COMHLTH 573: Communicating Health in a Digital Landscape

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Course Information:

Overview: This course covers how to develop and implement health-related content through a variety of digital platforms. Students will launch a coherent and justifiable digital strategy for health communication by using writing, critical thinking and persuasion skills. Students will explore various trends in health communication and emerging social media to study their ethical application in both advertising and public relations.

Credits: 3 credits

Prerequisites: Admitted to the online master's program in Health Communication and Promotion or approval from the instructor

Semester: Fall 2018

Course Delivery: Course is delivered online, asynchronously through WSU's Learning Management System (Blackboard Learn).

Textbook and Course Materials: (available at The Bookie or online at Amazon)

- Dodson, I. (2016). The Art of digital marketing: The definitive guide to creating strategic, targeted, and measurable online campaigns. Hoboken, NJ: John Wiley and Sons, Inc. ISBN: 9781119265702.

- Affinito, L., and Mack, J. (2016). Socialize your patient engagement strategy: How social media and mobile apps can boost health outcomes. New York, NY: Routledge. ISBN: 9781472456328.

- Additional required readings provided as links within the learning management system as part of the course schedule.

Course Work

The course will be taught to address digital health content and social media campaigns from both a public relations and advertising perspective.

Students will be aligned with a health topic (i.e. diabetes, opioid abuse, PTSD, nutrition, etc.) for the duration of the semester. Students will be expected to conceptualize and create specified elements of a

promotional campaign, specifically the processes for selecting, using, managing, and evaluating the effectiveness of web, social media, and mobile technologies.

Students will learn to optimize and promote their campaigns and content for distribution and discovery on search engines, social networks, mobile devices and other non-traditional outlets. Best practices will be explored for press release writing, tagging, metadata creation, social network seeding, community engagement and more.

Although subject to change, the following tools, services, and techniques may be used:

- Search Engine Optimization and Marketing (SEO/SEM)
- Social Media Marketing (SMM)
- Social media networks (Facebook, Twitter, Instagram, etc.)
- Weebly.com (a web-based site design and hosting service)
- Google Documents/Drive (an online collaborative word processor and cloud-based storage service)
- Google Analytics (targeted website and keyword measurement and analytics service)
- YouTube Analytics (viral video measurement and analytics service)
- Survey Monkey (free online survey tool)
- Canva (free graphic design website)

Course Learning Outcomes and Assessment

COMHLTH 573 Communicating Health in a Digital Landscape will model the curriculum of the existing course COMSTRAT 563 Digital Content Promotion for Professional Communicators with minor modifications to integrated health communication and promotion topics, readings, case studies, assignments and discussion forums.

Student Learning Outcomes for this course: At the end of this course, students should be able to:	Course Topics/Dates The following topics and dates will address this outcome:	Evaluation of Outcomes: This outcome will be evaluated primarily by:
Develop and manage health-related online content promotions, and a branded digital campaign. Specifics: brand identity, stakeholder and user goals, audience/persona research, campaign objectives, project execution management	Aug 20 – Sep 16 • Overview of health communication techniques • Social media marketing campaign and SWOT – strengths, weaknesses, opportunities, and threats • Message design	• Discussion posts that synthesize information students have been learning, apply information to different settings or populations, describe relevant examples of course information, and/or engage with various resources and respond. • Semester-long project planning • Audience persona

		• Core message design
		• SWOT analysis and situation analysis
Ability to develop and execute social media engagement and user oriented-content strategies in health communication. Specifics: common components of a plan, competitive positioning, and value-proposition and engagement-based messaging principles.	Sep 17 – Oct 28 • Website design principles • Target audience and audience personas • Communication tactics in public health and awareness • Health communication campaigns overview • Infographics and role they play in health communication • Social media engagement • Social media campaign design	• Discussion posts that synthesize information students have been learning, apply information to different settings or populations, describe relevant examples of course information, and/or engage with various resources and respond. • Early drafts of social media marketing plan • Development of initial campaign website • Research essay proposal and planning
Evaluate campaign success in execution using key performance indicators and digital tools for web development, email, metrics, and multimedia management. Specifics: web page layout design and presentation, analytics, social listening.	Oct 29 – Dec 9 • Overview of digital communications • Digital campaign execution and metrics • Campaign messaging crafting and evaluating	• Discussion posts that synthesize information students have been learning, apply information to different settings or populations, describe relevant examples of course information, and/or engage with various resources and respond. • Final social media marketing plan • Final campaign website • Final research essay

