COMM 345
Advanced Public Speaking
Web-based Course
Fall 2020

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Office Hours:　Online by appointment (Zoom)

Online Office Hours: I will check my emails daily, and I expect you to do the same. We can schedule meetings as needed.

COURSE INFORMATION

Prerequisites: COMM 145 with a grade of "C" or better, or permission of instructor.

Catalog Description: Advances the preparation and delivery of public speeches including speeches to explain a concept, technical speeches, speeches to convince, speeches to actuate, speeches to entertain, and speeches for special occasions.

TEXT

Hostetler, M.J., & Kahl, M.L. (2017). Advanced Public Speaking: A Leader's Guide (2nd edition). New York, NY: Routledge.

Material posted on Blackboard

Other Requirements

- At least one email address you check **daily**
- Access to the internet (a reliable high-speed internet connection, will affect speech uploads)
- A portable webcam with microphone is required for recording your speeches. The recording should show you from **head to toe and clearly** record your voice. More instructions will be provided on how to submit yourrecordings in appropriate formats.

COURSE OVERVIEW

This course approaches public speaking from a leadership perspective. Speaking is a hallmark of successful leadership. To be successful as a leader, you must communicate, motivate and persuade others to action consistently. Public speaking is a fundamental skill that if improved will yield marked improvement in your leadership and career trajectory.

COMM 345 Advanced Public Speaking offers students opportunities to increase and develop their speaking abilities and confidence across a variety of more specific and complex contexts through a combination of speaking, writing, and reading assignments. Specifically, students will go through the process of preparing and delivering effective manuscript, extemporaneous, and impromptu speeches incorporating relevant sources. This course will also engage students in communication as an academic discipline, in general, and rhetorical studies in particular.

COURSE OBJECTIVES

By the end of the semester, students will demonstrate the ability to:
- Discuss the interrelationship between effective public speaking and leadership
- Apply principles, concepts, and theories of classical and contemporary rhetoric to classroom presentations
- Employ ethics in public speaking
- Develop a high level of communicator credibility (ethos) with audience
- Conduct advanced research on speech topics
- Design and deliver messages appropriate to various audiences and occasions
- Develop highly astute, solidly supported, and logically reasoned presentations
- Use a variety of forms of support at an advanced level of effectiveness
- Expand storytelling skills to create powerful speeches.
- Organize speeches effectively
- Use oral language effectively in speeches
- Use the manuscript mode of speech with fluency, good eye contact, and conversational voice
- Develop techniques for delivering inspiring impromptu speeches
- Hold audience attention consistently
- Apply appropriate strategies for public speaking when utilizing a digital format
- Develop and use visual aids (including PowerPoint slides) at an advanced level of effectiveness
- Evaluate speakers through high-quality feedback

COMM 345 course goals align with WKU's Quality Enhancement Plan (QEP) that embraces "Evidence and Argument." The QEP places greater emphasis in preparing students to locate, organize, and evaluate information, so as to enhance skills in organizing evidence in support of one's view, and communicating ideas clearly and persuasively. These are essential skills for the workplace and beyond. Evidence & Argument is designed to develop students' abilities in three specific areas:

(1) Evidence-Gathering – gathering sound and relevant evidence to address an issue;

(2) Sense-Making – analyzing and synthesizing the assembled evidence; and

(3) <u>Argumentation</u> – articulating a logical and supported argument based on the analysis.

ASSESSMENT OF STUDENT LEARNING

<u>Class Assignment Point Values</u>

Speech #1: My Story	50
Speech #2: The Technical Briefing	100
Speech #3: Legislative Testimony	150
Speech Outlines	100
Self-Assessments	45
Peer Assessments	45
Written Rhetorical Analysis	100
Final Exam	100
PowerPoint Deck	50
Ineffective Communication Habits	200

(activities, quizzes, homework)

TOTAL: 940

Final grading will be calculated according to the following scale:
A = 90% & Up
B = 80-89%
C = 70-79%
D = 60-69%
F = 0-59%

COURSE ASSIGNMENTS

Basic Requirements: This semester there will be three graded speech assignments. You are expected to use topics of your own choice, which meet the guidelines for the specific speech assignment. Each speech has a time limit allowing all class speakers to complete the assignment on schedule and to give you practice in fitting materials into a given time allotment. Speaking too long or not long enough means your speech does not meet the requirements of the assignment. As you prepare your speech, please allow enough time to practice orally so that you can meet these time limits.

