


Course Syllabus

UGST-196: The Art of Online Presentation

Spring 2016

Instructor Information

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	Responds to emails: Within 24 hours (Monday-Friday)

General Information

This one-credit hybrid course is designed for juniors and seniors. Hybrid classes replace some of the traditional face-to-face "seat time" with online learning activities. Our two face-to-face class dates (1/23 & 1/30) will be in Hurst 202A and there will be an additional 10 hours of online work each week for the course duration (January 23-February 9). Online activities are due Tuesdays and Thursdays. Final projects are due February 9.

Course Description

Learn how to successfully negotiate your personal, public, and professional identities online and why it matters. Create and promote a contemporary ePortfolio website via WordPress that connects your knowledge to career skills and/or further education. Implement best practices to successfully navigate virtual networks while assessing and critiquing popular social media outlets, viral trends, and online content.

Course Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Assess and critique popular social media networks and identify which platforms align with their personal, public, and professional goals
2. Discuss the requirements and implications for both private and public identities
3. Produce an ePortfolio using WordPress that showcases a personal statement (e.g., Teaching Philosophy, Research Ambitions, Career Objectives), a professional resume, and a portfolio of work samples relevant to their chosen path following graduation
4. Provide professional-level peer feedback on virtual content

Course Materials

Required Materials

- Modern laptop with Google Chrome installed and working properly, microphone, and a high-resolution webcam
- Smartphone or access to high-resolution camera
- High-speed Internet access

Recommended Materials

- Selfie stick or tripod for smartphone/camera

Course Participation Guidelines

Since this course has only 2 face-to-face sessions, in-person attendance is mandatory for both classes. In an emergency, please contact the instructor before the class date to see if work can be made up or if the course should be dropped. Unexcused absences may incur an Incomplete grade.

Grading and Assessment

Assignments

Graded Activities	Points	Due Date
Discussion Assignment 1: About Me, Resume, and Profile Pictures	15	1/26 Noon EST
Peer-Feedback Responses: Week 1	10	1/28 Noon EST
Memo 1: Personal Platform(s)	10	1/28 Noon EST
Discussion Assignment 2: Video Introduction and Multimedia Content	15	2/2 Noon EST
Peer-Feedback Response 2	10	2/4 Noon EST
Memo 2: Public vs. Private Identities	10	2/4 Noon EST
Final: ePortfolio	24	2/9 Noon EST
Course Evaluation Survey	6	2/9 Noon EST

Grading Scale

Exemplary	Good	Acceptable	Unacceptable
A 93-100	B+ 87-89	C+ 77-79	D 65-69
A- 90-92	B 83-86	C 73-76	F Under 65
	B- 80-82	C- 70-72	

Due Date Policy

Since the digital media creation process is iterative and requires feedback for progress, participants will be rewarded for turning their work in early as well as resubmitting updated assignments.

- Work submitted by (or before) noon EST 1 day before the due date will receive 1 extra credit point added to the assignment's total.
- Students may update and resubmit all prior graded activities (once per assignment) until February 9, 2016 at noon EST to redeem any lost points. However, resubmission must include a list of changes made within the Comments section of the assignment's Blackboard upload area (Memos) or as text within a new post (Discussions). Please email the instructor (march@american.edu) after submitting any updated documents to Blackboard to ensure it is reviewed.
- Late work will not be accepted.

Closed Campus: If campus is closed for a snow day (or other emergency), we will still meet online through Blackboard Collaborate and video chat at our regularly scheduled time. Detailed instructions will be sent before the class start time if closure is imminent.

