MMC6936 Social Media Practicum 1
Telling Your Story
Spring 2017 Section 1C98

Instructor: Kristina Libby
Email: kristinalibby@jou.ufl.edu
Social: @kristinalibby (Twitter), @kristinamlibby (Instagram)

Class/ Office Hours: Wednesday 4-6pm CT/5-7pm ET.
Skype Name: Kristina Libby

Course Website: http://elearning.ufl.edu/

Course Communication: Please email me with any questions related to the course at the email provided above; additionally, any live class hours are a good time to reach out with questions or concerns.

Course Description:
This course is about engagement. It is about building a community of followers around an interest topic. Especially engaged, passionate followers. As a practicum, I am your consultant. I am here to share my thoughts, ideas, and personal experiences from doing what you will be doing. Success in the class will come from your determination to be successful and your skill at applying what you've learned to your efforts.

In building an engaged community we start with this: You are the brand. Choose an interest topic that is appealing enough to attract a sizeable, engaged audience. Choose carefully. The key is that it is not a company, product, or service. It is you and your ability to build a community around a topic or idea. This will be your focus over the next four semesters of this project.

Once you've established your brand, this course will focus on your vision for building and engaging a community and how to create a strategic plan that supports that vision. To do so, you will identify the story within the vision and determine how to bring that story to life. For this course, you will create a marketing plan, a hosted website with Google Analytics, an RSS feed, and relevant social media accounts including Facebook, Twitter and Instagram to strategically build your community.

Course Objectives:
By the end of this course, students will:
- Establish a social media brand.
- Build a strategic plan that supports your brand vision.
- Develop a presence for your brand across multiple social and online accounts.
- Create content for your brand that is engaging and builds followers.

Course Goal:
This course will position students to strategically achieve the overall goals of the practicum course to build a brand around and develop an online following.

Expectations:
Students are expected to engage fully in the course and use their creative and intellectual sides to bridge academic concepts with practical applications. Students are expected to complete work in a timely manner, participate in the open consultation sessions and engage in the Canvas shell.

Required Texts:
- Zadra, Dan. Where Will You Be 5 Years from Today
- Libby, Kristina. You Don't Need Social Media, Unless You Are Doing It Right.

Suggested Readings:
Listed in the course schedule and in weekly modules on Canvas

Prerequisite knowledge and skills:
Students are required to take the first two semesters of their MA program before registering for practicum classes.

Teaching Philosophy:
In this class, students will engage in hands-on education of learned social media practices and in doing so, practice the rigors of social media. This class will require creativity, diligence and a willingness to try new and diverse activities to generate and secure followers. While much of the class will be self-directed, I will happily be here to provide guidance, brainstorm and discuss new and notable trends.

Instructional Methods:
The course is largely self-guided but there will be weekly live office hour video consultations. This weekly session will be held on Wednesday from 4-6pm CT through Google + as a hangout. This is a hybrid offices hours and class session where you can get guidance, ask questions and share your progress for feedback. Use this session the way you would a coaching session to help you overcome struggles or questions. If you do not want to ask your questions in front of a group, we can also hold individual sessions during this time.

These Google Hangouts will be available in Canvas for those unable to make the assigned meeting times.

Additionally, some of the work will also take place through online group working forums in Canvas where you can be each others critics and advisors. This way you can maximize the skills and talents of your classmates as well as your instructors mind.

Course Policies:

Attendance Policy:
Because this is an online asynchronously delivered course, attendance in the form of calling roll will not occur; however, students are expected to sign onto the course site at least once each day, Monday – Friday, to check for course updates in the announcements and discussion sections of the site.

As your defacto consultant in this Practicum, I will regularly post announcments or ideas to the Canvas page and it is therefore important for you to check Canvas regularly.

