PART I – Course Information

Course Type
☒ Existing/Restructured
☐ New Course Proposed Fall 2013

If new, have you submitted a Form B to the SHSU Curriculum Committee? ☐ Yes  ☐ No

Course Prefix & Number: MCOM 1371 Audio & Performance

Texas Common Course Number (TCCN Matrix): 1371

Course Title: Audio Production and Performance

Course Catalog Description (Copy and paste from online catalog for existing courses):
This course surveys the mechanics of studio audio production and vocal performance such as the use of microphones, music, and sound effects in media performances. Students receive practical experience with attention to developing, writing, editing and recording programming for on-air performances. Lectures and laboratory projects are designed to build the student’s knowledge of producing programming in modern media including oral performance, digital manipulation, audience building, and social media promotion. Students are expected to produce original content for broadcast and serve as an on-air personality on KSHU-FM. Credit 3.

Course Prerequisites: None

Available Online?
☐ Yes, currently developed in online delivery mode
☒ Anticipated development in online delivery mode (Semester, Year: )
☐ No

Number of Sections to be Offered per Academic Year: 8-10

Estimated Enrollment per Section: 20

Course Level (freshman, sophomore): Freshman

Designated Contact Person (for follow-up communication purposes): Debbi Hatton

E-Mail Address: Hatton@shsu.edu

Phone: 936-294-1498

Approvals

Department Chair: [Signature] [Oct 13, 2012]

Academic Dean: [Signature] [10/22/12]

Submit completed, signed form to Core Curriculum Committee - Box 2478 or Fax 4-1271
Select Component Area:  I. Communication

In one paragraph, describe how the proposed course will fulfill the core and skill objectives of the component area: Critical Thinking, Communication, Teamwork, Personal Responsibility. This course will focus on the study of how the human voice and technology come together in a variety of ways in broadcast and webcast environments. Students will be presented with areas of coverage such as creating an audio package looking at the history of Huntsville, or the history of the Sam Houston State campus. The students will conduct interviews and gather research in order to create a recorded program that will air on the campus radio station. In addition to recorded projects, the students will be challenged weekly with a regularly scheduled DJ shift where they will be required to speak on their feet and answer questions from listeners. Both of the recorded programs and the impromptu speaking assignments will provide the students with the foundation skills of communication and critical thinking needed for any profession. At the conclusion of this course, students will have been speaking to an audience for OVER seven hours which is much more than any other oral communication course offered at Sam Houston State University. While working in teams of two or four, the students will be required to determine a specific topic area for their public affairs program, research the topic fully, schedule guest speakers from the community and produce a full length (:30 minutes) program. This, as well as producing a morning newscast - another assignment in the class, requires students to work closely with each other and develop leadership skills needed to be a successful team. Students learn the importance of everyone including team members responsible for the technical aspects of the production. Additionally, the entire course is geared to instill a sense of personal responsibility in the students including the hard lesson that programming will not be accepted or graded if submitted past the deadline and the realization that missed DJ shifts cause "firings" which will also impact the course grades. Finally, the class has been offered as an ACE course since the beginning of the designation. The students are expected to work within the community to produce Public Service Announcements and other media promotions for non-profit organizations in need of such assistance. The students are reminded of the proverb "Give a man a fish and he will eat for a day, Teach a man to fish and he will each for many". With this in mind, the students are taught that they are not just students sitting in a classroom but a member of the Huntsville community and as such are responsible for sharing their talents. As a professor, I have seen a much higher quality of work produced when students realize that their assignments are not just for a grade but will actually benefit an organization that they care about.

PART III – Course Objectives & Student Learning Outcomes (SLO)

Insert the applicable course objectives stated as student learning outcomes (e.g., Students completing the course will be able to...) that support the core component area objectives. Please reference the component rubric for additional information on core component area objectives.
Objective/SLO 1: Upon successfully completing this course 95% of the students will be able to conduct in-person interviews and gather research to determine characteristics of the target audience, the desired effect of the message and the expected method of delivery.

