COMSTRAT 562: Creative Media Strategies & Techniques

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Course Information:

Overview: COMSTRAT 562 is an advanced writing course for graduate students interested in refining and advancing their expertise in writing for promotional materials including public relations, advertising, digital media (blogs, web content, email, social media), print publications, company messaging and business papers.

Credits: 3 credits

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

Semester: Spring 2018

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

Textbook and Course Materials:

No specific textbook is required for this course. Students are given support material attached to each lesson and discussion forum prompts. Resources are a mix of articles, blog posts or resource documents created by industry experts.

Course Overview

Writing is the foundation of professional communications practice. COMSTRAT 562 Creative Media Strategies and Techniques is an advanced writing course for graduate students interested in refining and advancing their expertise in writing for promotional materials including public relations, advertising, digital media (blogs, web content, email, social media), print publications, company messaging and business papers. Think of this course as writing for multiple channels using best practices and industry standards for promotional communications, storytelling, campaigns and technical materials. When you leave this class you will have a series of written and visual pieces worthy of your portfolio, as well as the confidence to tackle any task handed to you. It is my goal to aid in your success and growth as a professional communicator.

The course will be taught to address writing techniques and best practices for both digital and print platforms and will encompass standards from both a PR and advertising perspective. In general, the work you create in this course is designed to prepare you for immediate application, as well as serve as featured pieces in your coursework portfolio. The course is broken into multiple lessons representing each week of class and covers a series of topics from writing for public relations to reputation management.

The course is structured by Lessons including reading (Web-based links, PDFs), lecture materials (recorded commentary from one or more WSU professors) and assignments (most with detailed written and narrated/video instructions, as well as templates, provided). Each lesson section includes readings, media (lectures and instructions), practice activities and micro-projects.

Traditional tests are not part of this curriculum as it is more valuable for you to practice what you are learning than testing your ability to memorize. Instead, you will be assigned weekly tasks and challenges related to topics covered that week that provide an opportunity to test new skills, practice what has been learned and challenge yourself in implementing the acquired concepts and tools.

Course Objectives
The core objective of this course is for students to exhibit proficiencies in various writing skills expected of a communications professional across multiple industries from agency to nonprofit organization; healthcare to high-tech. The goal is that successful students will move forward in confidence with the ability to showcase their newfound skills, speak intelligently about strategy and tactical aspects of the field and illustrate job preparedness through writing samples and portfolio-worthy work.

Overarching Course Questions
1. What does it mean to be a communications professional with an emphasis in strategic communication?
2. How can a new and seasoned professionals demonstrate "exceptional writing" skills as noted in many job postings?
3. What key skill sets (both strategic and tactical) should practitioners master as they advance in their careers?
4. As a professional communicator, how do I foster relationships with media, create story ideas that are unique and inspire engagement?
5. As an evolving professional, how will I demonstrate my ability to conceptualize, create, execute and measure effectiveness of a content strategy and integrated communication program for an organization?

Course Topics

Professional Communication in a Digital World

- Communication as a profession
- Digital communication and optimization

Communications Strategy

- Customer decision process
- Customer engagement
- Earned, owned, paid media
- Brand platform – visual and editorial

Writing for PR & Marketing

- Overview of PR and advertising writing techniques and tools
- Preliminary research process
- Inverted pyramid and 5Ws
- Narrative platform
- Digital journalism (aka brand journalism or corporate journalism)
- Blogging for business
- Online newsrooms and digital media kits

Corporate Communications

- Employee relations
- Internal messaging
- Presentation design and delivery
- Pitching ideas
- Generating reports

Integrated Digital Campaigns

- Campaign planning, implementation and metrics
- Lead management process
- Awareness campaigns

Course Learning Outcomes and Assessment

Course Learning Outcome 1: Demonstrate knowledge of strategic, entrepreneurial communication skills such as managing online presence, self and organizational presentation, and collaboration in an increasingly global world.	
Course Topics/Dates	Evaluation of Outcome
Jan 8 – Jan 21 and Mar 5-25 • Communication as a profession	• Discussion posts that synthesize information students have been learning, apply information to different settings or

Course Topics/Dates	Evaluation of Outcome
• Optimizing content • SEO and SEM • Digital campaign design, implementation, tracking and measurement • Lead management process • Awareness campaigns	populations, describe relevant examples of course information, and/or engage with various resources and respond. • Practice activity in search engine optimization • Creating SEO-optimized content • Social media engagement planning and message design • Research and reflection – success in awareness campaigns • Exercise in integrated digital campaign development

Course Learning Outcome 2: At the end of this course, students should be able to gather and assess strategically relevant information using analyses and research.