Course Calendar

Week 1: Introduction to digital environments and WordPress

Date	Readings, Videos & Resources	Activities & Assessments
1/23-1/29	<p>Readings (before 1/23 class):</p> <ul style="list-style-type: none"> • How to Perfect Your Posts (from <i>The Art of Social Media</i> by Kawasaki & Fitzpatrick, pp. 41-69) • Resume Writing and Cover Letter Boot Camp (from <i>Guerrilla Marketing for Job Hunters 3.0</i> by Levinson & Perry, pp. 97-124. Optional: pp.125-137) • The Myth of Privacy (from <i>Terms of Service</i> by Silverman, pp. 279-312) • How to Make Your Resume ROAR • How to Create a Social Media Posting Schedule • The Art of Online Portraiture • 7 Tips for Taking a Professional Selfie <p>Videos & Multimedia (before 1/23 class):</p> <ul style="list-style-type: none"> • WordPress Instructions for EdSpace (Lynda.com Playlist) 26 clips, 1h 46m • Social Media Comparison Infographic <p>Resources (before 1/23 class):</p> <ul style="list-style-type: none"> • Social Media Calendar Template • Instructions for embedding an image into Blackboard (1m48s) 	<p>In-Class (Sat. 1/23 from 10-1):</p> <ul style="list-style-type: none"> • Why bother creating an online presence? • Privacy & Terms of Service • Lab Time: WordPress 101 <p>Due Tues. 1/26 at Noon EST:</p> <ul style="list-style-type: none"> • Discussion Assignment 1: About Me, Resume, and Profile Pictures <p>Due Thurs. 1/28 at Noon EST:</p> <ul style="list-style-type: none"> • Peer-Feedback Responses: Week 1 • Memo 1: Personal Platform(s)

Week 2: Creating meaningful multimedia

Date	Readings, Videos & Resources	Activities & Assessments
1/30-2/5	<p>Readings (before 1/30 class):</p> <ul style="list-style-type: none"> • Developing a Visual Storytelling Road Map: From Strategy to Implementation (from <i>The Power of Visual Storytelling</i> by Walter & Gioglio, pp. 146-176) • Identity: Why do teens seem strange online? (from <i>It's Complicated</i> by danah boyd, pp. 29-53) • Preface & Introduction (from <i>The Presentation of Self in Everyday Life</i> by Goffman, 8 pages) • Identity & Reality: Dramaturgy (from SparkNotes, 2 pages) • Top 5 Tips for Creating Impressive Video Resumes • How Search Engine Optimization Works <p>Videos & Multimedia (before 1/30 class):</p> <ul style="list-style-type: none"> • Make and Edit Videos with YouTube (Lynda.com Playlist) 13 video clips, 46m 24s • A Simple Video Guide to Canva (3m 57s) • Introduction to SEO and Jetpack (Lynda.com Playlist) 4 video clips, 15m 7s 	<p><u>In-Class (Sat. 1/30 from 10-1):</u></p> <ul style="list-style-type: none"> • Meaningful content and memetics • Social Media Tips & Tricks • Lab Time: Creating Multimedia <p><u>Due Tues. 2/2 at Noon EST:</u></p> <ul style="list-style-type: none"> • Discussion Assignment 2: Video Introduction and Multimedia Content <p><u>Due Thurs. 2/4 at Noon EST:</u></p> <ul style="list-style-type: none"> • Peer-Feedback Responses: Week 2 • Memo 2: Public vs. Private Identities

Week 3: Final ePortfolio (Online only)

Date	Readings, Videos & Resources	Activities & Assessments
2/6-2/9	<p>Readings:</p> <ul style="list-style-type: none"> • Billboard Design 101 (from <i>Don't Make Me Think</i> by Krug, pp. 29-41) • The <i>Something</i> about Social Networking (from <i>Mind Change</i> by Greenfield, pp. 100-115) <p>Videos & Multimedia:</p> <ul style="list-style-type: none"> • Guy Kawasaki: If I Knew Then What I Know Now (First 50m29s of video) <p>Resources:</p> <ul style="list-style-type: none"> • How to make a contact form with Gravity Forms (8m37s) 	<p><u>Due Tues. 2/9 at Noon EST</u></p> <ul style="list-style-type: none"> • Final ePortfolio • Course Evaluation Survey

Rubrics

All assessments will have detailed instructions in the Blackboard course space and will be scored using the rubrics that follow. You should review all of the instructions in Blackboard and the rubrics before submitting each assessment. If you have questions about an assessment or rubric, contact the instructor and schedule a time to speak one-on-one before its due date.

