# Course Outline + Syllabus (Rules/Requirements) for
# CMST 493: Communication Skills for Career Development

**Fall 2023 |** August 21 – October 15, 2023

⚠️ Please do not print this long document. All items in this document are available online or in alternative formats. The Course Schedule will be provided as a separate document in the event you like a print copy of due dates.

🔗 SIU Fall 2023 Syllabus Attachment
SIU Writing Center
SIU Career Development Center

## Instructor Details & Contact Information

Craig L. Engstrom, Ph.D., Associate Professor, School of Communication Studies [LinkedIn Profile]
Morris Library 110 | 618.203.1997 (text okay) | craig.engstrom@siu.edu
*Office Hours:* See Contact (craige.info/contact) → Official Website of Craig Engstrom, Ph.D.

## Course Meeting Location & Time

This hybrid/HyFlex course requires learners to complete asynchronous work by specific deadlines and attend or review meetings via Microsoft Teams on a schedule. Attendance at lectures requires use of cameras. This course requires "homework" to be completed outside class time.

- **Mondays & Wednesdays**: Asynchronous → Assigned readings & work due by 11:59 p.m. CST
- **Tuesdays & Thursdays**: Microsoft Teams | 5:00 p.m. – 6:15 p.m. (CST/Carbondale); or watch recording/complete work by 9:00 a.m. CST (following day).

## Important dates

- Labor Day, 9/5 (No Class)
- Deadline to register, add/change sections of full-term courses (w/o Dean's signature), 8/27
- Last day to drop *this course* and be eligible for a refund, 9/3
- Last day to drop *this course* for a W grade (no refund), 9/24

## Online Course Equivalency (Time Commitment)

Per SIU Policy, this accelerated, 8-week course requires the equivalence of approximately 15 hours of work per work. This includes preparation, homework, readings, meetings, lectures, etc.

## Course Description

This accelerated hybrid-flexible (HyFlex) course is designed for senior-level and graduate communication students who want to apply the knowledge, skills, and abilities (KSAs) developed during their course of study to real-world career development scenarios. The course uses project-based learning and offers learners the opportunity to enhance their ability to use communication tools and techniques to improve their career portfolios and provide career coaching services from a communication perspective.

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Learners will learn how to create an applicant tracking system (ATS)-enhanced resumes and search-optimized LinkedIn profiles. They will also learn how to use persuasive interviewing techniques. In addition, they will explore the use of artificial intelligence in career search and development scenarios.

By the end of this course, learners will have a strong foundation in the tools and techniques needed to enhance their career prospects and offer valuable career coaching services to others from a communication perspective. They will be able to apply these skills to real-world situations and confidently help others navigate the complex world of career development.

## Course Learning Tools & Costs (Estimate = $30)

*Below is a list of the course tools we will use in this course and the estimated cost to you. Good news! You can complete this course at no additional cost to you. However, you'll need register and use various third-party platforms. Continuation in this course means you agree to the following sites' terms and conditions.*

- **Microsoft365/Teams** → This is free to SIU students. This is the primary communication and learning management system platform used in this course. All meetings, presentations, activities, assignments, grades will be posted on this platform. <u>D2L will be used as a lesson plan/calendar</u>. Microsoft Word is the required word processing/writing tool.
- **LinkedIn Learning** → In place of the textbook, we'll complete certificate courses in LinkedIn Learning. Wait for instructions to sign up for the *one-month free trial*. **The total cost for two months with free trial: Approximately $35.**
- **Textbook** → No textbook in this course! You're welcome 👍 . Readings = blogs and articles.
- **Perusall** → This tool allows us to have interactive discussions of assigned blogs and articles (connects via D2L)
- **PlayPosit** → Some lecture material and activities will occur in this video engagement platform.
- **Flip: Video discussion and sharing app.** → A free Microsoft product that allows learners to create Tik-Tok style videos.
- **ChatGPT** + **Bing Chat** → Useful tools for job search, profile development, and writing review.
- **Grammarly Premium** → OPTIONAL ($144/yr.) Excellent tool for review of writing style.