Speech Setup: In order to record your speech, you should give some thought to the setup of the room where you will record. Think of an area where you have good lighting, sufficient space to move around, and enough seating for 6 observers. Outdoor locations may cause a problem with sound quality. Set up your webcam and microphone so the instructor has a full view of you during your speech. <u>Before and after</u> your speech, you should pan (show) the audience to verify that they are in attendance. Your audience may be friends or family, but may not be children. Failure to pan the audience will result in a deduction of points. Failure to have an audience of at least 5-6 will be a major deduction (10%). 0-1 audience members is a 20% deduction, 3-4 audience members is a 15% deduction.

<u>*Due to Covid 19, your only live audience should be those living in your immediate household. Please let me know if you will not have any audience members and we will work out an alternative for a Zoom audience.</u>

Visuals: The Legislative Testimony speech requires PowerPoint slides (3-5 slides). Directions on Mediasite are included in the Blackboard course. It would be a good idea to practice with the equipment early in the week of your speech, to address any technical difficulties.

Outlines: Outlines are required for each of the graded speeches. **Late outlines will receive comments from your instructor but will not be assigned points.** The outline should include: specific purpose, central idea, a sentence outline of the speech, a list of sources you used in the preparation of the speech, & any other form your instructor may assign. Sample outlines are posted as well as instructor videos explaining the construction.

<u>Speeches</u>
Speech 1:   My Story - Extemporaneous
Effective public speakers know how to tell a compelling and memorable story.
A good story can convey a message and entertain your audience in a way that is compelling and memorable. When speakers tap into the power of stories they can motivate, sway opinion, and influence people to act (or not act).

The purpose of this speech is to introduce yourself to the class through storytelling. In a **2-3 minute extemporaneous speech**, you are to tell a personal story to identify a moral, lesson, or motivation the story has to offer. In other words, your audience should learn or be motivated by your message.

This assignment emphasizes skill development in the areas of ethos, audience analysis, storytelling, oral language style, organization, and effective extemporaneous speaking.

Speech 2:   The Technical Briefing – Extemporaneous
Effective public speakers communicate complex information in a way that is understandable and memorable. Communicating effectively is challenging, and communicating technical and detailed information to a non-technical audience can be difficult.

Students will select an appropriate topic and write/record/publish a **8-10 minute briefing** on a technical subject (appropriate for a You Tube audience). A visual aid is required to help the audience understand the subject. Recorded speeches will be uploaded to BB for evaluation.

This assignment emphasizes skill development in the areas of language, visual aid effectiveness, digital delivery, and effective feedback.

Speech 3:   Legislative Testimony – Manuscript

Effective public speakers understand and apply persuasive theory, concepts, and principles to compel listeners to support their position or take action.

Public testimony before a legislative committee allows legislators to study bills closely and hear testimony during public hearings in support of or in opposition to the bills. Public testimony before a committee may influence the committee's action. Testimony also becomes part of the public record and may be used in future research.

Students will select one of the current bills from the U.S. Congressional Legislation (116th Congress 2019-2020) and prepare an **8-10 minute testimony** in support or opposition to the bill. Current legislative activities may be found at this link https://www.congress.gov/

This assignment emphasizes skill development in the areas of persuasion and argument, organization, advanced research, forms of support, audience analysis, visual aids, and manuscript delivery.

<u>Written Work</u>
Outlines
<u>Complete sentence outlines will be required for all three speeches.</u> The complete sentence outline helps you organize your material and thoughts and it serves as an excellent copy for editing the speech. The complete sentence outline is just what it sounds like: an outline format including every complete sentence (not fragments or keywords) that will be delivered during your speech.