Expectations for Student Effort

For each hour of lecture equivalent, students should expect to have a minimum of two hours of work outside of class. Therefore, students should expect to devote 6 hours or more per week on course readings, lecture reviews, discussion posts and assignments.

Weekly Course Outline

Evaluation of your work will be based on quality and timeliness of the social media, written and/or multimedia content created for the class. This includes technical quality, but also the application of key concepts and critical thinking to the productions.

For this course, eight of the 10 discussion posts will be graded as part of participation. Progress grades will be provided in the development of your campaign website, research essay, and social media marketing plan. In support of all materials, additional supplemental reading is noted on the course schedule.

Lesson	Week	Dates	Tasks
Lesson 1: Why health?	Week 1	Aug 20-26	Discussion 1*- Personal introductions Discussion 2* - Introduction to students' current and past experience (or interests in) health communication and promotion
Lesson 2: Research Essay	Week 2	Aug 27-Sep 2	Discussion 3: Research topics in health communication Proposal for final project and topic for research essay*
Lesson 3: Social Media Marketing Campaign: SWOT	Week 3	Sep 3-9	Discussion 4: Reflections on contemporary health communication digital campaigns Draft 1 Social Media Marketing Plan
Lesson 4: Filling the Gap: Getting your message through	Week 4	Sep 10-16	Discussion 5: Message design in public health awareness campaigns Draft 1 Research Essay
Lesson 5: Website Construction	Weeks 5 & 6	Sep 17-23 Sep 24-30	Reading: Mayo Clinic Social Media Network (link will be provided) Draft 1 Campaign Website
Lesson 6: Target Audience	Week 7	Oct 1-7	Discussion 6: What types of health campaigns resonate with select target audience members?
Lesson 7: Communicating to Advance the Public's Health	Week 8	Oct 8-14	Discussion 7: Tools and tactics for reaching the public with health campaign messaging and inspiring them to engage Draft 2 of Social Media Marketing Plan
Lesson 8: Population Health Campaigns	Week 9	Oct 15-21	Discussion 8: Effective population health campaigns – past or present Draft 2 Research Essay
Lesson 9: Infographics	Week 10	Oct 22-28	Discussion 9: Effective infographics to communicate public health messages Draft 2 Campaign Website
Lesson 10: The Power of Digital	Weeks 11 & 12	Oct 29 – Nov 5 Nov 6-11	Reading: Cleveland Clinic Newsroom (link will be provided)
Lesson 11: Message Evaluation Part 1	Week 13	Nov 12-18	Discussion 10: Metrics in health communication campaigns

Fall Break Nov 19-25			
Lesson 12: Message Evaluation Part 2	Weeks 14 & Dead Week	Nov 26 – Dec 2 Dec 3-9	Final Social Media Marketing Plan Final Campaign Website Research Essay
Course Wrap-ups	Finals Week	Dec 10-16	n/a

*Tasks that are not graded but feedback will be provided

Important Dates & Deadlines
Reference [WSU Academic Calendar](#) for a comprehensive list of dates.

Mon, Aug 20	First day of instruction
Mon, Sep 3	Labor Day – all university holiday
Mon, Nov 12	Veteran's Day – all university holiday
Tues, Dec 18	Final grade submissions dues

Course Assignments
All due date times are by **11:55 PM Pacific Standard Time** on the date listed.