## Course Goals and Learning Outcomes [LO]

### Course Goals

- Enhance learners' ability to communicate effectively in different professional contexts, especially in online meetings, client consulting scenarios, presentations, and interviews with AIs or humans
- Increase learners' ability to use digital communication tools, such as Microsoft Teams, to complete work-related projects effectively and to collaborate effectively with remote colleagues and clients
- Build learners' confidence and competence in written communication, including resumes, applicant professional biographies, LinkedIn profiles, and presentation scripts
- Foster teamwork and collaboration skills by requiring learners to work in teams to generate client-facing work products
- Help learners improve their resumes, LinkedIn profiles, and interviewing skills using a broad range of tools and realistic scenarios
- Teach learners how to leverage technology to enhance their communication skills in the workplace, such as using AI-powered tools to analyze and improve their and others' writing and job search
- Provide learners with hands-on experience using LinkedIn to build and maintain their professional network, showcase their skills and accomplishments, and search for job opportunities

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- Create career documents optimized for algorithms and AI bots by utilizing advanced features of Microsoft Word: formatting styles, document properties, alt text, and collaboration tools
- Increase learners' LinkedIn Social Selling Index (SSI) Score and resume scan (AI/ATS) scores

## Course Learning Outcomes [LOs]

*By the end of this course, learners will be able to competently*

1. List communication concepts and theories relevant to career development activities
2. Explain the value of and features of digital tools and platforms needed to generate algorithmic and human-optimized written and oral communication in career contexts
3. Apply advanced search techniques (e.g., Boolean and AI ) to search and find relevant job advertisements effectively
4. Analyze job ads using communication-specific research techniques, processes, and tools to optimize language for persuasion in career documents (written) and presentations (oral)
5. Apply communication theory and rhetorical techniques to enhance a professional's brand in a range of documents and contexts, such as resumes, applicant biographies, LinkedIn profiles, and videos
6. Collaborate effectively in a team environment to plan, create, and deliver high-quality project documents within a deadline
7. Explain the process and demonstration how to engage with a client through the phases of a career development project, including sourcing, onboarding, consulting, and offboarding
8. Demonstrate LinkedIn practices needed to create and maintain a comprehensive and search-optimized LinkedIn profile that increases SSI and competitive intelligence rankings
9. Demonstrate the application of appropriate and persuasive communication in various professional contexts, including online meetings, client-consultant meetings, presentations, and interviews

> **IMPORTANT**: To achieve the above goals and learning outcomes, you will participate in discussions or have access to others' (including other learners') personal career documents. Taking, distributing, discussing, and sharing with others without permission will be considered a violation of the *SIU Student Code of Conduct*. Also, be kind to others when giving feedback on their documents. See the "Online Code of Conduct" section later in this document.

## Assessment of Learning Outcomes vs. Grade 💡

Assessment is the process of evaluating a learner's performance and understanding of a subject, while a grade is a specific letter or numerical rating assigned to indicate the student's level of achievement in a particular class or subject. Assessment is a broader concept that encompasses different types of evaluation techniques such as tests, quizzes, assignments, and projects, while a grade is usually based on a final score or average of the learner's performance throughout the course. Participation, for example, will impact your grade even though it is not directly tied to a learning outcome.

***Unless they have earned a grade of 85% or less in participation, students achieving an 80% level of competency on all LOs, based on the LO rubrics, will receive an A in the course for "demonstration of a sufficient level of competence." For students with less than an 85% in participation or less than an 80% on the learning outcome assessment rubrics will receive a score corresponding to the final score in the grade book.***

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## Course Schedule (Overview)

The following schedule provides a list of major assignments or activities. Readings and short activities are required in this course and will be posted in Microsoft Teams. **Starting point** is the recommended place to start your learning journey for the day. **Complete all work by 11:59 p.m. CST on the scheduled day**. <u>If you cannot attend the live sessions</u>: complete the video review and activities by 9:00 a.m. CST on the following day.