How will the objective be addressed (including strategies and techniques)?
In the course, students will survey members of the Huntsville community to determine characteristics of the individual who listens to the campus radio station - KSHU 90.5. They will also conduct person-to-person interviews on specific topics. This information will later be used as sound bites in their projects or the person may be asked to be interviewed live on-air during a public affairs program. Once the students determine how their topics they are required to write a pitch outlining how their process and determining the best mode of delivery - such as impromptu or scripted.

Describe how the objective will be assessed: While the points assigned to the written pitch differ, each of the five formal assignments in the course begin with this process. The professor grades the students pitches on thoroughness, depth of research, explanation of delivery selection and grammar. A standardized rubric is used for each assignment.

Objective/SLO 2: Upon successfully completing this course 80% of the students will be able to script a variety of messages including public service announcements, hard and feature news stories, documentaries and literature-based performances in order to educate, inform, and persuade the listeners.

How will the objective be addressed (including strategies and techniques)?
Once the students have conducted their initial research and written the pitches for their topics, they must prepare a script for the project. The first step in this process is to determine what is the desired effect on the listeners whether it be to education as in a PSA, inform as in the morning news or persuade as is required during the DJ assignment. Next the students select the best route to achieving the outcome they desire through brainstorming ideas in small groups in the classroom. Either the professor or a designated group member will play the antagonist and point out the pitfalls of each approach. Students must determine the best route while understanding that no approach will please everyone. Finally, the students actually write the script (or program outline with questions in the case of the public affairs program) which is submitted to the professor for grading prior to the beginning of any production.

Describe how the objective will be assessed: Student scripts will be graded using a rubric designed for the specific assignment. Included in each will be the structure (intro/body/conclusion), use of research to support and reinforce the arguments as well as following solid grammar and word choice rules.

Objective/SLO 3: Upon successfully completing this course 85% of the students will understand and be able to manipulate vocality, such as tone, pace, enunciation, pronunciation, and accent reduction, in order to produce high quality oral delivery.

How will the objective be addressed (including strategies and techniques)?
During the course the students will participate in over seven hours of oral communication ranging from impromptu discussions with community members at radio remotes to conducting live on-air interviews during a public affairs program and scripted delivery as during a morning newscast or recording a public service announcement. FCC requires that every utterance transmitted on an educational radio station be recorded and reviewed. The professor and the
student conduct these reviews together and corrections are made. Additionally, each week students receive vocal training during class assigned time. Corrections to dialect, enunciation and pacing occur immediately.

Describe how the objective will be assessed: Grading rubrics designed specifically for the oral presentation portion of the assignment will be employed. Students with poor or unacceptable vocal delivery including pronunciation, heavy dialect or low volume will not be allowed to record their project until they have attended work sessions with either the professor or advanced (jr/sr) students to correct the problems. Vocality is an issue with many students so "homework" is assigned to help overcome fear of the microphone and breathing issues. Once a student feels they have reached a level of mastery on the specific issue, they make an appointment with the professor to demonstrate their skills. Improvement with vocal issues can only be made through recognizing the problem and hard work. This is emphasized heavily to the students after which they are personally responsible for doing the work outside of class or not being given the opportunity to complete the assignments. It should be pointed out that this also measure a students mastery of personal responsibility. Not all students work well in this environment but many do because it provides a challenge that they must overcome.

Objective/SLO 4: Upon successfully completing this course 80% of the students will have developed the technical skills needed to produce programming and promotional materials for radio broadcast and webcast.

How will the objective be addressed (including strategies and techniques)? Along with developing the voice, the student in this course will develop the ability to professionally work with production equipment including different types of microphones, recording devices and equipment for podcasting. Students will be provided training on each piece of equipment, then working in teams of two the students practice with the equipment until they are comfortable enough to use it in producing a project that will be aired and graded. By working in teams of two, students receive immediate feedback and support needed to build confidence in using the equipment.