Late Work and Make-up Policy:
Deadlines are critical to this class. All work is due on or before the due date. Extensions for deadlines will only be for preapproved emergencies. Minor inconveniences such as family vacation or minor illness are not valid reasons for extensions. With this in mind there will be penalties for late work:

- More than an hour late but less than 24 hours late   10 points off
- More than 24 hours late but less than 48 hours late 15 points off
- More than 48 hours late   25 points off
- A week or more late   Not accepted at all

Issues with uploading work for a grade is not an excuse. If a student is having technical difficulties with Canvas, there are other means to submit completed work. Student may email .zip files or even links to Dropbox folders to Instructor via UF email. Students should compensate for technical difficulties by not waiting until the last minute to submit work.

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up. Contact UF helpdesk (352) 392-HELP.

Emergency and extenuating circumstances policy: Students who face emergencies, such as a major personal medical issue, a death in the family, serious illness of a family member, or other situations beyond their control should notify their instructors immediately.

Students are also advised to contact the Dean of Students Office if they would like more information on the medical withdrawal or drop process: https://www.dso.ufl.edu/care/medical-withdrawal-process/ .

Students MUST inform their academic advisor before dropping a course, whether for medical or non-medical reasons. Your advisor will assist with notifying professors and go over options for how to proceed with their classes. Your academic advisor is Tiffany Robbert, and she may be reached at trobbert@jou.ufl.edu .

The week begins on Mondays.

Requirements for this course are consistent with university policies that can be found in the online catalogue at: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Grading:
Your work will be evaluated according to this distribution:
- Project Planning (Week 3)   10%
- Mid-term: Strategic Plan (Week 6, outline Week 4)   25%
- Final Presentation (Week 11)   65%

The final grade will be awarded as follows:

A	100%	to	93%
A-	< 92%	to	90%
B+	< 90%	to	87%
B	< 87%	to	83%
B-	< 82%	to	80%
C+	< 80%	to	77%
C	< 77%	to	73%
C-	< 72%	to	70%
D+	< 70%	to	67%
D	< 67%	to	63%
D-	< 62%	to	60%
F	< 59%	to	0%

I do not round. 92.7 is an A-

https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Weekly Consultations:
The Instructor will hold consultation sessions each week for two hours at the prescribed time. This is an open window for consultation on your projects. Your instructor will answer questions, brainstorm solutions and share ideas. This will be held in an open webinar format to allow all students to listen to and learn from each other.

These sessions will be a hybrid of office hours and class sessions. Please use the time as best suits your specific needs.

These live sessions will be recorded and made available in Canvas.

Guided Learning Assignments:
Throughout the semester there will be various additional assignments to complete. These assignments will not be for a grade and instead are intended to help you build your overall branded community and stay on pace for the semester. Creating an interest community from the ground up requires a tremendous amount of planning, due diligence, and reflection. These assignments are to help inspire you to think deeply about your brand and act as signposts to help keep you on track during the semester. Your instructor will provide feedback on these assignments as a way to help you think about how to strategically build your community while

also keeping pace with the volume of content that will need to be created. Although these assignments will not be graded, you will receive feedback during the class consultation sessions. The feedback should be used to critically evaluate and create your brand across multiple platforms. **Guided learning assignments will be due Sunday at 11:59pm on the weeks assigned.**

Project Planning 10% of grade:
You will be building an interest community from the ground up. To do so will first require picking a topic to build a community around. We ask (or rather, we insist!) that it be nothing controversial. If you are unsure, ask me! Your community topic is due **WEEK THREE Sunday at 11:59pm**. You may submit your topic before then, but it is due by the end of WEEK THREE.

Midterm Assignment: Strategic Plan 25% of grade:

You will then need to create a strategic plan for developing and promoting content around your new community. Your midterm **strategic plan is due in WEEK SIX Sunday at 11:59pm.** However, you will be asked to submit a **rough plan or plan outline in WEEK FOUR on Sunday at 11;59pm**. The rough plan or outline will be part of your assignment grade. If you do not submit a rough outline, you will be deducted 30 points from your strategic plan midterm grade.