Self-Assessment
One of the most effective ways to become a better public speaker is to view your speeches and engage in serious, objective self-assessment of those speeches.

Students will complete self-evaluations for each speech. The instructor will identify areas of focus for the evaluation.

Peer Speech Assessment
The most effective leaders actively seek feedback to enhance their performance. It is difficult to be self-aware without feedback from others. Feedback from others informs us in ways that enriches our self-knowledge. Conversely, giving effective feedback is a vital part of communication. The purpose of this evaluation/feedback assignment is for students to receive peer feedback to improve performance, while simultaneously learning to deliver effective feedback.

You will be assigned to a team to work outside of class to review and provide written evaluations for select classmates' Technical Briefing speeches. As with other assignments speech assessments are expected to be carefully written and free of errors in spelling, punctuation, grammar, etc.

Written Paper –Rhetorical Analysis
In a 4-5 page written paper, students will analyze a notable speech according to rhetorical concepts, types of appeals, and general persuasive strategies.

Written Work/Homework
In addition to the speeches, you will be assigned various activities through the Blackboard Weekly Course Lesson Modules and Discussion Board.

Participation
Quality and quantity of contributions to discussion boards constitute your participation grade, as well as quiz completion and daily log on. Refer to the discussion board rubric for more specific detail.

Examinations
Exams and/or quizzes will be used to guage your understanding of course material. The testing (exams and quizzes) schedule is located on the weekly lesson model.

There will be one examination administered during the final exam period. The exam will cover course readings, lectures, and discussions. The final exam will be comprised of multiple choice questions and short answer.

Additional Expectations
Topic Selection
Students should select topics appropriate to the audience, occasion, and assignment. As advanced speakers, you should select a worthwhile topic that engages the audience and presents information that they did not know before the speech. (A beginning speaker selects topics that lack originality or is dated.)

Speech topics are all around us. Two general sources to consider are personal experience (interests, career, family, education) and reference (websites, books, magazines, newspapers). Creative speech concepts are often fleeting, so keep a notepad and pen close by.

Once you've selected your topic, the main challenge will be narrowing the topic. This may be done by considering your audience, the occasion, your own abilities, and the time frame.

Dress Expectations for Delivering Speeches
Students are expected to dress professionally when delivering speeches. First impressions and the overall appearance of a speaker are important. An audience often forms an impression of a speaker before any words are spoken. A number of things contribute to the appearance of a speaker including grooming, style and fit of clothing, posture, facial expression, and appearance of confidence.

While you are not expected to purchase a new wardrobe for this class, you are expected to dress professionally when giving your speech. Women can usually wear a skirt, dress, or pants, a blouse, and a jacket or cardigan, while men can wear dress trousers, a button-down shirt, a tie,

and jacket. Your hair should be well-groomed and your fingernails should be neat and clean. If you wear jewelry, keep it simple. You may want to consider hiding any tattoos you have and removing jewelry from any body piercings if you think it will be distracting to your audience. **No ball caps, please.**

General Course Information

Language. This course will be conducted in English.

Time. All times mentioned will be Central Standard Time.

Who is most likely to succeed in this course?

1. Students who approach the course material with a sincere interest in improving their understanding of listening and its influence on our lives.

2. Students who read and/or listen to instructions carefully, do their best to follow them, ask questions when they do not understand course material or assignments, regularly participate in class discussion, and submit any required material on time.

3. Specifically for an online course, students should:

- be self-directed and motivated
  An online course offers you much flexibility in where and when you want to work on the course material. BUT: That also means that you have to be responsible yourself for planning your approach to the course and motivating yourself to get started!

- have good basic computer skills
  You do not have to be a computer wizard, but you need to be comfortable with some basics, such as creating word files and saving them in various formats, emailing and, very important, the use of various blackboard functions and the internet in general. To avoid problems in the course of the semester, make sure the computer you plan to use is protected by a good antivirus program.

