

**Existing Program Review**  
**COMMUNICATION PROGRAM**  
**University of Arkansas at Monticello**  
**Ten-Year Review 2016**

**Goals, Objectives, and Activities**

*Describe specific educational goals, objectives, and activities of the program.*

The educational goals of the Communication program are designed to complement and support the overall mission of the University of Arkansas at Monticello. Specifically, the learning objectives identified by the program are as follows:

Students who graduate with the Bachelor of Arts in Communication should:

1. Send and receive both verbal and nonverbal messages that meet critical standards.
2. Demonstrate facility in using major theorists in message analysis.
3. Identify and resolve conflict issues in message construction and reception.
4. Demonstrate significant skill in adapting messages to any type of communication – i.e. intrapersonal through mediated.
5. Create formal messages using credible research methods and solid reasoning to draw conclusions

The student Learning Outcomes of the Communication program are intimately intertwined with the mission of the University of Arkansas at Monticello:

The mission the University of Arkansas at Monticello shares with all universities is the commitment to search for truth and understanding through scholastic endeavor. The University seeks to enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought. The University provides learning experiences that enable students to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures.

The University strives for excellence in all its endeavors. Educational opportunities encompass the liberal arts, basic and applied sciences, selected professions, and vocational/technical preparation. These opportunities are founded in a strong program of general education and are fulfilled through contemporary disciplinary curricula, certification programs, and vocational/technical education or workforce training. The University assures opportunities in higher education for both traditional and non-traditional students

and strives to provide an environment that fosters individual achievement and personal development. The University of Arkansas at Monticello seeks to fulfill its mission by:

Offering quality educational opportunities in the form of master's, baccalaureate, and associate degree preparation, as well as certification in a variety of vocational/technical programs, or workforce training;

Offering a well-rounded program of general education designed to broaden and enrich students' awareness of the world around them;

Providing contemporary curricula which prepare students for careers in selected fields, for personal development, and for meeting societal needs;

Strengthening students' capabilities as thoughtful contributors to society by encouraging them to take personal responsibility and seeking the benefits of life-long learning;

Providing support programs which increase the probability of success for those students needing additional academic preparation to meet college standards;

Assisting students in developing interpersonal skills needed by responsible and productive members of society;

Providing viable programs of public service, continuing education in selected areas, and cooperative programs with other educational institutions;

Promoting research programs which strengthen the institution and contribute new information to the existing body of knowledge and the extension of knowledge to serve the public;

Providing cultural and aesthetic experiences that will serve to enhance appreciation of the arts;

Maintaining regional and national recognition of the institution and its academic and technical programs by continuing to meet the standards of accrediting bodies, available but yet to be achieved; and

Preparing students to live and work in a technological and global society.

The Communication Department's Student Learning Outcomes reflect UAM's mission in the following ways:

Communication program Student Learning Outcomes 1, 3, 4, and 5 reflect UAM's mission to "enhance and share knowledge." Through "fluent, concise, and clear"

communication, we are able to illuminate, refine, and dispense knowledge through our various contexts and applications.

Communication program Student Learning Outcomes 2, 3, and 5 reflect UAM's mission to "preserve and promote the intellectual content of society, and to educate people for critical thought." Through the development of critical, analytical faculties, and through the application of major communication theorist's to communication artifacts, we are able to recognize, listen to, and contribute to the intellectual conversation of humankind.

Student Learning Outcome 4 reflects UAM's mission to "synthesize knowledge, communicate effectively," and to "to live and work in a technological and global society." Through the development of research skills we are able to create knowledge from diverse sources, and to use that knowledge in critical and clear approaches to all forms of human communication—including technology.

Student Learning Outcomes 3 and 4 reflect UAM's mission to assist students in developing interpersonal skills needed by responsible and productive members of society." We do this primarily through real-world application of theory.

Overall, the Communication program Student Learning Outcomes are vital and integral to the university mission of teaching critical and creative thinking, the ability to synthesize knowledge, and the skills necessary to communicate effectively. The Communication program also promotes real-world applications of life skills including an understanding of history, and an appreciation of diverse cultures through courses such as Intercultural Communication.

*Explain how the program serves the general education program and other disciplinary programs on the campus, if applicable.*

The Communication program serves the general education program by providing general education courses: Public Speaking, Interpersonal Communication, and Business and Professional Speaking.

Communication faculty serve as advisors for some students majoring in General Studies as well as for those majoring in Communication.

*Document market demand and/or state/industry need for careers stemming from the program.*

The chief employers of our graduates are the public schools, but as with all graduates in the humanities or arts, our graduates have critical and creative-thinking skills and communication skills that make them well-prepared for a wide variety of professions other than teaching, for example, marketing, advertising, professional writing, government, public relations, and sales. Some of our graduates choose to pursue

advanced degrees in areas such as Law, Political Science, Communication, and Educational Administration.

### *Document student demand for the program.*

The best illustration of student demand is the number of majors and the retention of students as indicated by the number of graduates year after year:

2006-2007—Majors 22; Graduates 7.  
2007-2008—Majors 23; Graduates 5.  
2008-2009—Majors 23; Graduates 6.  
2009-2010—Majors 22; Graduates 5.  
2010-2011—Majors 24; Graduates 4.  
2011-2012—Majors 22; Graduates 9.  
2012-2013—Majors 29; Graduates 1.  
2013-2014—Majors 23; Graduates 5.  
2014-2015—Majors 27; Graduates 6.  
2015-2016—Majors 35; Graduates 3.

## **Curriculum**

*Describe how program content parallels current thinking/trends in the field/trade (best practices, advisory committee recommendations, etc.).*

Communication faculty attend several academic conferences each year such as the Annual Arkansas Communication and Theater Arts Association, International Public Debate Association National Convention, and the Bi-Annual Pi Kappa Delta National Convention. At these conferences, current trends in communication studies are discussed. Faculty, therefore, return to campus with new knowledge and methodologies to incorporate into their teaching.

The recent changes to the curriculum of Public Speaking, Interpersonal Communication, and Business and Professional Speaking (effective Fall 2015) are based on the recommendations from National Communication Association Core Competencies Task Force Report December 16, 2013. Our new model for the classes emphasizes a core of efficiencies common across the different studies of communication.

1. Monitoring and Presenting Your Self
2. Practicing Communication Ethics
3. Adapting to Others
4. Practicing Effective Listening
5. Expressing Messages
6. Identifying and Explaining Fundamental Communication Processes
7. Creating and Analyzing Message Strategies

This curriculum is on par with what communication programs teach across the country and with what the fields of Media, Applied, and Speech studies consider to be best practices in the teaching of communication. Our faculty work to stay abreast of the current literature on communication.

The curriculum for Professional Writing is on par with what writing programs teach across the country and with what the field of Rhetoric and Composition considers to be best practices in the teaching of writing.

*Provide an outline for each program curriculum, including the sequence of courses.*

Major Requirements (all versions of the Communication major require 36 hours plus 3 or 6 supportive hours):

- Required Courses: 18 hours (Core courses required regardless of Emphasis Area)

COMM 2203 Interpersonal Communication  
COMM 2013 Modern Media Literacy  
COMM 2273 Argumentation and Debate  
COMM 3033 Communication Writing  
COMM 4653 Theories of Human Communication

One of the following courses:

ENGL 3363 Classical Rhetoric  
COMM 4043 Modern Rhetoric

- Applied Emphasis: 18 hours

COMM 3483 Communication in Small Groups  
COMM 3533 Communication in Organizations  
COMM 4063 Conflict Management and Resolution  
COMM 4623 Seminar in Law and Ethics

Two of the following courses:

COMM 3023 Introduction to Public Relations  
COMM 3413 Intercultural Communication  
COMM 3453 Persuasion  
COMM 4043 Modern Rhetoric

Supportive Requirement: 3 hours

COMM 2283 Business and Professional Speech

- Media Emphasis: 18 hours

Required Courses: 9 hours

COMM 3013 Reporting  
COMM 4033 Editing  
COMM 4623 Seminar Law & Ethics

Electives: 9 additional hours of COMM courses, at least 3 of which must be upper division or ENGL courses from the following:

ENGL 3323 Writing Center Internship  
ENGL 4013 Writing Across Contexts  
Supportive Requirements: 6 hours  
ART 1033 Digital Photography  
COMM 2283 Business and Professional Speech

- Performance Emphasis: 18 hours

Required Courses: 12 hours  
COMM 3513 Introduction to Oral Interpretation  
COMM 3523 Acting  
COMM 4643 Directing  
COMM 4663 Performance Studies  
Electives: 6 additional hours of COMM courses  
Supportive Requirement: 3 hours  
COMM 1023 Public Speaking

- Professional Writing Emphasis: 18 hours

COMM 4053 Visual Rhetoric  
COMM 4243 Seminar in Communication  
COMM 4703 ePortfolio Seminar  
ENGL 4013 Writing Across Contexts  
One of the following courses:  
COMM 4033 Editing  
ENGL 4753 Advanced Grammar  
One of the following courses:  
COMM 2211 Journalism Lab  
(must be taken three times for a total of three hours)  
ENGL 3333 Foliate Oak Practicum  
ENGL 3323 Writing Center Internship  
Supportive Requirements: 6 hours  
ENGL 3253 Technical Writing and Communication  
ENGL 4683 Seminar in Writing: Special Topics

- Speech Emphasis: 18 hours

Required Courses: 9 hours  
One of the following courses:  
COMM 3483 Communication in Small Groups  
COMM 3533 Communication in Organizations  
COMM 3453 Persuasion  
One of the following courses:  
ENGL 3363 Classical Rhetoric  
COMM 4043 Modern Rhetoric  
Electives: 9 additional hours of COMM courses, at least 3 of which  
must be upper division  
Supportive Requirements: 3 hours

*State the degree requirements, including general education requirements, institutional, college or school requirements, and major requirements.*

- University General Education Requirements:

Composition: 6 Credit Hours

ENGL 1013 Composition I and

ENGL 1023 Composition II

or

ENGL 1033 Honors Composition I and

ENGL 1043 Honors Composition II

Communication: 3 Credit Hours

*Choose one of the following:*

COMM 1023 Public Speaking

COMM 2283 Business and Professional Speech

COMM 2203 Interpersonal Communication

Fine Arts: 3 Credit Hours

*Choose one of the following:*

ART 1053 Art Appreciation

FA 1013 Fine Arts Appreciation

MUS 1113 Music Appreciation

Humanities: 3 Credit Hours

*Choose one of the following:*

ENGL 2283 World Literature I

ENGL 2293 World Literature II

Mathematics: 3 Credit Hours

*Choose one of the following:*

MATH 1003 Survey of Mathematics

MATH 1043 College Algebra

Or any MATH 1000-level or above

Social Sciences: 9 Credit Hours

*Choose one of the following (3 hours):*

HIST 2213 American History I

HIST 2223 American History II

PSCI 2213 American National Government

*Choose two courses from two different disciplines from the following (6 hours):*

ANTH 2203 Cultural Anthropology

CJ 1013 Introduction to Criminal Justice

ECON 2203 Principles of Macroeconomics

ECON 2213 Principles of Microeconomics

GEOG 2213 Geography I  
GEOG 2223 Geography II  
HIST 1013 Survey of Civilization I  
HIST 1023 Survey of Civilization II  
PSY 1013 Introduction to Psychology  
SOC 2213 Introduction to Sociology  
SWK 1013 Introduction to Social Work

Science with labs: 8 Credit Hours

*Choose eight hours from two 3-hour lecture courses with associated 1-hour labs or two 4-hour courses with integrated labs chosen from the following disciplines:*

Biological Science  
Earth Science  
Chemistry  
Physics

Total General Education Hours: 35

- Students are required to have an 18-hour minor (unless they are doing a double major).
- A total of 120 hours is required for a degree.

*Indicate the semester/year the major/program courses were last offered. Exclude general education courses.*

All required courses in the major are offered every academic year—that is, every other semester.

*Provide syllabi for discipline-specific courses and departmental objectives for each course.*

Following are the Expected Student Learning Outcomes for the program:

Students who graduate with the Bachelor of Arts in Communication should:

1. Send and receive both verbal and nonverbal messages that meet critical standards.
2. Demonstrate facility in using major theorists in message analysis.
3. Identify and resolve conflict issues in message construction and reception.
4. Demonstrate significant skill in adapting messages to any type of communication – i.e. intrapersonal through mediated.
5. Create formal messages using credible research methods and solid reasoning to draw conclusions.

Individual courses address specific outcomes, which are specified on course syllabi (see Appendix A for syllabi).



*Outline the process for the introduction of new courses, including all internal curriculum review processes and the findings.*

New-course proposals are initiated by faculty in response to trends in the profession indicating that change is necessary to keep our students competitive in the contexts of the market place and graduate programs. Curriculum changes are also driven by program assessment data suggesting that student learning could be improved with the introduction of new courses or with the revision of content in existing courses.

Faculty members recommend that the Dean submit curriculum proposals to Academic Council and the university Curriculum and Standards Committee. Academic Council, which consists of the Provost and all Deans, approve and forward proposals to Curriculum and Standards, which consists of faculty representatives from all academic units. Upon the approval of Curriculum and Standards, proposals are presented to the university Assembly. Upon Assembly approval, proposals are sent to the Chancellor for final approval.

New courses and curriculum revisions are added to the university catalogue, the academic enrollment system, and the academic audit system by the Registrar's Office.

*List courses in the proposed degree program currently offered by distance delivery.*

- Public Speaking
- Interpersonal Communication
- Business and Professional Speaking
- Intercultural Communication
- Communication in Organizations
- Communication Writing
- Modern Media Literacy

*Describe the instructor-to-student and student-to-student interaction for distance courses (prerequisite courses, lab requirements, examination procedures-online/proctored, and instructor response to student assignments).*

Instructor-to-student and student-to-student interaction in online courses takes place via Blackboard, which provides space via discussion boards and other features. Through Blackboard, students are able to discuss questions and issues with other students. For all courses offered online, student discussion is required and assessed as part of the student's grade.

For online courses, prerequisites are the same as for courses offered face-to-face.

Examination procedures vary from course to course. In many courses, assessment is conducted via written examinations – essay, short answer, and other formats. In some cases, instructors offer students the option of oral examination. Instructors also assess student performance through in-class discussion and presentations. In many upper-level courses, student assessment is conducted through completed portfolios. Students taking online courses usually do not require students to complete an exam on campus.

Instructors respond to student assignments via Black Board. The syllabus and all other information for the course are on Blackboard. The timeline for assignments is in the syllabus. Course content exists in a range of formats: textbooks, instructor written postings, links, Word document files, PDFs, audio files, and video files.

As with on-campus students, distance education students have access to the library's print and electronic resource collections, interlibrary loan service, course reserve, research assistance with a professional librarian, research guides developed by librarians, and ARKLink, a statewide reciprocal borrowing agreement among Arkansas libraries. In addition, distance learning students may request that research materials be sent to their place of residence.

## **Program Faculty (full-time/adjunct/part-time)**

*Provide curriculum vitae or program faculty information form for all full-time program faculty. The vita or form should include the following: all degrees and institutions granting the degrees; field or specialty of degrees; number of years employed as program faculty at the institution; current academic rank, if applicable; professional certifications/licenses; evidence of quality and quantity of creative and scholarly/research activity; evidence of quality and quantity of service activities; evidence of professional activities and non-teaching work experiences related to courses taught; list of course numbers/course titles of credit courses taught over the past two academic years; and other evidence of quality teaching.*

### ***Faculty Summary:***

Faculty	Rank	Highest Degree
Justin Bergh	Assistant Professor	Ph.D., Communications
Jim Evans	Instructor	M.A.
Amanda Kuttenkuler	Instructor	M.S.
Keith Milstead	Instructor	M.A.

See Appendix B for faculty curriculum vitae.

*Indicate the academic credentials required for adjunct/part-time faculty teaching major/program courses.*

The minimum requirement is a master's degree with at least 18 hours in the content area. A master's degree with all 30 or 36 hours is preferable. Ideally, part-time faculty hold a terminal MFA or doctorate.

*Describe the orientation and evaluation processes for faculty, including adjunct and part-time faculty.*

New faculty attend a number of orientation workshops during Professional Development Week in August. All faculty attend some events during Professional Development Week. All new faculty, part-time and full-time, have faculty mentors (assigned by the Dean), and the School of Arts and Humanities adheres to its "New Faculty Mentoring Program" (See Appendix C).

All full-time faculty—in accordance with Faculty Handbook policies and procedures—write an annual self-evaluation (see Appendix D for faculty self-evaluation guidelines). They reflect upon efforts, accomplishments, and shortcomings in the areas of teaching, service, scholarship/professional development, and planning. Tenure-track and non-tenure-track faculty with fewer than 6 years of full-time experience at UAM are evaluated by 3 peer evaluators, who peruse the self-evaluation and have the opportunity look at student evaluations, syllabi, exams, paper assignments, graded papers. Peer evaluators also often observe classes (See Appendix E for Class Observation form). Each peer evaluator fills out a form titled "Annual Faculty Evaluation by Faculty Peer or Chair/Dean/Director" (See Appendix F). The Dean or his designated representative observes classes, as well as perusing the self-evaluation, student evaluations, and in some instances syllabi, exams, assignments, and/or graded papers. The faculty member receives copies of all peer and Dean evaluations and meets with the Dean and signs a copy of the Dean's evaluation. Peer and Dean evaluations are forwarded to the Provost each year, and the Provost responds to each full-time faculty member with his own evaluation. Tenured faculty and faculty with more than 6 years of full-time experience at UAM go through the same process each year with the exceptions that they have only 1 peer evaluator and the Dean does not observe a class. Post-tenure Review takes place every 5 years, and during those years, tenured faculty have 3 peer evaluators and the Dean observes a class.

All faculty, part-time and full-time, are evaluated by their students in every class. These evaluators are perused by the Dean. Part-time faculty do not necessary do the annual self-evaluation, but may be observed by the Dean or his designated representative at any time. Part-time faculty may also at any time receive a request for syllabi, exams, assignments, and/or graded papers.

*Provide average number of courses and number of credit hours taught for full-time program faculty for current academic year.*

Full-time tenured or tenure-track faculty usually teach four courses or 12 credit hours per semester. Non-tenure track Instructors teach 15 hours each semester.

## Program Resources

*Describe the institutional support available for faculty development in teaching, research, and service.*

Faculty development is primarily supported by travel to conferences and workshops and by the purchase of necessary technology. The Arts and Humanities annual M&O budget for travel and equipment and supplies is approximately \$35,000. In addition, the unit receives approximately \$6,000 in Faculty Development money specifically for travel. Other resources, such as Contingency funds from Academic Affairs and funding from the Centennial Circle, are available as well to support faculty travel and the purchase of equipment and technology.

Almost all faculty requests for travel funds to attend professional conferences and workshops are approved. Priority is given to faculty delivering papers or making presentations. All faculty have adequate computers and printers and several have additional handheld devices. Several classrooms are equipped with “Smart Room” technology, and efforts to expand the availability of such technology are persistent.

*Describe the professional development of full-time program faculty over the past two years including the institutional financial support provided to faculty for the activities.*

FACULTY	MEETING/CONFERENCE	DATE	COST
Jim Evans	The International Public Debate Association National Convention, Boise, ID	March 27-30, 2015	\$1,483.84
Keith Milstead	The International Public Debate Association National Convention, Boise, ID	March 27-30, 2015	\$1,483.84
Jim Evans	The International Public Debate Association National Convention, Baytown, TX	March 30 - April 3, 2016	\$893.31
Keith Milstead	The International Public Debate Association National Convention, Baytown, TX	March 30 - April 3, 2016	\$893.31

FACULTY	MEETING/CONFERENCE	DATE	COST
Keith Milstead	ACTAA Conference, Eureka Springs, AR	September 8, 2016	586.80

*Provide the annual library budget for the program or describe how library resources are provided for the program.*

The program has no distinct Library budget of its own. Library purchases are made through requests by the Arts and Humanities Library representative and are contingent upon Library resources.

*Describe the availability, adequacy, and accessibility of campus resources (research, library, instructional support, instructional technology, etc.).*

Resources that are available to the Communication program include library holdings and subscriptions to a large number of academic journals. These resources are adequate to the needs of Communication program faculty and students, and the Library is responsive to requests for additional materials. In addition, librarians offer research assistance and support and work to make resources easily accessible.

Communication faculty also consider their colleagues a rich resource and often share lesson plans, methods, and research questions.

Instructional support is offered through a wide variety of in-service training; participation in departmental and regional workshops; and attendance at regional and national conferences.

Instructional technology includes Black Board support for online and “hybrid” classes, the latter of which are offered in an online/face-to-face combination. The university makes available “smart rooms” equipped with instructional technology. This equipment is maintained and regularly updated by the UAM IT department.

*Provide a list of program equipment purchases for the past three years.*

Communications Program Equipment Purchases for the last three years:

iPad (2)	\$472.15	June 6, 2013
iPad Mini (2)	\$727.16	June 6, 2013
iMac	\$1868.90	August 22, 2013
MacBook Pro	\$1868.90	August 22, 2013

Pocket Projector	\$289.00	June 5, 2014
iPad Air	\$658.90	June 12, 2014
Statistics Software	\$189.99	July 21, 2014
Laptop	\$1371.24	August 28, 2015
Laptop	\$1136.46	Oct 22, 2015
Macbook	\$2385.90	May 17, 2016
iPad &iPad Mini	\$1438.80	May 25, 2016
Printer	\$142.66	June 1, 2016
Digital Recorders	\$199.95	June 1, 2016

## **Instruction via Distance Technology**

*Summarize institutional policies on the establishment, organization, funding, and management of distance courses/degrees.*

The UAM campus governance and academic approval processes are followed for any new course added to the curriculum. Any new degree program, regardless of the method of delivery (distance technology or not) must be reviewed by the faculty, approved by the academic unit dean, the Academic Council, Assembly, Chancellor, the University of Arkansas Board of Trustees, and the Arkansas Department of Higher Education Coordinating Board prior to implementation.

For an existing course to be offered via distance delivery, a Course Shell Authorization form must be completed and signed by the faculty member and approved by the academic unit dean and the Provost. Each faculty member who teaches an online course must participate in Blackboard, the campus learning management system, training offered by the UAM Office of Academic Computing prior to each fall semester, or as the need arises. Technical assistance is provided by the Office of Academic Computing as needed/required throughout the semester and/or term.

The UAM Office of Academic Computing is responsible for the management and maintenance of the learning management system server and must communicate with the Office of Academic Affairs regarding available space/seats and other administrative concerns. Additionally, the Office of Academic Computing is responsible for providing technical assistance to the faculty who teach online courses.

*Summarize the policies and procedures to keep the technology infrastructure current.*

University of Arkansas at Monticello faculty and students have access to infrastructure and technology that includes intranet, Blackboard, Compressed Interactive Video, broadband Internet, and access to the online catalog, electronic books, and journals available in the Fred J. Taylor Library and Technology Center, as well as web-based

mediums. Regular funding is part of an ongoing process that includes technology upgrades, software licensing, and technical support.

UAM is also in the sixth year of an eight-year plan to provide a technology infrastructure that will increase the University's academic competitiveness. This plan includes Level One technology certification for five buildings; remaining buildings on all three campuses will be upgraded to Level One within the next three years.

In the summer of 2010, UAM, a founding member of the Arkansas Research and Education Optical Network, ARE-ON, connected to the ARE-ON Network allowing access to two high-speed national networks, the Internet2 and National Lambda Rail. Completion of this project allowed UAM to collaborate with all universities and colleges that share the network as well as accessing the Internet at a much faster rate. We are currently in process of getting buildings connected.

UAM has also purchased a financial and student information software system, PeopleSoft, updating the institution's 25-year old software system, which will make secure access to campus educational and planning resources available to students via the Internet.

UAM began offering distance education courses in 1999 with WebCT, and utilized various versions of WebCT until summer 2010, when UAM changed over to Blackboard as its distance learning course management product of choice.

***Summarize the procedures that assure the security of personal information.***

The UAM Information Technology Department sets forth guidelines for the protection of personal information following the information security policies regulated by the State of Arkansas security recommendations. These guidelines state that UAM can only collect personal information through a secure link and with prior approval from that individual. Personal information cannot be stored on the course management system by the students and/or faculty. The Office of Academic Computing regularly scans web sites for the presence of personal information. The removal of any personal information found on the course management system is immediate. The Learning Management system (Blackboard in this case) is subject to the same security measures as all other Information Systems on the UAM campus and meets the State of Arkansas security guidelines for protecting personal information.

***Describe the support services that will be provided to students enrolled in distance technology courses/programs by the institution and/or other entities:***

- Advising
- Course Registration
- Financial Aid
- Course Withdrawal
- Email Account

- Access to library Resources
- IT Help Desk

Online students receive the same advising support as students taking courses on-campus. Advisors are available via published contact phone numbers and email and are always ready to help students with preparing for registration.

In regard to course registration, students who are registering for only online courses are directed to contact the UAM Office of Academic Affairs for support and assistance.

For financial aid for distance education students, students may complete the Free Application for Federal Student Aid (FAFSA) online and can view their financial status via WeevilNet (UAM enterprise computer portal). UAM does not currently allow students to accept aid via WeevilNet; however, that is planned for the near future. Requested verification documents, loan requests, and award acceptance letters can be submitted via mail, email or fax rather than through a personal visit.

In regard to course withdrawal, students are directed to contact the institution's director of Academic Advising for support and assistance.

Student email accounts are governed by the University Information Technology department. The UAM webpage contains links to connect to email, tutorials on using the email system, instructions for initial login, and support phone numbers to contact in the event students are unable to login to their email. Information Technology is open 8am-4:30pm Monday-Friday for student email account problems. Online students may access library resources in the same fashion as other students. The Library website is linked off of the main UAM homepage, and provides distance education students access to Subject Guides, Library Guides, the Library catalog, an extensive list of databases, and a tool for searching magazines, newspapers, and journals for information. The Library webpage also provides contact information should students need specific services that are not linked to the main page.

The Office of Academic Computing features a Support Center, also linked off the main UAM Webpage (Blackboard link). This link allows students to access tutorials on "How to Use Blackboard" and "Problems with Blackboard" for students to reference for quick resolutions. The support page also features contact phone numbers for the Support Center, a form to complete to request assistance via email, and a "Live Chat" option where you can be directly connected to an individual in the support center for live assistance. The Office of Academic Computing also periodically offers workshops on Blackboard usage.

*Describe technology support services that will be provided to students enrolled in distance technology courses/programs by the institution and/or other entities.*

Support services are provided to students enrolled in distance technology courses primarily by the Office of Academic Computing. Faculty are also very helpful if it is an issue they are familiar with to help share resolutions. The Office of Academic Computing supports distance technology courses with training workshops on how to use the course management software utilized for distance courses (Blackboard at this time), online



tutorials, email forms for support, and by providing contact phone numbers for the Support Center, and a web option for Live Chat with support personnel. The email form, the chat option, and direct phone calls put users in contact with support personnel who gather information about the users' computer, Internet connection, and the problem. Using this information, support personnel will attempt to diagnose the issue and provide a timely resolution to the problem.

***Describe the orientation for students enrolled in distance technology courses/programs.***

Institutional policy in regard to orientation for distance technology courses is as follows (from UAM Faculty Distance Education Handbook):

Conduct an orientation (online) in each course at the beginning of each term to ensure each student understands the requirements of the course and can access the course. Advise students of the time and energy demands of the course as well as establishing clear limits on what the course is and is not.

Each faculty member interprets this orientation process in a slightly different manner, but all complete the requirements to ensure students understand how to use the software, view the syllabus, utilize the calendar and discussion boards, and other software features. For the Advanced Microcomputer Applications course, there is an on-campus orientation session where the instructor covers the basics of Blackboard, homework requirements, and testing dates are presented in person. Each style of orientation session presents the instructors contact information, office hours, and expectations for student performance in the course.

***Summarize the institutional policy for faculty course load and number of credit hours taught, compensation, and ownership of intellectual property.***

In regard to faculty course load, again referring to the UAM Faculty Handbook,

The course load for fulltime faculty holding the rank of instructor is 15 semester credit hours. The course load for fulltime faculty holding the rank of Assistant Professor or above is 12 semester credit hours.

Distance education courses are treated as part of faculty's standard workload. Thus, distance technology courses are viewed the same as classroom courses in the area of workload, credit hours taught, and compensation. Faculty is given a special one-time incentive payment for development of each new online course that they teach.

In regard to ownership of intellectual property in the area of previously copyrighted materials, the UAM Distance Education faculty handbook sets forth the following guidelines for the use that all faculty must abide by:

Under Section 107 of the copyright law ([www.lcweb.loc.gov/copyright](http://www.lcweb.loc.gov/copyright)) passed in 1976, educators are given special exemptions from the law under the Fair Use Doctrine (<http://fairuse.stanford.edu>). Educators may use copyrighted works without first obtaining permission of the copyright holder, within limits. There are

four criteria for determining whether copyrighted materials have been used legally under this doctrine:

- (1) Purpose and character of the use;
- (2) Nature of the materials used;
- (3) Amount and importance of the part used; and
- (4) Effect on the market of the use.

This site ([www.cetus.org/fairindex.html](http://www.cetus.org/fairindex.html)) shows illustrations of the amounts of copyrighted work that may be used under the Fair use Doctrine.

### Copyright and Online Instruction

The Technology, Education and Copyright Harmonization Act (TEACH Act) passed in 2002 expands the Fair Use Doctrine to cover distance education. Generally, exemptions given for face-to-face instruction will apply to online instruction. Please visit the American Library Association website for more information.

### Copyright Permission:

The Fair Use Doctrine currently enables educators to use copyrighted materials without first seeking permission. An educator can also use any materials where copyright permission has been obtained. The following sites offer more information.

- The Copyright Clearance Center ([www.copyright.com](http://www.copyright.com)) will obtain permission for educators; a fee is attached to this service.
- The Copyright Management Center at Indiana University/Purdue University site has information on how to seek copyright permissions. ([http://www.iupui.edu/~webtrain/web\\_samples/cmc.html](http://www.iupui.edu/~webtrain/web_samples/cmc.html))
- The US Copyright Office ([www.lcweb.loc.gov/copyright](http://www.lcweb.loc.gov/copyright)) allows one to search a database for copyright ownership.”

In regard to course ownership of intellectual property developed by University faculty, please refer to University of Arkansas Board of Trustees Policy 210.2 regarding course ownership. In summary, this policy states that in most instances, faculty will own the copyright to material they have created, and retain the right to update, edit, or revise their work. Faculty also will receive all revenues of commercialization of content they create of their own initiative. For materials developed in regard to faculty contract employment pursuits, the University will retain the right for all revenues, but may decide to share such revenues with the developer at the discretion of the University.

## **Majors/Declared Students**

*State the number of undergraduate/graduate majors/declared students in each degree program under review for the past three years.*

Majors

- 2013-14: 23
- 2014-15: 27
- 2015-16: 35

*Describe strategies to recruit, retain, and graduate students.*

***Recruit:***

Recruitment to the university itself and to the Communication program is the work of the Communication faculty as well as the university admissions office. Faculty regularly participate in recruitment through email messages, visits to local high schools, and participation in campus and community events.

Communication faculty participate in the annual UAM Parent and Family Appreciation Day, Scholars' Day, and other special events on campus during which students may be recruited for the program. The communication faculty host an annual Speech and Debate tournament with Monticello High School.

In recent years the Communication program has added Media, Applied Communication, and Professional Writing emphases in response to the changing needs of students entering the modern job market. The goal is to make the Communication major more practical for students. The increasing number of students majoring in Communication is a direct result of these changes.

Improving retention and graduation rates is a challenge faced by all colleges and universities, particularly those with open admissions policies.

***Retain:***

The University of Arkansas at Monticello does not require a minimum ACT score for admission. To improve retention, UAM began a three-part program in 2015 to identify at-risk students and risk factors contributing to student failure and to institute programs to assist those students.

Communication faculty regularly work with colleagues in both the School of Arts and Humanities and other academic units. Faculty work hard to help students maintain the level of scholarship and participation necessary for an education. The department relies on faculty for sound advising, sound instruction, and sound assessment to ensure that quality students are retained and given the opportunity to grow.

Program assessment is critical to retention efforts. Curriculum and pedagogy are changes are predicated on assessment data.

***Graduate:***

The Communication faculty frequent discuss student needs. Faculty frequently provide independent studies to ensure that a student will graduate on time. We are developing a rotation of Communication courses so that advisors and Communication majors will be able to plan effectively (recent additions in emphasis and changes in faculty have changed the rotation):

COMM 2203 Interpersonal Communication (every semester—fall, spring, summer)  
COMM 2013 Modern Media Literacy (every fall, every spring)  
COMM 2273 Argumentation and Debate (fall)  
COMM 3033 Communication Writing (every fall, every spring)  
COMM 4653 Theories of Human Communication (every spring)  
ENGL 3363 Classical Rhetoric (every spring)  
COMM 4043 Modern Rhetoric (every fall)  
COMM 3483 Communication in Small Groups (every fall)  
COMM 3533 Communication in Organizations (every spring)  
COMM 4063 Conflict Management and Resolution (every spring)  
COMM 4623 Seminar in Law and Ethics (every other spring)  
COMM 3023 Introduction to Public Relations (every other fall)  
COMM 3413 Intercultural Communication (every summer)  
COMM 3453 Persuasion (every fall)  
COMM 2283 Business and Professional Speech (every semester)  
COMM 3013 Reporting (as needed)  
COMM 4033 Editing (as needed)  
ENGL 3323 Writing Center Internship (every fall, every spring)  
ENGL 4013 Writing Across Contexts (every fall)  
ART 1033 Digital Photography (fall of even years)  
COMM 3513 Introduction to Oral Interpretation (as needed)  
COMM 3523 Acting (as needed)  
COMM 4643 Directing (as needed)  
COMM 4663 Performance Studies (as needed)  
COMM 1023 Public Speaking (every semester)  
COMM 4053 Visual Rhetoric (every other spring)  
COMM 4243 Seminar in Communication (as needed)  
COMM 4703 ePortfolio Seminar (every spring)  
ENGL 4753 Advanced Grammar (every spring)  
COMM 2211 Journalism Lab (as needed)  
ENGL 3333 Foliate Oak Practicum (every fall, every spring)  
ENGL 3253 Technical Writing and Communication (every fall, every spring)  
ENGL 4683 Seminar in Writing: Special Topics (as needed)

*Provide the number of program graduates over the past three years.*

Graduates

- 2013-14: 5
- 2014-15: 6
- 2015-16: 3

## **Program Assessment**

*Describe the program assessment process and provide outcomes data (standardized entrance/placement test results, exit test results, etc.).*

The program gathers assessment data each semester. A faculty member designated by the Dean acts as assessment facilitator—making sure, for example, that pre-tests and post-tests are administered and that portfolios are gathered, that surveys are distributed. Every three years, faculty analyze data and write an assessment report. Analysis of assessment is often the catalyst for changes in course content and/or methods and for the proposal of new courses to improve student learning.

Reports are submitted to the university assessment committee, which makes recommendations for revisions in the report and in the program's assessment processes.

Assessment reports are posted on the Arts and Humanities website:  
<http://www.uamont.edu/pages/school-of-arts-humanities/resources/>

*Describe program/major exit or capstone requirements.*

The Communication Program uses a pre/post-test format to evaluate the effectiveness of the instruction. A pre-test is administered in Interpersonal Communication followed by a post-test in Theories of Human Communication.

*Provide information on how teaching is evaluated, the use of student evaluations, and how the results have affected the curriculum.*

Students in all classes have the opportunity to do electronic student evaluations in Blackboard. The office of Academic Advisement provides the Dean with the results of the evaluations for his perusal. After a course ends, the student evaluations are forwarded to the instructor. Individual instructors make adjustments in their teaching methods, requirements, course content, and textbook selection in response to student evaluations. The Dean takes student evaluations into account in the contexts of all personnel actions (annual evaluation, retention, promotion, and tenure).

*Provide transfer information for major/declared students including the receiving institutions for transfer and programs of study.*

UAM has formed articulation agreements with several area schools. Students should contact the Office of the Registrar (870-460-1034) for additional information. Transfer students must submit ACT or SAT scores when they have not completed a transferable

course in mathematics which will satisfy the general education mathematics requirement or when they have not completed one semester of a transferable course in English composition. Course credit for acceptable work is transferred, but grades are not transferred. Transfer work does not affect the UAM grade point average of a student.

Students on suspension from UAM may not transfer hours taken at any other institution during the suspension period. Other regulations affecting transfer credit are:

- Transferring students may receive credit for course work completed at an accredited post-secondary institution where a grade of “C” or higher has been earned. Credit is not awarded for course work completed at educational institutions judged not to be collegiate level.
- Generally, the University does not accept transfer credit hours in which a grade of “D” was awarded. However, requests for exceptions to this transfer credit policy may be made to the Vice Chancellor for Academic Affairs. The following regulations apply:
  - Students entering the University for the first time must make application during their first term of enrollment.
  - Six (6) credit hours with grades of “D” will be the maximum allowed.
  - Transfer hours accepted with grades of “D” will be applicable only to general education or to general electives.
- No more than six credit hours of religion will count toward the degree requirements of a major.
- A maximum of 68 credit hours may be transferred from a community, technical, or junior college. Exceptions may be made in instances where UAM has entered into articulation agreements with community, technical, or junior colleges.
- The final decision regarding transfer course equivalents to University courses will be made by the University.

*Provide information for program graduates continuing their education by entering graduate school or by performing volunteer service.*

Listed below are four recent graduates who have now completed a master’s degree:

- Chris Brown, MA, Applied Communication, University of Arkansas at Little Rock
- Rebecca Heflin, MA, Applied Communication, University of Arkansas at Little Rock
- Gabrielle Swain, currently studying Applied Communication, University of Arkansas at Little Rock
- Tiffany Tucker, Masters of Secondary Education, University of Arkansas at Little Rock

*Provide aggregate results of student/alumni/employer satisfaction surveys.*

We have not done alumni surveys in several years. The response rate was so low that we found the data to be of little value. We have found that we do better by maintaining contact via email and social networks.

*Describe how the program is aligned with the current job market needs of the state or local communities.*

The Communication program creates exemplary communicators and critical and creative thinkers, thereby preparing our students for a variety of career opportunities. The chief employers of our graduates are the public schools, but as with all graduates in the humanities or arts, our graduates have critical and creative-thinking skills and communication skills that make them well-prepared for a wide variety of professions other than teaching, for example, real-estate, marketing, advertising, professional writing, government, public relations, and sales. Some of our graduates choose to pursue advanced degrees in areas such as Law, Speech, Applied Communication, Media/Mass Communication, and Educational Administration.

As for the public schools, there is an acute shortage of qualified teachers in this area of the state. The shortage is so severe that recently the UAM Education department has entered into an agreement with local schools that hire interns (senior-level students completing student teaching assignments) instead of long-term substitutes. This allows these interns to teach for more than the 90-day period afforded to long-term subs, and these interns are almost always hired as full-time teachers upon the completion of their internships. Again, although these graduates are typically Education majors.

Professional and technical writers are in high demand both in the corporate world and also the academic world. The U.S. Department of Labor estimates that, as of 2014, over 52,000 jobs existed. Between 2014-2024, it estimates that the job market is likely to increase by 10%--faster than the average for most other careers. In the field of Rhetoric and Composition, a high volume of teaching jobs are advertised every year seeking graduate students that specialize in professional, technical, or workplace writing (see <http://academicjobs.wikia.com/wiki/Rhetoric/Composition> 2017). The field of Communication and Media Studies also advertises a high volume of jobs in a wide range of specialties (see [http://academicjobs.wikia.com/wiki/Communication and Media Studies](http://academicjobs.wikia.com/wiki/Communication_and_Media_Studies) 2016-2017). Not only would students have access to a thriving job market, but also many opportunities to enter graduate programs that would further increase their job opportunities.

*Provide job placement information for program graduates including the number of graduates placed in jobs related to the field of study.*

- Chris Brown, Payment Specialist at Walmart Corporate Office & Director of Forensics at John Brown University, Fayetteville, AR
- Tiffany Tucker, Debate Teacher at Monticello High School, Monticello AR

- Brooke Flemister Smith, Teaching English/Communication at Star City High School, Dumas AR
- Heather Wilkerson Cox, teaches Oral Communication and Drama at Bauxite High School, Bauxite, AR
- Sam Montgomery, Works on the Staff of Sen. Tom Cotton, Washington, D.C.
- Meg Ryan, Patient Care Coordinator PCC at HEARINGLife, Norman, OK
- Rebecca Heflin, General Manager of the Trotter House, Monticello, AR
- Douglas Boultinghouse, Web Management/Booking Assistance at Music City Rollin Jamboree, Nashville, TN
- Tara Snider Coburn, Instructor/Student Career Coach Specialist at University of Arkansas College of Technology-McGehee , McGehee, AR
- Joel Brown, Oral Communication and Debate Har-Ber High School, Bentonville, AR
- Josh Smith, Insurance Agent, Dumas, AR

## **Program Effectiveness (strengths, opportunities)**

*List the strengths of the program.*

- Well qualified faculty.
- Professionally active faculty.
- A variety of areas of expertise and scholarly perspectives. Students are exposed to a range of perspectives.
- Openness to innovation.
- Student-centered instruction.
- Pragmatic and useful program assessment.
- Good rapport between students and faculty.
- Small classes that allow for individual attention.

*List the areas of the program most in need of improvement.*

The area that needs most improvement is retention of Faculty. Location and non-competitive pay (lowest pay in the state for 4-year institution) have caused rapid turnover of faculty. Only one faculty member has been here for 10 years. All other faculty positions have changed at least twice in the past 10 years.

Because of the Communication programs rapid growth we need an extra full time faculty member. Too many of our current classes are taught by adjunct faculty. The upper division classes could soon need additional faculty to keep up with demand.

*List program improvements accomplished over the past two years.*

Over the past two years the Communication department has added emphasis areas in Professional Writing and Applied Communication to be more responsive to student needs.



*Describe planned program improvements, including a timetable and the estimated costs. Identify program improvement priorities.*

The Communication department is currently working to make the Communication major (all emphases) a comprehensive major. Instead of completing a 36-hour major and a minor that may or may not have been related to or supportive of the major requirements, students will be required to take 45-54 hours in their major,. This move ensures that

- students receive a more complete education in their field of study;
- students are provided opportunity to take a more varied selection of elective courses; and,
- students are better prepared for graduate programs and professional opportunities.

We hope to implement the comprehensive major Fall 2017. We foresee no new costs as a result of the change.

## **Institutional Review Team**

List the names/departments of the self-study committee chair and committee members.

**Self-Study Chair:** Jim Evans

**Committee Members:** Justin Bergh, Amanda Kuttenkuler, and Keith Milstead

# APPENDIX A

## Course syllabi

### COMM 2203 – 3 hrs Interpersonal Communication/ Spring 2016

Time: 10:10-11:00 MWF      Location: Wells 205  
Instructor: Jim Evans      [evans@uamont.edu](mailto:evans@uamont.edu)  
Office: Wells 203          Phone: 870-460-1589  
Office Hours                MWF 8:00-9:00 & 12:00-1:00  
   T-TR 8:30-9:30 & 1:00-2:00

Other Times By Appointment

**Text:** : Devito, J.A., The Interpersonal Communication Book 13<sup>th</sup> ed, 2013, Pearson

**Purpose:** The overall objective of this course is to introduce the basic concepts and skills within the process of human communication in an interpersonal context. There is nothing in life that does not directly involve the relationships you have with other people. As our lives draw to a close, personal success is most often measured not by the material possessions we have owned, but by the quality of the relationships we have sustained throughout our lives. Every relationship has the potential for improvement through better communication. Improvement involves a deeper understanding of how and why we communicate, a sense of personal responsibility and commitment to the process, and putting that understanding and commitment into practice through the development of interpersonal skills. The overall course objective is to empower the student to make effective choices, which build more satisfying relationships through better communication.

This course provides students with the information necessary to move from sound theory into effective practice. Better communication skills within professional and personal settings are critically important.

#### **Student Learning Outcomes:**

1. Clarify theories, approaches, skills and strategies of interpersonal communication, as discussed in the textbook and class;
2. Alter and improve interpersonal skills with other class members as well as with people outside of class;
3. Recognize various conflict management skills and implement in a variety of contexts and relationships;
4. Integrate dialogic components in interpersonal communication;
5. Communicate effectively in dyads and groups by listening critically and responding appropriately;
6. Understand the ways in which diversity (including gender, race, religion, physical/developmental, orientation, ethnicity, etc.) influences perceptions and subsequent interpersonal behaviors;
7. Describe the effects of biological changes, including physical and sexual changes, upon initiating and developing relationships;
8. Understand how changes in the level of openness with others can help achieve balance between privacy and self-disclosure in relationships;
9. Increase awareness of nonverbal communication and behavioral responses;
10. Recognize barriers distorting perception in interpersonal communication;
11. Become aware of the function of symbolic interaction;
12. Respond to interpersonal skills in multiple contexts to help develop productive professional relationships; and

## Grade Breakdown

Assignments	Points
Exam #1	100
Exam #2	100
Exam #3	100
Exam #4	100
Homework	300
Quizzes	100
Participation, etc.	100
<i>Total</i>	<b>900</b>

**Grading Scale:** A 90% and above, B 80%-89%, C 70% - 79%, D 60% - 69%, F 59% and below

### WHAT DO LETTER GRADES MEAN?

**A** represents outstanding distinction and excellence. 90-100%

- These are not impossible to achieve but are rare and difficult to come by.

**B** signifies levels of solid accomplishment and goodness. 80- 89%

- Good is more common than excellent but more rare than average. While there is merit to hard work and long hours, it does not always guarantee success. Goodness refers to the combined results not just the effort.

**C** signifies "average- simple, common, adequate but ordinary 70-79%

- Average is not usually an appealing rank to artists who strive for extraordinary and unique. C is however a very respectable point. Recognize what more is needed; plan to move ahead, improve and grow.

**D** represents results less than standard and/or mediocre- just passable 60-69%

- Perhaps priorities about school or life have not been established. Recognize however, that a D can also mean that you truly do not understand what is expected. You should make an office appointment to discuss how you might take action on your future and upcoming assignment problems.

**F** is a clear failure. < 59%

-It represents lack of effort/interest. It is a cause for deep concern.

#### **Assessments:**

##### **Exams:**

Administered during class time and the assigned final time.

Open book and open note.

##### **Quizzes:**

Closed book and closed note.

##### **Homework:**

Application papers and (listed below) other assignments at my discretion.

##### **Participation:**

This course requires you to be an active participant in the class. This means you must talk and interact in class.

#### **Work Required:**

**In class: - 47 Hours**

**Attend class, take notes, and participate in class discussion.**

**Take quizzes and exams**

**Preparation: - 100 Hours**

**Read required materials for class**

**Prepare papers and other assignments**  
**Review notes and study for test**  
**Overall Total Obligation:**  
**147 Hours**

**Application Paper:**

At the beginning of each class period, you're invited to submit a **typed** application paper.  
At the end of the semester, your top eight grades from response papers will be counted toward your final grade.

**LEARNING OBJECTIVES FOR THIS ASSIGNMENT**

- 1 – Identify one significant interpersonal experience from your life that could have been dealt with better so as to improve the relationship.
- 2 – Apply a concept from our course to this example to demonstrate your course knowledge and skills.
- 3 – Explain how this ideas may improve your communication with others in the future.

**TASK**

To summarize what you might take away from this course, choose one significant life experience you have had and identify a concept from this class that were/could have been applied to this example in an attempt to improve the relationship and solve the problem.

- 1 – Identify one specific interpersonal situation that you have been involved with and explain it as clearly as you can so that I understand what happened as well as any background information that might be important. You may use names, but leave out last names for anonymity.
- 2 - Choose a concepts from class and clearly apply it to your situation. Be sure to apply how you/the other person would have used each concept as well as explain how the problem could have been dealt with differently in a way to maintain/strengthen the relationship using each concept.
- 3 - Describe what you have learned about interpersonal communication as a result of this situation and what you would change to discourage the same situation from occurring again.

**FORMAT**

1. All papers must be typed, double-spaced using 12-point type size.
2. Use formal writing, paragraph form, grammar, spelling and punctuation (remember to use the spelling/grammar check function on your computer – but don't rely on its accuracy). Be sure to proofread carefully.
3. Include your name.
4. Papers must be at least 300 words long.

Here's what I'll look for in the application papers:

- *Grammar and style.* Poorly constructed sentences can be an obstacle to meeting all the criteria that follow.
- *Clarity.* These short papers can be written in a conversational tone, but clarity is key. Clear writing reflects clear thinking.
- *Application.* Are you able to apply the concepts you've learned to your own experiences.
- *Evidence that you've thought critically about the material.* While it should be clear from reading your paper that you're familiar with the material as it was presented.

**Feedback Schedule:**

Most often, a student can expect a response to email within 24 hours Monday through Thursday. Since I am gone most weekends emails sent after 5 p.m. Thursday may not be answered until the following Monday.

**Attendance Policy:** All students enrolled for this course are required to attend every class. Students will be expected to participate in class activities and contribute to class discussions of topics. Because a portion of this course is performance based, it's imperative that you be present in class, during both oral discussions and the performance of presentational objectives. No unexcused will be allowed. Unexcused absences will result in a 20-point deduction per occurrence. If you are late 3 times to class that will count as one absence. If you are late it is your responsibility to make sure that you are counted present on the roll. If you fall asleep (or appear to fall asleep) in class it will be counted as an unexcused absence. **This policy will be applied to all students, even if one's absences lead to a lower grade for the course. Any student who misses more than 25% of the class will receive an F.**

**Academic dishonesty:**

1. **Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:**
  - a. **Copying from another student's paper;**
  - b. **Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;**
  - c. **Collaboration with another student during the examination;**
  - d. **Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;**
  - e. **Substituting for another person during an examination or allowing such substitutions for oneself.**
2. **Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name in on the work submitted.**
3. **Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.**
4. **Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.**

**For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will be will be given an "F" for the assignment and/or course.**

**Technical Support Information:**

Blackboard Assistance:

Contact Office of Instructional Technology; phone 870-460-1663; open Monday-Friday, 8 a.m. – 4:30 p.m.

Online Help Desk: <http://www.uamont.edu/pages/resources/academic-computing/>

Email Assistance:

Contact the Office of Information Technology; phone 870-460-1036; open Monday-Friday, 8 a.m. – 4:30 p.m.

Library Services: The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation:

<http://www.uamont.edu/pages/library/>

**Academic Alert:**

The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. If you are doing poorly in your academic work, are chronically absent from class, are exhibiting disruptive behavior or are having difficulty adjusting to campus life, University faculty, staff or a fellow student may report you to the Office of Academic Affairs through the Academic Alert system.

**Academic Resources:****THE CENTER FOR WRITING AND COMMUNICATION**

Memorial Classroom Building, Room 113, (870) 460-1378

Home Page: <http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/>

Mailing Address: P. O. Box 3460, Monticello, AR 71656

The Center for Writing and Communication (CWC) is a free service to University of Arkansas at Monticello students. The CWC is staffed by UAM undergraduates who have received special training in peer writing tutoring. The CWC can assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Consultants can work with writers face to face or online, and a typical session with a consultant lasts thirty to sixty minutes. To have the best session possible, students seeking help should bring all materials, including the course syllabus, assignment sheets, and any drafts previously completed. The CWC also has a suite of laptops and computers for students working on writing projects and a resource library of up-to-date citation guides, grammar handbooks, and guides for writing in many disciplines and majors.

**University Tutoring center**

**Harris Hall, (870) 460-1454**

**Any student who desires to be successful in his/her general education classes can receive assistance through tutoring services available on the 2nd floor of Harris Hall. Please watch for emails from Laura Hughes detailing this semester's tutoring availability.**

**Math Tutorial Lab**

**Math and Science Center, 870-460-1016**

**Free one-on-one tutoring is available for any mathematics class. Help with ALEKS, WebAssign, and MyMathLab is available. Math tutoring is located in the A-Wing of the Science Center.**

**Student Handbook**

**The Student Handbook contains information about the services UAM provides as well as community standards and University policies. You are encouraged to become well acquainted with the guidelines published in the handbook, as it will direct you during your tenure at UAM.**

**The Student Handbook is located at the following link:**

**<http://uam-web2.uamont.edu/pdfs/student%20handbook.pdf>**

**University Behavior Intervention Team**

**If you have an immediate concern about the behavior or safety of a student at UAM, help by making a referral to the University Behavior Intervention Team (UBIT). UBIT's**

**purpose is to promote a safe and productive learning, living, and working environment by addressing the needs of students, faculty, and staff. If you or a classmate are in need of help, please submit a concern at [https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout\\_id=10](https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout_id=10) or call 870-460-1454. In case of emergency please call 911.**

### **Students with Disabilities:**

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities. It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926; email: [whitingm@uamont.edu](mailto:whitingm@uamont.edu).

For assistance on a College of Technology campus contact:

McGehee: Office of Special Student Services representative; phone 870 222-5360; fax 870 222-1105.

Crossett: Office of Special Student Services representative; phone 870 364-6414; fax 870 364-5707.

**Note:** This course fulfills specific general education requirements. For more information, consult the current academic catalogue.

**Note:** The following action is prohibited under the Student Conduct Code: **Disorderly Conduct: Any behavior which disrupts the regular or normal functions of the University community, including behavior which breaches the peace or violates the rights of others.**

**Student Conduct:** Students are expected to conform to the class rules, which include, but are not limited to

- 1) Bring your text to each class.
- 2) **Attend with at least one (1) pen and a notebook or paper for taking notes.**
- 3) **Take notes.**
- 4) Work will be allowed to be made up without penalty only for excused absences. An excused absence is: a university sanctioned activity (with prior notification), Illness (with a receipt and note from a doctor), and possible other reasons that are approved and verified by the instructor. All work missed not due to an excused absence can be made up at a 10% reduction in grade per class period that it is late.
- 5) Class begins at the time listed at the beginning of this syllabus. Be in your seat with your notebook out, your textbook ready, and a pen in hand at that time.
- 6) Respect for others through active listening is mandatory at all times.
- 7) Children are not permitted in the class.
- 8) Cell phone and all other electric devices must be turned off before entering the classroom and remain off until the end of class.
- 9) All chapter assignments are to be read *prior* to the class in which they will be discussed.
- 10) All written assignments are due in person, hard-copy, word-processed, and spell-checked at the beginning of class on the due date. *No assignments will be accepted electronically or late.*
- 11) Academic Honesty – The purpose of this policy is to encourage a mature attitude toward learning, to establish a sound academic morale, and to discourage illegitimate aid in examinations, laboratory and homework.
- 12) Cheating is defined as using or attempting to use, giving, or attempting to give, obtaining or attempting to obtain products or prepared materials, information relative to a quiz or examination or other work that a student is expected to do alone and not in collaboration

- with others. Fabricating documents in order to obtain an excused absence is a serious form of cheating.
- 13) Plagiarism (copying) of themes or other written work shall also be considered an infraction. All materials distributed in class are the joint property of the instructor and UAM.
  - 14) Cheating or removing evaluation or testing materials without permission will result in punitive action in accordance with the Student Handbook's Regulations/Policies.
  - 15) Sexual Harassment will not be tolerated. Sexual harassment is a form of sexual discrimination and constitutes a violation of federal and state law.

