

## SPCH 145: Online Public Communication

Winter 2021

December 27, 2021- January 16, 2022 (3 week course)

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Office Hours: Please use the link for virtual office hours to schedule an appointment. I can set up a zoom session, phone call, or if you prefer to text that is available as well.

### COURSE OVERVIEW

We encounter public communication today almost exclusively through media, and increasingly through online channels. Mass political campaigns, appeals for social causes, marketing messages, and even our professional presentations have shifted from in-person to online contexts. We create many of our relationships online, do much of our jobs online, express our interests and feelings online, and even take up our political causes online.

This course is an introduction to the best practices in online public communication and the theories that explain and guide those practices. By studying the foundations of spoken communication, including the principles of persuasion and delivery, this course empowers students to better evaluate, create, perform, and distribute public discourse online.

### LEARNING OUTCOMES

#### **Upon successful completion of SPCH 145, students will be able to:**

1. Identify and demonstrate appropriate means of recorded and live online oral communication for varied audiences and purposes.
2. Reason clearly in online speaking to inform, persuade, and exchange views.
3. Articulate a critical, informed position on an issue and engage in productive and responsible intellectual exchanges online that demonstrate the ability to grasp and respond to other positions as well as set forth their own.
4. Determine the nature and extent of information needed for various online oral communication objectives and identify sources applicable to that need.
5. Evaluate information and its sources for credibility, bias, and currency.
6. Employ appropriate conventions for integrating and citing sources ethically and legally.
7. Use, manage, and communicate information using appropriate technology to accomplish various communication objectives.

All learning outcomes in this distributed learning course are equivalent to a face-to-face (F2F) version of this course.

### REQUIRED MATERIALS

Gehrke, Pat. *Online Public Communication: Public Speaking for the Digital Age*. Basis Publishing, 2017. <https://onlinepubliccommunication.com>

**BY CONTINUING ENROLLMENT IN THIS COURSE, YOU AGREE TO ALL OF THE FOLLOWING:**

1. You have read and understand the entire syllabus and schedule, including due dates and grading policies, and agree to all elements contained therein.
2. You understand that this is an intensive, fast-paced, and demanding course. You will commit approximately 18 hours every week to this course.
3. You understand that this course will require you to record and edit audio and video, including a significant amount of your own voice and face, which you will be posting to YouTube and sharing with other students in the class.
4. You understand that this course is conducted entirely online and requires that you have the technology to view and record audio and video. At minimum, this means a computer and internet connection with a decent quality webcam and microphone, and sufficient capacity to record and edit video clips, conduct live group video chats (on Blackboard Collaborate or Zoom), stream live and recorded video, and upload quality video clips. You agree that if your own computer or internet connection is not sufficient to accomplish these tasks, it will be your responsibility to acquire or find access to the resources to do so.
5. You accept that managing your time in order to complete assignments by their deadlines is your responsibility and you will schedule your work accordingly.
6. You understand that you will be scheduled to make a live online policy presentation during the last two weeks of the course and will be present and prepared to present during that online presentation time.
7. You commit to completing all the assigned portions of the online textbook and understand that the videos and supplements in that textbook are your primary resource for learning the course content and meeting the course objectives.
8. You understand that all course content is the intellectual property of its producers or legal rights holder and you will not copy, distribute, or otherwise share any materials that you did not produce yourself. This includes but is not limited to emails, forum posts, assignment sheets, videos, audio recordings, and any other materials produced by the instructor, other students, the textbook publisher, or anyone other than yourself.
9. You have read and will adhere to the Carolinian Creed. (See: <https://www.sa.sc.edu/creed/> )
10. You understand that the online classroom is the same as a face-to-face classroom. All campus policies apply to the online classroom. If you can't do it on campus you can't do it in the online classroom.

If you have any questions about the above items or any other aspect of the course, please contact the instructor.

## COURSE LOGISTICS & STRUCTURE

### A) Online Learning Format

Most of the course allows you to work at different times from different locations, but in order to complete the final assignment, you will participate in a live online meeting. **You will never be required to be physically present at a specific location, but you will need to be online for your scheduled live final policy discussion meeting time.**

This course is self-directed, which means that you, as the student, must take charge of your own learning and progress through the course materials to complete the assignments by the listed deadlines. Each student must take individual responsibility for her or his learning. You are also responsible for tracking your own progress through the course and asking for help whenever you might need it.