- have good time management skills. Have you already set aside the time you will spend on this course? If not, now is the time to do it! You need to reserve three hours (which you would normally spend in the classroom) plus 2-3 hours for each of those hours for the outside class work you would have to do. That makes 9-12 hours per week. An online course may be flexible, but the workload is just as real as in a face-to-face course. Set yourself up for success by planning what time you will use for this course now! Then, make sure you stick to your plan!

- be able to read and write well (and ideally like reading!)
  An online course naturally requires more reading and writing than a face-to-face course. Therefore, please carefully consider whether you are comfortable (and can be happy) with both before deciding to take this course!

- have continual access to a computer with Internet access
  This course will require you to be online frequently (i.e., at least every day for the summer/winter class). For Summer classes, the entire module will be open with assignment, due dates are posted on those assignments. This applies to all courses but online courses even more than face-to-face courses. In a face-to-face class, I may see questions in your face and ask whether anything is unclear. In an online class, that is not possible. So, you really need to take the initiative and ask when you need help!

- be willing to share their experience with their instructor and fellow students in online discussion. In an online class, the discussion board is much like our classroom where we can share ideas and experiences. The more people are ready to share, the more exciting the course will be. Plus, participating increases your own motivation and performance in the course!

(Minnesota State Colleges and Universities, Academic and Student Affairs, 2011)

Assignment Formatting
All written assignments must conform to APA style (6th edition).

The following APA manual is available at the Helm-Cravens library. If you don't have access to the library, you should consider purchasing a copy.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. [APA]

You may also access limited APA information at the following Purdue website:

 http://owl.english.purdue.edu/owl/resource/560/01/

Late Work (please read)

All assignments must be submitted to blackboard on their due date. E-mail submissions will not be accepted for credit unless an assignment is specifically announced as an e-mail assignment. No late work will be accepted without prior approval from the instructor. Submitting a corrupted file (i.e., a file that cannot be opened) will be counted as no submission, so check the file you are submitting to make sure it is not corrupted. If I cannot open the file you submitted, I will notify you and the late "clock" with continue to tick until a version I can read is sent. If it is submitted in a corrupt format at the assignment deadline time, you will not receive credit for it. You can check it by opening the attachment after submission.

All written documents must be in Word doc, docx, or rtf format. Blackboard will not convert a file in pages, a program that commonly is found on macs. If you submit something in another format, I will be unable to open it and you will not receive credit for it. Please do not submit in pages format, as this will not be accepted as I can't open this from Blackboard.

Course Policies

Course policies are intended to create a fair, respectful, and professional environment for student learning. Professionalism includes respecting others' opinions, being courteous to those who are speaking during lectures and discussion, and working together in a spirit of cooperation. Professionalism is reflected in class discussions, attendance, technology, honesty/ethics, and University policies related to disabilities and Title IX. So, please read the sections below carefully and hopefully we can avoid most issues in the course of the semester.

Contacting the Instructor

Email: The by far best way to reach me is **email**. I will check my email at least once a day, Monday through Sunday. You can usually expect a response from me within 24 hours Monday through Friday. If you do not receive a response within that time frame, I probably did not get your message. In that case, please check your email to make sure it fulfills the requirements below and re-send it.

Required email format

Always include our course name in the subject line plus a brief heading related to the content of your email. Please use your WKU student e-mail account. For example: **"COMM 345: Rhetorical Anaysis paper question".** I get a lot of emails and scan through them for emails from students. Including an appropriate subject line will ensure that I notice your email. Within the email, make sure to always include the following: a greeting (please avoid "Hey"), a closer, and your name. Including these items is basic courtesy in email exchanges. You will make a much better impression on whomever you email if you include these basic features. DO NOT reply to my announcements, they tend to get buried in a thread. Create a new email as described above. If I haven't answered you within 24 hours, please resend in case it was sent incorrectly.

