semester, and summer session, including those taught by distance learning or in a format that has been compressed into less than one semester or session. This rule does not apply to courses in professional programs in colleges that have University Senate approval to have their own calendar.

Make-up exams and quizzes are allowed during Prep Week. In cases of "Take Home" final examinations, students shall not be required to return the completed examination before the regularly scheduled examination period for that course. No written examinations, including final examinations, may be scheduled during the Prep Week. No quizzes may be given during Prep Week. No project/lab practicals/paper/presentation deadlines or oral/listening examinations may fall during the Prep Week unless it was scheduled in the syllabus AND the course has no final examination (or assignment that acts as a final examination) scheduled during finals week. (A course with a lab component may schedule the lab practical of the course during Prep Week if the lab portion does not also require a Final Examination during finals week.) Class participation and attendance grades are permitted during Prep Week. The Senate Rules permit continuing into Prep Week regularly assigned graded homework that was announced in the class syllabus.

For fall and spring semester, the Thursday and Friday of Prep Week are study days (i.e. "Reading Days"). There cannot be any required "interactions" on a Reading Day. "Interactions" include participation in an in-class or online discussion, attendance at a guest lecture, or uploading an assignment. See Senate Rules 9.1 for a more complete description of required interactions.

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 Disability Resource Center for more information.

Non-Discrimination Statement and Title IX Information

UK is committed to providing a safe learning, living, and working environment for all members of the University community. The University maintains a comprehensive program which protects all members from discrimination, harassment, and sexual misconduct. For complete information about UK's prohibition on discrimination and harassment on aspects such as race, color, ethnic origin, national origin, creed, religion, political belief, sex, and sexual orientation, please see the electronic version of UK's *Administrative Regulation 6:1* ("Policy on Discrimination and Harassment") . In accordance with Title IX of the Education Amendments of 1972, the University prohibits discrimination and harassment on the basis of sex in academics, employment, and all of its programs and activities. Sexual misconduct is a form of sexual harassment in which one act is severe enough to create a hostile environment based on sex and is prohibited between members of the University community and shall not be tolerated. For more details, please see the electronic version of *Administrative Regulations 6:2* ("Policy and Procedures for Addressing and Resolving Allegations of Sexual Assault, Stalking, Dating Violence, Domestic Violence, and Sexual Exploitation"). Complaints regarding violations of University policies on discrimination, harassment, and sexual misconduct are handled by the Office of Institutional Equity and Equal Opportunity (IEEO), which is located in 13 Main Building and can be reached by phone at (859) 257-8927. You can also visit the IEEO's website.

Faculty members are obligated to forward any report made by a student related to IEEO matters to the Office of Institutional Equity and Equal Opportunity. Students can *confidentially* report alleged incidences through the Violence Intervention and Prevention Center, Counseling Center, or University Health Services.

Statement on Diversity, Equity, and Inclusion (DEI)

The University of Kentucky is committed to our core values of diversity and inclusion, mutual respect and human dignity, and a sense of community (Governing Regulations XIV). We acknowledge and respect the seen and unseen diverse identities and experiences of all members of the university community (https://www.uky.edu/regs/gr14). These identities include but are not limited to those based on race, ethnicity, gender identity and expressions, ideas and perspectives, religious and cultural beliefs, sexual orientation, national origin, age, ability, and socioeconomic status. We are committed to equity and justice and providing a learning and engaging community in which every member is engaged, heard, and valued.

We strive to rectify and change behavior that is inconsistent with our principles and commitment to creating a safe, equitable, and anti-racist environment. If students encounter such behavior in a course, they are encouraged to speak with the instructor of record or the college's diversity officer, who is charged with addressing concerns about diversity, equity, and inclusiveness (uky.edu/inclusiveexcellence/college-diversity-inclusion-officers). Students may also contact a faculty member within the department, program director, the director of undergraduate or graduate studies, the department chair, or the dean. To submit an official report of bias, hatred, racism, or identity-based violence, visit the Bias Incident Support Services website.

