

**Graduation Composition and Communication Requirement (GCCR)
GCCR PROPOSAL AND CHANGE UNDERGRADUATE PROGRAM FORM**

I. General Information:

College:	<u>College of Communication and Information</u>	Department (Full name):	<u>School of Library and Information Science</u>		
Major Name (full name please):	<u>Information Communication Technology</u>	Degree Title:	<u>BS</u>		
Formal Option(s), if any:	<u>Commercialization Technology Management</u>	Specialty Field w/in Formal Options, if any:	<u>_____</u>		
Requested Effective Date:	<u>FALL 2014, IF RECEIVED BY SENATE COUNCIL BY MONDAY, APRIL 7.</u>				
Contact Person:	<u>Will Buntin</u>	Phone:	<u>859-257-3317</u>	Email:	<u>will.buntin@uky.edu</u>

II. Parameters of the Graduation Composition and Communication Requirement (GCCR):

The new GCCR replaces the old Graduation Writing Requirement. It is fulfilled by a course or courses specified within a B.A./B.S. degree program. As outlined in draft Senate Rule 5.4.3.1, the GCCR stipulates that students must successfully complete this requirement after achieving sophomore status and prior to graduation. To satisfy the GCCR, students must earn an average grade of C or better on the designated Composition and Communication (C&C) intensive assignments produced in any given course designated as fulfilling some or all of the GCCR. The requirements for GCCR courses include:

- at least 4500 words of English composition (approximately 15 pages total);
- a formal oral assignment *or* a visual assignment;
- an assignment demonstrating information literacy in the discipline;
- a draft/feedback/revision process on GCCR assignments.

The program requirements for the GCCR include:

- at least one specific Program Student Learning Outcome for C&C outcomes;
- a plan for assessing both the writing and oral *or* visual components of the GCCR;
- clear goals, rubrics, and revision plans for GCCR implementation.

Upon GCCR approval, each program will have a version of the following specification listed with its Program Description in the University Bulletin:

“Graduation Composition and Communication Requirement. Students must complete the Graduation Composition and Communication Requirement as designated for this program. Please consult a college advisor or program advisor for details. See also ‘Graduation Composition and Communication Requirement’ on p. XX of this Bulletin.”

III. GCCR Information for this Program (by requirement):

A. List the courses currently used to fulfill the old Graduation Writing Requirement:
<u>This is a new major approved spring 2013 so there is currently no course being used to fulfill the writing requirement.</u>
B. GCCR Program Outcomes and brief description:
1. Please specify the Major/Program Student Learning Outcomes (SLOs) pertaining to Composition & Communication and the GCCR requirement. These are <i>program</i> outcomes, not <i>course</i> outcomes. Please specify the program-level SLOs for C&C in your program:
<u>Students will communicate their ideas about ICTs using multiple modes including written, oral, visual and group communication styles.</u>
2. Please provide a short GCCR description for your majors (limit 1000 characters): Please explain the GCCR requirement in language appropriate for undergraduate majors to understand the specific parameters and justification of your program’s GCCR implementation plan:
<u>This course will assess and improve our student's ability to communicate about information communication technology using multiple modes of communication including written, oral, visual and group communication styles.</u>
C. Delivery and Content:

