I. Course Description

Rationale, design, delivery and evaluation of professional communications for diverse audiences, instructional interaction, and product promotion. Students in this course receive extensive course content information via online content modules equivalent to 2390 minutes for the seven-week semester and a final exam. Course activities, in combination with course readings, average a minimum of 5 hours of work in order to be prepared for the course.

II. Intended Learning

Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the PCOE website.

The objectives of this course support the university mission to be a “comprehensive institution dedicated to excellence in teaching, research, scholarship, creative work, and service. Through the personal attention of our faculty and staff, we engage our students in a learner-centered environment and offer opportunities to prepare for the challenges of living in the global community.”

The objectives of this course also support the James I. Perkins College of Education mission to “prepare competent, successful, caring, and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global
society.” The James I. Perkins College of Education is “committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

Click [here](#) to view the James I. Perkins College of Education Diversity Statement.

**Program Learning Outcomes**

The design of this course supports the School of Human Sciences Program Learning Outcomes (PLOs). The student will:

- display the professional dispositions (academic excellence, life-long learning, collaboration, openness, integrity and service) relative to the field of human sciences
- exhibit the professional behavior (strong communication skills, a professional image, good work ethic, and adequate preparation for employment) expected in the field of human sciences
- and demonstrate competence in his/her field using oral and written forms.

This is a general education core curriculum course and no specific program learning outcomes for this major are addressed in this course.

**Student Learning Outcomes**

Upon successful completion of this course, the student will:

- demonstrate competence in his/her specific discipline using oral and written forms
- assess human sciences delivery systems and their appropriateness for use with various target audiences
- research standards for professional oral and written communication as related to human sciences content and delivery systems
- apply knowledge gained through academic specialization areas to professional presentations
- demonstrate knowledge of tools, equipment, and supplies used in human sciences and related occupations
- evaluate professional presentations by identified standard techniques
- relate skills developed in professional communication and presentation to entrepreneurial opportunities
- investigate potential audience for human sciences related content
- design and create various forms of communication media related to his/her specific discipline
- analyze diverse needs of potential audiences
- and illustrate what is a digital citizen and digital leader.
For additional information on meaningful and measurable learning outcomes, review the assessment resource page.

III. Course Assignments, Activities, Instructional Strategies, use of Technology

This online course is delivered via D2L, and provides course content in the modules.

Students will complete a variety of assignments which allow them to create communications for a company or agency they identify in their student introduction. This organization should be relevant to the student’s course of study and future profession and will serve as the foundation for all communications created throughout the course.

Assignments will include the development of a brochure and PowerPoint presentation in addition to various digital communication and social media activities.

Student also will complete a comparative analysis of social media use by the company identified in the student introductions.

IV. Evaluation and Assessments (Grading)

Assignments are due at the determined time and are listed in the course syllabus on the calendar.

Evaluation and assessment will include assignments listed below. Each student should strive to earn as many points as possible out of the total 570 points. The semester grade is based on a percentage of points earned.

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>POINT VALUE</th>
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<tbody>
<tr>
<td>Student Introduction Discussion Post</td>
<td>25 points</td>
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<tr>
<td>Press Release Assignment</td>
<td>50 points</td>
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<tr>
<td>Brochure Assignment</td>
<td>50 points</td>
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<tr>
<td>Oral Communication Observation: Scenario Assignment</td>
<td>50 points</td>
</tr>
<tr>
<td>Oral Presentation with PowerPoint</td>
<td>150 points</td>
</tr>
<tr>
<td>Assignment</td>
<td>Points</td>
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<td>--------------------------------------------------------</td>
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<tr>
<td>Email Assignment</td>
<td>20</td>
</tr>
<tr>
<td>Video-Conference Assignment</td>
<td>75</td>
</tr>
<tr>
<td>Twitter Assignment</td>
<td>20</td>
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<tr>
<td>YouTube Assignment</td>
<td>50</td>
</tr>
<tr>
<td>Blogpost Assignment</td>
<td>30</td>
</tr>
<tr>
<td>Comparative Analysis of Social Media Assignment</td>
<td>50</td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td><strong>570</strong></td>
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<table>
<thead>
<tr>
<th>GRADE</th>
<th>MODULES/ASSIGNMENTS</th>
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<tbody>
<tr>
<td>A — 90% and above</td>
<td>570 - 513</td>
</tr>
<tr>
<td>B — 89 to 80%</td>
<td>512 - 456</td>
</tr>
<tr>
<td>C — 79 to 70%</td>
<td>455 - 399</td>
</tr>
<tr>
<td>D — 69 to 60%</td>
<td>398 - 342</td>
</tr>
<tr>
<td>F — 59% and below</td>
<td>341 and below</td>
</tr>
</tbody>
</table>