Important Fall 2023 Dates (Academic Calendar)

First day of classes	August 21
Last day to add a class	August 25
Labor Day Holiday: No Class	September 4
Last day to drop without a W or change grading option	September 10
Midterm grades posted by this date	October 23

Fall Break: No Classes	October 23-24
Last day to withdraw or reduce course load	November 1
Thanksgiving Break: No Classes	November 22-25
Last day of classes	December 6
• Reading Days (classes do not meet)	December 7-8
Finals Week	December 11-15
End of fall semester	December 15
Final grades posted by this date	December 18

Accommodations for Student-Parents

Unexpected loss of childcare does not make you a bad student, nor does it make you a bad parent. Your children are welcome in class, and we will work together to find a way to facilitate your learning (and their entertainment) during class time if the need arises. Also, do not hesitate to reach out to me if you are needed by your children off-campus; those absences will be excused.

Incompletes

Because of the in-class speaking assignments, the necessity of class discussion and the amount of group work in ICT 114 it is my policy NOT to grant incompletes (I). If you find circumstances are such that you are falling behind, you may want to consider withdrawing (W) from the class. I do suggest that you meet with me to discuss your options.

Classroom Behavior Policies

Being a Respectful Audience Member

We are a support system for each other because public speaking can be a scary proposition. **Therefore, attend all presentations, whether you are speaking or not.** Second, be courteous and attentive. I expect you to conduct yourselves responsibly and with professional courtesy. Professional courtesy includes respecting others' opinions, not interrupting in class, being respectful to those who are speaking, and working together in a spirit of cooperation. You should always demonstrate these behaviors in this class. I expect that my students remain professional when discussing controversial ideas and remember that debate is an academic process, not an opportunity for personal attacks. I will not hesitate to remove you from class if necessary. Third, during presentations, remove all objects (phones, computers, 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 (typically 5 points). Failure to adhere to these policies will result in the audience member being marked absent and experiencing the resulting consequences.

Responsible Technology Use: E-mail

Throughout the semester, you will receive e-mails from me with updates and reminders. You are expected to **regularly check your official UKY e-mail address** – if information is sent to you via email and you do not read it in time to adjust accordingly, this is not my fault.

Email is also the best and preferred way to reach me, and I will be checking it frequently throughout the business day (i.e., Monday-Friday 8:00am-5:00pm). I will not be on email 24/7 and will not expect you to be, either! **Please send all email correspondence to the email address provided above and put ICT 114 and your section number (001) in the subject line each time.** Typically, I will respond to email within 24 hours, although response time may vary. I appreciate strong email etiquette.

Responsible Technology Use: Cell Phones/Laptops/Tablets

Learning requires focus. Therefore, cell phones/laptops/tablets should **only be used for instructional purposes during class**. Use of any devices during class for noninstructional purposes (texting, social media, internet use, gaming, etc.) could lead to deductions in attendance points (i.e., counted as tardy,

absent). Inappropriate media use also increases your chances of being called on and pulled back into the class discussion. If it continues, I will ask you to leave.

However, cell phones or laptops may be left on vibrate for **emergency notification purposes**. If you expect an important phone call, please inform me before class and quietly excuse yourself when you receive it. Additionally, there are a variety of reasons you will be permitted to use cell phones or laptops for learning purposes during class. You are encouraged to use these devices for note taking purposes during class. Additionally, cell phones may be used to record lectures and take pictures of course content. Finally, feel free to use your cell phone to look up pertinent information that relates to class content during lectures or activities on social media or the internet. I am confident that you can use discernment to use cell phones in a nondistracting, productive way during class.

Extra Credit
I may identify extra credit opportunities during the course of the semester that will augment what we're doing in class. Extra credit is not guaranteed and the maximum number of points that you may receive is 10. If extra credit is offered, it will be announced in class and/or posted on Canvas.

Canvas
Please become familiar with Canvas, as we will be using it frequently throughout the semester. Important announcements and updates will be distributed through our course site, and most of your assignments will be submitted through Canvas as well. Make sure you **check Canvas daily** for any course updates or important announcements.

Things happen over the course of a semester, which means that the daily schedule may change during the semester. You will be responsible for checking the online syllabus and schedule before beginning your homework for each of our class meetings for any changes or updates. I will post all assignments on Canvas. If you lose an assignment page or handout, you are expected to get a copy from Canvas rather than from me.