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<p>1. Delivery specification: for your major/program, how will the GCCR be delivered? Please put an X next to the appropriate option. <i>(Note: it is strongly recommended that GCCR courses be housed within the degree program.)</i></p>	<input checked="" type="checkbox"/> a. Single required course within program <input type="checkbox"/> b. multiple required or optional courses within program <input type="checkbox"/> c. course or courses outside program (i.e., in another program) <input type="checkbox"/> d. combination of courses inside and outside program <input type="checkbox"/> e. other (please specify): _
<p>2. Basic Course Information: Please provide the following information for course(s) used to satisfy the GCCR, either in whole or in part:</p>	
<p>Course #1: Dept. prefix, number, and course title: <u>ICT 300 ICT in Society</u></p>	
<ul style="list-style-type: none"> • new or existing course? <u>existing</u> <i>(new courses should be accompanied by a New Course Proposal)</i> <ul style="list-style-type: none"> ○ <input type="checkbox"/> <i>if a new course, check here that a New Course Proposal has been submitted for review via eCATS</i> • required or optional? <u>required for major</u> • shared or cross-listed course? <u>No</u> • projected enrollment per semester: <u>26</u> 	
<p>Course #2 (if applicable): Dept. prefix, number, and course title: _____</p>	
<ul style="list-style-type: none"> • new or existing course? _____ <i>(new courses should be accompanied by a New Course Proposal)</i> <ul style="list-style-type: none"> ○ <input type="checkbox"/> <i>if a new course, check here that a New Course Proposal has been submitted for review via eCATS</i> • required or optional? _____ • shared or cross-listed course? _____ • projected enrollment per semester: _____ 	
<p>Course #3 (if applicable): Dept. prefix, number, and course title: _____</p>	
<ul style="list-style-type: none"> • new or existing course? _____ <i>(new courses should be accompanied by a New Course Proposal)</i> <ul style="list-style-type: none"> ○ <input type="checkbox"/> <i>if a new course, check here that a New Course Proposal has been submitted for review via eCATS</i> • required or optional? _____ • shared or cross-listed course? _____ • projected enrollment per semester: _____ 	
<p>3. Shared courses: If the GCCR course(s) is/are shared from <i>outside</i> the program, please specify the related department or program that will be delivering the course(s). Please provide the following:</p>	
<ul style="list-style-type: none"> • Contact information of providing program: _____ • Resources: what are the resource implications for the proposed GCCR course(s), including any projected budget or staffing needs? If multiple units/programs will collaborate in offering the GCCR course(s), please specify the resource contribution of each participating program. _____ • Memorandum of Understanding/Letter of Agreement: Attach formal documentation of agreement between the providing and receiving programs, specifying the delivery mechanisms and resources allocated for the specified GCCR course(s) in the respective programs (include with attachments). Date of agreement: _____ 	
<p>4. Syllabi: Please provide a sample syllabus for each course that will be designated to fulfill the GCCR. Make sure the following things are clearly indicated on the syllabi for ease of review and approval (check off each):</p>	
<ul style="list-style-type: none"> • the GCCR assignments are highlighted in the syllabus and course calendar; • the GCCR assignments meet the minimum workload requirements as specified by the Senate Rules for GCCR courses (see the draft Senate GCCR rule linked here); • the elements are specified in the syllabus that fulfill the GCCR requirement for a clear draft/feedback/revision process; • the grade level requirements for the GCCR are specified on the syllabus (i.e., an average of C or better is required on GCCR assignments for credit); • the course or sequence of courses are specified to be completed after the first year (i.e. to be completed after completing 30 credit hours) for GCCR credit; • the course syllabus specifies “This course provides full/partial GCCR credit for the XXX major/program” <ul style="list-style-type: none"> ○ if the course provides partial GCCR credit, the fulfilled portion of the GCCR must be specified and the other components 	

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of the GCCR for the program must be specified: e.g. “This course provides partial credit for the written component of the GCCR for the XXX major/program in conjunction with Course 2”

5. Instructional plan: Summarize the instructional plan for teaching the C&C skills specified in the program SLOs and delivered in the course(s). Include the following information in **brief** statements (1000 characters or less). Information can be cut-and-pasted from the relevant sample syllabus with indications **where** on the syllabus it is found:

- **overview of delivery model:** summarize how the GCCR will be delivered for **all** program majors: explain how the delivery model is appropriate for the major/program and how it is offered at an appropriate level (e.g. required course(s), capstone course, skills practicum sequence of courses, etc.):

This course is required for all majors in this program.

- **assignments:** overview or list of the assignments to be required for the GCCR (e.g. papers, reports, presentations, videos, etc.), with a summary of how these GCCR assignments appropriately meet the disciplinary and professional expectations of the major/program:

Blog posts

Group project - presentation

ICT professionals must be able to communicate in written oral and visual forms. They must also be able to work in a collegial environment. These assignments are designed to provide students with these types of experiences.

- **revision:** description of the draft/feedback/revision plan for the GCCR assignments (e.g. peer review with instructor grading & feedback; essay drafting with mandatory revision; peer presentations; etc.):

Each student will submit one blog post for peer review. Both students, the blogger and the reviewer, will then submit their writings to the instructor for feedback.

Additionally, the group presentation will be 'presented' to another group outside of class. The listening group will then provide written feedback for the presenting group to be incorporated into their final presentation. The written feedback will be part of the final assignment submitted to the instructor.