V. Tentative Course Outline/Calendar

<table>
<thead>
<tr>
<th>DATES/WEEKS</th>
<th>MODULES/ASSIGNMENTS</th>
</tr>
</thead>
</table>
| Week 1  Aug. 23-29   | Module 1: Introduction  
Student Introduction assignment (25 points) due by 11:30 p.m. Aug. 29 |
| Week 2  Aug. 30 through Sept. 5 | Module 2: Audience Analysis (PR), Concepts and Objectives I
Press Release (50 points) due by 11:30 p.m. Sept. 5 |
| Week 3  Sept. 6 through Sept. 12 | Module 3: Audience Analysis (PR), Concepts and Objectives II
Brochure (50 points) due by 11:30 p.m. Sept. 12 |
| Week 4  Sept. 13 through Sept. 19 | Module 4: Oral Communication and Interpersonal Skills
Oral Communication Observation Scenario (50 points) and Oral Presentation with PowerPoint (150 points) due by 11:30 p.m. Sept. 19 |
VI. Readings
There is no required textbook for this course. All readings will be provided to the student via D2L.

VII. Course Evaluations
Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

- course and program improvement, planning, and accreditation
- instruction evaluation purposes
- and making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical.

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information
To view all university policies, click here.

Class Attendance and Excused Absences: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status.

The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12
day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

**Academic Accommodation for Students with Disabilities: Policy 6.1 and Policy 6.6**

To obtain accommodations related to a disability, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services, located in the Human Services Building, Room 325. Contact the office at (936) 468-3004 as early as possible in the semester.

Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations.

For additional information, click [here](#).

**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.
Penalties for Academic Dishonesty

Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (Policy 6.3).

Grades/Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of "WH" will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work by the deadline set by the instructor of record, not to exceed one calendar year from the end of the semester in which they receive a "WH," or the grade automatically becomes an "F," except as allowed through policy [i.e., Military Service Activation (Policy 6.14)]. If students register for the same course in future semesters, the "WH" will automatically become an "F" and will be counted as a repeated course for the purpose of computing the grade point average.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

Student Code of Conduct: Policy 10.4

Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes: fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

SFA values students’ mental health and the role it plays in academic and overall
student success. The university provides a variety of resources to support its student’s mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources**

**Counseling Services**
Third floor of the Rusk Building
(936) 468-2401

**Human Services Counseling Clinic**
Human Services Room 202
(936) 468-1041

**Crisis Resources**
Burke 24-hour crisis line: 1 (800) 392-8343
Suicide Prevention Lifeline: 1 (800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

**IX. Other Relevant Course Information:**

**University Policies and Information**

This class will adhere to all applicable university policies. Students should read and be familiar with these policies, found in the course syllabus and on the university’s website.

**Course Participation and Attendance**

Attendance and logging into D2L regularly is critical for success in an online course. Students are expected to login to D2L to receive course announcements and email, retrieve posted documents, and check course grades.

All assignments must be submitted as specified in the course syllabus. Do not wait until the last minute to ask questions about assignments that are due. Emailing the instructor questions at the last minute could result in questions being unanswered and a missed deadline or poor grade.

This course is completed in 7 weeks, which is accelerated. However, that does not mean that there is less course work to complete. You have been assigned the same amount of work that would be required in a normal 16-week semester. Use your time within each module wisely.

**Assignments**

To receive points for an assignment, it must be submitted as instructed, through the D2L Dropbox or as otherwise specified. To receive credit, any work must have the student name prominently displayed. Any work submitted to the instructor for grading must be neat and professionally done, whether instructed to complete it by hand or digitally.
Late work will automatically be penalized 5 points, even if it is only minutes late. It is your responsibility to submit your assignments on time. Work submitted more than one week after its original due date or during dead week will only be eligible for half credit.