

SPCH 145: Online Public Communication Syllabus & Policies

Professor: Dr. Christian Dotson-Pierson

Email: DotsonPi@mailbox.sc.edu

Office Hours: Please email me to schedule a meeting by Zoom. Meetings must be scheduled 24 hours in advance. I am available for meetings most days, including weekends and evenings.

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>

(You can purchase access to this textbook directly from the textbook website.)

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 Soundcloud 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 Mac or Windows 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, 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 six days of the course and will be present and prepared to present during your online presentation time.
7. You commit to completing all the assigned portions of the online textbook and understand that the videos and supplements in the 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 other students, the instructor, 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/>)

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 this 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 by email throughout the duration of the course.

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 video meetings. 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 each Assignment Preparation Project (APP) before moving on to its corresponding main assignment. For example, you should wait for feedback from the instructor on your Podcast APP before trying to complete your Original Podcast. 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 may already be answered in the FAQ section of the forums. Other questions 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 within three business days of when you turn in the completed assignment.

C) Technology Required

You will need a 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. I also recommend you have some kind of an external wired microphone, which can be as simple as the microphone on a pair of earbuds that might have come with your smartphone or a cheap lapel microphone that plugs into your smartphone and/or computer.

You will also need a reliable and fast Internet connection that can support live video chat. Ideally, your internet connection should be **at least 4 Mbps download and 0.7 Mbps (700 Kbps) upload, with a ping of no higher than 300 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 10 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 4.0 Mbps and your upload speed should be above 0.7 Mbps (700 Kbps). In addition, your ping number must be no higher than 300 ms (ideally under 100 ms) to handle any real-time communication. If it is over 300 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 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.

D) Technical Abilities & Expectations

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

- Organize and save electronic files.
- Use email and attach files.
- Check email and our online course site (BlackBoard) daily.
- 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 University Technology Services (UTS) Help Desk at 803-777-1800 or helpdesk@sc.edu. The UTS help desk is open Monday-Friday from 8:00am to 6:00pm. **The instructor in this course will not provide technical support for computers, Internet connections, or other devices.**

ASSIGNMENTS

Note: Detailed instructions, assessment rubrics, and worksheets for all assignments are provided in Blackboard. **Before you begin each assignment, be sure to read the detailed instructions on Blackboard and review the grading rubric and worksheet.** Those are your guides to success! 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 discussion. Expectations for peer feedback for each assignment are on BlackBoard. Each peer feedback assignment has a unique set of questions and format. Peer feedback must follow the assigned format. **For each assignment you must provide feedback to at least 3 of your assigned groupmates.** If fewer than 3 of your groupmates post their work, please choose someone from another group and provide feedback, then email me and let me know who and which group you chose.

2. Podcast Interview

Your first major assignment is 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. There are two main components to the podcast interview: the Podcast Assignment Preparation Project (APP) and your Original Podcast.

a. Podcast Assignment Preparation Project (APP)

Identify a recurring podcast that is influential in its field. It can be specific to any profession, interest, hobby, or topic, but it does need to have a significant following within that niche. Listen to a recent episode of that podcast and apply the three key principles of online *ethos* as explained in your textbook. The objective here is not to assess the success of the podcasters or guests (their popularity already testifies to their success), but to draw a picture of how they present themselves. What are their values? To whom do they express affiliation and connection? How does each person present knowledge, skill, and competence?

Having completed the analysis, then record a brief sample interview with a friend, family member, roommate, or classmate. It does not matter who you choose or what you talk about; the purpose of this assignment is to give you some initial feedback on your interview style and to be sure the basic technical elements of recording are sorted before the next assignment.

Upload your completed recording to SoundCloud, set the recording to “Private” and include a “Private Share” link on your worksheet. Your textbook provides directions.

When finished, upload your completed worksheet both in your group BlackBoard forum and in the appropriate assignment section of BlackBoard.

BE SURE YOU COMPLETE BOTH STEPS: post to your BlackBoard forum so group members can provide peer reviews and upload to the assignment section for grading.

Remember to review the detailed assignment instructions, worksheet, and rubric on BlackBoard before beginning.

b. Original Podcast

You will development a plan for growth based on feedback from your Podcast APP and then plan, record, edit, and post your own original interview-style podcast. 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.

Upload your completed recording to SoundCloud, set the recording to “Private” and include a “Private Share” link on your worksheet. Your textbook provides directions.