ADDITIONAL STUDENT RESOURCES

Presentation U! Peer Tutoring
Come see us if you need help with any of the following: brainstorming project topics, creating outlines, essay writing, research papers, effectively using APA/MLA style, practicing oral presentations, designing and constructing effective visual aids, including PowerPoint, Prezi, websites, videos, and digital projects. Bring your multimodal projects to one of our two conveniently located centers, at the Hub in W. T. Young Library and the Study South in Woodland Glenn III. We open early and stay open late! Visit www.uky.edu/UGE/pres-u for our complete hours. Our tutoring services are available on a drop-in basis as well as a scheduled face-to-face or online appointment. For questions about this service, please contact the Pres U front desk at PresentationU@uky.edu.

The Study
The Study offers free, drop-in peer tutoring in over 40 UK CORE Math, Science and Business courses. Check out a complete list of subjects and the full schedule, as well as more information about the other services here.

Counseling Center
The UK Counseling Center (UKCC) provides a range of confidential psychological services to students enrolled in 6 credit hours or more, psychoeducational outreach programming (including QPR suicide prevention), and consultation to members of the UK community (students, faculty, staff, administrators, parents, concerned others). Please visit the website *https://www.uky.edu/counselingcenter/* for more detailed information, or call 859.257.8701.

Martin Luther King Center

The Martin Luther King Center (MLKC) supports an inclusive learning environment where diversity and individual differences are understood, respected, and appreciated as a source of strength. The MLKC's year-round programs and activities that focus on the importance of cultural awareness and cross-cultural understanding support its three primary goals: 1) sponsoring cultural and educational programming; 2) offering opportunities for student support and development; and 3) through programmatic linkages with a wide variety of civic and community agencies, promoting community outreach, engagement, and collaboration. Students can reach the MLKC via phone at (859) 257-4130, by visiting them in Gatton Student Center Suite A230, *via email*, and by visiting *the MLKC website*.

Office of LGBTQ* Resources

UK is committed to supporting students and upholding the University's efforts to promote inclusion among our community. UK faculty and staff employees support inclusion and diversity throughout the University, including the ways in which faculty structure classroom conversations and manage those dynamics. To assist in these efforts, students are welcome to provide the names and pronouns they prefer. One easy way to do this is by using the pronoun feature of UK's Name Change Form. (More information about the form can be found on the *Office of LGBTQ*'s website*.) Otherwise, students can provide this information to faculty members directly.

Discrimination based on sexual orientation, gender expression, and gender identity is prohibited at UK. If you have questions about support, advocacy, and community-building services related to sexual orientation, gender expression, or gender identity, students are encouraged to visit the *website of the Office of LGBTQ* Resources*.

Violence Intervention and Prevention (VIP) Center

If you experience an incident of sex- or gender-based discrimination or interpersonal violence, we encourage you to report it. While you may talk to a faculty member or TA/RA/GA, understand that as a "Responsible Employee" of the University these individuals MUST report any acts of violence (including verbal bullying and sexual harassment) to the University's Title IX Coordinator in the IEEO Office. If you would like to speak with someone who may be able to afford you confidentiality, you can visit the *Violence Intervention and Prevention (VIP) Center's website* (offices located in Frazee Hall, lower level; *email them*; or call (859) 257-3574), *the Counseling Center's (CC) website* (106 Frazee Hall; (859)), and the *University Health Services (UHS) website*; the VIP Center, CC, and UHS are confidential resources on campus. **The VIP Center accepts walk-in appointments.**

ICT 114 – 001: Composition and Communication in the Digital Age 1 (3 hours)
T/TH Course Schedule – Fall 2023

TWE: Technical Writing Essentials: Introduction to Professional Communications in the Technical Fields; Suzan Last; https://pressbooks.bccampus.ca/technicalwriting/

OTC: Open Technical Communication; Tiffani Tijerina, Tamara Powell, Jonathan Arnett, Monique Logan, Cassandra Race; https://alg.manifoldapp.org/projects/open-technical-communication

Note: Course schedule is tentative and subject to change. Additionally, the ITEMS DUE column is not a comprehensive list of due dates; be sure to check Canvas regularly and defer to your instructor's updates in class. ***ALL PDFs located on Canvas under Announcements and/or Files***

Other Note: Speaking Days highlighted in green. See section on student absences for speech days. Assignments are indicated in red. See syllabus section on late assignments for more information.