***Controversial subjects* will be discussed in class and personal information may be revealed. Please demonstrate respect for the ideas and values of your colleagues through courteous discussion. You may not agree with the ideas, values and beliefs of others, but it is absolutely critical to the reasoned process of inquiry to demonstrate respect. As we discuss controversial subjects, some discomfort is expected. It is impossible to learn anything new without experiencing some dissonance. However, I caution you regarding two things: 1) If at any time you fail to demonstrate respect through verbal or nonverbal messages which become disruptive, hurtful, or contrary to good order, you will be asked to leave; 2) If at any time you feel excessive distress over the material, the teaching style, one of your colleagues or an assignment, feel free to ask for an alternative assignment or to be excused for that portion of the instruction.**

#### **IMPORTANCE OF THE SYLLABUS**

Each student is responsible for reading the course syllabus, understanding its contents, and for complying with the requirements set forth therein. This syllabus is the social contract between you, the student, and me, the class facilitator. Once you receive it – YOU become a responsible party to the contract. Every effort will be made to strictly adhere to the terms outlined in the syllabus; however, sometimes changes are necessary. If changes are necessitated, they will be discussed in class. It is your responsibility to keep up with those changes. Absence is not an acceptable excuse for not keeping up with changes to the syllabus.

**PLEASE REMEMBER** – this syllabus is a tentative document, which reflects my best effort. The schedule, policies and procedures, and assignments may be modified at any time at my discretion to better facilitate the class or to deal with unexpected circumstances or emergencies. It is my personal commitment to give you my very best effort towards your educational experience. I will keep you informed throughout the process.

### **Tentative schedule**

#### **Readings From**

- Chapter 1
- Chapter 2
- Chapter 3
- Test 1
- Chapter 4
- Chapter 5
- Chapter 6
- Test 2
- Chapter 7
- Chapter 8
- Chapter 9
- Test 3
- Chapter 10
- Chapter 11



Chapter 12  
Test 4

**UNIVERSITY OF ARKANSAS AT MONTICELO**  
**MODERN MEDIA LITERACY**  
**COURSE SYLLABUS**  
Fall 2016, TuTh 11:10 A.M. – 12:30 P.M.

**Instructor Name:** Dr. Justin Bergh

**Instructor Location of Office:** Wells 110

**Instructor Phone:** 870-460-1489

**Instructor Email Address:** bergh@uamont.edu

**Office Hours:** 12-2 P.M.; Tu: 1-3 P.M.; Th: 8:30-9:30 A.M. & 1-2 P.M.

**Course Title and Credit Hours:** COMM 2013, Modern Media Literacy, 3 credit hours

**Prerequisites:** ENGL 1023 or ENGL 1043

**Required textbook:** None. Readings will be posted to Blackboard.

**Blackboard Supplemental Student Success Support:**

This course also has a Blackboard Supplemental Resource Component to support your success. Please regularly check the course component on Blackboard for announcements, required readings, notes, class discussions, etc.

**Course Description:** Media literacy will serve as a framework and educational tool for accessing, analyzing, evaluating, creating, and participating with media content. The goal of this course is to enhance our ability to critique media images, messages, and means of production. To examine media from a critical perspective is to question why things are the way they are, and how they came and continue to be as such. Your job this semester will be to articulate your own critical arguments about the political and social significance of particular media texts and practices. This work will require us to question much of what we might normally take for granted about the media, our culture, our democracy, and, ultimately, ourselves. Doing this will prompt us to approach media texts and practices as historical, constructed, and political. Questions we will engage in revolve around the following issues:

- How have media texts and practices intersected with my sense of who I am, how I think about myself, and the world in which I live?
- How powerful are the media and its representations?
- What is the relationship between media representations and existing social

- inequalities?
- How have media images and messages changed over time, and how have these changes helped to shape our contemporary media culture?
  - How might we challenge media images and messages?

### **Course Assignments/Assessments:**

Discussion Questions: 100 points

Participation: 150 points

Paper #1: 50 points

Paper #2: 50 points

Paper #3: 50 points

Paper #4: 100 points

**Total Points Possible: 500**

#### ***Discussion questions (25%):***

You must post **at least one** discussion question on our Blackboard site per class period.

Questions must be posted by 8 p.m. the night before class to receive credit.

The questions should demonstrate that you have engaged with the assigned readings. Therefore simple yes or no questions will not suffice. Instead, I expect the questions to reflect the critical thought put you put into formulating them.

You might want to include very brief summaries and/or quotations from the texts as a way of setting up the problem or issue you are raising, but this is not required. If you don't understand a particular argument or concept, you are encouraged to pose a question of clarification. However, you should also formulate complex questions designed to tease out and evaluate the broader problems, debates, methods and conceptual/theoretical assumptions presented in the readings and/or the discussion prompts. Ideally, some of your questions should be comparative, in the sense of placing essays within the context of other readings and/or contrasting perspectives and approaches. You are also encouraged to formulate discussion questions that apply concepts, theories, and issues covered in class to examples.

Everyone may skip the discussion question postings **three times** during the semester, for **any** reason no questions asked.

#### ***Major writing assignments:***

##### **Paper #1: Autobiographical Analysis**

Everyone will write a 1-2 page paper about a media text that influenced her/him. A writing workshop will be conducted in class allowing each of you to discuss the ideas for the paper in a small group format before it is due. In addition, you will receive feedback from me on a draft version with time for revision before the final copy of the essay is due.

##### **Paper #2: Reading response one, eligible weeks: 1-3**

Everyone will write a 1-3 page analysis paper engaging the readings from one of the first three weeks. In this paper, you must synthesize, compare, and contrast **two or more** of

the chosen week's readings. In the paper, indicate theoretical and/or methodological similarities or divergences, as well as conceptual strengths and/or weakness as you see them. This is meant to be a critique. You may summarize, but limit the summation to no more than half of a page. The rest of the paper should be dedicated to the analysis described in the second and third sentences above.

**Paper #3: Reading response two, *eligible weeks 4-6***

Same requirements as paper two, but engage a new set of readings.

**Paper #4: Final paper**

Everyone will write a 3-5 page paper analyzing a media object/text of your choice. You will work with a small writing workshop group to talk in-depth about your paper. Details will be discussed in class.

**Major writing assignment formatting:**

Formatting requirements for all assignments are as follows:

- Typed in black ink
- **1" margins on all sides**
- Double-spaced
- 12 point Times New Roman font
- Header or Footer on every page that includes your name
- Page numbers

**UAM Attendance Policy:**

Students are expected to participate in all required class activities and discussions during the semester. The University does not allow for unexcused absences. Students involved in University sponsored events should be considered excused unless the proper notifications were not delivered to the instructor according to Policy XV on page 71 of the UAM Faculty Handbook.

Regardless of the reasons for a student lack of participation, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

**Course-specific Attendance Policy/Participation Requirements:**

- 1) Please be on time to class and make sure to turn off your personal electronic devices before the start of class. The use of cell phones or text messaging is **not** permitted in class. You may have a laptop in class, but for class purposes only (e.g., to take notes or display readings). **If I suspect that people are using laptops for instant messaging, social media, web surfing, or anything not course related I reserve the right to ban all future laptop use.**
- 2) This course is primarily discussion-based, which means that I expect you to come to class having done the readings and to be ready to discuss them. You will get much more out of the course if you are prepared, and likewise, the class as a whole will benefit. I

strongly encourage you to highlight passages of the readings that you find confusing, difficult, thought-provoking, and/or intriguing. Class participation will be based on a student's ability to contribute to class discussions in a thoughtful manner.

3) When other students are talking, I expect you to listen carefully and respectfully. You may hear points of view you disagree with in this class; however, you need to listen to them and react to them in a thoughtful way. Education is the most valuable for all of us when we are exposed to ideas that challenge us, and that force us to re-examine how we think and, perhaps, what we think about.

4) When we watch films or clips I expect students to refrain from talking. In addition, please do not talk when I am talking, or when other students are talking.

5) Follow all instructions and complete all assignments.

6) Seek help from me in office hours or from the Writing Center. I am here to help and look forward to working with you all!

### **Due date policy:**

I do not accept late work, except in cases of a documented legitimate and extreme excuse. If you are having difficulty completing an assignment, please see me in advance of the deadline so that I may assist you in finishing on time.

### **Reminders:**

- You must turn in all required drafts and revisions. If you do not, you are likely to receive a lower grade for the course.
- Keep copies of all your work in a folder dedicated exclusively to this course; back up your work on your computer in case assignments get lost.

### **Work Required:**

#### **Academic Engagement:**

35 hours – Attend class and participate in discussion

#### **Preparation:**

45 hours – Read required materials for class

30 hours – Write discussion questions

32 hours – Research, write, and edit papers

#### **Overall Total Obligation:**

142 hours

### **Explanation of Grading Policy:**

#### **Grade Assignment:**

Grading Scale:

A= 90 —100

B= 80 — 89

C= 70 — 79

D= 60 — 69

F= 59 and below

### **Technical Support Information:**

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The Center for Writing and Communication (CWC) is a free service to University of Arkansas at Monticello students and is designed to assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process.

Memorial Classroom Building, Room 113, (870) 460-1378

<http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/>

**UNIVERSITY TUTORING CENTER**

Harris Hall, (870) 460-1454

All students have access to tutoring services on the 2nd floor of Harris Hall.

**MATH TUTORIAL LAB**

Math and Science Center, 870-460-1016

Free one-on-one tutoring is available for any mathematics class. Help with ALEKS, WebAssign, and MyMathLab is available. Math tutoring is located in the A-Wing of the Science Center.

**STUDENT HANDBOOK**

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and staff. If you or a classmate are in need of help, please submit a concern at [https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout\\_id=10](https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout_id=10) or call 870-460-1454.

**In case of emergency please call 911.**

### **Students with Disabilities:**

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### **COURSE CALENDAR (subject to change):**

#### **Week 1: Introduction**

August 25: Introduction to Media Literacy

August 30: Autobiographical Analysis

**Reading due:**

Lewis and Jhally, "The Struggle Over Media Literacy"

Silverblatt, et al., "Autobiographical Analysis"

#### **Week 2: The Basics and Autobiographical Analysis**

September 1: Concepts/Semiotics

**Reading due:**

New Mexico Literacy Project, "Media Literacy Concepts" and  
"Deconstructing Media Messages"

Fiske, "Signification"

Hall, "Encoding/Decoding"

September 6: **In-class autobiographical paper workshop – bring autobiographical rough draft.**

#### **Week 3: Divergent Methodological Approaches**

September 8: *Mass Society Critique: The Frankfurt School*

**Reading due:**

Horkheimer and Adorno, "The Culture Industry: Enlightenment as Mass Deception"

Marcuse, "The Conquest of the Unhappy Consciousness: Repressive Desublimation"

**Autobiographical Polished Draft Due**

September 13: *Ideology and Hegemony*

**Reading Due:**

Althusser, "Ideology and Ideological State Apparatuses"  
Gramsci, "Hegemony, Intellectuals, and the State"  
Bergh, "Ideology and Hegemony"

**Week 4: Cultural Studies**

September 15: *British Cultural Studies: The Popular Turn*

**Reading due:**

Kellner, "Cultural Studies, Multiculturalism, and Media Culture"  
Fiske, "Television: Polysemy and Popularity"

September 20: *Subculture*

**Reading due:**

Hebdige, "Subculture: The Unnatural Break"  
Clark, et al., "Subculture, Cultures and Class"

**Final Autobiographical Paper Due**

**Week 5: Cultural Studies Continued**

September 22: *Fans*

**Reading due:**

de Certeau, "The Practice of Everyday Life"  
Gray, et al., "Introduction: Why Study Fans?"

September 27: *Decentering Texts*

**Reading due:**

Bennett, "Text and Social Process: The Case of James Bond"  
Fiske, "*Critical Response: Meaningful Moments*"

**Week 6: Feminism**

September 29: *Feminism*

Matthews, "Feminist History"

McRobbie, "The Es and the Anti-Es: New Questions for Feminism and Cultural Studies"

**Film: *Miss Representation***

**Paper #2 Due**

October 4: *Post-Feminism*

McRobbie, "Young Women and Consumer Culture"

Banet-Weiser and Portwood-Stacer, "'I Just Want to be Me Again!': Beauty Pageants, Reality Television, and Post-Feminism"

**Week 7: Identity**

October 6: *Race*

**Reading due:**

Hall, "The Whites of Their Eyes: Racist Ideologies and the Media"



hooks, "Eating the Other: Desire and Resistance"

- October 11: *Gender/Sexuality*  
Butler, "Imitation and Gender Insubordination"  
Squires and Brouwer, "In/Discernible Bodies: The Politics of Passing in Dominant and Marginal Media"

### **Week 8: Back to the Masses/Rejection of Individuality**

- October 13: *Political Economy*  
**Reading due:**  
McChesney, "Global Media, Neoliberalism and Imperialism"  
Gandy, "Privatization and Identity: The Formation of a Racial Class"
- October 18: *Propaganda*  
**Reading due:**  
Bernays, "Organizing Chaos"  
Herman and Chomsky, "A Propaganda Model"

### **Week 9: Class**

- October 20: *Rethinking/Rejecting Cultural Studies*  
**Reading due:**  
McGuigan, "Trajectories of Cultural Populism"  
Garnham, "Political Economy and Cultural Studies: Reconciliation or Divorce?"
- October 25: *Working Class Culture*  
**Reading due:**  
Butsch, "Ralph, Fred, Archie and Homer"  
Wood and Skeggs, "Spectacular Morality: 'Reality' Television and the Remaking of the Working Class"

### **Week 10: Cool, Taste, and the Art of Distinction**

- October 27: *Cool*  
**Reading due:**  
McGuigan, "The Politics of Cultural Studies and Cool Capitalism"  
Powers, "Notes on Hype"  
**Film: *Merchants of Cool***  
**Paper #3 Due**

- November 1: *Taste*  
**Reading due:**  
Bourdieu, "Introduction to Distinction"  
Featherstone, "Lifestyle and Consumer Culture"

### **Week 11: Television and Lifestyle**

- November 3: *Lifestyle Media*

Becker, "Gay Themed Television and the Slumpy Class"

November 8: *Representation and Reality Television*

Ringrose and Walkerdine, "Regulating the Abject: The TV Make-over as Site of Neo-liberal Reinvention Toward Bourgeois Femininity"

Bergh, "Cultural Pillaging: Authenticity and the Appropriation of Others"  
*Election Day: Go Vote!*

**Week 12: War and Journalism**

November 10: **First Final Paper Workshop**

November 15: *Military, War, and Journalism*

**Reading due:**

Nick Turse, "Introduction," from *The Complex*

Žižek, "Reappropriations: The Lesson of Mullah Omar"

**Week 13: War and Citizenship**

November 17: **Film: *Dirty Wars***

November 22: *No Class-Thanksgiving Break*

November 24: *No Class-Thanksgiving Break*

November 29: *Citizenship*

**Reading due:**

Amaya, "Citizenship, Diversity, Law and Ugly Betty"

Ouellette, "Citizen Brand: ABC and the Do Good Turn in US Television"

**Week 14: New Media and Surveillance**

December 1: **Final Paper Workshop – Polished Draft Due**

December 6: *Surveillance*

**Reading due:**

Rushkoff, "Why I'm Quitting Facebook"

Andrejevic, "The Discipline of Watching: Detection, Risk, and Lateral Surveillance"

**Week 15: Final Paper Presentations**

December 8: **Presentations**

**Final Paper Due**

**Course Syllabus**  
**COMM 2273 Argumentation and Debate 3 hrs**  
**Fall 2016**

**Instructor:** Jim Evans

**Room:** Wells 205

**Office:** Wells 202 **Phone:** 870-460-1589

**Email:** evans@uamont.edu

**Office Hours:** MWF 9:00-10:00 & 12:00-1:00 T-TR 8:30-9:30 & 1:00-2:00

**Book:** Heinrichs, *Thank You for Arguing*.

**Prerequisite:** SPCH 1023 Public Speaking

**COURSE DESCRIPTION:**

Students will sharpen their critical thinking skills through their participation in structured argument and debate. Through a formal debate format students will learn how to research in support of an argument, compose sound and logical arguments, and present those arguments orally.

This is a course in the methods of effective argumentation, persuasion, and educational debate, with emphasis on rational decision-making. This course is designed to prepare students for participation in a democratic society.

The special skills of critical thinking and reasoning are an important part of daily reactions to what you hear, think, and read. This course is designed to present you with a set of systematic strategies which should increase your abilities to react critically and to form arguments. Arguers seek to gain the acceptance of others for their point of view. This class will help you to learn the art of asking the "right" questions, including right questions about your own thoughts. You will learn the art of mustering reasons, of obtaining useful data, of pinpointing the real issue and noticing when an arguer evades it, and of offering critical opinions based on those evaluations. Critical thinking isn't just an art; it is a disposition and a commitment.

**Blackboard Supplemental Student Success Support:**

This course also has a Blackboard Supplemental Resource Component to support your success. Please regularly check the course component on Blackboard for announcements, supplemental resources, notes, class discussions, etc.

**Student Learning Outcomes**

1. Examine the role of argumentation in historical and contemporary society.
2. Judge and evaluate the various methods of reasoning and logic.
3. Differentiate between the various types of research methods and evidence used in argumentation.
4. Critically analyze rebuttals and refutations.
5. Successfully participate in academic debate.
6. Identify and evaluate the qualities of different types of reasoning.
7. Recognize common reasoning fallacies.
8. Evaluate the quality of evidence.
9. Formulate and organize sound arguments.
10. Discriminate between logical and illogical arguments.
11. Construct and apply cross examination.
12. Employ and deliver effective persuasive strategies.
13. Construct and defend affirmative and negative cases.

**Academic dishonesty:**

5. **Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:**
  - a. **Copying from another student's paper;**
  - b. **Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;**
  - c. **Collaboration with another student during the examination;**
  - d. **Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;**
  - e. **Substituting for another person during an examination or allowing such substitutions for oneself.**
6. **Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.**
7. **Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.**
8. **Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.**

**For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will be will be given an "F" for the assignment and/or course.**

*1. Course Content*

- a. There will be 3 graded elements in this course
  - i. Debate(s)
  - ii. Written Components (Test / Quizzes)
  - iii. On Campus Debate

*5. Course Grading*

Individual Debates	400
- Affirmative	(200)
- Negative	(200)
Homework - Research Project	200
- Evidence submission	
Test	200
- Final Exam (Comprehensive)	(100)
- Quizzes	(100)
**On Campus Debate Tournaments	200
Total	1,000

**Grading Scale: A 90% and above, B 80%-89%, C 70% - 79%, D 60% - 69%, F 59% and below**

**Work Required:**

**In class: - 47 Hours**

**Attend class, take notes, and participate in class discussion.**

**Debate**

**Take exams**  
**Preparation: - 123 Hours**  
**Prepare papers and other assignments**  
**Review notes and study for test**  
**Attending Debates: 30 hours**  
**Overall Total Obligation:**  
**200 Hours**

**\*\*Students enrolled in the Argumentation and Debate course are expected to attend and assist in the operation of 2 regional debate competitions held at the UAM campus. Dates: September 16-17 and September 30 – October 2.**

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Regardless of the reasons for a student lack of participation, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

**Class Attendance Policy:** All students enrolled for this course are required to attend every class. Students will be expected to participate in class activities and contribute to class discussions of topics. Because a portion of this course is performance based, it's imperative that you be present in class, during both oral discussions and the performance of presentational objectives. No unexcused will be allowed. Unexcused absences will result in a 25-point deduction per occurrence. If you are late 3 times to class that will count as one absence. If you are late it is your responsibility to make sure that you are counted present on the roll. If you fall asleep (or appear to fall asleep) in class it will be counted as an unexcused absence. This policy will be applied to all students, even if one's absences lead to a lower grade for the course. Any student who misses more than 25% of the class will receive an F.

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For assistance on a College of Technology campus contact:  
McGehee: Office of Special Student Services representative; phone 870 222-5360; fax  
870 222-1105.

Crossett: Office of Special Student Services representative; phone 870 364-6414; fax  
870 364-5707.

### **List of Topics**

Introduction to Persuasion

OFFENSE

Defining goals

Laying the foundation

Ethos Part 1

Gaining and keeping attention

Ethos Part 2

Pathos

Logos

Gaining Control of the Argument

DEFENSE

Fallacies

Poking holes

Misdirection

**UNIVERSITY OF ARKANSAS AT MONTICELLO**  
**COMMUNICATION WRITING**  
**ONLINE COURSE SYLLABUS**  
Fall 2016

**Instructor Name:** Dr. Justin Bergh

**Instructor Location of Office:** Wells 110

**Instructor Phone:** 870-460-1489

**Instructor Email Address:** bergh@uamont.edu

**Office Hours:** M: 12-2 P.M.; Tu: 1-3 P.M.; Th: 8:30-9:30 A.M. & 1-2 P.M.

**Virtual Hours:** Tu: 8:30-9:30 A.M.; Wed: 12-2 P.M. (or by appointment)

**Course Title and Credit Hours:** COMM 3033, Communication Writing, 3 credit hours

**Prerequisites:** ENGL 1023 or ENGL 1043

**Required textbook:** Timbur, John. *The Call to Write (Brief 6th Edition)*. (Boston: Wadsworth, 2013). ISBN: 978-1133311157.

**Course Description:** Basic communication writing techniques and preparation of correspondence, reports, articles and resumes, including precision (grammar and spelling), accuracy (attribution and identification), and conciseness and AP style.

**Student Learning Outcomes:**

By the conclusion of the course you should be able to:

- Select relevant writing topics
- Understand the fundamentals of writing organization
- Write a professional letter
- Write a profile, report, proposal, or review
- Conduct research and write a well organized research paper

**Course Assignments/Assessments:**

Blog Posts (4): 25 points each

Quizzes (2): 25 points each

**Letter Writing Assignment (85 points):**

Proposal: 10 points

Polished draft: 25 points



Final draft: 50 points

***Second Writing Assignment (120):***

Proposal: 15 points

Polished draft: 30 points

Final draft: 75 points

***Final Research Writing Assignment (200 points):***

Proposal: 25 points

Polished draft: 50 points

Final draft: 125 points

**Total Points Possible: 555**

***Blog Posts:***

You must respond to a question and post a response in the class blog four times. The prompts for the blogs will be posted in Blackboard a week prior to the due date.

The posts should demonstrate that you have engaged with the assigned readings (when applicable). Therefore simple answers will not receive full credit. Instead, I expect the responses to reflect the critical thought put you put into formulating them. Cite your book or outside sources when necessary.

***Quizzes:***

There will be a total of two quizzes during the semester. The quizzes are not cumulative, meaning each quiz covers a specific set of chapters. For example, quiz one features questions related to chapters 2 & 3. The quizzes are open book.

***Writing Assignments:***

I will post detailed instructions for each writing assignment to Blackboard two weeks before the proposal is due. The instructions will include a thorough description of the expectations for each stage of the assignment.

**UAM Attendance Policy:**

Students are expected to participate in all required class activities and discussions during the semester. The University does not allow for unexcused absences. Students involved in University sponsored events should be considered excused unless the proper notifications were not delivered to the instructor according to Policy XV on page 71 of the UAM Faculty Handbook.

Regardless of the reasons for a student lack of participation, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

**Course-specific Attendance Policy/Participation Requirements:**

You are expected to complete each week's readings and assignments. In addition, you are required to respond to the blog posts of three of your peers for each of the four

required blog responses. **Just logging onto the class or saying “I agree” or providing a similar lack of information is not class participation/attendance. Your remarks should add to the facilitation of knowledge.**

### **Feedback Schedule:**

A student can expect a response to an email within 24 hours Monday through Friday. No emails will be answered after 5 p.m. on Friday until the following Monday.

### **Method of Delivering Assignments:**

Please submit work as both a Word document *and* a PDF document to Blackboard. Use Times New Roman, 12-point font with 1” side margins.

All citations used in written assignments should employ APA or Chicago style. (see <https://owl.english.purdue.edu/owl/section/2/10/> or <https://owl.english.purdue.edu/owl/resource/717/01/> for information about these methods of citation.)

All submissions should be titled with your last and first name and course title (e.g., Smith, Joe EDUC2225). Be sure to have anti-virus software installed on your computer and update it regularly.

### **Work Required:**

#### **Academic Engagement:**

**15 hours – Blogs and responses**

**4 hours – Quizzes**

#### **Preparation:**

**35 hours – Read assigned material**

**75 hours – Prepare proposals, write drafts, and implement suggestions for final drafts**

**10 hours – Review notes and study for quizzes**

#### **Overall Total Obligation:**

**139 Hours**

### **Explanation of Grading Policy:**

#### **Grade Assignment:**

Grading Scale:

A= 90 —100

B= 80 — 89

C= 70 — 79

D= 60 — 69

F= 59 and below

**Technical Support Information:** Include the information below in your syllabus.

Blackboard Assistance: <http://www.uamont.edu/pages/resources/academic-computing/>

Contact Office of Instructional Technology; phone 870-460-1663; open Monday-Friday, 8 a.m. – 4:30 p.m.

Online Help Desk: <http://www.uamont.edu/pages/resources/academic-computing/>

**Email Assistance:**

Contact the Office of Information Technology; phone 870-460-1036; open Monday-Friday, 8 a.m. – 4:30 p.m.

The computer section in the Library is open during regular Library hours. Click here to see when the Taylor Library is open: <http://www.uamont.edu/pages/library/>

The Student Handbook for Distance Education is available at the following link: <http://www.uamont.edu/pages/resources/academic-computing/>

Minimum Technology Requirements:

For minimum technology requirements, visit:

<http://www.uamont.edu/pages/resources/academic-computing/>

**Emergency or Interruption in Computer Service Policy:**

Specify how emergencies or interruption in service will affect assignment deadlines.

For example: Prepare for unexpected problems and emergencies. Understand that problems and glitches do occur in online learning as they do in any learning environment. Have a back-up plan such as using the computers at a local library for submitting assignments in case your computer crashes or your service is interrupted.

**Library Services:** The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation:

<http://www.uamont.edu/pages/library/>

**Academic Alert System:**

The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. Students who are academically struggling, have a high absenteeism, are exhibiting disruptive behavior or are having difficulty adjusting to campus life will be reported to the Office of Academic Affairs through the Academic Alert system.

**THE CENTER FOR WRITING AND COMMUNICATION**

The Center for Writing and Communication (CWC) is a free service to University of Arkansas at Monticello students and is designed to assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process.

Memorial Classroom Building, Room 113, (870) 460-1378

<http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/>

**UNIVERSITY TUTORING CENTER**

Harris Hall, (870) 460-1454

All students have access to tutoring services on the 2nd floor of Harris Hall.

### **MATH TUTORIAL LAB**

Math and Science Center, 870-460-1016

Free one-on-one tutoring is available for any mathematics class. Help with ALEKS, WebAssign, and MyMathLab is available. Math tutoring is located in the A-Wing of the Science Center.

### **STUDENT HANDBOOK**

**Each student is responsible for reading the student handbook including the rules and policies regarding conduct codes and academic dishonesty.** The Student Handbook is located at the following link:

**<http://uam-web2.uamont.edu/pdfs/student%20handbook.pdf>**

### **UNIVERSITY BEHAVIOR INTERVENTION TEAM**

The Behavior Intervention Team (UBIT) purpose is to promote a safe and productive learning, living, and working environment by addressing the needs of students, faculty, and staff. If you or a classmate are in need of help, please submit a concern at

**[https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout\\_id=10](https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout_id=10) or call 870-460-1454.**

**In case of emergency please call 911.**

### **Students with Disabilities:**

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any approved accommodations through the Office of Special Student Services at the beginning of the course. Any student with questions regarding accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; fax 870 460-1926.

### **COURSE CALENDAR (subject to change):**

**All work must be turned in by 11:59 P.M. CST on assigned due date.**

#### **Week 1: August 24-28**

- Read chapter 2
- Post Blog #1 by Sunday, August 28, and three responses by Wednesday August 31

#### **Week 2: August 29-September 4**

- Read chapter 3
- Complete Quiz #1 by Sunday, September 4

#### **Week 3: September 5-11**

- Read chapter 4
- Post Blog #2 by Friday, September 9, and three responses by Tuesday, September 13

**Week 4: September 12-18**

- Read chapter 5
- Post Blog #3 by Sunday, September 18, and three responses by Thursday, September 22

**Week 5: September 19-25**

- Read Chapter 6
- **Turn in a proposal for the letter writing assignment by Sunday, September 25**

**Week 6: September 26-October 2**

- Complete Quiz #2 by Wednesday, September 28
- **Turn in a polished draft of your letter by Friday, September 30**

**Week 7: October 3-October 9**

- Read chapter 7
- Post Blog #4 by Saturday, October 8, and three responses by Wednesday, October 12

**Week 8: October 10-16**

- Read chapters 8 & 10
- **Turn in the final draft of your letter by Saturday, October 15**

**Week 9: October 17-23**

- Read Chapter 11
- **Turn in a proposal for your second writing project by Saturday, October 22.** Select whether you want to write a profile, commentary, proposal, or a review. Then detail what topic or subject you plan to write about.

**Week 10: October 24-October 30**

- **Turn in a polished draft of your second writing project by Sunday, October 30.**

**Week 11: October 31-November 6**

- Read chapters 13 & 14

**Week 12: November 7-13**

- Read chapter 15
- **Turn in the final draft of your second writing project by Thursday, November 10.**

**Week 13: November 14-22**

- Read chapter 16
- **Turn in a proposal for your final research paper by Tuesday, November 22**

**Week 14: November 28-December 4**

- **Turn in a polished draft of your final research paper by Saturday, December 3.**

**Week 15: December 5-16**

- **Turn in the final draft of your final research paper by Friday, December 16.**

# Classical Rhetoric

ENGL 3363 | University of Arkansas at Monticello | English  
Department

## *Instructor Information*

Dr. Leigh Graziano

graziano@uamont.edu

Office: MCB 109

Office Hours: MW 9 am -1 pm, T/TH 8-9 am or by appointment

Phone: (870) 460-1789

## *Required Texts*

The following texts are required:

- Herrick, *The History and Theory of Rhetoric: An Introduction*
- Benson & Prosser, *Readings in Classical Rhetoric*
- A flash drive to save coursework; notebook and writing utensils

## Course Description

Rhetoric emerged as a subject of theoretical study and active practice in ancient Greece, where even the question, "What is rhetoric?" could spark explosive confrontations and intense debate. In this class, we examine these debates and have some of our own as we trace the development of rhetorical theory and practice from its ancient roots to the twentieth century. Along the way, students develop their own definitions of rhetoric, which guide them in the analysis of texts and other rhetorical performances both ancient and contemporary.

## *Student Learning Outcomes*

Our readings and our discussions of them in class are designed to help you achieve the following outcomes:

Understand and Apply Key Terms

- Explain and trace key terms, concepts, and figures through time periods and rhetorical movements

- Apply rhetorical terms to various case studies to see how classical rhetoric applies to modern texts
- Describe the contexts (social, historical, political) for the rhetorical concepts
- Develop a Critical Theory and Definition of Rhetoric
- Understand and define rhetoric across time periods and put those definitions into dialogue with each other
- Apply classical rhetoric to the professional writing major
- Develop a critical theory/definition of rhetoric of your own

## Technology Requirements

This course has a required Blackboard component. If you are not familiar with Blackboard (how to submit assignments, how to use the discussion board, etc.), then you are responsible for contacting Academic Computing for support. In addition, I will contact you at your UAM email address, so you need to check it daily for course updates.

While technology makes life easier, it can also be difficult (computer crashes, deleted work, lack of Internet connection). Plan accordingly. The computer deleting your work or the Internet being down are not reasons to forgo the assigned work. It is in your best interest to leave extra time to ensure that technology does not get in the way of your coursework.

For technology support, see the following resources:

### *Issues with Blackboard*

Office of Academic Computing: (870) 460-1663

Open Monday-Friday, 8:00 am to 4:30 pm  
 Help Desk at [fendley@uamont.edu](mailto:fendley@uamont.edu) or (870) 460-1663

### *Issues with Email*

Office of Information Technology: (870) 460-1036

Open Monday-Friday, 8:00 am to 4:30 pm

### *Library and On-Campus Computing*

The computer section in the library is open during regular hours. See <http://www.uamont.edu/library/>

## Academic Resources

**Students with Disabilities:** It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870-460-1026; TDD 870-460-1626; fax 870-460-1926; email [whitingm@uamont.edu](mailto:whitingm@uamont.edu)

**The Center for Writing and Communication:** The Center for Writing and Communication (CWC) is a free service to University of Arkansas at Monticello students. The CWC is staffed by UAM undergraduates who have received special training in peer writing tutoring. The CWC can assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Consultants can work with writers face to face or online, and a typical session with a consultant lasts thirty to sixty minutes. To have the best session possible, students seeking help should bring all materials, including the course syllabus, assignment sheets, and any drafts previously completed. The CWC also has a suite of laptops and computers for students working on writing projects and a resource library of up-to-date citation guides, grammar handbooks, and guides for writing in many disciplines or majors. The CWC is located in Memorial Classroom Building, Room 113; phone: (870) 460-1378.

**Academic Alert:** The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. If you are doing poorly in your academic work, are chronically absent from class, are exhibiting disruptive behavior or are having difficulty adjusting to campus life, University faculty, staff or a fellow student may report you to the Office of Academic Affairs through the Academic Alert system. If I put you on academic alert, I will inform you via email so that you make time to speak to an advisor that can help you get back on track.

## Course Policies

### *Attendance & Late Work*

**Attendance:** This course is interactive and requires high levels of student participation. Attendance at all class sessions is expected. The quality of our class discussion depends on your preparation and participation. Thus, your attendance is required. Absences will be excused for university-sponsored events, religious observation, and serious personal or medical emergencies. Please notify me in advance and provide me with documentation. That is the only way I will excuse your absence. Any absence that is not excused will lower your final grade in the course by 10 points per absence. Coming to class is a crucial part of your success in this course.

**Late Work:** I do not tolerate late work. As college students, you need to take responsibility for getting your work completed on time. Major assignments will be docked a letter grade for each



day they are late. After any assignment is four days late, it will be recorded as a zero. There will be no exceptions to this policy unless arrangements are made before the due date.

### ***Contacting Your Instructor***

I make it a priority to be available to my students. I will use your UAM email address, and you use mine if you'd like to email me: graziano@uamont.edu. If you email me, I will email you back within 24 hours, but in general, I am very quick and responsive with my emails. I do not answer emails on the weekends. I hold formal office hours at the time and location listed above, but if you need to see me at a different time, please know that I am more than happy to see students by appointment. I strongly encourage you to come see me repeatedly throughout the semester.

### **Grading Scale**

1000-900 points = A

899-800 points = B

799-700 = C

699-600 = D

599-lower = F

## **Course Work & Grading**

### ***Assignments***

Participation (150 points): Preparation and participation are mandatory. A class is only as good as the contributions of the people involved, and you cannot contribute if you have not carefully read the assigned material. I do not expect you to understand thoroughly everything that you have read; this is difficult material. Rather, I expect you to come with good questions and with an eagerness to engage your fellow students in an exploration of this fascinating material. Keep in mind that while you have to be physically present, your mere physical presence does not constitute participation. Participation is the active (verbal and visual) engagement with in-class discussion.

Three Mini Projects (150 points; 50 points each): You'll complete three short projects. These projects will be an important part of our class:

1. *The Orator in Me*: You will prepare a brief oral speech to deliver in class
2. *Theorist Guide*: You will create a visual handout outlining the important information for your assigned theorist
3. *Rhetoric Memes*: You will remediate a classical rhetoric concept or theorist into a meme

Two Unit Quizzes (200 points; 100 points each): These short quizzes will test your knowledge on the course content. The first quiz will cover Greek and Roman rhetoric (first 8 weeks) and the second will cover the Medieval period to the 20th Century (final 8 weeks of the course). We will have a review day in class before each quiz.

Rhetoric & Professional Writing Video (200 points): This is a group project (no more than 3 per group), but I have no problem if you want to work alone. For this project, you will create a short video exploring the relationship of classical rhetoric to the field of professional writing. While I hope you have fun with this project, I expect you to make a serious effort of making connections between our course content and your major/minor. Your video must be a minimum of 10 minutes.

Because hard work should not go unrewarded, we will have a viewing party (complete with snacks!) and watch the videos you created. We will hold a People's Choice Award for "Best Video" and the winning group will receive a super awesome prize!

Final Paper (300 points): This paper is a researched analysis of a rhetorical artifact—speech, local, mass media, or internet text among others—and it asks you to bring together theory, criticism, and practice. Remember that you must identify a clear thesis and support that thesis with textual evidence; you will be using our rhetorical theorists from the semester as a theoretical lens to complete your analysis. You will need additional outside research to complete your analysis. Your final paper should be 8-10 pages.

## ***In & Out of Class Work Load***

Academic Engagement:

- Attend all classes
- Participate actively in class
- Take required quizzes
- Present projects during class

Preparation:

- Read required materials for class
- Prepare papers, projects, and other assignments on time
- Review notes and study for quizzes

Overall Total Obligation: At least 45 hours of in-class work and 90 hours of out-of-class work for a 3-credit course. The result is the minimum number of hours, in-class and out-of-class, is probably at least 135 hours. It is far more likely to be 150-160 if one is to truly high level work and obtain a deep understanding of reading materials, the work necessary to attain an A or B in the course.

## ***Academic (Dis)Honesty & Appropriate Behavior***

**Student Conduct Statement:** Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and the standards of society. The students must not conduct him or herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

Like any workplace, this class is governed by a set of guidelines. Your professional selves should emerge strongly in this class. I expect everyone to communicate clearly and responsibly to one another. I expect everyone to contribute productively to discussions. I expect everyone to respect each other and demonstrate a positive attitude towards this class. Students who are disruptive or violate these expectations will be asked to leave class.

**Academic Dishonesty:** Academic dishonesty is tacky no matter what level you're at in your college experience. For any instance of academic dishonesty that is discovered by your instructor, the result for the student(s) involved will be a zero on the assignment in question. Depending on the egregiousness of the violation, the instructor may reserve the right to fail the student for the course and report the incident. Academic dishonesty includes the following:

### *Cheating:*

Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:

- Copying from another student's paper
- Use during the examination of prepared materials, notes, or texts other than those permitted by the instructor
- Buying, selling, stealing, soliciting, or transmitting an examination of any materials purported to be the unreleased contents of coming examinations or the use of any such materials
- Substituting for another person during an examination or allowing such substitutions for oneself

### *Collusion:*

Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted

### *Duplicity:*

Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.

### *Plagiarism:*

Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others

## *Instructor Information*

Dr. Leigh Graziano  
graziano@uamont.edu  
Office: MCB 109  
Office Hours: MW 10-1; T/TH 12:30-2:30  
Phone: (870) 460-1789

## *Required Texts*

The following texts are required:

- Scott McCloud, *Understanding Comics*
- Henry Jenkins, *Convergence Culture*

## *Required Materials*

The following materials are required:

- A flash drive to save coursework
- Notebook and writing utensils

# Writing across contexts

ENGL 4013 | University of Arkansas at Monticello | English Department

## Course Description

Writing Across Contexts examines the writing opportunities created by the Internet and participatory media. We'll consider the nature of how texts circulate in print and digital spaces and the kinds of audience invitations you create when you use different kinds of media. Ultimately, we'll come to an understanding of the nature of writing technologies, genre creation, and textual production and sharing.

### *Blackboard Supplemental Student Success Support:*

This course also has a Blackboard Supplemental Resource Component to support your success. Please regularly check the course component on Blackboard for announcements, supplemental resources, notes, class discussions, etc.

### *Student Learning Outcomes*

This course will help you develop in these areas throughout the semester:

- Understand technologies and media, old and new, and the connections between
- Analyze the ways technologies and media impact what, why, where, and how we compose
- Practice engaging with these technologies and media, particularly in the creation of remix and remediation
- Explore the connection between course theory and their own textual production
- Grapple with the implications of technologies: ethically, economically, politically, socially
- Understand that writing and writing tools are situated rhetorically and historically

# Course Work & Grading

## *Assignments*

*\* Detailed prompts are available on BB; hardcopies will be distributed in class\**

## Grading Scale

A = 90-100 (900-1000 pts)

B = 80-89 (800-899 pts)

C = 70-79 (700-799 pts)

D = 60-69 (600-699 pts)

F = 59 and below (599 pts or less)

Participation (100 points): Preparation and participation are mandatory. A class is only as good as the contributions of the people involved, and you cannot contribute if you have not carefully read the assigned material. I expect you to come with good questions and with an eagerness to engage your fellow students. Keep in mind that while you have to be physically present, your mere physical presence does not constitute participation. Participation is the active (verbal and visual) engagement with in-class discussion.

Mini Graphic Novel (100 points): For this assignment, students will write a short graphic novel.

Fan Fiction (150 points): For this assignment, students will create a work of fan fiction.

Remix (200 points): For this assignment, students will create a remix of two or more existing texts.

Remediation (250 points): For this assignment, students will create a remediation, turning any text from one genre into another.

Theoretical Reflective Letters (200 points; 50 points each): Students will write short reflective letters that accompany each of your major papers. These letters will draw on theory to justify the composition.

## *Drafts & Peer Review*

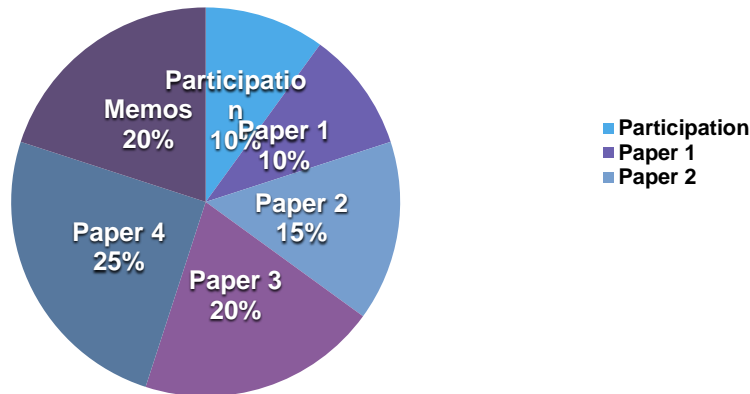
In this class, you will produce at least two drafts of all assignments. You will also workshop those papers with your peers. These are required parts of the course, and parts of the course that I want you to take seriously. If a student fails to complete a draft or come to peer review prepared or is absent for peer review, the student's final grade for that assignment will be docked 10%.

## *Special Dates of Concern*

August 26 (Fri): Last day to add classes; Tuition and fees due by 3:30 pm for all registered students.

September 5 (Mon): Labor Day Holiday. Classes closed.

#### Assignment Weight



November 2 (Wed): Last day to drop a class. Grade will be a W.

November 7 (Mon): Preregistration for Spring begins.

November 23-25 (Wed-Fri): Classes Closed. Thanksgiving Break.

December 9 (Fri): Last day of classes.

December 12-16 (Mon-Fri): Final Exam Week.

## UAM Attendance Policy

Students are expected to participate in all required class activities and discussions during the semester. The University does not allow for unexcused absences. Students involved in University sponsored events should be considered excused unless the proper notifications were not delivered to the instructor according to Policy XV on page 71 of the UAM Faculty Handbook.

Regardless of the reasons for a student lack of participation, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

### *My Attendance & Late Work Policy*

Attendance: This course is interactive and requires high levels of student participation.

Attendance at all class sessions is expected. The quality of our class discussion depends on your preparation and participation. Thus, your attendance is required. Absences will be excused for university-sponsored events, religious observation, and serious personal or medical emergencies. Please notify me in advance and provide me with documentation. That is the only way I will excuse your absence. Any absence that is not excused will lower your final grade in the course by 10 points per absence. Coming to class is a crucial part of your success in this course.

Late Work: I do not tolerate late work. As college students, you need to take responsibility for getting your work completed on time. Major assignments will be docked a letter grade for each day they are late. After any assignment is four days late, it will be recorded as a zero. There will be no exceptions to this policy unless arrangements are made before the due date.

## Course Policies

### *Contacting Your Instructor*

I make it a priority to be available to my students. I will use your UAM email address, and you use mine if you'd like to email me: graziano@uamont.edu. If you email me, I will email you back within 24 hours, but in general, I am very quick and responsive with my emails. **I do not answer emails are on the weekends.** I hold formal office hours at the time and location listed above, but if you need to see me at a different time, please know that I am more than happy to see students by appointment. I strongly encourage you to come see me repeatedly throughout the semester.

Here are some good rules of thumb:

- Write a descriptive subject line in which you mention what your message is regarding.
- Address your recipient respectfully. We have a working relationship, not a social one, so starting your email with “Dear Dr. Graziano” is your best bet.
- Be clear and specific about what you’re asking. Do not send me an email that says something like “I don’t understand the assignment.” I completely sympathize and I want to help, but I need more details to do so.
- Emails are not text messages, so be concise but don’t be too brief or too casual. Don’t shorten words, do use complete sentences, and go easy on the exclamation point and emojis.
- Sign your emails.

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### *In & Out of Class Work Load*

Academic Engagement:

- Attend all classes
- Participate actively in class
- Work collaboratively with peers

Preparation:

- Read required materials for class
- Prepare papers, projects, and other assignments on time

Overall Total Obligation: At least 45 hours of in-class work and 90 hours of out-of-class work for a 3-credit course. The result is the minimum number of hours, in-class and out-of-class, is



probably at least 135 hours. It is far more likely to be 150-160 if one is to truly high level work and obtain a deep understanding of reading materials, the work necessary to attain an A or B in the course.

## Technology Requirements

This course has a required Blackboard component. If you are not familiar with Blackboard (how to submit assignments, how to use the discussion board, etc.), then you are responsible for contacting Academic Computing for support. In addition, I will contact you at your UAM email address, so you need to check it daily for course updates.

While technology makes life easier, it can also be difficult (computer crashes, deleted work, lack of Internet connection). Plan accordingly. The computer deleting your work or the Internet being done are not reasons to forgo the assigned work. It is in your best interest to leave extra time to ensure that technology does not get in the way of your coursework.

For technology support, see the following resources:

### *Issues with Blackboard*

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Open Monday-Friday, 8:00 am to 4:30 pm  
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**The Center for Writing and Communication:** The Center for Writing and Communication (CWC) is a free service to University of Arkansas at Monticello students. The CWC is staffed by UAM undergraduates who have received special training in peer writing tutoring. The CWC can assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Consultants can work with writers face to face or online, and a typical session

with a consultant lasts thirty to sixty minutes. To have the best session possible, students seeking help should bring all materials, including the course syllabus, assignment sheets, and any drafts previously completed. The CWC also has a suite of laptops and computers for students working on writing projects and a resource library of up-to-date citation guides, grammar handbooks, and guides for writing in many disciplines or majors. The CWC is located in Memorial Classroom Building, Room 113; phone: (870) 460-1378.

**Academic Alert:** The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. If you are doing poorly in your academic work, are chronically absent from class, are exhibiting disruptive behavior or are having difficulty adjusting to campus life, University faculty, staff or a fellow student may report you to the Office of Academic Affairs through the Academic Alert system. [If I put you on academic alert, I will inform you via email so that you make time to speak to an advisor that can help you get back on track.](#)

**Student Handbook:** Each student is responsible for reading the student handbook including the rules and policies regarding conduct codes and academic dishonesty. The Student Handbook is located at the following link: <http://uam-web2.uamont.edu/pdfs/student%20handbook.pdf>

**University Behavior Intervention Team:** The Behavior Intervention Team (UBIT) purpose is to promote a safe and productive learning, living, and working environment by addressing the needs of students, faculty, and staff. If you or a classmate are in need of help, please submit a concern at [https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout\\_id=10](https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout_id=10) or call 870-460-1454. In case of emergency please call 911.

## Weekly Schedule

	Focus	Reading Due	Writing Due
Wednesday, August 24	<ul style="list-style-type: none"> <li>Review Syllabus</li> <li>Plagiarism</li> </ul>		
Friday, August 26	<ul style="list-style-type: none"> <li>Writing Technologies</li> </ul>	(BB) Baron, “From Pencils to Pixels” (BB) Mugo et. al, “Tracing Writing Technologies”	
<b>Week Two</b>			
Monday, August 29	<ul style="list-style-type: none"> <li>Genre</li> </ul>	(BB) Devitt, “Generalizing about Genre”	
Wednesday, August 31	<ul style="list-style-type: none"> <li>The Rhetorical Situation</li> <li>Revisit Writing Technologies</li> </ul>	(BB) Bitzer, “The Rhetorical Situation”	
Friday, Sept. 2	<ul style="list-style-type: none"> <li>Introducing Project 1</li> <li>McCloud Discussion</li> </ul>	(M) Ch. 1-2	

	Focus	Reading Due	Writing Due
<b>Week Three</b>			
Monday, Sept. 5	• No Class - Labor Day		
Wednesday, Sept. 7	• McCloud Discussion	(M) 3-4	
Friday, Sept. 9	• Identity	(BB) Satrapi, <i>Persepolis</i>	
<b>Week Four</b>			
Monday, Sept. 12	• Trauma	(BB) Spiegelman, "In the Shadow of No Towers"	
Wednesday, Sept. 14	• McCloud Discussion • Brainstorming	(M) 5-6	
Friday, Sept. 16	• History	(BB) Lewis, Aydin, and Powell, <i>March</i>	
<b>Week Five</b>			
Monday, Sept. 19	• McCloud Discussion	(M) 7-8	
Wednesday, Sept. 21	• Color	(BB) Lambert, <i>Annie Sullivan and the Trials of Helen Keller</i>	
Friday, Sept. 23	• Workshop Project 1		Rough Draft of Project 1
<b>Week Six</b>			
Monday, Sept. 26	• Introducing Project 2 • Convergence Culture	(J) Introduction	
Wednesday, Sept. 28	• The nature of fandom	(BB) Jenkins, "Conclusion Reconsidering Fandom"	
Friday, Sept. 30	• The Wizarding World of Harry Potter	(J) Ch. 5	Project 1
<b>Week Seven</b>			
Monday, Oct. 3	• Join the Force	(J) Ch. 4	
Wednesday, Oct. 5	• <i>Supernatural</i> Fan Fiction	(BB) "The Epic Love Story of Sam and Dean"	
Friday, Oct. 7	• Brainstorming		
<b>Week Eight</b>			

	Focus	Reading Due	Writing Due
Monday, Oct. 10	<ul style="list-style-type: none"> <li>• It was a dark and stormy night....</li> </ul>		
Wednesday, Oct. 12	<ul style="list-style-type: none"> <li>• Copyright, Fair Use, and Plagiarism</li> </ul>		
Friday, Oct. 14	<ul style="list-style-type: none"> <li>• Workshop Project 2</li> </ul>		Rough Draft of Project 2
<b>Week Nine</b>			
Monday, Oct. 17	<ul style="list-style-type: none"> <li>• Introducing Project 3</li> <li>• Edward vs. Buffy</li> </ul>	(BB) Lessig, Ch. 1	
Wednesday, Oct. 19	<ul style="list-style-type: none"> <li>• <i>Everything's a Remix</i></li> </ul>		
Friday, Oct. 21	<ul style="list-style-type: none"> <li>• Influence, Inspiration, Innovation</li> </ul>	(BB) "The Ecstasy of Influence"	Project 2
<b>Week Ten</b>			
Monday, Oct. 24	<ul style="list-style-type: none"> <li>• Remix Culture</li> </ul>	(BB) Lessig, Ch. 4	
Wednesday, Oct. 26	<ul style="list-style-type: none"> <li>• Why Remix Matters</li> </ul>	(BB) "Remixing Culture and Why the Art of the Mashup Matters"	
Friday, Oct. 28	<ul style="list-style-type: none"> <li>• Remix Showcase</li> </ul>		
<b>Week Eleven</b>			
Monday, Oct. 31	<ul style="list-style-type: none"> <li>• Revisiting our Conversation on Plagiarism</li> </ul>	(BB) Lessig, Ch. 9	
Wednesday, Nov. 2	<ul style="list-style-type: none"> <li>• Workshop Project 3</li> </ul>		Rough Draft Project 3
Friday, Nov. 4	<ul style="list-style-type: none"> <li>• Workshop Project 3</li> </ul>		Rough Draft Project 3
<b>Week Twelve</b>			
Monday, Nov. 7	<ul style="list-style-type: none"> <li>• Introducing Project</li> <li>• Old and New Media</li> </ul>	(BB) Bolter and Grusin, Introduction	
Wednesday, Nov. 9	<ul style="list-style-type: none"> <li>• Remediation</li> </ul>	(BB) Bolter and Grusin, "Remediation"	
Friday, Nov. 11	<ul style="list-style-type: none"> <li>• Remediation &amp; Computer/Video Games</li> </ul>	(BB) Bolter and Grusin, "Computer Games"	Project 3
<b>Week Thirteen</b>			

	Focus	Reading Due	Writing Due
Monday, Nov. 14	• Remediation & Film	(BB) Bolter and Grusin, "Film"	
Wednesday, Nov. 16	• Case Study: Harry Potter		
Friday, Nov. 18	• Finding and Presenting Remediations		
<b>Week Fourteen</b>			
Monday, Nov. 21	No Class		
Wednesday, Nov. 23	No Class		
Friday, Nov. 25	No Class - Happy Thanksgiving		
<b>Week Fifteen</b>			
Monday, Nov. 28	• TBA/Work Day		
Wednesday, Nov. 30	• TBA/Work Day		
Friday, Dec. 2	• TBA/Work Day		
<b>Week Sixteen</b>			
Monday, Dec. 5	• Remediation Presentations		Project 4
Wednesday, Dec. 7	• Remediation Presentations		Project 4
Friday, Dec. 9	• Cosplay Breakfast • Course Wrap-up		

**COMM 4653**  
**Theories of Human Communication / Spring 2016**

**Time: 11:00-12:00 MWF - Location: Wells 205**  
**Instructor: Mr. Jim Evans - evans@uamont.edu**  
**Office: Wells 202 - Phone: 460-1589**  
**Office Hours - MWF 8:00-9:00 & 12:00-1:00**  
**T-TR 8:30-9:30 & 1:00-2:00**  
**Other Times By Appointment**

Griffin, Emory A. (2012). An First Look at Communication Theory (8<sup>th</sup> ed.). McGraw-Hill.