- other information helpful for reviewing the proposal:

D. Assessment:

In addition to providing the relevant program-level SLOs under III.B, please specify the assessment plan at the program level for the proposed course(s) and content. Provide the following:

- specify the assessment schedule (e.g., every 3 semesters; biennially):

Every 3 years

- identify the internal assessment authority (e.g. curriculum committee, Undergraduate Studies Committee):

Program level curriculum committee

- if the GCCR course(s) is/are shared, specify the assessment relationship between the providing and receiving programs: explain how the assessment standards of the receiving program will be implemented for the provided course(s):

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Signature Routing Log

General Information:

GCCR Proposal Name (course prefix & number, program major & degree):	ICT 300 ICT in Society Information Communication Technology BA
Contact Person Name:	Will Buntin
Phone:	859-257-3317
Email:	will.buntin@uky.edu

Instructions:

Identify the groups or individuals reviewing the proposal; record the date of review; provide a contact person for each entry. On the approval process, please note:

- Proposals approved by Programs and Colleges will proceed to the GCCR Advisory Committee for expedited review and approval, and then they will be sent directly to the Senate Council Office. Program Changes will then be posted on a web transmittal for final Senate approval in time for inclusion in the Fall 2014 Course Bulletin.
- New Course Proposals for the GCCR will still require review and approval by the Undergraduate Council. This review will run parallel to GCCR Program Change review.
- In cases where new GCCR courses will be under review for implementation after Fall 2014, related GCCR Program Changes can still be approved for Fall 2014 as noted *"pending approval of appropriate GCCR courses."*

Internal College Reviews and Course Sharing and Cross-listing Reviews:

Reviewing Group	Date Reviewed	Contact Person (name/phone/email)
Home Program <i>review by Chair or DUS, etc.</i>	3/24/2014	Will Buntin / 257-3317 / will.buntin@uky.edu
Providing Program <i>(if different from Home Program)</i>		/ /
Cross-listing Program <i>(if applicable)</i>		/ /
College Dean	3/25/2014	Dean O'Hair / 218-0290 / ohair@uky.edu
		/ /

Administrative Reviews:

Reviewing Group	Date Approved	Approval of Revision/ Pending Approval ¹
GCCR Advisory Committee	4/16/2014	

Comments:

¹ Use this space to indicate approval of revisions made subsequent to that group's review, if deemed necessary by the revising group; and/or any Program Change approvals with GCCR course approvals pending.



ICT 300: ICT in Society

Instructor

TBD
320 Lucille Little Fine Arts Library
Lexington, KY 40506-0224
Phone: 859.257.8876 (administration)
Fax: 859.257.4205
Preferred method of contact: email

Office Hours

TBD and by appointment. Contact me via e-mail to schedule an appointment to meet: I will frequently respond as soon as possible, usually within 24 hours.

COURSE INFORMATION

Course Description

We live in a world of rapid technological innovation. This innovation has allowed significant changes in the ways that we communicate and interact with forms of media. In fact, the technologies related to communication have created a culture surrounding how we see, hear, read and use information, and have significantly impacted politics, economics, policy, etc. This course studies the impacts of information and communication technology (ICT) on individuals and society and the impact that society has on ICTs. It examines current issues related to the diffusion of new technologies in society as well as the obstacles to widespread use of individual ICTs. This course will analyze the various theories related to the use of emerging communications forms, and consider the factors related to successful ICT deployment. This course requires students to look beyond “good/bad” classification of new communication technology, and conduct in depth interrogations of ICTs and the issues that surround them. **Note that this course provides full GCCR credit for ICT (Information Communication Technology) majors.**

Course Objectives

Students successfully completing the course will be able to:

- Describe major developments in the social history of information and communication technologies and their social/cultural consequences.
- Identify major information-related social issues in contemporary society, and describe the various perspectives that characterize current debates on those issues.
- Discuss the development of the "information society" as distinguished from previous historical eras and formations, the views on its prevalence and significance, and its social, cultural and institutional manifestations.
- Describe and discuss the various theories related to various ICTs and be able to recognize the influence of these theories in current debates and discussions.
- Examine new ICTs and forecast possible impacts it could have in society and the concomitant impact that society may have on it.
- Communicate their ideas about ICTs using multiple modes of communication including, written,

oral, visual, and group communication styles.

Required Text

There is no required text for the course. All readings shall be available either online or through course reserve.

STUDENT EVALUATION

Grading Parameters

Quizzes:	15%
Blog posts/class discussion:	25%
Class Participation:	20%
Group Project:	40%

Quizzes

Weekly quizzes will be administered on Blackboard. These quizzes represent 20% of your overall course grade and may include multiple choice, true/false, matching, short answer, and essay questions. Quizzes will cover material discussed in class and assigned reading and research and must be completed before the second class period of the week.