Course Topics/Dates	Evaluation of Outcome
Jan 22 – Mar 4 • Customer decision process • Earned, owned, paid media • Branding and messaging • PR and advertising writing overview • Preliminary research process • Inverted pyramid and 5Ws • Narrative platform • Online newsroom • Corporate/brand journalism • Blogging for business • Corporate communications • Employee relations • Internal messaging • Presentation design and delivery • Generating reports • Pitching ideas	• 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. • Inverted pyramid • 5W's • Research and reflection in corporate journalism • Writing a suite of PR materials • Pitching ideas • Exercise in employee relations

Course Learning Outcome 3: At the end of this course, students should be able to provide evidence of possessing professional skills to develop strategic communication campaign materials and implementation of campaign through administration and management, planning, leadership, teamwork, and customer relations.

Course Topics/Dates	Evaluation of Outcome
Mar 5 – Apr 29 • Digital campaign design, implementation, tracking and measurement • Lead management process • Awareness campaigns • Building a campaign – research, discovery, and planning • Designing a campaign – creative process and meeting audience where they are • Executing a campaign – content strategy • Presenting campaign concepts to stakeholders	• 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. • Social media engagement planning and message design • Research and reflection – success in awareness campaigns • Exercise in integrated digital campaign development • Awareness campaign design

How COMSTRAT 562 Works

Where you find information: The majority of the instructional content for the course is housed in the WSU Blackboard learning management system. Students should refer there for announcements, discussion forums, information and support materials for deliverables and other information.

Announcements: Announcements are posted in Blackboard regularly to help keep students on track, remind students of critical deadlines and provide them with helpful resources and tips and other information related to the course.

Weekly Discussion Posts: Each week a discussion topic is posted designed to keep students connected and engaged with each other. Participation is part of your grade and everyone is encouraged to contribute as a way for students to support and learn from each other + give the instructor a place to interject and provide timely references.

Office Hours & Direct Communication: I am active and engaged throughout the semester - checking in regularly and providing feedback in a timely manner. I will respond to emails and be available for phone or video calls by appointment related to course topics, assignments and other aspects of the course. If you have a question about grades or personal/private matters, you can email me and I will make every effort to respond within 48 hours.

Questions for the Instructor: Students are encouraged to post questions not related to grades or personal/private matters in the Questions for the Instructor thread within the discussion forum. Students are expected to regularly view the Instructor's Comments thread of the discussion for matters of general interest to the class.

Assignments:

• Assignments and readings are to be completed and turned in individually (non-collaborative)

• Assignments include weekly readings with discussion posts, practice activities and end-of-lesson micro-projects

- Assignments are designed using the [TILT model](#) (Transparency in Learning and Teaching) – a model from UNLV providing students with a clear framework for assignments including purpose, task list, and criteria for assessment.
- All assignments have rubrics attached so students understand criteria for success up front

Grading: I try to be efficient in grading – reviewing and providing feedback within one week of the assignment due date. If I am running behind I will let you know! All grading is managed in Blackboard using a combination of rubrics, in-line edits, and written feedback. Students can view their progress in My Grades.

Expectations for Student Effort

For each hour of lecture equivalent, students should expect to have a minimum of six hours of work outside of class. Therefore, students should expect to devote 6-10 hours/week on course readings, lecture reviews, discussion posts and assignments.

Weekly Course Outline

- All discussion forum posts and assignments are due on Sundays at 11:59 p.m. See the Assignment List for the breakdown of points and deadlines.

- All Required Readings are directly connected to Discussion Forum tasks. Other related readings and references are also provided within each lesson folder in Blackboard.