Describe how the objective will be assessed: Students are given exams on specific equipment to ensure their knowledge. Exam questions are scaffolded in a manner that students must access the situation (ie. feedback) determine its cause and select the action to correct the problem. While several versions of the test are prepared, five standardized questions will be embedded on each version of each test.
Objective/SLO 5: Upon successfully completing this course 80% of the students will be able to critically evaluate the success of the oral, written and visual communicated messages and make modifications to how the handling of the subject matter, the occasion/event or the expectations of the audience for future airings.

How will the objective be addressed (including strategies and techniques)? At the end of each three week unit, the students either individually or in production teams present to the entire class their experience with the assignment. The students explain the success or failure of their process and what they would do differently in the future. This step allows students the opportunity to see how others worked and assess their own contributions to the project. These sessions can become very contentious but students are encouraged to work through the process and learn how to fix issues early in upcoming assignments. Early in the semester, the professor is required to lead the discussion but as the semester moves along students see the benefit of the process and realize how this is a step that occurs daily in the work environment.

Describe how the objective will be assessed: Using a standardized rubric, the student(s) are evaluated on how well they explain the process they undertook for the assignment as well as how well they defend their choices. If the project was produced as a team, members will evaluate their teammates contributions to the project in a written evaluation. This material is reviewed by the professor and if necessary is used as a discussion prompt during the class room portion of the discussion.

PART IV – THECB Skill Objectives

Address each of the THECB skill objectives required within the component area. Explain how the skill is addressed, including specific strategies to address the skill(s). Address ALL skill objectives associated with the selected Component Area. (See Appendix)

1. Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

How will the skill be addressed (including specific strategies, activities, and techniques)? In this class students will be challenged with determining how to approach a subject to make it acceptable to the listener, researching and conducting in-person interviews to gather information for their program and then evaluating that information to determine what is the most important information to include in the finished work.

2. Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication

How will the skill be addressed (including specific strategies, activities, and techniques)? All forms of communication skills are addressed in this course including the students being required to speak, both scripted and impromptu, in a variety of settings for over seven hours. Students will build aural skills through listening to music and determining how it will be used to set the tone for audio projects. They will also be required to create written story pitches, scripts and reviews of their work. Finally, they will also be responsible for creating a DJ profile using...
social media sites. This profile allows people visiting the radio station's FaceBook page a visual representation of the DJ.

3. **Empirical and Quantitative Skills**: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

How will the skill be addressed (including specific strategies, activities, and techniques)?
NA

4. **Teamwork**: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

How will the skill be addressed (including specific strategies, activities, and techniques)?
During the semester, students will work in teams of two to four members, in order to gather information, schedule interviews, produce the technical aspect of the programming as well as the vocal section. Students will be required to submit a written review of their contributions to the team as well as evaluate the work of the other members.
5. **Personal Responsibility**: to include the ability to connect choices, actions and consequences to ethical decision-making

How will the skill be addressed (including specific strategies, activities, and techniques)?
From the first day of the course students are introduced, trained and tested on their working knowledge of the First Amendment, FCC regulations, legalities and ethical concerns as well as negative consequences of communicating to mass audiences through the mediated channels of radio and the web. Open class discussion and role-play exercises on such topics as:
1) Is it slander, libel or just stretching the truth?
2) When does the personal story become public record? Such as in cases of suicide, family violence, or elected officials.
3) When can a reporter use information found on social media sites such as Facebook or Twitter?
4) How to interview a hostile person that doesn't want to give you the information?
5) What rights does an on-air personality have when it comes to entertainment?

Provides students a place to check their initial reactions and choices against what is considered legal or societally accepted. The instruction provides "what ifs" during the open discussion to help students understand that every episode is different so you must be able to listen, watch and ask questions to get the full story. Students learn to connect their actions with outcomes using these activities.

Additionally, all media runs on deadlines and work presented after the deadline is not accepted for any reason. This course provides students with a real world working environment where students are assigned a topic and must learn to schedule their time in order to research, write and present the materials before the deadline. Initially this is quite difficult for many but after having their work rejected for grading or being locked out of the studio because they arrived late, they learn to schedule more appropriately.