Class Participation

Participation is not simply attending class. Students are expected to fully participate in class. This means having completed all assigned readings prior to class and arriving prepared to discuss the topics for that class period. All students participating in class discussions are expected to provide relevant discussion insight, be respectful of other classmates and their opinions and share any relevant personal experience that may add to the topic at hand.

Blog posts/class discussion

Each student will be required to create and maintain their own Tumblr page and follow the Tumblr pages of the instructor and everyone else in the class. Each week, the instructor will create a discussion post. Each student must post a response, of **at least 300 words**, to that discussion post incorporating that weeks readings and in-class discussions. Students must respond to at least two of their classmates' posts on the topic as well. Responses to classmate post must be **at least 100 words**.

GCCR: Blog posts/peer review

During the semester each student will compile five of their blog posts as one document. A peer reviewer will be assigned. The peer reviewer must read the five responses and provide feedback to include comments such as grammar, how well the student incorporates readings and in-class discussions and areas where the student might improve the writing. The blogger will then rewrite the five blog posts, incorporating feedback from their peer reviewer. The blogger will also write a 100-300 word summary of how helpful/unhelpful they found the feedback from their peer reviewer. All documents will then be turned in to the instructor for grading. This assignment will occur twice during the semester.

GCCR: Group Project/Presentation

In the beginning of the semester, students will be placed in groups that will research and examine a new ICT. This research will culminate in

- A written research paper (6-10 pages)
- 8-10 sources (see below)

- A visual/oral presentation
- Feedback from a peer group

The group project will require that the group synthesize class readings, discussions, and outside research to analyze possible impacts the new ICT could have on society, and how members of society may, in turn, impact that ICT. Students must earn a grade of C or better in order to receive credit for this assignment. Further details will be disseminated in class.

Sources/Information Literacy

As part of this assignment, your group must find 8-10 print and electronic resources. For each source the group must provide why this particular source was included and explain why it is both appropriate and authoritative

Peer evaluation/revision

Each group will be required to give their presentation and written paper, outside of class, to another group. Each member of the group watching the presentation will give the presenting group a written list of suggestions and comments regarding the presentation. The peer group will also provide written feedback on the paper from the presenting group. Again, feedback should include at least grammar, how well the group has incorporated class readings and discussions, comments on the quantity and quality of sources, and how the overall paper could be improved. This feedback should be used to improve the presentation and paper. When the group gives their final in-class presentation, they will also submit all the written feedback they have received from their peer group. This should also include a rationale of 1-2 pages from the presenting group as to what feedback they incorporated, what feedback they did not incorporate along with why/why not.

Grading Policy

Class assignments are due on or by the due date noted on the individual assignments. **Late assignments will not be accepted.**

Grading Scale

- [90% – 100%] = A (Exceptional Achievement)
- [80% – 89%] = B (High Achievement)
- [70% – 79%] = C (Average Achievement)
- [60% – 69%] = D (Below Average Achievement)
- [0% – 59%] = E (Fail)

GENERAL COURSE POLICIES

Midterm Grade Policy

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/Registrar/AcademicCalendar.htm>)

Attendance Policy

You are expected to attend every class session. Each student will be allowed to miss no more than two class sessions without a grade penalty. Every missed class after that will result in a 5 point penalty for the student's attendance grade. If a student misses 20% or more of the class, the student will fail the course and will be expected to withdraw from the course (SR 5.2.4.1-2).

Excused Absences (S.R. 5.2.4.2)

Summarized from Senate Regulation 5.2.4.2: A student shall not be penalized for an excused absence. The following are defined as excused absences:

- Significant illness of the student or serious illness of a member of the student's household (permanent or campus) or immediate family.
- The death of a member of the student's household (permanent or campus) or immediate family.
- Trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, including club sports registered with the university as well as varsity sports. Prior notification is required.
- Major religious holidays. Prior notification is required.
- Any other circumstances which the Instructor of Record finds reasonable cause for absence.

Students missing any graded work due to an excused absence bear the responsibility of informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required), and of making up the missed work. The Instructor of Record shall give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Excused absences' effect on grading: Summarized from Senate Regulation 5.2.4.2: If attendance is required by the class policies elaborated in the syllabus or serves as a criterion for a grade in a course, and if a student has excused absences in excess of one-fifth of the class contact hours for that course, a student shall have the right to petition for a "W", and the Instructor of Record may require the student to petition for a "W" or take an "I" in the course. If a student has an excused absence on a day when a quiz is given, the instructor may not deny permission for a makeup exam and simply calculate the student's grade on the basis of the remaining requirements.