Zoom: Either during office hours or at other arranged times, we can have meetingsthrough Zoom using either just audio or webcams. Seeing each other can be very helpful especially if we need to discuss more complicated issues.

"Attendance" Policy

According to the University Senate, **"Registration in a course obligates the student to be regular and punctual in class attendance."** In a remote course, we do not have regular class meetings, but you are expected to regularly log into the course site, get updates on what is happening in class, and stay on track with readings, listening to lectures, engaging in discussions, and in general fulfilling course requirements. Please know that blackboard keeps a record of your presence in (or absence from) the course site. We will also have occasional zoom meetings as indicated on the course schedule.

ACADEMIC OFFENSES: PLAGIARISM AND CHEATING

It is expected that all of the individual assignments you complete for COMM 345 (and in all of your other courses) are always your own work. However, many students are not sure exactly what "your own work" means, so, please read again the information on plagiarism and cheating from your WKU Student Handbook (page 32) [https://www.wku.edu/handbook/]. Aside from copying work, **plagiarism includes incorrectly citing sources** or **presenting someone's information as your own**, without properly crediting the source. To avoid this, you should carefully make notes to keep track of where you obtained your information. In written form, you must use quotation marks when referring to another's work. In a speech where you are paraphrasing, you can say "According to… (give name)…" It does not take much effort to make sure you follow the rules for using another's thoughts.

YOU ARE RESPONSIBLE for letting your audience or reader know whether you are:
1.   directly quoting from a source.
2.   paraphrasing closely from a source, which means using significant portions of another source's sentences or language.
3.   using the ideas advanced by a different source.

Plagiarism Detection
In this course you will be using an electronic plagiarism detection tool (SafeAssign within BlackBoard) to confirm that you have used sources accurately in your speeches and outlines. All assignments are subject to submission for text similarity review to one of these plagiarism detection tools. Assignments submitted to SafeAssign will be included as source documents in SafeAssign's restricted access database solely for the purpose of detecting plagiarism in such documents. Specific instructions will be provided in class or online on how to submit your speech outlines for electronic plagiarism review.

Penalty for Academic Dishonesty
Western Kentucky University and the Department of Communication are committed to the highest standards of ethical conduct and academic excellence. Any student found guilty of plagiarism, fabrication, cheating on an exam, or purchasing papers, speeches, or other assignments may immediately receive a failing grade on the assignment and potentially in the course, and may be reported for disciplinary action. Falsified medical excuses and presenting another student's work as your own fall within the guidelines of this academic integrity policy. As you can see, these are extreme measures for academic offenses that the Department of Communication and the University believe are serious. If you have any questions about whether you may be plagiarizing in your work, please be sure to contact your instructor well in advance of the due date for your assignment.

RESOLVING COMPLAINTS ABOUT GRADES (From PCAL Dean's Office)

The first step in resolving a complaint about grades is for the student to attempt to resolve the problem directly with the course instructor. See the Student Handbook, available at http://www.wku.edu/handbook/ for additional guidance.

ADA Accommodation Statement/Student Accessibility Resource Center
In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu . Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from the Student Accessibility Resource Center (SARC office).

The Learning Center (TLC)
Should you require academic assistance with your WKU courses, The Learning Center (located in the Downing Student Union, Room 2141) provides free supplemental education programs for all currently enrolled WKU students. The Learning Center at Downing Student Union offers certified, one-on-one tutoring in over 200 subjects and eight academic skill areas by appointment or walk in. Online tutoring is offered to distance learners. TLC is also a quiet study area (with side rooms designated for peer-to-peer tutoring) and a computer lab to complete academic coursework. Please call TLC in the Downing Student Union at (270) 745-5065 for more information or to schedule a tutoring appointment. www.wku.edu/tlc

Research Appointments with your Personal Librarian
At WKU Libraries, your Personal Librarians are always ready to help! They have librarians for every program on campus, plus Special Collection librarians and archivists. Their goal is to save you time and help you be successful on term papers and other projects by showing you what you need to know to get started and be successful. Start your research by scheduling an appointment with your Personal Librarian. Find them at http://www.wku.edu/library/dlps/subj_lib_subject.php, call Helm-Cravens Reference Desk at 270-745-6125, or email web.reference@wku.edu.