**Purpose:** This course is designed to give you a working map of important theories in communication, especially those that you will not encounter in depth in courses with other faculty. It would an impossible task to teach you all the theories that exist in and about communication in the fullest depth in one semester. Instead the course offers pointers and teaches you to consume theory, and in so doing, it surveys major theoretical issues and propositions in communication -- primarily, but not exclusively, interpersonal communication. The course begins with consideration of the ways in which theories are constructed and have been broadly applied to human communication and then moves on to consider specific theories about particular communicative activities and enterprises. As you read through the materials that are offered for your consideration, keep asking yourself: why is this important? What would count as evidence? How would evidence be gathered? What are the underlying assumptions about the nature of the human being? What values and implications lie behind the surface statements made here? What is not articulated in the theory that in fact is important to explicate? Don't despair that there is a lot to read: be satisfied with an acquisition of two things: 1) a broad atlas of kinds of theory. [Don't even attempt to believe that you will know all these theories by the end of this course.] 2) a general compass of questions and issues to guide you through the theoretical landscape. The course is designed to give you the chance to acquire these things and provide a basis for later growth and development of more detail and complexity over your further studies.

Students who earn the Bachelor of Arts in Speech Communication should:

1. Send and receive both verbal and nonverbal messages that meet critical standards;
2. Demonstrate facility in using major theories in message analysis;
3. Identify and resolve conflict issues in message construction and reception;
4. Demonstrate significant skill in adapting messages to any type of communication – i.e. intrapersonal through mediated;
5. Create formal messages using credible research methods and solid reasoning to draw conclusions.

**Grade Breakdown**

<b>Assignments</b>	<b>Points</b>
<b>Exam #1</b>	<b>100</b>
<b>Exam #2</b>	<b>100</b>
<b>Exam #3</b>	<b>100</b>
<b>Final</b>	<b>100</b>
<b>Response Papers</b>	<b>300</b>
<b>Participation</b>	<b>300</b>
<b>Total</b>	<b>1000</b>

**Grading Scale: A 90% and above, B 80%-89%, C 70% - 79%, D 60% - 69%, F 59% and below**

### **WHAT DO LETTER GRADES MEAN?**

**A** represents outstanding distinction and excellence. 90-100%

- These are not impossible to achieve but are rare and difficult to come by.

**B** signifies levels of solid accomplishment and goodness. 80- 89%

- Good is more common than excellent but more rare than average. While there is merit to hard work and long hours, it does not always guarantee success. Goodness refers to the combined results not just the effort.

**C** signifies "average- simple, common, adequate but ordinary 70-79%

- Average is not usually an appealing rank to artists who strive for extraordinary and unique. C is however a very respectable point. Recognize what more is needed; plan to move ahead, improve and grow.

**D** represents results less than standard and/or mediocre- just passable 60-69%

- Perhaps priorities about school or life have not been established. Recognize however, that a D can also mean that you truly do not understand what is expected. You should make an office appointment to discuss how you might take action on your future and upcoming assignment problems.

**F** is a clear failure. < 59%

-It represents lack of effort/interest. It is a cause for deep concern.

#### **Assessments:**

##### **Exams:**

Administered during class time and the assigned final time.

Open book and open note.

##### **Homework:**

Response papers (listed below) other assignments at my discretion.

##### **Participation:**

This course requires you to be an active participant in the class. This means you must participate in the discussion of the theories. If you do not talk in class you will not pass the class.

#### **Work Required:**

**In class: - 47 Hours**

**Attend class, take notes, and participate in class discussion.**

**Take exams**

**Preparation: - 153 Hours**

**Read required materials for class**

**Prepare papers and other assignments**

**Review notes and study for test**

**Overall Total Obligation:**

**200 Hours**

Response Paper:

At the beginning of each class period, you're are to submit a **typed** response paper (about 500 words or 2 pages 12pt font) in which you discuss and react to the assigned reading material for that day.

Here's what I'll look for in the response papers:

- *Grammar and style.* Poorly constructed sentences can be an obstacle to meeting all the criteria that follow.
- *Clarity.* These short papers can be written in a conversational tone, but clarity is key. Clear writing reflects clear thinking.

- *Evidence that you've read the material carefully.* I don't expect you to respond to each and every point made in each assigned reading, but a paper that lacks any meaningful reference to at least some of the more subtle details of the assigned readings will make me wonder.
- *Application.* Are you able to apply the concepts you've learned to real-world events, including your own experiences?
- *Evidence that you've thought critically about the material.* While it should be clear from reading your paper that you're familiar with the material as it was presented, don't forget the "response" part. This is where your informed opinion counts, and where you get to show off those critical thinking skills. Keep in mind that critical thinking doesn't necessarily mean negative thinking.

#### **FORMAT**

- 1. All papers must be typed, double-spaced using 12-point type size.
- 2. Use formal writing, paragraph form, grammar, spelling and punctuation (remember to use the spelling/grammar check function on your computer – but don't rely on its accuracy). Be sure to proofread carefully.
- 3. Include your name.

#### **Feedback Schedule:**

Most often, a student can expect a response to email within 24 hours Monday through Thursday. Since I am gone most weekends emails sent after 5 p.m. Thursday may not be answered until the following Monday.

**Attendance Policy:** All students enrolled for this course are required to attend class regularly. Students will be expected to participate in class activities and contribute to class discussions of topics. Because this course is centered around interpersonal communication, it's imperative that you be present in class, during both oral discussions and display the communication objectives. More than two unexcused absences will result in a 10-point deduction per occurrence. If you are late 3 times to class that will count as one absence. If you are late it is your responsibility to make sure that you are counted present on the roll. If you fall asleep (or appear to fall asleep) in class it will be counted as an unexcused absence. This policy will be applied to all students, even if one's absences lead to a lower grade for the course. Any student who misses more than 50% of the class will receive an F.

**Academic Conduct:** *Plagiarism is academic misconduct.* Any student caught cheating on an exam or plagiarizing the paper will be given an "F" for the assignment and/or course.

According to the Merriam-Webster Online Dictionary, to "plagiarize" means

1. to steal and pass off (the ideas or words of another) as one's own
2. to use (another's production) without crediting the source
3. to commit literary theft
4. to present as new and original an idea or product derived from an existing source.

**\*\*\*Students with disabilities Note:** It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926.

**Note:** This course fulfills specific general education requirements. For more information, consult the current academic catalogue.



**Note:** The following action is prohibited under the Student Conduct Code: Disorderly Conduct: Any behavior which disrupts the regular or normal functions of the University community, including behavior which breaches the peace or violates the rights of others.

Note: UAM will no longer mail grade reports to all students. You may access your grades through Campus Connect on the UAM homepage: <http://www.uamont.edu>. To have your grades mailed to you, complete the grade request form available in the Registrar's Office in Monticello or the Student Services offices in Crossett and McGehee

#### **Academic Alert:**

The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. If you are doing poorly in your academic work, are chronically absent from class, are exhibiting disruptive behavior or are having difficulty adjusting to campus life, University faculty, staff or a fellow student may report you to the Office of Academic Affairs through the Academic Alert system.

#### **Academic Resources:**

The Center for Writing and Communication

Memorial Classroom Building, Room 113, (870) 460-1378

Home Page: <http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/>

Mailing Address: P. O. Box 3460, Monticello, AR 71656

The Center for Writing and Communication (CWC) is a free service to University of Arkansas at Monticello students. The CWC is staffed by UAM undergraduates who have received special training in peer writing tutoring. The CWC can assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Consultants can work with writers face to face or online, and a typical session with a consultant lasts thirty to sixty minutes. To have the best session possible, students seeking help should bring all materials, including the course syllabus, assignment sheets, and any drafts previously completed. The CWC also has a suite of laptops and computers for students working on writing projects and a resource library of up-to-date citation guides, grammar handbooks, and guides for writing in many disciplines and majors.

#### **Student Handbook**

The Student Handbook contains information about the services UAM provides as well as community standards and University policies. You are encouraged to become well acquainted with the guidelines published in the handbook, as it will direct you during your tenure at UAM.

The Student Handbook is located at the following link:

<http://uam-web2.uamont.edu/pdfs/student%20handbook.pdf>

**Student Conduct:** Students are expected to conform to the class rules, which include, but are not limited to

16) Bring your text to each class.

17) Attend with at least one (1) pen and a notebook or paper for taking notes.

18) Take notes.

- 19) Work will be allowed to be made up without penalty only for excused absences. An excused absence is: a university sanctioned activity (with prior notification), Illness (with a receipt and note from a doctor), and possible other reasons that are approved and verified by the instructor. All work missed not due to an excused absence can be made up at a 25% reduction in grade per class period that it is late.
- 20) Class begins at the time listed at the beginning of this syllabus. Be in your seat with your notebook out, your textbook ready, and a pen in hand at that time.
- 21) Respect for others through active listening is mandatory at all times.
- 22) Children are not permitted in the class.
- 23) **Cell phone and all other electric devices must be turned off before entering the classroom and remain off until the end of class.**
- 24) All chapter assignments are to be read *prior* to the class in which they will be discussed.
- 25) All written assignments are due in person, hard-copy, word-processed, and spell-checked at the beginning of class on the due date. *No assignments will be accepted electronically or late.*
- 26) Academic Honesty – The purpose of this policy is to encourage a mature attitude toward learning, to establish a sound academic morale, and to discourage illegitimate aid in examinations, laboratory and homework.
- 27) Cheating is defined as using or attempting to use, giving, or attempting to give, obtaining or attempting to obtain products or prepared materials, information relative to a quiz or examination or other work that a student is expected to do alone and not in collaboration with others. Fabricating documents in order to obtain an excused absence is a serious form of cheating.
- 28) Plagiarism (copying) of themes or other written work shall also be considered an infraction. All materials distributed in class are the joint property of the instructor and UAM.
- 29) Cheating or removing evaluation or testing materials without permission will result in punitive action in accordance with the Student Handbook's Regulations/Policies.
- 30) Sexual Harassment will not be tolerated. Sexual harassment is a form of sexual discrimination and constitutes a violation of federal and state law.

### ***Seeking Help***

I encourage you to meet with me individually if you are having any trouble in class. Seek help immediately. Don't wait until the end of the semester to see me regarding your grades.

Aside from office hours, I will be available by appointment and also can be reached via e-mail. But don't feel you must have a pressing problem to come talk to me. I'm interested in getting to know each one of you and making sure you are having a quality learning experience.

*Controversial subjects* will be discussed in class and personal information may be revealed. Please demonstrate respect for the ideas and values of your colleagues through courteous discussion. You may not agree with the ideas, values and beliefs of others, but it is absolutely critical to the reasoned process of inquiry to demonstrate respect. As we discuss controversial subjects, some discomfort is expected. It is impossible to learn anything new without experiencing some dissonance. However, I caution you regarding two things: 1) If at any time you fail to demonstrate respect through verbal or nonverbal messages which become disruptive, hurtful, or contrary to good order, you will be asked to leave; 2) If at any time you feel excessive distress over the material, the teaching style, one of your colleagues or an assignment, feel free to ask for an alternative assignment or to be excused for that portion of the instruction.

#### **IMPORTANCE OF THE SYLLABUS**

Each student is responsible for reading the course syllabus, understanding its contents, and for complying with the requirements set forth therein. This syllabus is the social contract between you, the student, and me, the class facilitator. Once you receive it – YOU become a responsible party to the contract. Every effort will be made to strictly adhere to the terms outlined in the syllabus; however, sometimes changes are necessary. If changes are necessitated, they will be discussed in class. It is your responsibility to keep up with those changes. Absence is not an acceptable excuse for not keeping up with changes to the syllabus.

**PLEASE REMEMBER** – this syllabus is a tentative document, which reflects my best effort. The schedule, policies and procedures, and assignments may be modified at any time at my discretion to better facilitate the class or to deal with unexpected circumstances or emergencies. It is my personal commitment to give you my very best effort towards your educational experience. I will keep you informed throughout the process.

## COMM 4043 Modern Rhetorical Theory /Fall 2016

Time: MWF 10:10 – 11:00    Location: Wells 205  
Instructor: Mr. Jim Evans    evans@uamont.edu  
Office: Wells 202    Phone: 460-1589 office/723-8774 cell  
Office Hours    MWF 9:00-10:00 & 12:00-1:00  
T-TR 8:30-9:30 & 1:00-2:00

Text: Readings in Contemporary Rhetoric, Foss, Foss, & Trapp  
And  
Contemporary Perspectives on Rhetoric, 3<sup>rd</sup> Ed. Foss, Foss, & Trap

### **Blackboard Supplemental Student Success Support:**

This course also has a Blackboard Supplemental Resource Component to support your success. Please regularly check the course component on Blackboard for announcements, supplemental resources, notes, class discussions, etc.

### **Course Description:**

The course will require you to master the road map of rhetorical theory, understanding the nature and significance of various "routes" (and their concomitant twists and turns) to/through a deeper understanding of the nature and significance of rhetoric. As you do this, you will also asked to explore in detail a perspective or set of questions that intrigues you, placing it in relationship to major developments or movements in rhetorical theory.

### **Student Learning Outcomes:**

1. Send and receive both verbal and nonverbal messages that meet critical standards;
2. Demonstrate facility in using major theories in message analysis;
3. Identify and resolve conflict issues in message construction and reception;
4. Create formal messages using credible research methods and solid reasoning to draw conclusions.

### Grade Breakdown

<b>Assignments</b>	<b>Points</b>
Exam #1	100
Exam #2	100
Exam #3	100
Exam #4	100
Response papers	200
<i>Total</i>	600

Grading Scale: A 90% and above, B 80%-89%, C 70% - 79%, D 60% - 69%, F 59% and below

### **WHAT DO LETTER GRADES MEAN?**

**A** represents outstanding distinction and excellence. 90-100%

- These are not impossible to achieve but are rare and difficult to come by.

**B** signifies levels of solid accomplishment and goodness. 80- 89%

- Good is more common than excellent but more rare than average. While there is merit to hard work and long hours, it does not always guarantee success. Goodness refers to the combined results not just the effort.

**C** signifies "average- simple, common, adequate but ordinary 70-79%

- Average is not usually an appealing rank to artists who strive for extraordinary and unique. C is however a very respectable point. Recognize what more is needed; plan to move ahead, improve and grow.

**D** represents results less than standard and/or mediocre- just passable 60-69%

- Perhaps priorities about school or life have not been established. Recognize however, that a D can also mean that you truly do not understand what is expected. You should make an office appointment to discuss how you might take action on your future and upcoming assignment problems.

**F** is a clear failure. < 59%

-It represents lack of effort/interest. It is a cause for deep concern.

**Assessments:**

**Exams:**

Administered during class time and the assigned final time.

Open book and open note.

**Homework:**

Response papers (listed below) other assignments at my discretion.

**Participation:**

This course requires you to be an active participant in the class. This means you must participate in the discussion of the theories. If you do not talk in class you will not pass the class.

**Work Required:**

**In class: - 47 Hours**

**Attend class, take notes, and participate in class discussion.**

**Take exams**

**Preparation: - 153 Hours**

**Read required materials for class**

**Prepare papers and other assignments**

**Review notes and study for test**

**Overall Total Obligation:**

**200 Hours**

**Response Paper:**

At the beginning of each class period, you're are to submit a **typed** response paper (about 500 words or 2 pages 12pt font) in which you discuss and react to the assigned reading material for that day.

Here's what I'll look for in the response papers:

- *Grammar and style.* Poorly constructed sentences can be an obstacle to meeting all the criteria that follow.
- *Clarity.* These short papers can be written in a conversational tone, but clarity is key. Clear writing reflects clear thinking.

- *Evidence that you've read the material carefully.* I don't expect you to respond to each and every point made in each assigned reading, but a paper that lacks any meaningful reference to at least some of the more subtle details of the assigned readings will make me wonder.
- *Application.* Are you able to apply the concepts you've learned to real-world events, including your own experiences?
- *Evidence that you've thought critically about the material.* While it should be clear from reading your paper that you're familiar with the material as it was presented, don't forget the "response" part. This is where your informed opinion counts, and where you get to show off those critical thinking skills. Keep in mind that critical thinking doesn't necessarily mean negative thinking.

#### **FORMAT**

- 1. All papers must be typed, double-spaced using 12-point type size.
- 2. Use formal writing, paragraph form, grammar, spelling and punctuation (remember to use the spelling/grammar check function on your computer – but don't rely on its accuracy). Be sure to proofread carefully.
- 3. Include your name.

#### **Feedback Schedule:**

Most often, a student can expect a response to email within 24 hours Monday through Thursday. Since I am gone most weekends emails sent after 5 p.m. Thursday may not be answered until the following Monday.

#### **UAM Attendance Policy:**

**Students are expected to participate in all required class activities and discussions during the semester. The University does not allow for unexcused absences. Students involved in University sponsored events should be considered excused unless the proper notifications were not delivered to the instructor according to Policy XV on page 71 of the UAM Faculty Handbook.**

**Regardless of the reasons for a student lack of participation, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.**

**Class Attendance Policy: All students enrolled for this course are required to attend class regularly. Students will be expected to participate in class activities and contribute to class discussions of topics. Because this course is centered on class participation, it's imperative that you be present in class, during both oral discussions and display the communication objectives. No unexcused will be allowed. Unexcused absences will result in a 25-point deduction per occurrence. If you are late 3 times to class that will count as one absence. If you are late it is your responsibility to make sure that you are counted present on the roll. If you fall asleep (or appear to fall asleep) in class it will be counted as an unexcused absence. This policy will be applied to all students, even if one's absences lead to a lower grade for the course. Any student who misses more than 25% of the class will receive an F.**

Academic Conduct: Plagiarism is academic misconduct. Any student caught cheating on an exam or using someone else's speech outline, notes, or research or plagiarizing a speech will be given an "F" for the assignment and/or course.

According to the Merriam-Webster Online Dictionary, to "plagiarize" means

1. to steal and pass off (the ideas or words of another) as one's own
2. to use (another's production) without crediting the source
3. to commit literary theft
4. to present as new and original an idea or product derived from an existing source.

**Technical Support Information:**

**Blackboard Assistance:**

Contact Office of Instructional Technology; phone 870-460-1663; open Monday-Friday, 8 a.m. – 4:30 p.m.

Online Help Desk: <http://www.uamont.edu/pages/resources/academic-computing/>

**Email Assistance:**

Contact the Office of Information Technology; phone 870-460-1036; open Monday-Friday, 8 a.m. – 4:30 p.m.

**Library Services:** The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation: <http://www.uamont.edu/pages/library/>

**Academic Alert System:**

The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. Students who are academically struggling, have a high absenteeism, are exhibiting disruptive behavior or are having difficulty adjusting to campus life will be reported to the Office of Academic Affairs through the Academic Alert system.

**THE CENTER FOR WRITING AND COMMUNICATION**

The Center for Writing and Communication (CWC) is a free service to University of Arkansas at Monticello students and is designed to assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process.

Memorial Classroom Building, Room 113, (870) 460-1378

<http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/>

**UNIVERSITY TUTORING CENTER**

Harris Hall, (870) 460-1454

All students have access to tutoring services on the 2nd floor of Harris Hall.

**STUDENT HANDBOOK**

Each student is responsible for reading the student handbook including the rules and policies regarding conduct codes and academic dishonesty. The Student Handbook is located at the following link:

<http://uam-web2.uamont.edu/pdfs/student%20handbook.pdf>

**UNIVERSITY BEHAVIOR INTERVENTION TEAM**

The Behavior Intervention Team (UBIT) purpose is to promote a safe and productive learning, living, and working environment by addressing the needs of students, faculty, and staff. If you or a classmate are in need of help, please submit a concern at

[https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout\\_id=10](https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout_id=10) or call 870-460-1454. In case of emergency please call 911.

**Students with Disabilities:**

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities. It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926; email: [whitingm@uamont.edu](mailto:whitingm@uamont.edu).

For assistance on a College of Technology campus contact:

McGehee: Office of Special Student Services representative; phone 870 222-5360; fax 870 222-1105.

Crossett: Office of Special Student Services representative; phone 870 364-6414; fax 870 364-5707.

Note: The following action is prohibited under the Student Conduct Code: Disorderly Conduct: Any

behavior which disrupts the regular or normal functions of the University community, including behavior which breaches the peace or violates the rights of others.

Note: UAM will no longer mail grade reports to all students. You may access your grades through Campus Connect on the UAM homepage: <http://www.uamont.edu>. To have your grades mailed to you, complete the grade request form available in the Registrar's Office in Monticello or the Student Services offices in Crossett and McGehee

#### IMPORTANCE OF THE SYLLABUS

Each student is responsible for reading the course syllabus, understanding its contents, and for complying with the requirements set forth therein. This syllabus is the social contract between you, the student, and me, the class facilitator. Once you receive it – YOU become a responsible party to the contract. Every effort will be made to strictly adhere to the terms outlined in the syllabus; however, sometimes changes are necessary. If changes are necessitated, they will be discussed in class. It is your responsibility to keep up with those changes. Absence is not an acceptable excuse for not keeping up with changes to the syllabus.

PLEASE REMEMBER – this syllabus is a tentative document, which reflects my best effort. The schedule, policies and procedures, and assignments may be modified at any time at my discretion to better facilitate the class or to deal with unexpected circumstances or emergencies. It is my personal commitment to give you my very best effort towards your educational experience. I will keep you informed throughout the process.



**Course Syllabus**  
**COMM 3483 Communication in Small Groups**  
**Spring 2016**

**Instructor:** Keith Milstead  
**Office:** Wells 201  
**Phone:** 870-224-3123  
**Email:** [milstead@uamont.edu](mailto:milstead@uamont.edu)  
**Office Hours:** MTWHF 1:00pm-3:00pm

**Textbook:** Young, Wood, Phillips, & Pederson, *Group Discussion: A Practical Guide to Participation and Leadership*, 4e. Waveland, 2007.  
**ISBN:** 978-1-57766-475-8

**Course Philosophy / Student Learning Objectives:** This course is designed as an introduction to the theory and practice of communication in small groups. Two broad objectives guide the course: (1) To survey and apply diverse theoretical perspectives and concepts related to small group communication; and (2) to provide students with opportunities to practice specific skills that increase their effectiveness as participants and leaders in groups. After successfully completing this course, students should be able to:

1. Demonstrate an understanding of diverse theoretical perspectives of small group communication;
2. Apply group communication theories and concepts to everyday communication situations;
3. Demonstrate poise and confidence in communicating ideas in small group settings;
4. Use decision-making and problem-solving skills effectively in group meetings; and
5. Apply course information and skills to personal experiences in academic and career settings and seek continued self-improvement.

**NOTE:** In addition to the textbook, the class will rely heavily on classroom discussions, lectures, and activities that require adequate student involvement and attention, thus making attendance imperative.

**Course Expectations:**

2. *Required texts and materials*

- a. Purchase the required text.
- b. Ability to take notes on all lectures and actively participate in discussions.
- c. Please note that everyone is required to write a term paper and engage in other classroom projects as they arise.

3. *Late Assignments and Attendance Policies:*

- a. Regular and punctual attendance is expected at all times. The instructor will make all determinations regarding the acceptability of excuses. The below policies will be applied to all students, even if one's absences lead to a lower grade for the course.
- b. Students are allowed 2 unexcused absences without penalty with the notable expectation of scheduled presentations dates (however the student is still accountable for all missed work and assignments). It is the responsibility of the student to contact the instructor to obtain information regarding the assignments that were given in the class.

- c. Each unexcused absence (after above) will result in the loss of 20 attendance points. Three tardy marks will be considered one absence.
- d. Each assignment is due at the beginning of the designated class period and will be considered late when that class period begins. If the student has an excused absence, they should consult with the instructor. Each class period that an assignment is late will reduce the evaluation of the assignment one-letter grade.
- e. Unexcused absences on dates of quizzes, presentations, midterm, and final will result in loss of grade for those items
- f. All outlines, written assignments and follow-up critiques must either be typed or finalized on a word-processor/printer. Outlines and critiques must contain the students first and last name, class, and identification of the assignment in the upper right hand corner of the paper. **Hand written material will not be accepted.**

#### 4. *Class deportment*

- a. The following action is prohibited under the Student Conduct Code:  
 “Disorderly Conduct: Any behavior which disrupts the regular or normal functions of the University community, including behavior which breaches the peace or violates the rights of others.”
- b. Respect for others through active listening and audience analysis is mandatory at all times. Additionally, students are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.
- c. Children are not permitted in the class.
- d. Consumptions of beverages, snacks or other consumables are not permitted during presentations.
- e. Dress and appearance should add to a presentation, not detract.
- f. Cell phone must be turned off before entering the classroom.
- g. Plagiarism and other ethical violations will be dealt with in a manner consistent with the guidelines of the university.

#### 4. *Course Content*

- b. There will be four tests, which will cover the assigned course notes.
- c. There will be one comprehensive final exam.
- d. Each student will be expected to contribute to a group project report that will be explained early in the semester.

#### 5. *Course Grading*

- Discussion Participation 200
- Written Elements 600
  - Artifact Analysis (250)
  - Group Project Report (350)
- Testing elements 700
  - Test 1 (100)
  - Test 2 (100)

- Test 3 (100)
- Test 4 (100)
- Final (300)

*Total 1500*

#### GRADE ASSIGNMENT

Grading Scale:

A= 90—100

B= 80 — 89

C= 70 — 79

D= 60 — 69

F= 59 and below

#### **Students with Disabilities:**

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926.

#### **Please note a change in the last line for the colleges of technology:**

McGehee: Office of Special Student Services representative on campus; phone 870 222-5360; fax 870 222-1105.

Crossett: Office of Special Student Services representative on campus; phone 870 364-6414; fax 870 364-5707.

#### STUDENT CONDUCT STATEMENT

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

#### ACADEMIC DISHONESTY

1. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
  - a. Copying from another student's paper;
  - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
  - c. Collaboration with another student during the examination;
  - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
  - e. Substituting for another person during an examination or allowing such substitutions for oneself.
2. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
3. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
4. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will be immediate failure of the class and reporting to the University.

**Spring 2016 CALENDAR**

January 6 (Wed) – Admission application deadline. First day of sessions 1 and 8W1 classes.  
January 7 (Thurs) – First day of session C1 classes  
January 8 (Fri) – Last day to register or add classes. Tuition and fees due.  
January 11 (Mon) – First day of session 6W1 and C2 classes.  
January 18 (Mon) – Martin Luther King Holiday. Offices and classes closed.  
February 5 (Fri) – Last day to drop a session 6W1 class. Grade will be W.  
February 11 (Thurs) – Last day to drop a session 8W1 class. Grade will be W.  
February 16 (Tues) – Last day to drop a session C1 class. Grade will be W.  
February 19 (Fri) – Last day of session 6W1 classes. Deadline to apply for August and December graduation.  
February 29 (Mon) – Last day of sessions 8W1. First day of session M1 classes.  
March 1 (Tues) – First day of session 8W2 classes.  
March 2 (Wed) – Last day to drop a session C2 class. Grade will be W  
March 4 (Fri) – Last day of session C1 classes.  
March 10 (Thurs) – Last day to drop a session M1 class. Grade will be W.  
March 11 (Fri) – Last day of session M1 classes.  
March 16 (Wed) – Last day to drop a session 1 class or withdraw from the term (not applicable to other sessions). Grade(s) will be W  
March 21-25 (Mon-Fri) – Spring Break  
April 1 (Fri) – Last day of session C2 classes.  
April 4 (Mon) – Preregistration for Summer and Fall begins  
April 12 (Tues) – Last day to drop a session 8W2 class. Grade will be W  
April 15 (Fri) – Preregistration for Summer and Fall ends.  
April 26 (Tues) – Last day of sessions 1 and 8W2 classes.  
April 27- May 3 (Wed-Tues) – Final Exams  
May 6 (Fri) - Commencement

UAM will no longer mail grade reports to all students. You may access your grades through Campus Connect on the UAM homepage, <http://www.uamont.edu/>. To have your grades mailed to you, complete the grade request form available in the Registrar's Office in Monticello or the Student Services offices in Crossett and McGehee.

**University of Arkansas-Monticello**  
**Communications Department/Arts & Humanities**  
**COMM 3533 Communication in Organizations**  
**Fall 2016**

**Instructor:** Keith Milstead  
**Office:** Wells 201  
**Phone:** 870-224-3123  
**Email:** [milstead@uamont.edu](mailto:milstead@uamont.edu)  
**Office Hours:** MTWHF 9:00am-10:00am, 1:00pm-3:00pm

**Course Title and Credit Hours:** COMM 3533, 3 credit hours

**Textbook:** Organizational Communication, Eisenberg; Bedford-St. Martin's, 6<sup>th</sup> ed;  
9780312442392

**Course Description:** Theory and analysis of communication behaviors within the organizational context.

**Course Philosophy / Outcomes:** Organizational Communication is designed to increase your understanding of organizational communication theories and processes that inform the study and practice of communication in organizations. The main objective is to familiarize you with the basic theories, concepts, and issues relevant to the field of organizational communication. In addition, the course focuses on organizational challenges including the most common organizational variables such as conflict, power, leadership styles, roles, relationships, and technology.

**Student Learning Outcomes:**

**At the end of this course, students will be able to:**

1. Understand and explain the major theories and perspectives used to examine organizational communication.
2. Recognize communication issues in organizations and apply organizational communication concepts, models, and theories to resolve such issues.
3. Analyze organizational communication systems, processes, and structures from multiple perspectives.
4. Demonstrate competent oral, written, and analytical communication skills necessary for effective performance in different organizational contexts.

This syllabus is designed as a reference for this course. In the event that a situation arises that is not within or is not clearly referenced in this document the instructor reserves the right to clarify and decide future action for classroom operation.

**METHODS OF INSTRUCTION**

The method of instruction will be online asynchronous, cooperative/collaborative learning, presentations, discussions, research and use of technology such as blogs, etc.

Prerequisites: None

**Blackboard Supplemental Student Success Support:**

This course also has a Blackboard Supplemental Resource Component to support your success. Please regularly check the course component on Blackboard for announcements, supplemental resources, notes, class discussions, etc.

#### TECHNICAL SUPPORT INFORMATION:

Issues with Blackboard:

Contact Office of Academic Computing; phone 870-460-1036.

Open Monday-Friday, 8 a.m.-4:30 p.m.

**Help Desk** at [blackboard@uamont.edu](mailto:blackboard@uamont.edu) or phone 870-460-1286.

The computer section in the Library is open during regular Library hours. Click here to see when the Taylor Library is open: <http://www.uamont.edu/library/>

Issues with Email: Contact the Office of Information Technology; phone 870-460-2036; open Monday-Friday, 8 a.m. – 4:30 p.m.

The Student Handbook for Distance Education is available at the following link:

<http://www.uamont.edu/AcademicComputing/>

#### MINIMUM TECHNOLOGY REQUIREMENTS:

Access to a working computer with Internet capability.

Operating System: Windows 2000, XP, Vista or Macintosh OS X

Hardware: 256 MB of RAM, 1GB free hard disk space

Microsoft Office 2007 recommended

Connection to the Internet: (broadband connection, such as RoadRunner, Satellite Internet or DSL, is preferred). Broadband connections are recommended for assessments.

#### Course Expectations:

##### 5. *Required texts and materials*

- a. Ability to take notes on all lectures and actively participate in discussions.
- b. Please note that everyone is required to participate in a comprehensive group project and other classroom projects as they arise.

##### 6. *Late Assignments and Attendance Policies:*

#### **UAM Attendance Policy:**

Students are expected to participate in all required class activities and discussions during the semester. The University does not allow for unexcused absences. Students involved in University sponsored events should be considered excused unless the proper notifications were not delivered to the instructor according to Policy XV on page 71 of the UAM Faculty Handbook.

- a. Regular and punctual attendance is expected at all times. The instructor will make all determinations regarding the acceptability of excuses. The below policies will be applied to all students, even if one's absences lead to a lower grade for the course.
- b. Students are allowed 2 unexcused absences without penalty with the notable expectation of scheduled presentations dates (however the student is still accountable for all missed work and assignments). It is the responsibility of the student to contact the instructor to obtain information regarding the assignments that were given in the class.

- c. Each unexcused absence (after above) will result in the loss of 20 attendance points. Three tardy marks will be considered one absence.
- d. Each assignment is due at the beginning of the designated class period and will be considered late when that class period begins. If the student has an excused absence, they should consult with the instructor. Each class period that an assignment is late will reduce the evaluation of the assignment one-letter grade.
- e. Unexcused absences on dates of quizzes, presentations, midterm, and final will result in loss of grade for those items
- f. All outlines, written assignments and follow-up critiques must either be typed or finalized on a word-processor/printer. Outlines and critiques must contain the students first and last name, class, and identification of the assignment in the upper right hand corner of the paper. **Hand written material will not be accepted.**

**Work Required:**

**Academic Engagement: 50 HOURS**

**Example -- Attend class**

**Example --Take quizzes and exams**

**Preparation: 90 HOURS**

**Example -- Read required materials for class**

**Example -- Prepare papers, projects and other assignments**

**Example -- Review notes and study for test**

**Overall Total Obligation:**

**Should be at least 135 hours for a 3 credit course per semester**

*7. Class deportment*

- a. The following action is prohibited under the Student Conduct Code:  
“Disorderly Conduct: Any behavior which disrupts the regular or normal functions of the University community, including behavior which breaches the peace or violates the rights of others.”
- b. Respect for others through active listening and audience analysis is mandatory at all times. Additionally, students are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.
- c. Children are not permitted in the class.
- d. Consumptions of beverages, snacks or other consumables are not permitted during presentations.
- e. Dress and appearance should add to a presentation, not detract.
- f. Cell phone must be turned off before entering the classroom.
- g. Plagiarism and other ethical violations will be dealt with in a manner consistent with the guidelines of the university.

*4. Course Content*

- e. There will be four tests OR classroom activities/assignments, which will cover the assigned course notes.

- f. There will be one comprehensive final exam.
- g. Each student will be expected to compose at least four “fragment” summaries during the semester. More details to come...
- h. Each student will be expected to partake in a group final project which will gauge comprehension throughout.

#### 5. Course Grading

- Discussion/Participation 200
- Written Elements 400
  - Fragment Summaries (150)
  - Group Project Report (250)
- Testing elements 700
  - Test 1 (100)
  - Test 2 (100)
  - Test 3 (100)
  - Test 4 (100)
  - Final (300)

*Total 1300*

#### GRADE ASSIGNMENT

Grading Scale:

A= 90—100

B= 80 — 89

C= 70 — 79

D= 60 — 69

F= 59 and below

#### FEEDBACK SCHEDULE

Most often, a student can expect a response to email within 24 hours Monday through Friday. No emails will be answered after 5 p.m. on Friday until the following Monday.

#### METHOD OF DELIVERING ASSIGNMENTS

Please submit work as a word document. Use Times New Roman, 12 point font with 1” side margins. All submissions should be titled with your last and first name and course title (e.g., Smith, Joe COMM2225).

#### **Academic Resources:**

##### **Email Assistance:**

Contact the Office of Information Technology; phone 870-460-1036; open Monday-Friday, 8 a.m. – 4:30 p.m.

**Library Services:** The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation:

**<http://www.uamont.edu/pages/library/>**

#### **Academic Alert System:**

The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. Students who are academically struggling, have a high absenteeism, are exhibiting disruptive behavior or are having difficulty adjusting to campus life will be reported to the Office of Academic Affairs through the Academic Alert system.

#### **THE CENTER FOR WRITING AND COMMUNICATION**



Memorial Classroom Building, Room 113, (870) 460-1378  
Home Page: <http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/>  
Mailing Address: P. O. Box 3460, Monticello, AR 71656

The Center for Writing and Communication (CWC) is a free service to University of Arkansas at Monticello students. The CWC is staffed by UAM undergraduates who have received special training in peer writing tutoring. The CWC can assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Consultants can work with writers face to face or online, and a typical session with a consultant lasts thirty to sixty minutes. To have the best session possible, students seeking help should bring all materials, including the course syllabus, assignment sheets, and any drafts previously completed. The CWC also has a suite of laptops and computers for students working on writing projects and a resource library of up-to-date citation guides, grammar handbooks, and guides for writing in many disciplines and majors.

#### **GENERAL EDUCATION TUTORIAL LAB**

Harris Hall, (870) 460-1454

Any student who desires to be successful in his/her general education classes can receive assistance through tutoring services available on the 2nd floor of Harris Hall. Please watch for emails from Laura Hughes detailing this semester's tutoring availability.

#### **Students with Disabilities:**

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McGehee: Office of Special Student Services representative on campus; phone 870 222-5360; fax 870 222-1105.

Crossett: Office of Special Student Services representative on campus; phone 870 364-6414; fax 870 364-5707.

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#### **STUDENT HANDBOOK**

**Each student is responsible for reading the student handbook including the rules and policies regarding conduct codes and academic dishonesty.** The Student Handbook is located at the following link:

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#### **UNIVERSITY BEHAVIOR INTERVENTION TEAM**

The Behavior Intervention Team (UBIT) purpose is to promote a safe and productive learning, living, and working environment by addressing the needs of students, faculty, and staff. If you or a classmate are in need of help, please submit a concern at [https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout\\_id=10](https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout_id=10) or call 870-460-1454.

**In case of emergency please call 911.**

## ACADEMIC DISHONESTY

9. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
  - a. Copying from another student's paper;
  - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
  - c. Collaboration with another student during the examination;
  - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
  - e. Substituting for another person during an examination or allowing such substitutions for oneself.
10. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
11. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
12. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will be immediate failure of the class and reporting to the University.

## Fall 2016 CALENDAR

August 15 (Mon) - Schedule changes for preregistered students.  
August 16-19 (Tues-Fri) - Professional Development for faculty and staff.  
August 22 (Mon) - New student orientation. Schedule changes.  
August 23 (Tues) - Open registration.  
August 24 (Wed) – Admission application deadline. First day of classes for sessions 1, 8W1, and M2.  
August 26 (Fri) – Last day to add classes.  
Tuition and fees due by 3:30 pm for all registered students.  
Students will be dropped at the end of the day unless payment or other payment arrangements have been made.  
August 29 (Mon) – First day of session 6W1 classes. First day of session C2 classes.  
September 5 (Mon) - Labor Day Holiday. Offices and classes closed.  
September 23 (Fri) – Last day to drop a session 6W1 class. Grade will be W.  
September 28 (Wed) – First day of session C1 classes.  
Last day to drop a session 8W1 class. Grade will be W.  
September 30 (Fri) - Deadline to apply for May graduation.  
October 13 (Thurs) – Last day to drop a session M2 class. Grade will be W.  
October 17 (Mon) – Last day of session 8W1 classes. First day of session M1 classes.  
October 18 (Tues) – First day of session 8W2 classes. Last day to drop a session C2 class. Grade will be W.

October 19 (Wed) - Last day to drop a session C2 class. Grade will be W.  
October 27 (Thurs) – Last day to drop a session M1 class. Grade will be W.  
October 28 (Fri) – Last day of session M1 classes.  
November 2 (Wed) - Last day to drop a session 1 class or withdraw from the term (not applicable to other sessions). Grade(s) will be W.  
November 7 (Mon) - Preregistration for Spring begins.  
November 9 (Wed) – Last day to drop session C1 classes. Grade will be W.  
November 10 (Thurs) – Last day of session M2 classes.  
November 11 (Fri) – First class day for session M3 classes.  
November 17 (Thurs) – Last day of session C2 classes.  
November 18 (Fri) - Preregistration for Spring ends.  
November 21 (Mon) – Last day to drop session 8W2 classes. Grade will be W.  
November 23 (Wed) - Classes closed.  
November 24-25 (Thurs-Fri) - Thanksgiving Holiday. Offices and classes closed.  
December 6 (Tues) – Last day to drop a session M3 class. Grade will be W.  
December 8 (Thurs) – Last day of session C1 classes.  
December 9 (Fri) - Last day of classes.  
December 12-16 (Mon-Fri) - Final exam period.  
December 16 (Fri) – Last day of class for session M3 classes.  
December 17 (Sat) - Commencement  
December 21 (Wed) - Fall conferral of degrees.

UAM will no longer mail grade reports to all students. You may access your grades through Campus Connect on the UAM homepage, <http://www.uamont.edu/>. To have your grades mailed to you, complete the grade request form available in the Registrar's Office in Monticello or the Student Services offices in Crossett and McGehee.

**COMM 4063 – 3 hrs  
Conflict Management/ Resolution / Fall 2015**

**Time:** TTH 8:10-9:30      **Location:** Wells 100  
**Instructor:** Chris Brown      **BrownCh@uamont.edu**  
**Office:** Wells 203      **Phone:** 807-460-1770  
**Office Hours**      **MW 8:00-9:00, 1:00-5:00**  
                                  **TTh 3:00-5:00**

**Other Times By Appointment**

**Text:** : *None Required*

**Purpose:** The overall objective of this course is to explore how conflict is generated and how conflict can be resolved in an organizational structure. This course will focus on both theory and practice concerning leadership and conflict. Improving a student’s ability to deal with conflict better prepares them for conflict both in an academic and practical sense. The overall course objective is to give students the tools to make better choices in times of conflict and therefore make better leaders.

**Student Learning Outcomes:**

1. Clarify theories, approaches, skills and strategies of how to deal with conflict.
2. Demonstrate ability to give professional public speaking presentations.
3. Recognize various conflict management skills and implement in a variety of contexts.
4. Recognize how power influences and shapes communication.
5. Understand how diversity influences communication.
6. Recognize how crisis within organizations can be handled to achieve desirable outcomes.
7. Understand how culture is built within an organization.

**Grade Breakdown**

<b>Assignments</b>	<b>Points</b>
<b>Crisis Simulation 1</b>	<b>100</b>
<b>Crisis Simulation 2</b>	<b>100</b>
<b>Presentation on Theorist</b>	<b>150</b>
<b>Communication Analysis</b>	<b>200</b>
<b>Homework</b>	<b>100</b>
<b>Quizzes</b>	<b>50</b>
<b>Participation, etc.</b>	<b>100</b>
<b>Total</b>	<b>800</b>

**Grading Scale:** A 90% and above, B 80%-89%, C 70% - 79%, D 60% - 69%, F 59% and below

**Crisis Simulations:**

After the class discusses how crisis communication and leadership can be conducted during a conflict, students will take part in a group discussion that is meant to simulate actors during a crisis event.

Here’s what I’ll be looking for in the simulations:

- Theory: Understanding of crisis theory and practice.
- Communication: Articulate clear and concise arguments.
- Critical Thinking: Represent your standpoint in a clear and accurate way.

#### **Presentation of Communication Theorist:**

Students will be expected to lead a 30 minute discussion on an assigned theorist followed by a 15 minute discussion period where the presenter will answer/respond to questions.

Here's what I will be looking for in the presentations:

- Organization: The presentation illustrates a logical sequence of presentation.
- Support: The student should use excerpts from the theorist in their speech.
- Presentation: Students should present a speech that meets the time limit, is relatively free of communication mistakes, and engages the audience.
- Visual Aid: Students are expected to use a visual aid (such as PowerPoint, Prezi, etc.)
- Accuracy: Students should represent the primary ideas of their assigned theorist.
- Relevancy: Students should address how the theorist they are studying impact conflict and communication today.

#### **Communication Analysis:**

Students will be asked to select an organization they are a part of and conduct a communication analysis of that organization. By doing so students will be able to observe potential ways for conflict to emerge, how to develop a desirable culture, and how leaders contribute to an organizations culture. The final paper will be typed and turned in.

Here's what I'll be looking for in the paper:

- Grammar and Style: I will be looking for correct spelling and grammar usage.
- Theory/Application: Are the arguments put forth grounded in theory?
- Support: Are your conclusions supported by evidence observed?
- Clarity: I will be looking to make sure that arguments are expressed in a clear and concise manner.
- Application: Recommend realistic changes that an organization can make.

**Attendance Policy: All students enrolled for this course are required to attend class regularly. Students will be expected to participate in class activities and contribute to class discussions of topics. Because this course is centered on interpersonal communication, it's imperative that you be present in class, during both oral discussions and display the communication objectives. Any unexcused absences will result in a 10-point deduction per occurrence. If you are late 3 times to class that will count as one absence. If you are late it is your responsibility to make sure that you are counted present on the roll. If you fall asleep (or appear to fall asleep) in class it will be counted as an unexcused absence. *This policy will be applied to all students, even if one's absences lead to a lower grade for the course. Any student who misses more than 50% of the class will receive an F.***

#### **Academic dishonesty:**

13. **Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:**
  - a. **Copying from another student's paper;**
  - b. **Use during the examination of prepared materials, notes, or texts other than those**

specifically permitted by the instructor;

- c. Collaboration with another student during the examination;
  - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
  - e. Substituting for another person during an examination or allowing such substitutions for oneself.
14. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
15. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
16. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will be will be given an "F" for the assignment and/or course.

\*\*\*Students with disabilities Note: It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926.

Note: This course fulfills specific general education requirements. For more information, consult the current academic catalogue.

Note: The following action is prohibited under the Student Conduct Code: Disorderly Conduct: Any behavior which disrupts the regular or normal functions of the University community, including behavior which breaches the peace or violates the rights of others.

Note: UAM will no longer mail grade reports to all students. You may access your grades through Campus Connect on the UAM homepage: <http://www.uamont.edu>. To have your grades mailed to you, complete the grade request form available in the Registrar's Office in Monticello or the Student Services offices in Crossett and McGehee

#### **IMPORTANCE OF THE SYLLABUS**

Each student is responsible for reading the course syllabus, understanding its contents, and for complying with the requirements set forth therein. This syllabus is the social contract between you, the student, and me, the class facilitator. Once you receive it – YOU become a responsible party to the contract. Every effort will be made to strictly adhere to the terms outlined in the syllabus; however, sometimes changes are necessary. If changes are necessitated, they will be discussed in class. It is your responsibility to keep up with those changes. Absence is not an acceptable excuse for not keeping up with changes to the syllabus.

**PLEASE REMEMBER** – this syllabus is a tentative document, which reflects my best effort. The schedule, policies and procedures, and assignments may be modified at any time at my discretion to better facilitate the class or to deal with unexpected circumstances or emergencies. It is my personal commitment to give you my very best effort towards your educational experience. I will keep you informed throughout the process.

**Blackboard Assistance:**

Contact Office of Instructional Technology; phone 870-460-1663; open Monday-Friday, 8 a.m. – 4:30 p.m.

Online Help Desk: <http://www.uamont.edu/pages/resources/academic-computing/>

**Email Assistance:**

Contact the Office of Information Technology; phone 870-460-1036; open Monday-Friday, 8 a.m. – 4:30 p.m.

**Library Services:** The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation: <http://www.uamont.edu/pages/library/>

**Academic Alert:**

The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. If you are doing poorly in your academic work, are chronically absent from class, are exhibiting disruptive behavior or are having difficulty adjusting to campus life, University faculty, staff or a fellow student may report you to the Office of Academic Affairs through the Academic Alert system.

### **Important Dates for Fall 2015**

August 10 (Mon) - Tuition and fees due for preregistered students. Schedule changes for preregistered students.

August 17 (Mon) - New freshmen orientation. Schedule changes.

August 18 (Tues) – Transfer student orientation. Open registration.

August 19 (Wed) – Admission application deadline. First day of classes for sessions 1, 8W1, and M2.

August 21 (Fri) – Last day to register or add classes.

September 7 (Mon) - Labor Day Holiday. Offices and classes closed.

October 2 (Fri) - Deadline to apply for May graduation. Last day of session 6W1 classes.

October 28 (Wed) - Last day to drop a session 1 class or withdraw from the term (not applicable to other sessions). Grade(s) will be W.

November 2 (Mon) - Preregistration for Spring begins.

November 13 (Fri) - Preregistration for Spring ends.

November 25 (Wed) - Classes closed.

November 26-27 (Thurs-Fri) - Thanksgiving Holiday. Offices and classes closed.

December 4 (Fri) - Last day of classes.

December 7-11 (Mon-Fri) - Final exam period.

December 16 (Wed) - Fall conferral of degrees.

**University of Arkansas-Monticello**  
**Communications Department/Arts & Humanities**  
**COMM 4623 Law and Ethics**  
**Fall 2015**

**Instructor:** Keith Milstead  
**Office:** Wells 201  
**Phone:** 870-224-3123  
**Email:** [milstead@uamont.edu](mailto:milstead@uamont.edu)  
**Virtual Office Hours:** MTWHF: 1-3PM

Optional: **Mass Media Law**, Pember, Don R; McGraw-Hill, 01-02 ed; 978-007237053

**Course Philosophy / Outcomes:** This course explores the intersection between the practices of mass media and legal contexts. The course challenges students to assess and improve their own communication competencies in light of common media practices and challenges. The main objective is to familiarize you with the basic theories, concepts, and issues relevant to the field of media and communications and understand the ramifications of and study within legality. In addition, the course focuses on ethical challenges including the most common legal variables such as libel, privacy, free press, power, regulations, and copyright.

**At the end of this course, students will be able to:**

1. Understand and explain the major theories and perspectives used to examine legality in mass communication.
2. Recognize communication issues in organizations and apply First Amendment solutions to resolve such issues.
3. Analyze effective communication regulatory strategies and assess societal areas of communication in need of improvement.
4. Demonstrate competent oral, written, and analytical communication skills necessary for effective performance in different legal contexts.

This syllabus is designed as a reference for this course. In the event that a situation arises that is not within or is not clearly referenced in this document the instructor reserves the right to clarify and decide future action for classroom operation.

**METHODS OF INSTRUCTION**

The method of instruction will be online asynchronous, cooperative/collaborative learning, presentations, discussions, research and use of technology such as blogs, etc.

Prerequisites: Graduate admittance

**TECHNICAL SUPPORT INFORMATION:**

Issues with Blackboard:

Contact Office of Academic Computing; phone 870-460-1036.

Open Monday-Friday, 8 a.m.-4:30 p.m.

**Help Desk** at [blackboard@uamont.edu](mailto:blackboard@uamont.edu) or phone 870-460-1286.

The computer section in the Library is open during regular Library hours. Click here to see when the Taylor Library is open: <http://www.uamont.edu/library/>



Issues with Email: Contact the Office of Information Technology; phone 870-460-2036; open Monday-Friday, 8 a.m. – 4:30 p.m.

The Student Handbook for Distance Education is available at the following link:

<http://www.uamont.edu/AcademicComputing/>

### MINIMUM TECHNOLOGY REQUIREMENTS:

Access to a working computer with Internet capability.

Operating System: Windows 2000, XP, Vista or Macintosh OS X

Hardware: 256 MB of RAM, 1GB free hard disk space

Microsoft Office 2007 recommended

Connection to the Internet: (broadband connection, such as RoadRunner, Satellite Internet or DSL, is preferred). Broadband connections are recommended for assessments.

### Course Expectations:

#### 8. *Required texts and materials*

- a. Ability to purchase/read assigned book materials and actively participate in discussions.
- b. Please note that everyone is required to participate in classroom projects as they arise. Please note that everyone is required to post at least four reasonable discussion posts per week, along with other weekly business, such as reading and tests. Each post should be at least 300 words and is due by Sunday night of the same module/week.

#### 9. *Late Assignments and Attendance Policies:*

- a. Each assignment is due at the beginning of the designated virtual class date/time and will be considered late once that time occurs. Each class period that an assignment is late will reduce the evaluation of the assignment one-letter grade. Students are allowed some leniency in daily activity so long as assignments are turned in on time (however the student is still accountable for all missed work and assignments). It is the responsibility of the student to contact the instructor or review BlackBoard announcements to obtain information regarding the assignments that were given for the class.
- b. Unexcused virtual absences on dates of quizzes, presentations, midterm, and final will result in loss of grade for those items
- c. All outlines, written assignments and follow-up critiques must either be typed or finalized on a word-processor/printer. Outlines and critiques must contain the students first and last name, class, and identification of the assignment in the upper right hand corner of the paper. **Hand written material will not be accepted.**

#### 10. *Class deportment*

- a. The following action is prohibited under the Student Conduct Code:  
“Disorderly Conduct: Any behavior which disrupts the regular or normal functions of the University community, including behavior which breaches the peace or violates the rights of others.”
- b. Respect for others through active virtual listening and audience analysis is mandatory at all times.

- c. Should any classroom situations arise, children are not permitted in the class.
- d. In the event of classroom presentation, consumptions of beverages, snacks or other consumables are not permitted during presentations.
- e. Dress and appearance should add to a presentation, not detract.
- f. Should one need to attend a classroom meeting, cell phone must be turned off before entering the classroom.
- g. Plagiarism and other ethical violations will be dealt with in a manner consistent with the guidelines of the university.

#### 4. Course Content

- i. There will be two tests AND two written assignments, which will cover the assigned course readings.
- j. There will be one comprehensive final exam.
- k. Each student will be expected to compose at least four “fragment” summaries during the semester. More details to come...
- l. Each student will be expected to complete an annotated bibliography designed to prepare them for future research in the field.

#### 5. Course Grading

- Discussion/Participation 200
- Written Elements 400
  - Legal Briefs (150)
  - Annotated Bibliography (250)
- Testing elements 700
  - Test 1 (100)
  - Test 2 (100)
  - Paper 1 (100)
  - Paper 2 (100)
  - Final (300)

Total 1300

#### GRADE ASSIGNMENT

Grading Scale:

A= 90—100

B= 80 — 89

C= 70 — 79

D= 60 — 69

F= 59 and below

#### **Students with Disabilities:**

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University’s commitment to equal opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926.

#### **Please note a change in the last line for the colleges of technology:**

McGehee: Office of Special Student Services representative on campus; phone 870 222-5360; fax 870 222-1105.

Crossett: Office of Special Student Services representative on campus; phone 870 364-6414; fax 870 364-5707.

## STUDENT CONDUCT STATEMENT

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

## ACADEMIC DISHONESTY

17. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
  - a. Copying from another student's paper;
  - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
  - c. Collaboration with another student during the examination;
  - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
  - e. Substituting for another person during an examination or allowing such substitutions for oneself.
18. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
19. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
20. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will be immediate failure of the class and reporting to the University.