Your two main resources for completing this course are the web textbook, *Online Public Communication*, and our course BlackBoard site. I also encourage you to meet with me via Zoom or communicate with me on the BlackBoard forums or by email throughout the duration of the course. If using email please do not use BlackBoard email. I do not get notifications. It is best to email me at [nunezmn@mailbox.sc.edu](mailto:nunezmn@mailbox.sc.edu).

The videos in the textbook are your primary resource for learning how to succeed at making podcasts and advocacy videos, as well as conducting live Hangouts. I expect that before you contact me for help, you have viewed the corresponding videos, taken notes, and made a sincere effort to apply those lessons to the assignment or problem. **You must watch the videos (or at least read the transcripts) in the online textbook to learn the fundamentals of how to succeed on all the course assignments.** Skipping the online textbook materials is essentially the same as both skipping all the class meetings and not reading the textbook in a regular course.

Please pay close attention to the schedule and due dates at the end of this syllabus. Program the deadlines into your own personal calendar so you do not lose track of the assigned work.

You are welcome to complete and turn in assignments early, though I do recommend you wait for feedback on any Assignment Preparation Project (APP) before moving on to its corresponding main assignment. Otherwise, I strongly encourage you to complete the assignments as early as possible. Student who complete work early tend to do better in the course.

### B) Feedback & Communication

You are strongly encouraged to ask questions and communicate with fellow students and with me. Technical questions and general questions about the assignments should first be posted to the class-wide “Help” forum, where you can receive assistance both from me and other students. You may also find your question already answered there or in the FAQ section of the forums. Questions more specific to your individual situation should be sent by email or handled in a Zoom meeting. I will answer emails by the next business day. *Even though I may sometimes answer email and discussion posts much faster, you should never count on getting a reply any sooner than the next business day—please be patient over weekends and holidays.* I will provide feedback on major assignments as soon as possible.

## C) Technology Required

You will need a reliable Mac or Windows computer with a web camera and microphone to complete the assignments in this course. While a cell phone or chromebook with video recording may be ok for a few of the assignments, some major assignments will be impossible to complete on a smartphone, tablet, or chromebook. Your computer must be powerful enough to handle basic audio and video editing, as well as a live group video chat.

You will need Microsoft Word installed on your computer to complete many assignments. As a UofSC student you can get Word for free as part of Microsoft Office. To download Microsoft Office, go to [portal.office.com](http://portal.office.com), log in with your “sc.edu” email address and password and then choose Install Office.

It will also help if you have a way to view Adobe Acrobat (PDF) files, such as Adobe’s free Acrobat Reader (<https://get2.adobe.com/reader/>).

You will also need a reliable and fast Internet connection that can support live video chat. Ideally, your internet connection should be **at least 9 Mbps download and 1 Mbps upload, with a ping of no higher than 200 ms**. The faster your download and upload speed and the lower your ping, the better experience you will have. I have found having at least 20 Mbps download and 5 Mbps upload with a ping under 100 ms makes a significant difference. For live communication (such as Zoom) your ping time is very important, as it reflects the delay (or latency) in your connection. The lower your ping time the better.

### *Testing your Internet connection and readiness for real-time video chat:*

I strongly recommend you test your system and connection before the class begins and ensure that it can meet your needs for completing the class assignments. To do so, be sure you are connected to your regular internet connection and then go to <http://www.speedtest.net> and click “Begin Test.” When the test completes, look at your download speed and upload speed numbers. Your download speed must be at least 9 Mbps and your upload speed should be above 1 Mbps. In addition, your ping number must be no higher than 200 ms (ideally under 100 ms) to handle any real-time communication. If it is over 200 ms, you will probably need to use a different connection to be able to complete some class assignments. Individuals using satellite-based internet may fail the ping test or have slow upload speeds and need to find another internet connection to use for some assignments. If your connection does not meet these requirements, you might also try calling your internet service provider and asking if they can improve your speeds or latency (ping).