Writing Center Assistance (for help with theory/concept term paper)
The Writing Center on the Bowling Green campus is offering only remote assistance to writers during the covid-19 pandemic. WKU students may request feedback on their writing via email or arrange a real-time Zoom conference to discuss a paper. See instructions and how-to videos on the website (www.wku.edu/writingcenter) for making online synchronous (Zoom) or asynchronous (email) appointments. Students may also get short writing questions answered via email; just put "Quick question" in the subject line to (writingcenter@wku.edu).

Student Resource Portal
WKU has provided a link online to the Student Resource Portal. The webpages of this portal provide links to various services that you might find useful for this class or others during your time at WKU. To access the portal, point your Internet browser to https://www.wku.edu/online/srp/.

TITLE IX MISCONDUCT/ASSAULT STATEMENT

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding
WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at
https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf and
Discrimination and Harassment Policy (#0.2040) at
https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.
Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.
Please note that while you may report an incident of sex/gender-based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159

Other Student Obligations

- You are responsible for your own learning. It is of no benefit to you if the understandings are in my head and not yours. Therefore, I will happily answer questions, as formulating good questions is part of the learning process, but ultimately the responsibility for acquiring a good understanding of the course material lies with you.
- You are responsible for keeping track of activities and due dates in the course. I will provide reminders early in the semester (and the syllabus has all deadlines listed), but you are expected to organize your own approach to staying on track and making due dates.
- If you have questions, it is your responsibility to ask. I will answer happily, but cannot read your mind to find out that you have a question.
- You are expected to actually be the person you represent yourself to be on all work. If not, this is grounds for failing the course.
- On the first day of the course, you will know when every assignment and exam is due.

Look at it now and plan your term! *If you don't like a due date, set your own earlier than the stated one. If your health or life is unpredictable, work ahead of the stated deadlines.*

What happens if bad weather, computer crashes, server outages, or the like interrupts the usual class activities?

In the event of an emergency local to you (but not to me or vice versa) that results in loss of connection (a technology breakdown, tornado, ice storm, hurricane, earthquake, etc.) do your best to contact me by any means once it is reasonable to do so (phones, fax, Skype). Continue to make reasonable independent efforts toward course completion as per the syllabus. I do watch for news of the places in which my students are so I may be aware of the problem. Contact me sooner, rather than later.

Arrange a back-up plan for Internet access in case your primary computer fails. Libraries may offer a terminal, for example. WKU tends to do maintenance tasks on the weekends so you

may experience periodic outages. Please act with all haste to fix your computer within 2-3 days of a problem. It has been my experience that computers which are nonfunctional for longer than that result in significant problems in finishing coursework. I've had people try to use a neighbor's computer. That tends to hurt the relationship with the neighbor since you will be there frequently or sacrifice coursework. Please avoid viruses by using virus checking software, avoiding e-mails with "humorous" attachments, and avoid using thumb drives or floppies that have been used on public machines. If you don't know the sender, don't open it.

There are three circumstances in which accommodation is made for missing an exam. What are those special circumstances?

1. A personally life-threatening emergency (includes fever over 100 or being shipped off by military). Appropriate documentation of the emergency is required in order for me to assign a grade. The following are not life-threatening emergencies: Your best friend's relative dies; a cold (no fever); a hangover; a trip to Bermuda; a wedding. If you are seriously sick, get a note from the MD, save pharmacy receipts if you don't have insurance or think of how else it could be independently documented in a manner your peers would approve.