### Summary of Units by Topic

- Unit 1: Getting Started + Orientation to Course
- Unit 2: Curriculum Review - KSAs Learned in Communication Courses
- Unit 3: Applying KSAs to *Your* Career Development
- Unit 4: Applying KSAs to a *Client* Project
- Unit 5: Course Review & Wrap-up

### Calendar

*All Major Activities or Assignment Due Dates will be listed in the D2L + Teams/Outlook Calendar. You will received automated reminders at least 24 hours prior to the due date.*

| Unit | Date | Topic | Starting Point | Major Activities or Assignment Due [see Prompts] |
|------|------|-------|----------------|--------------------------------------------------|
| 1.1 | Aug. 21 | Welcome/orientation to course tools | D2L | |
| 1.2 | Aug. 22 | Welcome/orientation to course tools | Microsoft Teams | |
| 1.3 | Aug. 23 | The business and process of communication consulting | D2L | Completed: Introductions and STAR analysis |
| 1.4 | Aug. 24 | The business and process of communication consulting | Microsoft Teams | |
| 1.5 | Aug. 27 | The business and process of communication consulting | D2L | Course: Consulting Foundations: The Concept of Value (linkedin.com) |
| 2.1 | Aug. 28 | Unit Overview: Reviewing Communication Competencies | D2L | Unit 2 Pre-Assessment; Course: The three pillars of effective communication (linkedin.com) |
| 2.2 | Aug. 29 | Unit Overview: Reviewing Communication Competencies | Microsoft Teams | |
| 2.3 | Aug. 30 | Persuasion/Narrative Communication | D2L | Course: Influence others at work (linkedin.com) |

| Unit | Date | Topic | Starting Point | Major Activities or Assignment Due [see Prompts] |
|------|------|-------|----------------|--------------------------------------------------|
| 2.4 | Aug. 31 | Business Communication | Microsoft Teams | |
| 2.5 | Sept. 4 | Labor Day: No activities | | |
| 2.6 | Sept. 5 | Business Communication | Microsoft Teams | |
| 2.7 | Sept. 6 | Business Communication | D2L | Course of choice: LinkedIn Learning |
| 2.8 | Sept. 7 | Interviewing | Microsoft Teams | |
| 2.9 | Sept. 10 | Unit Summary + Skills Share | D2L | Unit 2 Post-Assessment + Exam 1 + Three-minute Presentation |
| 3.1 | Sept. 11 | Unit Overview + Job Ad Analysis | D2L | Review 5 Colleagues' 3-minute Presentations [Participation] |
| 3.2 | Sept. 12 | Job Ad Analysis | Microsoft Teams | |
| 3.3 | Sept. 13 | Writing an Accessible, ATS Resume | D2L | |
| 3.4 | Sept. 14 | Writing an Accessible, ATS Resume | Microsoft Teams | |
| | Sept. 17 | Applying KSAs | | Resume – v2 |
| 3.5 | Sept. 18 | Conducting a LinkedIn Review Audit | D2L | Course: Rock Your LinkedIn Profile (LinkedIn.com) |
| 3.6 | Sept. 19 | Conducting a LinkedIn Review Audit | Microsoft Teams | |
| 3.7 | Sept. 20 | Interviewing: AI + Storytelling | D2L | Resume Review (Colleagues' Resume) |
| 3.8 | Sept. 21 | Writing a Career Profile | Microsoft Teams | |
| 3.9 | Sept. 24 | Apply KSAs | | Career Documents: Resume – v3 + LinkedIn Review + Interview Response (LinkedIn) |
| 4.1 | Sept. 25 | Onboarding a Client | D2L | Course: Guide to writing a modern executive resume (linkedin.com) |
| 4.2 | Sept. 26 | Onboarding a Client | Microsoft Teams | |
| 4.3 | Sept. 27 | Working with Client: Research | Teamwork Day | |
| 4.4 | Sept. 28 | Working with Client: First Draft | Microsoft Teams | Individual Draft of Client's Resume |