**For more real-world testing, try communicating with a friend or family member via a live video chat using Zoom (<https://zoom.us>) and also watching some videos on Vimeo (<https://vimeo.com/>). If both of those work pretty smoothly for you, then your internet connection should support the work for this class.**

You may also find it helpful to have some way to mount your webcam, cell phone, or video camera to record yourself while standing and keeping the camera at roughly eye-level. Some students find household items they can use that suffice (like a stack of books), others prefer a tripod. While we will discuss lighting and staging, for this course you should be fine with just moving some of your household lighting when recording. (Note: always light yourself primarily from the front and much less from behind or above.)

No other special software is required to view the course materials, but you will be required to use a number of free online communication platforms (including YouTube, SurveyMonkey, SoundCloud, and Zoom) and free communication-related software (such as free audio and video editing tools). Some assignments may require you make a free account, giving a working email address and/or verifying your identity with a phone number or by other means. Some may also require downloading and installing free software.

Please be aware that you will also need to maintain a working UofSC email address, reliable data storage and backups for your work (such as Dropbox or OneDrive).

#### **D) Technical Abilities & Expectations**

Before starting this course, you must have the minimal technical skills to do the following and feel comfortable doing so:

- Use a computer, keyboard, and mouse.
- Navigate the web using a web browser such as Chrome, Safari, or Edge.
- Organize and save electronic files.
- Use Microsoft Word to open & create documents.
- Use email and attach files.
- Check email and our online course site (BlackBoard) daily.
- Communicate using the forums/discussion boards in Blackboard.
- Download and upload documents.
- Download and install new software.
- Use a search engine (Google, Bing, Yahoo, etc.).

**If you experience technical challenges or problems, please first search the web to find answers or guides before asking for help.** This course is, in part, about how to deploy digital tools for effective public communication, and that includes having the initiative to solve minor technical challenges independently.

If you have any problems with your Blackboard account, your university email, or your computer, contact the **Division of Information Technology (DoIT) Service Desk** at (803) 777-1800 or submit an online request through the [Self-Service Portal](#) or visit the [Carolina Tech Zone](#). The UTS help desk is open Monday-Friday from 8:00am to 6:00pm. Online chat is also available at <https://web.qa.sc.edu/ithelp> Monday-Friday from 9:30am to 4:30pm.

For more information on UofSC technology support see check out [the Division of Information Technology website](#).

The instructor in this course will not provide technical support for computers, Internet connections, or other devices.

## ASSIGNMENTS

Note: Further details and assessment rubrics are provided for all assignments on Blackboard. As you begin each assignment, be sure to read the full instructions and the grading rubric posted on BlackBoard. That is your guide to succeeding on the assignment. All assignments require you apply principles you will only learn from the online textbook, so also be sure you are keeping up with the assigned portions of the text.

### 1. Peer Feedback

Throughout the semester you will provide written feedback to your classmates on their completed assignments. For the Live Policy Argument assignment, you must attend your assigned groupmates' live policy argument meetings and participate in the Q&A. Expectations for peer feedback for each assignment are on BlackBoard. Peer feedback must follow the assigned format. Each peer feedback assignment has a unique set of questions and format. **For each assignment you must provide feedback to at least 2 of your classmates.**

### 2. Twitter Advocacy

For this assignment you will choose a social movement that is important to you. You will tweet every day for the week of the assignment. You can share information on the movement, events, articles, photos, retweets from leaders of the movement etc. You will need to include your own thoughts on these tweets. You will also need to include the movements hashtag and our class hashtag listed below. If you are not comfortable of using your personal Twitter account for this project feel free to create an account using your student email. Check out what movements your classmates have chosen. They could provide you with your next tweet. Don't be afraid of interacting with one another. To receive full credit, you will need to complete the following:

1. Choose your social movement
2. Tweet every day Monday- Sunday (December 30- January 5) \*
3. Use the class hashtag #SPCH145WinterTweets
4. Use the movements hashtag
5. Use at least 150 characters (not words but characters)
6. Stick with the same movement.