Finally, students must work in teams to produce half of the course's projects. Each student is assigned an integral part of producing the program. If a student fails to produce their section of the program it will not be of the quality necessary for airing and not only their grade but that of the entire team will suffer. This is highly stressed at the beginning the course and students learn quickly to select individuals for their teams that are reliable and make good choices. After the first assignment, the instructor does not assign team members so if students do not carry their own weight they have difficulties finding people to work with. Typically this leads to a meeting with the instructor and a discussion on personal responsibility and ways to change the behavior to make them more productive. If it is determined that the individual lacks the social skills necessary to work as a group, other steps are taken to assist the student.

6. **Social Responsibility**: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

How will the skill be addressed (including specific strategies, activities, and techniques)?
NA
1. Using a 15-week class schedule, identify the topics to be covered during each week of the semester. Provide sufficient detail to allow readers to understand the scope and sequence of topics covered.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Djing- Working with studio equipment including microphones, audio board, automation and on-air streaming system.</td>
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<tr>
<td>Week 2</td>
<td>Djing- Developing an on-air personality / Promoting the DJ on the web / Learning music genres and audience expectations for DJs (Students go live on KSHU 90.5 with training partners.)</td>
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<tr>
<td>Week 3</td>
<td>Djing - Handling call in request / Vocality and Physicality of music announcing (Students will begin their weekly one-hour DJ solo shifts. These will continue for the rest of the semester for a total of 13 hours of air time - 6 hours of oral presentation)</td>
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<td>Week 4</td>
<td>Public Service Ann. - Working a community organization / Interviewing Skills / Telling a Persuasive story in 1 minute or less (PSA scripts due)</td>
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<td>Week 5</td>
<td>Public Service Ann- Working with recording studio equipment / Listening and selecting music to set the tone</td>
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<tr>
<td>Week 6</td>
<td>Public Service Ann- Dialect reduction, enunciation and pronunciation / Pacing, volume and breath control (Students will submit 1 minute PSAs that will air on KSHU 90.5)</td>
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<td>Week 7</td>
<td>Live News-Determining airworthiness of the story / Attributing sources / Creating the news script</td>
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<td>Week 8</td>
<td>Live News-Sounding knowledgable and conversational while reading news live / Working with team mates / Announcing the weather, sports and business news</td>
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<td>Week 9</td>
<td>Live News-Announcing hard to pronounce names, numbers, geographical location and loaded terms (Students working in teams will begin presenting full morning news cast. This will continue for the remaining portion of the semester for a total of 10 minutes of oral presentation.)</td>
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<td>Week 10</td>
<td>On-air Interview/Remote - Conducting in-field interviews / Speaking to Strangers / Persuading audience participation</td>
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<td>Week 11</td>
<td>On-air Interview/Remote- Organizing and outlining the on-air interview / Listening and handling follow-up questions / Building the story on-the-fly</td>
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<tr>
<td>Week 12</td>
<td>On-air Interview/Remote- Students will produce either a live on-air interview with a guest or an in-field remote interview</td>
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<td>Week 13</td>
<td>Public Affairs/Radio Theater - Investigating and writing the script for a full length public affairs programming / Turning the printed story into a performance script</td>
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<td>Week 14</td>
<td>Public Affairs/Radio Theater- Character voices for the performance script and accent reduction for the public affairs moderator</td>
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<td>Week 15</td>
<td>Public Affairs/Radio Theater- Students will produce a full length :30 minute public affairs program with at least three guests or produce a full length :30 minute radio comedy or drama. Students will select how they handle this assignment based on the skill set of their team</td>
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2. Attachments (Syllabus Required)

Syllabus Attached? ☒ Yes ☐ No

Other Attached? ☐ Yes ☒ No If yes, specify:
Appendix: THECB Component Area Descriptions and Skill Requirements