Assignment Title	Points	Due Date
Discussion 1: Personal introductions	0	Aug 26
Discussion 2: Introduction to students' current and past experience (or interests in) health communication and promotion	0	Aug 26
Discussion 3: Research topics in health communication	7	Sep 2
Proposal for final project and topic for research essay	0	Sep 2
Discussion 4: Reflections on contemporary health communication digital campaigns	7	Sep 9
Draft 1 Social Media Marketing Plan	20	Sep 9
Discussion 5: Message design in public health awareness campaigns	7	Sep 16
Draft 1 Research Essay	20	Sep 16
Reading: Mayo Clinic Social Media Network	0	Sep 23
Draft 1 Campaign Website	20	Sep 30
Discussion 6: What types of health campaigns resonate with select target audience members?	7	Oct 6

Discussion 7: Tools and tactics for reaching the public with health campaign messaging and inspiring them to engage	7	Oct 14
Draft 2 Social Media Marketing Plan	20	Oct 14
Discussion 8: Effective population health campaigns – past or present	7	Oct 21
Draft 2 Research Essay	20	Oct 21
Discussion 9: Effective infographics to communicate public health messages	9	Oct 28
Draft 2 Campaign Website	20	Oct 28
Reading: Cleveland Clinic Newsroom	0	Nov 5
Discussion 10: Metrics in health communication campaigns	9	Nov 18
Final Social Media Marketing Plan	20	Dec 8
Final Campaign Website	20	Dec 8
Final Research Essay	20	Dec 8
Total points	240 pts	

Grading

I have high expectations for your performance and success in this class. Spelling, grammar, and punctuation count on all assignments. Any of these errors are problematic and cast serious doubt on the accuracy of the facts in your project. Multiple errors of this type will lower your grade. I expect students to read and engage with all course materials, and participate actively in class discussions via the online discussion board.

Coursework	Points	%
Social Media Marketing Plan	60	25%
Campaign Website	60	25%
Research Essay	60	25%
Participation (via discussion posts)	60	25%
Total	240	100

Grade	Points	Grade	Points
A	93-100%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	60-66%

B-	80-82%	F	0-59%
C+	77-79%		

If a grade falls into a non-specified range (e.g. 89.5% or 89.2%), the grade will be rounded to the closest whole number. Therefore, if a grade was 89.5%, the student would receive an A-; if the grade as 89.2% the student would receive a B+.

Critical Policies & Procedures

Academic Integrity Statement

Washington State University, a community dedicated to the advancement of knowledge, expects all students to behave in a manner consistent with its high standards of scholarship and conduct. Students are expected to uphold these standards both on and off campus and acknowledge the university's authority to take disciplinary action. Cheating is defined in the Standards for Student Conduct WAC 504-26-010(3). It is strongly recommended that you read and understand these definitions: http://apps.leg.wa.gov/wac/default.aspx?cite=504-26-010.

University instructors have the authority to intervene in all situations where students are suspected of academic dishonesty. In such instances, responsible instructors retain the authority to assign grades to students considering, from an academic standpoint, the nature of the student action. Violation of academic integrity on any assignment will involve (i) an academic penalty ranging from a minimum of both a zero on that assignment and the reduction of a full letter grade on your final grade to failure of the entire course, (ii) filing of case with the Office of Student Conduct, and per university regulations, (iii) inability to withdraw from the course.

Cheating includes, but is not limited to, plagiarism and unauthorized collaboration as defined in the Standards of Conduct for Students, WAC 504-26-010(3). You need to read and understand all of the definitions of cheating: http://app.leg.wa.gov/WAC/default.aspx?cite=504-26-010. If you have any questions about what is and is not allowed in this course, you should ask course instructors before proceeding.

If you wish to appeal a faculty member's decision relating to academic integrity, please use the form available at conduct.wsu.edu.

Final Exam

There is no final exam in COMHLTH 573. The final versions of your social media marketing plan, research essay and campaign website serve as the final for the course.

Instructor Interaction

As you are expected to participate in this course daily, I also will be active in the course space on a daily basis. I expect to respond to emails Monday through Thursday from 9:30 to 10:30 AM. You can expect responses to emails or other questions received outside of these times during my next "office hour."