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| Unit | Date | Topic | Starting Point | Major Activities or Assignment Due [see Prompts] |
|------|------|-------|----------------|--------------------------------------------------|
| 4.5 | Oct. 2 | Working with Client: First Draft | Teamwork Day | |
| 4.6 | Oct. 5 | Working with Client: First Draft | Microsoft Teams | Team Draft of Client's Resume (for discussion in class; can submit for final review on 10.11) |
| 4.8 | Oct. 9 | Working with Client: Final Draft | Teamwork Day | |
| 4.9 | Oct. 10 | Working with Client Final Draft | Microsoft Teams | Team Final Submission of Client's Resume + Interview Questions |
| 5.1 | Oct. 11 | Course Review | Teamwork Day | |
| 5.2 | Oct. 12 | Course Review | Microsoft Teams | Course Reflection Presentation Team |
| 5.3 | Oct. 15 | Course Wrap-Up | D2L | Exam 2 + Course Evaluation |

## [Course Information Continues Next Page]

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## LinkedIn Learning + Required Reading & Videos

In place of a textbook, this course uses LinkedIn learning. You will need to have access to LinkedIn Premium for two months. The cost with taxes is approximately $35/month; however, there is a free, one-month trial. Access to LinkedIn premium will also give you access to other tools you'll need for assignments and activities, such as interview prep tools and advanced job search features.

Additional media, including peer-reviewed research articles, blogs, and videos, will be available to you via D2L and Microsoft Teams. Your instructor will distinguish between required and optional readings or viewing. Required preparatory activities, such as readings and videos, will be tracked in Perusall (readings) or PlayPosit (videos). Analytics will be used to determine your participation grade.

## Assignments Scoring + Due Dates



This course uses a scaffolding and learner-directed approach to learning, which means activities are available immediately and build upon each other. You can work at your own pace; however, you must keep up with the required due dates to stay on task. Later work may be considered; however, any late work that delays completion of activities for others will be penalized by up to 50% of the total grade.

| Category with *Scaffold Activity* | Suggested due date | Required due date | Scaffold Activity Points | Total Points |
|---|---|---|---|---|
| **Weekly Engagements [20 points per week]** | -- | -- | -- | **160** |
| **Introductions + STAR Analysis** | -- | **8.23** | -- | **40** |
| *Elevator Intro a Flip* | 8.21 | -- | 10 | -- |
| *Schedule of Availability* | 8.21 | -- | 10 | -- |
| *LinkedIn URL + Resume – v1* | 8.22 | -- | 10 | -- |
| *STAR Analysis* | 8.23 | -- | 10 | -- |
| **LinkedIn Learning Courses** | -- | **9.25** | -- | **200** |
| *What is value, really?* | 8.23 | -- | 50 | -- |
| *Three pillars of effective communication* | 8.28 | -- | 50 | -- |
| *Influence others at work* | 8.30 | -- | 50 | -- |
| *Course of Choice* | 9.6 | -- | | -- |
| *Rock your LinkedIn profile* | 9.18 | -- | 50 | -- |
| *Guide to writing a modern exec. resume* | 9.25 | -- | 50 | -- |
| **Personal Career Development Project** | -- | See below | -- | **250** |
| *Resume – v2* | 9.14 | 9.17 | 25 | -- |
| *LinkedIn Review (Personal)* | 9.18 | 9.18 | 50 | -- |
| *Resume Review (Feedback to Colleague)* | 9.20 | 9.20 | 50 | -- |
| *Interview Question Practice via LinkedIn* | 9.21 | 9.24 | 25 | -- |
| *Resume – v3/final* | 9.22 | 9.24 | 100 | -- |