\*This is the only assignment that will spread out across both units for this week

### 3. Podcast Interview

For this assignment you will produce a live podcast interview, ten to fifteen minutes in length. This assignment will teach you vocal delivery skills, audio recording and editing, interviewing, and effective self-presentation. You will use the website Podbean.com for this assignment.

You will plan, record, edit, and post your own original podcast, done as an interview. You may interview anyone you wish, but be sure your podcast has a clear purpose and is directed toward a listening audience. Also, begin your podcast with a 1-minute introduction that communicates that purpose and draws in your listener, then conclude with a 1-minute conclusion that summarizes the key take-away from the interview. Criteria for success include effective use of voice, deploying good interviewing technique, appropriate self-presentation, and producing a reasonably clean edited audio recording. Guidelines for each of these may be found in your textbook and detailed criteria are available in the assignment rubric on BlackBoard. The podcast should be ten to fifteen minutes long, total.

When completed, you will upload to Podbean.com and provide the link to the Original Podcast Discussion Board

*Remember to review the assignment sheet and rubric on BlackBoard before beginning.*

#### **4. Introduction**

PhotoVoice is a qualitative research method used to document and reflect reality. For this assignment, you will introduce yourself to your 'audience' using 5-7 photos of you. These photos do not have to be new photos (they can be new or old), neither do they have to be photos of you/your face. They can be photos taken **by you**, or **of you** by someone else, but cannot be photos taken by someone about things you are passionate about (that poses a potential copyright issue). The photos should **represent you** and **tell a story about you**. I strongly recommend using Zoom for this assignment.

*Remember to review the assignment sheet and rubric on BlackBoard before beginning.*

#### **5. Public Advocacy Video**

You will plan, record, edit, and post your own original public advocacy video. As part of that preparation, you will make a detailed audience avatar. You may choose any cause or public project you wish, but it cannot be made-up or imaginary; you must identify or create an actual cause or project. Criteria for success include effective use of voice, gesture, and movement; appropriate self-presentation; successfully targeting specific audiences; effective emotional appeals for those audiences; and producing a reasonably clean edited video recording. Guidelines for each of these may be found in your textbook. The video should be four to five minutes long and you must appear on camera, speaking directly to us for at least half the video.

When completed, upload your final edited video to your own YouTube account and set it to Unlisted (**not** private, which would make it unviewable!). Then post your completed Audience Avatar Worksheet in the BlackBoard Public Advocacy forum (not as a reply) and include a link to your YouTube video.

**In addition, you must upload your Avatar Worksheet (including the link to your video) to the appropriate discussion board section of BlackBoard. Be sure post to the BlackBoard forum so your fellow students can complete peer reviews.**

*Remember to review the assignment sheet and rubric on BlackBoard before beginning.*

## **6. Live Policy Argument**

Your third major assignment is a live policy argument, which includes a presentation six to eight minutes in length followed by a ten-minute discussion. This assignment will teach you effective live response and discussion skills, how to facilitate a live web-conference, how to find and deploy good evidence, and how to craft good reasons for change. There are two main components to the live policy argument: your Live Policy Presentation & Discussion.

### **a. Live Policy APP**

This assignment contains three parts. First, you will select a campus, local, or state policy that you wish to see changed and develop a research plan for that policy. Second, you will research that policy, providing summary and evaluation of four sources that will help you make your argument to the policy change agent. Third, you will record a one to two-minute-long Zoom video arguing for that change with one audience member. The main purpose of this exercise is to provide you practice with Zoom before your Live Policy Presentation. This exercise will be done the week before your presentation.

### **b. Live Policy Argument Presentation & Discussion**

For this assignment I will put you into groups of 3-4. One will need to record your portion of the session in which you present your Policy Argument and the discussion for this. You will upload the video to YouTube and provide me with the link. You may choose any kind of policy change you wish (government regulations or laws, company policies, university or school policies, etc.), but you must advocate for a change from the existing policy, have a clear plan of action, and seek to persuade someone who has the power to implement that plan. Criteria for success include effective use of voice, body, and movement; appropriate self-presentation; successfully targeting a specific change-agent; effective emotional appeals for that audience; presenting good reasons and evidence to support policy change; listening and responding constructively in discussion; and producing a reasonably clean video recording of your web conference. Guidelines for each of these may be found in your textbook. The video recording should include your five to six minute presentation and three to five minutes of discussion with the group.