A midterm evaluation of your first semester practicum program will occur during WEEK SIX and is your STRATEGIC PLAN. This evaluation will require you to present the materials worked on to date, including your vision statement, your strategy document and the initial social media concept for your channels. Student can choose the best means to present the work but a basic template will be provided for showcasing social media sites, blogs and Google analytics snapshots and showing your progress. You will have to fill in this content with your own information. This will be a written presentation.

Rubric for midterm strategic plan:

	Excellent	Good	Satisfactory	Unsatisfactory

Approach – 50%	Competently describes and contextualizes strategic approach and plan	Capably describes strategic approach and plan	Struggles to describe strategic approach and plan	Fails to fully describe strategic approach and plan
Impact in the community – 25%	Competently showcases first steps in creating a community	Capably builds social media platforms to create a community	Struggles to build social media platforms to create a community	Fails to fully actualize social media platforms and strategic vision for approach
Technical – 20%	Competently shows the ability to use tools needed to build a community	Capably shows ability to use tools needed to build a community	Struggles to show ability to use tools needed to build a community	Fails to fully show ability to use tools needed to build a community
Gamification – 10%	Ranks highest of those in the class for their vision, plan and execution	Ranks in the middle of the class for their vision, plan and execution	Ranks in the bottom third of the class for their vision, plan and execution	Ranks in the bottom quarter of the class in explaining or portraying vision to the class

Final Presentation 65% of grade:
The rest of the semester from WEEK SIX onward will require you to create original content for your community on multiple platforms and the semester will end with a **final presentation due in WEEK ELEVEN Sunday at 11:59pm** . This final presentation will be your creative five minute presentation of showing your work to date on your platform and a pivotal step in setting you up for the next semester.

The final presentation will be a showcase of the growth of your personal brand over the course of the semester. Students will need to demonstrate the creation and growth of a personal brand, the vision for that brand and the strategic plan to bring to life a social community over the next three semesters. They must present their marketing plan, social media channels, and tool competency in Google Analytics, RSS, social media accounts, etc. This will be a video presentation lasting less than 5 minutes. Students will need to record their presentations and post to a shareable

platform such as YouTube or Vimeo. Links to their presentation and any other materials will be posted in the Canvas assignment.

Your classmates will watch and review the videos and their reviews will be included as part of your gamification ranking. Failure to rank your classmates will results in an automatic zero for your "gamification" score.

Rubric for final presentation:

	Excellent	Good	Satisfactory	Unsatisfactory
Followers – 50%	Is in the top 10% of all students who have participated in the current course in terms of aggregate number of followers	Is in the top 20-30% of all students who have participated in the current course in terms of aggregate number of followers	Is in the top 30-40% of all students who have participated in the current course in terms of aggregate number of followers	Is in the bottom 60% of all students who have participated in the current course in terms of aggregate number of followers
Engagement – 40%	Is in the top 10% of students with the highest engagement rates on posts; engagement rate will be measured from three best performing posts (engagement = number of responses/size of community).	Is in the top 20-30% of students with the highest engagement rates on posts; engagement rate will be measured from three best performing posts (engagement = number of responses/size of community).	Is in the top 30-40% of students with the highest engagement rates on posts; engagement rate will be measured from three best performing posts (engagement = number of responses/size of community).	Is in the bottom 60% of students with the highest engagement rates on posts; engagement rate will be measured from three best performing posts (engagement = number of responses/size of community).
Gamification – 10%	Ranks highest of those in the class for their vision, plan and execution as rated by other students.	Ranks in the middle of the class for their vision, plan and execution as rated by other students.	Ranks in the bottom third of the class for their vision, plan and execution as rated by other students.	Ranks in the bottom quarter of the class in explaining or portraying vision to the class as rated by other students.

Sharing your work:
You will submit your work in Canvas via the Assignments for a grade and feedback from your instructor. For guided learning assignments and the midterm, a

discussion board will be created for you to share your work with your classmates. You are not required to post your work and this discussion is not graded; however, you are strongly encouraged to share and learn from each other.