| Category with *Scaffold Activity* | Suggested due date | Required due date | Scaffold Activity Points | Total Points |
|---|---|---|---|---|
| **Client Project** | -- | **See below** | -- | **100** |
| *Individual Draft of Client Resume* | 9.27 | 9.28 | 25 | |
| *Team Draft of Client Resume* | 10.3 | 10.5 | 25 | |
| *Team Final Client Resume* | 10.9 | 10.11 | 50 | |
| **Unit/Course Assessment Activities** | -- | **See below** | -- | **250** |
| *Unit 2 Pre-Assessment* | -- | 8.28 | 10 | -- |
| *Unit 2 Post-Assessment* | 9.7 | 9.10 | 10 | -- |
| *Exam 1* | 9.9 | 9.10 | 50 | -- |
| *Three-Minute Presentation* | 9.8 | 9.10 | 50 | -- |
| *Course Reflection Presentation (Team)* | -- | 10.12 | 15 | -- |
| *Exam 2* | 10.11 | 10.15 | 100 | -- |
| *Course Evaluation* | 10.11 | 10.15 | 15 | -- |
| **Total Points Possible** | | | | **1000** |

## Assignments and Grades: 1000 points

Summaries of the required work are provided below. Detailed prompts will be provided to you well before the due dates of assignments.

### Weekly Engagements: 160 points

Learners will receive a weekly grade based on their engagements in the required activities, which include readings, LinkedIn Learning activities, completion of engagement activities in Microsoft Teams, Perusall, and PlayPosit, class discussions, and so on. Grades will be scored as follows:

- *Exceeds expectations* (20 points) – Completes work ahead of time or on time, engages with other learners, shares additional resources and ideas (teaches others), asks meaningful questions, and demonstrates an analytical level of reading and engagement.
- *Satisfactory* (16 points) – Does most of the above but without enthusiasm or demonstration of significant analytical capabilities or depth of understanding.
- *Unsatisfactory* (10 points) – Does some of the above but not on time or below the analytical level required of a 400-level course. (Note that most of the tools we are using provide engagement scores and view/read statistics. If you are not engaging, you will get this score.)
- *No show* (0 points) – Does very little of the above or is absent in online or in-person/team activities.

### Introductions + STAR Analysis: 40 points

As we begin the course, you will be asked to complete a few activities to introduce yourself to others. These activities include a Flip video that summarizes your KSAs in approximately a minute. You will also submit your schedule of availability, your LinkedIn URL, and your resume (not for critique). Finally, you will submit a one-page STAR analysis, which is a self-evaluation of a professional's strengths, technical skills (strong/weak), aspirations, and results to date (accomplishments). These items will be used by learners and the instructor to organize work teams.

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**Personal Career Development Activities: 300**

This category of assignments will be used for teaching and assessing Unit 3. Overall, these activities are designed to help you improve your professional image, enhance your resume writing and review skills, and prepare you for successful job interviews. Completing these activities will give you a competitive edge in today's job market and help you advance in your career. Your resume will be tested for accessibility and scored against AI readers. Writing a resume is both a science and an art!

- The first activity is to update your resume to its second version. This is a chance for you to review your current resume and update it with any new skills, experiences, or achievements you may have gained up to this point in the course.
- The second activity involves reviewing your personal LinkedIn profile. You'll use a template that is used as part of the LinkedIn preferred vendor review program.
- The third activity involves reviewing a colleague's resume and providing them with feedback. This is an excellent opportunity to practice your resume review skills, provide constructive feedback to your colleague, and learn from their resume writing techniques.
- The fourth activity involves practicing interview questions via LinkedIn. This will help you prepare for upcoming job interviews and hone your interview skills with video/AI. You can use LinkedIn's interview preparation tools to practice answering common interview questions and receive feedback on your responses.
- The final activity is to update your resume to its final version. This is your last opportunity to make any final changes and ensure that your resume represents you in the best possible light. Having completed all of these activities, you are now ready to apply your skills to an actual client.

**Client Project: 100**

Overall, these activities are designed to help you develop your resume writing and collaboration skills while creating a professional resume for a client. By working individually and as part of a team, you can develop a more well-rounded skillset and gain valuable experience in the field of resume writing and communication career consulting.