Discussion Assignment 1: About Me Page, Resume Page, and Profile Pictures

Share your newly created About Me and Resume pages and provide 3 profile picture options.

How to submit the assignment:

Use the Week 1 Discussion Board to submit this assignment. Inside your original post:

1. Paste a link to your ePortfolio and make sure your About Me page and Resume page are visible (if you've password-protected your site or pages, make sure to provide the password).
2. Embed 3 profile image options within the Bb post.

I. Rubric for About Me Page (5 Points)

CATEGORY	1 Point	0 Points
Personalization	Page is customized to include a personal statement (500 words or less) that aligns with the tone of chosen career goals (e.g., Teaching Philosophy, Grad School Statement).	Page has not been customized and/or the tone is off. All requirements have not been met. Personal statement is longer than 500 words.
Content	Page addresses the following questions: Who are you? What are your professional aspirations? How are you working toward that goal? Briefly describes hobbies and interests.	Statement does not address the prompts.
Design	The page clearly demonstrates good visual design principles (e.g., alignment, contrast, easily read text) and is appropriate for the target audience.	The page is in need of polish in its visual design and is not appropriate for the target audience.
Spelling and Grammar	There are no errors in spelling, punctuation, or grammar in the final draft of the website.	There are errors in spelling, punctuation, or grammar in the final draft of the website.
Creativity	Page is customized with something unique and personal. It may be a photo, a logo, links to your favorite websites, a background or header image, or something else that separates student from everyone else in the class.	No additional creativity has been added to the template page.

II. Rubric for Resume Page (5 Points)

CATEGORY	1 Point	0 Points
Text & PDF	Page is customized to include both in-line text (on the website itself) and PDF versions of resume.	Page includes either text version or PDF version (or neither).
Results-Oriented	All statements are Results-Oriented, which reflect accomplishments for each position (e.g., Promoted to a senior account executive after 12 months, Sold more products than other employees on my shift). There are no Task-Oriented statements (e.g., Answered phones, Filed papers, Wrote memos).	Statements are Task-Oriented – a potential employer with reasonable knowledge of the field would be able to infer statements just by knowing the job title.
Relevant	Either an Objective, Summary, and/or Highlighted Experience section that is relevant to chosen field is clearly visible.	Resume does not highlight relevancy to chosen field.
Spelling and Grammar	There are no errors in spelling, punctuation, or grammar.	There are errors in spelling, punctuation, or grammar.
Design	Both the webpage and PDF clearly demonstrate good visual design principles (e.g., alignment, contrast, easily read text) and are appropriate for the target audience.	Either the webpage or PDF is in need of polish in its visual design and/or is not appropriate for the target audience.

III. Rubric for 3 Profile Picture Options (5 Points)

CATEGORY	1 Point	0 Points
Quantity	3 distinct photographs are uploaded.	More—or less—than 3 images present.
Availability	All 3 images are embedded correctly within 1 original Blackboard discussion board post. They are not attached as files or spread across multiple Bb posts.	Images are not correctly embedded within the Bb post.
Image Quality	Resolution is high enough so entire image looks smooth at a reasonable resolution (e.g., 500x500px). Exposure is correct and the image contains a full range of colors.	Low resolution makes image appear pixelated. Image may be over (or under) exposed, or colors may seem too harsh.
Dress & Expression	Dress is appropriately formal for desired industry. Expression/mood is suitable.	Clothing seems too informal (or too stuffy) for desired career. Expression and mood is off-putting or inappropriate.
Background	Background is not distracting, busy, or inappropriate. Picture is cropped to highlight face.	Too much (or too little) space surrounds the face and/or the background detracts from portrait.

Peer-Feedback Responses: Week 1

Critique at least 2 peers' personal statements, resume, and images. Choose one of the profile pictures that best suits the career desires detailed in their statement and describe why it is the most appropriate.

How to submit the assignment:

Respond to your peers' original discussion board posts within Blackboard.