## Spring 2015 CALENDAR

January 7 (Wed) - First day of classes for sessions 1 and 8W1. Admission application deadline.  
January 8 (Thurs) – First day of classes for session C1.  
January 9 (Fri) - Last day to register or add classes.  
January 12 (Mon) – First day of classes for sessions 6W1 and C2.  
January 19 (Mon) - Martin Luther King Holiday. Offices and classes closed.  
February 6 (Fri) – Last day to drop a session 6W1 class. Grade will be W.  
February 11 (Wed) – Last day to drop a session 8W1 class. Grade will be W.  
February 18 (Wed) – Last day to drop a session C1 class. Grade will be W.  
February 20 (Fri) – Last day of classes for session 6W1.  
February 27 (Fri) – Last day to drop a session C2 class. Grade will be W.  
Deadline to apply for August and December graduation.  
March 2 (Mon) – Last day of session 8W1 classes.  
March 3 (Tues) – First day of session 8W2 classes.  
March 6 (Fri) – First day of classes for session M1.  
March 12 (Thurs) – Last day of classes for session C1.  
Last day to drop a session M1 class. Grade will be W.  
March 13 (Fri) – Last day of classes for session M1.  
March 18 (Wed) - Last day to drop a session 1 class or withdraw from the term (not applicable to other sessions). Grade(s) will be W.

March 23-27 (Mon-Fri) - Spring Break.

April 2 (Thurs) – Last day of classes for session C2

April 6 (Mon) - Preregistration for Summer and Fall 2015 begins.

April 17 (Fri) - Preregistration for Summer and Fall 2015 ends.

April 13 (Mon) – Last day to drop a second 8-week fast-track\* class. Grade will be W.

April 28 (Tues) - Last day of classes for sessions 1 and 8W2.

April 29 – May 5 (Wed-Tues) - Final exam period.

May 8 (Fri) – Commencement.

UAM will no longer mail grade reports to all students. You may access your grades through Campus Connect on the UAM homepage, <http://www.uamont.edu/>. To have your grades mailed to you, complete the grade request form available in the Registrar's Office in Monticello or the Student Services offices in Crossett and McGehee.

**UNIVERSITY OF ARKANSAS AT MONTICELLO**  
**INTRODUCTION TO PUBLIC RELATIONS**  
**ONLINE COURSE SYLLABUS**  
Fall 2016

**Instructor Name:** Dr. Justin Bergh

**Instructor Location of Office:** Wells 110

**Instructor Phone:** 870-460-1489

**Instructor Email Address:** bergh@uamont.edu

**Office Hours:** M: 12-2 P.M.; Tu: 1-3 P.M.; Th: 8:30-9:30 A.M. & 1-2 P.M.

**Virtual Hours:** Tu: 8:30-9:30 A.M.; Wed: 12-2 P.M. (or by appointment)

**Course Title and Credit Hours:** COMM 3023, Introduction to Public Relations, 3 credit hours

**Prerequisites:** COMM 3033

**Required textbook:** Seitel, Fraser P. *The Practice of Public Relations (13th Edition)*. (Boston: Pearson, 2016). ISBN: 978-0134170114.

**Course Description:** Introduction to media campaigns, communication methods and production, propaganda, public relations theory, and history.

**Student Learning Outcomes:**

By the conclusion of the course you should be able to:

- Identify a public relations crisis
- Research potential public relations strategies
- Design public relations research models
- Create a public relations plan and written proposal
- Implement a well-researched and designed public relations campaign

**Course Assignments/Assessments:**

Blog Posts (4): 25 points each

Quizzes (4): 25 points each

**Public Relations Campaign:**

List of ten potential topics: 15 points

Final three topics and proposed solutions: 25 points

Annotated bibliography: 50 points

Research method(s) and completed model(s): 75 points  
Written public relations plan: 50 points  
Written public relations proposal: 50 points  
Implemented public relations campaign (final project): 135 points  
**Total Points Possible: 600**

***Blog Posts:***

You must respond to a question and post a response in the class blog four times. The prompts for the blogs will be posted in Blackboard a week prior to the due date.

The posts should demonstrate that you have engaged with the assigned readings (when applicable). Therefore simple answers will not receive full credit. Instead, I expect the responses to reflect the critical thought put you put into formulating them. Cite your book or outside sources when necessary.

***Quizzes:***

There will be a total of four quizzes during the semester. The quizzes are not cumulative, meaning each quiz covers a specific set of chapters. For example, quiz one features questions related to chapters 1 & 2. The quizzes are open book.

***Public Relations Campaign:***

**Ten Potential Topics — *Due Sunday, September 4***

Compile a list of at least ten companies, organizations, or individuals currently experiencing a public relations crisis. Provide the name of the company/organization/person along with at least a one-sentence description of each crisis. This list should be well thought out—you will select one of the crises on the list for your final public relations campaign.

**Final Three Topics and Proposed Solutions — *Due Sunday, October 9***

Narrow your potential list for public relations campaigns to three. Write a paragraph for each of the final three options describing the media crisis, what kind of solution you think is best (i.e. what outcomes would you like to achieve for the company/institution/individual) what kind of research is needed for each crisis, and which primary publics you plan to target to achieve the best results.

**Annotated Bibliography — *Due Monday, November 7***

You will turn in an annotated bibliography after conducting secondary research on past public relations strategies used for crisis similar to your topic. You should find at least five peer reviewed applied public relations journal articles. If you have trouble finding them, visit with me. I may allow you to substitute other sources.

The bibliography should be written in either APA or Chicago style (see Method of Delivery section below for more information). Each annotation should be between 125-175 words.

**Research Method(s) and Completed Research Model(s) — *Due Sunday, November 13***

Select an applied research approach(es) for your crisis and develop a research model(s) using one (or more) of the methods included in the book (survey, sample, questionnaire, focus group, or one-on-one interviews). See pages 154-161 of your textbook.

**Written Public Relations Plan — *Due Tuesday, November 22***

Write your public relations plan using the book's suggested organizing pattern (p. 87). Be sure to explain and answer all ten areas.

**Written Public Relations Proposal — *Due Friday, December 2***

Activate your public relations campaign by completing a written proposal as outlined on page 88 of your textbook.

**Implemented Public Relations Campaign (Final Project) — *Due Friday, December 16***

Implement your public relations campaign based on your target audience(s) and your communication methods. This is your final project and should be based on your cumulative research and planning. More information will be provided on Blackboard.

**UAM Attendance Policy:**

Students are expected to participate in all required class activities and discussions during the semester. The University does not allow for unexcused absences. Students involved in University sponsored events should be considered excused unless the proper notifications were not delivered to the instructor according to Policy XV on page 71 of the UAM Faculty Handbook.

Regardless of the reasons for a student lack of participation, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

**Course-specific Attendance Policy/Participation Requirements:**

You are expected to complete each week's readings and assignments. In addition, you are required to respond to the blog posts of three of your peers for each of the four required blog responses. **Just logging onto the class or saying "I agree" or providing a similar lack of information is not class participation/attendance. Your remarks should add to the facilitation of knowledge.**

**Feedback Schedule:**

A student can expect a response to an email within 24 hours Monday through Friday. No emails will be answered after 5 p.m. on Friday until the following Monday.

**Method of Delivering Assignments:**

Please submit work as both a Word document *and* a PDF document to Blackboard. Use Times New Roman, 12-point font with 1" side margins.

All citations used in written assignments should employ APA or Chicago style. (see <https://owl.english.purdue.edu/owl/section/2/10/> or <https://owl.english.purdue.edu/owl/resource/717/01/> for information about these methods of citation.)

All submissions should be titled with your last and first name and course title (e.g., Smith, Joe EDUC2225). Be sure to have anti-virus software installed on your computer and update it regularly.

**Work Required:**

**Academic Engagement:**

15 hours – Blogs and responses

4 hours – Quizzes

**Preparation:**

35 hours – Read assigned material

75 hours – Prepare papers, final project and other assignments

10 hours – Review notes and study for quizzes

**Overall Total Obligation:**

**139 Hours**

**Explanation of Grading Policy:**

**Grade Assignment:**

Grading Scale:

A= 90 —100

B= 80 — 89

C= 70 — 79

D= 60 — 69

F= 59 and below

**Technical Support Information:** Include the information below in your syllabus.

Blackboard Assistance: <http://www.uamont.edu/pages/resources/academic-computing/>

Contact Office of Instructional Technology; phone 870-460-1663; open Monday-Friday, 8 a.m. – 4:30 p.m.

Online Help Desk: <http://www.uamont.edu/pages/resources/academic-computing/>

**Email Assistance:**

Contact the Office of Information Technology; phone 870-460-1036; open Monday-Friday, 8 a.m. – 4:30 p.m.

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The Student Handbook for Distance Education is available at the following link: <http://www.uamont.edu/pages/resources/academic-computing/>



Minimum Technology Requirements:

For minimum technology requirements, visit:

<http://www.uamont.edu/pages/resources/academic-computing/>

**Emergency or Interruption in Computer Service Policy:**

Specify how emergencies or interruption in service will affect assignment deadlines.

For example: Prepare for unexpected problems and emergencies. Understand that problems and glitches do occur in online learning as they do in any learning environment. Have a back-up plan such as using the computers at a local library for submitting assignments in case your computer crashes or your service is interrupted.

**Library Services:** The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation:

<http://www.uamont.edu/pages/library/>

**Academic Alert System:**

The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. Students who are academically struggling, have a high absenteeism, are exhibiting disruptive behavior or are having difficulty adjusting to campus life will be reported to the Office of Academic Affairs through the Academic Alert system.

**THE CENTER FOR WRITING AND COMMUNICATION**

The Center for Writing and Communication (CWC) is a free service to University of Arkansas at Monticello students and is designed to assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process.

Memorial Classroom Building, Room 113, (870) 460-1378

<http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/>

**UNIVERSITY TUTORING CENTER**

Harris Hall, (870) 460-1454

All students have access to tutoring services on the 2nd floor of Harris Hall.

**MATH TUTORIAL LAB**

Math and Science Center, 870-460-1016

Free one-on-one tutoring is available for any mathematics class. Help with ALEKS, WebAssign, and MyMathLab is available. Math tutoring is located in the A-Wing of the Science Center.

**STUDENT HANDBOOK**

**Each student is responsible for reading the student handbook including the rules and policies regarding conduct codes and academic dishonesty.** The Student Handbook is located at the following link:

<http://uam-web2.uamont.edu/pdfs/student%20handbook.pdf>

## **UNIVERSITY BEHAVIOR INTERVENTION TEAM**

The Behavior Intervention Team (UBIT) purpose is to promote a safe and productive learning, living, and working environment by addressing the needs of students, faculty, and staff. If you or a classmate are in need of help, please submit a concern at [https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout\\_id=10](https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout_id=10) or call 870-460-1454.

**In case of emergency please call 911.**

### **Students with Disabilities:**

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any approved accommodations through the Office of Special Student Services at the beginning of the course. Any student with questions regarding accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; fax 870 460-1926.

### **COURSE CALENDAR (subject to change):**

**All work must be turned in by 11:59 P.M. CST on assigned due date.**

#### **Week 1: August 24-28**

- Read chapter 2
- Post Blog #1 by Sunday, August 28, and three responses by Wednesday August 31

#### **Week 2: August 29-September 4**

- Read chapter 3
- Complete Quiz #1 by Sunday, September 4

#### **Week 3: September 5-11**

- Read chapter 4
- Post Blog #2 by Friday, September 9, and three responses by Tuesday, September 13

#### **Week 4: September 12-18**

- Read chapter 5
- Post Blog #3 by Sunday, September 18, and three responses by Thursday, September 22

#### **Week 5: September 19-25**

- Read Chapter 6

#### **Week 6: September 26-October 2**

- Complete Quiz #2 by Wednesday, September 28

#### **Week 7: October 3-October 9**

- Read chapter 7
- ***Turn in Final Three Topics and Proposed Solutions by Sunday, October 9.***

**Week 8: October 10-16**

- Read chapters 8 & 10
- Post Blog #4 by Saturday, October 15, and three responses by Wednesday, October 19.

**Week 9: October 17-23**

- Read Chapter 11

**Week 10: October 24-October 30**

- Read chapter 13
- *Work on research method and model*

**Week 11: October 31-November 6**

- Read chapter 14
- *Work on research method and model*

**Week 12: November 7-13**

- Read chapter 15
- *Turn in Research Method(s) and Completed Research Model(s) by Sunday, November 13.*

**Week 13: November 14-22**

- Read chapter 16
- *Turn in Written Public Relations Plan by Tuesday, November 22.*

**Week 14: November 28-December 4**

- *Turn in Written Public Relations Proposal by Friday, December 2.*

**Week 15: December 5-16**

- *Turn in Implemented Public Relations Campaign (Final Project) by Friday, December 16.*

**COMM 3413**  
**Intercultural Communication/ Summer I 2016**

Time: online  
Instructor: Mr. Jim Evans  
Office: Wells 202  
Office Hours

Location: online  
[evans@uamont.edu](mailto:evans@uamont.edu)  
Phone: 460-1589 office/723-8774 cell  
Email or call between 9am and 9pm M-F

Other Times By Appointment

**Text:** Martin, J. & Nakayama, T. *Intercultural communication in contexts Fifth Edition*

**COURSE DESCRIPTION:** The overall objective of this course is to introduce the basic concepts and skills within the process of human communication in an intercultural context. Culture may be defined as a system of taken-for-granted assumptions about the world that influences how people think and act. Those assumptions arise from the shared experiences of a group of people. Because different groups speak different languages and have different experiences, they construct different visions of the world and live those out in a common culture. When people from different cultures come in contact with one another (which they inevitably do), those distinctive visions of the world and ways of doing things may collide, or combine over time, or coexist harmoniously. Each of these potential outcomes happens through, and at least partly because of, communication.

This course looks at intercultural communication from a perspective of four premises: that culture happens through communication; that by understanding culture and how it shapes communication, you come to understand communication better; that intercultural communication can happen visibly as well as invisibly; and that knowing about communication and about culture can (sometimes) make intercultural communication go more smoothly.

This course provides students with the information necessary to move from sound theory into effective practice.

**GOALS AND OBJECTIVES:** At the end of this course, students will demonstrate (through written and oral assessment rubrics) the ability to:

13. Clarify theories, approaches, skills and strategies of intercultural communication, as discussed in the textbook and class;
14. Learn to honor and share their own culture while developing a capacity to be inclusive of many other cultures
15. Progress from an ethnocentric toward an ethno-relative state of understanding and acceptance of cultural differences
16. View cultural differences objectively and understand that differences are not hierarchical
17. Identify and appreciate the beliefs, values and norms of their own culture
18. Recognize and articulate differences and commonalities in dominant cultural patterns
19. Articulate differences in cultural norms as well as belief and value systems
20. Seek out information from a variety of sources, including print, media, personal interviews and site visitations such as the internet, museums, restaurants, schools and organizations
21. Evaluate information gathered about a culture in light of its being valid or stereotypical in nature

Students who earn the Bachelor of Arts in Speech Communication should:

1. Send and receive both verbal and nonverbal messages that meet critical standards;
2. Demonstrate facility in using major theories in message analysis;

3. Identify and resolve conflict issues in message construction and reception;
4. Demonstrate significant skill in adapting messages to any type of communication – i.e. intrapersonal through mediated;
5. Create formal messages using credible research methods and solid reasoning to draw conclusions

### Grade Breakdown

Assignments	Points
<b>Exam #1</b>	<b>100</b>
<b>Exam #2</b>	<b>100</b>
Daily discussion posts	<b>160</b>
<i>Total</i>	<b>360</b>

**Grading Scale: A 90% and above, B 80%-89%, C 70% - 79%, D 60% - 69%, F 59% and below**

#### WHAT DO LETTER GRADES MEAN?

**A** represents outstanding distinction and excellence. 90-100%

- These are not impossible to achieve but are rare and difficult to come by.

**B** signifies levels of solid accomplishment and goodness. 80- 89%

- Good is more common than excellent but more rare than average. While there is merit to hard work and long hours, it does not always guarantee success. Goodness refers to the combined results not just the effort.

**C** signifies "average- simple, common, adequate but ordinary 70-79%

- Average is not usually an appealing rank to artists who strive for extraordinary and unique. C is however a very respectable point. Recognize what more is needed; plan to move ahead, improve and grow.

**D** represents results less than standard and/or mediocre- just passable 60-69%

- Perhaps priorities about school or life have not been established. Recognize however, that a D can also mean that you truly do not understand what is expected. You should make an office appointment to discuss how you might take action on your future and upcoming assignment problems.

**F** is a clear failure. < 59%

-It represents lack of effort/interest. It is a cause for deep concern.

**Assessments:**

**Exams:**

Administered on-line.

Open book and open note.

**Homework:**

Response papers (listed below) other assignments at my discretion.

**Participation:**

You are expected to post comments to the Discussion Board at least 4 times each week.

**Just logging onto the class or saying “I agree” or similar lack of information is not class participation/attendance. Your remarks should add to the course discussion.**

**Work Required:**

**On-line class: - 47 Hours**  
**Participate in class discussion boards.**  
**Take exams**  
**Preparation: - 153 Hours**  
**Read required materials for class**  
**Prepare papers and other assignments**  
**Review notes and study for test**  
**Overall Total Obligation:**  
**200 Hours**

#### **FORMAT**

- 1. All posts should be using 12-point type size.
- 2. Use formal writing, paragraph form, grammar, spelling and punctuation (remember to use the spelling/grammar check function on your computer – but don't rely on its accuracy). Be sure to proofread carefully.
- 3. Include your name.

#### **Daily discussion posts:**

**For each daily chapter reading and lecture you must do two posts on the discussion board of blackboard. The first is a response to something that interested you about the days lecture or reading. The second is a response to someone else's response post (about 200 words or so each should be plenty).**

#### **Here's what I'll look for in the response posts:**

- **Grammar and style. Poorly constructed sentences can be an obstacle to meeting all the criteria that follow.**
- **Clarity. These short papers can be written in a conversational tone, but clarity is key. Clear writing reflects clear thinking.**
- **Evidence that you've read the material carefully. I don't expect you to respond to each and every point made in each assigned reading or lecture, but a paper that lacks any meaningful reference to at least some of the more subtle details of the assigned readings will make me wonder.**
- **Application. Are you able to apply the concepts you've learned to real-world events, including your own experiences?**
- **Evidence that you've thought critically about the material. While it should be clear from reading your paper that you're familiar with the material as it was presented, don't forget the "response" part. This is where your informed opinion counts, and where you get to show off those critical thinking skills. Keep in mind that critical thinking doesn't necessarily mean negative thinking.**

#### **INSTRUCTOR FEEDBACK SCHEDULE**

**All emails, discussion postings, assignments, etc. will be addressed within 24 hours Monday-Friday and within 72 hours Weekends and Holidays. The instructor will be available for phone calls, emails, between 9-am and 9 pm M-F.**

#### **EMERGENCY OR INTERRUPTION IN COMPUTER SERVICE POLICY**

Prepare for unexpected problems and emergencies. Understand that problems and glitches do occur in online learning, as they do in any learning environment. Have a back-up plan, such as using the computers at a local library, for submitting assignments in case your computer crashes or your service is interrupted.

#### **METHODS OF INSTRUCTION**

Daily textbook reading, audio lectures and assignments will be posted on blackboard. Questions can be asked via e-mail or phone.

## **ACADEMIC DISHONESTY**

1. **Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:**
  - a. **Copying from another student's paper.**
  - b. **Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor.**
  - c. **Collaboration with another student during the examination.**
  - d. **Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material.**
  - e. **Substituting for another person during an examination or allowing such substitutions for oneself.**
2. **Collusion: Collusion is defined as obtaining from another party, with out specific approval in advance by the instructor, assistance in the production of work offered for credit, to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name in on the work submitted.**
3. **Duplicity: To offer for credit identical or substantially unchanged work in two or more courses, with out specific advanced approval of the instructors involved.**
4. **Plagiarism: To adopt and reproduce as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.**

**\*\*\*Students with disabilities Note: It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926.**

**Note: This course fulfills specific BA requirements. For more information, consult the current academic catalogue.**

**Note: The following action is prohibited under the Student Conduct Code: Disorderly Conduct: Any behavior which disrupts the regular or normal functions of the University community, including behavior which breaches the peace or violates the rights of others.**

### **Academic Alert System:**

The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. Students who are academically struggling, have a high absenteeism, are exhibiting disruptive behavior or are having difficulty adjusting to campus life will be reported to the Office of Academic Affairs through the Academic Alert system.

**Note: UAM will no longer mail grade reports to all students. You may access your grades through Campus Connect on the UAM homepage: <http://www.uamont.edu>. To have your grades mailed to you, complete the grade request form available in the Registrar's Office in Monticello or the Student Services offices in Crossett and McGehee**

*Controversial subjects* will be discussed in class and personal information may be revealed. Please demonstrate respect for the ideas and values of your colleagues through courteous discussion. You may not agree with the ideas, values and beliefs of others, but it is absolutely critical to the reasoned process of inquiry to demonstrate respect. As we discuss controversial subjects, some discomfort is expected. It is impossible to learn anything new without experiencing some dissonance. However, I

caution you regarding two things: 1) If at any time you fail to demonstrate respect through verbal or nonverbal messages which become disruptive, hurtful, or contrary to good order, you will be asked to leave; 2) If at any time you feel excessive distress over the material, the teaching style, one of your colleagues or an assignment, feel free to ask for an alternative assignment or to be excused for that portion of the instruction.

#### **IMPORTANCE OF THE SYLLABUS**

Each student is responsible for reading the course syllabus, understanding its contents, and for complying with the requirements set forth therein. This syllabus is the social contract between you, the student, and me, the class facilitator. Once you receive it – YOU become a responsible party to the contract. Every effort will be made to strictly adhere to the terms outlined in the syllabus; however, sometimes changes are necessary. If changes are necessitated, they will be discussed in class. It is your responsibility to keep up with those changes. Absence is not an acceptable excuse for not keeping up with changes to the syllabus.

**PLEASE REMEMBER** – this syllabus is a tentative document, which reflects my best effort. The schedule, policies and procedures, and assignments may be modified at any time at my discretion to better facilitate the class or to deal with unexpected circumstances or emergencies. It is my personal commitment to give you my very best effort towards your educational experience. I will keep you informed throughout the process.

## **Additional Technical information**

### **UAM TECHNICAL SUPPORT INFORMATION**

- Issues with usernames, passwords, or UAM Email:
  - **Help Desk** at [helpdesk@uamont.edu](mailto:helpdesk@uamont.edu) or phone 870-460-1036. Open Monday-Friday, 8 a.m.-4:30 p.m.

- Issues with BLACKBOARD:
  - **Help Desk** at [blackboard@uamont.edu](mailto:blackboard@uamont.edu) or phone 870-460-1286

<http://www.uamont.edu/AcademicComputing/>

#### **Summer IT hours**

Sunday	Closed
Monday - Friday	8:00AM - 4:30PM
Saturday	Closed

### **MINIMUM TECHNOLOGY REQUIREMENTS for Blackboard**

#### **Online Instruction**

Access to a working computer with Internet capability. Operating System: Windows 2000, XP, Vista or Macintosh OS X

- Hardware: 256 MB of RAM, 1GB free hard disk space
- Microsoft Office 2007 recommended
- Connection to the Internet: (broadband connection, such as RoadRunner, Satellite Internet or DSL, is preferred). Broadband connections are recommended for assessments.



## **Tentative schedule**

### **Week 1**

#### **Readings**

Introduction to the Course

Chapter 1

Chapter 2

#### **Assignments**

Posts on blackboard

### **Week 2**

#### **Readings**

Chapter 3

Chapter 4

Test 1

#### **Assignments**

Posts on blackboard

### **Week 3**

#### **Readings & Lectures**

Chapter 5

Chapter 6

#### **Assignments**

Posts on blackboard

### **Week 4**

#### **Readings & Lectures**

Chapter 7

Chapter 8

Test 2

#### **Assignments**

Posts on blackboard

**Course Syllabus  
COMM 3453 Persuasion  
Spring 2016**

**Instructor:** Keith Milstead  
**Office:** Wells 201  
**Phone:** 870-224-3123  
**Email:** [milstead@uamont.edu](mailto:milstead@uamont.edu)  
**Office Hours:** MTWHF 1:00pm-3:00pm

**Textbook: Timothy A. Borchers, Persuasion in the Media Age, 2e. Waveland, 2011.  
ISBN: 978-1-57766-767-4**

**Course Philosophy / Student Learning Objectives:** This course will equip you to be both an effective and ethical practitioner of persuasion and also a critical and savvy consumer of persuasion. These goals will be accomplished by surveying research, theory, and practice from interpersonal and rhetorical perspectives of communication. The interpersonal perspectives will focus on social influence and compliance gaining while rhetorical perspectives will focus on persuasion, argumentation, and evidence. This class will focus on developing your proficiency in communication theory, persuasive speech organization, delivery (both verbal and nonverbal), critical thinking and listening. These goals will be achieved through classroom discussions, lecture notes, additional web/written materials, tests/quizzes, and comprehensive projects.

Students who complete this class should develop the ability to:

- Enhance their credibility through persuasive appeals that adhere to professional and ethical norms.
- Understand the dynamics of attitude formation and variables likely to influence attitudes.
- Analyze opportunities for influence and implement effective strategies for building support.
- Adapt persuasive messages to different audiences, media and constraints.
- Analyze the ethical quality of a persuasive message, whether critically assessing someone else's message or determining how to craft an original persuasive appeal.
- Distinguish between and properly analyze the differences between persuasion and propaganda.

Prerequisites: COMM 1023

**TECHNICAL SUPPORT INFORMATION:**

Issues with Blackboard:

Contact Office of Academic Computing; phone 870-460-1036.

Open Monday-Friday, 8 a.m.-4:30 p.m.

**Help Desk** at [blackboard@uamont.edu](mailto:blackboard@uamont.edu) or phone 870-460-1286.

The computer section in the Library is open during regular Library hours. Click here to see when the Taylor Library is open: <http://www.uamont.edu/library/>

Issues with Email: Contact the Office of Information Technology; phone 870-460-2036; open Monday-Friday, 8 a.m. – 4:30 p.m.

The Student Handbook for Distance Education is available at the following link:

<http://www.uamont.edu/AcademicComputing/>

**MINIMUM TECHNOLOGY REQUIREMENTS:**

Access to a working computer with Internet capability.

Operating System: Windows 2000, XP, Vista or Macintosh OS X

Hardware: 256 MB of RAM, 1GB free hard disk space

Microsoft Office 2007 recommended  
Connection to the Internet: (broadband connection, such as RoadRunner, Satellite Internet or DSL, is preferred). Broadband connections are recommended for assessments.

**NOTE: In addition to the textbook, the class will rely heavily on classroom discussions, lectures, and activities that require adequate student involvement and attention, thus making attendance imperative.**

**Course Expectations:**

*11. Required texts and materials*

- a. Purchase the required text.
- b. Ability to take notes on all lectures and actively participate in discussions.
- c. Please note that everyone is required to write a term paper and engage in other classroom projects as they arise.

*12. Late Assignments and Attendance Policies:*

- a. Regular and punctual attendance is expected at all times. The instructor will make all determinations regarding the acceptability of excuses. The below policies will be applied to all students, even if one's absences lead to a lower grade for the course.
- b. Students are allowed 2 unexcused absences without penalty with the notable expectation of scheduled presentations dates (however the student is still accountable for all missed work and assignments). It is the responsibility of the student to contact the instructor to obtain information regarding the assignments that were given in the class.
- c. Each unexcused absence (after above) will result in the loss of 20 attendance points. Three tardy marks will be considered one absence.
- d. Each assignment is due at the beginning of the designated class period and will be considered late when that class period begins. If the student has an excused absence, they should consult with the instructor. Each class period that an assignment is late will reduce the evaluation of the assignment one-letter grade.
- e. Unexcused absences on dates of quizzes, presentations, midterm, and final will result in loss of grade for those items
- f. All outlines, written assignments and follow-up critiques must either be typed or finalized on a word-processor/printer. Outlines and critiques must contain the students first and last name, class, and identification of the assignment in the upper right hand corner of the paper. **Hand written material will not be accepted.**

*13. Class deportment*

- a. The following action is prohibited under the Student Conduct Code:  
"Disorderly Conduct: Any behavior which disrupts the regular or normal functions of the University community, including behavior which breaches the peace or violates the rights of others."

- b. Respect for others through active listening and audience analysis is mandatory at all times. Additionally, students are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.
- c. Children are not permitted in the class.
- d. Consumptions of beverages, snacks or other consumables are not permitted during presentations.
- e. Dress and appearance should add to a presentation, not detract.
- f. Cell phone must be turned off before entering the classroom.
- g. Plagiarism and other ethical violations will be dealt with in a manner consistent with the guidelines of the university.

#### ACADEMIC DISHONESTY:

- 5. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
  - a. Copying from another student's paper;
  - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
  - c. Collaboration with another student during the examination;
  - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
  - e. Substituting for another person during an examination or allowing such substitutions for oneself.
- 6. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
- 7. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
- 8. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

#### 4. Course Content

- m. There will be four tests, which will cover the assigned course notes.
- n. There will be one comprehensive final exam.
- o. Each student will be expected to compose a term paper that will be explained early in the semester.

#### 5. Course Grading

- Discussion Participation 200
- Written Elements 600
  - Media Analysis (250)
  - Term Paper (350)
- Testing elements 700
  - Test 1 (100)
  - Test 2 (100)
  - Test 3 (100)

- Test 4 (100)
  - Final (300)
- Total 1500

## FEEDBACK SCHEDULE

Most often, a student can expect a response to email within 24 hours Monday through Friday. No emails will be answered after 5 p.m. on Friday until the following Monday.

## METHOD OF DELIVERING ASSIGNMENTS

Please submit work as a word document sent to Blackboard. Use Times New Roman, 12 point font with 1" side margins. All submissions should be titled with your last and first name and course title (e.g., Smith, Joe COMM2225).

## GRADE ASSIGNMENT

Grading Scale:

A= 90—100

B= 80 — 89

C= 70 — 79

D= 60 — 69

F= 59 and below

### **Students with Disabilities:**

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926.

### **Please note a change in the last line for the colleges of technology:**

McGehee: Office of Special Student Services representative on campus; phone 870 222-5360; fax 870 222-1105.

Crossett: Office of Special Student Services representative on campus; phone 870 364-6414; fax 870 364-5707.

## STUDENT CONDUCT STATEMENT

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

## ACADEMIC DISHONESTY

1. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
  - a. Copying from another student's paper;
  - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
  - c. Collaboration with another student during the examination;
  - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;

- e. Substituting for another person during an examination or allowing such substitutions for oneself.
- 2. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
- 3. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
- 4. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will be immediate failure of the class and reporting to the University.

### **Spring 2016 CALENDAR**

January 6 (Wed) – Admission application deadline. First day of sessions 1 and 8W1 classes.

January 7 (Thurs) – First day of session C1 classes

January 8 (Fri) – Last day to register or add classes. Tuition and fees due.

January 11 (Mon) – First day of session 6W1 and C2 classes.

January 18 (Mon) – Martin Luther King Holiday. Offices and classes closed.

February 5 (Fri) – Last day to drop a session 6W1 class. Grade will be W.

February 11 (Thurs) – Last day to drop a session 8W1 class. Grade will be W.

February 16 (Tues) – Last day to drop a session C1 class. Grade will be W.

February 19 (Fri) – Last day of session 6W1 classes. Deadline to apply for August and December graduation.

February 29 (Mon) – Last day of sessions 8W1. First day of session M1 classes.

March 1 (Tues) – First day of session 8W2 classes.

March 2 (Wed) – Last day to drop a session C2 class. Grade will be W

March 4 (Fri) – Last day of session C1 classes.

March 10 (Thurs) – Last day to drop a session M1 class. Grade will be W.

March 11 (Fri) – Last day of session M1 classes.

March 16 (Wed) – Last day to drop a session 1 class or withdraw from the term (not applicable to other sessions). Grade(s) will be W

March 21-25 (Mon-Fri) – Spring Break

April 1 (Fri) – Last day of session C2 classes.

April 4 (Mon) – Preregistration for Summer and Fall begins

April 12 (Tues) – Last day to drop a session 8W2 class. Grade will be W

April 15 (Fri) – Preregistration for Summer and Fall ends.

April 26 (Tues) – Last day of sessions 1 and 8W2 classes.

April 27- May 3 (Wed-Tues) – Final Exams

May 6 (Fri) - Commencement

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**University of Arkansas-Monticello**  
**Communications Department/Arts & Humanities**  
**COMM 2283 Business & Professional Communication**  
**Fall 2016**

**Instructor:** Keith Milstead

**Office:** Wells 201

**Phone:** 870-224-3123

**Email:** [milstead@uamont.edu](mailto:milstead@uamont.edu)

**Office Hours:** MTWHF 9:00am-10:00am, 1:00pm-3:00pm

**Course Title and Credit Hours:** COMM 2283, 3 credit hours

**Textbook:** Business & Professional Communication, Beebe & Mottet; Pearson, 2<sup>nd</sup> ed;  
**9780205865505**

**Course Description:** Oral communication needs of professional persons. Practice in the construction and delivery of various types of speeches and participation in group conferences, discussions, and interviews.

**Course Philosophy / Outcomes:** This course is intended as a highly practical means of helping you to perform as effectively as possible in a situation demanding the ability to speak to an audience, large or small. The goal of the course is to provide a fundamental introduction to the theory and practice of communication techniques applicable to situations utilizing interpersonal, small group and public speaking skills. This class will focus on developing your proficiency in communication theory, speech organization, delivery (both verbal and nonverbal), critical thinking and listening. These goals will be achieved through classroom discussions, lecture notes, additional web/written materials, tests/quizzes, and comprehensive projects.

This course is designed to improve the student's written and verbal communication in the business environment. Since effective communication skills help further one's career, every effort will be made to increase the student's awareness of appropriate professional techniques in procuring employment and ensuring proper job performance, particularly from a leadership perspective.

**Student Learning Outcomes:**

ORAL COMMUNICATION--Students shall be able to select, organize, and effectively deliver information in a businesslike manner with appropriate language, articulation, nonverbal communication and visual aids.

LISTENING--Students shall develop and/or improve listening skills.

NONVERBAL COMMUNICATION--Students shall be able to use and interpret nonverbal communication appropriately and accurately. Nonverbal communication includes the students' appearance on presentation days.

WRITTEN COMMUNICATION – Students shall write in clear, concise language: memorandum, resume, cover letter, report, full sentence outline and bibliography, and essay examination.

INTERPERSONAL COMMUNICATION – Students shall explore their communication style and how they communicate with others on a daily basis.

This syllabus is designed as a reference for this course. In the event that a situation arises that is not within or is not clearly referenced in this document the instructor reserves the right to clarify and decide future action for classroom operation.

**NOTE:It is imperative that you stay active and attend classes. Lecture notes and handouts will provide the primary learning and thus, student attendance is critical.**

Prerequisites: None

### **Blackboard Supplemental Student Success Support:**

This course also has a Blackboard Supplemental Resource Component to support your success. Please regularly check the course component on Blackboard for announcements, supplemental resources, notes, class discussions, etc.

### **TECHNICAL SUPPORT INFORMATION:**

Issues with Blackboard:

Contact Office of Academic Computing; phone 870-460-1036.

Open Monday-Friday, 8 a.m.-4:30 p.m.

**Help Desk** at [blackboard@uamont.edu](mailto:blackboard@uamont.edu) or phone 870-460-1286.

The computer section in the Library is open during regular Library hours. Click here to see when the Taylor Library is open: <http://www.uamont.edu/library/>

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The Student Handbook for Distance Education is available at the following link:

<http://www.uamont.edu/AcademicComputing/>

### **MINIMUM TECHNOLOGY REQUIREMENTS:**

Access to a working computer with Internet capability.

Operating System: Windows 2000, XP, Vista or Macintosh OS X

Hardware: 256 MB of RAM, 1GB free hard disk space

Microsoft Office 2007 recommended

Connection to the Internet: (broadband connection, such as RoadRunner, Satellite Internet or DSL, is preferred). Broadband connections are recommended for assessments.

### **Course Expectations:**

#### *14. Required texts and materials*

- a. Ability to take notes on all lectures and actively participate in discussions.
- b. Please note that everyone is required to participate in a comprehensive group project and other classroom projects as they arise.

#### *15. Late Assignments and Attendance Policies:*

##### **UAM Attendance Policy:**

Students are expected to participate in all required class activities and discussions during the semester. The University does not allow for unexcused absences. Students involved in University sponsored events should be considered excused unless the proper notifications were not delivered to the instructor according to Policy XV on page 71 of the UAM Faculty Handbook.

- a. Regular and punctual attendance is expected at all times. The instructor will make all determinations regarding the acceptability of excuses. The below policies will be applied to all students, even if one's absences lead to a lower grade for the course.
- b. Students are allowed 2 unexcused absences without penalty with the notable expectation of scheduled presentations dates (however the student is still accountable for all missed work and assignments). It is the responsibility of the student to



contact the instructor to obtain information regarding the assignments that were given in the class.

- c. Each unexcused absence (after above) will result in the loss of 20 attendance points. Three tardy marks will be considered one absence.
- d. Each assignment is due at the beginning of the designated class period and will be considered late when that class period begins. If the student has an excused absence, they should consult with the instructor. Each class period that an assignment is late will reduce the evaluation of the assignment one-letter grade.
- e. Unexcused absences on dates of quizzes, presentations, midterm, and final will result in loss of grade for those items
- f. All outlines, written assignments and follow-up critiques must either be typed or finalized on a word-processor/printer. Outlines and critiques must contain the students first and last name, class, and identification of the assignment in the upper right hand corner of the paper. **Hand written material will not be accepted.**

**Work Required:**

**Academic Engagement: 50 HOURS**

**Example -- Attend class**

**Example --Take quizzes and exams**

**Preparation: 90 HOURS**

**Example -- Read required materials for class**

**Example -- Prepare papers, projects and other assignments**

**Example -- Review notes and study for test**

**Overall Total Obligation:**

**Should be at least 135 hours for a 3 credit course per semester**

*16. Class deportment*

- a. The following action is prohibited under the Student Conduct Code:  
“Disorderly Conduct: Any behavior which disrupts the regular or normal functions of the University community, including behavior which breaches the peace or violates the rights of others.”
- b. Respect for others through active listening and audience analysis is mandatory at all times. Additionally, students are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.
- c. Children are not permitted in the class.
- d. Consumptions of beverages, snacks or other consumables are not permitted during presentations.
- e. Dress and appearance should add to a presentation, not detract.
- f. Cell phone must be turned off before entering the classroom.
- g. Plagiarism and other ethical violations will be dealt with in a manner consistent with the guidelines of the university.

#### 4. Course Content

- p. There will be four tests, which will cover the assigned course notes.
- q. There will be one comprehensive final exam.
- r. Each student will be expected to be active and add to the discussions in class.
- s. There is a group project that will include a written report and presentation.

#### 5. Course Grading

- Discussion Participation 200
- Written Elements 375
  - Cover letter and Resume (125)
  - Group Project Report (250)
- Testing elements 700
  - Test 1 (100)
  - Test 2 (100)
  - Test 3 (100)
  - Test 4 (100)
  - Final (300)

*Total 1275*

#### FEEDBACK SCHEDULE

Most often, a student can expect a response to email within 24 hours Monday through Friday. No emails will be answered after 5 p.m. on Friday until the following Monday.

#### METHOD OF DELIVERING ASSIGNMENTS

Please submit work as a word document. Use Times New Roman, 12 point font with 1" side margins. All submissions should be titled with your last and first name and course title (e.g., Smith, Joe COMM2225).

#### GRADE ASSIGNMENT

Grading Scale:

A= 90—100

B= 80 — 89

C= 70 — 79

D= 60 — 69

F= 59 and below

#### **Academic Resources:**

##### **Email Assistance:**

Contact the Office of Information Technology; phone 870-460-1036; open Monday-Friday, 8 a.m. – 4:30 p.m.

**Library Services:** The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation:

**<http://www.uamont.edu/pages/library/>**

##### **Academic Alert System:**

The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. Students who are academically struggling, have a high absenteeism, are exhibiting disruptive behavior or are having difficulty adjusting to campus life will be reported to the Office of Academic Affairs through the Academic Alert system.

### **THE CENTER FOR WRITING AND COMMUNICATION**

Memorial Classroom Building, Room 113, (870) 460-1378

Home Page: <http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/>

Mailing Address: P. O. Box 3460, Monticello, AR 71656

The Center for Writing and Communication (CWC) is a free service to University of Arkansas at Monticello students. The CWC is staffed by UAM undergraduates who have received special training in peer writing tutoring. The CWC can assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Consultants can work with writers face to face or online, and a typical session with a consultant lasts thirty to sixty minutes. To have the best session possible, students seeking help should bring all materials, including the course syllabus, assignment sheets, and any drafts previously completed. The CWC also has a suite of laptops and computers for students working on writing projects and a resource library of up-to-date citation guides, grammar handbooks, and guides for writing in many disciplines and majors.

### **GENERAL EDUCATION TUTORIAL LAB**

Harris Hall, (870) 460-1454

Any student who desires to be successful in his/her general education classes can receive assistance through tutoring services available on the 2nd floor of Harris Hall. Please watch for emails from Laura Hughes detailing this semester's tutoring availability.

### **Students with Disabilities:**

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926.

### **Please note a change for the colleges of technology:**

McGehee: Office of Special Student Services representative on campus; phone 870 222-5360; fax 870 222-1105.

Crossett: Office of Special Student Services representative on campus; phone 870 364-6414; fax 870 364-5707.

## **STUDENT CONDUCT STATEMENT**

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

## **STUDENT HANDBOOK**

**Each student is responsible for reading the student handbook including the rules and policies regarding conduct codes and academic dishonesty.** The Student Handbook is located at the following link:

<http://uam-web2.uamont.edu/pdfs/student%20handbook.pdf>

## **UNIVERSITY BEHAVIOR INTERVENTION TEAM**

The Behavior Intervention Team (UBIT) purpose is to promote a safe and productive learning, living, and working environment by addressing the needs of students, faculty, and staff. If you or a classmate are in need of help, please submit a concern at [https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout\\_id=10](https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout_id=10) or call 870-460-1454.

**In case of emergency please call 911.**

## ACADEMIC DISHONESTY

9. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
  - a. Copying from another student's paper;
  - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
  - c. Collaboration with another student during the examination;
  - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
  - e. Substituting for another person during an examination or allowing such substitutions for oneself.
10. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
11. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
12. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will be immediate failure of the class and reporting to the University.

## Fall 2016 CALENDAR

August 15 (Mon) - Schedule changes for preregistered students.  
August 16-19 (Tues-Fri) - Professional Development for faculty and staff.  
August 22 (Mon) - New student orientation. Schedule changes.  
August 23 (Tues) - Open registration.  
August 24 (Wed) – Admission application deadline. First day of classes for sessions 1, 8W1, and M2.  
August 26 (Fri) – Last day to add classes.  
Tuition and fees due by 3:30 pm for all registered students.  
Students will be dropped at the end of the day unless payment or other payment arrangements have been made.  
August 29 (Mon) – First day of session 6W1 classes. First day of session C2 classes.  
September 5 (Mon) - Labor Day Holiday. Offices and classes closed.  
September 23 (Fri) – Last day to drop a session 6W1 class. Grade will be W.  
September 28 (Wed) – First day of session C1 classes.  
Last day to drop a session 8W1 class. Grade will be W.  
September 30 (Fri) - Deadline to apply for May graduation.  
October 13 (Thurs) – Last day to drop a session M2 class. Grade will be W.  
October 17 (Mon) – Last day of session 8W1 classes. First day of session M1 classes.  
October 18 (Tues) – First day of session 8W2 classes. Last day to drop a session C2 class. Grade will be W.

October 19 (Wed) - Last day to drop a session C2 class. Grade will be W.  
October 27 (Thurs) – Last day to drop a session M1 class. Grade will be W.  
October 28 (Fri) – Last day of session M1 classes.  
November 2 (Wed) - Last day to drop a session 1 class or withdraw from the term (not applicable to other sessions). Grade(s) will be W.  
November 7 (Mon) - Preregistration for Spring begins.  
November 9 (Wed) – Last day to drop session C1 classes. Grade will be W.  
November 10 (Thurs) – Last day of session M2 classes.  
November 11 (Fri) – First class day for session M3 classes.  
November 17 (Thurs) – Last day of session C2 classes.  
November 18 (Fri) - Preregistration for Spring ends.  
November 21 (Mon) – Last day to drop session 8W2 classes. Grade will be W.  
November 23 (Wed) - Classes closed.  
November 24-25 (Thurs-Fri) - Thanksgiving Holiday. Offices and classes closed.  
December 6 (Tues) – Last day to drop a session M3 class. Grade will be W.  
December 8 (Thurs) – Last day of session C1 classes.  
December 9 (Fri) - Last day of classes.  
December 12-16 (Mon-Fri) - Final exam period.  
December 16 (Fri) – Last day of class for session M3 classes.  
December 17 (Sat) - Commencement  
December 21 (Wed) - Fall conferral of degrees.

UAM will no longer mail grade reports to all students. You may access your grades through Campus Connect on the UAM homepage, <http://www.uamont.edu/>. To have your grades mailed to you, complete the grade request form available in the Registrar's Office in Monticello or the Student Services offices in Crossett and McGehee.

# Newswriting

COMM 3013 ☐ Fall 2014 ☐ MWF 9:10-10 am



*Brian Smith for New York Daily News*

A demonstrator sleeps wrapped in the American flag with other Occupy Wall Street demonstrators as people go to work in New York City's financial district, Oct. 11, 2011.

## Practicing Journalism, Protecting Democracy

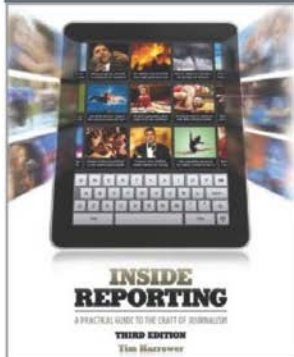
Journalism is a constitutional right to ensure transparency in our democracy. It is a practice not an art. Journalism requires learning new information every day. Mastering the required skills is not a simple task.

In our Internet age of information saturation and instantaneous access, demand for high-quality, fast-breaking news has never been greater. Nor has the temptation to cut corners and deliver something less than excellent.

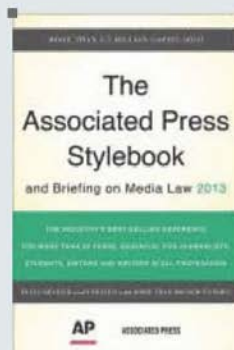
In this class you will learn the fundamentals of news reporting and writing. You will learn how to identify a story and its essential elements, place it in a meaningful context, and write concise but compelling news stories on deadline. You will learn the basics of newswriting and create a professional-quality portfolio that demonstrates your understanding of news and newswriting to future employers.

<p><b>P. 2 Course Expectations</b></p> <p>Required textbooks Attendance Deadlines &amp; Late Work</p>	<p><b>P. 3 Grading &amp; Instructor</b></p> <p>Quizzes Tests Writing Assignments Contact Information</p>	<p><b>P. 4 Assignments</b></p> <p>Assignments Extra Credit</p>	<p><b>P. 5 UAM Policies</b></p> <p>Students with Disabilities Technical Information Student Conduct Grading Scale</p>
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## Required Textbooks



Harrower, T. (2013). *Inside Reporting: A Practical Guide to Journalism*. McGraw-Hill: New York, NY. ISBN: 978-0073526171



*The Associated Press Stylebook and Briefing on Media Law* (2013). Basic Books. ISBN: 0465082998

## Course Expectations

This is a media course, heavy on video and multimedia. It is your responsibility to have access to an Internet connection and word processing software. You must also have access to Blackboard and a multimedia device with a camera and video recorder, such as a smartphone.

### Attendance

You are expected to attend class every session. You may miss up to 5 classes, excused or unexcused. You will lose

10 points for every class missed after 5 classes. If you know that you have several excused absences throughout the semester, make sure to plan your absences accordingly.

If you have a legitimate illness that will require you to exceed 5 absences, you must provide written documentation and a plan for new deadlines for your assignments. In-class assignments may not be made up.

## Deadlines & Late Work

Late work is not acceptable. This class, like the field is driven by deadlines. You must turn your work in on time. If you have an excused, legitimate reason that you cannot turn in your work or take a test on the day it is due, you must contact me in a timely manner **before** the deadline.

You must provide a written excuse (documented illness, school trip, etc.) and a suggested new deadline. A timely manner means that you must send a request at least 3 hours before the deadline. If you have an emergency (e.g. a car crash before a test, projectile

vomiting, etc.), you must also provide written documentation and a suggested new deadline for turning in any missed work.

In-class work, and discussions may not be made up for any reasons. It must be turned in by the assigned deadline or you will receive a 0 for the assignment.

Technical difficulties, email outages, internet or Blackboard problems, and other computer issues are not considered emergency circumstances.



*Rich Lam for  
Getty Images*

A couple kisses in the street after being knocked down by riot police during the 2011 hockey riots in Vancouver, Canada.

## Grading & Instructor

### Quizzes

You will have a weekly AP style and a current events quiz. It will be posted to Blackboard and open book. However, you will have a 10-minute time limit for each quiz, so you must know the material to answer the questions. Each quiz will be due Monday before class.

### Tests

You will have a midterm and final exam. Both are cumulative and worth 10% of your final grade.

### Writing Assignments

You will write both in class, out of class, and online (class blog on Blackboard). The in-class and class blog assignments will give you the chance to try out a variety of

different formats and hone your “writing chops” before tackling the out-of-class assignments.

You are responsible for checking the class schedule (posted online and on Blackboard) and turning your assignments in on time.

### Assistant Professor Julia Crouse Waddell

**Office:** Wells 110  
**Office hours:**  
MWTh 11 – 1 pm  
**Landline:** (870) 460  
1138  
**Mobile:** (863) 255  
2810, emergencies  
only  
**Skype:** jccrouse





# Assignments

## Ongoing Assignments

### Copy Edit the World

Find and correct AP style errors, typos, grammar errors, misused words and other mistakes in published materials (newspapers, magazines, PR and marketing materials, textbooks, class handouts, menus, signage, newsletters, etc.). These must be errors that YOU have spotted, not errors identified by others have pointed out online. You must find at least 3 throughout the semester (see schedule for due dates). P/F

### Top News Blog Story

Select a top news story and identify the news values that make this story newsworthy (see schedule for due dates). Resources: see “What makes a story interesting for readers” (p. 19).

## Outside Writing Assignments & Projects

- **Short News Story:** (300-350 word). You will report and write a short “on the ground” news story UAM’s campus. Details are available on Blackboard.
- **Profile:** (400-500 words). You will interview someone in a leadership position who is not a friend or family member. Review the text for interviewing and working with quotes (p. 124-125). Include description, color and quotes.
- **Broadcast (TV) story** (125 words). You will write the script for a broadcast story intended for television news program. Review the text for formats and examples (ch. 9).
- **Online Multimedia Package:** (750-1000 words, group project). You will

work with a group to create an online news or feature package with live links, sidebar/graphic, photo(s) and multimedia elements (p. 178-179). Your group will create a new blog (Wordpress website) specifically for this project.

- **Column/ Commentary:** (200-250 words). Write a topical commentary, personal meditation, or “slice of life” column (see p. 134-135). Express yourself.
- **Review:** (350-400 words). You will write a review on a movie, television show, video game or book not used for any class (see p. 136-137).
- **Long-form/Multimedia Story:** (final project, 750-800 words). You will write an original feature story, trend story or enterprise story (75 pts), with a short-form sidebar (25 pts), photo(s) or art or graphics (10 pts), and an accompanying 45 or 60 second broadcast script (15 pts).

## Extra Credit

Any graded assignment that is published in a professional venue (newspaper, the Voice, professional media blog, newsletter, bulletin, etc.) during the semester will receive 15 points extra credit.

You will receive 5 points for any AP error or copyediting mistake that you identify within the course. This includes your textbook, class materials, class presentations (instructor provided), etc. Only the **FIRST** person to correctly identify the mistake **AND** provide a correction will receive 5 points.

# UAM Policies & Information

## Students with Disabilities

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120.

- Monticello: (870) 460-1026; TDD 870 460-1626; Fax 870 460-1926
- McGehee: (870) 222-5360; fax 870 222-1105
- Crossett: (870) 364-6414; fax 870 364-5707

## Technical Information

If you have technical issues, contact the following:

- Blackboard: (870) 460-1663, M-F 8 - 4:30 p.m.

- Help desk: [fendley@uamont.edu](mailto:fendley@uamont.edu) or (870) 460-1663.
- Email: (870) 460-1036, M-F 8-430 p.m.

## Student Conduct Statement

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will be a 0 on the assignment in question, a loss of extra credit privileges and possible expulsion and failure from the course. A second instance will result in automatic failure of the course.