- The first activity involves creating an individual draft of a client's resume. This is an opportunity for you to showcase your job advertisement analysis skills and create a resume that highlights the client's skills, experiences, and accomplishments. You'll want to pay close attention to the client's career goals and tailor the resume accordingly.
- The second activity involves collaborating with a team to create a draft of a client's resume. This is an opportunity to work with others and share ideas, feedback, and perspectives on how to best present the client's skills and experiences. By working collaboratively, you can draw upon each other's strengths and create a more comprehensive and polished resume.
- The final activity involves creating the team's final version of the client's resume following feedback from the instructor. This is your chance to review and refine the draft version to ensure that it is polished, professional, and accurately represents the client's skills and experiences. By working as a team, you can ensure that the final version is the best it can be and meets the client's needs and expectations.

**LinkedIn Learning Courses: 200 points**

In place of a textbook, learners will complete a series of LinkedIn Learning courses. These courses run between 45 minutes and 1.5 hours. These courses are additions to the course. You will submit your certificates of completion to the grade book. You are also encouraged to post to your LinkedIn profile.

These do not replace other video lectures. Like a textbook, they offer some additional material for discussion.

## Unit/Course Assessment Activities: 150
During this course you will complete a series of assessment activities.

- **Unit 2 Pre- and Post-Assessment:** This is designed to provide the School of Communication Studies and instructor with feedback on the level of understanding of key concepts and competencies related to the core Communication Studies curriculum. This is graded complete/incomplete.
- **Exam 1:** This activity will also assess the learners' comprehension of key concepts from the unit. This will provide feedback to the instructor while also measuring the level of understanding of key material. All questions will be drawn from material covered in the unit.
- **Three-Minute Presentation:** Learners will put together a three-minute presentation for live or recorded presentation. Specific instructions will be provided in a prompt; however, the goal will be summarizing key takeaways from Unit 2 as well as the LinkedIn Learning you choose to complete.
- **Course Reflection Presentation (Team):** During the final meeting, each team will present a 10- to 15-minute course review and reflection focused on the learning objectives/outcomes. This is the perfect opportunity to provide feedback to the following questions: What went well in the course, what could be improved, and how will you use the knowledge or skills obtained in your future professional development.
- **Exam 2:** This activity will also assess the learners' comprehension of key concepts and *application* of these concepts in a timed resume review.
- **Course Evaluation:** This will be scored complete or incomplete. To obtain full credit, you must submit both an anonymous review of the course and instructor (standard SIU evaluation) and a written review (not anonymous).

# Course Information & Course-Specific Policies (Syllabus)
This section provides general information and specific policies related to the course.

## General Information
- **Course Information: CMST 487 - Communication for Career Dev → Craig Engstrom**
- Dr. Engstrom's **General Course Policies → craige.info/course-policies**
- All learners are encouraged to use the SIU Writing Center or Grammarly. As noted in my General Course Policies:

> *In some instances, I require learners who need writing assistance to first meet with a tutor at the SIU Writing Center <u>before</u> submitting assignments. If you do not do as required, you will fail writing assignments. Since good speeches require well-written outlines, this requirement also applies to speech outlines. Do not consider this punishment; rather, consider it a gift that improves your writing and your grade.*

- **Diversity and Inclusion:** I consider each classroom, including online ones, a safe place where you will be treated with respect. I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, abilities, and other visible and non-visible differences. All class members are expected to contribute to a respectful, welcoming, and inclusive environment for every other class member.

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- **I have an open-door policy.** If you have questions or concerns about the tone of our classroom environment, please let me know. I am here to assist you in your academic and professional development and guide you, as needed, to other SIU resources. Contact Me >> craige.link/Contact

## Course-Specific Policies

The following sub-items are additions to the General Course Policies listed above and are specific to the unique features of this accelerated online course.

### *Uses of Artificial Intelligence, like ChatGPT*

I encourage you to use software and systems like ChatGPT to expedite your writing and assist with the course's activities and objectives. For example, AI can give you write resume summaries, help you prepare interview questions, increase the speed of job post analysis, assist with SEO, and even write sections of a resume! However, you are (1) responsible for the factual information in the created content. (2) You should modify the work to reflect your voice and personality. (3) You need to demonstrate authority of the subject matter. (4) You must format the document so it is clear of website formatting. (5) You must provide a record of all the prompts used as an addendum to your assignment submissions.