Verification of Absences

Faculty have the right to request appropriate verification when students miss class due to illness or death in the family. Any absence for University related travel should be provided prior to the absence.

Submission of Assignments

Assignments are due on the day listed or set in consultation with the instructor. Email or computer failures will not be accepted as valid excuses for late work. If you have a situation arise that will impact your ability to turn in your work on a timely basis, make the instructor aware of it as soon as possible.

Academic Integrity, Cheating & Plagiarism

According to Senate Regulation 6.3.1: "All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism

involving their work, they are obliged to consult their instructors on the matter before submission.” For specific information regarding the University’s code and regulations on plagiarism and cheating, visit:

<http://www.uky.edu/StudentAffairs/Code/>
<http://www.uky.edu/StudentAffairs/Code/part2.html>
<http://www.uky.edu/Ombud/Plagiarism.pdf>: “Plagiarism: What is it?”

Group Work & Student Collaboration

Unless otherwise noted, students are expected to complete assignments without assistance from others. Students are only allowed to collaborate on assignments when explicitly allowed by the instructor or syllabus.

Incompletes

Student requests for an Incomplete (an I grade) will be considered within University guidelines and only in extreme circumstances. See section 5.1.3.2 <http://www.uky.edu/StudentAffairs/Code/part2.html>.

Academic accommodations due to disability

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

TECHNOLOGY INFORMATION & RESOURCES

Where to get Help

As your instructor, I am your first go-to person for technology problems. If you need more immediate assistance, please contact:

- Teaching and Learning Services Center (TASC)
<http://www.uky.edu/TASC/>
 859-257-8272
- Information Technology Customer Service Center (UKIT)
<http://www.uky.edu/UKIT/>
 859-257-1300

Library Services

- Distance Learning Services
<http://www.uky.edu/Libraries/DLLS>
 Carla Cantagallo, DL Librarian
 Local phone number: 859 257-0500, ext. 2171
 Long distance phone number: (800) 828-0439 (option #6)
 Email: dllservice@email.uky.edu
- DL Interlibrary Loan Service:
http://www.uky.edu/Libraries/libpage.php?lweb_id=253&lilib_id=16

COURSE SCHEDULE

Week 1	What is ICT? The information society.
Week 2	Diffusion of innovation
Week 3	History and Industry
Week 4	History and Industry
Week 5	Technology
Week 6	Technology and Property
Week 7	Hacking, GCCR Assignment 1: 5 Blog posts with peer revisions
Week 8	Hacking
Week 9	Governance and Participation
Week 10	Governance and Participation
Week 11	Social Groupings, Group presentations outside class
Week 12	Social Groupings, GCCR Assignment 2: 5 Blog posts with peer revisions, Group presentations outside class continue
Week 13	Radicalism, Group presentations outside class continue
Week 14	Radicalism
Week 15	GCCR Assignment 3: Group Presentations

(Note that your blog postings will be ongoing throughout the semester and are not listed specifically in the calendar.)