Rubric for Peer-Feedback Responses: Week 1 (5 points each, 10 points total)

CATEGORY	1 Point	0 Points
Design & Customization of Website	Describes the personalization of both the About Me and Resume pages and how the customization does (or doesn't) effect the overall goals of the website. Offers at least 1 suggestion.	No discussion of personalization or suggestions to further customizes the site.
Written Content (About Me and Resume)	Addresses at least 1 positive area and 1 suggested change for the text within the About Me or Resume pages.	No positive remarks and/or suggested changes are offered regarding the website's text.
Photo Choice	A favorite picture of the 3 options is selected. At least 1 reason is provided for why that picture was chosen.	No image is selected and/or no reason is given as to why that picture was chosen.
Spelling and Grammar	There are no errors in spelling, punctuation, or grammar in the critique.	There are errors in spelling, punctuation, or grammar in feedback.
Length	Critique is 250 words or less and succinctly covers all of the topics above.	Critique is over 250 words.

Memo 1: Personal Platform

Describe how a particular social network fits your life and/or professional aspirations, how the platform makes money, 2 topics learned from reading its Terms of Service. Create a week's posting schedule.

How to submit the assignment:

Upload your paper as a Word document or PDF within the Week 1 Memo assignment submission area in Blackboard.

Rubric for Memo 1: Personal Platform (10 Points)

CATEGORY	2 Points	1 Point	0 Points
Social Network Choice	A social network is chosen with a description of how using it fits the student's life and/or professional aspirations.	A social network is chosen, but its description is lacking or does not fit with professional aspirations.	No social network is chosen.
Profit Research	Description of how the platform makes money is factual and cited correctly (APA).	The platform's business model is discussed, but major details are left out or cited incorrectly.	A description of business model is left out or is factually incorrect. No citations are used.
Terms of Service Surprises	At least 2 unknown or surprising facts learned from reading the social network's Terms of Service agreement are described.	1 unknown or surprising fact learned from reading the Terms of Service is detailed.	No Terms of Service surprises are discussed.
Posting Schedule	A posting schedule is filled out according to the template that aligns to your desired industry & platform's guidelines.	A posting schedule is partly filled out or does not fully align to the platform/industry guidelines.	No posting schedule is created.
Length, Spelling & Grammar	Memo is 500 words or less (not including posting schedule) and succinctly covers all of the topics above. There are no errors in spelling, punctuation, or grammar.	1-4 spelling/grammar errors are visible and/or memo is longer than 500 words.	Memo is over 500 words and/or contains more than 5 spelling/grammar errors.

Discussion Assignment 2: Video Introduction and Multimedia Content

Create and share a video resume and a unique piece of multimedia.

How to submit the assignment:

Use the Week 2 Discussion Board to submit this assignment. Inside your original post:

1. Paste a link to your ePortfolio (and any password that might be needed for access) and make sure your Video Introduction is visible.
2. Embed, attach, or link to the multimedia content that you created within the Blackboard post.

I. Rubric for About Me Introductory Video (10 Points)

CATEGORY	2 Points	1 Point	0 Points
Complete	Video is under 2 minutes long. Includes extra creative elements, such as stills or video of student at work or play. Edited to remove any mistakes.	Video is over 2 minutes in length and/or no extra content beyond a "talking head" is visible.	Video is under a minute and/or has no visual content (e.g., a blank screen).
Objective & Relevant Personal Information	Career objective is clear, concise, and grammatically sound. Video includes past work experience, hobbies/interests, and student goals as well as awards/recognitions.	Less than clear objective, not concise, or not grammatically sound. Video includes some work experience and some hobbies/interests.	Video lacks objective, hobbies, goals, and/or interests.
Style and Neatness	Very attractive and neat format. Organized and presentable. Background is uncluttered. Student attire is professional.	Background is a bit cluttered and student attire is untidy.	No attention was paid to the background or student attire.
Production Value	Video is well edited with no flash-frames, jumpcuts, pixelation, or extra video. Audio is clear and consistent. Lighting is well done and appropriate for the subject.	Video is somewhat edited with only minor errors. Audio sometimes drops or spikes. Little attention was paid to lighting the subject.	There are no signs of the video being edited; one shot and done.
Embedded correctly within About Me/Home page	Video is posted to a desired platform (e.g., YouTube, Vimeo, etc.) and embedded within the ePortfolio About Me/Home page.	Video is posted to a platform but not correctly embedded within ePortfolio website or vice versa.	Video is not posted to platform nor embedded within ePortfolio.