Prepare for Practicum 2:
You will also be required to maintain some activity on your social media channels between semesters. A dead social media channel will see little to no growth and we want to ensure that you are growing vibrant active communities. As you think about planning, make sure to acknowledge the need to grow these channels when specific in standard class session.

University Policies

University Policy on Accommodating Students with Disabilities:

Students requesting accommodation for disabilities must first register with the Dean of Students Office (http://www.dso.ufl.edu/drc/). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations. Students with Disabilities who may need accommodations in this class are encouraged to notify the instructor and contact the Disability Resource Center (DRC) so that reasonable accommodations may be implemented. DRC is located in room 001 in Reid Hall or you can contact them by phone at 352-392-8565. University counseling services and mental health services:
    Counseling and Wellness resources
    http://www.counseling.ufl.edu/cwc/Default.aspx
    352-392-1575

**Netiquette: Communication Courtesy:
All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf

Class Demeanor:
Mastery in this class requires preparation, passion, and professionalism. Students are expected, within the requirements allowed by university policy, to attend class, be on time, and meet all deadlines. Work assigned in advance of class should be

completed as directed. Full participation in online and live discussions, group projects, and small group activities is expected.

My role as instructor is to identify critical issues related to the course, direct you to and teach relevant information, assign appropriate learning activities, create opportunities for assessing your performance, and communicate the outcomes of such assessments in a timely, informative, and professional way. Feedback is essential for you to have confidence that you have mastered the material and for me to determine that you are meeting all course requirements.

At all times it is expected that you will welcome and respond professionally to assessment feedback, that you will treat your fellow students and me with respect, and that you will contribute to the success of the class as best as you can.

Getting Help:
For issues with technical difficulties for E-learning in Sakai, please contact the UF Help Desk at:
- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- https://lss.at.ufl.edu/help.shtml

** Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Other resources are available at http://www.distance.ufl.edu/getting-help for:
- Counseling and Wellness resources
  http://www.counseling.ufl.edu/cwc/Default.aspx
  352-392-1575
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course please visit http://www.distance.ufl.edu/student-complaints to submit a complaint.

Course Evaluation:

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://evaluations.ufl.edu
Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results

University Policy on Academic Misconduct:

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at http://www.dso.ufl.edu/students.php

The University of Florida Honor Code was voted on and passed by the Student Body in the Fall 1995 semester. The Honor Code reads as follows:

Preamble: In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. A student-run Honor Court and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code.

The Honor Code: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

For more information about academic honesty, contact Student Judicial Affairs, P202 Peabody Hall, 352-392-1261.

ACADEMIC HONESTY

All graduate students in the College of Journalism and Communications are expected to conduct themselves with the highest degree of integrity. It is the students' responsibility to ensure that they know and understand the requirements of every assignment. At a minimum, this includes avoiding the following:

Plagiarism: Plagiarism occurs when an individual presents the ideas or expressions of another as his or her own. Students must always credit others' ideas with accurate citations and must use quotation marks and citations when presenting the words of others. A thorough understanding of plagiarism is a precondition for admittance to graduate studies in the college.

Cheating: Cheating occurs when a student circumvents or ignores the rules that govern an academic assignment such as an exam or class paper. It can include using notes, in physical or electronic form, in an exam, submitting the work of another as one's own, or reusing a paper a student has composed for one class in another class. If a student is not sure about the rules that govern an assignment, it is the student's responsibility to ask for clarification from his instructor.

Misrepresenting Research Data: The integrity of data in mass communication research is a paramount issue for advancing knowledge and the credibility of our professions. For this reason any intentional 14 misrepresentation of data, or misrepresentation of the conditions or circumstances of data collection, is considered a violation of academic integrity. Misrepresenting data is a clear violation of the rules and requirements of academic integrity and honesty.

Any violation of the above stated conditions is grounds for immediate dismissal from the program and will result in revocation of the degree if the degree previously has been awarded.