## Grading Scale

90 – 100	<b>A</b>	Quizzes	10%	Assignments will be graded based on the following criteria: quality of writing, accuracy, clarity, fairness, completeness, conciseness, sourcing & attribution, appropriate use of quotes, AP style, grammar, spelling, and appropriateness of writing to the intended audience and medium.
80 – 89	<b>B</b>	Attendance & Participation	10%	
70 – 79	<b>C</b>	Online package (group)	10%	
60 – 69	<b>D</b>	Final Project (solo)	15%	
0 – 59	<b>F</b>	Short pieces	15%	
		In-class writing	20%	
		Exams (midterm & final)	20%	

## Schedule

Date	Topic & DUE	Readings
<b>Week 1</b> – 8/25 & 27	<ul style="list-style-type: none"> <li>• Introductions – Start gathering info for 1<sup>st</sup> news story</li> <li>• Discuss 5 Ws &amp; H, hard news,</li> </ul>	Start following the news if you don't already
<b>Week 2</b> – 9/3 & 5	<ul style="list-style-type: none"> <li>• Intro to AP style; inverted pyramid style</li> <li>• Lead-writing exercise (2 leads)</li> <li>• 9/6 Parents' Day News story assigned</li> </ul> <p><b>Due:</b> 9/5 1<sup>st</sup> Blog post (Blackboard): Student journalists attitude survey (IR p. 16, test yourself, record and compare results with classmates)</p>	IR: Ch. 1 & 2
<b>Week 3</b> – 9/8, 10 & 12	<ul style="list-style-type: none"> <li>• Inverted pyramid exercise</li> <li>• Writing &amp; rewriting, copyediting symbols</li> </ul> <p><b>Due:</b> 9/8 First draft of Parent's Day news story (peer editing)</p> <p><b>Due:</b> 9/8 AP style quiz #1*</p> <p><b>Due:</b> 9/12 Final draft Parent's Day news story</p>	IR: Ch. 3, p. 36-46, p. 162-163 AP: Review A-D
<b>Week 4</b> – 9/15, 17 & 19	<ul style="list-style-type: none"> <li>• Types of hard news leads, story structure</li> <li>• Lead exercises</li> <li>• 2<sup>nd</sup> news story assigned</li> </ul> <p><b>Due:</b> 9/15 AP Style quiz #2</p> <p><b>Due:</b> 9/19 Blog Post: Top News #1</p>	IR: Ch. 3, p. 44-64 AP: Review E-H
<b>Week 5</b> – 9/22, 24 & 26	<ul style="list-style-type: none"> <li>• Reporting basics, writing basic news stories</li> <li>• Interviewing, quotes &amp; attribution</li> </ul> <p><b>Due:</b> 9/22 AP Style Quiz #3</p> <p><b>Due:</b> 9/22 Blog post #2: Do you have what it takes to be a reporter (p. 31, test yourself, record and compare results with classmates)</p> <p><b>Due:</b> 9/26 Blog Post: Top News #3</p>	IR: Ch. 4 AP: Review I-L
<b>Week 6</b> – 9/29, 10/1 & 3	<ul style="list-style-type: none"> <li>• Diversity in news coverage</li> <li>• Law &amp; Ethics, First Amendment</li> </ul> <p><b>Due:</b> 9/29 AP Style Quiz #4</p> <p><b>Due:</b> 10/1 Blog post #5: Fog Index (IR p. 53). Post a recent excerpt of your writing and calculate your FOG index.</p> <p><b>Due:</b> 10/3 Blog Post: Copyedit the World #1</p>	IR: p. 88-89 & Ch. 7 AP: Review M-R
<b>Week 7</b> – 10/6, 8 & 10	<ul style="list-style-type: none"> <li>• Writing profiles, interviewing</li> <li>• Exam Review</li> <li>• Homecoming (on-the-ground) news story assignment</li> <li>• Form online group project teams and develop project proposal/package plan (p. 179)</li> </ul> <p><b>Due:</b> 10/16 AP Style quiz #5</p> <p><b>Due:</b> 10/6 Blog post #6 Find a profile of your favorite celebrity. Post the link and analyze what makes it a "good" (see How Complete is your</p>	IR: Ch. 6, p. 78-81 & p. 120-125 AP: Review R-U

	Profile. p. 125)	
<b>Week 8</b> – 10/13, 15 & 17	<ul style="list-style-type: none"> <li>• Broadcast basics</li> <li>• Exam Review</li> </ul> <b>Due:</b> 10/15 Homecoming on-the-ground news story (peer editing) <b>Due:</b> 10/15 Final draft Homecoming on-the-ground news story (approx. 350-400 words, hard copy) <b>10/17 Midterm Exam</b>	IR: Ch. 6
<b>Week 9</b> – 10/20, 22 & 24	<ul style="list-style-type: none"> <li>• Online reporting, convergence</li> <li>• Beat-writing exercise</li> </ul> <b>Due:</b> 10/20 Blog Post #65 “How wired are you?” (p. 180) <b>Due:</b> 10/20 AP Style Quiz #6 <b>Due:</b> 10/20 Profile	IR: Ch. 8 AP: Review V-Z
<b>Week 10</b> – 10/27, 29 & 31	<ul style="list-style-type: none"> <li>• News writing &amp; writing for broadcast</li> <li>• News writing exercise</li> </ul> <b>Due:</b> AP Style Quiz #7 <b>Due:</b> 10/29 Package planning form (see p. 131) for Individual Long-form Multimedia Project for instructor review & approval <b>Due:</b> 10/31 Broadcast news story script	IR: Ch. 9
<b>Week 11</b> - 11/3, 5 & 7	<ul style="list-style-type: none"> <li>• Writing features &amp; long-form stories</li> <li>• Feature story leads, structure</li> <li>• Side-bars and short-form options</li> <li>• Feature story leads exercise</li> <li>• In-class project work, finalize online group project, meet with instructor, as necessary</li> </ul> <b>Due:</b> 11/3 AP Style Quiz #8	
<b>Week 12</b> – 11/10, 12 & 14	<ul style="list-style-type: none"> <li>• Writing editorials &amp; reviews</li> <li>• Show &amp; Tell: online group projects,</li> </ul> <b>Due:</b> 11/10 AP Style Quiz #9 <b>Due:</b> 11/14 Online group project	IR: Ch. 6, p. 134-137
<b>Week 13</b> – 11/17, 19 & 21	<ul style="list-style-type: none"> <li>• Math for journalists</li> <li>• Statistics in-class exercise</li> </ul> <b>Due:</b> 11/17 AP Style Quiz #10 <b>Due:</b> 11/19 Column/commentary <b>Due:</b> 11/21 Draft of your final project for peer editing & review	IR: Ch. 4, 86-87 (BB) Math Reading
<b>Week 14</b> – 11/24, 26 & 28	<b>THANKSGIVING – NO CLASS!</b>	
	<b>Due:</b> 11/28 Review (Blackboard dropbox)	
<b>Week 15</b> – 12/1, 3 & 5	<ul style="list-style-type: none"> <li>• Finish long-form project</li> </ul> <b>Due:</b> 12/3 Long-form project “Show and Tell” <b>Due:</b> 12/5 Individual long-form final project	None!
<b>12/12 – 8 AM</b>	<b>Final Exam</b>	Cumulative

**UNIVERSITY OF ARKANSAS AT MONTICELLO  
NEWS EDITING  
COURSE SYLLABUS**

**Instructor Name: Dr. Justin Bergh**

**Instructor Location of Office:** Wells 110

**Instructor Phone:** 870-460-1489

**Instructor Email Address:** bergh@uamont.edu

**Office Hours:** M: 12-2 P.M.; Tu: 1-3 P.M.; Th: 8:30-9:30 A.M. & 1-2 P.M.

**Course Title and Credit Hours:** Comm 4033, News Editing, 3 credit hours

**Prerequisites:** COMM 3033 (Comm Writing), COMM 2211 (lab), COMM 3013 (Reporting)

**Required textbooks:**

- Bowles, D.A., and Borden, D.L. "Creative Editing." (latest ed.) Wadsworth (2010)  
ISBN-10: 1439082693 | ISBN-13: 978-1439082690
- "[The Associated Press Stylebook and Libel Manual](#)." The Associated Press (latest edition). ISBN 978-0-917360-56-5
- Strunk, W. Jr. & White, E. B. "[The Elements of Style](#)" (4th edition).

**Blackboard Supplemental Student Success Support:**

This course also has a Blackboard Supplemental Resource Component to support your success. Please regularly check the course component on Blackboard for announcements, required readings, notes, class discussions, etc.

**Course Description:**

Fundamentals of editing, including rewriting, copy-reading, headline writing, proofreading, page make-up and layout, photo editing and caption writing. You'll develop news judgment while honing skills including editing for precision (grammar and spelling), accuracy (attribution and identification), fairness, conciseness and AP style.

**Student Learning Outcomes:**

Appreciation and understanding of how copy editors approach their work and the tools they use; improving communication through analyzing, correcting and improving writing (a valuable skill regardless of profession); engaging in a dialogue on legal and ethical considerations facing editors today; developing basic skills, including:

- Correcting errors of fact, spelling, grammar, Associated Press style, punctuation and usage.
- Ensuring stories are accurate, fair, newsworthy, clear and complete.
- Spotting weaknesses and identifying appropriate solutions in articles.
- Eliminating libel.
- Fitting articles to allotted space.

- Writing headlines, captions and other display copy.
- Laying out pages.

### Course Assignments/Assessments:

ASSESSMENT	PNTS
<b>OPPORTUNITIES (SEE TABLE BELOW)</b>	<b>1,000</b>
<b>Editing Project</b>	<b>200</b>
<b>Online Design</b>	<b>200</b>
<b>Midterm Exam</b>	<b>200</b>
<b>Final Exam</b>	<b>300</b>
<b>Participation/Attendance</b>	<b>100</b>
<b>TOTAL</b>	<b>2,000</b>
OPPORTUNITIES	PNTS
Chapter Assignments	430
Lab/Current Events Quizzes	100
Grammar & Usage	70
Accuracy in News Copy	50
Style Violations	50
Headline 1	50
Headline 2	50
Design Assess	100
Course Retrospective	100
<b>TOTAL</b>	<b>1,000</b>

### Assignments and Class Requirements:

1. **Read the Textbook and Stylebook.** Your exams reflect the knowledge you gain over the semester.
2. **Do the Exercises.** It's not enough to talk about editing, i.e. you must edit. You learn editing by going through the process. Learning now gives you a leg up on those who do not.
3. **Attend.** Get Involved. Realize you only get four cuts over the semester or fall

victim to the attendance policy. Also realize you bring perspective on issues that otherwise might not be considered. If you are not involved, we all lose.

4. **Adhere to deadlines.** ALL communication jobs meet deadlines. Every one of them. Read chapters and work on assignments *prior* to each class meeting. Submit assignments in the proper format by deadline, i.e. the beginning of class on the date listed.

### **UAM Attendance Policy:**

Students are expected to participate in all required class activities and discussions during the semester. The University does not allow for unexcused absences. Students involved in University sponsored events should be considered excused unless the proper notifications were not delivered to the instructor according to Policy XV on page 71 of the UAM Faculty Handbook.

Regardless of the reasons for a student lack of participation, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

### **Work Required:**

#### **Academic Engagement:**

- 2 hours – Exams
- 2 hours – Quizzes/Labs
- 30 hours – Attendance and Participation

#### **Preparation:**

- 35 hours – Read assigned material
- 55 hours – Prepare and complete major projects
- 10 hours – Review notes and study for quizzes
- 7 hours – Read print publications and Locate Style/Grammar Violations

### **Overall Total Obligation:**

141 hours

### **Explanation of Grading Policy:**

#### **Grade Assignment:**

Grading Scale:

A= 90—100

B= 80 — 89

C= 70 — 79

D= 60 — 69

F= 59 and below

### **Technical Support Information:**

Blackboard Assistance:

Contact Office of Instructional Technology; phone 870-460-1663; open Monday-Friday,  
8 a.m. – 4:30 p.m.  
Online Help Desk: <http://www.uamont.edu/pages/resources/academic-computing/>

**Email Assistance:**

Contact the Office of Information Technology; phone 870-460-1036; open Monday-Friday, 8 a.m. – 4:30 p.m.

**Library Services:** The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation:  
<http://www.uamont.edu/pages/library/>

**Academic Alert System:**

The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. Students who are academically struggling, have a high absenteeism, are exhibiting disruptive behavior or are having difficulty adjusting to campus life will be reported to the Office of Academic Affairs through the Academic Alert system.

**THE CENTER FOR WRITING AND COMMUNICATION**

The Center for Writing and Communication (CWC) is a free service to University of Arkansas at Monticello students and is designed to assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Memorial Classroom Building, Room 113, (870) 460-1378  
<http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/>

**UNIVERSITY TUTORING CENTER**

Harris Hall, (870) 460-1454  
All students have access to tutoring services on the 2nd floor of Harris Hall.

**MATH TUTORIAL LAB**

Math and Science Center, 870-460-1016  
Free one-on-one tutoring is available for any mathematics class. Help with ALEKS, WebAssign, and MyMathLab is available. Math tutoring is located in the A-Wing of the Science Center.

**STUDENT HANDBOOK**

**Each student is responsible for reading the student handbook including the rules and policies regarding conduct codes and academic dishonesty.** The Student Handbook is located at the following link:  
<http://uam-web2.uamont.edu/pdfs/student%20handbook.pdf>

**UNIVERSITY BEHAVIOR INTERVENTION TEAM**

The Behavior Intervention Team (UBIT) purpose is to promote a safe and productive learning, living, and working environment by addressing the needs of students, faculty, and staff. If you or a classmate are in need of help, please submit a concern at



**[https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout\\_id=10](https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout_id=10) or call 870-460-1454.**

**In case of emergency please call 911.**

**Students with Disabilities:**

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any approved accommodations through the Office of Special Student Services at the beginning of the course. Any student with questions regarding accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; fax 870 460-1926.

# ENGL 3323.01: Writing Center Internship

This course, designed for current and future writing center consultants, examines the techniques of tutoring writing, along with the various theories that undergird tutoring in various spaces across campuses, age levels, and wider communities. We will focus on the practical components of writing center work and why individualized writing instruction can be beneficial to writers. Specific topics will include social-epistemic theories of writing, collaborative learning, approaches to consultation, consultant roles, the role of grammar instruction, and the role of writing centers in the university and surrounding communities. Students who successfully complete the course will develop an understanding of the ways in which new knowledge is created and certified in the field of writing center studies, and will be able to produce new knowledge in the field.



Course &  
Instructor  
Information



## Course

Fall 2015  
3 Credit Hours  
MCB 113

Tuesday 1:40pm - 3:00pm  
& required internship hours



## Instructor

Dr. Julie Platt  
110 Wells Hall  
platt@uamont.edu  
870-460-1489

Office Hours: M&W 10am-3pm  
and by appointment

## Required Texts & Materials



Lauren Fitzgerald and Melissa Ianetta, *The Oxford Guide for Writing Tutors*. Oxford UP, 2105. First edition. ISBN 9780199941841

Leigh Ryan and Lisa Zimmerelli, *The Bedford Guide for Writing Tutors*. Bedford, 2009. Fifth edition. ISBN 0312566735 (provided by instructor)

A flash drive of at least 4GB and a three-ring binder.

Additional materials made available in class or via Blackboard.

Click on "online bookstore" for textbook information: <http://www.uamont.edu/pages/resources/>



Student  
Learning  
Outcomes

Upon successful completion of this course, students will:



begin to understand pedagogies and teaching strategies related to current theories of teaching writing one-to-one.



begin to understand the scholarly field of writing center studies, including the development of writing center theories and practices.



begin to understand research methods used to create knowledge in writing studies, and of the role of composition theory and research in tutoring writing.



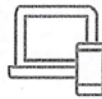
be prepared to work as consultants in the UAM Center for Writing and Communication.



## Attention!

Students must have successfully completed ENGL 1013 (Comp I) and ENGL 1023 (Comp II) to enroll in ENGL 3323.

Students must complete and submit ALL MAJOR PROJECTS to be eligible to pass ENGL 3323.



Technology  
in ENGL  
3323



In addition to providing you with printed course materials, I will be putting all essential course materials (syllabus, schedule, assignment sheets, daily PowerPoint lessons, etc.) on Blackboard so that you may access them as needed outside of class time. If you are not familiar with Blackboard (e.g. how to submit an assignment, how to use the discussion board, etc.), then you are responsible for contacting Academic Computing for support (see below).



You must have access to a computer with updated word processing software, preferably Microsoft Word. If you cannot purchase Microsoft Word, use Google Drive or download the OpenOffice suite of programs (openoffice.org), both of which can be saved as Microsoft Word-compatible files. If you have a laptop computer, you may bring it to class.



You must have access to your UAM email address and check it daily, as this will be the primary way we will keep in touch outside of class. My guidelines for sending and receiving email, as well as when I can be reached and how soon I will reply, are detailed in a later section of this syllabus.



While technology makes life easier, it can also be frustrating (computer crashes, deleted work, unavailable Internet connections, Blackboard being down, etc.). Plan accordingly. I accept work electronically or in print, so excuses such as "Blackboard was down" or "my computer died" are not acceptable for late or incomplete assignments. **ONLY YOU CAN BE RESPONSIBLE FOR YOUR COMPUTER AND YOUR INTERNET ACCESS.** Find a buddy you can rely on to catch you up if you miss class, and leave extra time, especially in the first few weeks, to ensure that technology does not get in the way of your coursework.

### Need Blackboard Help?

Academic Computing: 870-460-1663 M-F, 8:00am – 4:30pm	Help Desk: 870-460-1663 fendley@uamont.edu
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### Need Email Help?

Information Technology: 870-460-1036 M-F, 8:00am – 4:30pm
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The computer section of the Taylor Library is open during regular library hours. Visit [www.uamont.edu/library](http://www.uamont.edu/library) for updated information.



Contacting  
Your Prof

### Email Contact

I answer email  
M - F, 8am to 4pm.  
Expect a reply within  
48 hours.  
Use UAM email only!

### How to Make Profs Love You: Email Etiquette

Write a descriptive subject line in which you mention our class number and section, and what your message is regarding.

Address your recipient respectfully. We have a working relationship, not a social one, so starting your email with "Dear Dr. Platt" is your best bet.

Be clear and specific about what you're asking. Do not send me an email that says something like "I don't understand the assignment." I completely sympathize and want to help, but "the assignment" is too general, as is "don't understand." Remember that I teach many students in a number of different classes.

### F2F Contact

My office hours are  
M&W 10am-3pm.  
Email for an  
appointment outside  
those times.

Be concise, but don't be too brief or too casual. Remember that emails are not text messages. Don't shorten words, use complete sentences, and go easy on the exclamation points and emojis.

Sign your emails. UAM student email addresses are strings of letters and numbers, so you must tell me who you are. "Sincerely, [Firstname Lastname]" is appropriate and appreciated.



### Attendance Policy



Come to class!

All writing-centered courses, no matter what school you take them at, are interactive and require high levels of participation and collaboration. We will be completing daily activities that cannot be made up, and you will find that, in a fast-paced writing course, missing even a single class meeting will leave you behind. ENGL 3323 is unique in that you will be in a real workplace that needs you to be a conscientious intern. You should never miss class. You should also never disrupt class by being late, and you should not leave early. I will be keeping track of your attendance every single day, and I will be checking to make sure you complete your required internship hours.



Absences hurt!

That said, you are allowed two unexcused absences (the equivalent of two class sessions or four internship hours) before your grade begins dropping. Every unexcused absence beyond this limit will result in your final grade being lowered by 25 points per class or per 2 internship hours missed (the CWC relies on you!). However, if you complete the course with only 1 class absence or 2 internship hours missed, I will add 25 bonus points to your final grade. If you have perfect attendance (zero class absences and all internship hours completed), I will add 50 bonus points to your final grade. Please remember, too, that two tardies or late exits equal one unexcused absence.



Documentation!

An absence, excused or unexcused, does not mean you are excused from completing any work due on the day you miss. In other words, even if you miss class, the work due for that class needs to be in my hands before class time ends. If you need to miss class for a university-sponsored activity, you must provide me with documentation before the absence occurs. Should you suffer catastrophic injury or an extended illness, we can work together to determine a way for you to successfully complete all graded assignments within a reasonable timeframe. You will need to provide evidence that you should be excused (e.g. a doctor's note).



**In all cases, if by the end of the semester your work does not demonstrate that you have met the Student Learning Outcomes, you will be unable to earn a passing grade in ENGL 3323.**



### Late Work Policy



All assignments will be docked 10% of their total point value for each day they are late.



After any kind of assignment is five days late, it will be recorded as a zero.



There will be no exceptions to this policy unless arrangements are made **BEFORE THE DUE DATE.**



### Returning Work & Missing Persons

I want to receive and grade your work at the same time as everyone else's work. How long it takes me to grade an assignment is unpredictable—it could be the next day or it could be up to two weeks. I aim to return all work before the next assignment is due, with a week being the norm for a major project. This means that the safest and best practice is to turn in all work on time. Also, if you become a "missing person," i.e., someone who stops attending class or misses the majority of the class sessions for an assignment, I will not be willing or able to grade your work at the same time as everyone else, so you will not receive the benefit of timely feedback. Before taking that step, I will attempt to contact you via email, prompting you to contact me and discuss the situation face-to-face.



Student Support



Academic Alert

The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. If you are doing poorly in your academic work, are chronically absent from class, are exhibiting disruptive behavior or are having difficulty adjusting to campus life, University faculty, staff or a fellow student may report you to the Office of Academic Affairs through the Academic Alert system.



Writing Help??

Could writing center consultants use the writing center themselves? Yes, absolutely! Just as writing center consultants help others, they too sometimes need help and feedback on their own writing. Remember, writing is collaborative, and you should always feel welcome to work with a more experienced consultant on your own work. Consultants can work with writers face to face or online, and a typical session with a consultant lasts thirty to sixty minutes. To have the best session possible, students seeking help should bring all materials, including the course syllabus, assignment sheets, and any drafts previously completed. The CWC also has a suite of laptops and computers for students working on writing projects and a resource library of up-to-date citation guides, grammar handbooks, and guides for writing in many disciplines and majors. CWC Phone: (870) 460-1378



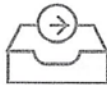
Students With Disabilities

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Student Conduct

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically. During class time your attention should be focused on communicating with your classmates and your instructor. I cannot force you to pay attention to me (that is your choice), but I do expect you to be quiet and considerate while other classmates are speaking, and to not distract them or interfere with their learning. This applies to phones, texting, iPods, Facebook, earbuds, vaping, et cetera. If I determine you are doing something – anything –which is distracting, I will ask you to stop, and reserve the right to ask you to leave if the distracting behavior continues. I expect students taking an internship course to be professional and career-oriented. Do not do or say anything that you wouldn't want me to tell a potential employer in, say, a letter of recommendation.



Submitting Your Work

You will be submitting final drafts of your major projects, and almost all of your other assignments, electronically via Blackboard. Because of this, it is very important that you pay attention to file names and file formats.

You are responsible for making sure that I can open and read your work. If you send me a file I cannot open, I will alert you, but I will not grade it and it will not be considered submitted on time.

One of the most important skills you need in "the real world" is the ability to follow directions. To practice this, I will give detailed instructions for submission of each major project and assignment, and I expect you to follow those instructions to the letter. If you do not submit your work properly, I will drop your grade by 10%.



## 4 Kinds of Academic Dishonesty at UAM



Cheating!

Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty: Copying from another student's paper, use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor; collaboration with another student during the examination; buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material; and substituting for another person during an examination or allowing such substitutions for oneself.



Collusion!

Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted. In other words, this means having someone else come up with ideas and writing for you, or give you so much "help" on your paper that it's no longer reasonable to call it your own work.



Duplicity!

Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved. In other words, duplicity means to "double-dip"--to hand in the exact same work twice, whether that be submitting a paper to two different instructors, or submitting an old paper from high school to a college prof without revising it significantly.



Plagiarism!

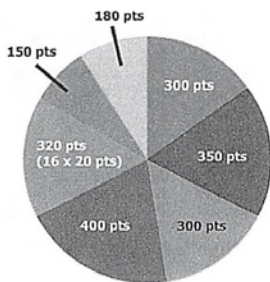
Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others. Plagiarism deals with intellectual property, which has become an increasingly complex concept as it becomes easier to cut, copy, and paste material from anywhere to everywhere.



For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will be a zero on the assignment in question. Depending on the egregiousness of the violation, the instructor may reserve the right to fail the student for the course and report the incident. We will be having discussions and activities semester exploring plagiarism and intellectual property, and how to negotiate these issues as writing center employees. If at any time you have doubts about whether or not you are using your own or another's writing ethically, just ask. Don't risk making a huge mistake.



Grades in ENGL 3323



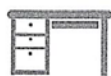
### Graded Assignments in ENGL 3323

- Project 1
- Project 2
- Project 3
- Project 4
- Weekly Responses
- CWC Publication
- Observe/Consult

**Total Points Possible: 2000**

### Grading Scale at UAM

- A= 90 — 100 (1790 - 2000 pts)
- B= 80 — 89 (1590 - 1789 pts)
- C= 70 — 79 (1390 - 1589 pts)
- D= 60 — 69 (1190 - 1389 pts)
- F= 59 and below (1189 pts and below)



Assignments  
in ENGL  
3323

## Major Projects

For each major project, I will distribute a detailed assignment sheet with due dates, grading criteria, and instructions for submission. You are welcome to share drafts with me in conference.



Literacy Narrative  
300 points



Research Paper  
350 points



Research Remix  
300 points



Consultant ePortfolio  
400 points

## Other Assignments



Part of our instructional hours will take place in the CWC as your required internship hours. You should complete 30 this semester; that's about 2 hours per week. We will sit down with the current staff and director to create a schedule that allows for an equal number of new and experienced consultants working together. You will get a name tag (yay!) and you will verify your hours with a full-time staff member.



Each week you will complete at least one short response. There will be sixteen of these (one for each week of the semester). Each is worth 20 points, for a total of 320 points. I will assign these at the end of class on Tuesday, to be completed by the start of class time on the following Tuesday, but the dates may change (with plenty of notice from me). You will need to write 300 words per response to be eligible for full credit. The subject and format of these will vary. They may be reading responses, they may be reflections on issues we discussed in class, or they may be some other kind of activity. However, they are all important—the way to become a stronger writer and a stronger tutor is to practice writing.



You are required to research, write, and design some kind of publication (1 to 2 pages max) that the UAM CWC can use in consultations and/or distribute to students and instructors. This could be a handout explaining a common writing concept or task, or it could be a lesson, activity, or game that helps teach something important about writing to those who use the CWC. It should be grounded in good practice, accurate, appropriate in tone, and visually appealing, and is worth 150 points.



One-on-one consulting is usually the biggest part of writing center work. The hands-on part of learning to consult will happen in stages:

1. You will observe at least 3 face-to-face consultations between a student and an experienced consultant.
2. Next, you will co-consult with an experienced consultant at least 3 times. During your third co-consult, you should take the more active consultant role.
3. You will consult on your own at least 3 times. These consultations will be recorded so that I may evaluate them, but they need not be shared with anyone. Each of these 9 consultations is 20 points, for a total of 180 points.



A Final  
Word

ENGL 3323 is a unique course. Not only are you a student, but you are now part of the UAM Center for Writing and Communication team. That means that your performance in this class—and your day-to-day internship work—affects the success of Center and the health of the writing culture at UAM.

This is a big challenge, and taking it seriously is the most crucial factor in your success in this class. I will be here for you every step of the way.

Good luck and welcome to the writing center family!

## ART 1033 Digital Photography

UNIVERSITY OF ARKANSAS AT MONTICELLO  
SCHOOL OF ARTS AND HUMANITIES  
COURSE SYLLABUS  
Fall 2016  
M W 10:10 – 11:30

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Tom Richard  
Art Complex  
[richardt@uamont.edu](mailto:richardt@uamont.edu)  
870-460-1338

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### **Office Hours**

I am available for an office visit:  
Monday through Thursday 9:00 – 12:00, and 1:30 - 3:00 by appointment only.  
(see Blackboard for instructions on how to schedule an appointment.)

If you have taken an art studio course before, you are aware of the flexibility in the professor's schedule (generally in the middle of the classes). Usually a studio class begins with a critique of homework/previous assignments, a demo, a lecture, or a project/assignment explanation. Then the remainder of the class time is spent with students working on their assignments, with individual attention from the professor. For some assignments, intense oversight is needed. For others, students are working with intentionally little monitoring. This changes from assignment to assignment.

Because of this dynamic, office hours can be scheduled (ahead of time) by following instructions in Bb (and in some cases during the middle of one of the professor's courses). Interrupting a studio course is not permitted without prior approval.

Also, because of the nature of the field of study of art, be aware that during office hours I might not be sitting by the phone awaiting a call, but could be somewhere on campus executing assignments or tasks that relate to the field of art. Therefore, it is necessary that you schedule an appointment by email to verify the success of the meeting happening.

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### **ART 1033 DIGITAL PHOTOGRAPHY, 3 credit hours, 6 hours laboratory**

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This course introduces the student to the fundamentals of digital photography. Topics covered in this course will include basic operation of a digital camera, composition, camera controls, exposure, and basic image enhancement for creative use.  
Prerequisites: Basic Computer Skills

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### **Course Objectives**

Upon completion of this course, students will:

- Understand the basics of digital still camera operation by identifying the standard parts of a digital point & shoot camera and explaining each function.
- Be able to use a digital still camera to capture images by applying knowledge of their camera operations to create properly exposed and focused photographs, by applying



knowledge of aperture settings to achieve photographs that demonstrate both shallow and maximum depth of field, by applying knowledge of shutter speeds to achieve photographs that demonstrate stopped and blurred motion.

- Explore, critique, and evaluate basic composition and aesthetic elements of photographic images, by identifying and applying the elements of composition used in the creation of successful photographs.
  - Convert and compress digital images into appropriate file formats and store or archive correctly.
  - Output digital still images to on-screen and printed presentations.
- 

A student who graduates with a Bachelor of Arts degree in Art should be able to:

1. Understand and be proficient with different art media
2. Use effective research skills in the discipline of art
3. Have a basic knowledge of the history, practice, and use of art in history.
4. Recognize and demonstrate knowledge of major periods, artists, and artworks of importance
5. Produce artworks from a variety of conceptual, theoretical, or inspirational points of view
6. Plan, promote, and hold an exhibition of their work
7. Present a concise portfolio of their work that would allow them to apply for further study or secure employment in the arts.

Student Learning Outcomes:

By the conclusion of the course you should be able to show proficiency in BA Art outcomes: 1 and 2.

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Materials and Textbook:

- Text: [A Short Course in Digital Photography](#) by London & Stone
  - A digital point & shoot camera, minimum 4 megapixels, with manual, aperture priority, and shutter priority exposure modes. Must meet certain criteria to be discussed in class.
  - Tripod
  - Appropriate storage card (Storage medium ie: Flash card, CD-R's, DVD-R's, external HD, etc. (by the end of the semester you can easily need up to 4 GB of collective storage depending on your camera's resolution and your own productivity - for example it would be likely you would need an equivalent of at least 6 CD-R's).
  - Card reader
  - Battery charger
  - Extra rechargeable batteries
  - camera bag
  - computer with photo editing software and high speed internet
  - notebook and writing tool
- 

Grading Scale

100-91 A  
90-81 B  
80-71 C  
70-61 D  
60-0 F

Grades will be defined as follows:

A = Outstanding. Expansive investigation of the specific processes and demonstrated visual knowledge of those concepts. All assignments completed on time, with at least one extra credit project presented. Insightful contributions to critiques. Goes substantially beyond minimum requirements.

B = Above average. Substantial investigation of concepts and processes; excellent craft. All assignments completed on time, insightful contributions to critiques.

C = Average. All assignments done competently and completed on time. Strong participation in critiques.

D= Marginal work. Two or more late projects, limited investigation of ideas, poor craft or incoherent compositions, or excessive absences. Limited contribution to critiques.

F = Unsatisfactory work. Course failure due to minimal idea development, poor craft, disjointed compositions, lack of participation, late assignments, or excessive absences.

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Digital Websites

If you have found a good Website on digital photography --- either technical or artistic --- please e-mail it to the group and it will be made available for reference. I highly recommend [Digital Camera Preview](#) as a general resource.

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Enrollment restrictions:

The purpose of this course is to support and fulfill the requirements for the Bachelor of Arts degree in Art. This is a required course for the Art Major, and is a prerequisite to other upper level studio courses. The physical course space is limited, and the enrollment capacity is based upon the physical plant limitations of the Art Complex.

For these reasons, enrollment availability is prioritized as follows:

1. Art Major – Senior standing
2. Art Major – Junior standing
3. Art Major – Sophomore standing
4. Art Major – Freshman standing
5. Art Minor – Senior standing
6. Art Minor – Junior standing
7. Art Minor – Sophomore standing
8. Art Minor – Freshman standing
9. BA Degree Seeking – Senior standing
10. BA Degree Seeking – Junior standing
11. BA Degree Seeking – Sophomore standing
12. BA Degree Seeking – Freshman standing
13. General Studies Major (undeclared)
14. BS Degree Seeking – Senior standing
15. BS Degree Seeking – Junior standing
16. BS Degree Seeking – Sophomore standing
17. BS Degree Seeking – Freshman standing
18. Non-Degree Seeking

In the event that the course enrollment reaches and/or exceeds the enrollment capacity, students will be administratively withdrawn from the course according to priority at any point in the semester.

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### Participation

Class participation includes attendance, work ethic, effort, and participation in class activities, discussions, and critiques (this does not mean attendance alone).

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### Critiques

Group critiques will be held on days when homework is due, and occasionally to discuss class work. Positive participation in critiques is crucial to the class and will be reflected in your grade. Critiques are held throughout the semester. During these discussions we will talk about the parameters of the project, progress thus far, and progress expectations. All students are required to participate. Your suggestions are greatly appreciated by myself and your fellow students.

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### Attendance

Three absences result in a one letter drop in your grade. If you miss five times, the highest grade you can receive is an F. Two late arrivals will count as an absence. Attendance after 30 minutes of class starting will not be considered late, but will be an absence.

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### Homework

Assignments will be required on time for a grade. No late work will be taken. Work will be evaluated entirely upon its accomplishment of the goal assigned. A sketchbook must be kept throughout the semester that serves as a thinking pad for you to work through ideas both visually (as sketches) and verbally (through notes and writing). To receive any credit for these they must be turned in at mid term and finals.

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### Portfolio

A neat, ordered, chronological portfolio is required at the conclusion of the semester for grading. This portfolio should contain the work labeled (name, date, and assignment), flat, and easily accessible. It is recommended that at the conclusion of each class work is labeled, assessed, and placed in the portfolio.

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### Clothing

Be sure to wear clothing that can get dirty (or even ruined) to class. Some of the media we will be exploring can make a mess, so don't wear articles that will inhibit the creative process. If necessary, change before and after the class, (but do so before to ensure that you are prepared to begin the class).

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### Blackboard

All written assignments for the course will be submitted in Bb.

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### FEEDBACK SCHEDULE

Most often, a student can expect a response to email within 24 hours Monday through Thursday. No emails will be answered after 3 p.m. on Thursday until the following Monday. There will be times during the semester that the professor is unavailable and does not have access to the internet. On those dates, a message will be posted in the announcements on Blackboard.

### DIRECTIONS FOR EMAILING

Here are the directions for sending a correct email, which will get a response:

- In the subject area, place the course number, a colon, then condense your

- issue. ie. "Art XXX Course Name: concerns"
- In the body of the email, list your correct name, which course you are in, the section number, and day/time of the course.
  - State your concern in complete sentences and using correct grammar and spelling.
  - You must use correct English. Do not use "text speak", abbreviations, slang, or other languages.
  - Try to go into specific detail with your concern or issue, so I can address it specifically.
  - If it is a technological issue, contact IT. So you don't have to send me this email.
  - If it is an issue related to missing deadlines, you don't have to send this email. I do not take late assignments.
  - If you have typed this email in ALL CAPS, that means you are screaming at me. And I do not respond well to screaming.
- 

#### Computer Access:

Computer and Internet access is provided on campus for all students. You may choose to get Internet access at home for your conveniences however off campus computer issues are not an excuse for late or unfinished work.

I would recommend high speed Internet and a college level of computer literacy.

Tutorials on how to use Blackboard and other University Computer Resources are available for students Via the UAM IT Department accessible through the UAM homepage. Tutorials for using Blackboard are also available through Blackboard.

Unless it is a question about my course content your answer is most likely available faster through tutorials than by asking me. You may ask me, however the tutorials will get faster results.

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#### Working off campus

You will need access to the Internet and a computer. I recommend a high-speed connection. A slow connection may impede your ability to complete the exams properly. This is provided on campus at various locations including the library. If you cannot find library access hours that fit your schedule, you will need to make you own adjustments.

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#### University Calendar

Detailing specific important dates and Final Exam Schedule:

<http://www.uamont.edu/pages/academics/class-schedules/>

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#### Students with disabilities:

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 121; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926; email: [whitingm@uamont.edu](mailto:whitingm@uamont.edu)

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#### Student conduct statement:

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

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Academic dishonesty:

Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:

Copying from another student's paper;

Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;

Collaboration with another student during the examination;

Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;

Substituting for another person during an examination or allowing such substitutions for oneself.

Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.

Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.

Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will be a failing grade for the course.

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Technical Support Information:

Blackboard Assistance:

Contact Office of Instructional Technology; phone 870-460-1663; open Monday-Friday, 8 a.m. – 4:30 p.m.

Online Help Desk: <http://www.uamont.edu/pages/resources/academic-computing/>

Email Assistance:

Contact the Office of Information Technology; phone 870-460-1036; open Monday-Friday, 8 a.m. – 4:30 p.m.

Library Services: The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation:

<http://www.uamont.edu/pages/library/>

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UAM Attendance Policy:

Students are expected to attend all required class sessions during the semester. The University does not allow for unexcused absences. Each faculty member will determine

his or her individual policies regarding excused absences, except in the case of a University sponsored event. Students involved in University sponsored events should be considered excused unless the proper notifications were not delivered to the instructor according to Policy XV on page 71 of the UAM Faculty Handbook.

Regardless of the reasons for a student missing, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

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#### Academic Alert:

The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. If you are doing poorly in your academic work, are chronically absent from class, are exhibiting disruptive behavior or are having difficulty adjusting to campus life, University faculty, staff or a fellow student may report you to the Office of Academic Affairs through the Academic Alert system.

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#### Academic Resources:

The Center for Writing and Communication

Memorial Classroom Building, Room 113, (870) 460-1378

Home Page: <http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/>

Mailing Address: P. O. Box 3460, Monticello, AR 71656

The Center for Writing and Communication (CWC) is a free service to University of Arkansas at Monticello students. The CWC is staffed by UAM undergraduates who have received special training in peer writing tutoring. The CWC can assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Consultants can work with writers face to face or online, and a typical session with a consultant lasts thirty to sixty minutes. To have the best session possible, students seeking help should bring all materials, including the course syllabus, assignment sheets, and any drafts previously completed. The CWC also has a suite of laptops and computers for students working on writing projects and a resource library of up-to-date citation guides, grammar handbooks, and guides for writing in many disciplines and majors.

#### General Education Tutorial Lab

Harris Hall, (870) 460-1454

Any student who desires to be successful in his/her general education classes can receive assistance through tutoring services available on the 2nd floor of Harris Hall. Please watch for emails from Laura Hughes detailing this semester's tutoring availability.

#### Math Tutorial Lab

Math and Science Center, 870-460-1016

Free one-on-one tutoring is available for any mathematics class. Help with ALEKS, WebAssign, and MyMathLab is available. Math tutoring is located in the A-Wing of the Science Center.

**COMM 3513**  
**Introduction to oral Interpretation / Spring 2013**

**Time: 1:10-12:30 T-TR**  
**Instructor: Mr. Jim Evans**  
**Office: Wells 202**  
**Office Hours**

**Location: Wells 100**  
**evans@uamont.edu**  
**Phone: 460-1589**  
**MWF 9:00-10:00 & 11:00-12:00**  
**T-TR 8:00-9:30 & 12:30-1:30**

**Other Times By Appointment**

**COURSE DESCRIPTION**

Techniques of oral interpretation and development of adequate intellectual and emotional responsiveness to meaning of literature. This course is both critical and performance in orientation.

**ADDITIONAL TIME REQUIREMENTS:**

Students should expect to spend significant time (6 hours weekly, minimum) outside of class procuring, analyzing, and practicing performing their literary selections. Students are encouraged to use the library, the internet, and faculty office hours for the necessary assistance.

**INTENDED COURSE LEARNING OUTCOMES/COURSE GOALS:**

- Students will understand the elements of physical and vocal expressiveness (Communication)
- Students will analyze literary texts (poetry, prose, drama) for their logical, emotional, and aesthetic meanings and performance potential (Critical Thinking, Creative Expression)
- Students will develop justifiable interpretive strategies and choices based on textual evidence (Critical Thinking, Creative Expression)
- Students will perform literary selections including poetry, prose, and drama (Communication, Creative Expression)
- Students will analyze and critique the effectiveness of classmates' performances (Communication, Critical Thinking)

Students who earn the Bachelor of Arts in Speech Communication should:

1. Send and receive both verbal and nonverbal messages that meet critical standards;
2. Demonstrate facility in using major theories in message analysis;
3. Identify and resolve conflict issues in message construction and reception;
4. Demonstrate significant skill in adapting messages to any type of communication – i.e. intrapersonal through mediated;
5. Create formal messages using credible research methods and solid reasoning to draw conclusions.

**UNIT TOPICS AND/OR OUTCOME (OBJECTIVES):**

**UNIT 1: Introduction to Oral Interpretation**

Activity: In-Class Exercises

Objectives:

Students will recognize:

- what “oral interpretation” is and it’s value in everyday life
- the role of literary analysis in interpretation

- the elements of voice and vocal techniques SYLLABUS

Fall 2007

- the use of the body in oral interpretation
- writing effective introductions in the performance of literature

Method of Evaluation: Examination based on readings and lectures

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#### UNIT 2: Interpretation of Prose

Activity: In-Class Exercises

Objectives:

Student will:

- select suitable prose material for performance
- analyze the point of view, setting, plot, character and dialogue of their literary selection
- learn cutting/excerpting techniques
- demonstrate effective handling and use of the manuscript binder

Methods of Evaluation: Prose Analysis Worksheet

7-10 minute Interpretation of Prose

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#### UNIT 3: Interpretation of Drama

Activity: In-class Exercises

Objectives:

Students will:

- Select suitable script for performance
- Understand the nature and structure of drama
- Analyze character, plot, and scene
- Employ physical and vocal characterization techniques
- Coordinate the interplay of multiple characters

Methods of Evaluation: Drama Analysis Worksheet

7-10 minute Interpretation of Drama

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#### UNIT 4: Poetry Interpretation

Activity: In-Class Exercises

Objectives:

Students will:

- Select suitable poem(s) for performance
- Understand the unique features of language in poetry
- Analyze the structural elements of poetry
- Synthesize multiple selections into a program of poetry

Methods of Evaluation: Poetry Analysis Worksheet

7-10 minute Interpretation of Prose

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#### UNIT 5: Program of Interpretation

Activity: In-Class Exercises

Objectives:

Students will:

- Identify socially significant theme for performance
- Select literature from multiple genres in support of that theme
- Demonstrate cutting/splicing techniques to build a "program"
- Synthesize performance techniques related to multiple genres

Methods of Evaluation: Program Analysis Worksheet

7-10 minute Program of Oral Interpretation

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### **Grade Breakdown**



Assignments	Points
Unit #1	100
Unit #2	200
Unit #3	200
Unit #4	200
Unit #5	200
Participation and quizzes	200
<b>Total</b>	<b>1100</b>

**Grading Scale:** A 90% and above, B 80%-89%, C 70% - 79%, D 60% - 69%, F 59% and below

**Attendance Policy:** All students enrolled for this course are required to attend class regularly. Students will be expected to participate in class activities and contribute to class discussions of topics. Because this course is centered around interpersonal communication, it's imperative that you be present in class, during both oral discussions and display the communication objectives. More than two unexcused absences will result in a 10-point deduction per occurrence. If you are late 3 times to class that will count as one absence. If you are late it is your responsibility to make sure that you are counted present on the roll. If you fall asleep (or appear to fall asleep) in class it will be counted as an unexcused absence. *This policy will be applied to all students, even if one's absences lead to a lower grade for the course. Any student who misses more than 50% of the class will receive an F.*

**Academic Conduct:** *Plagiarism is academic misconduct.* Any student caught cheating on an exam or plagiarizing the paper will be given an "F" for the assignment and/or course.

According to the Merriam-Webster Online Dictionary, to "plagiarize" means

5. to steal and pass off (the ideas or words of another) as one's own
6. to use (another's production) without crediting the source
7. to commit literary theft
8. to present as new and original an idea or product derived from an existing source.

\*\*\*Students with disabilities Note: It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926.

**Note:** This course fulfills specific general education requirements. For more information, consult the current academic catalogue.

**Note:** The following action is prohibited under the Student Conduct Code: Disorderly Conduct: Any behavior which disrupts the regular or normal functions of the University community, including behavior which breaches the peace or violates the rights of others.

Note: UAM will no longer mail grade reports to all students. You may access your grades through Campus Connect on the UAM homepage: <http://www.uamont.edu>. To have your grades mailed to you, complete the grade request form available in the Registrar's Office in Monticello or the Student Services offices in Crossett and McGehee

**Student Conduct:** Students are expected to conform to the class rules, which include, but are not

limited to

- 31) Bring your text to each class.
- 32) **Attend with at least one (1) pen and a notebook or paper for taking notes.**
- 33) **Take notes.**
- 34) Work will be allowed to be made up without penalty only for excused absences. An excused absence is: a university sanctioned activity (with prior notification), illness (with a receipt and note from a doctor), and possible other reasons that are approved and verified by the instructor. All work missed not due to an excused absence can be made up at a 25% reduction in grade per class period that it is late.
- 35) Class begins at the time listed at the beginning of this syllabus. Be in your seat with your notebook out, your textbook ready, and a pen in hand at that time.
- 36) Respect for others through active listening is mandatory at all times.
- 37) Children are not permitted in the class.
- 38) **Cell phone and all other electric devices must be turned off before entering the classroom and remain off until the end of class.**
- 39) All chapter assignments are to be read *prior* to the class in which they will be discussed.
- 40) All written assignments are due in person, hard-copy, word-processed, and spell-checked at the beginning of class on the due date. *No assignments will be accepted electronically or late.*
- 41) Academic Honesty – The purpose of this policy is to encourage a mature attitude toward learning, to establish a sound academic morale, and to discourage illegitimate aid in examinations, laboratory and homework.
- 42) Cheating is defined as using or attempting to use, giving, or attempting to give, obtaining or attempting to obtain products or prepared materials, information relative to a quiz or examination or other work that a student is expected to do alone and not in collaboration with others. Fabricating documents in order to obtain an excused absence is a serious form of cheating.
- 43) Plagiarism (copying) of themes or other written work shall also be considered an infraction. All materials distributed in class are the joint property of the instructor and UAM.
- 44) Cheating or removing evaluation or testing materials without permission will result in punitive action in accordance with the Student Handbook's Regulations/Policies.
- 45) Sexual Harassment will not be tolerated. Sexual harassment is a form of sexual discrimination and constitutes a violation of federal and state law.

*Seeking Help*

I encourage you to meet with me individually if you are having any trouble in class. Seek help immediately. Don't wait until the end of the semester to see me regarding your grades.

Aside from office hours, I will be available by appointment and also can be reached via e-mail. But don't feel you must have a pressing problem to come talk to me. I'm interested in getting to know each one of you and making sure you are having a quality learning experience.

***Controversial subjects* will be discussed in class and personal information may be revealed. Please demonstrate respect for the ideas and values of your colleagues through courteous discussion. You may not agree with the ideas, values and beliefs of others, but it is absolutely critical to the reasoned process of inquiry to demonstrate respect. As we discuss controversial subjects, some discomfort is expected. It is impossible to learn anything new without experiencing some dissonance. However, I caution you regarding two things: 1) If at any time you fail to demonstrate respect through verbal or nonverbal messages which become disruptive, hurtful, or contrary to good order, you will be asked to leave; 2) If at any time you feel excessive distress over the material, the teaching style, one of your colleagues or an assignment, feel free to ask for an alternative assignment or to be excused for that portion of the instruction.**

#### **IMPORTANCE OF THE SYLLABUS**

Each student is responsible for reading the course syllabus, understanding its contents, and for complying with the requirements set forth therein. This syllabus is the social contract between you, the student, and me, the class facilitator. Once you receive it – YOU become a responsible party to the contract. Every effort will be made to strictly adhere to the terms outlined in the syllabus; however, sometimes changes are necessary. If changes are necessitated, they will be discussed in class. It is your responsibility to keep up with those changes. Absence is not an acceptable excuse for not keeping up with changes to the syllabus.

**PLEASE REMEMBER** – this syllabus is a tentative document, which reflects my best effort. The schedule, policies and procedures, and assignments may be modified at any time at my discretion to better facilitate the class or to deal with unexpected circumstances or emergencies. It is my personal commitment to give you my very best effort towards your educational experience. I will keep you informed throughout the process.

# University of Arkansas at Monticello

Instructor: Rhonda G. Williams

Phone: 870-918-3604 (Text) Email [williamsr@uamont.edu](mailto:williamsr@uamont.edu)

Office hours by appointment

MCBAUD

## **COMM 3523 & 4623 Acting Fall 2013—Tuesdays @ 4:30-7:15**

**3 credits: 3 hours lecture**

Prerequisite: COMM 2243 or instructor's permission

A detailed study of character, creation, and stage movement.

Students who graduate with the Bachelor of Arts in Communication should:

1. Send and receive both verbal and nonverbal messages that meet critical standards.
2. Demonstrate facility in using major theorists in message analysis.
3. Identify and resolve conflict issues in message construction and reception.
4. Demonstrate significant skill in adapting messages to any type of communication – i.e. - intrapersonal through mediated.
5. Create formal messages using credible research methods and solid reasoning to draw conclusions.

Content Outline: Students will perform 5 monologues/scenes from the Contemporary Stage Monologues book, read and discuss the Art of Acting by Stella Adler, and EITHER write an 8—10 page paper on one of the schools of acting techniques or participate in the Halloween maze at the Allen house. Rehearsal schedule and information about the paper will be provided to you at the second class meeting.

Since this class only meets once day a week, it is vitally important that you attend. Not only will excessive absences cause hardship to your classmates, because we all are learning from each other, but it will adversely affect your final grade. After three absences your grade will drop a letter grade, and for each additional absence it will be further lowered a letter grade.

Students with disabilities:

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring

accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926.

**Student Conduct Statement:**

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

**Academic Dishonesty:**

13. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
  - a. Copying from another student's paper;
  - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
  - c. Collaboration with another student during the examination;
  - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
  - e. Substituting for another person during an examination or allowing such substitutions for oneself.
14. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
15. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
16. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result

for the student(s) involved will be: A. receiving a grade of zero on the assignment, B. notifying the Dean of the offence.

Assignment breakdown

Monologues are worth 100 points each and on the night of performance they must be OFF BOOK (memorized) (5 x 100) 500 points  
Critiques of each monologue 20 points each (20 x 6) 120 points  
Paper OR Participation in the Maze 200 points  
Final Performance—150 points

Grading Scale:

A= 90—100

B= 80 — 89

C= 70 — 79

D= 60 — 69

F= 59 and below

**October 31—last date to drop a class**

**December 6—Last day of regular classes**

**Final Exam Week December 10-14**

**Final Exam (Performance of a selected monologue w/full costume) will be December 10, 2013 at 4:30 p.m.**

Class Schedule—(this is subject to change at instructor's discretion)

Week 1--August 27—Intro, syllabus, get acquainted, expectations, theatre vocabulary given/warm up/vocal warm up

Week 2--September-3—Objective/Obstacle/Tactic improvisations—chapter 1 & 2 Adler

Week 3--September 10—1<sup>st</sup> monologue selected and work in class—Chapter 3 &4 Adler

Week 4--September 17—1<sup>st</sup> monologue work continued—Chapter 5 & 6 Adler

Week 5--September 24—1<sup>st</sup> monologue performed

Week 6--October 1—2<sup>nd</sup> monologue selected and work in class—Chapter 7 & 8 Adler

Week 7--October 8—2<sup>nd</sup> monologue work continued—Chapter 9 & 10 Adler

Week 8--October 15—2<sup>nd</sup> monologue performed—Chapter 11 & 12 Adler

Week 9--October 22—3<sup>rd</sup> monologue selected and work in class—Chapter 13 & 14 Adler

Week 10--October 29—Research/Maze day

Week 11--November 5—PAPER DUE (if the paper was chosen) 3<sup>rd</sup> monologue performance due—Chapter 15 & 16 Adler

Week 12--November 12—4<sup>th</sup> scene selected—work in class—Chapter 17 & 18 Adler

Week 13--November 19—4<sup>th</sup> selected performed—Chapter 19 & 20 Adler

Week 14--November 26—5<sup>th</sup> scene selected and work in class—Chapter 21 & 22 Adler

Week 15--December 3—5<sup>th</sup> scene performed

December 10—Final Exam/Final Performance (This is a monologue you have previously performed of your choosing and one scene. This final performance must have full costume that fits the character and any props etc.

# University of Arkansas at Monticello

Instructor: Rhonda G. Williams, M.F.A

Phone: 870-918-3604 Email [williamsr@uamont.edu](mailto:williamsr@uamont.edu)

Office hours by appointment

Wells Hall Classroom 200

Fundamentals of Play Directing

## **COMM 4643 —Tuesdays @ 4:30-6:45 Spring 2013**

**3 credits: 3 hours lecture**

Prerequisite: COMM 2243 or instructor's permission

Students who graduate with the Bachelor of Arts in Communication should:

6. Send and receive both verbal and nonverbal messages that meet critical standards.
7. Demonstrate facility in using major theorists in message analysis.
8. Identify and resolve conflict issues in message construction and reception.
9. Demonstrate significant skill in adapting messages to any type of communication – i.e. - intrapersonal through mediated.
10. Create formal messages using credible research methods and solid reasoning to draw conclusions.

Course Description: A detailed study of basic interpretation, casting, rehearsal procedures, and director-actor relationships in an analysis and creation of character.

COURSE OBJECTIVE: To give the student a basic understanding of the directing process through script analysis (prompt book), selected readings, and scene work. We will focus on all aspects of the director's process: play selection, conceptualizing, analyzing, casting, rehearsing, performing, and letting go. The ultimate goal of this course is an understanding of how to COMMUNICATE precisely and simply with actors, designers, acting and voice coaches, stage managers, and dramaturges.

Since this class only meets once day a week, it is vitally important that you attend. There is quite a bit of reading in this class and it is very important that you read and be able to contribute to the discussion. This is a class in which discussion is vitally important.



After three absences your grade will drop a letter grade, and for each additional absence it will be further lowered a letter grade.

**Students with disabilities:**

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Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

**Academic Dishonesty:**

17. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
  - a. Copying from another student's paper;
  - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
  - c. Collaboration with another student during the examination;
  - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
  - e. Substituting for another person during an examination or allowing such substitutions for oneself.
  
18. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.

19. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
20. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will be: A. receiving a grade of zero on the assignment, B. notifying the Dean of the offence.