II. Rubric for Multimedia Content (5 Points)

CATEGORY	1 Point	0 Points
Explanation	50 words or less describing why this multimedia piece is meaningful to you and why you chose to create it.	Description is longer than 50 words, has spelling/grammar mistakes, or does not give enough detail.
Graphics	All audio or graphic elements (e.g., background, font) are related to the topic and add to the overall message.	Audio or visual choices do not relate to the topic or add to its message.
Attractiveness	Audio: Sound is clear and consistent. Visual: Makes excellent use of font, color, graphics, effects, etc. to enhance the piece.	Audio issues or visual elements distract from the work's content.
Skill/Technique	Shows outstanding craftsmanship, with clear attention to organization and adaptation in using the chosen medium.	Shows no craftsmanship, with little or no attention to organization and adaptation in using the chosen medium.
Attached to Bb correctly	Embedded, linked, or attached to discussion post.	Not accessible within Blackboard post.

Peer-Feedback Responses: Week 2

Critique at least 2 peers' video introductions and multimedia.

How to submit the assignment:

Respond to your peers' original discussion board posts within Blackboard.

Rubric for Peer-Feedback Responses: Week 2 (5 points each, 10 points total)

CATEGORY	1 Point	0 Points
Video: Content	1 strength and 1 suggestion are offered regarding the video content. This includes the script, tone, platform used, and context.	No discussion of the video's content and/or suggestions offered are not realistic.
Video: Visual Choices	1 strength and 1 suggestion are offered regarding the video visual choices. This includes the image quality, background, lighting, exposure, or more.	No positive remarks and/or suggested changes are offered regarding visual choices.
Multimedia Element	1 strength and 1 suggestion are offered for the multimedia element.	No positives and/or suggestions are offered.
Spelling and Grammar	There are no errors in spelling, punctuation, or grammar in the critique.	There are errors in spelling, punctuation, or grammar in feedback.
Length	Critique is 250 words or less and succinctly covers all of the topics above.	Critique is over 250 words or does not go into enough detail on the topics listed above.

Memo 2: Public vs. Private Identities

Research your personal SEO and critically review a friend's social media presence.

How to submit the assignment:

Upload your paper as a Word document or PDF within the Week 2 Memo assignment submission area on Blackboard.

Rubric for Memo 2: Public vs. Private Identities (10 Points)

CATEGORY	2 Points	1 Point	0 Points
Description of Google Results	Google yourself while logged out of Google (or in Incognito/Private mode). Answers all of the following 3 prompts: 1. Are the results what you expected, or is anything missing? 2. What would a future employer think of you after Googling your name? 3. Does this align with how you view yourself?	Answers some, but not all of the prompts.	No prompts are answered.
SEO Needs	A detailed description of 3 (or more) ways your current SEO could be improved or changed.	2 or fewer ways your SEO could be improved are offered.	No improvements are included.
Social Media Review	Apply Goffman's dramaturgical approach to a friend's social network presence. What sign-vehicles does your connection implement and which impression management techniques are utilized? Which cues could be misinterpreted? What is gained by performing these expressions?	A friend's social media account is described but the resulting review may not apply Goffman's theory correctly. Discrepancies between appearance and reality are not fully recognized.	Neither a description nor a critique is offered.
Changes/ Suggestions	At least 1 suggestion to improve a friend's social media profile (or posts) is described.	A suggestion is offered, but may not be an improvement.	No suggestion is included.
Length, Spelling, & Grammar	Memo is 500 words or less and succinctly covers all of the topics above. There are no errors in spelling, punctuation, or grammar.	1-4 spelling and/or grammar errors are present.	Memo is over 500 words and/or has more than 5 spelling or grammar errors.