- Throughout the semester students are also provided with related lecture videos, assignment instructions and other multimedia references that add value to each lesson. All multimedia references can be found in Blackboard within each lesson folder.

MAIN LESSON	SUB-LESSON	TOPICS	REQUIRED READING*	DISCUSSION FORUM	ASSIGNMENTS
Lesson 1: Professional Communication in a Digital World W1: Jan 8-14 W2: Jan 15-21	L1A: Course Overview and Communication as a Profession	• Course overview • Communication as a profession	The Global Standard of the Communication Profession at IABC.com	W1 Discussion Forum: Personal introductions and professional goals	1A Practice Activity: Take the communication style quiz and reflect
	L1B: Digital Communications & Optimization	• Optimizing content • SEO and SEM	The Beginner's Guide to SEO by Moz [pdf]. Read Ch 1 & 2 (pp. 1-7)	W2 Discussion Forum: Value of optimized content	1B Practice Activity: Organic SEO
					L1 MicroProject: Creating SEO-Optimized Content
Lesson 2: Communications Strategy W3: Jan 22-28 W4: Jan 29 – Feb 4	L2A: Integrated Marketing Communication	• Customer decision process • Earned, owned, paid media	The Converged Media Imperative: How Brands Must Combine Paid, Owned and Earned Media by Altimeter (pp.-1-11)	W3 Discussion Forum: Earned, owned and paid media reflections	2A Practice Activity: Customer Decision Process (awareness thru advocacy)
	L2B: Brand Platform	• Branding and messaging	14 Components of a Brand Platform at ParkerWhite.com	W4 Discussion Forum: Brand platform profile	2B Practice Activity: Organization Message & Brand Platform
					L2 MicroProject: Market Analysis

Lesson 3: Writing for PR & Marketing W5: Feb 5-11 W6: Feb 12-18	L3A PR Writing Fundamentals	• PR and advertising writing overview • Preliminary research process • Inverted pyramid and 5Ws • Narrative platform	[Writing Good versus Writing Well](#) at PRSay	W5 Discussion Forum: The joys and challenges of writing for professional communication	L3A Practice Activity: Inverted Pyramid and 5W's
	L3B Digital Journalism	• Online newsroom • Corporate/brand journalism • Blogging for business	[Brand Journalism at Cleveland Metropolitan School District](#) by David Meerman Scott	W6 Discussion Forum: A look at online newsrooms	L3B Practice Activity: Research & Reflection: Success in Corporate [Brand] Journalism
					L3 MicroProject: PR Writing Suite of Materials
Lesson 4: Corporate Communications W7: Feb 19-25 W8: Feb 26 – Mar 4	L4A Corporate Communications	• Overview of corporate communications • Employee relations • Internal messaging	[Establishing Effective Internal Communications Counseling: A Practical Approach to Building Trust and Delivering Results](#) at PRSA Resource Library	W7 Discussion Forum: Reflections on effective employee engagement	L4A Practice Activity: Creating a Company's "One Voice"
	L4B Presentations & Reporting	• Presentation design and delivery • Generating reports • Pitching ideas	[Ten Timeless Tips for Giving Effective Presentations](#) at Entrepreneur	W8 Discussion Forum: The best and worst presentations	L4B Practice Activity: The Idea Pitch
					L4 MicroProject: An Exercise in Employee Retention
Lesson 5: Integrated Digital Campaigns W9: Mar 5-11 *WSU Spring Break Mar 12-18*	L5A Overview of Campaign Planning, Implementation & Metrics	• Digital campaign design, implementation, tracking and measurement • Lead management process	Digital Marketing 101: Key Tools for Engagement Marketing by Marketo [pdf]	W9 Discussion Forum: Best digital campaigns	L5A Practice Activity: Social Media Engagement Planning and Message Design