Blog Writing Rubric

Criteria	Unsatisfactory	Limited	Proficient	Exemplary
Content & Creativity (40%)	<ul style="list-style-type: none"> • Postings show no evidence of insight, understanding or reflective thought about the topic. • Postings present no specific viewpoint and no supporting examples or links to websites or documents are provided, or the links selected are of poor quality and do not add any value to the information presented. • Postings are do not stimulate dialogue and commentary and do not connect with the audience. 	<ul style="list-style-type: none"> • Postings provide minimal insight, understanding and reflective thought about the topic. • Postings present a specific viewpoint but lack supporting examples or links to websites or documents, but not all links enhance the information presented. • Postings are brief and unimaginative, and reflect minimal effort to connect with the audience. 	<ul style="list-style-type: none"> • Postings provide moderate insight, understanding and reflective thought about the topic. • Postings present a specific viewpoint that is substantiated by supporting examples and links to websites or documents, but not all links enhance the information presented. • Postings are generally well written with some attempts made to stimulate dialogue and commentary. 	<ul style="list-style-type: none"> • Postings provide comprehensive insight, understanding, and reflective thought about the topic by <ul style="list-style-type: none"> ...building a focused argument around a specific issue or ...asking a new related question or ...making an oppositional statement supported by personal experience or related research. • Postings present a focused and cohesive viewpoint that is substantiated by effective supporting examples or links to relevant, up-to-date websites or documents that enhance the information presented. • Postings are creatively and fluently written to stimulate dialogue and commentary.
Author Voice (35%)	<ul style="list-style-type: none"> • Postings do not reflect an awareness of the audience and it is difficult to identify the author's voice. • Postings do not reflect the author's personality and word choice does not bring the topic to life. 	<ul style="list-style-type: none"> • Postings are written in a style that does not fully consider the audience, and the author's voice is difficult to identify. • Postings reflect almost no personality and little attempt is made to use effective word choices to bring the topic to life. 	<ul style="list-style-type: none"> • Postings are written in a style that is generally appropriate for the intended audience and an attempt is made to use a consistent voice. • Postings reflect a bit of the author's personality through word choices that attempt to bring the topic to life. 	<ul style="list-style-type: none"> • Postings are written in a style that is appealing and appropriate for the intended audience and a consistent voice is evident throughout. • Postings reflect the author's unique personality through expressive and carefully selected word choices that bring the topic to life.
Citations (linky love) (10%)	No images, media or text created by others display appropriate copyright permissions and do not include accurate, properly formatted citations. Does not link to important concepts or cited materials.	Some of the images, media or text created by others does not display appropriate copyright permissions and does not include accurate, properly formatted citations. Includes few links to important concepts or cited materials.	Most images, media or text created by others display appropriate copyright permissions and accurate, properly formatted citations. Most important concepts or cited materials are linked.	All images, media and text created by others display appropriate copyright permissions and accurate citations. All important concepts and cited materials are linked.
Quality of Writing and Proofreading (10%)	Written responses contain numerous grammatical, spelling or punctuation errors. The style of writing does not facilitate effective communication.	Written responses include some grammatical, spelling or punctuation errors that distract the reader.	Written responses are largely free of grammatical, spelling or punctuation errors. The style of writing generally facilitates communication.	Written responses are free of grammatical, spelling or punctuation errors. The style of writing facilitates communication.
Timeliness and Tags (5%)	<ul style="list-style-type: none"> • Does not update blog within the required time frame. • Does not categorize and tag the topic appropriately. 	<ul style="list-style-type: none"> • Updates blog when reminded; posts are often missing a date stamp. • The post is not categorized and tagged appropriately. 	<ul style="list-style-type: none"> • Updates blog when required; most posts are date-stamped with the most current posting listed at the top. • Post is categorized and tagged. 	<ul style="list-style-type: none"> • Updates blog as often or more often than required; all posts are date-stamped and the most recent posts are placed at the top of the page. • Post is categorized and topics are tagged appropriately.

Oral Presentation Rubric

Criteria	Unsatisfactory	Limited	Proficient	Exemplary
Organization	Audience cannot understand presentation because there is no sequence of information	Audience has difficulty following presentation because student jumps around	Student presents information in logical sequence which audience can follow	Student presents information in logical, interesting sequence which audience can follow.
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.
Graphics	Student uses superfluous graphics or no graphics.	Student occasionally uses graphics that rarely support text and presentation	Student's graphics relate to text and presentation.	Students graphics explain and reinforce screen text and presentation.
Mechanics	Student's presentation has many misspellings and grammatical errors.	Presentation has few misspellings and grammatical errors.	Presentation has occasional misspelling or grammatical error.	Presentation has no misspellings or grammatical errors.
Eye contact	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of report	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.
Elocution	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear.

ICT300: Information Communication Technology in Society

GCCR Oral Communication Requirement

To fulfill the oral communication requirement of the GCCR, students taking ICT300 will complete an oral presentation as part of a group. For communication professions and allied disciplines, successful group oral presentations focus on the substance of the material presented, and not the individual presenting. As such, in ICT300 each person within the group will present for approximately five minutes, for a total group presentation time of 25 minutes. The five minute per individual class presentation time is only one measure of oral communication by which students will be assessed. Students also will be assessed on the effectiveness of their oral communication group dynamics (teamwork) skills within their groups. This aspect will consist of at least three hours of formal team-based oral communication per member. Group members will be required to evaluate each other using a rubric focused on key elements of effective oral communication group participation (e.g., five key responsibilities of group members). These scores will be integrated into each member's overall grade for the formal oral communication assignment.