Final ePortfolio

Share your finalized website and comment upon the changes you made based on the peer review process.

How to submit the assignment:

Submit a link to your final ePortfolio website in the Final Project assignment area in Blackboard. Make sure to describe the changes you made based on the peer-feedback responses you received in the "Comments" section of the assignment submission area. If you chose not to make any changes, defend that decision.

Final ePortfolio Rubric (24 Points)

CATEGORY	3 Points	2 Points	1 Point	0 Points
Content	Contains all the ePortfolio requirements (About Me page with video, Resume page, Portfolio/Writing Samples page, and Contact Me form).	All the requirements of the assignment have been met, but content or tone does not align with chosen career.	One of the assignment requirements has not been met.	Two or more requirements have not been met.
Contact Form	A working Contact form is embedded within the site that sends email notifications correctly.	An email link is live, but a working form with notifications is not included.	An email address is listed, but not live (e.g. mailto: isn't coded into the link)	Contact information is not easily accessible.
Portfolio/Writing Samples Page	A Portfolio or Writing Samples page has at least 5 elements described and linked/embedded.	A Portfolio or Writing Samples page has 1-4 elements described and linked/embedded.	A Portfolio or Writing Samples page may have multiple items linked, but without descriptions.	A Portfolio or Writing Samples page has not been customized.
Layout	The website has a clear, organized, and consistent layout that makes it easy to locate important elements.	The website has an organized layout, but there are some inconsistencies that shroud important elements.	The website shows the beginnings of organization, but there are enough inconsistencies (like duplicate menu items) that important elements are difficult to locate.	The website appears cluttered, disorganized, or confusing. It is difficult to locate important elements.
Design	The website clearly demonstrates good visual design (e.g., alignment, contrast, easily-read text) and is appropriate for the target audience.	The website mostly follows good visual design principles and is appropriate for the target audience.	The website is in need of polish in its visual design, but it is still appropriate for the target audience.	The website is in need of polish in its visual design and is not appropriate for the target audience.

Spelling and Grammar	There are no errors in spelling, punctuation, or grammar.	There are 2-3 spelling, punctuation, or grammar errors.	There are 4-5 spelling, punctuation, or grammar errors.	There are 5+ errors in spelling, punctuation, or grammar errors.
Technical	All links and downloads work and there is a clear navigation strategy. Outside links open in new tabs or windows.	One link or download doesn't work, but there is a clear navigation strategy.	Not all links and downloads work, and there is inconsistency in the navigation strategy. Links do not have a descriptive title.	No links or downloads work correctly. Navigational structure has no discernable strategy.
Write-up	All changes based on peer-feedback are described in the "Comments" section of the Blackboard assignment submission area. If no changes were made, that decision is fully defended	Some, but not all, of the changes based on feedback are described.	Most of the changes made were not described, or the lack of changes is unjustifiable.	No written comments were submitted with the assignment.

Course Evaluation Survey (6 Points)

This survey can be accessed through Blackboard and will collect responses anonymously – it is graded automatically for completion.

Course Policies and Expectations

Academic Integrity Code: Standards of academic conduct are set forth in the university's Academic Integrity Code. By registering for this course, students have acknowledged their awareness of the Academic Integrity Code, and they are obliged to become familiar with their rights and responsibilities as defined by the Code. Violations of the Academic Integrity Code will not be treated lightly, and disciplinary action will be taken should violations occur. This includes cheating, fabrication, and plagiarism.

Please note: This also applies to design work. Images and multimedia that have not been significantly altered may still require citations and/or links to original content.

Student Code of Conduct: The central commitment of American University is the development of thoughtful, responsible human beings in the context of a challenging yet supportive academic community. The Student Code of Conduct is designed to benefit the American University community and to assist in forming the highest standards of ethics and morals among its members. By registering for this course, students have acknowledged their awareness of the Student Code of Conduct, and they are obliged to become familiar with their rights and responsibilities as defined by the Code.