Assignment breakdown

Written analysis using the Hodge model of The Crucible, A Streetcar named Desire, Crimes of the Heart

Grading Scale:

A= 90—100

B= 80 — 89

C= 70 — 79

D= 60 — 69

F= 59 and below

**March 31—last day to drop**

**April 30—Last day of regular classes**

**Final Exam Period—May 1—May 7**

**Final Exam: presentation of second scene and turn in last analysis will be May 7, 2013 at 4:30 p.m.**

Class Schedule—(this is subject to change at instructor's discretion

Week 1—January 15—class cancellation due to winter weather

Week 2—January 22—intro/syllabus/chapter 1/2

Week 3—January 39—Part 1—Play Analysis: The Director's Primary Study chpts 3/4/5/6

Week 4—February 5—Part II Communication chpts 7/8/9

Week 5—February 12—chpts 10/11/12

Week 6—February 19—chpts 13/14/15/16

Week 7—February 26—Play analysis due/Streetcar Named  
Desire—Scenes chosen

Week 8—March 5—Scene Rehearsal

Week 9—March 12—Scene rehearsal

Week 10—March 19—SPRING BREAK

Week 11—March 26—Presentation of scenes

Week 12—April 2 Part III chpts 17--21

Week 13—April 9 chpt—23/24/25/26

Week 14—April 16—Analysis of The Crucible due

Week 15—April 23—Scene rehearsal

Week 16—April 30—Scene Rehearsal

FINAL EXAM May 7—Presentation of Scene 2 and analysis of  
Crimes of the Heart Due

## COMM 4663 Performance Study / Spring 2016

**Time:** 9:40-11:00 T-TR  
**Instructor:** Mr. Jim Evans  
**Office:** Wells 202  
**Office Hours**

**Location:** Wells 205  
[evans@uamont.edu](mailto:evans@uamont.edu)  
**Phone:** 460-1589  
**MWF 8:00-9:00 & 12:00-1:00**  
**T-TR 8:30-9:30 & 1:00-2:00**

**Other Times By Appointment**

No Text

**Purpose:** Performance Study is a great lens for discussing, practicing, and analyzing communication – both intra- and inter-personally. As the field of Communication Studies continues to evolve, more scholars are utilizing the practices of performance theory (embodied) to understand how people create and shape the world. Performance Studies is an interdisciplinary approach to study within academic settings and exists as a meaningful tool with which to critique and re-envision the way we practice “knowledge production.”

As a critical pedagogue, I approach this class as a facilitator and instigator. I am more interested in the way my students explain the world to me than how I might explain it to them. In order to discover their theories, I assign papers and performances with many open guidelines to hear individual voices and some formal requirements with which to evaluate the work. I will facilitate conversations, debates, and discussions, and may insert provocative questions to stimulate, challenge, and play “devil’s advocate.” The intent isn’t to stump the student or humiliate people; rather, the intent is to facilitate critical thinking and listening development and to encourage open-mindedness. My hope is to speak less than my students and by the end of the semester, have them take on facilitator roles, encouraging diverse opinions and challenging set assumptions. This is a clear way to assess the development of communication skills: performing them within the classroom.

Students who earn the Bachelor of Arts in Speech Communication should:

1. Send and receive both verbal and nonverbal messages that meet critical standards;
2. Demonstrate facility in using major theories in message analysis;
3. Identify and resolve conflict issues in message construction and reception;
4. Demonstrate significant skill in adapting messages to any type of communication – i.e. intrapersonal through mediated;
5. Create formal messages using credible research methods and solid reasoning to draw conclusions.

### Grade Breakdown

<b>Assignments</b>	<b>Points</b>
<b>Exam Mid-Term</b>	<b>100</b>
<b>Exam Final</b>	<b>100</b>
<b>Film Papers</b>	<b>300</b>
<b>Participation</b>	<b>100</b>
<b>Total</b>	<b>600</b>

**Grading Scale: A 90% and above, B 80%-89%, C 70% - 79%, D 60% - 69%, F 59% and below**

### **WHAT DO LETTER GRADES MEAN?**

**A** represents outstanding distinction and excellence. 90-100%

- These are not impossible to achieve but are rare and difficult to come by.

**B** signifies levels of solid accomplishment and goodness. 80- 89%

- Good is more common than excellent but more rare than average. While there is merit to hard work and long hours, it does not always guarantee success. Goodness refers to the combined results not just the effort.

**C** signifies "average- simple, common, adequate but ordinary 70-79%

- Average is not usually an appealing rank to artists who strive for extraordinary and unique. C is however a very respectable point. Recognize what more is needed; plan to move ahead, improve and grow.

**D** represents results less than standard and/or mediocre- just passable 60-69%

- Perhaps priorities about school or life have not been established. Recognize however, that a D can also mean that you truly do not understand what is expected. You should make an office appointment to discuss how you might take action on your future and upcoming assignment problems.

**F** is a clear failure. < 59%

-It represents lack of effort/interest. It is a cause for deep concern.

#### **Assessments:**

##### **Exams:**

Administered during class time and the assigned final time.

Open note.

##### **Homework:**

Film papers (listed below) other assignments at my discretion.

##### **Participation:**

This course requires you to be an active participant in the class. This means you must participate in the discussion of the theories.

#### **Work Required:**

**In class: - 47 Hours**

**Attend class, take notes, and participate in class discussion.**

**Watch films**

**Take exams**

**Preparation: - 153 Hours**

**Prepare papers and other assignments**

**Review notes and study for test**

**Overall Total Obligation:**

**200 Hours**

Film Papers:

After each screening, at the beginning of the next class period, you will to submit a **typed** paper in which you thoroughly discuss and react to the film from the previous class.

Here's what I'll look for in the film papers:

#### **Acting**

1. Were the actors believable, given the requirements of the movie? If they were believable, how did they seem to accomplish this? If they weren't believable, what occurred to impair or destroy believability? (As

you discuss this, be sure to separate the performer from the role. For example, you can dislike a character but admire the performance.)

2. Identify the performers you considered most successful. Citing specifics from the production, note what they did well: particular gestures, lines, or moments. Try to describe each performer so as to give the reader a clear image. For example, how did the performer's voice sound? How did he or she move? How did he or she interpret the role?

3. If there were performers you did not like, identify them and explain why you did not like them. Give concrete examples to explain why their performances were less successful.

4. Acting is more than just a collection of individual performances. The entire company needs to work as a unit (this is sometimes called ensemble): each actor must not only perform his or her own role but also support the other performers. Discuss how the performers related or failed to relate to one another. Did they listen to each other and respond? Did any actor seem to be "showing off" and ignoring the others?

### **Directing**

1. The director unifies a production and frequently provides an interpretation of the text. Did there seem to be a unifying idea behind the production? If so, how would you express it? How were you able to see it embodied in the production? Was it embodied in striking images or in the way the actors developed their performances?

2. Did all the elements of the production seem to be unified and to fit together seamlessly? How was this reflected, in particular, in the visual elements? The scenery, costumes, and lighting?

3. How did the director move the actors around on screen? Were there any moments when you felt that such movement was particularly effective or ineffective? Were entrances and exits smooth?

4. Did the pace or rhythm of the production seem right? Did it drag or move swiftly? Did one scene follow another quickly, or were there long pauses or interruptions?

### **Scenery**

1. What information was conveyed by the scenery about time, place, characters, and situation? How was this information conveyed to you?

2. What was the overall atmosphere of the setting?

3. Did any colors dominate? How did colors affect your impression of the movie?

4. Was the setting a specific place, or was it no recognizable or real locale? Did that choice seem appropriate for the movie?

5. If the setting was realistic, how effectively did it reproduce what the place would actually look like?

6. Were there symbolic elements in the scenery? If so, what were they? How did they relate to the play?

### **Costumes**

1. What information was conveyed by the costumes about time, place, characters, and situation? How was this information conveyed to you?

2. What was the period of the costumes? What was the style? Were the costumes from a period other than the period in which the play was written or originally set? If so, how did this affect the production? Why do you think this choice was made?

3. How was color used to give you clues to the personalities of the characters?

4. Did each character's costume or costumes seem appropriate for his or her personality, social status, occupation, etc.? Why or why not?

5. Did the costumes help you understand conflicts, differing social groups, and interpersonal relationships? If so, how?

### **Lighting**

1. What information was conveyed by the lighting about time, place, characters, and situation? How was this information conveyed to you?

2. Describe the mood of the lighting. How was color and intensity used to affect mood? What other characteristics of light were used to affect mood? Was the lighting appropriate for the mood of each scene? Why or why not?

3. Was the lighting realistic or nonrealistic? What was the direction of the light? Did it seem to come from a natural source, or was it artificial? Did this choice seem appropriate for the text?

4. Were the actors properly lit? Could their faces be seen?

5. Were light changes made slowly or quickly? How did this affect the play? Did it seem right for the play?

### **Text**

1. What was the text for the performance? Was it a screenplay? Was it a piece created by the actors or director? Was the piece adapted from another work?

2. What was the text about? What was the author of the text trying to communicate to the audience? Did the author try to communicate more than one message?

3. How was the meaning of the text communicated through words, actions, or symbols?

4. Did you agree with the point of view of the text? Why or why not?

5. What was the genre of the text? Was it comedy, tragedy, farce, melodrama, or tragicomedy? Was the text realistic or nonrealistic? Was it presentational or representational?

6. Using terms you have encountered in your theater course or textbook, describe the structure of the text. Was it climactic (intensive)? Was it episodic (extensive)? Was it some combination of the two?

7. Many theorists argue that conflict is necessary for a dramatic text. Describe the conflict within the text in the production you saw. Which characters were in conflict? Was there a moment in the action when the conflict seemed to come to a head? Was the conflict resolved or not? How did you feel about its resolution or lack of resolution? If the conflict was resolved, how was it resolved? How did the conflict seem to embody the meaning of the text?

### **Characters**

1. What were the major desires, goals, objectives, and motivations of the leading characters? How did these help you understand the meaning of the text?

2. Were the characters realistic, symbolic, allegorical, totally divorced from reality, etc.?

3. How did minor characters relate to major characters? For instance, were they contrasts or parallels?

4. Did you identify most with one of the characters? If so, describe this character and explain why you identified with him or her.

### **Feedback Schedule:**

Most often, a student can expect a response to email within 24 hours Monday through Thursday. Since I am gone most weekends emails sent after 5 p.m. Thursday may not be answered until the following Monday.

**Attendance Policy:** All students enrolled for this course are required to attend every class. Students will be expected to participate in class activities and contribute to class discussions of topics. Because a portion of this course is performance based, it's imperative that you be present in class, during both oral discussions and the performance of presentational objectives. No unexcused will be allowed. Unexcused absences will result in a 20-point deduction per occurrence. If you are late 3 times to class that will count as one absence. If you are late it is your responsibility to make sure that you are counted present on the roll. If you fall asleep (or appear to fall asleep) in class it will be counted as an unexcused absence. *This policy will be applied to all students, even if one's absences lead to a lower grade for the course. Any student who misses more than 25% of the class will receive an F.*

**Academic Conduct:** *Plagiarism is academic misconduct.* Any student caught cheating on an exam or plagiarizing the paper will be given an "F" for the assignment and/or course.

According to the Merriam-Webster Online Dictionary, to "plagiarize" means

9. to steal and pass off (the ideas or words of another) as one's own
10. to use (another's production) without crediting the source
11. to commit literary theft
12. to present as new and original an idea or product derived from an existing source.

\*\*\*Students with disabilities Note: It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926.

**Note:** The following action is prohibited under the Student Conduct Code: Disorderly Conduct: Any behavior which disrupts the regular or normal functions of the University community, including behavior which breaches the peace or violates the rights of others.

Note: UAM will no longer mail grade reports to all students. You may access your grades through Campus Connect on the UAM homepage: <http://www.uamont.edu>. To have your grades mailed to you, complete the grade request form available in the Registrar's Office in Monticello or the Student Services offices in Crossett and McGehee

#### **Academic Alert:**

The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. If you are doing poorly in your academic work, are chronically absent from class, are exhibiting disruptive behavior or are having difficulty adjusting to campus life, University faculty, staff or a fellow student may report you to the Office of Academic Affairs through the Academic Alert system.

#### **Academic Resources:**

The Center for Writing and Communication

Memorial Classroom Building, Room 113, (870) 460-1378

Home Page: <http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/>

Mailing Address: P. O. Box 3460, Monticello, AR 71656



**The Center for Writing and Communication (CWC) is a free service to University of Arkansas at Monticello students. The CWC is staffed by UAM undergraduates who have received special training in peer writing tutoring. The CWC can assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Consultants can work with writers face to face or online, and a typical session with a consultant lasts thirty to sixty minutes. To have the best session possible, students seeking help should bring all materials, including the course syllabus, assignment sheets, and any drafts previously completed. The CWC also has a suite of laptops and computers for students working on writing projects and a resource library of up-to-date citation guides, grammar handbooks, and guides for writing in many disciplines and majors.**

### **Student Handbook**

**The Student Handbook contains information about the services UAM provides as well as community standards and University policies. You are encouraged to become well acquainted with the guidelines published in the handbook, as it will direct you during your tenure at UAM.**

**The Student Handbook is located at the following link:**

**<http://uam-web2.uamont.edu/pdfs/student%20handbook.pdf>**

**Student Conduct:** Students are expected to conform to the class rules, which include, but are not limited to

- 46) **Attend with at least one (1) pen and a notebook or paper for taking notes.**
- 47) **Take notes.**
- 48) Work will be allowed to be made up without penalty only for excused absences. An excused absence is: a university sanctioned activity (with prior notification), illness (with a receipt and note from a doctor), and possible other reasons that are approved and verified by the instructor. All work missed not due to an excused absence can be made up at a 25% reduction in grade per class period that it is late.
- 49) Class begins at the time listed at the beginning of this syllabus. Be in your seat with your notebook out, your textbook ready, and a pen in hand at that time.
- 50) Respect for others through active listening is mandatory at all times.
- 51) Children are not permitted in the class.
- 52) **Cell phone and all other electric devices must be turned off before entering the classroom and remain off until the end of class.**
- 53) All written assignments are due in person, hard-copy, word-processed, and spell-checked at the beginning of class on the due date. *No assignments will be accepted electronically or late.*
- 54) Academic Honesty – The purpose of this policy is to encourage a mature attitude toward learning, to establish a sound academic morale, and to discourage illegitimate aid in examinations, laboratory and homework.

- 55) Cheating is defined as using or attempting to use, giving, or attempting to give, obtaining or attempting to obtain products or prepared materials, information relative to a quiz or examination or other work that a student is expected to do alone and not in collaboration with others. Fabricating documents in order to obtain an excused absence is a serious form of cheating.
- 56) Plagiarism (copying) of themes or other written work shall also be considered an infraction. All materials distributed in class are the joint property of the instructor and UAM.
- 57) Cheating or removing evaluation or testing materials without permission will result in punitive action in accordance with the Student Handbook's Regulations/Policies.
- 58) Sexual Harassment will not be tolerated. Sexual harassment is a form of sexual discrimination and constitutes a violation of federal and state law.

### *Seeking Help*

I encourage you to meet with me individually if you are having any trouble in class. Seek help immediately. Don't wait until the end of the semester to see me regarding your grades.

Aside from office hours, I will be available by appointment and also can be reached via e-mail. But don't feel you must have a pressing problem to come talk to me. I'm interested in getting to know each one of you and making sure you are having a quality learning experience.

***Controversial subjects will be discussed in class and personal information may be revealed. Please demonstrate respect for the ideas and values of your colleagues through courteous discussion. You may not agree with the ideas, values and beliefs of others, but it is absolutely critical to the reasoned process of inquiry to demonstrate respect. As we discuss controversial subjects, some discomfort is expected. It is impossible to learn anything new without experiencing some dissonance. However, I caution you regarding two things: 1) If at any time you fail to demonstrate respect through verbal or nonverbal messages which become disruptive, hurtful, or contrary to good order, you will be asked to leave; 2) If at any time you feel excessive distress over the material, the teaching style, one of your colleagues or an assignment, feel free to ask for an alternative assignment or to be excused for that portion of the instruction.***

### **IMPORTANCE OF THE SYLLABUS**

Each student is responsible for reading the course syllabus, understanding its contents, and for complying with the requirements set forth therein. This syllabus is the social contract between you, the student, and me, the class facilitator. Once you receive it – YOU become a responsible party to the contract. Every effort will be made to strictly adhere to the terms outlined in the syllabus; however, sometimes changes are necessary. If changes are necessitated, they will be discussed in class. It is your responsibility to keep up with those changes. Absence is not an acceptable excuse for not keeping up with changes to the syllabus.

**PLEASE REMEMBER** – this syllabus is a tentative document, which reflects my best effort. The schedule, policies and procedures, and assignments may be modified at any time at my discretion to better facilitate the class or to deal with unexpected circumstances or emergencies. It is my personal commitment to give you my very best effort towards your educational experience. I will keep you informed throughout the process.

## COMM 1023 (ACTS #1003) – 3 hrs Public Speaking / Fall 2016

Time: 11:10-12:30 T-Th      Location: Wells 205  
Instructor: Mr. Jim Evans      evans@uamont.edu  
Office: Wells 202      Phone: 870-460-1589  
Office Hours      MWF 9:00-10:00 & 12:00-1:00  
T-TR 8:30-9:30 & 1:00-2:00

Other Times By Appointment

- **Text: The Speaker's Primer.**
- **Prerequisites: None**
- **Blackboard Supplemental Student Success Support:**  
This course also has a Blackboard Supplemental Resource Component to support your success. Please regularly check the course component on Blackboard for announcements, supplemental resources, notes, class discussions, etc.

**Purpose: This course is intended as a highly practical means of helping you to perform as effectively as possible in any situation demanding the ability to speak to an audience. Public speaking is to assist and enhance students in the development of their communication skills as related to their professional careers. Its purpose is to assist students in preparing and delivering effective presentations through exposing students to the basic principles of speechmaking and providing opportunities for developing their own communicative skills.**

Through the completion of this course, students will understand how to: 1) create, develop central ideas and main points of a chosen topic, 2) analyze and adapt a presentation to an audience, 3) gather and present information in an organized, sound, clear, and/or persuasive manner, and 4) manage the anxiety often associated with delivering presentations.

Additional objectives include, improving the ability to evaluate and respond to spoken messages, utilize language effectively, enhance problem-solving and decision making skills, develop delivery skills, enhance the use of appropriate nonverbal behaviors, and provide a classroom environment where critical thinking is stimulated.

### **Student Learning Outcomes:**

1. Increase personal confidence and manage communication apprehension in public speaking situations.
2. Select appropriate speech topics and demonstrate the ability to both focus and limit such topics.
3. Develop and improve the ability to attend, comprehend, analyze/evaluate and respond to spoken messages through appropriate listening skills.
4. Develop organizational skills for arranging and outlining a speech.
5. Utilize language effectively for clear, appropriate and vivid expression.
6. Discover, analyze and logically support ideas.
7. Analyze audiences and adapt messages accordingly.
8. Evaluate oral messages and give appropriate feedback.
9. Develop effective delivery skills and appropriate nonverbal behaviors.
10. Demonstrate proficiency in both informative and persuasive speaking.
11. Appreciate the role and importance of public speaking in our society, and the **responsibility for ethical communication.**

## Grade Breakdown

Assignments	Points
Presentation #1	100
Presentation #2	150
Presentation #3	200
Presentation #4	250
Mid-Term Exam	50
Final Exam	50
Homework & Participation	200
<i>Total</i>	<b>1000</b>

**Grading Scale:** A 90% and above, B 80%-89%, C 70% - 79%, D 60% - 69%, F 59% and below

### Criteria Used for Evaluating Speeches

The *average speech* (grade C) should meet the following criteria:

1. Conform to the kind of speech assigned.
2. Be ready for presentation on the assigned date
3. Conform to the time limit
4. Fulfill any special requirements of the assignment
5. Have a clear specific purpose
6. Have an identifiable introduction, body, and conclusion
7. Show reasonable directness and competence in delivery
8. Be free of serious errors in grammar, pronunciation, and word usage

The *above average speech* (grade B) should meet the preceding criteria and also:

1. Deal with a challenging topic
2. Fulfill all major functions of a speech introduction and conclusion
3. Display clear organization of main points and supporting materials
4. Support main points with evidence that meets the tests of accuracy, relevance, objectivity, and sufficiency
5. Exhibit proficient use of connectives
6. Be delivered skillfully enough so as not to distract attention from the speaker's message

The *superior speech* (grade A) should meet all the preceding criteria and also:

1. Constitute a genuine contribution by the speaker to the knowledge or beliefs of the audience
2. Sustain positive interest, feeling, and/or commitment among the audience
3. Contain elements of vividness and special interest in the use of language
4. Be delivered in a fluent, polished manner that strengthens the impact of the

speaker's message

The *below average speech* (grade D or F) is seriously deficient in the criteria required for the C speech.

**Assessments:**

**Exams:**

Administered during class time and the assigned final time. Open note

**Quizzes:**

Over reading assignments and lecture. Both open and closed

**Presentations:**

Formal speeches given to the class

**Homework:**

Preparing for presentations other assignments at my discretion.

**Participation:**

This course requires you to be an active participant in the class. This means you must talk and interact in class.

**Work Required:**

**In class: - 47 Hours**

Attend class, take notes, and participate in class discussion.

Give presentations

Take quizzes and exams

**Preparation: - 100 Hours**

Read required materials for class

Prepare presentations and other assignments

Review notes and study for test

**Overall Total Obligation:**

147 Hours

**Presentations:** All presentations must have a formal typed outline to be turned into the instructor prior to giving your presentation. The extemporaneous method of organization and delivery must be demonstrated. (DO NOT READ OR MEMORIZE YOUR PRESENTATION). MANUSCRIPT SPEECHES WILL NOT BE ALLOWED.

**UAM Attendance Policy:**

Students are expected to participate in all required class activities and discussions during the semester. The University does not allow for unexcused absences. Students involved in University sponsored events should be considered excused unless the proper notifications were not delivered to the instructor according to Policy XV on page 71 of the UAM Faculty Handbook.

Regardless of the reasons for a student lack of participation, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

**Attendance Policy:** All students enrolled for this course are required to attend every class. Students will be expected to participate in class activities and contribute to class discussions of topics. Because a portion of this course is performance based, it's imperative that you be present in class, during both oral discussions and the performance of presentational objectives. No unexcused will be allowed. Unexcused absences will result in a 25-point deduction per occurrence. If you are late 3 times to class that will count as one absence. If you are late it is your responsibility to make sure that you are counted present on the roll. If you fall asleep (or appear to fall asleep) in class it will be

counted as an unexcused absence. *This policy will be applied to all students, even if one's absences lead to a lower grade for the course. Any student who misses more than 25% of the class will receive an F.*

**Academic dishonesty:**

21. **Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:**
  - a. **Copying from another student's paper;**
  - b. **Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;**
  - c. **Collaboration with another student during the examination;**
  - d. **Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;**
  - e. **Substituting for another person during an examination or allowing such substitutions for oneself.**
22. **Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.**
23. **Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.**
24. **Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.**

**For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will be will be given an "F" for the assignment and/or course.**

**Technical Support Information:**

Blackboard Assistance:

Contact Office of Instructional Technology; phone 870-460-1663; open Monday-Friday, 8 a.m. – 4:30 p.m.

Online Help Desk: <http://www.uamont.edu/pages/resources/academic-computing/>

Email Assistance:

Contact the Office of Information Technology; phone 870-460-1036; open Monday-Friday, 8 a.m. – 4:30 p.m.

Library Services: The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation:

<http://www.uamont.edu/pages/library/>

**Academic Alert:**

The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. If you are doing poorly in your academic work, are chronically absent from class, are exhibiting disruptive behavior or are having difficulty adjusting to campus life, University faculty, staff or a fellow student may report you to the Office of Academic Affairs through the Academic Alert system.

**Academic Resources:**

**THE CENTER FOR WRITING AND COMMUNICATION**

Memorial Classroom Building, Room 113, (870) 460-1378

Home Page: <http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/>

Mailing Address: P. O. Box 3460, Monticello, AR 71656

The Center for Writing and Communication (CWC) is a free service to University of Arkansas at Monticello students. The CWC is staffed by UAM undergraduates who have received special training in peer writing tutoring. The CWC can assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Consultants can work with writers face to face or online, and a typical session with a consultant lasts thirty to sixty minutes. To have the best session possible, students seeking help should bring all materials, including the course syllabus, assignment sheets, and any drafts previously completed. The CWC also has a suite of laptops and computers for students working on writing projects and a resource library of up-to-date citation guides, grammar handbooks, and guides for writing in many disciplines and majors.

**Students with Disabilities:**

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities. It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926; email: [whitingm@uamont.edu](mailto:whitingm@uamont.edu).

For assistance on a College of Technology campus contact:

McGehee: Office of Special Student Services representative; phone 870 222-5360; fax 870 222-1105.

Crossett: Office of Special Student Services representative; phone 870 364-6414; fax 870 364-5707.

**Note:** This course fulfills specific general education requirements. For more information, consult the current academic catalogue.

**Note:** The following action is prohibited under the Student Conduct Code: Disorderly Conduct: Any behavior which disrupts the regular or normal functions of the University community, including behavior which breaches the peace or violates the rights of others.

**Other Class Rules:**

- 59) **Attend with at least one (1) pen and a notebook or paper for taking notes.**
- 60) **Take notes.**
- 61) Work will be allowed to be made up without penalty only for excused absences. An excused absence is: a university sanctioned activity (**with prior notification**), Illness (with a receipt and note from a doctor), and possible other reasons that are approved and verified by the instructor. All work missed not due to an excused absence can be made up at a 10% reduction in grade per class period that it is late.
- 62) All topics for presentations must be approved by the instructor prior to the date due. (note: no speeches will be allowed that require you to bring a firearm, a living animal, or pornography of any kind into the classroom.)

- 63) Class begins at the time listed at the beginning of this syllabus. Be in your seat with your notebook out, your textbook ready, and a pen in hand at that time.
- 64) Respect for others through active listening and audience analysis is mandatory at all times.
- 65) Children are not permitted in the class.
- 66) Consumptions of beverages, snacks or other consumables are not permitted during presentations.
- 67) Dress and appearance should add to a presentation, not detract. (i.e. no t-shirts, shorts, worn out jeans, shirts with writing, etc.)
- 68) Cell phone and other electric devices must be **turned off** before entering the classroom
- 69) All written assignments are due in person, hard-copy, word-processed, and spell-checked at the beginning of class on the due date. *No assignments will be accepted electronically.*

### **Schedule of Topics, Readings, and Activities**

Introduction /orientation  
 Chapter 1 - Public Speaking  
     Speaking Anxiety  
     Audience Analysis  
     Introduce Presentation #1  
     Selecting topic/purpose  
     Organizing the body of the speech  
     Introductions / Conclusions  
     Presentation # 1  
 Introduce Presentation #2 / Informative Presentations  
     Outlines  
     Delivery  
     Presentation #2  
     Presentation #2  
     Mid-Term Exam  
     Introduce Presentation #3  
     Visual Aids  
     Gathering Materials  
     Supporting Your Ideas  
     Speaking to Persuade  
     Methods of Persuasion  
     Presentation #3  
     Introduce Presentation #4  
     Ethics  
     Listening  
     Language  
 Review / Prepare Presentation #4  
     Presentation #4  
     Final Exam



# COMM 4053.01: Visual Rhetoric

We live in a world inundated with visual media. As scholars, and as producers of digital media and professional documents, it is our responsibility to know the theories and best practices for utilizing various visual mediums for the communication of information. This course introduces theories, principles, and techniques of visual design and examines the process of finding the most effective combination of medium, genre, text, images, organization, page layout, color, and font to appropriately and persuasively communicate to a specific audience for a specific situation. We will create texts based on careful consideration not just of being technically proficient but also being rhetorically sound. We will consider the needs of the audience and the strategies to make whatever we are crafting usable and visually appealing.



## Course & Instructor Information



### Course

Spring 2016  
3 Credit Hours  
Wells 100

Tuesday & Thursday  
1:40pm - 3:00pm



### Instructor

Dr. Julie Platt  
110 Wells Hall  
platt@uamont.edu  
870-460-1489

Office Hours: T&Th 10:00am-  
1:30pm and by appointment

### Required Texts & Materials

Sturken, Maria and Lisa Cartwright. *Practices of Looking*. 2nd ed. Oxford: Oxford UP, 2009. Print. ISBN 978-0195314403.

Williams, Robin. *The Non-Designer's Design Book*. 4th ed. Berkeley: Peachpit Press, 2014. Print. ISBN 978-0133966152.

A flash drive of at least 4GB, & additional materials made available in class or via Blackboard.

**For additional textbook information, you may go to the online bookstore:**  
[https://adoptions.efollett.com/OnlineAdoptionsWeb/onlineAdoptions.html?storeNumber=1305&langId=en\\_US](https://adoptions.efollett.com/OnlineAdoptionsWeb/onlineAdoptions.html?storeNumber=1305&langId=en_US)



## Student Learning Outcomes

Upon successful completion of this course, students will:



determine how audience, purpose, and context should guide visual design, and thus come to better understand what shapes the visual media around us.



learn and then apply technical and rhetorical elements of document design to produce information graphics and supporting materials in different genres and media.



thoughtfully design to solve problems, and come to understand the ethics of design and see that their role as a designer (or a communicator who designs) is to be an advocate for those using the design.



develop skills with graphics and publishing tools and software applications frequently used in the workplace.



### Attention!

Students must complete and submit ALL MAJOR PROJECTS to be eligible to pass COMM 4053.



Technology  
in COMM  
4053



In addition to providing you with printed course materials, I will be putting all essential course materials (syllabus, schedule, assignment sheets, daily PowerPoint lessons, etc.) on Blackboard so that you may access them as needed outside of class time. If you are not familiar with Blackboard (e.g. how to submit an assignment, how to use the discussion board, etc.), then you are responsible for contacting Academic Computing for support (see below).



You must have access to a computer with updated word processing software, preferably Microsoft Word. If you cannot purchase Microsoft Word, use Google Drive or download the OpenOffice suite of programs (openoffice.org), both of which can be saved as Microsoft Word-compatible files. If you have a laptop computer, you may bring it to class.



You must have access to your UAM email address and check it daily, as this will be the primary way we will keep in touch outside of class. My guidelines for sending and receiving email, as well as when I can be reached and how soon I will reply, are detailed in a later section of this syllabus.



While technology makes life easier, it can also be frustrating (computer crashes, deleted work, unavailable Internet connections, Blackboard being down, etc.). Plan accordingly. I accept work electronically or in print, so excuses such as "Blackboard was down" or "my computer died" are not acceptable for late or incomplete assignments. **ONLY YOU CAN BE RESPONSIBLE FOR YOUR COMPUTER AND YOUR INTERNET ACCESS.** Find a buddy you can rely on to catch you up if you miss class, and leave extra time, especially in the first few weeks, to ensure that technology does not get in the way of your coursework.

### Need Blackboard Help?

### Need Email Help?

Academic Computing:

870-460-1663

M-F, 8:00am – 4:30pm

Help Desk:

870-460-1663

fendley@uamont.edu

Information Technology:

870-460-1036

M-F, 8:00am – 4:30pm



**The computer section of the Taylor Library is open during regular library hours. Visit <http://www.uamont.edu/pages/library> for updated information.**



Contacting  
Dr. Platt

### Email Contact

I answer email M-F, 8am to 4pm. I reply within 48 hours; if you don't hear back, write again. Use UAM email only!

### F2F Contact

My office hours are T&Th 10am-1:30pm. Email for an appointment outside those times.

### How to Make Profs Love You: Email Etiquette

Write a descriptive subject line in which you mention our class number and section, and what your message is regarding.

Address your recipient respectfully. We have a working relationship, not a social one, so starting your email with "Dear Dr. Platt" is your best bet.

Be clear and specific about what you're asking. Do not send me an email that says something like "I don't understand the assignment." I completely sympathize and want to help, but "the assignment" is too general, as is "don't understand." Remember that I teach many students in a number of different classes.

Be concise, but don't be too brief or too casual. Remember that emails are not text messages. Don't shorten words, use complete sentences, and go easy on the exclamation points and emojis.

Sign your emails. UAM student email addresses are strings of letters and numbers, so you must tell me who you are. "Sincerely, [Firstname Lastname]" is appropriate and appreciated.



### University Attendance Policy

Students are expected to attend all required class sessions during the semester. The University does not allow for unexcused absences. Each faculty member will determine his or her individual policies regarding excused absences, except in the case of a University sponsored event. Students involved in University sponsored events should be considered excused unless the proper notifications were not delivered to the instructor according to Policy XV on page 71 of the UAM Faculty Handbook.

Regardless of the reasons for a student missing, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.



### Course Attendance Policy



Come to class!

All rhetoric and composition-centered courses, no matter what school you take them at, are interactive and require high levels of participation and collaboration. We will be completing daily activities that cannot be made up, and you will find that, in a fast-paced rhetoric course, missing even a single class meeting will leave you behind. You should never miss class. You should also never disrupt class by being late, and you should not leave early. I will be keeping track of your attendance every single day.



Absences hurt!

That said, you are allowed two unexcused absences (the equivalent of one week) before your grade begins dropping. Every unexcused absence beyond this limit will result in your final grade being lowered by 25 points per class or per 2 internship hours missed. However, if you complete the course with only 1 class absence, I will add 25 bonus points to your final grade. If you have perfect attendance (zero class absences), I will add 50 bonus points to your final grade. Please remember, too, that two tardies or late exits equal one unexcused absence.



Documentation!

An absence, excused or unexcused, does not mean you are excused from completing any work due on the day you miss. In other words, even if you miss class, the work due for that class needs to be in my hands before class time ends. If you need to miss class for a university-sponsored activity, you must provide me with documentation before the absence occurs. Should you suffer catastrophic injury or an extended illness, we can work together to determine a way for you to successfully complete all graded assignments within a reasonable timeframe. You will need to provide evidence that you should be excused (e.g. a doctor's note).



**In all cases, if by the end of the semester your work does not demonstrate that you have met the Student Learning Outcomes, you will be unable to earn a passing grade in COMM 4053.**



### Late Work Policy



All assignments will be docked 25 points for each day they are late.



After any kind of assignment is five days late, it will be recorded as a zero.



There will be no exceptions to this policy unless arrangements are made BEFORE THE DUE DATE.



### Academic Resources



#### Academic Alert

The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. If you are doing poorly in your academic work, are chronically absent from class, are exhibiting disruptive behavior or are having difficulty adjusting to campus life, University faculty, staff or a fellow student may report you to the Office of Academic Affairs through the Academic Alert system.



#### The Center for Writing & Communication

The Center for Writing and Communication (CWC) is a free service to University of Arkansas at Monticello students. The CWC is staffed by UAM undergraduates who have received special training in peer writing tutoring. The CWC can assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Consultants can work with writers face to face or online, and a typical session with a consultant lasts thirty to sixty minutes. To have the best session possible, students seeking help should bring all materials, including the course syllabus, assignment sheets, and any drafts previously completed. The CWC also has a suite of laptops and computers for students working on writing projects and a resource library of up-to-date citation guides, grammar handbooks, and guides for writing in many disciplines and majors. Memorial Classroom Building, Room 113, (870) 460-1378  
Home Page: <http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/>

#### University Tutoring Center

Any student who desires to be successful in his/her general education classes can receive assistance through tutoring services available on the 2nd floor of Harris Hall. Please watch for emails from Laura Hughes detailing this semester's tutoring availability. (870) 460-1454

#### UAM Student Handbook

The Student Handbook contains information about the services UAM provides as well as community standards and University policies. You are encouraged to become well acquainted with the guidelines published in the handbook, as it will direct you during your tenure at UAM. The Student Handbook is located at the following link: <http://uam-web2.uamont.edu/pdfs/student%20handbook.pdf>

#### University Behavior Intervention Team (UBIT)

If you have an immediate concern about the behavior or safety of a student at UAM, help by making a referral to the University Behavior Intervention Team (UBIT). UBIT's purpose is to promote a safe and productive learning, living, and working environment by addressing the needs of students, faculty, and staff. If you or a classmate are in need of help, please submit a concern at [https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&lay out\\_id=10](https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&lay out_id=10) or call 870-460-1454. In case of emergency please call 911.



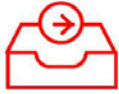
#### Students With Disabilities

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities. It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone (870) 460-1026; TDD (870) 460-1626; Fax (870) 460-1926; email: [whitingm@uamont.edu](mailto:whitingm@uamont.edu).



### Student Conduct

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. Students must not conduct themselves in a manner that disrupts the academic community or breaches the freedom of other students to progress academically. During class time your attention should be focused on communicating with your classmates and your instructor. I cannot force you to pay attention to me (that is your choice), but I do expect you to be quiet and considerate while other classmates are speaking, and to not distract them or interfere with their learning. This applies to phones, texting, games, Facebook, earbuds, vaping, et cetera. If I determine you are doing something – anything – which is distracting, I will ask you to stop, and reserve the right to ask you to leave if the distracting behavior continues. I expect students taking an advanced course to be serious and focused. Do not do or say anything that you wouldn't want me to write about in, say, a letter of recommendation.



### Assignment Submission & Feedback

You will be submitting final drafts of your major projects, and almost all of your other assignments, electronically via Blackboard. Because of this, it is very important that you pay attention to file names and file formats. You are responsible for making sure that I can open and read your work. If you send me a file I cannot open, I will alert you, but I will not grade it and it will not be considered submitted on time.

I want to receive and grade your work at the same time as everyone else's work. How long it takes me to grade an assignment is unpredictable—it could be the next day or it could be up to two weeks. I aim to return all work before the next assignment is due, with a week being the norm for a major project. This means that the safest and best practice is to turn in all work on time.

Also, if you become a "missing person," i.e., someone who stops attending class or misses the majority of the class sessions for an assignment, I will not be willing or able to grade your work at the same time as everyone else, so you will not receive the benefit of timely feedback. Before taking that step, I will attempt to contact you via email, prompting you to contact me and discuss the situation face-to-face.



### Academic (Dis)honesty

#### 4 Kinds of Academic Dishonesty at UAM



#### Cheating!

Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty: Copying from another student's paper, use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor; collaboration with another student during the examination; buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material; and substituting for another person during an examination or allowing such substitutions for oneself.



#### Collusion!

Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted. In other words, this means having someone else come up with ideas and writing for you, or give you so much "help" on your paper that it's no longer reasonable to call it your own work.



#### Duplicity!

Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved. In other words, duplicity means to "double-dip"—to hand in the exact same work twice, whether that be submitting a paper to two different instructors, or submitting an old paper from high school to a college prof without revising it significantly.



#### Plagiarism!

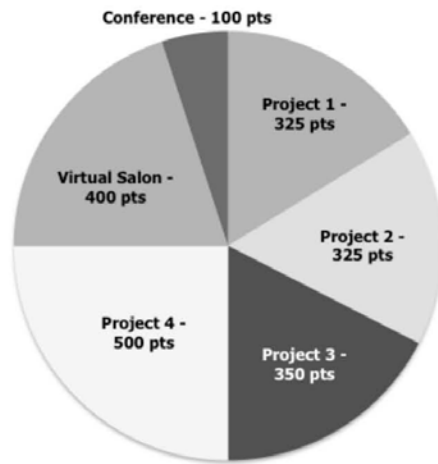
Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others. Plagiarism deals with intellectual property, which has become an increasingly complex concept as it becomes easier to cut, copy, and paste material from anywhere to everywhere.



**For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will be a zero on the assignment in question. Depending on the egregiousness of the violation, the instructor may reserve the right to fail the student for the course and report the incident. We will be having discussions and activities semester exploring plagiarism and intellectual property, and how to negotiate these issues as writers. If at any time you have doubts about whether or not you are using your own or another's writing ethically, just ask. Don't risk making a huge mistake.**



Grades in  
COMM 4053



**Total Points: 2000**

### Grading Scale at UAM

<b>A</b>	90% - 100%
	1790 - 2000 pts
<b>B</b>	80% - 89%
	1590 - 1789 pts
<b>C</b>	70% - 79%
	1390 - 1589 pts
<b>D</b>	60% - 69%
	1190 - 1389 pts
<b>F</b>	59% & below
	1189 pts & below



Work  
Required

### Academic Engagement (in-class work)



- Attend class daily
- Actively listen to/watch lectures, audio recordings, and videos
- Participate in full-class and small-group discussions
- Participate in in-class activities
- Facilitate 45-minute concept lesson (Project 3) including mini-lecture, leading discussion, and an activity

**Academic Engagement hours: 45**

### Preparation (out-of-class work)



- Read required course materials (textbooks, handouts, linked materials, etc.), including archived lectures
- Watch assigned films
- Research, plan, compose, revise, and polish major projects
- Compose reflective statements to include with major projects
- Prepare for and attend required conference
- Participate in four "Virtual Salon" discussions on Blackboard

**Preparation hours: 90**

**Overall Total Obligation: 135 hours**



Projects in  
COMM  
4053

## Major Projects

For each major project, I will distribute a detailed assignment sheet with due dates, grading criteria, and instructions for submission. You will also turn in a brief reflective statement with each major project. You are more than welcome to share drafts with me in conference.

#1

Event Poster  
325 points

You will first formally flex your growing visual rhetorical muscles by designing a poster for some upcoming event on campus (or off). You will need to make sure it's effective and appropriate for the purpose, audience, and context of the event. I will give you dimensions and parameters for the poster on the assignment sheet.

#2

Tagging Project  
325 points

You will create some kind of public "tag," something that has rhetorical force and which can become an identity marker, then put it out in the world. You will NOT break the law, but you will design something that is tag-like and deploy it in the physical world somewhere. You will turn in the tag itself as well as a picture of at least one place where you deployed it.

#3

Concept Lesson  
350 points

In the second half of the semester, you will teach a 45-minute lesson on a particular concept of your choice in visual rhetoric. This lesson should include a well-designed PowerPoint presentation that showcases your concept. You will do this in groups of no less than two and no more than four. Your will meet with me to prepare.

#4

Remixed Book  
500 points

Over the course of the semester, you will create a series of five mini projects based on our visual rhetoric lessons; I will offer you a list of options and you must pick at least five. You will install these mini projects in a discarded print book, which I will provide. We will get started on these early in the semester and I will check on your progress at mid-term time.

## Other Assignments

Visual Analysis  
"Virtual Salon"  
400 Points

Four times this semester, we will have an online discussion of a visual rhetorical text (or set of related texts) that I will introduce. Over the course of a week, we will have a "virtual salon" discussing and analyzing the text. Ahead of our first virtual salon, I will give you guidelines for a successful discussion and how you'll be graded.

Project 3 Conference  
100 Points

Ahead of Project 3, you and your group will meet with me for at least 30 minutes to discuss your plans and to test out your lesson. We will meet either in my office or the journalism lab across the hall.



A Final  
Word

In visual rhetoric, you will be introduced to complex theoretical concepts that may challenge your understanding of the world around you, and make you rethink how images and persuasion work. The kinds of assignments that you'll do will not be much like typical English papers, and while this may seem "easy" at first, you will soon find that producing quality visual rhetoric projects will require learning to work competently with software and apps that may push you far out of your comfort zone. This doesn't mean you can't succeed in this course; it simply means that you need to take it seriously, be curious and open-minded, and, of course, work hard. Remember that I am here to help you every step of the way.

COMM 4053.01:  
Visual Rhetoric

All dates are subject to change with plenty of notice from your instructor.  
PL = *Practices of Looking* (2<sup>nd</sup> Ed)  
NDDB = *The Non-Designer's Design Book* (4<sup>th</sup> Ed)

Date	Topics & Activities	Assignments (All assignments are due by next class period unless otherwise specified.)
<b>Week 1</b>		
H Jan 7	<ul style="list-style-type: none"> <li>• Introductions.</li> <li>• Syllabus, calendar, assignments, etc.</li> <li>• Icebreaker: Visual rhetoric scavenger hunt.</li> </ul>	<ul style="list-style-type: none"> <li>• Reread the course syllabus &amp; calendar &amp; note any questions you have for discussion next week.</li> <li>• Read PL pp. 1-48.</li> </ul>
<b>Week 2</b>		
T Jan 12	<ul style="list-style-type: none"> <li>• Blackboard's role in our course.</li> <li>• Defining visual rhetoric.</li> <li>• Project 1 assigned.</li> <li>• About Project 4.</li> <li>• Choosing books for Project 4.</li> </ul>	<ul style="list-style-type: none"> <li>• Access Blackboard &amp; orient yourself to the course materials there.</li> <li>• Read: <ul style="list-style-type: none"> <li>◦ PL pp. 49-92.</li> <li>◦ NDDB pp. 10-14.</li> <li>◦ TBA article (hard copy distributed in class, PDF on Blackboard)</li> </ul> </li> </ul>
H Jan 14	<ul style="list-style-type: none"> <li>• The rhetoric of visual rhetoric.</li> <li>• Introduction to document design &amp; CRAP.</li> </ul>	<ul style="list-style-type: none"> <li>• Read: <ul style="list-style-type: none"> <li>◦ NDDB pp. 15-54.</li> <li>◦ TBA article (hard copy distributed in class, PDF on Blackboard)</li> </ul> </li> <li>• Watch: <i>Helvetica</i></li> </ul>
<b>Week 3</b>		
T Jan 19	<ul style="list-style-type: none"> <li>• Reading images, part 1.</li> <li>• More CRAP!</li> <li>• Working with InDesign, part 1.</li> </ul>	<ul style="list-style-type: none"> <li>• Read: <ul style="list-style-type: none"> <li>◦ NDDB pp. 55-84.</li> <li>◦ TBA article (hard copy distributed in class, PDF on Blackboard)</li> </ul> </li> </ul>
H Jan 21	<ul style="list-style-type: none"> <li>• Reading images, part 2.</li> <li>• Even more CRAP!</li> <li>• Working with InDesign, part 1.</li> </ul>	<ul style="list-style-type: none"> <li>• Read: <ul style="list-style-type: none"> <li>◦ PL pp. 223-264.</li> <li>◦ NDDB pp. 85-94.</li> </ul> </li> </ul>
<b>Week 4</b>		
T Jan 26	<ul style="list-style-type: none"> <li>• Media &amp; everyday life, part 1.</li> <li>• Introduction to the virtual salon.</li> <li>• Virtual Salon 1 assigned.</li> </ul>	<ul style="list-style-type: none"> <li>• Read: <ul style="list-style-type: none"> <li>◦ TBA article (hard copy distributed in class, PDF on Blackboard)</li> </ul> </li> </ul>
H Jan 28	<ul style="list-style-type: none"> <li>• Media &amp; everyday life, part 1.</li> <li>• Checking in on Project 4 progress.</li> <li>• Submitting Project 1 &amp; reflective essay.</li> </ul>	<ul style="list-style-type: none"> <li>• Read: <ul style="list-style-type: none"> <li>◦ PL pp. 265-306.</li> </ul> </li> <li>• Complete Virtual Salon 1.</li> <li>• <b>Submit Project 1.</b></li> </ul>
<b>Week 5</b>		
T Feb 2	<ul style="list-style-type: none"> <li>• Culture &amp; culture jamming, part 1.</li> <li>• Project 2 assigned.</li> </ul>	<ul style="list-style-type: none"> <li>• Read: <ul style="list-style-type: none"> <li>◦ NDDB pp. 113-148.</li> <li>◦ TBA article (hard copy distributed in class, PDF on Blackboard)</li> </ul> </li> </ul>
H Feb 4	<ul style="list-style-type: none"> <li>• Culture &amp; culture jamming, part 2.</li> </ul>	<ul style="list-style-type: none"> <li>• Read: <ul style="list-style-type: none"> <li>◦ PL pp. 307-346.</li> </ul> </li> <li>• Watch: <i>Exit Through The Gift Shop</i></li> </ul>



<b>Week 6</b>		
T Feb 9	<ul style="list-style-type: none"> <li>• Pop culture &amp; postmodernism, part 1.</li> <li>• Working with Photoshop, part 1.</li> </ul>	<ul style="list-style-type: none"> <li>• Read: <ul style="list-style-type: none"> <li>◦ TBA article (hard copy distributed in class, PDF on Blackboard).</li> </ul> </li> </ul>
H Feb 11	<ul style="list-style-type: none"> <li>• Pop culture &amp; postmodernism, part 2.</li> <li>• Working with Photoshop, part 2.</li> </ul>	<ul style="list-style-type: none"> <li>• Read: <ul style="list-style-type: none"> <li>◦ PL pp. 183-222.</li> </ul> </li> </ul>
<b>Week 7</b>		
T Feb 16	<ul style="list-style-type: none"> <li>• Technology &amp; visual rhetoric, part 1.</li> </ul>	<ul style="list-style-type: none"> <li>• Read: <ul style="list-style-type: none"> <li>◦ TBA article (hard copy distributed in class, PDF on Blackboard)</li> </ul> </li> </ul>
H Feb 18	<ul style="list-style-type: none"> <li>• Technology &amp; visual rhetoric, part 2.</li> </ul>	<ul style="list-style-type: none"> <li>• Watch: <i>PressPausePlay</i></li> </ul>
<b>Week 8</b>		
T Feb 23	<ul style="list-style-type: none"> <li>• Project 3 assigned.</li> <li>• Conference sign-ups.</li> <li>• Virtual Salon 2 assigned.</li> </ul>	<ul style="list-style-type: none"> <li>• Read: <ul style="list-style-type: none"> <li>◦ TBA article (hard copy distributed in class, PDF on Blackboard)</li> </ul> </li> </ul>
H Feb 25	<ul style="list-style-type: none"> <li>• Strategies for Project 3.</li> <li>• Checking in on Project 4 progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Read: <ul style="list-style-type: none"> <li>◦ PL pp. 389-431.</li> </ul> </li> <li>• Complete Virtual Salon 2.</li> <li>• <b>Submit Project 2.</b></li> </ul>
<b>Week 9</b>		
T Mar 1	<ul style="list-style-type: none"> <li>• Visual culture &amp; globalization, part 1.</li> <li>• Working with PowerPoint, part 1.</li> </ul>	<ul style="list-style-type: none"> <li>• Read: <ul style="list-style-type: none"> <li>◦ TBA article (hard copy distributed in class, PDF on Blackboard)</li> </ul> </li> </ul>
H Mar 3	<ul style="list-style-type: none"> <li>• Visual culture &amp; globalization, part 2.</li> <li>• Working with PowerPoint, part 2.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep working on projects.</li> </ul>
<b>Week 10</b>		
T Mar 8	<ul style="list-style-type: none"> <li>• In-class work on projects.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep working on projects.</li> </ul>
H Mar 10	<ul style="list-style-type: none"> <li>• <b>No Class Meeting – Dr. Platt at SCWCA</b></li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard-based activity.</li> </ul>
<b>Week 11</b>		
T Mar 15	<ul style="list-style-type: none"> <li>• In-class work on projects.</li> <li>• Virtual Salon 3 assigned.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep working on projects.</li> </ul>
H Mar 17	<ul style="list-style-type: none"> <li>• In-class work on projects.</li> </ul>	<ul style="list-style-type: none"> <li>• Read: <ul style="list-style-type: none"> <li>◦ TBA article (hard copy distributed in class, PDF on Blackboard)</li> </ul> </li> <li>• Complete Virtual Salon 3.</li> <li>• Keep working on projects.</li> </ul>
<b>Week 12</b>		
T Mar 22		Spring
H Mar 24		Break
<b>Week 13</b>		
T Mar 29	<ul style="list-style-type: none"> <li>• Project 3 Facilitations.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep working on projects.</li> </ul>
H Mar 31	<ul style="list-style-type: none"> <li>• Project 3 Facilitations.</li> </ul>	<ul style="list-style-type: none"> <li>• Read: <ul style="list-style-type: none"> <li>◦ TBA article (hard copy distributed in class, PDF on Blackboard)</li> </ul> </li> <li>• Keep working on projects.</li> </ul>
<b>Week 14</b>		

T Apr 5	<ul style="list-style-type: none"> <li>Project 3 Facilitations.</li> <li>.</li> </ul>	<ul style="list-style-type: none"> <li>Keep working on projects.</li> </ul>
H Apr 7	<ul style="list-style-type: none"> <li>Project 3 Facilitations.</li> </ul>	<ul style="list-style-type: none"> <li>Read: <ul style="list-style-type: none"> <li>TBA article (hard copy distributed in class, PDF on Blackboard)</li> </ul> </li> <li>Keep working on projects.</li> <li><b>Submit Project 3.</b></li> </ul>
<b>Week 15</b>		
T Apr 12	<ul style="list-style-type: none"> <li>In-class work on projects.</li> <li>Virtual Salon 4 assigned.</li> </ul>	<ul style="list-style-type: none"> <li>Keep working on projects.</li> </ul>
H Apr 14	<ul style="list-style-type: none"> <li>In-class work on projects.</li> </ul>	<ul style="list-style-type: none"> <li>Read: <ul style="list-style-type: none"> <li>TBA article (hard copy distributed in class, PDF on Blackboard)</li> </ul> </li> <li>Complete Virtual Salon 4.</li> <li>Keep working on projects.</li> </ul>
<b>Week 16</b>		
T Apr 19	<ul style="list-style-type: none"> <li>In-class work on projects.</li> </ul>	<ul style="list-style-type: none"> <li>Read: <ul style="list-style-type: none"> <li>TBA article (hard copy distributed in class, PDF on Blackboard)</li> </ul> </li> <li>.</li> </ul>
H Apr 21	<ul style="list-style-type: none"> <li>Preparing for installation exhibit.</li> <li>.</li> </ul>	<ul style="list-style-type: none"> <li><b>Submit Project 4.</b></li> </ul>
<b>Week 17 Last Week of Class!</b>		
T Apr 26	<ul style="list-style-type: none"> <li>Remixed Book Installation Exhibit.</li> <li>Wrap-up &amp; goodbyes.</li> </ul>	<ul style="list-style-type: none"> <li>Have a great summer! ☺</li> </ul>

**DIGITAL GAMES:  
CULTURE & SOCIETY**

**COMM 4243 | FALL 2014  
JULIA CROUSE WADDELL  
MWF 10:10 – 11 AM | WELLS 110**

**WHAT'S IN THIS SYLLABUS**

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POLICIES	2	TECHNICAL INFO	4
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**MORE PEOPLE ARE PLAYING VIDEO GAMES THAN EVER BEFORE, BUT WHAT DOES IT MEAN TO BE A GAMER? WHAT DOES IT MEAN TO BE PART OF GAMING CULTURE?**

**IN THIS CLASS, WE WILL EXPLORE VIDEO GAMES, BOTH CLASSIC AND CONTEMPORARY. YOU WILL NOT ONLY PLAY THEM, BUT YOU WILL**

**ALSO DECONSTRUCT YOUR RELATIONSHIP WITH VIDEO GAMES THEMSELVES. YOU WILL EXPLORE THE WAYS PEOPLE ARE INFLUENCED BY GAMES, AND THE WAY THAT GAMES INFLUENCE CULTURE AND SOCIETY, FOR BETTER AND FOR WORSE.**

**YOU WILL LEARN HOW TO CRITICALLY EVALUATE GAMES AND ARTICULATE THEIR VALUE BEYOND ENTERTAINMENT. YOU WILL LEARN THE BASICS OF VIDEO GAME JOURNALISM**

**AND CRITICISM. YOU WILL BE ABLE TO EXPLAIN WHY VIDEO GAMES ARE MEANINGFUL AND IMPORTANT. BY THE END OF THE COURSE, YOU WILL GAIN AN APPRECIATION OF THE GAMES YOU PLAY BEYOND ENTERTAINMENT AND AESTHETICS. MOREOVER, YOU WILL BE ABLE TO EXPLAIN WHY SOCIETY SHOULD TO CONTINUE PLAYING, STUDYING, AND CREATING VIDEO GAMES.**

**REQUIRED  
BOOKS**

**CLINE, E. (2012). *READY PLAYER ONE*. RANDOM HOUSE: NEW YORK CITY. ISBN: 978-0307887443**

**EGENFELDT-NIELSON, S., SMITH, J. H., & TOSCA, S. P. (2008/2012). *UNDERSTANDING VIDEO GAMES (1<sup>ST</sup> OR 2<sup>ND</sup> EDITION)*. ROUTLEDGE: NEW YORK CITY. ISBN: 978-0415896979**

## LATE WORK

LATE WORK IS NOT ACCEPTED. IF YOU HAVE A LEGITIMATE REASON THAT YOU CANNOT TURN IN YOUR WORK OR TAKE A TEST ON THE DAY IT IS DUE, YOU MUST CONTACT ME IN A TIMELY MANNER BEFORE THE DEADLINE. YOU MUST PROVIDE A WRITTEN EXCUSE (DOCUMENTED ILLNESS, SCHOOL TRIP, ETC.) AND A SUGGESTED NEW DEADLINE. A TIMELY MANNER MEANS THAT YOU MUST SEND A REQUEST AT LEAST 3 HOURS BEFORE THE DEADLINE.