Instructional Methods

Work completed in COMHLTH 573 is independent and non-collaborative. Students are expected to work independently on each task and assignment. The course is a combination of lecture review, readings, discussion forum contribution and graded assignments. Evaluation of your work will be completed by your instructor using established rubrics for each assignment.

Late Work Policy

Late work is **not accepted** in this class. Some consideration, however, might be given (at the discretion of the instructor) if there are extenuating circumstances such as prolonged hospitalization, family death, or extended individual sickness previously discussed. This course requires students to maintain strong organizational skills. It is the student's responsibility to complete all assignments by the due date.

Online Collaboration

The essence of education is exposure to diverse viewpoints. In your threaded discussion posts, you'll meet students with vastly different opinions and backgrounds. When you don't agree with their views, pause a moment. Weigh their words. You're encouraged to disagree with the substance of others' ideas and opinions but do so with an active sense of respect for one another, and without losing focus on the topic at hand. Personal attacks, inflammatory statements, flaming, trolling, and disruption of the discussion do not have a place in academic discourse.

Your instructors will promote high-quality academic discussions by removing any posts they view as disruptive of the educational process and alerting students whose posts have been removed that they have violated course expectations. Students who continue to misuse the discussion boards after a warning may be subject to removal of access rights, course failure, and referral to the Office of Student Conduct.

Postings must comply with University policy on use of computing resources, including those regarding harassment and discrimination, as well as conform to the Standards of Conduct for Students. Students are encouraged to review the Standards, particularly WAC 504-26-218, 504-26-220, and 504-26-222. Visit the University Website specific to your campus of enrollment for more information.

In certain courses, assessment of discussion posts is part of the final grade. Criteria for evaluating your discussion participation will be explained elsewhere in the course space, if applicable.

Reasonable Accommodations

Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please either visit or call the Access Center (Washington Building 217; 509-335-3417; http://accesscenter.wsu.edu; Access.Center@wsu.edu) to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center.

Additional WSU Policies & Procedures

Academic Calendar

Please review the current Academic Calendar to become familiar with critical deadlines on your campus. Visit the WSU Academic Calendar page: http://www.registrar.wsu.edu/Registrar/Apps/AcadCal.ASPX. and select your home campus from the drop-down menu.

Academic Complaint Procedures (Academic Rule 104)

Instructional faculty, chairs, deans, and students should be thoroughly familiar with academic complaint procedures.

A student having complaints about instruction or grading should attempt to resolve those issues directly with the instructor. If that fails, the student should send an email to the instructor using his or her official WSU email account no later than 20 business days following the end of the semester. This email should briefly outline the complaint and be copied to the chairperson of the academic department.

If the complaint is not resolved with the instructor within 20 business days of sending the email, then the student may work directly with the chairperson of the academic department in which the course is offered. The chair's decision shall be rendered within 20 additional business days.

After the chair's decision, the student or the instructor may appeal to the academic college Dean's Office. Complaints must be presented in writing to the college dean within 20 business days of the chair's decision. The written statement should describe the complaint, indicate how it affects the individual or unit, and include the remedy sought from the college dean. The decision of the college dean is the final step and shall be made within 20 business days.

At the campuses other than Pullman, the procedure is identical except that the program leader shall substitute for the department chair, and the campus chancellor or his or her designee shall substitute for the college dean if the department chair and/or the college dean is not located on that campus.

The University Ombudsman is available at any stage for advice or assistance in resolving academic complaints.

Note: Though chairs and deans (and academic area coordinators and campus chancellors) may resolve complaints about instruction and grading, they may not change a final grade without the consent of the instructor, except as provided by Rule 105.

Academic Freedom

WSU supports the faculty's academic freedom, right to freedom of expression, and responsibility to fulfill course objectives that are approved by the Faculty Senate. This is fundamental to who we are as an institution. Along with these rights comes the responsibility to protect the freedom of expression of all members of our community, including students.