I. Communication (Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.)

II. Mathematics (Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.)

III. Life and Physical Sciences (Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.)

IV. Language, Philosophy, and Culture (Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.)

V. Creative Arts (Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.)

VI. American History (Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.)

VII. Government/Political Science (Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.)

VIII. Social and Behavioral Sciences (Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.)

<table>
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<tr>
<th>Foundational Component Areas</th>
<th>Critical Thinking</th>
<th>Communication</th>
<th>Empirical &amp; Quantitative</th>
<th>Team Work</th>
<th>Social Responsibility</th>
<th>Personal Responsibility</th>
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</table>
COURSE NUMBER/SECTION: MCM 1371
COURSE TITLE: Audio Production & Performance
CREDIT HOURS: 3 hrs
SEMESTER, YEAR: 
LOCATION OF CLASS MEETING: 
MEETING TIMES: 
INSTRUCTOR: 
OFFICE LOCATION: 
OFFICE HOURS: 
OFFICE PHONE: 
E-MAIL ADDR: 

COURSE DESCRIPTION:
This course surveys the mechanics of studio audio production and vocal performance such as the use of microphones, music, and sound effects in media performances. Students receive practical experience with attention to developing, writing, editing and recording programming for on-air performances. Lectures and laboratory projects are designed to build the student's knowledge of producing programming in modern media including oral performance, digital manipulation, audience building, and social media promotion. Students are expected to produce original content for broadcast and serve as an on-air personality on KSHU-FM. Credit 3

ACE COURSE INSTRUCTION:
In this course, students will not only learn knowledge and skills, but will also actively use them to make a difference in the community to improve the quality of life. The Mass Communication professional is recognized as a community leader and is regularly called upon to speak in a variety of settings. This course provides the foundation needed to begin the path to be a positive force in this world and deepen the understanding of the role of citizen.

This course will be taught incorporating lecture, group discussion and skill building formats. Students will be expected to strengthen their vocal delivery and master the use of audio equipment, as both are necessary to be successful in modern media. This class requires EXTENSIVE out of class work because students will be assigned a regular DJ shift on KSHU 90.5, will be expected to participate in off campus remotes and conduct off-site interviews. Students will be given some class time to work on audio projects; BUT should prepare to schedule additional time
COURSE OBJECTIVES:
During this course, students will:

- Develop specific skills and competencies needed for a professional in the field;
- Learn to apply course materials to improve thinking and solve problems;
- Develop skills expressing themselves orally;
- Acquire skills working with others as a team.

TEXTBOOK:
Broadcast Announcing Worktext: A Media Guide. 3ed. Stephenson, Reese and Beadle.

REQUIRED COURSE SUPPLIES AND EQUIPMENT:
Students will need a set of headphone (NOT ear buds) for use in the production and DJ studios.
Each student will need 15-20 CD-R with sleeves or jewel cases, a sharpie and a package of CD labels. You can buy the CDs with the jewel cases or as separate items. Much of this is sold in larger quantities, so, I would recommend that you partner with someone and split the cost.

COURSE ASSIGNMENTS:
Exams:
There will be three exams during the duration of this course. The questions will be T/F, multiple choice and matching format. Students will NOT be allowed to make up an exam except in pre-approved cases. In special cases, ONE comprehensive make-up exam will be given during the scheduled final for the class. A student will only be allowed to make up one missed exam when pre-approved. If additional exams are missed, the student will receive a grade of zero for the assignment.

Assignments:
Specific descriptions of all assignments can be found on the Blackboard class page under the assignment button.

Assignment grades will be calculated using the following:
Unit Exams – 3 @ 75pts = 225

Unit Projects - 775
Weekly DJ
Live Radio Remote
Radio Theater / Public Affairs Program (Group Project)
Live Morning Newscast
PSA supporting a local non-profit organization

Possible Total 1000

Please note – Media runs on deadlines. If you turn in late work, miss a shift or an interview you should be prepared to receive a zero. Your news director/station manager does not care how great the work is IF IT ISN'T READY IN TIME TO AIR - IT DOESN'T AIR! ERGO YOU ARE NOT PAID (receive a grade.)
GRADING PLAN:
In this class students will accumulate points toward a final grade. There will be no weighting percentage of assignments. The grade in the course will be determined using the following scale:

1000-800 = A
899-800 = B
799-700 = C
699-600 = D (MCM majors receiving a grade of D or lower will be required to repeat the course.)
The last date to drop the class without a grade will be ____________.