W10: Mar 19-25	L5B Intro to Awareness Campaigns	• Overview of awareness campaigns	[Case Study: Gear Up & Go!](#) from Nyhus Communications [Gear Up & Go](#) (GUGO) site	W10 Discussion Forum: Reflections on campaign success	L5B Practice Activity: Research & Reflection: Success in Awareness Campaigns
					L5 MicroProject: An Exercise in Integrated Digital Campaign Development
Lesson 6: Final Awareness Campaign – Planning, Concepts and Presentation Design W11: Mar 26 – Apr 1 W12: Apr 2-8 W13: Apr 9-15 W14: Apr 16-22 Apr 23-29 [Dead Week] Apr 30 – May 4 [Finals Week]	L6A Campaign Planning	• Building a campaign – research, discovery, and planning	The Definitive Guide to Engaging Content Marketing from Marketo [pdf] (pp. 11-51)	W11 Discussion Forum: Meeting your audience where they are today	L6A Awareness Campaign Part 1: Campaign Planning
	L6B Campaign Messaging & Creative Concepts	• Designing a campaign – creative process and meeting audience where they are	The Definitive Guide to Engaging Content Marketing from Marketo [pdf] (pp. 57-79)	W12 Discussion Forum: Effective digital storytelling	L6B Awareness Campaign Part 2: Messaging and Creative Concepts
	L6C Campaign Timeline & Metrics	• Executing a campaign – content strategy	The Comprehensive Guide to Content Marketing Analytics and Metrics from Curata [pdf] (pp. 8-31)	W13 Discussion Forum: Metrics that matter	L6C Awareness Campaign Part 3: Timeline and Metrics
	L6D Presentation Design	• Presenting campaign concepts to stakeholders	No reading tasks for Lesson 7	W14 Final Discussion Forum Post: Closing thoughts and reflections	L6D Awareness Campaign Part 4: Presentation Design

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

Mon, Jan 8	First day of instruction
Mon, Jan 15	Martin Luther King Jr Day – all university holiday
Mon, Feb 19	President's Day – all university holiday

March 12-16	Spring Break
April 23-27	Dead week
Sat, May 5	Spring Commencement (Pullman, WA)
April 30 – May 4	Finals week
Tues, May 8	Final grade submissions due

Course Assignments

All discussion forum posts and assignments are due on Sundays at 11:59 p.m.

LESSON	CATEGORY	ASSIGNMENT	POINTS	DUE DATE
Lesson 1: Professional Communication in a Digital World W1: Jan 8-14 W2: Jan 15-21	Discussion Forum	W1 Discussion Forum: Personal introductions and professional goals	5	Jan 14
	Practice Activity	1A Practice Activity: Take the communication style quiz and reflect	15	Jan 14
	Discussion Forum	W2 Discussion Forum: Value of optimized content	5	Jan 21
	Practice Activity	1B Practice Activity: Organic SEO	15	Jan 21
	MicroProject	L1 MicroProject: Creating SEO-Optimized Content	25	Jan 28
Lesson 2: Communications Strategy W3: Jan 22-28 W4: Jan 29 – Feb 4	Discussion Forum	W3 Discussion Forum: Earned, owned and paid media reflections	5	Jan 28
	Practice Activity	2A Practice Activity: Customer Decision Process (awareness thru advocacy)	15	Jan 28
	Discussion Forum	W4 Discussion Forum: Brand platform profile	5	Feb 4
	Practice Activity	2B Practice Activity: Organization Message & Brand Platform	15	Feb 4
	MicroProject	L2 MicroProject: Market Analysis	25	Feb 11
Lesson 3: Writing for PR & Marketing W5: Feb 5-11 W6: Feb 12-18	Discussion Forum	W5 Discussion Forum: The joys and challenges of writing for professional communication.	5	Feb 11
	Practice Activity	L3A Practice Activity: Inverted Pyramid and 5W's	15	Feb 11
	Discussion Forum	W6 Discussion Forum: A look at online newsrooms	5	Feb 18
	Practice Activity	L3B Practice Activity: Research & Reflection: Success in Corporate [Brand] Journalism	15	Feb 18
	MicroProject	L3 MicroProject: PR Writing Suite of Materials	25	Feb 25
Lesson 4: Corporate Communications W7: Feb 19-25 W8: Feb 26 – Mar 4	Discussion Forum	W7 Discussion Forum: Reflections on effective employee engagement	5	Feb 25
	Practice Activity	L4A Practice Activity: Creating a Company's "One Voice"	15	Feb 25
	Discussion Forum	W8 Discussion Forum: The best and worst presentations	5	Mar 4