When completed, be sure your Zoom recording is set to Unlisted (not private!) in YouTube, and upload your Policy Change Worksheet (including the link to your video) to the appropriate Assignments section of BlackBoard. You may decide as a group if it will be one recording or if you will each have an individual recordings. I will try to attend your Zoom session. I ask that the group leader sends me a link to your session. **For this assignment, you do not need to post to your BlackBoard forum (peer feedback credit comes from participating in each other's live event). Just upload the document with your completed worksheet and link to the Live Policy Dropbox.**

Remember that as part of your peer feedback grade, you need to participate in each classmates' live policy argument session. **During those live presentations, your camera must be on and**



**you must be visible in the Zoom session for the entire duration of the presentation and discussion, even when you are just a passive audience member.** Turning off your camera during the presentation will result in zero credit for attending and participating in that session.

*Remember to review the assignment sheet and rubric on BlackBoard before beginning.*

## **7. Final exam**

There is one exam in this course. It is based on the materials in our online textbook. The quiz is 50 questions. You will complete the quiz online via Blackboard. You may attempt the quiz three times and only the higher of your grades will count. There is no timer or time limit for the exam, but it must be completed and submitted before the final deadline. **You will not be able to submit the exam late or re-try an exam after the deadline.**

**In all cases, our textbook is the final authority on correct answers to quiz and examination questions. Be aware that in many cases looking up terms on the Internet to try to answer questions may direct you to incorrect answers.**

## **8. Blog**

Working alone you will create a blog using Tumblr or Blogger/BlogSpot over any topic of your choice. I would advise to pick a topic you are passionate about; this will make the experience more enjoyable. Here is an example of blogs:

<https://www.lifehack.org/articles/communication/top-10-most-inspirational-bloggers-the-world.html>

You will be expected to create your blog no later than December 29<sup>th</sup> and add to it as the semester progresses. Your final blog will be due January 12<sup>th</sup>. To receive full credit, you should have at least two entries of at least 100 words for each unit (4 per week). The topics of your blogs are completely up to you so long as you keep with a common theme.

## **DUE DATES & LATE ASSIGNMENTS**

**Quizzes, Examinations, and the Live Policy Discussion may not be completed late. If you miss the deadline on these assignments, you will receive a score of zero.**

In truly extraordinary cases you may appeal to take an exam or assignment late, but such cases are very rare and must be truly extraordinary. Because you can complete all the assignments in this course from anywhere you have a computer and solid internet connection, I expect you to complete them on time in everything but the most dire and extreme conditions. Examples of acceptable reasons for late work include hospitalization (of yourself), a major national disaster (hurricane, flood, etc.), and death of an immediate family member (spouse, parent, child, sibling). Waivers will **not** be given for minor illness (flu, cold, stomach virus), localized power outages, technical problems (internet down, computer crashed), and similar events. I expect you

to find a way to get the assignments done in such conditions, just as if it were a major important assignment that could impact your career with your ideal employer.

To request a waiver of late work you must write a 1-page appeal (no longer) explaining the conditions that prevented you from completing the assignment and provide documentation of those conditions. That may mean a hospital admission form, a letter of explanation from your medical provider (a prescription or appointment slip is not acceptable), or a funeral notice. Send me electronic copies of both by email. If I need further information, I will request it. I may decide the case does not warrant a waiver, grant a full waiver, or grant a partial waiver of the grade penalty, at my discretion. You must contact me within 24 hours of the late work.

**Back up everything and have a backup plan.** Crashed hard drives, broken computers, power outages, and similar events happen with startling frequency. Each student is responsible for having a plan and system in place to protect her or his work from these events and for being able to meet deadlines regardless of such interruptions. You should have contingency plans in place, especially for live assignments, in case your computer, internet connection, or power are not functional. Coffee shops and local libraries often offer good internet connections and one on the other side of town will likely have power even if you don't. Some even have public computers. Friends, neighbors, and family members may be able to let you use their computer if you are in dire need and yours has stopped working. Don't wait until you need it to set up your backup plan – do it now and know your options before the class starts so that it does not cause a problem later. You may also want to sign up for some kind of file or data backup, if you do not already have one. Providers like Dropbox and Google Drive provide free backup accounts that are large enough to hold a good deal of most students' coursework.

