Course Description

Rationale, design, delivery and evaluation of professional communications for varied 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 eight-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.

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.”
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 their 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 their 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 their 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 Office of Institutional Effectiveness website.

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. Students will need a YouTube account and a LinkedIn account; can be created when needed for assignments.

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

Students will use digital software to learn about the ethical use of artificial intelligence.

Students will use free, templated graphic design software (like Canva) for assignments.

**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 500 points. The semester grade is based on a percentage of points earned.

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>POINT VALUE</th>
</tr>
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<tbody>
<tr>
<td>Intro Quiz</td>
<td>10 points</td>
</tr>
<tr>
<td>Student Introduction Discussion Post</td>
<td>20 points</td>
</tr>
<tr>
<td>Email Assignment</td>
<td>25 points</td>
</tr>
<tr>
<td>LinkedIn Assignment</td>
<td>25 points</td>
</tr>
<tr>
<td>Industry Leaders</td>
<td>25 points</td>
</tr>
<tr>
<td>Brochure Assignment</td>
<td>50 points</td>
</tr>
<tr>
<td>ASSIGNMENT</td>
<td>POINTS</td>
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<tr>
<td>-----------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Oral Presentation and PowerPoint Assignment</td>
<td>150</td>
</tr>
<tr>
<td>Videoconference Assignment</td>
<td>25</td>
</tr>
<tr>
<td>Facebook Assignment</td>
<td>20</td>
</tr>
<tr>
<td>Instagram Assignment</td>
<td>20</td>
</tr>
<tr>
<td>YouTube/Reels Assignment</td>
<td>50</td>
</tr>
<tr>
<td>Ethical Use of Artificial Intelligence</td>
<td>30</td>
</tr>
<tr>
<td>Final Exam</td>
<td>50</td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td><strong>500</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>GRADE PRECENTAGE</th>
<th>MODULES/ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A — 90% and above</td>
<td>500 - 450</td>
</tr>
<tr>
<td>B — 89 to 80%</td>
<td>449 - 400</td>
</tr>
<tr>
<td>C — 79 to 70%</td>
<td>399 - 350</td>
</tr>
<tr>
<td>D — 69 to 60%</td>
<td>349 - 300</td>
</tr>
<tr>
<td>F — 59% and below</td>
<td>299 and below</td>
</tr>
</tbody>
</table>

### V. Tentative Course Outline/Calendar

<table>
<thead>
<tr>
<th>DATES</th>
<th>MODULES/ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction: Student Introduction and Intro Quiz</td>
</tr>
<tr>
<td>Jan. 18-22</td>
<td>- Read the course syllabus and introduction module content</td>
</tr>
<tr>
<td></td>
<td>- Complete the Student Introduction Post</td>
</tr>
<tr>
<td></td>
<td>- Complete the Intro Quiz</td>
</tr>
<tr>
<td>Week 2</td>
<td>Module 1: Professional Communication and Emails</td>
</tr>
<tr>
<td>Jan. 22-28</td>
<td>- Complete the Email Assignment</td>
</tr>
</tbody>
</table>
| Week 3 | Jan. 29 through Feb.4 | Module 2 (Part 1): Career Preparation: LinkedIn  
- Read all module content  
- Complete the LinkedIn Assignment |
|-------|----------------------|--------------------------------------------------|
| Week 4 | Feb. 5-11            | Module 2 (Part 2): Career Preparation: Industry Leaders  
- Read all module content  
- Complete the Industry Leaders Assignment |
| Week 6 | Feb. 12-18           | Module 3: Audience Analysis and Brochure  
- Read all module content  
- Complete Brochure Assignment |
| Week 7 | Feb. 19-25           | Module 4: Videoconferencing  
- Read all module content  
- Participate in online Zoom meeting with assigned group |
| Week 8 | Feb 26 through March 10 | Module 5: Oral Presentation and PowerPoint  
- Read all module content  
- Complete Oral Presentation Video and PowerPoint Assignment - YouTube |
| Week 9 | March 9-17           | Spring Break! |
| Week 10 | March 18-24          | Module 6 (Part 1): Social Media Content  
- Read all module content  
- Complete Facebook and Instagram (feed) Assignments |
| Week 11 | March 25-31          | Guest Speaker (Easter Break begins March 28)  
- Guest speaker/Zoom (will be recorded) |
| Week 12 | April 1-7            | Module 6 (Part 2): Social Media Content  
- Read all module content  
- Complete Instagram Reels/YouTube Shorts Assignment |
| Week 13 | April 8-14           | Module 7: Ethical Use of Artificial Intelligence  
- Read all module content  
- Complete Marketing with A.I. Assignment |
| Week 14 | April 15-21          | Guest Speaker (Easter Break begins March 28)  
- Guest speaker/Zoom (will be recorded) |
| Week 15 | April 22-28          | Workplace Communication in 2024  
- Read module content |
Week 16
April 29 - May 10

Readings
There is no required textbook for this course. All readings will be provided to the student via D2L.

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.

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.

I will allow only *ONE assignment to be submitted late with no questions asked. Otherwise, late assignments will not be accepted. It is your responsibility to submit your assignments on time.

*The student must communicate with the instructor if there is an assignment they need to complete late. The instructor will not contact the student regarding making up work.

Student Ethics and Other Policy Information
To view all university policies, visit the Handbook of Operating Procedures (HOP) website.
Institutional Absences: HOP 04-110

An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.

More information on Institutional Absences, including how to apply, can be found at the Dean of Students Office website.

Academic Integrity

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.
Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, using ChatGPT or AI, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**Withheld Grades Semester Grades Policy (5.5)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, read the Code of Student Conduct and Academic Integrity.

**Students with Disabilities**

To obtain disability-related accommodations, alternate formats, and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) 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 promptly may delay your accommodations. For additional information, visit sfasu.edu/disabilityservices.

**Student Wellness and Well-Being**

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and
challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

More SFA policy information can be found on the Handbook of Operating Procedures website.

**On-campus Resources:**
**The Dean of Students Office**
Rusk Building, 3rd floor lobby
sfasu.edu/deanofstudents
(936) 468-7249
donos@sfasu.edu

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

**The Health and Wellness Hub** “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

sfasu.edu/thehub
(936) 468-4008
thehub@sfasu.edu

**Crisis Resources:**
- Burke 24-hour crisis line: 1 (800) 392-8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1 (800) 273-TALK (8255)
- Crisis Text Line: Text HELLO to 741-741
To show you have read this syllabus, send me a funny meme via D2L message for 10 extra credit points.