When finished, upload your completed worksheet both in your group BlackBoard forum and in the appropriate assignment section of BlackBoard.

BE SURE YOU COMPLETE BOTH STEPS: post to your BlackBoard forum so group members can provide peer reviews and upload to the Assignments section for grading.

Remember to review the detailed assignment instructions, worksheet, and rubric on BlackBoard before beginning.

3. Public Advocacy Video

Your second major assignment is a public advocacy video. This assignment will teach you effective use of gesture and movement, basic video recording and editing, audience analysis, and how to appeal to an audience’s emotions. There are two main components to the public advocacy video: the Advocacy Assignment Preparation Project and your Original Advocacy Video.

a. Advocacy Assignment Preparation Project (APP)

Find a public advocacy video for a specific campus, local, or regional nonprofit, organization, movement, or cause you would like to support. It may be a nonprofit organization, social cause, or political movement, but it should work primarily on the campus, local, or state level (not a national or international organization or cause). Watch the advocacy video and apply the principles of *pathos* as explained in your textbook. The objective is to identify and assess their emotional appeals. What emotions does the video evoke? What strategies does it use to evoke them? What audiences might have an emotional response to those strategies? How does evoking those emotions and targeting those audiences help the video accomplish its goal? Complete the Advocacy Video Analysis Worksheet based on your analysis.

In addition, come up with one additional emotional appeal that could have been used successfully in the advocacy video but was not. Choose something that does not require any video editing or use of images – something you can make powerful with just the use of words, your voice, and your body/face. Record a short video (60-90 seconds) of yourself making that emotional appeal directly into the camera (you must be on camera for the full time of the video, looking directly into the camera). When completed, upload your short video to your own YouTube account and set it to Unlisted (**not** private, which would make it unviewable!).

Finally, you will decide the campus, local, or statewide organization, purpose, and audience for your original advocacy video (the next assignment). Having decided those elements, you will create a brief survey in SurveyMonkey and distribute it to an audience you could actually reach (people you know or are connected to).

After all three parts are complete, **upload your completed worksheet (including the link to your new short video) both to the appropriate assignment section of BlackBoard and to**

your group forum. Be sure you complete both steps: post to your BlackBoard forum so your fellow students can complete peer reviews and upload the document with your analysis and video link to the assignment section.

Remember to review the detailed assignment instructions, worksheet, and rubric on BlackBoard before beginning.

b. Original Public Advocacy Video

You will plan, record, edit, and post your own original public advocacy video for the organization, purpose, and topic you proposed in your Advocacy APP (as modified based on any feedback you received). As part of that preparation, you will use the results of your SurveyMonkey survey to make a detailed audience avatar. 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 is to Unlisted (not private, which would make it unviewable!). Then post your completed Original Advocacy Worksheet (including the link to your video) **both to the appropriate assignment section of BlackBoard and your group forum.**

Be sure you complete both steps: post to your BlackBoard forum so your fellow students can complete peer reviews and upload your completed worksheet and video link to the assignment section.

Remember to review the detailed assignment instructions, worksheet, and rubric on BlackBoard before beginning.

4. 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 five to seven 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 Assignment Preparation Project and your Live Policy Presentation & Discussion.

a. Live Policy Assignment Preparation Project

As part of the preparation for the policy argument, you will produce a report including the following elements: a research plan to find the information needed to build the argument, six sources you found using that plan (using proper citation), summary and evaluation of each

source, and a final assessment of the sources as a set. Criteria for assessment include: determining information needed for the argument, identifying sources to meet that need, effective evaluation of information for credibility and bias, following conventions in source citation, and using communication technology to effectively locate and manage information.

In addition, you will organize and record a one to two minute video of yourself doing a live Zoom meeting in which you provide a brief portion of your argument that includes one oral source citation (following the guidelines from the textbook on using sources in oral delivery). You must have at least one audience member logged in and participating in that live Zoom meeting, but it can be anyone (a friend, family member, classmate, etc). They must be logged in and participating in the session, not live with you in the same room or on the same camera.

When completed, be sure your recording is set to Unlisted (not private!) in YouTube, post your research report in a new thread in your group BlackBoard forum (not as a reply), and include a link to your YouTube video. In addition, you must upload your research report (including the link to your video) to the appropriate assignment section of BlackBoard.