**Double-check your work.** Assignments in corrupt files or in a file format that I cannot open will be considered not turned in and subject to a zero until I receive a functioning file. Broken links and unviewable videos (due to incorrect settings, such as Private instead of Unlisted on YouTube) will likewise be considered not turned in and subject to a zero.

**If you are truly experiencing a disruptive life emergency that will prevent you from timely completion of the course assignments,** such as death of a close family member, financial crisis, depression or severe anxiety, or another medical condition, then please contact me and I will work with you and the appropriate university offices to provide you available support and accommodation and/or to help you withdraw from the course.

## GRADING

Grades are as soon as possible. I try to have each grade returned by the next week. The most common exception is when a student turns in an assignment late (in which case it may take longer). The number of students in the class may also impact the return time.

### 1. Assignment Point Values (weights)

Your final course grade is composed of the following assignments:

Introduction:	75 points
Original Podcast:	125 points
Twitter:	100 points
Original Advocacy Video:	125 points
Policy APP:	50 points
Live Policy Discussion:	175 points
Peer Feedbacks (2 @ 25 each)	50 points
Peer Feedback on Live Policy	25 points
Final Exam	150 points
Blog	125 points
<b>TOTAL POSSIBLE POINTS=</b>	<b>1,000 points</b>

## 2. Final Grade Calculation

Your final course grade will be determined by your total points received:

A	--	100-90%	(1000-900 pts)
B+	--	89-87%	(899-870 pts)
B	--	86-80%	(869-800 pts)
C+	--	79-77%	(799-770 pts)
C	--	76-70%	(769-700 pts)
D+	--	69-67%	(699-670 pts)
D	--	66-60%	(669-600 pts)
F	--	59-0%	(599-0 pts)

## NON-DISCRIMINATION POLICY

University of South Carolina Policy EOP 1.04 states: “The University of South Carolina does not discriminate in educational or employment opportunities or decisions on the basis of personal characteristics that are not relevant to an individual's abilities, qualifications, or job performance. Under federal and state law, these characteristics include age, race, color, sex, religion, national origin, and disability status. It is the policy of the University that an individual's sexual orientation be treated in the same manner.”

## STUDENT DISABILITY & ACCOMMODATION

Students with disabilities (whether permanent or temporary) should contact the Student Disability Resource Center. They provide assistance with accessibility and other issues to help those with disabilities be more successful. They are located at 102 Close-Hipp on the Columbia campus (1705 College Street, Columbia, SC 29208). Students may contact them by phone at

803-777- 6142 or fax at 803-777-6741. Their email is [SADRC@mailbox.sc.edu](mailto:SADRC@mailbox.sc.edu) and the website is [https://www.sc.edu/about/offices\\_and\\_divisions/student\\_disability\\_resource\\_center/](https://www.sc.edu/about/offices_and_divisions/student_disability_resource_center/)

Additionally, students with disabilities should review the information on the Student Disability Resource Center website and communicate with the professor during the first week of class.

**Remember that disability and accommodation serves all students who need accommodation—not only those who we might traditionally think of when we hear the word “disability.”** That includes students suffering from anxiety disorders, mental illness, and recovering from injuries that might impede them from succeeding in their academic work.

This course requires you record and edit both audio and video files. If you believe this may require special accommodations for you, be sure to contact the Student Disability Resource Center well before the class begins.

In all cases, the Student Disability Resource Center **must** be the one to determine and authorize accommodations and it must be done in advance. I cannot determine or authorize accommodations without their approval and in most cases neither they nor I can approve them retroactively.