	Practice Activity	L4B Practice Activity: The Idea Pitch	15	Mar 4
	MicroProject	L4 MicroProject: An Exercise in Employee Retention	25	Mar 11
Lesson 5: Integrated Digital Campaigns W9: Mar 5-11 *WSU Spring Break Mar 12-18* W10: Mar 19-25	Discussion Forum	W9 Discussion Forum: Best digital campaigns	5	Mar 11
	Practice Activity	L5A Practice Activity: Social Media Engagement Planning and Message Design	15	Mar 11
	WSU SPRING BREAK MARCH 12-18			
	Discussion Forum	W10 Discussion Forum: Reflections on campaign success	5	Mar 25
	Practice Activity	L5B Practice Activity: Research & Reflection: Success in Awareness Campaigns	15	Mar 25
	MicroProject	L5 MicroProject: An Exercise in Integrated Digital Campaign Development	25	Apr 1
Lesson 6: Final Awareness Campaign – Planning, Concepts and Presentation Design W11: Mar 26 – Apr 1 W12: Apr 2-8 W13: Apr 9-15 W14: Apr 16-22 Apr 23-29 [Dead Week] Apr 30 – May 4 [Finals Week]	Discussion Forum	W11 Discussion Forum: Meeting your audience where they are today	5	Apr 1
	Final Awareness Campaign	L6A Awareness Campaign Part 1: Campaign Planning	25	Apr 8
	Discussion Forum	W12 Discussion Forum: Effective digital storytelling	5	Apr 8
	Final Awareness Campaign	L6B Awareness Campaign Part 2: Messaging and Creative Concepts	25	Apr 15
	Discussion Forum	W13 Discussion Forum: Metrics that matter	5	Apr 15
	Final Awareness Campaign	L6C Awareness Campaign Part 3: Timeline and Metrics	25	Apr 22
	Discussion Forum	W14 Final Discussion Forum Post: Closing thoughts and reflections	5	Apr 22
	Final Awareness Campaign	L6D Awareness Campaign Part 4: Presentation Design	25	Apr 29
		Total Points	**445**	

Assessment & Grading

Each Lesson includes specific requirements and instructions for the related readings, course content, and assignments. Should you need more clarification before handing in work, you can always post your

questions for feedback in the Questions for the Instructor thread or email the instructor directly at the email address listed at the top of the syllabus.

I am happy to look at occasional in-progress work on what will eventually be graded if you find that you need extra help on developing ideas or a draft before a due date. But whether you are looking for classmate or instructor input, it would be best to post on the boards or email the instructor several days in advance of that requirement's deadline, so that there is ample time for a response.

As communication professionals, checking your work and achieving an error-free status is critical to overall success and integrity. Evaluation of your work will be based not only on the quality of writing and applications of best practices - but a very critical eye will be given toward typos, grammatical errors, AP style inaccuracies and overall structure and appearance of each piece.

Course Deliverables

Activity	Volume	Points Per Activity	Total Points	Percentage of Grade
Weekly Practice Activities	10 weeks	15	150	34%
Lesson MicroProjects	5 lessons	25	125	28%
Final Awareness Campaign	4 parts	25	100	22%
Weekly Discussion Forum Contribution	14 weeks	5	70	16%
			445 points	**100%**

Course Grading

Grade	Points	Grade	Points
A	93-100%	C	73 - <77%
A-	90 - <93% (90 to below 93%)	C-	70 - <73%
B+	87 - < 90%	D+	67 - <70%
B	83 - <87%	D	60 - <67%
B-	80 - <83%	F	0 - < 60%
C+	77 - <80%		

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 COMSTRAT 562. The final awareness campaign serves as the cumulative task 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 within 48 hours. I am set up to receive notifications directly from Blackboard "Questions for the Instructor" thread or you can email me directly. I am also happy to set up separate times for phone calls or video conference as needed.

Instructional Methods

Work completed in the course 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) 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.