Be sure you complete both steps: post to your BlackBoard forum so your fellow students can complete peer reviews and upload the research report with the video link to the assignment section.

Remember to review the detailed assignment instructions, worksheet, and rubric on BlackBoard before beginning.

b. Live Policy Argument Presentation & Discussion

Following your analysis and forum discussion you will plan, lead, and record your own live policy argument presentation and discussion based on the topic you proposed in your Policy APP. To prepare for that presentation, you will develop strategies for developing your skills and argument based on previous feedback, create an audience avatar for your policy change agent, and prepare and practice your argument as a live presentation. 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 six to eight minute presentation and the five to seven minute discussion that follows.

When completed, be sure your recording is uploaded to YouTube and set to Unlisted (not private!). Then upload your Live Policy Presentation Worksheet (including the link to your video) to the appropriate assignment section of BlackBoard. **For this assignment, you do not need to post to your BlackBoard forum (your peer feedback score will be based on being an engaged audience member and participating in discussion). Just upload the document with your completed worksheet and link to the assignment section.**

Remember that as part of your peer feedback grade, you need to be an engaged audience member and participate in the Q&A. **During those live presentations, your camera must be on and you must be visible in the meeting 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 meeting.

Remember to review the detailed assignment instructions, worksheet, and rubric on BlackBoard before beginning.

5. Quizzes & Final Exam

There are three quizzes and a final examination in this course. They are based on the materials in our online textbook. Each quiz is 12 questions and the final examination is 50 questions. You will complete the quizzes and exam online via BlackBoard. You may attempt each quiz and the final exam twice and only the higher of your two grades will count. There is no timer or time limit for the quizzes or exam, but they must be completed and submitted before the final deadline. **You will not be able to submit the exam late or re-try a quiz or exam after the deadline.**

The questions are randomly drawn from a test bank in the BlackBoard system each time you start the exam. That means when you re-take a quiz or exam for your second try, the questions and answers may be different and will appear in an entirely different order. **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.**

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.

All other assignments (including peer feedback) will be accepted late and will only receive half credit if no more than one day late. After that, zero credit. Medical or other emergencies that put a student more than two days behind will mean they must drop the course under a hardship withdrawal. They will not be able to catch up.

In truly extraordinary cases you may appeal to take an exam late or have a late penalty waived, 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 waiver of late penalties 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 penalty 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.

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 late penalties 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 late penalties.

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. I also strongly encourage you to contact the student counseling center and/or the student disability resource center. In particular, the student disability resource center may be able to help you with reasonable accommodations if you are injured or disabled (whether temporary or permanent). **Again, medical or other emergencies that put a student more than two days behind will mean they must drop the course under a hardship withdrawal. They will not be able to catch up.**

GRADING

Grades on APPs and major assignments are generally returned within 1 business day of the day they are due. The most common exception is when a student turns in an assignment late (in which case it may take much longer).

1. Assignment Point Values (weights)

Your final course grade is composed of the following assignments:

Student Information Survey:	6 points (<u>must</u> be completed to pass the course)
Podcast Assignment Prep Project:	50 points
Original Podcast:	150 points
Advocacy Assignment Prep Project:	75 points
Original Advocacy Video:	150 points
Policy Assignment Prep Project:	100 points
Live Policy Discussion:	175 points
Peer Feedbacks (6 @ 12 each)	72 points
Quizzes (3 @ 24 each)	72 points
Final Examination	150 points
TOTAL POSSIBLE POINTS=	1,000 points

3. Final Grade Calculation

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

90-100% (895-1000 pts) = A	70-76% (695-764 pts) = C
87-89% (865-894 pts) = B+	67-69% (665-694 pts) = D+
80-86% (795-864 pts) = B	60-67% (595-664 pts) = D
77-79% (765-794 pts) = C+	<60% (< 595 pts) = F

NON-DISCRIMINATION & HARRASSMENT POLICY

The University of South Carolina's Harassment and Discrimination Policies can be found at: https://www.sc.edu/about/offices_and_divisions/equal_opportunities_programs/policies/index.php

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.”

As stated by the Office of Equal Opportunity Programs: “If you or someone you know has been the victim of any kind of discrimination or harassment at UofSC, you need to report it. Faculty and staff are required to report any incident of discrimination or harassment they witness, or that is reported to them.”