"As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly standards of their disciplines. They demonstrate respect for the student as an individual and adhere to their proper role as intellectual guides and counselors…They protect students' academic freedom." (Source: Faculty Responsibilities section of the WSU Faculty Manual)

"Freedom of expression is recognized as one of the essential elements of academic freedom. On a healthy campus, there is respect for the dignity and worth of all members of the campus community and a concern for the rights of others. …It is the policy of Washington State University to support and promote the rights of all individuals to express their view and opinions for or against actions or ideas in which they have an interest… The above rights exist in equal measure for each member of the University community." (Source: Section IIB of the Faculty Manual - page 14)

At WSU, the faculty has a strong interest in promoting respectful dialogue in the classroom setting. Speech and conduct that disrupts the educational process and creates a hostile environment, as that term is defined in WSU's non-discrimination policy (Executive Policy 15), is not protected. If concerns arise, faculty will consult the WSU's Office for Equal Opportunity at 509-335-8288 or oeo@wsu.edu. We aim to protect the freedoms and rights of every member of the WSU community and to promote learning about diverse perspectives while ensuring that students experience a safe, constructive learning environment.

Academic Regulations

Students enrolled in online courses are subject to the same University academic regulations as on-campus students. Students may only repeat a course graded C- or below one time at WSU during fall or spring semesters. Additional repeats are allowed from another institution or at WSU during summer terms or by special permission of the academic unit offering the course. Learn more at http://www.catalog.wsu.edu/General/AcademicRegulations/ListBy/73.

Appeals: Student Appeals Process

"The Appeals Board is composed of employees who review a decision made by the University Conduct Board, or a conduct officer, that a student violated the University's Standards of Conduct for Students. When a student disagrees with a decision of the Conduct Board or a conduct officer, he/she may appeal the decision to the University Appeals Board." – WSU Office of Student Conduct University Appeals Board

Campus and Classroom Safety Statement

Classroom and campus safety is of paramount importance at Washington State University and is the shared responsibility of the entire campus population. WSU urges students to follow the "Alert, Assess, Act" protocol for all types of emergencies and the "Run, Hide, Fight" response to an active shooter incident. Remain ALERT (through direct observation or emergency notification), ASSESS your specific situation, and ACT in the most appropriate way to assure your own safety (and the safety of others if you are able).

Please sign up for emergency alerts on your account at MyWSU. For more information on this subject, campus safety, and related topics, please view the FBI's Run, Hide, Fight video and visit the WSU safety portal.

Copyright

This syllabus and all course-related materials, presentations, lectures, *etc.* are the intellectual property of the instructors who designed and contributed to the course (or the intellectual property of their

references) and may be protected by copyright. Selling class notes through commercial note-taking services, without written advance permission, could be viewed as copyright infringement and/or an academic integrity violation, WAC 504-26-010 (3)(a,b,c,i). Further, the use of University electronic resources (*e.g.,* Blackboard) for commercial purposes, including advertising to other students to buy notes, is a violation of WSU's computer abuses and theft policy (WAC 504-26-218), a violation of WSU's Electronic Communication policy (EP 4), and also violates the terms of use for the Blackboard software program.

Any course-related materials, presentations, lectures, etc. are the instructor's intellectual property and may be protected by copyright. The use of University electronic resources (e.g., Angel) for commercial purposes, including advertising to other students to buy notes, is a violation of WSU's computer abuses and theft policy (WAC 504-26-218).

Critical Thinking

The ability to think and write critically is an essential skill in many walks of life. Critical thinking skills are developed and refined through practice, self-reflection, and the critique and support of peers and instructors. Throughout this course, you will have many opportunities to exercise your analytical thinking, synthesize information, and apply knowledge to real-life situations. The course developer or your instructor may have provided a critical thinking rubric in this course space, if applicable, to assess your own writing and that of other students. Please review it carefully before completing each activity.