2. Business accepts as an excuse the **deaths of grandparents, parents (includes step), children, spouse or person for whom you are guardian** with documentation; so I'll follow the same model. **I do need documentation of the death** to keep faith with the other students in the class. Although I am very sympathetic I need a newspaper obituary and funeral home card or confirmation from an established citizen, such as the minister, giving the date and time of the funeral and the relationship to you. The death of non-dependent cousins, aunts, uncles, etc. are not considered acceptable excuses. It would be impossible for me to judge the depth of relationships/trauma across all the students for such relatives. If you become a primary caregiver for a dependent after the term begins, (e.g., a sibling dies and you take on their child) notify me before the week of the exam to add them to your list. Again, some type of documentation is important, e.g., I am a primary caregiver to an aunt and two elderly friends and am the only relative of a sister. Those are the people for whom I would have to take emergency leave. Once upon a time in small communities everyone knew everyone else and could judge the impact of a loss. Today I have students all over the country and thus need separate confirmation to be at peace with the other students. I regret the inconvenience for those truly experiencing such a loss, but I've heard students boasting about using a fake death as an excuse and I've become cautious to fulfill my obligation to other students to provide as level a playing field as possible.

3. The university may approve certain types of absences campus-wide, such as severe weather events.

Covid-19 addition
*This includes absences due to the necessity to quarantine for the recommended time due to positive test for Covid-19 or direct exposure to someone who tested positive for Covid-19 and in accordance with CDC guidelines or as required by the Commonwealth of Kentucky and/or the Warren County Health District. If you are instructed to quarantine by WKU or the health department officials, you should forward any documentation to your instructor for their records of your being excused and make arrangements for how you will continue your learning remotely

Academic Honesty – Cheating and Plagiarism Policy

All work should be a reflection of your own efforts. A student who cheats or plagiarizes will earn zero points for that assignment and/or a failing grade for the course, and may be reported to the Office of Judicial Affairs. To avoid any impropriety, protect yourself: In written assignments, (1) provide the names of the authors of all ideas that are not your own, and (2) provide proper citations when you summarize or paraphrase another person's ideas in your own words. Student work may be checked by plagiarism detection software (such as Safe Assign). I regularly run student papers and other contributions through online search engines. Finding that students have copied part of what should be their own work is a big disappointment for me and creates a lot of trouble for the student. Please save me the disappointment and yourself the trouble by submitting work that is all your own! If in doubt about how to use sources appropriately, please ask!

Intellectual Property

It is a common misconception that material on the Internet is free. However, even if a copyright notice is absent, work is the property of the creator. I expect you will post only material that is yours by right of creation unless you give proper credit (author, title, location) and indications (e.g., quotation marks). The plagiarism policy applies on the Internet too.

Privacy Matters

The Internet may change or challenge notions of what is private and what is not. I prefer to provide disclosure up front so you know what the possibilities are. Although the course is protected by a password, such tools are not perfect as human beings are using them. You are relatively protected by the password but no one can guarantee privacy online. Privacy for every student depends on the actions of each individual student--sharing your password with a friend or spouse is violating the privacy of your classmates. Maintain trust with your classmates; do not share your password. You may trust your spouse with your life, but your classmates do not know this person.

Disclosure: The course software I use enables me to know which students have logged in and where in the course site they have visited. The technology support people have access to information posted at the site.

Course Security: In the event you use a public terminal (e.g., at work in a computer lab or at a hotel or library) you need to **completely close the browser software** when you are finished. This will prevent another person from accessing the course using your identification, doing mischief in your name, and violating the privacy of other students. For extra security and to prevent the next person at the terminal from seeing what you looked at, empty the cache on the browser.
In Internet Explorer: Tools...Internet Options...General...middle section of Temporary Internet Files...Delete Files. It may take a while if no one has done it before. In

Mozilla/Firefox….Edit…Preferences….Advanced….Cache….Clear Cache Guard your password and change it regularly.

<u>References</u>

Minnesota State Colleges and Universities, Academic and Student Affairs
(2011). Getting started online. Retrieved from
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**By taking this course in a remote format, you are agreeing to discuss your grades in either online or phone format. If you disagree, please contact me to make other arrangements.