In addition, Blackboard Alternative Formats are available for many of your course documents to provide a choice in how you access files in this course. These formats include your original version, audio (mp3), PDF, HTML, ePub, and electronic Braille. If you have any technical problems, please contact the DoIT Help Desk at 803-777-1800 or visit the Self Service Portal at [sc.edu/ITHelp](http://sc.edu/ITHelp). For more information see the Blackboard Accessibility & Alternative File Formats document in the Student Support Services section of our course Blackboard site.

**For USC-Union Students**, register through USC-Columbia’s Student Disability Services as noted above, with guidance and assistance from USC-Union/Laurens Disability Services Director, Brandon Simpson (864) 424-8060 or [bsimpson@mailbox.sc.edu](mailto:bsimpson@mailbox.sc.edu). In keeping with the USC’s commitment to non-discrimination and providing program accessibility for qualified students with disabilities, I am happy to provide reasonable accommodation through the Student Disability Services office.

## **EXCUSED ABSENCE DUE TO COVID-19**

All absences due to documented illness or quarantine will be excused, and no grade penalty will be assessed for missing classes for this reason. If you experience COVID-19 symptoms, please stay home, contact the COVID-19 Student Health Services (SHS) nurse line (803-576-8511), complete the [COVID-19 Student Report Form \(go.sc.edu/covidstudentreport\)](https://go.sc.edu/covidstudentreport), and select the option allowing the Student Ombuds to contact your professors. When talking with the SHS nurse, be sure to ask for documentation of the consult as you will need this to document why you missed class. You will also use the COVID-19 Student Report Form if you have tested positive for COVID-19 or if you have been ordered to quarantine because of close contact with a person who was COVID-19 positive. In each of these situations you will be provided appropriate documentation that can be shared through the Student Report Form.

## STUDENT SUPPORT SERVICES

These USC's support resources may be helpful to students in this course:

Library Services ([http://www.sc.edu/study/libraries\\_and\\_collections](http://www.sc.edu/study/libraries_and_collections))

Writing Center (<http://www.cas.sc.edu/write>)

Student Technology Resources (<http://www.sc.edu/technology/techstudents.html>)

Student Success Center (<http://www.sc.edu/success/>)

Counseling Services (<https://www.sa.sc.edu/shs/cp/>)

Remember that all of these services exist to serve and assist you. If you think any of them might be helpful, I encourage you to reach out and use them!

## ACADEMIC INTEGRITY

All students must review the Office of Academic Integrity sanctions. This information may be found at <http://www.housing.sc.edu/academicintegrity/sanctions.html>

Dishonesty of any kind is unacceptable in this course. Dishonesty includes, but is not limited to, plagiarism, fabricating information or citations, facilitating acts of dishonesty by others, submitting work of another person or work previously used, or tampering with the academic work of other students. The academic integrity statement for speech courses will be required reading and supplied on BlackBoard—*please read it carefully as students will be held responsible for and accountable to it.*

Students must produce new original work for this class, write all their own essays and presentations, use quotation marks when appropriate, and properly reference sources when including others' work. Copying and pasting material from websites or other sources and presenting it as one's own is a serious violation of academic integrity and will be handled the same as if that student had plagiarized an academic essay. All such violations will be forwarded to the appropriate university offices for disciplinary action (which may include expulsion from the university). In most cases, at minimum the student will fail the course, regardless of any other work that has been successfully completed.

All course content is the intellectual property of its producers or legal rights holder and you agree not to copy, distribute, or otherwise share any materials that you did not produce yourself. This includes but is not limited to emails, forum posts, assignment sheets, videos, audio recordings, transcripts, and any other materials produced by the instructor, other students, the textbook publisher, or anyone other than yourself. Violating the intellectual property of others is a serious crime and distributing materials without the consent of the student or instructor who made them violates the university honor code (<https://www.sa.sc.edu/creed/>).

Violations of these course policies will always be referred to the appropriate university office for official review and sanctions, with no exceptions.

## **COPYRIGHT & INTELLECTUAL PROPERTY**

In this course you will be producing written documents, audio recordings, and video recordings. Some students find it tempting to include images, videos, music, or sounds that they found in the internet in their own recordings. In most cases, this violates federal copyright laws and not only can have you banned from services like YouTube, but can open you to criminal prosecution and civil litigation.