IF YOU HAVE AN EMERGENCY (E.G. A CAR CRASH BEFORE A TEST, PROJECTILE VOMITING, ETC.), YOU MUST ALSO PROVIDE WRITTEN DOCUMENTATION AND A SUGGESTED NEW DEADLINE FOR TURNING IN ANY MISSED WORK. IN-CLASS WORK, PARTICIPATION, AND DISCUSSIONS MAY NOT BE MADE UP FOR ANY REASONS. ANY NON-EMERGENCY SENT LESS THAN 1 HOUR BEFORE THE DEADLINE WILL NOT BE ACCEPTED FOR ANY REASON. TECHNICAL DIFFICULTIES, EMAIL OUTAGES, INTERNET OR BLACKBOARD PROBLEMS, AND OTHER COMPUTER ISSUES ARE NOT CONSIDERED EMERGENCY CIRCUMSTANCES.

## PARTICIPATION & ATTENDANCE

THIS IS A SEMINAR STYLE CLASS, SO YOUR LEARNING EXPERIENCE DEPENDS ENTIRELY ON YOUR CONTRIBUTION TO CLASS DISCUSSION BY DOING THE ASSIGNED GAMES AND READINGS. QUIZZES WILL BE GIVEN AT THE INSTRUCTOR'S DISCRETION. YOU MAY MISS 4 UNEXCUSED ABSENCES. EACH ABSENCE BEYOND 4 WILL RESULT IN A 10-POINT DEDUCTION FROM YOUR FINAL GRADE.

## COURSE REQUIREMENTS

THIS IS A MEDIA COURSE, HEAVY ON VIDEO AND MULTIMEDIA. IT IS YOUR RESPONSIBILITY TO HAVE ACCESS TO AN INTERNET CONNECTION AND WORD PROCESSING SOFTWARE CAPABLE OF HANDLING THE REQUIRED MATERIAL. YOU ALSO MUST HAVE ACCESS TO A GAMING CONSOLE OR COMPUTER CAPABLE OF RUNNING THE REQUIRED AND SUPPLEMENTAL VIDEO GAMES

**REQUIRED GAMES**

BIOSHOCK  
2K GAMES  
PORTAL VALVE  
FEZ POLYTRON  
CORP.  
BRAID NUMBER NONE, INC. OR

## JULIA CROUSE WADDELL

OFFICE: WELLS 110  
LANDLINE: (870) 460-1138  
MOBILE: (863) 255-2810  
(EMERGENCIES ONLY)  
SKYPE: JCCROUSE  
OFFICE HOURS: MWTH 11 - 1 PM



## FEATURE WRITING ASSIGNMENTS

YOU WILL HAVE FIVE MAJOR FEATURE WRITING ASSIGNMENTS. THESE ASSIGNMENTS ARE DESIGNED TO ENCOURAGE YOU TO THINK OF GAMES CRITICALLY, AS CULTURAL, SOCIAL, AND SCHOLARLY OBJECTS. ALL ASSIGNMENTS WILL BE TURNED IN ELECTRONICALLY THROUGH BLACKBOARD.

1. *GAMES AS CULTURE: CRITICALLY EVALUATE THE GAME BIOSHOCK, ANALYZING HOW THE GAME REFLECTS UPON OUR CULTURE AND VALUES.*
2. *GAMES AS ART: CRITIQUE FEZ, BRAID OR SUPER MEAT BOY AS CONTEMPORARY ART (750).*
3. *GAMES AS A TOOL FOR CHANGE: ANALYZE THE GAME PORTAL, DISCUSSING ITS VALUE AS A TOOL FOR EDUCATION OR SOCIAL CHANGE (750 WORDS).*
4. *GAMES AS LITERATURE: BOOK REVIEW: READY PLAYER ONE (1000) WORDS*
5. *VIDEO GAME CRITICISM: CRITICALLY EVALUATE A GAME OF YOUR CHOICE IN A REVIEW OR FEATURE. THIS SHOULD BE PROFESSIONALLY WRITTEN PORTFOLIO PIECE ABLE TO DEMONSTRATE YOUR UNDERSTANDING OF GAMES AND CULTURE TO POTENTIAL EMPLOYERS (1500 WORDS).*

## PLAY LOG

YOU WILL KEEP A PLAY LOG, OR "PLOG," OF ALL THE GAMES YOU PLAY THIS SEMESTER. KEEP NOTES NOT ONLY ON THE REQUIRED GAMES, BUT ALSO ANY OTHERS THAT YOU PLAY DURING THE SEMESTER. THESE NOTES WILL HELP YOU IN YOUR FEATURE WRITING ASSIGNMENTS. YOU MAY KEEP THIS LOG EITHER THROUGH A PERSONAL BLOG OR THROUGH BLACKBOARD.

YOU WILL TURN IN A ONE-PAGE RESPONSE (ROUGHLY 400 WORDS) TO THE READING EACH WEEK THROUGH THE DISCUSSION BOARD ON BLACKBOARD. EACH RESPONSE IS DUE BY 8:45 AM FRIDAY MORNING. MAKE SURE TO READ THROUGH YOUR CLASSMATES' RESPONSES SO THAT YOU DON'T DUPLICATE RESPONSES. WE WILL DISCUSS YOUR RESPONSES IN CLASS FRIDAY MORNING.

## READING RESPONSES

## TECHNICAL INFORMATION

IF YOU HAVE TECHNICAL ISSUES, CONTACT THE FOLLOWING:

- BLACKBOARD: (870) 460 1663, M F 8 4:30 P.M.
- HELP DESK:  
[FENDLEY@UAMONT.EDU](mailto:FENDLEY@UAMONT.EDU) OR  
(870) 460 1663.
- EMAIL: (870) 460 1036, M F 8 430 P.M.

## STUDENTS CONDUCT CODE

STUDENTS AT THE UNIVERSITY OF ARKANSAS AT MONTICELLO ARE EXPECTED TO CONDUCT THEMSELVES APPROPRIATELY, KEEPING IN MIND THAT THEY ARE SUBJECT TO THE LAWS OF THE COMMUNITY AND STANDARDS OF SOCIETY. THE STUDENT MUST NOT CONDUCT HIM/HERSELF IN A MANNER THAT DISRUPTS THE ACADEMIC COMMUNITY OR BREACHES THE FREEDOM OF OTHER STUDENTS TO PROGRESS ACADEMICALLY.

IF YOU TURN IN AN ASSIGNMENT THAT CONTAINS PLAGIARIZED MATERIAL (OTHER PEOPLE'S WORDS OR IDEAS WHICH ARE NOT CITED APPROPRIATELY AND/OR WHICH YOU IMPLICITLY OR EXPLICITLY REPRESENT AS YOUR OWN), YOU WILL RECEIVE ZERO POINTS. THIS IS NON-NEGOTIABLE. EGREGIOUS VIOLATIONS MAY RESULT IN FAILING THE COURSE OR ACADEMIC EXPULSION.

IT IS THE POLICY OF THE UNIVERSITY OF ARKANSAS AT MONTICELLO TO ACCOMMODATE INDIVIDUALS WITH DISABILITIES PURSUANT TO FEDERAL LAW AND THE UNIVERSITY'S COMMITMENT TO EQUAL OPPORTUNITIES. IT IS THE RESPONSIBILITY OF THE STUDENT TO INFORM THE INSTRUCTOR OF ANY NECESSARY ACCOMMODATIONS AT THE BEGINNING OF THE COURSE. ANY STUDENT REQUIRING ACCOMMODATIONS SHOULD CONTACT THE OFFICE OF SPECIAL STUDENT SERVICES LOCATED IN HARRIS HALL ROOM 120.

- MONTICELLO: (870) 460-1026; TDD 870 460-1626; FAX 870 460-1926
- MCGEHEE:(870) 222-5360; FAX 870 222-1105
- CROSSETT: (870) 364-6414; FAX 870 364-5707

**STUDENTS WITH DISABILITIES**

## GRADING SCALE

WRITING ASSIGNMENTS	50%
READING RESPONSES	15%
PARTICIPATION	10%
DISCUSSION	10%
PLAY LOG	10%
PRESENTATION	5%

4

UNIVERSITY OF ARKANSAS AT MONTICELLO  
SCHOOL OF ARTS AND HUMANITIES  
ePortfolios and the Creation of a Professional Identity

## COURSE INFORMATION:

**Course Title:** ePortfolios and the Creation of a Professional Identity  
**Credit Hours:** 3  
**Course Time:**  
**Course Location:**

### **INSTRUCTOR INFORMATION:**

**Instructor:** Dr. Leigh Graziano  
**Email:** [Graziano@uamont.edu](mailto:Graziano@uamont.edu)  
**Office:** MCB 109  
**Office Hours:**  
**Office Phone:** (870) 460-1789  
**Skype Username:** leigh.graziano

### **COURSE DESCRIPTION**

An ePortfolio course is a course of a different species. ePortfolios shift the focus of the course from teacher to student because the nature of its curriculum is a matter of student learning and student independence. As scholars like Kathleen Blake Yancey have identified, ePortfolios ask the important question of how students can take responsibility for their own learning. Of course, taking responsibility means that students must find their own voice and claim authority and ownership over their own compositions and their own goals. ePortfolios, then, create an opportunity to revise the traditional hierarchies of the classroom. This course is designed to provide students an opportunity to represent themselves and the work they've completed in their own ways, for their own purposes.

This course is one keyed towards theory and practice. We will read and discuss ePortfolio theory. This will serve three important functions: 1) identify the defining features of a portfolio; 2) gain experience with the forms ePortfolios take across disciplines; and 3) create as a class a heuristic for ePortfolio assessment. With this theoretical foundation in place, students will engage in the creation of an ePortfolio oriented towards their particular career goals (professional writing, teaching, creative writing, graduate school). Because the creation of an ePortfolio is a large semester-long project, students will also complete smaller mini-projects designed to nurture their evolving design of their own ePortfolio. The flexibility of this course is intended so that students can create a portfolio that genuinely will help them pursue the next stage in their career paths.

### **COURSE GOALS**

Our materials and our discussions of them in class are designed to help you achieve the following outcomes. When you complete this class, you should be able to:

- ❖ Articulate for yourselves the theory of ePortfolios, including its defining features, its uses across disciplines, and the ePortfolio's relationship to assessment
- ❖ Apply rhetorical strategies to the analysis of ePortfolios
- ❖ Utilize the technology of ePortfolios
- ❖ Make an ePortfolio of your own that you continue to maintain
- ❖ Understand the benefits and uses of regular reflection
- ❖ Create a professional identity for yourself

## **REQUIRED MATERIALS**

- ❖ A computer and some means of electronic storage
- ❖ A Wordpress account to join our class blog

## **REQUIRED TEXTS**

- ❖ Reynolds and Rice, *Portfolio Keeping: A Guide for Students*. New York: Bedford St. Martin's, 2006. Second Edition.
- ❖ Assorted PDFs in course library (whether you print all PDFs for class or download them on your electronic devices, please bring readings to class liberally annotated)

# **COURSE POLICIES AND PROCEDURES**

## **TECHNOLOGY REQUIREMENTS**

This course has a required Blackboard component. If you are not familiar with Blackboard (e.g. how to submit an assignment, how to use the discussion board, etc.), then you are responsible for contacting Academic Computing for support (see below). This course assumes that you have access to a computer with updated word processing software, preferably Microsoft Word. **This course also assumes you have access to your UAM email address and check it daily.**

While technology makes life easier, it can also be difficult (computer crashes, deleted work, unavailable Internet connections, etc.). So, plan accordingly. "The computer ate my homework" or "the Internet was down" are not reasons to forgo the work assigned. It is in your best interest to leave extra time, especially in the first few weeks, to ensure that technology does not get in the way of your coursework.

## **TECHNICAL SUPPORT INFORMATION**

### *Issues with Blackboard:*

Office of Academic Computing: phone 870-460-1663.

Open Monday-Friday, 8:00am – 4:30pm

Help Desk at [fendley@uamont.edu](mailto:fendley@uamont.edu) or phone 870-460-1663.

### *Issues with Email:*

Office of Information Technology: phone 870-460-1036.

Open Monday-Friday, 8:00am – 4:30 p.m.

### *Library and On-Campus Computing:*

The computer section in the Library is open during regular Library hours.

For Taylor Library hours: <http://www.uamont.edu/library/>

## **ATTENDANCE**

All writing courses are interactive and require high levels of student participation. Attendance at all class sessions is expected. The quality of our class discussion depends on your preparation and your participation. We'll have no fun at all if I do all the talking!

If you miss more than *four classes* your final grade for the course will be lowered **15 points** for each additional absence. Absences will be excused for university-sponsored activities,



religious observation, and serious medical emergencies—according to university policy. Please notify me well in advance (if possible) and provide me with documentation of your attendance at these activities.

### **LATE ASSIGNMENTS**

I do not tolerate late work. Major projects and homework assignments will be docked a letter grade for each day they are late. After any kind of assignment is a week late, it will be recorded as a zero. There will be no exceptions to this policy unless arrangements are made **before the due date. You must complete all major projects to receive a passing grade in this course.**

### **CONTACTING YOUR INSTRUCTOR**

I make it a priority to be available to my students. I will use your UAM email address, and you should use mine if you'd like to email me. If you email me something, I will email you back, ordinarily within 24 hours, to tell you that I have received your message. However, if you don't receive my email reply, this means that I did not receive your message. **I answer emails Monday – Friday from 8am to 4pm.** I hold formal office hours at the time and location listed above, but if you need to see me at a different time, please know that I am more than willing to see students by appointment.

In addition, I'm happy to talk with you on Skype. My username is leigh.graziano. We can easily make an appointment to chat that way if it is more accommodating for your schedule. I hold these digital "office hours" so that I can provide you with all the support you need to be successful in my class.

Don't let yourself fall behind. If you are struggling, please come and talk with me, and I will do everything I can to help you.

### **REMIND.COM**

I use a free app called Remind to communicate with students via text message alerts. It doesn't require you giving me your phone number, nor me giving you mine. It's not required, but if you check your text messages frequently, it might be useful. To sign up, go to <https://www.remind.com> and enter your cell phone number. You'll then receive a text with a verification code, which you'll enter into the website. Then you just need to add a bit of information and you're all set. I send Remind messages with announcements about the class (cancelled classes, posted grades, helpful resources). If you use your phone a lot then this may be ideal for you.

### **ACADEMIC DISHONESTY**

1. *Cheating*: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
  - a. Copying from another student's paper;
  - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
  - c. Collaboration with another student during the examination;

- d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
  - e. Substituting for another person during an examination or allowing such substitutions for oneself.
25. *Collusion*: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
26. *Duplicity*: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
27. *Plagiarism*: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will be a zero on the assignment in question. **Depending on the egregiousness of the violation, the instructor may reserve the right to fail the student for the course and report the incident.**

If you have doubts about whether or not you are using your own or other's writing ethically, just ask. We can have a productive conversation. Don't risk making a huge mistake.

### **STUDENT CONDUCT STATEMENT**

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

Like any workplace, this class is governed by a set of guidelines. Your professional selves should emerge strongly in this class. I expect everyone to communicate clearly and professionally with one another. I expect everyone to contribute productively to discussions, both face-to-face and electronic. I expect everyone to respect others and to demonstrate a professional attitude toward this class.

### **STUDENTS WITH DISABILITIES**

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. **It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course.** Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926; email: [whitingm@uamont.edu](mailto:whitingm@uamont.edu)

## Special Dates of Concern:

# ASSIGNMENTS

**Reflective Journals (10%):** As we'll establish in class, reflection is a very important part of ePortfolios. To establish a rhythm of reflection, you will keep a reflection journal adding an entry after every class. We will work on the ePortfolio project all semester, and regularly reflecting on the readings, class discussions, your ideas and your progress will help you compose a quality ePortfolio. You can choose to do your reflections in any kind of journal whether you prefer to handwrite your responses, create and keep a blog, or choose to be more multimodal and vlog your reflections. Choose the modality that works best for you. Most of the time you will have the freedom to reflect about anything you want, but there will be a few key moments in the semester when I ask you to reflect to a prompt I offer.

### **Analysis of an ePortfolio (15%)**

This paper asks you to rhetorically analyze an ePortfolio of your choice (see suggested list on blog). Your paper should think deeply about how this portfolio works and persuades its audience. Ultimately, your analysis should help readers understand how the portfolio works to persuade its audience(s). You should consult the readings we've done in class as well as reflect on our class discussions. At this point, we've created a heuristic of what ePortfolios contain. We've considered differences in ePortfolios across disciplines, and we've oriented ourselves towards the role reflection plays in any portfolio.

Unlike our first day of class where we looked at ePortfolios and discussed our aesthetical and visceral reactions to them, your analysis should demonstrate more depth. Consider the following questions as you look through your ePortfolio:

- ❖ How does the author target an audience, respond to an audience or construct and audience?
- ❖ How does the portfolio's style make meaning?
- ❖ Why are the portfolio's documents selected and arranged as they are?
- ❖ How do all these elements allow the author to create him or herself a professional identity? How do you read this identity?
- ❖ Does the author's professional identity match the materials of the portfolio?
- ❖ In what ways does the author invite the audience to engage with the portfolio?
- ❖ Is there evidence of reflection? If no, what does that tell? If yes, how does that frame how you read the contents of the portfolio?
- ❖ Does the author have a homepage that informs the audience on how to read and assess the portfolio?
- ❖ To what rhetorical situation is the author responding? What is the purpose of the portfolio?
- ❖ What do you perceive as the strengths and weaknesses of the portfolio? In other words, do you find anything confusing or unclear? What do you find impressive and why?

Your analysis should not try to answer all these questions. Rather, your analysis must make an argument about how the author creates a professional identity for him or herself. Choose the questions that best support your argument. You should cite specific details of the portfolio and its features to help you as you write your analysis. Remember, the purpose of

this assignment is to gain a deeper understanding of how the elements of a portfolio (its documents, its design, its reflection, etc) all work together to create an ethos for yourself, a professional identity. Your final paper should be 3-4 pages.

### **Interactive Platform Tutorial (10%)**

This is a group project (3-4 members per group). There are a number of platforms you can use to make an ePortfolio, and they each offer their own affordances and constraints. In an effort to review as many platforms as possible, each group will be assigned a platform for ePortfolios. Your group will make an instructional ePortfolio using that platform that acts as an interaction tutorial that:

- 1) Teaches your peers to use the platform
- 2) Highlights the affordances of the platform
  - ❖ What are its unique features?
  - ❖ What sorts of texts can you include? Does it support video or audio?
  - ❖ Does it offer flexibility in terms of design?
- 3) The constraints of the platform
  - ❖ What things are hard to do?
  - ❖ What things can you simply not do?

During class, each group will present and walk the class through their sample ePortfolio so that we all benefit from learning about the options available. I will add a link to each ePortfolio on the blog so that you will be able to access them and use them as a resource in the creation of your own ePortfolio.

### **Break-out Reading Groups (10%)**

Unlike print portfolios that were limited in their adoption, ePortfolios are used across disciplines and for many purposes. It is not possible in this class to cover all the contexts for ePortfolios so based on the career paths of the class, students will be assigned to groups that will be responsible for reading a set of articles about ePortfolios in that discipline. The readings and group assignments are posted on the blog. Consider the following as you read:

- ❖ What are the uses of ePortfolios in this context?
- ❖ What are the main issues or conversations happening?
- ❖ What are the features of these ePortfolios?

We will a discussion of these readings in class on the scheduled day. While it will not be possible to discuss each reading in its entirety, I will rely on the groups to share with the class how portfolios work in that context. How do pre-service teachers use their ePortfolios? What is different are portfolios made for entry into graduate school? What about creative portfolios that showcase exemplary work? The purpose of this assignment is to help everyone develop expertise in a range of ePortfolios so that you can choose more intentionally the kind of ePortfolio you want to make based on your career goals.

### **The ePortfolio (55%)**

The purpose of this course is for students to create an ePortfolio keyed to their particular profession in the hopes that it you will continue to add to it as you advanced in your education and to help you secure an internship or job. This assignment has two major parts: 1) the ePortfolio itself and 2) a reflection or process memo sharing with me the thinking that

went into your final ePortfolio. Although everyone will make their ePortfolio tailored towards his or her own goals, there are some fundamentals that all ePortfolios share:

- ❖ A homepage that frames the purpose of the ePortfolio (i.e. how readers should read it)
- ❖ Reflection in any modality accompanying the texts included
- ❖ A range of texts (diversity)
- ❖ A limited number of texts (remember, the key is selection)
- ❖ A clear authorial identity
- ❖ Intentional design that is appropriate for the kind of portfolio and the intended audience
- ❖ Appropriate platform

I will grade your ePortfolios according to the rubric we create in class during the week we read about issues of assessment with ePortfolios. However, the features above will most certainly impact your grade. Because you worked all semester on your ePortfolios, we will have a showcase during class so that we can look at and provide final feedback on each other's portfolios.

## WEEKLY SCHEDULE

### **WEEK 1: Reading, Writing, and Talking about ePortfolios**

- ❖ A survey of ePortfolios: the good, the bad, and the ugly
- ❖ Campbell, "Electronic Portfolios: A Five-Year History"
- ❖ Yancey, "The Electronic Portfolio: Shifting Paradigms"

### **WEEK 2: Defining ePortfolios**

- ❖ Yancey, "Portfolio, Electronic, and the Links Between"
- ❖ Wall and Peltier, "'Going Public' with Electronic Portfolios: Audience, Community, and the Terms of Student Ownership"
- ❖ Purves, "Electronic Portfolios"

### **WEEK 3: Reflection and ePortfolios**

- ❖ Yancey, "Reflection and Electronic Portfolios: Inventing the Self and reinventing the University"
- ❖ Chen, "Using ePortfolios to Support Lifelong and Lifewide Learning"
- ❖ Richards and Guilbault, "Studying Student Reflection in an Electronic Portfolio Environment"

### **WEEK 4: Reflection and ePortfolios continued**

- ❖ Shipka, "Negotiating Rhetorical, Technological, and Methodological Difference"
- ❖ Journet et. al, "Digital Mirrors: Multimodal Reflection in the Composition Classroom"
- ❖ Peer review of storyboards

Due: ePortfolio Storyboards – initial brainstorming

### **WEEK 5: Another Survey of ePortfolios**

- ❖ A look at the good, the bad, and the ugly again

Due: Analysis of an ePortfolio

### **WEEK 6: Constructing an e-dentity**

- ❖ Hawisher, “Constructing Our Identities Through Online Images”
- ❖ Antonek et al, “The Student Teacher Portfolio as Autobiography: Developing a Professional Identity”
- ❖ McAlpine, “E-portfolios and Digital Identity: Some Issues for Discussion”

### **WEEK 7: ePortfolio Platforms**

- ❖ Begin research into ePortfolio platforms

### **WEEK 8: ePortfolio Platforms Continued**

- ❖ Survey and discussion of platforms

Due: Interactive Platform Guide

### **WEEK 9: Workshop**

- ❖ Workshop rough ePortfolios

### **WEEK 10: ePortfolios and Professional Development**

- ❖ Reading groups present

Due: Break-out reading group presentations

### **WEEK 11: Conference**

- ❖ Conferences with me (see sign-up sheet on the blog)

Due: Provisional Portfolio with reflection

### **WEEK 12: The Homepage and Guiding the Reader**

- ❖ Survey ePortfolio Homepages
- ❖ Create homepage heuristic
- ❖ Peer review homepages

### **WEEK 13: Workshop**

- ❖ Workshop

Due: ePortfolio revisions

### **WEEK 14: Assessing ePortfolios**

- ❖ Huot and Williamson, “Rethinking Portfolios for Evaluating Writing: Issues of Assessment
- ❖ Murphy, “Teachers and Students: Reclaiming Assessment Via Portfolios”

- ❖ Wolf, “Portfolio Assessment: Sampling Student Work”

In-class project: Designing a Framework for Evaluating ePortfolios

**WEEK 15: Workshop**

- ❖ Workshop

**WEEK 16: Finished ePortfolios?**

- ❖ ePortfolio showcase
- ❖ Final reflection

Due: Final ePortfolio

**UNIVERSITY OF ARKANSAS AT MONTICELLO**  
**SCHOOL OF ARTS & HUMANITIES**  
**COURSE SYLLABUS—FACE-TO-FACE**  
Spring 2016—MWF 10:10-11:00 AM

**Instructor's Name:** Dr. Kate Stewart

**Instructor's Office Location:** Memorial Classroom Building (MCB) 119A

**Instructor's Phone:** 870 460-1878

**Instructor's E-Mail Address:** [stewart@uamont.edu](mailto:stewart@uamont.edu)

**Office Hours:** 8-9 MWF; 8-9:30 TTH; 1:00-2:30 MW

**Course Title and Credit Hours:** ENGL 4753: Advanced Grammar; 3 hours

**Pre-requisites:** ENGL 1013 or ENGL 1033 and ENGL 1023 or ENGL 1043

**Course Description:** [a study and analysis] of grammatical systems (traditional, structural, generative, and transformational).

**Learning Outcomes:** Students will acquire and/or advance the following skills: writing fluently, concisely, and clearly within the context of grammatical felicity; studying in depth the basic grammar systems of English with a focus on traditional grammar; increasing knowledge with respect to the history and structure of the English language; augmenting good research skills.

**Required Text:** *Grammar and Usage in the Classroom*, 2<sup>nd</sup> edition, by Mark Lester.

For additional textbook information, you may go to the on-line bookstore:

<https://adoptions.efollett.com/OnlineAdoptionWEB/onlineAdoptions.html?storeNumber=1305&langld=en> Us

**Technical Support Information:**

E-mail Assistance: Contact the Office of Information Technology; phone 870-460-1663; open Monday-Friday, 8 A. M. to 4:30 P. M. Online Help Desk:

<http://www.uamont.edu/pages/resources/academic-computing/>

Library Services: The computer section in the Library is opened during regular Library hours. Go to the Taylor Library website for hours of operation:

<http://www.uamont.edu/pages/library>

**Proposed UAM Attendance Policy:**

Students are expected to attend all required class sessions during the semester. **The University does not allow for unexcused absences** [Emphasis Mine]. Faculty members will determine their individual policies regarding excused absences, except in the case of a University sponsored event. Students involved in University sponsored events should



be considered excused unless the proper notifications were not delivered to the instructor according to Policy XV on page 71 of the UAM Faculty Handbook.

**Regardless of the reasons for a student's missing, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course** [Emphasis Mine]. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

#### **Course-specific Attendance Policy/Participation Requirements:**

Class attendance is a fundamental expectation. You should strive to attend each class, arrive on time (**your leaving class for a cup of coffee or a trip to the powder room is rather unprofessional, especially when the appointed time for class has arrive**). If you miss three classes, your grade drops one letter; six absences will most likely result in failure in the course. Class attendance accounts for **10%** of your grade, and I assign grades based on the following scale: A—90 (1-2 absences); B—80 (3 absences); C—70 (4 absences); D—60 (5 absences); F—50 (6 absences); 0—(7 or more absences). Students will arrive on time and be prepared to offer insights into the daily assignments. Turned in at the beginning of the hour, these comments, observations, or questions concern the reading assignments; you may also mention various usage issues which crop up or vex you. **NO MAKE-UPS OR LATE WORK ACCEPTED**. Participation accounts for **20%** of your grade, and I assign grades based on the following grading scale: A—90 (1-2 missed papers); B—80 (3 missed papers); C—70 (4 missed papers); D—60 (5 missed papers); F—50 (6 missed papers); 0—(7 missed papers).

#### **Academic Alert:**

The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. If you are doing poorly in your academic work, are chronically absent from class, are exhibiting disruptive behavior or are having difficulty adjusting to campus life, University faculty, staff or a fellow student may report you to the Office of Academic Affairs through the Academic Alert system.

Note: I plan to use Academic Alert especially for students who either miss class excessively or who do not follow policies with regard failure to turn in assignments in a timely fashion. Daily assignments are due **AT THE BEGINNING OF THE HOUR, AND I AM UNDER NO OBLIGATION TO ACCEPT LATE WORK SLIPPED INTO THE BASKET OR UNDER MY DOOR**.

#### **Academic Resources:**

Student Handbook: The Student Handbook contains information about the services UAM provides as well as community standards and Universities policies. You are encouraged to become well acquainted with the guidelines published in it. You may access with the following link: <http://uam-web2.uamont.edu/pdfs/student%20handbook.pdf>

#### **Students with Disabilities:**

Note: Students with Disabilities: It is the policy of UAM to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal

educational opportunities. It is the responsibility of the student to inform the instructor or any necessary accommodations at the beginning of the course. Any student requiring special accommodations should contact the Office of Special Student Services located in the Southeast corner of the Student Services Center, Phone: 870-460-1154; TDD 870-460-1251; fax 870-460-1810; e-mail: [whitingm@uamont.edu](mailto:whitingm@uamont.edu)

**Feedback Schedule:**

As a personal goal, I strive to return intellectual exercises and essays by the next class meeting. I respond to e-mails in a timely fashion, but I may not be “as timely” in the evenings and on weekends.

**Student Conduct Statement:**

UAM students should conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. Students must not conduct themselves in a manner that disrupts the academic community or breaches the freedom of other students to progress academically. **TURN OFF ALL ELECTRONIC DEVICES DURING CLASS. AND PUT THEM AWAY: OUT OF SIGHT, NOT OF MIND.** If you must stay attached to these marvels of technology at **ALL TIMES**, you do not have time to pursue a degree; furthermore, sending and inane text or Facebook update can wait.

**Academic Dishonesty Policy:**

Students must not cheat on examinations, quizzes, etc. This includes but is not limited to the following forms of dishonesty:

- a. Copying from another student’s paper;
  - b. Using during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
  - c. Collaborating with another student during the examination;
  - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
  - e. Substituting for another person during an examination or procuring a proxy to take exams for you.
28. Collusion involves obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
29. Duplicity constitutes offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
30. Plagiarism is defined as adopting and reproducing as one’s own, to appropriate to one’s use, and to incorporate in one’s own work without acknowledgement the ideas or passages from the writings or works of others.

The penalty for any form of academic dishonesty will result in a zero on the assignment for the first offense. A second infraction will bring automatic failure in the course.

**Work Required:**

- (1) Class attendance is essential for success. See the aforementioned policies and the grading scale. 10% of grade
- (2) Participation represents another vital component in this course. See the requirements for participation listed above. 20% of grade
- (3) Four in-class exams, which will cover the intricacies of grammar and usage. 60% of grade
- (4) A take-home, open-book research project which will concern issues germane to the study of grammar and usage. 10% of grade
- (5) Students should devote as a minimum the following hours to this course: In class activities: 47 hours; outside of class 90 hours; Total: 137 hours

**Course Calendar/Grading Policies:**

January	6	Introduction to course
8		Chapter 1 of <i>Grammar and Usage</i> (3-10)
11		Chapter 1 (10-17); pp. 305-315
13		Chapter 2 (18-30); pp. 335-339
15		Chapter 2 (30-43)
20		Chapter 2 (43-56)
22		Chapter 2 (56-70); pp. 339-342
25		<b>EXAM # 1</b>
27		Chapter 3 (71-78); pp. 349-351; pp. 363-367
29		Chapter 3 (78-85)
February	1	Chapter 3 (85-94)
3		Chapter 3 (95-105)
5		Chapter 3 (105-114)
8		Chapter 4 (115-121); pp. 367-375
10		Chapter 4 (121-127)
12		Chapter 4 (127-134)
15		Chapter 4 (134-140)
17		Chapter 4 (140-147)
19		Chapter 4 (147-153)
22		<b>EXAM #2</b>
24		Chapter 5 (154-159)
26		Chapter 5 (159-165)
29		Chapter 5 (165-171)
March	2	Chapter 5 (171-176); pp. 333-335
4		Chapter 5 (176-180)
7		Chapter 5 (180-186)
9		Chapter 5 (187-193); pp. 345-349
11		Chapter 5 (193-199)
14		Chapter 5 (200-209)
16		<b>EXAM #3; LAST DATE TO WITHDRAW WITH A “W”</b>

- 18 Chapter 6 (215-221)
- 28 Chapter 6 (221-227)
- 30 Chapter 6 (228-234)

- April 1 Chapter 6 (234-241); pp. 342-345
- 4 Chapter 6 (242-253)
- 6 Chapter 6 (253-263)
- 8 Chapter 7 (267-274)
- 11 Chapter 7 (274-281)
- 13 Chapter 7 (281-289)
- 15 Chapter 7 (289-295)
- 18 Chapter 7 (295-305)
- 20 **EXAM #4**
- 22 Research Project
- 25 Research Project
- 29 **Research Project Due (by 3:30; projects turned in AFTER that time will be deemed late and docked by TWO letter grades)**

Grading Scale:

- A-90-100
- B-80-89
- C-70-79
- D-60-69
- F-0-59

**University of Arkansas-Monticello**  
**Communications Department/Arts & Humanities**  
**COMM 2211 Journalism Lab**  
**Fall 2013**

**Instructor:** Keith Milstead  
**Office:** Wells 201  
**Phone:** 870-224-3123  
**Email:** [milstead@uamont.edu](mailto:milstead@uamont.edu)  
**Office Hours:** MTWHF 1:00pm-3:00pm

**Textbook:** N/A

**Course Philosophy / Outcomes:** This lab is intended to serve as a preparatory course for student publication(s). It will serve as an exercise in writing, editing, selecting, and critiquing news stories with the express objective of publication in The Voice.

**Specific Course Objectives:**

1. Learn news values and news judgment, i.e. “what makes the news.”
2. Learn the basic writing/editing style for online news media
3. Learn the basic writing/editing style for print news media.

This syllabus is designed as a reference for this course. In the event that a situation arises that is not within or is not clearly referenced in this document the instructor reserves the right to clarify and decide future action for classroom operation.

**METHODS OF INSTRUCTION**

The method of instruction will be online asynchronous, cooperative/collaborative learning, presentations, discussions, research and use of technology such as blogs, etc.

Prerequisites: N/A

**TECHNICAL SUPPORT INFORMATION:**

Issues with Blackboard:

Contact Office of Academic Computing; phone 870-460-1036.

Open Monday-Friday, 8 a.m.-4:30 p.m.

**Help Desk** at [blackboard@uamont.edu](mailto:blackboard@uamont.edu) or phone 870-460-1286.

The computer section in the Library is open during regular Library hours. Click here to see when the Taylor Library is open: <http://www.uamont.edu/library/>

Issues with Email: Contact the Office of Information Technology; phone 870-460-2036; open Monday-Friday, 8 a.m. – 4:30 p.m.

The Student Handbook for Distance Education is available at the following link:

<http://www.uamont.edu/AcademicComputing/>

**MINIMUM TECHNOLOGY REQUIREMENTS:**

Access to a working computer with Internet capability.

Operating System: Windows 2000, XP, Vista or Macintosh OS X

Hardware: 256 MB of RAM, 1GB free hard disk space  
Microsoft Office 2007 recommended  
Connection to the Internet: (broadband connection, such as RoadRunner, Satellite Internet or DSL, is preferred). Broadband connections are recommended for assessments.

### **Course Expectations:**

#### *17. Required texts and materials*

- a. Ability to take notes on all lectures and actively participate in discussions.
- b. Please note that everyone is required to participate in a comprehensive group project and other classroom projects as they arise.

#### *18. Late Assignments and Attendance Policies:*

- a. Regular and punctual attendance is expected at all times. The instructor will make all determinations regarding the acceptability of excuses. The below policies will be applied to all students, even if one's absences lead to a lower grade for the course.
- b. Students are allowed 2 unexcused absences without penalty with the notable expectation of scheduled presentations dates (however the student is still accountable for all missed work and assignments). It is the responsibility of the student to contact the instructor to obtain information regarding the assignments that were given in the class.
- c. Each unexcused absence (after above) will result in the loss of 20 attendance points. Three tardy marks will be considered one absence.
- d. Each assignment is due at the beginning of the designated class period and will be considered late when that class period begins. If the student has an excused absence, they should consult with the instructor. Each class period that an assignment is late will reduce the evaluation of the assignment one-letter grade.
- e. Unexcused absences on dates of quizzes, presentations, midterm, and final will result in loss of grade for those items
- f. All outlines, written assignments and follow-up critiques must either be typed or finalized on a word-processor/printer. Outlines and critiques must contain the students first and last name, class, and identification of the assignment in the upper right hand corner of the paper. **Hand written material will not be accepted.**

#### *19. Class deportment*

- a. The following action is prohibited under the Student Conduct Code:  
"Disorderly Conduct: Any behavior which disrupts the regular or normal functions of the University community, including behavior which breaches the peace or violates the rights of others."
- b. Respect for others through active listening and audience analysis is mandatory at all times. Additionally, students are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

- c. Children are not permitted in the class.
- d. Consumptions of beverages, snacks or other consumables are not permitted during presentations.
- e. Dress and appearance should add to a presentation, not detract.
- f. Cell phone must be turned off before entering the classroom.
- g. Plagiarism and other ethical violations will be dealt with in a manner consistent with the guidelines of the university.

#### 4. Course Content

- t. There will be four tests OR classroom activities/assignments, which will cover the assigned course notes.
- u. There will be one comprehensive final exam.
- v. Each student will be expected to compose at least four “fragment” summaries during the semester. More details to come...
- w. Each student will be expected to partake in a group final project which will gauge comprehension throughout.

#### 5. Course Grading

- Discussion/Participation 200
- Written Elements 500
  - News Reports (150)
  - Story writing (350)
- Editing elements 600
  - Edition 1 (100)
  - Edition 2 (100)
  - Edition 3 (100)
  - Final (300)

Total 1300

#### GRADE ASSIGNMENT

Grading Scale:

A= 90—100

B= 80 — 89

C= 70 — 79

D= 60 — 69

F= 59 and below

#### **Students with Disabilities:**

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University’s commitment to equal opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926.

#### **Please note a change in the last line for the colleges of technology:**

McGehee: Office of Special Student Services representative on campus; phone 870 222-5360; fax 870 222-1105.

Crossett: Office of Special Student Services representative on campus; phone 870 364-6414; fax 870 364-5707.

## STUDENT CONDUCT STATEMENT

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

## ACADEMIC DISHONESTY

31. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
  - a. Copying from another student's paper;
  - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
  - c. Collaboration with another student during the examination;
  - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
  - e. Substituting for another person during an examination or allowing such substitutions for oneself.
32. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
33. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
34. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will be immediate failure of the class and reporting to the University.

## Fall 2013 CALENDAR

August 21 (Wednesday): First day of classes.

August 21 (Wednesday): Admission deadline for new students, transfer students, and former UAM students.

August 21-23 (Wednesday through Friday): Late registration. A \$25 late registration fee will be assessed.

August 21-23 (Wednesday through Friday): Students may make schedule changes.

August 23 (Friday): Last day to register or add fall classes.

September 2 (Monday): Labor Day Holiday. All offices and classes closed.

September 14 (Saturday): Parent/Family Appreciation Day.

**September 25 (Wednesday): Last day to drop a first-8-week fast-track class. Grade will be W.**

October 4 (Friday): Deadline to apply for May graduation.

October 14 (Monday): Last day of first 8-week fast-track classes.

October 15 (Tuesday): First day of second 8-week fast-track classes.

October 26 (Saturday): Homecoming.

**October 30 (Wednesday): Last day to drop a regular fall class (not applicable to fast-track classes). Grade will be W.**

November 4 (Monday): Preregistration for spring begins.

November 15 (Friday): Preregistration for spring ends.

**November 18 (Monday): Last day to drop a second-8-week fast-track class. Grade will be W.**

November 26 (Tuesday): All classes (day, evening, and distance education) will meet as usual.

November 27 (Wednesday): Classes closed. University offices open.

November 28-29 (Thursday-Friday): Thanksgiving Holiday. All offices and classes closed.



December 6 (Friday): Last day of classes.  
December 9-13 (Monday-Friday): Final exams.  
December 18 (Wednesday): Fall conferral of degrees and awards.

UAM will no longer mail grade reports to all students. You may access your grades through Campus Connect on the UAM homepage, <http://www.uamont.edu/>. To have your grades mailed to you, complete the grade request form available in the Registrar's Office in Monticello or the Student Services offices in Crossett and McGehee.

**UNIVERSITY OF ARKANSAS AT MONTICELLO**

**Arts and Humanities**

**Foliato Oak Practicum ENGL 3333**

**MCB 113 (Writing Center)**

**<http://www.foliatoak.uamont.edu/>**

**Fall, 2016**

**Tuesday: 9:40-11:00**

**Diane Payne**

**Phone: 460-1247**

**[payne@uamont.edu](mailto:payne@uamont.edu)**

**Office: Writing Center/MCB 113**

**Office Hours:** Monday & Wednesday: 11-1, Tuesday and Thursday: 11-1:40, and by appointment. I check my e-mail throughout the day, so please e-mail me if you have any questions or concerns.

**Prerequisites: Intro to Creative Writing and Comp 2**

**Required Textbooks: None**

**Blackboard Supplemental Student Success Support:**

This course also has a Blackboard Supplemental Resource Component to support your success. Please e-mail me directly, not via Blackboard, if you have any questions. We will be using so many websites to put our magazine together that I will just be using Blackboard to post your syllabus.

**Course Description:**

An advanced creative writing workshop with readings in contemporary literary/arts magazines, and a practicum in editing and producing the UAM literary/arts magazine online and in print, which publishes creative writing and art. Readings and research in other literary/arts magazines required.

**Your assignments will be distributed in class on Tuesdays and via e-mail. Please do everything in your power to attend every class because we depend on you to get our magazine out by the first of each month.**

**Course Objectives:**

- (1) To give students a hands-on experience of the editing process by producing *The Foliato Oak Literary Magazine*. Students evaluate manuscripts, arguing their relative merits, selecting works for publication, copyediting, proofreading, marking corrections with standard symbols, sending galleys to authors, tracking and inputting author corrections. Every month the students will post a new issue of the online magazine.

- (2) To study various contemporary aesthetics and apply critical reading skills to the works of their peers so that they can argue the relative aesthetic merits of various writings.
- (3) To give students experience with magazine layout, production, event coordination and administration.
- (4) To familiarize students with contemporary poetics, competing aesthetics, and representative publications and presses.
- (5) Ultimately, to enable students to see how and where their own creative work fits into the contemporary landscape of current publications.

**Course Requirements:**

- (1) participation in all phases of the editing and production processes,
  - (2) oral and written participation in deciding the fate of submissions,
  - (3) a review of a contemporary literary work (a poetry, fiction or creative nonfiction book) from an established press.

**Method of Evaluation:** Letter grade.

**Work Required:**

- (1) Editorial and production work (see Objectives 1-3 above). 90%
  - (3) Promote our magazine by keeping up with our social media and posting on Facebook, Twitter, and Tumblr (10%)

**Overall Total Obligation:**

**Should be at least 135 hours for a 3 credit course per semester**

**Students who earn the Bachelor of Arts in English should:**

1. Demonstrate the ability to write fluently, concisely, and clearly;
2. Demonstrate the ability to read literary texts analytically and critically;
3. Demonstrate good research skills;
4. Demonstrate an understanding of literary history, including literary movements and the evolutions of the genres;
5. Demonstrate knowledge of the history and structure of the English language.

Be on time. One point a minute will be deducted for each minute you are late.  
This is a class where participation is crucial.  
You earn 10 points each class period.

You must read and vote on submissions to earn these points.

**Grading Scale:**

90% and above:	A
80%-89%	B
70%-79%	C
60%-69%	D

**IMPORTANT INFORMATION FOR CLASS:**

**Foliage Oak Literary Magazine website URL:**

**<http://www.foliageoak.com>**

To access our online submission manager go to:

**<https://www.foliageoakliterarymagazine.submittable.com/>**

**Use the password and e-mail address that you have created.**

foliageoak@gmail.com  
Gnarly12

Our website:

**<http://www.weebly.com>**

foliageoak@gmail.com  
FoliaeOak

Twitter: foliage\_oak  
Gnarly12

Facebook:

**foliageoak@gmail.com**  
Foliage

YouTube: youtube.com/FoliageOakMagazine  
Gnarly12

**UAM Attendance Policy:**

Students are expected to participate in all required class activities and discussions during the semester. The University does not allow for unexcused absences. Students involved in University sponsored events should be considered excused unless the proper notifications were not delivered to the instructor according to Policy XV on page 71 of the UAM Faculty Handbook.

Regardless of the reasons for a student lack of participation, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty

member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.

**Technical Support Information:**

Blackboard Assistance:

Contact Office of Instructional Technology; phone 870-460-1663; open Monday-Friday,  
8 a.m. – 4:30 p.m.

Online Help Desk:

<http://www.uamont.edu/pages/resources/academic-computing/>

**Email Assistance:**

Contact the Office of Information Technology; phone 870-460-1036; open Monday-Friday, 8 a.m. – 4:30 p.m.

**Library Services:** The computer section in the Library is open during regular Library hours. Go to the Taylor Library website for hours of operation:

<http://www.uamont.edu/pages/library/>

**Academic Alert System:**

The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. Students who are academically struggling, have a high absenteeism, are exhibiting disruptive behavior or are having difficulty adjusting to campus life will be reported to the Office of Academic Affairs through the Academic Alert system.

**THE CENTER FOR WRITING AND COMMUNICATION**

The Center for Writing and Communication (CWC) is a free service to University of Arkansas at Monticello students and is designed to assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Memorial Classroom Building, Room 113, (870) 460-1378

<http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/>

**UNIVERSITY TUTORING CENTER**

Harris Hall, (870) 460-1454

All students have access to tutoring services on the 2nd floor of Harris Hall.

**MATH TUTORIAL LAB**

Math and Science Center, 870-460-1016

Free one-on-one tutoring is available for any mathematics class. Help with ALEKS, WebAssign, and MyMathLab is available. Math tutoring is located in the A-Wing of the Science Center.

**STUDENT HANDBOOK**

Each student is responsible for reading the student handbook including the rules and policies regarding conduct codes and academic dishonesty. The Student Handbook is located at the following link:

<http://uam-web2.uamont.edu/pdfs/student%20handbook.pdf>

**UNIVERSITY BEHAVIOR INTERVENTION TEAM**

The Behavior Intervention Team (UBIT) purpose is to promote a safe and productive learning, living, and working environment by addressing the needs of students, faculty, and staff. If you or a classmate are in need of help, please submit a concern at

**[https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout\\_id=10](https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&layout_id=10) or call 870-460-1454.**

**In case of emergency please call 911.**

**Students with Disabilities:**

Any student requiring special accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926; email: [whitingm@uamont.edu](mailto:whitingm@uamont.edu).

**UNIVERSITY OF ARKANSAS-MONTICELLO**  
**SCHOOL OF ARTS AND HUMANITIES**  
**Online COURSE SYLLABUS**  
**Technical Writing - ENGL 3253 (ACTS equivalent ENGL2023)**

**Course Title:** Technical Writing

**Credit Hours:** 3

**Instructor:** Stephanie Watson

**Phone:** (870) 692-1164

**E-mail:** watsonsteph@uamont.edu (most reliable contact)

**Office Hours:** By appointment only

**Virtual Office Hours (available for e-mail correspondence):** 9:30-4:00 M-F

**MODE OF INSTRUCTION:** All information for the class is available on Blackboard.

**IMPORTANT INFORMATION:**

**You must have a reliable computer and internet access for this class.** If you do not have a readily available computer with internet capability or cannot use the computer labs available on campus on a regular basis, you should **not attempt** to take this class. In addition, you **must use your UAM student e-mail account to take part in the class** and to submit material and assignments. UAM's spam filter will hold and/or eliminate e-mail from unrecognized or unacceptable providers. If you use another e-mail server (Yahoo, Hot Mail, Google, etc.), I will not open or accept the work.

If **this** does not appear in **red** or **this** does not appear in **green**, let me know you are colorblind so I will know to grade your papers in blue instead of my usual red.

**PREREQUISITE(s)**

Students must have successfully completed both Composition I and II.

**REQUIRED TEXTS**

All readings and other material necessary to complete the class are available online via a link on the "Assignment Schedule". Simply click onto the link to access the material.

**Also required:** *The Pocket Wadsworth Handbook* **OR** comparable citation guidebook (Little, Brown Compact Handbook, Little Seagull Handbook, etc.).

Recommended:

*Webster's New World Dictionary of the American Language*

OR *The American Heritage College Dictionary* OR other reliable dictionary

Online Assistance: <http://www.grammarly.com/edu> (Accessed with UAM email address.)

Tutoring: The Writing Center, 113 MCB

**UAM TECHNICAL SUPPORT INFORMATION**

- Issues with usernames, passwords, or UAM Email:
  - **Help Desk** at [helpdesk@uamont.edu](mailto:helpdesk@uamont.edu) or phone 870-460-1036. Open Monday-Friday, 8 a.m.-4:30 p.m.
- Issues with BLACKBOARD:  
**Help Desk** at [blackboard@uamont.edu](mailto:blackboard@uamont.edu) or phone 870-460-1286

**Fall and Spring**

Sunday 2:00PM - 10:00PM  
 Monday – Thursday 8:00AM - 10:00PM  
 Friday 8:00AM - 4:30PM  
 Saturday 1:00PM - 4:00PM

**Summer**

Sunday Closed  
 Monday - Friday 8:00AM - 4:30PM  
 Saturday Closed

Information can also be found in the Blackboard student technology handbook online at <http://www.uamont.edu/AcademicComputing/>

**MINIMUM TECHNOLOGY REQUIREMENTS FOR BLACKBOARD ONLINE INSTRUCTION:**

Access to a working computer with Internet capability. Operating System: Windows 2000, XP, Vista or Macintosh OS X

- Hardware: 256 MB of RAM, 1GB free hard disk space
- Microsoft Office 2007 recommended
- Connection to the Internet: (broadband connection, such as RoadRunner, Satellite Internet or DSL, is preferred). Broadband connections are recommended for assessments.

**COURSE DESCRIPTION:**

Technical Writing Online is a comprehensive writing course which focuses on written skills in conjunction with reading comprehension; this is a computer-based offering which emphasizes personal responsibility and the ability to work within a learning group format.

**GOALS AND OBJECTIVES AND CORRELATED STANDARDS:**

This course is designed to give the student an opportunity to . . .

- . . . learn the fundamentals and practices of using written communications in business
- . . . use various writing methods useful in information technological fields
- . . . learn strategies and techniques for producing e-mails, memos, reports, and proposals
- . . . practice creating PowerPoint presentations
- . . . learn techniques for adding graphics to textual documents
- . . . write summaries of lengthy articles using formal citation methods
- . . . learn various document types, layouts, and strategies

**NETIQUETTE:** Netiquette is cyberspeak for etiquette in online communications, particularly e-mail. It is a set of manners and shared rules for civility. The rules of netiquette apply to everyone who uses the internet or any kind of network to communicate to any other person.

**INSTRUCTOR FEEDBACK SCHEDULE:**

All e-mails, will receive response within 24-48 hours Monday-Friday and within 72 hours on weekends and holidays. The instructor will be available for e-mail conferences during the virtual hours. However, the instructor will not respond to e-mails posted after 5:00 p.m. Friday; response to those will be Monday.

**ATTENDANCE POLICY:**

Students are expected to participate in all weekly activities which will count as participation for federal aid purposes. Failure to check in within the first three weeks of class will result in the student being denied financial aid. Failure to attend a minimum of 60% of the semester will result in the student being required to pay back any financial aid received. Attendance is measured by completion and submission of weekly assignments by the stated due date on the assignment schedule. If weekly work is not turned in, the student is considered absent for that entire week.

**METHOD OF DELIVERING ASSIGNMENTS**

Students will submit all assignments (response papers and essays) to the instructor via UAM student e-mail account as **attachments in Rich-Text Format (.rtf) OR Microsoft Word**



**(.doc/.docx) format only.** All written assignments will be due by 5:00 p.m. Central on the due date shown on the Assignment Schedule.

**EMERGENCY OR INTERRUPTION IN COMPUTER SERVICE POLICY:**

Prepare for unexpected problems and emergencies. Understand that problems and glitches do occur in online learning, as they do in any learning environment. Have a back-up plan, such as using the computers at a local library, for submitting assignments in case your computer crashes or your service is interrupted, or submit work prior to the due date/time. Due dates are Central Standard Time or Central Daylight Time according to the semester. If students are submitting work from a different time zone, they must contact the instructor during the first week of the semester to make arrangements for any change.

**METHOD OF INSTRUCTION:**

The method of instruction will be online asynchronous, cooperative/collaborative learning, presentations, discussions, use of correct grammar and punctuation, and improvement in writing skills.

**COURSE REQUIREMENTS:**

**PROCEDURES AND WORKLOAD:**

The course is conducted the same as an on-campus class. That means, students will be given writing assignments and introduced to strategies useful for completing them. Those include learning to write letters and memos, correctly cite sources, assemble and administer surveys, and compile results.

Students should come to appreciate writing as a process, involving reading, pre-writing, drafting, revision, and editing. Students will explore invention strategies to generate writing. The writing process will help students develop an awareness of purpose, focus, audience, voice, style, context, and organization. Reading and written responses will help students become more aware of pre-writing activities which influence the final product.