Students are expected to adhere to the University of Florida Code of Conduct https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code

If you have additional questions, please refer to the Online Graduate Program Student Handbook you received when you were admitted into the Program.

Schedule

Course Introduction:

Course Introduction Video:
- Understand what is expected in the practicum program and this class in particular.
- Explanation of course requirements and assignments

Week One: Overview

Learning Objectives:
- Setting and understanding a vision: how to do it and why it matters.

Watch:
- Brown, Berne. "The Power of Vulnerability."

Readings:
- Libby, Kristina. You Don't Need Social Media, Unless You Are Doing It Right.
- Zadra, Dan. Where Will You Be 5 Years from Today.

Week Two: Vision

Learning Objectives:
- Students will understand how to set a vision for their brand online.
- Students will be shown how having a vision helps to create a social media plan that works.
- Students will learn what it means to "start with why"

Watch:
- TED Talk: How great leaders inspire action
- Ted Radio Hour. "The Source of Creativity." (2015)

AdditionalReadings:
- Urban, Tim. "Wait but Why: How and Why SpaceX Will Colonize Mars."
- Inc Staff. 8 Steps for Creating A Business Vision
- Libby, Kristina. You Don't Need Social Media, Unless You Are Doing It Right. (Part 1)

Assignments:
- **Guided learning assignment**:
    - Create a vision statement for your brand; show your: why, how, what framework.

Week Three: Storytelling

Learning Objectives:
- Students will understand how to transform from a vision to a brand story
- Students will create their own brand story

Watch:
- Stanton, Andrew: [The Clues to A Great Story](#)
- GUEST: Judy Lee, Facebook Director of Creative Marketing will join Office Hours to talk about how she tells stories at Facebook.

Additional Readings:
- [The Best PR Advice You've Never Heard - from Facebook's Head of Tech Communications](#).
- King, Stephen. <u>On Writing</u>. Pages 140-181 (*Section On Writing 1- 6)*

Required Assignments:
- **Project Planning Community Topic Due:**
    - Share the topic of your interest community. Submission must include: topic, synopsis and one sentence to one paragraph brand story.

Week Four: Planning

Learning Objectives:
- Students will create a broad strategic plan that supports their brand vision and storytelling framework. This plan will span the next four semesters and evolve with you. The plan will also be used during non-semester time i.e. the weeks between semesters when you are not in class but are expected to maintain an active channel.
- Students will learn other examples of people who have grown a community of online subscribers in various platforms so as to learn techniques for growing their own.

Additional Readings:
- Textbook worksheet in Canvas.
- [Restaurant blog offers food for thought](#)
- [O Pioneer Woman](#)
- [What People Get Wrong About PewDiePie, YouTube's Biggest Star](#)

Assignments:
- **Guided learning assignment**: Complete Worksheet One which will be posted to Canvas.
- **Strategic Plan Outline Due**

Week Five: Your Social Platforms

Learning Objectives:
- Students will be able to determine what social media platforms are relevant for their brand
- Students will understand what types of relevant content to post on these social media platforms.

Additional Readings:
- Libby, Kristina. You Don't Need Social Media Unless You Are Doing it Right. (Part 2)

Assignments:
- **Guided learning assignment**:
  - Create accounts on the appropriate social media networks to build your brand platform. This could include Facebook pages, Twitter accounts, Instagram accounts and website.

Week Six: Midterm Evaluation - Strategic Plan

Learning Objectives:
- Deliver strategic plan for review
- Understand how big brands create and deliver on smart strategic social media plans.

Readings:
- None

Assignments:
- **Midterm Strategic Plan Due**
- Continue working on the creation of your community by posting relevant content, growing your followers, etc.
- You should be posting and continuing to post content by this time. The number of posts and type is determined by your specific brand goals and engagement style.