Written Work:
All submitted written materials must be typed. This includes scripts and peer reviews.

GRADES OF INCOMPLETE:
Students who cannot complete the course requirements due to illness or any other unforeseen issue may apply for an X in the course. To apply for the incomplete the student must submit in writing to the instructor a documented explanation. The request will be submitted to the dean of CHSS for a final decision. Request for in completes must be filed by ____________.

ATTENDANCE:
The Student Handbook provides that regular and punctual class attendance is expected of each student at Sam Houston State University and that it is expected that each faculty member will keep a record of student attendance. Absences, tardiness, or leaving early will adversely affect the student's grade. I take attendance at the beginning of EVERY class. Attendance will only be taken once during the class. If you come in after attendance has been taken, you must submit a sheet of paper with your name and the date to be marked late. This must be done on the date and cannot be submitted after the class has left the classroom.

Students will be allowed 3 class hours of absences without penalty. Any additional absence over 3 hours will result in final grade reductions of 10 pts from the final course grade.

PROPER CLASSROOM DEMEANOR OF CONDUCT:
According to university policy (§5) of the Student Handbook, "students will refrain from behavior in the classroom that intentionally or unintentionally disrupts the learning process and, thus, impedes the mission of the university. Inappropriate behavior in the classroom shall result in a, minimally, a directive to leave class or being reported to the Dean of Students for disciplinary action in accordance with university policy."

Additionally, we will observe the FCC prohibition on the use of obscene and profane language. If you do not know the seven "forbidden" words, learn them.

Finally, when you are on the air or in the community you are representing not only yourself but also Sam Houston State University, the Mass Communication Department and future students. Your dress, language, demeanor and behavior need to be professional at all times. IF YOUR ACTIONS PAINT ANY OF THESE IN AN ILL LIGHT OR IF I RECEIVE COMPLAINTS FROM THE COMMUNITY, YOU WILL FAIL THIS COURSE. NO QUESTIONS ASKED.

CELL PHONE USAGE
Cell phones will be used as a teaching aid during the class.
FREEDOM OF SPEECH:
The student's right to speak on the topic of their choice will be upheld in the class. I will not judge the choice of topic, personal values and beliefs. Students are expected to respect the views of their classmates. I will defend your freedom of speech, I will not, however, defend your personal position on the topic.

ACADEMIC HONESTY:
The University expects all students to engage in academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. Furthermore, the University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. Students found guilty of dishonest behavior in this class will be asked to leave the class and will be given the grade of F for the entire class.

Hatton's Additional Honesty Policy
I am a retired debate coach and will not tolerate dishonest behavior even in its mildest form. If I assign a project I read every page and verify research. If you use someone's work then you must document it! No exceptions! Additionally, WE DO NOT MAKE UP THE NEWS – WE REPORT IT. MAKE UP NEWS STORIES OR SOURCES AND YOU WILL FAIL - NO QUESTIONS ASKED.

INSTRUCTOR EVALUATION:
Students will be given the opportunity to evaluate the instructor at the close of the semester using the IDEA system.

CLASSROOM VISITORS:
As long as there is not an exam scheduled, the classroom is open to visitors. Visitors will be expected to be respectful to the learning environment and participate in all activities.

AMERICANS WITH DISABILITIES ACT:
According to University policy requests for accommodations must be initiated by the student. A student seeking accommodations should go to the Counseling Center and Services for Students with Disabilities (SSD) in a timely manner. Every semester that the student desires accommodations, it is the student's responsibility to complete a Classroom Accommodation Request Form at the SSD office and follow the stated procedure in notifying faculty. Accommodations for disabled students are decided based upon documentation and need on a case-by-case basis by the Counseling Center.