Sharing of Course Content: Unauthorized downloading, file sharing, distribution of any part of a recorded lecture or course materials, or using information for purposes other than the student's own learning may be deemed a violation of American University's Student Conduct Code and subject to disciplinary action (see Student Conduct Code VI. Prohibited Conduct).

Incomplete Grades

At the discretion of the instructor and before the end of the semester, the grade of I (Incomplete) may be given to a student who, because of extenuating circumstances, is unable to complete the course during the semester. The grade of Incomplete may be given only if the student is receiving a passing grade for the coursework already completed. Students on academic probation may not receive an Incomplete. The instructor will provide in writing to the student the conditions, which are linked below, for satisfying the Incomplete and will enter those same conditions when posting the grades for the course. The student is responsible for verifying that the conditions were entered correctly.

For more information on AU Regulations and Policies, view the [AU Catalog](#).

Technological Requirements

Blackboard Course Access: Participants will use their AU account to log in at <https://blackboard.american.edu>.

Blackboard Support: Students should immediately report any problems to their course instructor and also contact the Blackboard Support Center at blackboard@american.edu or call (202) 885-3904 for 24/7 support.

AU Help Desk (focuses on all other IT issues): Answers to your technology questions are just an e-mail, instant message, or phone call away. Contact the IT Help Desk at 202-885-2550, helpdesk@american.edu, or [AskAmericanUHelp](#) to reach professional staff who can answer your questions and provide general troubleshooting assistance.

AU Policy on Server Unavailability or Other Technical Difficulties: AU is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty that prevents this course from completing a time-sensitive assessment activity, the instructor may extend the time windows and provide an appropriate accommodation based on the situation.

Support for Students at AU

Accommodations for Students with Disabilities: The university is committed to making reasonable accommodations for qualified students with disabilities. The ASC and DSS assist students with disabilities and promote full participation in academic programs and other campus activities. The Academic Support and Access Center (ASAC) works with students with learning disabilities and Attention Deficit Hyperactivity Disorder. Disability Support Services (DSS) works with students with physical, medical, sensory, or psychological disabilities.

Students are not required to notify the university or any of its offices or personnel of a disability either prior to or subsequent to admission; however, if a student plans to request accommodations, documentation of the disability must be provided.

The Counseling Center offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources. (202-885-3500, MGC 214)

[The Center for Diversity & Inclusion](#) is dedicated to enhancing LGBTQ, multicultural, first-generation, and women's experiences on campus and to advancing AU's commitment to respecting and valuing diversity by serving as a resource and liaison to students, staff, and faculty on issues of equity through education, outreach, and advocacy. It is located on the 2nd floor of Mary Graydon Center. (202-885-3651, MGC 201 and 202)

[The Dean of Students Office](#) offers one-on-one meetings to discuss academic, adjustment, and personal issues that may be interfering with a student's ability to succeed academically. The DOS office also verifies documentation for students who have medical or mental health issues that cause them to be absent from class. (202-885-3300, 408 Butler Pavilion)

[Online Writing Lab](#) is available to any student enrolled in an online credit course at AU — undergraduate or graduate, full or part-time, degree or non-degree. Students are permitted to make two appointments per week with the Writing Lab and two appointments per week per subject area with the Tutoring Lab. Each appointment is 50 minutes long. If you feel you need more appointments, please schedule a meeting with one of the ASAC counselors. [Schedule or cancel an appointment.](#)

University Policies and Procedures

Emergency Preparedness: In the event of an emergency, American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or the use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU email and Blackboard, while students must inform their faculty immediately of any emergency-related absence. Students are responsible for checking their AU email regularly and keeping themselves informed of emergencies. In the event of an emergency, students should refer to the AU Student Portal, the [AU Emergency website](#), and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/college specific information.

[Religious Observances](#): Students will be provided the opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance, provided they notify their instructors before the end of the second week of classes. Please send this notification through email to the professor.

[Use of Student Work \(FERPA\)](#): The professor will use academic work that you complete for educational purposes in this course during this semester. Your registration and continued enrollment constitute your consent.