### *Online Code of Conduct*

> *It takes 20 years to build a reputation and five minutes to ruin it. If you think about that you'll do things differently." — Warren Buffett*

When communicating with other learners, especially in discussion forums, please keep in mind the following guidelines.

- *Respect diversity and inclusivity:* Avoid offensive language; should be mindful of diverse perspectives and experiences when communicating online. Be respectful of different cultures, backgrounds, and identities, and avoid making assumptions or generalizations about others.
- **Foster constructive dialogue:** Engage in constructive dialogue by focusing on the topic at hand, listening to other's perspectives, and sharing your own opinions in a respectful manner. Don't use personal attacks, insults, or derogatory remarks.
- **Use clear and concise language:** In addition to keeping writing brief, aim for clarity and precision in your language. Avoid using jargon, slang, or abbreviations that may be unclear to others.
- **Practice active listening:** Read and consider others' comments before responding. Active listening involves paying attention to the speaker and their writing or posts, asking for clarification of any misunderstandings, and responding thoughtfully.
- **Uphold academic integrity**: Give credit to sources of information and ideas that are not your own; use proper citation formats and adhere to copyright laws. Plagiarism and other forms of academic dishonesty are not permitted in this course.
- **Maintain confidentiality**: Respect each other's privacy and maintain confidentiality when appropriate. Criticism or feedback should be given privately rather than in a public forum. Be kind, polite, and constructive in your feedback.

- **Be mindful of online etiquette:** Follow established online etiquette practices, such as avoiding all caps or excessive punctuation, refraining from "flaming" or making personal attacks, and using emoticons sparingly.
- **Keep in mind these important facts:**
  - Once you post or say something offensive, it is hard to take that offense back.
  - An online classroom is still a classroom, so act appropriately.
  - Don't spam, don't spread viruses, and don't post inappropriate materials.
  - Creative Commons Guidelines and copyright laws

### *Participation*

Accelerate (8-week) courses require ongoing and consistent engagement nearly every day of the week. I have tried to be fair in how much work I require outside of the typical Monday through Friday rotation. You will be given a weekly participation score based on your overall interaction with your instructor and your team. In any given week, if you miss more than two major check-ins, such as not checking in during the asynchronous days to complete the activities, fail to sufficiently participate in discussions, lectures, and activities, or miss a team meeting, you will lose all points for the day.

### *Access and Disability Support*

> *This class follows universal design principles under the belief that accessible design benefits all students. You should experience an environment where all documents have been checked for accessibility, quality transcriptions are provided, handouts are offered to all students, and more. In addition, this course follows ADA requirements as described in campus policy. Every effort will be made to make this learning environment comfortable and productive. Nevertheless, errors can exist. If you identify an issue let your know as soon as possible.*

SIU is committed to creating an inclusive learning environment for its diverse student population. I try to apply universal design principles in all of my teaching activities. If you experience or anticipate any barriers to learning, please notify your instructor as soon as possible. If you are a student with a documented disability and would like accommodations to participate fully in this class, contact SIU Disability Services.

### *Incompletes*

Incompletes will only be granted under extreme circumstances, given reasonable justification. To receive credit for this course, you must complete the assignments and participate sufficiently in the required activities. A combination of Departmental policy and University policy mandate that you meet several conditions before you can request an incomplete:

- You must have completed at least 60% of your CMST 280 course with a passing grade at the time you are requesting an incomplete;
- You must provide justification in writing as to why an incomplete is warranted;
- That justification must include an outline of the unavoidable circumstances that have led you to not be able to complete the course after the official date of withdrawal.

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Incompletes that have not been completed by the end of the following semester will automatically turn into a grade of "F."

### *Appeals*

Concerns about grades, policies, or other issues with this course should first be discussed with your instructor. If you are unsatisfied with the outcomes of your discussion, you should contact the Undergraduate Director of the School of Communication Studies.