Discriminatory Conduct Statement and Employee Reporting Requirements

Discrimination, including discriminatory harassment, sexual harassment, and sexual misconduct (including stalking, intimate partner violence, and sexual violence) is prohibited at WSU (See WSU Policy Prohibiting Discrimination, Sexual Harassment, and Sexual Misconduct (Executive Policy 15) and WSU Standards of Conduct for Students).

If you feel you have experienced or have witnessed discriminatory conduct, you can contact the WSU Office for Equal Opportunity (OEO) and/or the WSU Title IX Coordinator at 509-335-8288 to discuss resources, including confidential resources, and reporting options. (Visit oeo.wsu.edu for more information).

Most WSU employees, including faculty, who have information regarding sexual harassment or sexual misconduct are required to report the information to OEO or a designated Title IX Coordinator or Liaison. (Visit oeo.wsu.edu/reporting-requirements for more info).

Email Policy

All official WSU email communication **must be sent to students' WSU email address.** Absolutely NO communication will be sent to external addresses (e.g., Yahoo, Gmail, and so forth). We will use either the email within Blackboard or "email.wsu.edu" system.

e-Tutoring

As a WSU student, you have FREE unlimited access to eTutoring.org, a tutoring platform that enables students and tutors to collaborate in an online environment. This is not a course requirement, but

simply an available resource that you may utilize as needed. With three ways to access a tutor, you can choose the one that best fits your needs.

- Writing Lab tutors will respond to papers in ANY academic subject, including history, anthropology, sociology, and everything else. If you're working on a paper for ANY of your courses our tutors can help you. Just submit your paper, ask specific questions on the submission form and a tutor will respond within 24-48 hours.

- chat rooms allow students to meet with tutors in one-on-one sessions via a fully interactive, virtual online environment.

- Students can also leave specific questions for an eTutor in any of our subjects by taking advantage of our questions option. Our tutors will respond to your question within 24-48 hours.

The list of available tutoring subjects can be found on the http://etutoring.org/login.cfm?institutionid=176 site. Current subjects include Accounting, Anatomy & Physiology, Biology, Chemistry, Math and Calculus, Medical Coding, MS Office 2007, Physics, Spanish, Statistics, Web Development and Writing!

FERPA

WSU students have legal rights under the Family Educational Rights and Privacy Act (FERPA) for protection of their academic records. For a complete explanation of these rights, visit the URL associated with each home campus in the Academic Regulations section or http://www.registrar.wsu.edu/Registrar/Apps/FERPA.ASPX.

GPA, Academic Deficiency & Disenrollment

GPA: The Graduate School requires that all graduate students maintain a cumulative 3.0 GPA throughout their graduate program. Students who are not able to maintain a 3.0 will be disenrolled from the program.

Academic Deficiency: A student who does not maintain a cumulative 3.0 GPA will be considered academically deficient. A notice of deficiency will be sent to the student from the Graduate School. The student will have the option to request reinstatement, per the Graduate School's instructions. The department will consider reinstatement requests but are not required to request readmission for any students below a 3.0.

Disenrollment: Students who do not maintain a 3.0 GPA and who are academically deficient are subject to disenrollment. If a student submits a request for reinstatement it will be reviewed by the committee. If a reinstatement request is not received by the department the student's program will be terminated. Following termination, if a student wishes to return to the program they will have to go through the application process again.

Grade Change Policy

An instructor may not change a grade after it has been filed with the Registrar, except in the case of clerical error, which the instructor may correct by so certifying to the Registrar. Such change must be approved (signature required) by the chairperson of the department in which the course was offered. Grade corrections must be processed within one year of the end of the term for which the original grade

was given. In extenuating circumstances, exceptions to the one-year limit for correction of grade errors may be considered by petition to the Registrar's Office.

Incomplete Policy (Academic Rule 90h)

Incompletes are granted only with permission of the instructor and are subject to the following guidelines:

1. Students must request an incomplete in writing or by e-mail from the instructor before the end of the semester.

2. The request must be signed and dated by the student (or identified by student's e-mail address) and must explain the reasons behind the request for the incomplete.