To report an incident through the Office of Equal Opportunity Programs, you can go to: https://www.sc.edu/about/offices_and_divisions/equal_opportunities_programs/report-incident/index.php

If you or someone you know needs confidential support, you can go to: https://www.sc.edu/about/initiatives/safety/stop_sexual_assault/rights/confidentiality/index.php

CLASS CONDUCT

As a student at the University of South Carolina, you have agreed to abide by the Student Code of Conduct and the Carolinian Creed. The Carolinian Creed states that:

As a Carolinian:

- I will practice personal and academic integrity;
- I will respect the dignity of all persons;
- I will respect the rights and property of others;
- I will discourage bigotry, while striving to learn from differences in people, ideas and opinions;
- I will demonstrate concern for others, their feelings, and their need for the conditions which support their work and development.

The Student Code of Conduct can be found at:

https://www.sc.edu/about/offices_and_divisions/student_conduct_and_academic_integrity/documents/code_of_conduct.pdf

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 and the website is 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. For more information see the Blackboard Accessibility & Alternative File Formats document in the Student Support Services section of our course Blackboard site.

STUDENT SUPPORT SERVICES

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

Library Services (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 in writing 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, forum posts, 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 108 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 36 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.

My suggestion is that you aim to have all assignments done and submitted a day or two before they are due and your final examination done as soon after your live policy discussion as possible. This will allow you ample time if you should need to re-do an assignment or want to complete one of the extra credit options. That also will help you complete the course before you come into crunch time with any other courses you may be taking.

SPCH 145 – Winter session 2020-21 course schedule

17-Day Course Schedule:

Text in black is for students. **Text in red is for instructors.**

All assignments are due by 9:00pm Eastern time on the day listed.

Day 1 [START] – December 28, 2020

Begin textbook sections:

- 1.1 - 1.4: Foundations videos
- 2.1 - 2.4: Credibility videos
- 8.1 - 8.3: Delivery videos on anxiety and voice
- 9.1 - 9.4: Interactive Skills videos
- 10.1 - 10.3: Audio Skills videos

Student Information Survey Due

Day 2 – December 29, 2020

Instructor Assigns Peer Groups

Complete textbook sections above.

Quiz #1 Due (on above textbook sections)

Day 3 – December 30, 2020

Podcast Assignment Preparation Project Due

Day 4 – January 2, 2021

Instructor Returns Graded Podcast Preparation Projects

Podcast Preparation Project Peer Feedback Due

Day 5 – January 3, 2021

Instructor Grades Peer Feedback

Original Podcast Assignment Due

Day 6 – January 4, 2021

Instructor Returns Graded Original Podcasts

Original Podcast Peer Feedback Due

Begin textbook sections:

- 3.1 - 3.4: Audience videos
- 5.1 - 5.4: Arrangement videos
- 6.1 - 6.4: Emotion videos
- 8.4: Gesture & movement video

11.1 - 11.3: Video skills videos

Day 7 – January 5, 2021

Instructor Grades Original Podcast Peer Feedback

Complete textbook sections above.

Quiz #2 Due

Day 8 – January 6, 2021

Advocacy Assignment Preparation Project Due

Day 9 – January 7, 2021

Instructor Returns Graded Advocacy Preparation Projects

Advocacy Preparation Project Peer Feedback Due

Day 10 – January 8, 2021

Instructor Grades Peer Feedback

Original Advocacy Video Due

Day 11 – January 9, 2021

Instructor Returns Graded Original Advocacy Videos

Original Advocacy Peer Feedback Due

Begin textbook sections:

4.1 - 4.4: Research videos

7.1 - 7.4: Reasoning videos

Review 9.1 - 9.3: Live video presentations

Day 12 – January 10, 2021

Instructor Grades Original Advocacy Peer Feedback

Complete textbook sections above.

Quiz #3 Due

Day 13 – January 11, 2021

Policy Discussion Assignment Preparation Project Due

Day 14 – January 12, 2021

Instructor Returns Graded Policy Preparation Projects

Policy Preparation Project Peer Feedback Due

Day 15 – January 13, 2021

Instructor Grades Advocacy Preparation Project Peer Feedback

Practice for Live Policy Discussions

Day 16 – January 14, 2021

Final Live Policy Discussion Assignment (all students present at a set time on this day)

Day 17 – January 15, 2021

Final Exam Due

Live Policy Discussion Worksheets Due

After Course End

Instructor Returns Graded Policy Discussion Assignments

Instructor Submits Final Grades