Here is the simple rule: If you own the copyright, then you can use it. If the person who does own the copyright has explicitly stated that they are releasing the material into public domain or has granted you a license to use their material, then you may use it. **In all other cases, you should not use images, videos, music, or sound you did not produce yourself.** One of the fastest ways to fail as an online communicator is to get shut down because of a copyright violation. If you want to search for media that has been released for you to use, I recommend using the search tool at Creative Commons (<https://search.creativecommons.org/>).

In addition, the documents and recordings made by your classmates and your instructor are their intellectual property. You are not legally permitted to edit, copy, distribute, or otherwise use those materials without their permission. This includes their podcasts, videos, and worksheets. If you really like something they have made and want to re-use it, be sure to ask for written permission (a release) before doing so.

## **SCHEDULING & COURSE PROGRESSION**

The university general template for this course projects approximately 110 hours of work to complete the class. This conforms to the state and regional accreditation requirements for a course offering three credit hours.

Since this is an intensive short course that means, **you should expect to spend about 34 to 37 hours every week on work for this class.** That number is an average and, as with any course, students who start with more background, experience, or knowledge may progress faster and some students may progress slower. This is a very fast pace course. Time management will be extremely important.

## **COURSE SCHEDULE AND DEADLINES**

**You are always welcome to complete assignments early, so long as you complete them in order and receive my feedback on your APP before proceeding to each major assignment.** In fact, I strongly encourage you to submit work before the deadline and complete quizzes early. Peer feedbacks and quizzes should be especially easy to complete early and doing so will help you have ample time for the APPs and major assignments.

*All assignments are due by 11:59 PM on the date listed in the schedule. All times are US Eastern time zone.*

### **COURSE SCHEDULE (Tentative)**

<b>Week</b>	<b>Assignment</b>	<b>Due Dates</b>
December 27-29	<p>Videos to watch this week:            1.1 - 1.4: Foundation's video            2.1 - 2.4: Credibility video</p> <p>8.1 - 8.3: Delivery videos on anxiety and voice            9.1 - 9.4: Online Meetings and Interviews videos            10.1 - 10.3: Audio Skills videos</p> <p>PhotoVoice (Introduction)</p> <p>Set up Blog and have 2 blog posts completed</p>	<b>Wednesday, December 29</b>
December 30- January 2	<p>Videos to watch this week:            3.1 - 3.4: Audience videos            5.1 - 5.4: Arrangement videos            6.1 - 6.4: Emotion videos</p> <p>4.4 Citing sources in Online</p> <p>Assignment Due:            Twitter Assignment (continues all week)            Original Podcast</p> <p>2 Blog Posts</p>	<b>Sunday, January 2</b>
January 3-5	<p>Videos to watch this week:            Videos to watch this week:            8.4: Gesture &amp; movement video            11.1 - 11.5: Video skills videos</p> <p>4.1 - 4.5: Research &amp; source citation videos</p> <p>Assignment Due:            Twitter Assignment (continues all week)            Advocacy Video            Original Podcast Feedback            2 Blog Posts</p>	<b>Wednesday, January 5</b>

January 6-9	<p>Videos to watch this week:  4.1 - 4.5: Research &amp; source citation videos  7.1 - 7.4: Reasoning &amp; Argument Videos  9.1- 9.3: Online Meetings &amp; Live Audiences videos</p> <p>Assignment Due:  Advocacy Video Feedback  Live Policy APP  2 Blog Posts</p>	<p><b>Sunday,  January 9</b></p>
January 10-12	<p>Videos to watch this week:  N/A</p> <p>Assignment Due:  Final Exam Covering: 1.1- 1.4, 2.1-2.4, 8.1-8.3, 9.1-9.4,  10.1- 10.3, 3.1-3.4, 5.1-5.4, 6.1- 6.4, 8.4, 11.1- 11.3, 4.1-  4.4, 7.1-7.4, 9.1-9.3</p> <p>Final 2 Blog Posts</p>	<p><b>Wednesday,  January 12</b></p>
January 13-16	<p>Videos to watch this week:  N/A</p> <p>Assignment Due:  Live Policy YouTube Link due</p>	<p><b>Sunday,  January 16</b></p>