3. In order to be considered for an incomplete, **there are two main conditions:**

    1. A student must complete a minimum amount of the assigned course work. Specifically, a student must complete 75 percent of the coursework.

    2. A student must have a mathematical possibility of passing the class. A passing grade is 60 percent or above for the entire course.

4. If extraordinary circumstances (e.g., family emergency, serious illness) are involved and are documented to the instructor's satisfaction, the professor/ instructor retains the discretion to grant an incomplete even if the minimum conditions outlined in item 3 above are not met.

If an incomplete is granted, the standard WSU policy applies (i.e., ALL work must be completed within one full year from the end of the enrollment semester at issue, unless a shorter time is specified by the instructor. Otherwise, an automatic grade of "F," or failing, will be entered on the student's transcript).

Intellectual Property

Syllabi and all course-related materials, presentations, lectures, etc. are the intellectual property of individual faculty (or the intellectual property of their references) and may be protected by copyright. Selling class notes through commercial note-taking services, without instructor written advance permission, could be viewed as copyright infringement and/or an academic integrity violation, WAC 504-26-010 (3)(a,b,c,i). Further, the use of University electronic resources (e.g., Blackboard) for commercial purposes, including advertising to other students to buy notes, is a violation of WSU's computer abuses and theft policy (WAC 504-26-218), a violation of WSU's Electronic Communication policy (EP 4), and also violates the terms of use for the Blackboard software program.

Any course-related materials, presentations, lectures, etc. are the instructor's intellectual property and may be protected by copyright. The use of University electronic resources (e.g., Angel) for commercial purposes, including advertising to other students to buy notes, is a violation of WSU's computer abuses and theft policy (WAC 504-26-218).

Library Support

All students enrolled in Washington State University online courses can use the WSU Libraries online databases and receive reference and research assistance from their home campus. Students can also borrow books and other circulating material and access full-text journal articles.

- General Library Links by campus (Review the Libraries' Online Information for more guidance.)
- Online Library Tour for Pullman Campus Undergraduates
- Online Library Tour for WSU Online Campus Students

Netiquette

Just as in a physical classroom, a good discussion in an online classroom depends on everyone feeling safe and respected. Here are a few tips for creating an educational and enjoyable discussion space:

- It is difficult to "read" emotion in online discussions – be clear, use emoticons or concisely express your feelings
- Use of capitals sends the message that YOU ARE SHOUTING!
- Give positive feedback (good idea, thanks), be polite, and avoid hostile or curt comments, stereotypes, and labels.
- Apply the same standards you would follow in a face-to-face classroom discussion.
- Maintain a sense of dignity and decorum (class is not the same place as your Facebook account or your email).
- Argue not with emotion but with knowledge, facts, authority, and reason.

For more on the Core Rules of Netiquette visit http://coursedesign.colostate.edu/obj/corerulesnet.html

Policy Prohibiting Discrimination and Sexual Harassment (Faculty Manual, p. 31).

This policy expresses WSU's commitment to maintaining an environment free from discrimination, including sexual harassment. This policy applies to all students, faculty, staff, or others having an association with the University.

Student Privacy

As a University student, you have legal rights under the Family Educational Rights and Privacy Act (FERPA) for protection of your academic records. For a complete explanation of these rights, visit the URL associated with your home campus in the Academic Regulations section or http://www.registrar.wsu.edu/Registrar/Apps/FERPA.ASPX.

Technical Support

If you need technical assistance, please expand the Content folder in the Map menu on the left by clicking the plus sign (+), then select Technical Support.

WSU Online Student Support

The WSU Online Web site (http://online.wsu.edu) has all the non-content and administrative related information you need to be a successful online learner. Log in using your WSU Network ID and password to access your personalized information.

- Student Services information is available to provide assistance with any non-advising administrative questions

- Study tips and resources give you a good head start in assuring success with your course are located on the Web site.