All work submitted for final grading must have a professional appearance: typed or computer-generated, double-spaced. **Do not use any weird or over-sized fonts or margins, or points will be deducted. Pay attention to the required length of essays or reports.**

All assignments are to be regarded as formal presentations. All documents **must be prepared in Rich Text Format (.rtf) or Microsoft Word (.doc/.docx)** and formatted in accordance with the instructions posted on Blackboard under the "Information" tab. **Documents must be in either 10 pt Arial or 10 pt or 12 pt Times New Roman font. In addition,** for some reason the new version of Microsoft has a default of 10 pt. spacing after each paragraph. You must **manually remove** this so all "before" and "after" paragraph spacing is set at **0 pt.** (*not "Auto"*).

All assignments must be submitted to instructor's e-mail address as an attachment. Failure to follow the formatting instructions or to send as an attachment may result in reduction of the final grade for the assignment being submitted. Once a final paper is submitted, it will be graded and returned. The instructor reserves the right to refuse late papers or any other late assignments.

**SUBMISSION OF ASSIGNMENTS:**

As stated in the Procedures and Workload section, **all** assignments are to be submitted as formal papers, typed, double-spaced, with headers, and page numbers. Since all assignments and due dates are available from the first day of the semester, no late work is allowed.

**ALL** submitted assignments should use the following for what appears in the subject line of the e-mail:

**Subject:** Tech Writing - Your Name – Purpose of E-mail

EX: **Subject:** Tech Writing - Your Name – Assignment #1

**Subject:** Tech Writing - Your Name – Question

### **EVALUATION AND GRADING SCALE:**

Students will be evaluated on personal improvement in reading, critical thinking, and completed essays. Individual writing will not be measured against that of any other class member. Grading is as follows: Completed assignments count as 100% of the final grade. Responses to discussion questions are used for participation/attendance purposes ONLY; however, if weekly assignments are not submitted, points will be deducted for absences as well as being reported to the registrar for non-participation.

If there are significant problem with punctuation, grammar, sentence structure, etc. at the beginning of the semester, there must be major improvement by the end of the semester, or student will not pass. The focus of this class is to improve all areas of writing skills.

**Regardless of computer or internet connections**, you are responsible for submitting all assignments by the due date as shown on the schedule unless notified otherwise by the instructor. **There is nothing preventing you from turning in work early if you think there will be a delay for any reason.**

**IMPORTANT NOTE:** Students must participate in this class 60% of the semester or return any funds received through federal assistance (see pg. 28 of the current UAM catalogue). In accordance with these guidelines, non-participation will be reported to the registrar's office, and a complete record of participation will be maintained.

#### **Grading Scale:**

A= 90—100

B= 80—89

C= 70—79

D= 60--69

F= 59 and below

### **DEPARTMENT and INSTITUTION POLICIES:**

#### **STUDENTS WITH DISABILITIES:**

##### *Americans With Disabilities Act*

It is the policy of the University of AR at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926. Your notification will remain confidential. These services are also available for students at McGehee campus through the Office of Special Student Services - phone (870) 222-5360 and fax (870) 222-1105 and the Crossett campus Office of Special Student Services - phone (870) 364-6414 and fax (870) 364-5707

#### **STUDENT CONDUCT STATEMENT:**

##### *Conduct Code*

Students at the University of Arkansas-Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. Any behavior which disrupts the regular and normal functions of the University community, including behavior which breaches the peace or violates the rights of others, will not be tolerated and may result in removal from the class.

#### **ACADEMIC DISHONESTY: (READ THIS!)**

##### *Plagiarism and Academic Dishonesty*

35. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:

- a. Copying from another student's paper.
  - b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor.
  - c. Collaboration with another student during the examination.
  - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material.
  - e. Substituting for another person during an examination or allowing such substitutions for oneself.
36. Collusion: Collusion is defined as obtaining from another party's assistance, without specific approval in advance by the instructor, in the production of work offered for credit, to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
  37. Duplicity: To offer for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
  38. Plagiarism: To adopt and reproduce as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student or students involved will be that the instructor will assign a grade of F for the examination or assignment involved.

In addition, if another instance of cheating or plagiarism occurs, student will be reported to the Chancellor's office for academic dishonesty, receive an F for the class, and could be dismissed from UAM.

**EXIT REQUIREMENTS:**

You must make a "D" or higher.

**KEY DATES:**

August 24 - Classes Begin

August 26 - Last day to register/add classes

September 5 - Labor Day

November 2 - Last day to drop a class or withdraw from the semester (grade will be W)

November 24-25 - Thanksgiving Holiday

December 9 - Last day of classes

December 12-16 - Finals Week

**Note:** UAM will no longer mail grade reports to all students. Students may access grades through Campus Connect on the UAM homepage: <http://www.uamont.edu>. To have grades mailed, complete the grade request form available in the Registrar's Office on the Monticello campus or in the Student Services offices on the Crossett or McGehee campuses.

If there are any questions regarding anything contained within the syllabus, please contact the instructor for clarification.

**By performing the action below, student acknowledges that he/she understands his/her obligations for the following:**

- Submit all assignments as attachments via **e-mail**
- Submit all assignments with the **proper subject message in the e-mail**
- Seek help in the library or Writing Center if you do not know how to make an attachment
- Submit **Rich Text Format (.rtf) or Microsoft Word (.doc/.docx) files ONLY**

- Double-space all documents unless otherwise stated
- Do not use any font except **Times New Roman 10 or 12 pt. Arial 10 pt. .**
- Read everything the instructor mails out
- Do not assume corrections on assignments are only suggestions - if there are weak areas of writing skills, you must show improvement during the semester
- Do not blame computer problems, misdirected e-mail, or sick pets or children for late work; you have plenty of warning when the assignments are due and adequate time to complete assignments beforehand
- Do not ask for an A if you have earned a C or lower, and DO NOT ask to submit work at the end of the semester that should have been completed during the semester

Again, if **this does not** appear in red or **this does not** appear in green, please e-mail me ASAP to let me know you are colorblind so I will not grade your work in red.

**Please keep in mind that I do not check UAM e-mail after 5:00 p.m. on Fridays, so if you have a question, e-mail me before then, and I'll reply. Otherwise, it will be the next Monday before I get back to you.**

Once you have completely read the syllabus, send an e-mail to me with the following statement:

I have read the syllabus for Technical Writing and understand my responsibilities in taking this class.

# ENGL 4683.01: Seminar in Writing - Poetry

This course explores what it means to be a practicing poet in the 21st century. Through a blend of reading, discussion, writing exercises, and workshops, you will develop a regular writing practice, explore the craft techniques used by established and emerging poets, and experiment with new approaches to reading, writing, analyzing, and performing poetry. You will also learn what it means to be a good, active literary citizen who can confidently participate in current conversations about poetry's place not only in the literary and publishing worlds but in the world at large.



## Course & Instructor Information



### Course

Spring 2016  
3 Credit Hours  
MCB 105

Tuesday & Thursday  
8:10am - 9:30am



### Instructor

Dr. Julie Platt  
110 Wells Hall  
platt@uamont.edu  
870-460-1489

Office Hours: T&Th 10:00am-  
1:30pm and by appointment

## Required Texts & Materials



Boisseau, Michelle, Hadara Bar-Nadav, and Robert Wallace. *Writing Poems*. 8th ed. New York: Pearson, 2012. Print. ISBN 978-0205176052

A flash drive of at least 4GB.

Additional materials made available in class or via Blackboard.

For additional textbook information, you may go to the online bookstore:  
[https://adoptions.efollett.com/OnlineAdoptionsWeb/onlineAdoptions.html?storeNumber=1305&langId=en\\_US](https://adoptions.efollett.com/OnlineAdoptionsWeb/onlineAdoptions.html?storeNumber=1305&langId=en_US)



## Student Learning Outcomes



Read and analyze poetry, identifying craft elements such as image, metaphor, symbol, lineation, rhythm, meter, etc.



Draft, revise and polish poems in a variety of styles and forms, and make and articulate sophisticated authorial choices. Write insightful prose reflecting on writerly development and writing processes, and submit poetic work for publication.



Participate in and facilitate peer workshops of work in progress. Contribute to conversations about current issues in the literary and publishing worlds.



Understand the basics of literary citizenship and participate in campus, local, regional, and national literary communities, both face-to-face and virtual.



### Attention!

Students must complete and submit ALL MAJOR PROJECTS to be eligible to pass ENGL 4683.



Technology  
in ENGL  
4683



In addition to providing you with printed course materials, I will be putting all essential course materials (syllabus, schedule, assignment sheets, daily PowerPoint lessons, etc.) on Blackboard so that you may access them as needed outside of class time. If you are not familiar with Blackboard (e.g. how to submit an assignment, how to use the discussion board, etc.), then you are responsible for contacting Academic Computing for support (see below).



You must have access to a computer with updated word processing software, preferably Microsoft Word. If you cannot purchase Microsoft Word, use Google Drive or download the OpenOffice suite of programs (openoffice.org), both of which can be saved as Microsoft Word-compatible files. If you have a laptop computer, you may bring it to class.



You must have access to your UAM email address and check it daily, as this will be the primary way we will keep in touch outside of class. My guidelines for sending and receiving email, as well as when I can be reached and how soon I will reply, are detailed in a later section of this syllabus.



While technology makes life easier, it can also be frustrating (computer crashes, deleted work, unavailable Internet connections, Blackboard being down, etc.). Plan accordingly. I accept work electronically or in print, so excuses such as "Blackboard was down" or "my computer died" are not acceptable for late or incomplete assignments. **ONLY YOU CAN BE RESPONSIBLE FOR YOUR COMPUTER AND YOUR INTERNET ACCESS.** Find a buddy you can rely on to catch you up if you miss class, and leave extra time, especially in the first few weeks, to ensure that technology does not get in the way of your coursework.

### Need Blackboard Help?

Academic Computing:

870-460-1663

M-F, 8:00am – 4:30pm

Help Desk:

870-460-1663

fendley@uamont.edu

### Need Email Help?

Information Technology:

870-460-1036

M-F, 8:00am – 4:30pm



The computer section of the Taylor Library is open during regular library hours. Visit <http://www.uamont.edu/pages/library> for updated information.



Contacting  
Dr. Platt

### Email Contact

I answer email M-F, 8am to 4pm. I reply within 48 hours; if you don't hear back, write again. Use UAM email only!

### F2F Contact

My office hours are T&Th 10am-1:30pm. Email for an appointment outside those times.

### How to Make Profs Love You: Email Etiquette

Write a descriptive subject line in which you mention our class number and section, and what your message is regarding.

Address your recipient respectfully. We have a working relationship, not a social one, so starting your email with "Dear Dr. Platt" is your best bet.

Be clear and specific about what you're asking. Do not send me an email that says something like "I don't understand the assignment." I completely sympathize and want to help, but "the assignment" is too general, as is "don't understand." Remember that I teach many students in a number of different classes.

Be concise, but don't be too brief or too casual. Remember that emails are not text messages. Don't shorten words, use complete sentences, and go easy on the exclamation points and emojis.

Sign your emails. UAM student email addresses are strings of letters and numbers, so you must tell me who you are. "Sincerely, [Firstname Lastname]" is appropriate and appreciated.



### University Attendance Policy

Students are expected to attend all required class sessions during the semester. The University does not allow for unexcused absences. Each faculty member will determine his or her individual policies regarding excused absences, except in the case of a University sponsored event. Students involved in University sponsored events should be considered excused unless the proper notifications were not delivered to the instructor according to Policy XV on page 71 of the UAM Faculty Handbook.

Regardless of the reasons for a student missing, a faculty member may determine that the student cannot complete the course requirements or demonstrate the expected student learning outcomes within the timeframe of the course. The faculty member may recommend that the student withdraw, award the student a failing grade (at end of term) or, if warranted, assign the student an Incomplete.



### Course Attendance Policy



Come to class!

All writing-centered courses, no matter what school you take them at, are interactive and require high levels of participation and collaboration. We will be completing daily activities that cannot be made up, and you will find that, in a fast-paced writing course, missing even a single class meeting will leave you behind. You should never miss class. You should also never disrupt class by being late, and you should not leave early. I will be keeping track of your attendance every single day.



Absences hurt!

That said, you are allowed two unexcused absences (the equivalent of one week) before your grade begins dropping. Every unexcused absence beyond this limit will result in your final grade being lowered by 25 points per class or per 2 internship hours missed. However, if you complete the course with only 1 class absence, I will add 25 bonus points to your final grade. If you have perfect attendance (zero class absences), I will add 50 bonus points to your final grade. Please remember, too, that two tardies or late exits equal one unexcused absence.



Documentation!

An absence, excused or unexcused, does not mean you are excused from completing any work due on the day you miss. In other words, even if you miss class, the work due for that class needs to be in my hands before class time ends. If you need to miss class for a university-sponsored activity, you must provide me with documentation before the absence occurs. Should you suffer catastrophic injury or an extended illness, we can work together to determine a way for you to successfully complete all graded assignments within a reasonable timeframe. You will need to provide evidence that you should be excused (e.g. a doctor's note).



**In all cases, if by the end of the semester your work does not demonstrate that you have met the Student Learning Outcomes, you will be unable to earn a passing grade in ENGL 4683.**



### Late Work Policy



All assignments will be docked 25 points for each day they are late.



After any kind of assignment is five days late, it will be recorded as a zero.



There will be no exceptions to this policy unless arrangements are made BEFORE THE DUE DATE.



## Academic Resources



### Academic Alert

The Academic Alert System is a retention program that puts students in contact with the appropriate campus resources to assist them in meeting their educational goals at UAM. If you are doing poorly in your academic work, are chronically absent from class, are exhibiting disruptive behavior or are having difficulty adjusting to campus life, University faculty, staff or a fellow student may report you to the Office of Academic Affairs through the Academic Alert system.



### The Center for Writing & Communication

The Center for Writing and Communication (CWC) is a free service to University of Arkansas at Monticello students. The CWC is staffed by UAM undergraduates who have received special training in peer writing tutoring. The CWC can assist writers of any level or major, on assignments from all disciplines and genres, and at all stages of the writing process. Consultants can work with writers face to face or online, and a typical session with a consultant lasts thirty to sixty minutes. To have the best session possible, students seeking help should bring all materials, including the course syllabus, assignment sheets, and any drafts previously completed. The CWC also has a suite of laptops and computers for students working on writing projects and a resource library of up-to-date citation guides, grammar handbooks, and guides for writing in many disciplines and majors. Memorial Classroom Building, Room 113, (870) 460-1378  
Home Page: <http://www.uamont.edu/pages/school-of-arts-humanities/writing-center/>

### University Tutoring Center

Any student who desires to be successful in his/her general education classes can receive assistance through tutoring services available on the 2nd floor of Harris Hall. Please watch for emails from Laura Hughes detailing this semester's tutoring availability. (870) 460-1454

### UAM Student Handbook

The Student Handbook contains information about the services UAM provides as well as community standards and University policies. You are encouraged to become well acquainted with the guidelines published in the handbook, as it will direct you during your tenure at UAM. The Student Handbook is located at the following link: <http://uam-web2.uamont.edu/pdfs/student%20handbook.pdf>

### University Behavior Intervention Team (UBIT)

If you have an immediate concern about the behavior or safety of a student at UAM, help by making a referral to the University Behavior Intervention Team (UBIT). UBIT's purpose is to promote a safe and productive learning, living, and working environment by addressing the needs of students, faculty, and staff. If you or a classmate are in need of help, please submit a concern at [https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&lay\\_out\\_id=10](https://publicdocs.maxient.com/reportingform.php?UnivofArkansasMonticello&lay_out_id=10) or call 870-460-1454. In case of emergency please call 911.



### Students With Disabilities

It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone (870) 460-1026; TDD (870) 460-1626; Fax (870) 460-1926; email: [whitingm@uamont.edu](mailto:whitingm@uamont.edu).



## Student Conduct

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. Students must not conduct themselves in a manner that disrupts the academic community or breaches the freedom of other students to progress academically. During class time your attention should be focused on communicating with your classmates and your instructor. I cannot force you to pay attention to me (that is your choice), but I do expect you to be quiet and considerate while other classmates are speaking, and to not distract them or interfere with their learning. This applies to phones, texting, games, Facebook, earbuds, vaping, et cetera. If I determine you are doing something – anything – which is distracting, I will ask you to stop, and reserve the right to ask you to leave if the distracting behavior continues. I expect students taking an advanced creative writing course to be serious and focused. Do not do or say anything that you wouldn't want me to write about in, say, a letter of recommendation.





### Assignment Submission & Feedback

You will be submitting final drafts of your major projects, and almost all of your other assignments, electronically via Blackboard. Because of this, it is very important that you pay attention to file names and file formats. You are responsible for making sure that I can open and read your work. If you send me a file I cannot open, I will alert you, but I will not grade it and it will not be considered submitted on time.

I want to receive and grade your work at the same time as everyone else's work. How long it takes me to grade an assignment is unpredictable—it could be the next day or it could be up to two weeks. I aim to return all work before the next assignment is due, with a week being the norm for a major project. This means that the safest and best practice is to turn in all work on time.

Also, if you become a "missing person," i.e., someone who stops attending class or misses the majority of the class sessions for an assignment, I will not be willing or able to grade your work at the same time as everyone else, so you will not receive the benefit of timely feedback. Before taking that step, I will attempt to contact you via email, prompting you to contact me and discuss the situation face-to-face.



### Academic (Dis)honesty

## 4 Kinds of Academic Dishonesty at UAM



### Cheating!

Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty: Copying from another student's paper, use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor; collaboration with another student during the examination; buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material; and substituting for another person during an examination or allowing such substitutions for oneself.



### Collusion!

Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted. In other words, this means having someone else come up with ideas and writing for you, or give you so much "help" on your paper that it's no longer reasonable to call it your own work.



### Duplicity!

Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved. In other words, duplicity means to "double-dip"--to hand in the exact same work twice, whether that be submitting a paper to two different instructors, or submitting an old paper from high school to a college prof without revising it significantly.



### Plagiarism!

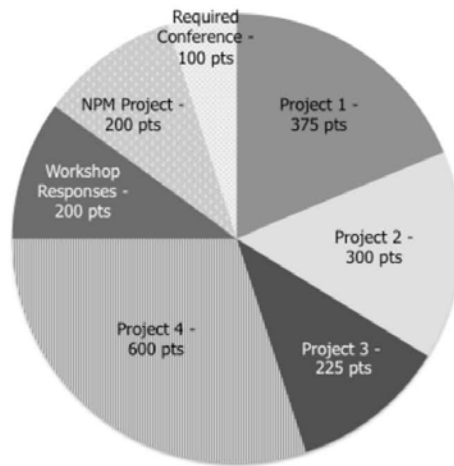
Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others. Plagiarism deals with intellectual property, which has become an increasingly complex concept as it becomes easier to cut, copy, and paste material from anywhere to everywhere.



**For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will be a zero on the assignment in question. Depending on the egregiousness of the violation, the instructor may reserve the right to fail the student for the course and report the incident. We will be having discussions and activities semester exploring plagiarism and intellectual property, and how to negotiate these issues as writers. If at any time you have doubts about whether or not you are using your own or another's writing ethically, just ask. Don't risk making a huge mistake.**



Grades in ENGL 4683



**Total Points: 2000**

### Grading Scale at UAM

<b>A</b>	90% - 100%	1790 - 2000 pts
<b>B</b>	80% - 89%	1590 - 1789 pts
<b>C</b>	70% - 79%	1390 - 1589 pts
<b>D</b>	60% - 69%	1190 - 1389 pts
<b>F</b>	59% & below	1189 pts & below



Work Required

### Academic Engagement (in-class work)



- Attend class daily
- Actively listen to/watch lectures, audio recordings, and videos
- Participate in full-class discussions
- Participate in small group discussions
- Participate in in-class writing activities
- Practice performing poems
- Work with classmates and professor to develop and facilitate National Poetry Month activity for campus community

**Academic Engagement hours: 45**

### Preparation (out-of-class work)



- Read required course materials (textbooks, handouts, linked materials, etc.), including archived lectures
- Write, revise, and polish poems, including biweekly workshop submissions and final poetry portfolio
- Comment on drafts of classmates' poems
- Prepare for and attend required conference
- Prepare literary journal submissions
- Research and write short issue paper, literary journal report, and final portfolio reflection

**Preparation hours: 90**

**Overall Total Obligation: 135 hours**



Projects in  
ENGL 4683

## Major Projects

For each major project, I will distribute a detailed assignment sheet with due dates, grading criteria, and instructions for submission. You are welcome to share drafts with me in conference.

#1

Workshop Submissions  
375 points

Starting in Week 4, you will begin submitting poems for workshop. While they are not final drafts, these poems should represent significant work and an effort to experiment with newly introduced craft techniques and course ideas.

#2

Short Issue Paper  
300 points

You will identify and research some current issue related to poetry and write a 4-5 page paper. Possible general topics include literary citizenship, literary communities, online or traditional publishing, issues of diversity and difference in creative writing, etc.

#3

Journal Report  
225 points

You will choose an actively-publishing literary journal (print-based or online), research its current poetry aesthetic and prepare a brief report. You will also prepare a submission of your own poetry for that journal, including a cover letter.

#4

Final Poetry Portfolio  
600 points

This final portfolio, consisting of no less than eight and no more than twelve complete, polished poems, should include a 750 - 1000 word reflective essay discussing the evolution of your work and your growth as a writer over the semester.

## Other Assignments

Workshop  
Responses  
200 Points

Giving quality feedback to fellow writers is an important part of being a good literary citizen and an essential part of being a good creative writing student. Twice this semester, I will collect, read, and evaluate your responses to your classmates' workshop poems.

National Poetry Month  
Engagement Project  
200 Points

National Poetry Month happens every April in the United States. This year, we'll work on a small full-class project designed to promote and celebrate poetry on UAM's campus. We'll start generating ideas and planning early in the semester for an event near the end of the year.

Required  
Conference  
100 Points

You are required to do a 30 minute conference with me about your work as you prepare your final poetry portfolio. This conference will take place in my office, Wells 110. Email me at [platt@uamont.edu](mailto:platt@uamont.edu) to schedule the conference during the second half of the semester.



Get Ready!

For some, the reading and appreciation of poetry is focused primarily on discovering the "true meaning" of a work, to the exclusion of all other interpretations. Some believe that poetry is primarily a means of expressing emotions, without much attention to creating interesting effects or experiences for the reader. In this class, you will be asked to push beyond all of this and begin to appreciate and create new and different places for poetry in your own life and in the world around you. I hope that this course is challenging but rewarding, and gives you a greater appreciation for this most ancient art form.

ENGL 4683.01:  
Seminar in  
Writing - Poetry

All dates are subject to change with plenty of notice from your instructor.  
All assignments are due by **next class period** unless otherwise specified.  
WP = *Writing Poems* (8<sup>th</sup> Ed.)

Date	Topics & Activities	Assignments You should also be writing regularly (ideally daily!) in your writer's notebook.
<b>Week 1</b>		
H Jan 7	<ul style="list-style-type: none"> <li>• Introductions.</li> <li>• Syllabus, calendar, course focus, etc.</li> <li>• Keeping a writer's notebook &amp; regular writing practice.</li> <li>• Icebreaker.</li> </ul>	<ul style="list-style-type: none"> <li>• Reread the course syllabus &amp; calendar &amp; note any questions you have for discussion next week.</li> <li>• Read WP pp. 1-20 &amp; 177-200.</li> </ul>
<b>Week 2</b>		
T Jan 12	<ul style="list-style-type: none"> <li>• Who/What/When/Where/Why/How is poetry?</li> <li>• All about process.</li> </ul>	<ul style="list-style-type: none"> <li>• Read WP pp. 21-40.</li> </ul>
H Jan 14	<ul style="list-style-type: none"> <li>• Topic: Verse.</li> <li>• In-class writing exercise.</li> </ul>	<ul style="list-style-type: none"> <li>• Read WP pp. 41-58.</li> </ul>
<b>Week 3</b>		
T Jan 19	<ul style="list-style-type: none"> <li>• Topic: Lines.</li> <li>• In-class writing exercise.</li> </ul>	<ul style="list-style-type: none"> <li>• Read WP pp. 59-76.</li> </ul>
H Jan 21	<ul style="list-style-type: none"> <li>• Topic: Lines, continued.</li> <li>• In-class writing exercise.</li> </ul>	<ul style="list-style-type: none"> <li>• Read WP pp. 77-94.</li> </ul>
<b>Week 4</b>		
T Jan 26	<ul style="list-style-type: none"> <li>• Topic: Sound &amp; Sense.</li> <li>• In-class writing exercise.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading TBA.</li> </ul>
H Jan 28	<ul style="list-style-type: none"> <li>• Project 1 assigned.</li> <li>• How to submit poems for workshop in this class.</li> <li>• Workshop group lottery.</li> <li>• NPM project introduction &amp; brainstorming.</li> </ul>	<ul style="list-style-type: none"> <li>• Read: <ul style="list-style-type: none"> <li>◦ WP pp. 95-116.</li> <li>◦ Handout TBA.</li> </ul> </li> <li>• Group 1 should submit poems by 11:59pm on Sunday, January 31.</li> </ul>
<b>Week 5</b>		
T Feb 2	<ul style="list-style-type: none"> <li>• Project 2 assigned.</li> <li>• Topics: <ul style="list-style-type: none"> <li>◦ Subject matter.</li> <li>◦ Literary citizenship.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Read handout TBA.</li> <li>• Comment on workshop poems &amp; bring copies to class.</li> </ul>
H Feb 4	<ul style="list-style-type: none"> <li>• Group 1, Workshop 1.</li> <li>• <i>In any remaining time: Poetry Situation Room.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Read: <ul style="list-style-type: none"> <li>◦ WP pp. 117-136.</li> <li>◦ Handout TBA.</li> </ul> </li> <li>• Group 2 should submit poems by 11:59pm on Sunday, February 7.</li> </ul>
<b>Week 6</b>		
T Feb 9	<ul style="list-style-type: none"> <li>• Checking in with writer's notebooks.</li> <li>• Topics: <ul style="list-style-type: none"> <li>◦ Metaphor.</li> <li>◦ Literary citizenship, continued.</li> </ul> </li> <li>• NPM project check-in.</li> </ul>	<ul style="list-style-type: none"> <li>• Read handout TBA.</li> <li>• Comment on workshop poems &amp; bring copies to class.</li> </ul>

H Feb 11	<ul style="list-style-type: none"> <li>Group 2, Workshop 1.</li> <li><i>In any remaining time: Poetry Situation Room.</i></li> </ul>	<ul style="list-style-type: none"> <li>Read: <ul style="list-style-type: none"> <li>WP pp. 137-157.</li> <li>Handout TBA.</li> </ul> </li> <li>Group 1 should submit poems by 11:59pm on Sunday, February 14.</li> </ul>
<b>Week 7</b>		
T Feb 16	<ul style="list-style-type: none"> <li>Topics: <ul style="list-style-type: none"> <li>Tale, teller, tone.</li> <li>Performance.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Read handout TBA.</li> <li>Comment on workshop poems &amp; bring copies to class.</li> </ul>
H Feb 18	<ul style="list-style-type: none"> <li>Group 1, Workshop 2.</li> <li><i>In any remaining time: Poetry Situation Room.</i></li> </ul>	<ul style="list-style-type: none"> <li>Read: <ul style="list-style-type: none"> <li>WP pp. 158-176.</li> <li>Handout TBA.</li> </ul> </li> <li>Group 2 should submit poems by 11:59pm on Sunday, February 21.</li> </ul>
<b>Week 8</b>		
T Feb 23	<ul style="list-style-type: none"> <li>Conference sign-ups.</li> <li>Topics: <ul style="list-style-type: none"> <li>Language.</li> <li>Who's afraid of weird?</li> </ul> </li> <li>NPM project check-in.</li> </ul>	<ul style="list-style-type: none"> <li>Read handout TBA.</li> <li>Comment on workshop poems &amp; bring copies to class.</li> </ul>
H Feb 25	<ul style="list-style-type: none"> <li>Group 2, Workshop 2.</li> <li><i>In any remaining time: Poetry Situation Room.</i></li> </ul>	<ul style="list-style-type: none"> <li>Read: <ul style="list-style-type: none"> <li>WP pp. 201-218.</li> <li>Handout TBA.</li> </ul> </li> <li>Group 1 should submit poems by 11:59pm on Sunday, February 28.</li> </ul>
<b>Week 9</b>		
T Mar 1	<ul style="list-style-type: none"> <li>Project 3 assigned.</li> <li>Topics: <ul style="list-style-type: none"> <li>Revision.</li> <li>Publication.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Read handout TBA.</li> <li>Comment on workshop poems &amp; bring copies to class.</li> </ul>
H Mar 3	<ul style="list-style-type: none"> <li>Group 1, Workshop 3.</li> <li><i>In any remaining time: Poetry Situation Room.</i></li> </ul>	<ul style="list-style-type: none"> <li>Group 2 should submit poems by 11:59pm on Sunday, March 6.</li> </ul>
<b>Week 10</b>		
T Mar 8	<ul style="list-style-type: none"> <li>Group 2, Workshop 3.</li> <li><i>In any remaining time: Poetry Situation Room.</i></li> </ul>	<ul style="list-style-type: none"> <li>Submit Project 2 rough draft.</li> <li>Read handout TBA.</li> </ul>
H Mar 10	<ul style="list-style-type: none"> <li><b>No Class Meeting– Dr. Platt at SCWCA Conference</b></li> </ul>	<ul style="list-style-type: none"> <li>Online peer review of Project 2 rough drafts.</li> </ul>
<b>Week 11</b>		
T Mar 15	<ul style="list-style-type: none"> <li>Topics: <ul style="list-style-type: none"> <li>Publication, cont.</li> <li>Poetry &amp; public life.</li> </ul> </li> <li>NPM project check-in.</li> </ul>	<ul style="list-style-type: none"> <li>Read handout TBA.</li> </ul>
H Mar 17	<ul style="list-style-type: none"> <li>Project 4 assigned.</li> <li>Developing your "poet's mission."</li> </ul>	<ul style="list-style-type: none"> <li>Complete your conference with Dr. Platt by Thursday, March 17 at 4:59pm CDT.</li> <li><b>Submit Project 2 final draft.</b></li> <li>Group 1 should submit poems by 11:59pm on Sunday, March 27.</li> </ul>
<b>Week 12</b>		
T Mar 22	Spring Break	
H Mar 24		

<b>Week 13</b>		
T Mar 29	<ul style="list-style-type: none"> <li>• Checking in with writer's notebooks.</li> <li>• Topic: Poetry &amp; difference.</li> </ul>	<ul style="list-style-type: none"> <li>• Read handout TBA.</li> <li>• Comment on workshop poems &amp; bring copies to class.</li> </ul>
H Mar 31	<ul style="list-style-type: none"> <li>• Group 1, Workshop 4.</li> <li>• <i>In any remaining time: Poetry Situation Room.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Read handout TBA.</li> <li>• Group 2 should submit poems by 11:59pm on Sunday, April 3.</li> </ul>
<b>Week 14</b>		
T Apr 5	<ul style="list-style-type: none"> <li>• Topic: Poetry &amp; the digital age.</li> <li>• NPM project check-in.</li> </ul>	<ul style="list-style-type: none"> <li>• Read handout TBA.</li> <li>• Comment on workshop poems &amp; bring copies to class.</li> </ul>
H Apr 7	<ul style="list-style-type: none"> <li>• Group 2, Workshop 4.</li> <li>• <i>In any remaining time: Poetry Situation Room.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Group 1 &amp; Group 2 should submit poems by 11:59pm on Sunday, April 10.</li> <li>• Comment on workshop poems &amp; bring copies to class.</li> </ul>
<b>Week 15</b>		
T Apr 12	<ul style="list-style-type: none"> <li>• Group 1, Workshop 5.</li> </ul>	<ul style="list-style-type: none"> <li>• Comment on workshop poems &amp; bring copies to class.</li> </ul>
H Apr 14	<ul style="list-style-type: none"> <li>• Group 2, Workshop 5.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Submit Project 3.</b></li> </ul>
<b>Week 16</b>		
T Apr 19	<ul style="list-style-type: none"> <li>• Shaping up portfolios.</li> <li>• NPM project prep.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep working on portfolios.</li> </ul>
H Apr 21	<ul style="list-style-type: none"> <li>• Course reflections.</li> <li>• Polishing portfolios.</li> <li>• NPM project prep.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Submit Project 4.</b></li> </ul>
<b>Week 17</b>		
<b>Last Week of Class!</b>		
T Apr 26	<ul style="list-style-type: none"> <li>• NPM Event.</li> <li>• Wrap-up &amp; goodbyes.</li> </ul>	<ul style="list-style-type: none"> <li>• Have a great summer &amp; keep writing!</li> </ul>

# APPENDIX B

## Faculty Curriculum Vitae

### Curriculum Vitae

**Name:** Justin Bergh

**Degrees and institutions granting the degrees:**

Ph.D. Department of Communication Studies, University of Minnesota, Minneapolis.

M.A. Department of Communication, University of Arkansas, Fayetteville, AR.

B.A. University of Sioux Falls, Sioux Falls, SD.

**Field or specialty of degrees:**

Communication Studies

**Number of years employed as program faculty at UAM: 0**

**Current academic rank:**

Assistant Professor

**Evidence of quality and quantity of creative and scholarly/research activity:**

Encyclopedia Entry:

“Food Magazines,” in *The SAGE Encyclopedia of Food Issues*, ed. Ken Albala (Los Angeles: Sage, 2015), 587-592.

Refereed Conference Paper Presentations

“Too Big *Not* to Fail: United States Corporate Media and the 2008 Financial Crisis.” To be presented at the Southern States Communication Association Annual Convention, April 6-10, 2016.

“Cultural Pillaging: Anthony Bourdain and the Appropriation of Exotica.” Agriculture, Food and Human Values Society and the Association for the Study of Food and Society 2015 Annual Meeting, Pittsburgh, PA, June 24-28, 2015.

“Raiding the Kitchen: Anthony Bourdain and the Evisceration of the Subculture of Chefs and Cooks.” 2<sup>nd</sup> biannual *Celebrity Studies Journal* conference, London, UK, June 19-21, 2013.

“Authenticity and the Art of Distinction: The Cultural Work of Anthony Bourdain.” Society for Cinema and Media Studies 2014 Annual Conference, Seattle, WA, March 19-23, 2013.

“Media, Individualization, and the Enervation of a Subculture: An Ethnographic Study of the Subculture of Chefs and Cooks.” Agriculture, Food and Human Values Society and the Association for the Study of Food and Society 2013 Annual Meeting, East Lansing, MI, June 19-22, 2013.

“Abandoning Individualization in Cultural Studies: A Spinozist Intervention.” 2013 Cultural Studies Association Annual Conference, Chicago, IL, May 23-26, 2013.

“Don’t Think Critically Before Consuming This: Understanding the Production of Subversive Cultural Products and Celebrity.” 2012 Žižek Studies Conference, Brockport, NY, April 28-29, 2012.

“Reinforcement of the Status Quo: The Populist Voice as Hegemony in Newspaper Coverage of the 2008 Financial Crisis.” National Communication Association, New Orleans, LA, Nov. 17-20, 2011.

“A Revolutionary Flame: New Media and the Tunisian Uprising.” National Communication Association Preconvention Seminar “Revolutionary Voices: Marxism, Communication and Social Change,” New Orleans, LA, Nov. 16, 2011.

### **Evidence of quality and quantity of service activities:**

#### Advising:

**Andrew Schwartz**, Senior Paper, "Neuroticism and Interpersonal Relationships." Also served as faculty mentor in preparing Andrew’s paper for the University of St. Thomas Undergraduate Research Conference, where it was accepted and presented on April 22, 2015.

#### University Service:

SpeComm Representative, Communication Studies Graduate Student Association, University of Minnesota

#### Community Service:

Driver, Meals on Wheels Association, Sioux Falls, SD, 2006-2009

Fundraiser/Volunteer Consultant, Theresa’s House Orphanage, Sioux Falls, SD/Kinshasa, Congo, 2008-2009



**Evidence of professional activities and non-teaching work experiences related to courses taught:**

Editor-in-Chief, *The Vessel*, University of Sioux Falls, Sioux Falls, SD, 2008-2009

Responsibilities included managing editorial and writing staff, designing layout of newspaper, and assigning, writing, and editing articles.

Producer/Co-Host, *Revolution Radio*, KCFS 94.5, University of Sioux Falls, Sioux Falls, SD, 2008-2009

Responsibilities included producing weekly radio show, writing scripts, booking guests, conducting interviews, and co-hosting two-hour show.

Sports Editor, *The Vessel*, University of Sioux Falls, Sioux Falls, SD, 2007-2008

Responsibilities included managing sports writing staff, designing layout of sports section of newspaper, and assigning, writing, and editing sports articles.

Arena Reporter, *USCHO.com*, Mankato, MN, 2003-2004

Responsibilities included providing in-depth game coverage of the Minnesota State women's hockey team for a national online readership through player and coach interviews, feature articles, and game previews and reviews.

Sports Editor, *The Reporter*, Minnesota State University, Mankato, MN, 2004

Responsibilities included managing sports writing staff, designing layout of sports section of newspaper, and assigning, writing, and editing sports articles.

Assistant Sports Editor, *The Reporter*, Minnesota State University, Mankato, MN, 2003-2004

Responsibilities included assisting the sports editor in managing sports writing staff, designing layout of newspaper, and writing and editing articles.

**List of course numbers/course titles of credit courses taught over the past two academic years:**

Comm 1101—Introduction to Public Speaking (Spring 2015)

Comm 3263W—Media Literacy: Decoding Images and Messages (Spring 2014)

Comm 3201—Introduction to Electronic Media Production (Fall 2015, Spring 2016)

**Other evidence of quality teaching: (range of class evaluation scores, annual faculty-evaluation rating for teaching, awards)**

University of Minnesota Quantitative Course Evaluations

Core Questions

Mean scores on a six-point scale:

1=Strongly Disagree

2=Disagree

3=Somewhat Disagree

4=Somewhat Agree

5=Agree

6=Strongly Agree

Comm 3201—Introduction to Electronic Media Production (One course)

The instructor was well prepared for class	5.63
The instructor presented the subject matter clearly	5.75
The instructor provided feedback intended to improve my course performance	5.81
The instructor treated me with respect	5.88
I would recommend this instructor to other students	5.88

Comm 3263W—Media Literacy: Decoding Media Images and Messages (Composite scores for three courses taught)

The instructor was well prepared for class	5.67
The instructor presented the subject matter clearly	5.51
The instructor provided feedback intended to improve my course performance	5.60
The instructor treated me with respect	5.86
I have a deeper understanding of the subject matter as a result of this course	5.47
My interest in the subject matter was stimulated by this course	5.27
I would recommend this instructor to other students	6

Comm 1101—Introduction to Public Speaking (Composite scores for three courses taught)

The instructor was well prepared for class	5.72
The instructor presented the subject matter clearly	5.73
The instructor provided feedback intended to improve my course performance	5.77
The instructor treated me with respect	5.85
I have a deeper understanding of the subject matter as a result of this course	5.58
My interest in the subject matter was stimulated by this course	5.27
I would recommend this instructor to other students	5.66

# Curriculum Vitae

**Name: Jim Evans**

**Degrees and institutions granting the degrees:**

Master of Arts, Speech Communication, Central Missouri State University, Warrensburg, MO

Bachelor of Arts, History, Missouri Southern State University, Joplin, MO

Field or specialty of degrees: MA- Speech Communication; BA- History

Number of years employed as program faculty at UAM: Fall 2006-present

**Current academic rank:** Instructor

**Evidence of quality and quantity of creative and scholarly/research activity:**

*Weaver's Phaedrus as a Lens to Uncover the Selfish-Lover: An Analysis of Rhetoric Supporting the 2004 Marriage Protection Amendment*

Journal of the International Public Debate Association, Reviewer 2008, 2012, 2016

**Evidence of quality and quantity of service activities:**

Consultant, Lincoln-Douglas Open Championships Spring 2006 – Spring 2009

Governing Board, International Public Debate Association Fall 2009 – 2015

Statistician for Communication Assessment Fall 2008 – Present.

Member and/or Chair of various department and campus committees

Pi Kappa Delta Speech Society, Fall 1988 – Present

**AWARDS AND ACHIEVEMENTS:**

CMSU 2005-2006 Outstanding Graduate Student – Speech Communication

Coach of various regional tournament NFA LD, NPTE, NPDA, and IPDA Champions

Coach – 2005 Pi Kappa Delta NFA LD National Champion

Coach 2008 IPDA National Tournament and Season-long Champions

Coach of the Year – Arkansas – 2012-2013

Coach of the Year – Southern Region – 2012-2013

Coach of the Year – Nation – 2012-2013

Coach 2016 IPDA National Tournament Champions

Coach of 30+ various individual and division IPDA National Champions.

**Evidence of professional activities and non-teaching work experiences related to courses taught:**

Co-Director. University of Arkansas-Monticello Debate Tournament. 2006-present.

Co-Director. R. David Ray Invitational Forensics Tournament. 2006-present.

Arkansas Communication and Theater Arts Association member. 2006-present

**List of course numbers/course titles of credit courses taught over the past two academic years:**

**COMM 1023: Public Speaking**  
**COMM 2203: Interpersonal Communication**  
**COMM 2273: Argumentation and Debate**  
**COMM 4653: Theories of Human Communication**  
**COMM 340v: Competitive Forensics and Debate**  
**COMM 4043: Modern Rhetoric**  
**COMM 3413: Intercultural Communication**  
**COMM 4663: Performance Studies**  
**COMM 2273: Argumentation and Debate**

**Other evidence of quality teaching: (range of class evaluation scores, annual faculty-evaluation rating for teaching, awards)**

**Evaluation scores range from 80-90% Positive ratings**

**Faculty Evaluation overall ratings of excellent.**

# Curriculum Vitae

**Name: Keith Milstead**

**Degrees and institutions granting the degrees: Master of Arts; University of Arkansas-Little Rock**

**Bachelor of Arts; Louisiana State University-Shreveport**

**Field or specialty of degrees: MA-Journalism; BA-Communications-Speech**

**Number of years employed as program faculty at UAM: Fall 2010-present**

**Current academic rank: Instructor**

**Evidence of quality and quantity of creative and scholarly/research activity:**

Milstead, K. Logos: Applying Logic in IPDA. In Richey, P. (2016). *IPDA Textbook*. (pp. 71-82). Dubuque, IA: Kendall Hunt.

International Public Debate Association National Tournament and Convention, Boise State University, Boise, ID, March 2015, Director

International Public Debate Association National Tournament and Convention, Middle Tennessee State University, Murphreesboro, TN, March 2014, Director

International Public Debate Association National Tournament and Convention, University of Arkansas-Monticello, Monticello, AR, March 2013, Director

Journal of the International Public Debate Association, Volume 7, Issue 1, March 2015, Reviewer

**Evidence of quality and quantity of service activities:**

**President**, International Public Debate Association Fall 2014 – Present

**Executive Secretary**, International Public Debate Association Fall 2011 – Spring 2014

**Tabroom Director**, International Public Debate Association Fall 2011 – Present

**Pi Kappa Delta Speech Society**, Fall 2005 – Present

**AWARDS AND ACHIEVEMENTS:**

Coach:

International Public Debate Association Awards

Season-Long Championships

Founders Award, 2008.

Varsity Team Sweepstakes, 2008, 2009, 2016.

Professional Individual Sweepstakes, Chris Brown, 2014, 2016.

Varsity Individual Sweepstakes, Cody Bijou, 2016.

Chris Brown, 2012.

Novice Individual Sweepstakes, Gabrielle Swain, 2016.

Novice Team Sweepstakes, 2016.

Team Debate. Chris Brown/Kelly Reed, 2011.

Championship Tournament

Overall Sweepstakes, 2008, 2016.

Scholastic Sweepstakes, 2016.  
Founders Sweepstakes, 2016.  
Varsity Debate Speaker. Reagan Dobbs, 2016.  
Joel Brown, 2008.  
Professional Debate. Chris Brown, 2015.  
Novice Debate Speaker. Josh Smith, 2008.

Sothern Forensics Championship Tournament Awards  
Individual Events  
Arkansas Champions, 2009, 2010, 2011, 2012, 2013, 2014.  
Arkansas Persuasion Champion. Gabrielle Swain, 2016.  
April Wright, 2014.  
Arkansas Individual Events Sweepstake. Gabrielle Swain, 2016.  
Sydney Davis, 2012.  
Tiffany Reed, 2011.

Coach of various regional tournament IE & IPDA Champions.  
Coach of numerous other team/program and individual awards.

**COMMITTEE INVOLVEMENT:**

2014-present	Catastrophic Leave Committee
2015	Search Committee, Assistant Professor of Communications
2015	Search Committee, Instructor of Communications
2014	Chair, Search Committee, Instructor of Communications
2014	Search Committee, Assistant Professor of Communications

**Evidence of professional activities and non-teaching work experiences related to courses taught:**

Co-Director. University of Arkansas-Monticello Debate Tournament. 2009-present.  
Co-Director. R. David Ray Invitational Forensics Tournament. 2009-present.  
Arkansas Communication and Theater Arts Association member. 2011-present

**List of course numbers/course titles of credit courses taught over the past two academic years:**

**COMM 1023: Public Speaking**  
**COMM 2283: Business and Professional Speech**  
**COMM 3533: Communication in Organizations**  
**COMM 3453: Persuasion**  
**COMM 3483: Communication in Small Groups**  
**COMM 399V: Special Topics in Communications**

**Other evidence of quality teaching: (range of class evaluation scores, annual faculty-evaluation rating for teaching, awards)**

**Evaluation scores range from 85-90% Positive ratings**

**Faculty Evaluation ratings of good to excellent.**

## Curriculum Vitae

**Name:** Amanda Kuttenkuler

**Degrees and institutions granting the degrees:**

M.A. Department of Communications and Professional Studies, Gonzaga University ,  
Spokane, WA.

B.S. Department of Communications, University of Central Missouri, Warrensburg,  
MO

**Field or specialty of degrees:**

Communication Studies/Leadership

**Number of years employed as program faculty at UAM:** 0

**Current academic rank:**

Instructor

**Evidence of quality and quantity of creative and scholarly/research activity:**

**Evidence of quality and quantity of service activities:**

University Service:

Community Service:

Lifetime member Monticello Junior Auxiliary  
Member of Parent Teacher Organization  
Member football booster club

**Evidence of professional activities and non-teaching work experiences related to courses taught:**

Region 4 board member NACTEI Association  
Member Desha County Chamber of Commerce  
Member Dumas Chamber of Commerce  
Training advisor for Clearwater Paper McGehee, AR  
Grant Coordinator for Carl Perkins Grant

**List of course numbers/course titles of credit courses taught over the past two academic years:**

Comm 1023 —Public Speaking (Spring 2015)



Comm 2203—Interpersonal Communication

**Other evidence of quality teaching: (range of class evaluation scores, annual faculty-evaluation rating for teaching, awards)**

**(I have not had any evaluations or reviews yet. )**

# **APPENDIX C**

## **Arts & Humanities New Faculty Mentoring Program**

### **Aims:**

- 1. To create a welcoming, supportive, friendly atmosphere that will aid new faculty in their adjustment to UAM and to the School of Arts & Humanities;**
- 2. to acquaint new faculty with the policies, procedures, and requirements of Arts & Humanities faculty;**
- 3. to provide guidance to new faculty regarding classroom performance and thereby ensure consistent and cohesive pedagogical goals-outcomes in SAH programs;**
- 4. to provide appropriate guidance and support to new faculty in the context of scholarly and creative projects;**
- 5. to provide guidance to new faculty regarding service activities;**
- 6. to assist new faculty in becoming effective academic advisors to students;**
- 7. to create a default position for new faculty with questions, problems, and feedback needs;**
- 8. to facilitate faculty retention at little or no cost to the School or to the University.**

### **Methods:**

- 1. Mentors should, at the earliest possible date, give to their mentees their class schedule, office phone, and e-mail address; mentees should reciprocate.**
- 2. New faculty should be made aware of the existence in the SAH office of copies of faculty syllabi and other resources they can browse for helpful ideas and formal considerations (the requirements of all syllabi, for instance).**
- 3. It is recommended that mentor and mentee set an informal lunch date early in the mentee's first semester, the Dean's lunch card being used to cover the expense of the lunch.**
- 4. In each of her first two semesters, a new faculty member should be given the opportunity to visit at least one class taught by her mentor, after which mentor and mentee can informally exchange ideas and feedback.**

**5. It is *recommended* that the mentors pay one scheduled visit to a class being taught by new faculty in each of their first two semesters and to pay one or two “drop-in” visits each of those semesters; each classroom visit should be followed up with an informal, instructional sit-down chat.**

**6. The peer evaluation component of the official Annual Evaluation of Faculty should be done by the mentor for new faculty.**

**Outcomes:**

**1. The SAH Mentoring Program will benefit all faculty in the creation of a collegial, comfortable atmosphere conducive to excellence in the areas of teaching, scholarship, creativity, student advisement, and service.**

**2. New faculty will enjoy professional growth and success as a result of the guidance provided by master teachers, scholars, and artists.**

# APPENDIX D

## FACULTY SELF-EVALUATION

Name \_\_\_\_\_ Department \_\_\_\_\_

Rank \_\_\_\_\_ Date \_\_\_\_\_

The activities described below have all occurred in the calendar year \_\_\_\_\_ except as noted.

### I. Teaching

- A. How do you communicate course objectives to your students? How do your examinations and other student evaluations reflect these objectives? (Please provide documentation)
- B. Demonstrate how your courses comply with Departmental expectations, e.g. if your course is a prerequisite for another course; provided evidence that students are adequately prepared to progress.
- C. Describe how you require students to “learn outside the classroom.” Do you require research, outside projects, or interdisciplinary assignments, etc.?
- D. What activities do you require of your students which are designed to improve (1) their oral and written communication skills and (2) their quantitative and problem-solving skills?
- E. Describe how you have modified and/or improved your courses during this past year. (Please provide documentation)
- F. Do you serve as an academic advisor?  
If yes, for which program do you advise?  
How many advisees to you advise?  
What do you do to ensure that your advisees are receiving good advice?
- G. In summary, what has been your greatest contribution as an instructor during this past year?
- H. List any other contribution to teaching not mentioned above.
- I. List all agencies/programs to which you have submitted proposals for the funding of instructional programs.

### II. Scholarly Activity and Professional Development

- A. List all publications during this period (provided separate bibliographic listings for refereed and non-refereed publications.)

- B. Describe any off campus duty assignments, courses taken, workshops attended, etc.
- C. List all presentations to professional organizations.
- D. Describe any professional consulting activity during this period.
- E. Research Support. List all proposals funded by:
  - 1. UAM
  - 2. External agencies
  - 3. Proposed
- F. What other professional development activities have you engaged in during this period?

III. Service

- A. Institutional  
Describe your on-campus service activities, e.g. committee membership, sponsoring student groups, etc.
- B. Professional
  - 1. List professional organizations in which you are a member. Describe your contributions to these groups, during this period, e.g. offices held, committee memberships, etc.
  - 2. Describe your professional contributions to the community. Do not include church or civic club membership, etc.
- C. Describe any professional service activities which have not been listed above.

IV. Plan for Improvement (To be accomplished prior to next faculty evaluation)

- A. Teaching
- B. Research
- C. Service

## D. APPENDIX E

School of Arts and Humanities  
Classroom Visit Evaluation Form

Instructor's Name \_\_\_\_\_ Course \_\_\_\_\_

Date & Time \_\_\_\_\_ Evaluator \_\_\_\_\_

Approximate number of students in class \_\_\_\_\_

Format of course (e.g. Lecture, seminar, laboratory, discussion, lecture/discussion, studio) Circle

### Preparation & Organization

Is preparation for the specific class evident (including materials, assignments, etc)?

Is the presentation organized?

### Content

Are the objectives for the class clear?

Instructor's projected command of the subject matter.

Instructor appears interested in subject.

Is the presentation at a level appropriate for the course?

Is the class presentation appropriately summarized?

Are students apprised of what is expected of them for the next class meeting?

### Presentation and Human Relation Skills

Instructor communicates effectively.

Verbal

Nonverbal

Instructor uses technology/visual aids in an appropriate manner. (If relevant)

Appears interested in students.

Encourages student involvement in class.

Appears to have a good rapport with students.

### Other comments

Include any additional comments relevant to evaluating this class. Be as specific as possible. Note: Use N.A. if not applicable to this class.

RDR - Rev. 03/30/2000

## APPENDIX F

Annual Faculty Evaluation by Faculty Peer or Chair/Dean/Director

Faculty Member:

Rank:

Division/School/Library:

Faculty Peer, Chair, Dean/Director:

Evaluation Period:

Date:

Background, Instructions & Guidelines: Annual evaluation provides the basis for recommendations relating to salary, successive appointment, promotion and tenure. Annual evaluation also provides for guidance to faculty in their professional development and academic responsibilities.

1. **Teaching** (See Faculty Handbook Chapter 3; Appendix D)

Excellent;  Good;  Satisfactory;  Needs Improvement;  Unsatisfactory

Check all that apply.

Classroom observation;

Faculty self-evaluation;

Student evaluation;

Peer evaluation;

Other (specify)

2. **Scholarship** (See Faculty Handbook Chapter 3; Appendix D)

Excellent;  Good;  Satisfactory;  Needs Improvement;  Unsatisfactory

3. **Service** (See Faculty Handbook Chapter 3; Appendix D)

Excellent;  Good;  Satisfactory;  Needs Improvement;  Unsatisfactory

4. **Professional Renewal** (See Faculty Handbook Chapter 3; Appendix D)

Excellent;  Good;  Satisfactory;  Needs Improvement;  Unsatisfactory

5. **Overall Performance.**

Excellent  Good;  Satisfactory;  Needs Improvement;  Unsatisfactory

**Narrative summaries of performance**

1. **Teaching**

2. **Scholarship**

3. **Service**

4. **Professional Renewal**

**5. Overall Performance**

Faculty Member, Date Dean/Chair/Library Director Date

The above signatures signify that this evaluation has been read by the faculty member and discussed with the academic unit head. The signatures do not mean that the faculty member is in total agreement with the evaluation.

Annual Evaluation/Review by Vice Chancellor for Academic Affairs Comments:

Vice Chancellor for Academic Affairs Date

(Add extra sheets as necessary)  
Approved by Faculty Assembly October, 1999  
to be used beginning AY 2000-2001