UNIT 1: Foundations of Multimodal Communication			
Date	**Topic**	**Assigned Reading**	**Items DUE by 11:59 pm**
T 8/22	Introduction and Course Overview	• LISTEN: Darknet Diaries - #OpJustina • Read Syllabus	**Syllabus Contract**
TH 8/24	Overview of Major Assignments Introduction to Any Old Bag and AMC Essay	• *Canvas:* Review CAT Essay, Manual, CISS • *Canvas***:** Review Introduction Speech	
T 8/29	**Any Old Bag Speeches**		
TH 8/31			
T 9/5	Multimodal Comm: Introduction to ICT and Tech Writing	• READ: *Avoiding Disasters* (PDF under Canvas Announcements) • *OTC*: Chapter 1 • *TWE*: Chapter 1.1, 1.2	
TH 9/7	Pizza with a Professional Day 1 Technology & Public Speaking Anxiety	• READ: *How Technology Makes Us Anxious* • LISTEN: Could Artificial Intelligence Destroy Humanity?	
T 9/12	APA Formatting & References: Introduction to your template	• *Research on your own*: APA Style Resources. Check out Purdue OWL or ACC library • *OTC:* Chapter 4.4, 4.8	**AMC Essay**

UNIT 2: PLANNING, REVISING, ORGANIZING, & EDITING

Date	Topic	Assigned Reading	Items DUE by 11:59 pm
TH 9/14	Basics of Technical Writing/Grammar	• *OTC:* Chapter 5.7-5.9 • *TWE*: Chapter 2.2, 2.4	
T 9/19	Multimodal Communication Essay Errors/Revision (In-Class Workday)	• *TWE*: Chapter 3.5, Appendix D • *OTC***:** Chapter 5.5	
TH 9/21	Developing Information Literacy: Finding and Evaluating Sources Evaluating Source Bias	• *TWE:* Chapter 5.1-5.2; Appendix C • *OTC*: Chapter 5.6	**AMC Revisions**
T 9/26	The Rhetorical Situation: Using Message Clarity to Translate Technological Jargon Rhetorical Situation: Considering Audience Perspectives	• *TWE:* Chapter 1.3, 2.1 • *OTC*: Chapter 5.2-5.4	
TH 9/28	**Rhetorical Situation: Speaker, Context, & Occasion**		
T 10/3	Recommendation Report Workday	• Will read Example Rec Reports in class	
TH 10/5	CAT Essay Peer Review	• *TWE:* Appendix H • *OTC*: Chapter 5.10	**CAT Essay Rough Draft**

UNIT 3: CLARITY AND COMPREHENSIBILITY

Date	Topic	Assigned Reading	Items DUE by 11:59 pm
T 10/10	Introducing and Analyzing Manuals	• *OTC*: Chapter 2.2, 2.6 • LISTEN: Reply All - #144 Dark Pattern	**CAT Essay Final**
TH 10/12	Writing Manuals: Differentiating Between Steps and Feedback	• WATCH: Creating Manuals Using Microsoft Word • *TWE*: Chapter 7.7	
T 10/17	Applying the Rhetorical Situation to Technical Manuals	• Read the manual overview here	

TH 10/19	Pizza with a Professional Day 2 In-Class Tech Manual Workday		**Technical Manual Due**
T 10/24	**Fall Break! Enjoy your time away.**		
TH 10/26	Speech Organizing: Introducing the Demonstration Speech	Look over Speech Outline template on Canvas	
T 10/31	Speech Outlining	*OTC:* Chapter 5.12	
UNIT 4: STYLE			
TH 11/2	Experiencing BAD Speaking	LISTEN: <u>How To! – How to Give a Killer Speech</u> (from the Founder of TED)	
T 11/7	**Demonstration Speech Day #1**	• *TWE:* Chapters 8.1	
TH 11/9	**Demonstration Speech Day #2**	• *OTC*: Chapter 2.12	
T 11/14	Visual Aids - Aesthetic Design in a Digital World	• *TWE:* Chapter 8.2	**Connected Assignments Reflection Video**
TH 11/16	Pro Tips for Effective Delivery		**CISS Outline Rough Drafts**
T 11/22	TED Talk Rehearsal Day (Dr. Frey will be available in-class for assistance)		**Community Engagement Due**
TH 11/23	**Thanksgiving Break – No Class**		
T 11/28	**Current Issues Speeches (CISS)**		**CISS Final Outlines & Visual Aids**
TH 12/30			

T 12/5		
TH 12/7	**Reading Day – No Class** **Final Reflection Video and CISS Notes due by Monday, 12/11 @ 5:00 pm**	