Week Seven: From Plan to Action

Learning Objectives:
- Students will understand how brands big and small bring their vision statements to life through creative content.
- Students will understand and see top examples from amongst their peers' social media plans. (All social media plans from the midterm will be posted to Canvas and shared. You are all in this together!)
- Students will understand what makes a great and differentiated website.

Additional Readings:
- Creative Strategies in Social Media Marketing: An Exploratory Study of Branded Social Content and Consumer Engagement
- Lessons from Coca-Cola's Social Media Strategy: Cohesive Campaigns and Creative Content
- WIX: www.wix.com
- WordPress: www.wordpress.com
- 5 Steps to a Great Website

Assignments:
- **Guided learning assignment**:
  - Create your website using an upgraded WordPress Account
- Continue to create content for your blog and social media channels as needed to reach your goals.

Week Eight: Measurement

Learning Objectives:
- Students will review various measurement tools
- Students will create a Google Analytics account and profile

- Students will create an account on at least one other measurement platform (i.e. Hootsuite, Tweetreach, etc.)

Additional Readings:
- Improve your Analytics skills with free online courses from Google: https://analyticsacademy.withgoogle.com/explorer
- Google Analytics: https://www.youtube.com/user/googleanalytics
- The problem with sentiment analysis
- Social Media Analytics: Effective Tools for Building, Interpreting, and Using Metrics

Assignments:
- **Guided learning assignment**:
  - Create a Google Analytics account to run with your website and social platforms
  - You will be constantly evolving your plan, as you make changes, test success levels and grow followers. Update your plan to include measurement tools and relevant metrics.
- Continue to create content for your blog and social media channels as needed to reach your goals.

Week Nine: Blogging and SEO

Learning Objectives:
- Students will review various blogging and SEO tools
- Students will create an RSS feed and a blog for their community

Additional Readings:
- How to Create an RSS Feed: http://www.wikihow.com/Create-an-RSS-Feed

Assignments:
- **Guided learning assignment**:
  - Create your blog. Your blog should be part of your website or can be a subdomain if you are using a website builder like Wix or SquareSpace. You will want to create the blog and launch with 2-3 posts relevant to your topic and community.
  - Develop your SEO keywords
- Continue to create content for your social media channels as needed to reach your goals.

Week Ten: Creativity in Action

Learning Objectives:
- Students will review various case studies of creativity in action
- Students will understand what creative content looks like across various channels and how those channels can play and work together.

Readings:
- Libby, Kristina. You Don't Need Social Media, Unless You Are Doing it Right. (Part 2 +3)
- Cameron, Julia. The Artist's Way. (Chapters 1-3)

Assignments:
- **Guided learning assignment**: Creative Strategy POV
  - Every brand needs to find creative ways of differentiating themselves online. This can be as simple determining your tone and style. Or as complex as creating a creative framework for your presence online i.e. the Context in which you are bringing your brand story to life.
  - Determine your creative strategy. Update that in your plan and use it to inform the direction of your final presentation.
  - Your Final presentation should feel like an extension of your brand and as such should have the same creative framework.
- Continue to create content for your blog and social media channels as needed to reach your goals.

Week Eleven: FINAL PROJECT

Learning Objectives:
- Students will present and share their social media plans and platforms brought to life. The presentation will be made via video presentation and will be graded per the rubric described in the above section.

Watch:
- Final project presentation videos.

Required Readings:
- None

Assignments:
- **FINAL Projects due**

Week Twelve: Class Voting and Review

Learning Objectives:
- Students will review the coursework of others and assign a numeric value/review of their coursework.

Readings:
- Review the final presentations of other students. Your presentation in reviewing will be part of your gamification score.

Assignments:
- Continue to create content for your blog and social media channels as needed to reach your goals. You should continue doing this between semesters as well. I will continue to be a resource for you and responding and providing feedback via email. The success of your channel is partially dependent on your diligence in maintaining and growing the channel.
- **Rate the final presentations of other students. Survey and rating card will be sent during this week for you to review.**

Disclaimer:
This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.