



COMM 489: Senior Capstone (Ace 10) Course Syllabus and Schedule | FALL 2023

Professor:	Dr. Angela Palmer-Wackerly
Student hours:	T/Th, 2:00-3:00 pm and by appointment (in-person or virtual)
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Student hours:	W/F, 1:00-2:00 pm and by appointment (in-person or virtual)
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Class meetings:	T/Th, 12:30 pm – 1:45 pm
Classroom:	Jorgensen Hall 151

Required texts: *All required course materials will be available on Canvas. Additionally, I may assign more/less assignments as the course continues to enhance your learning.*

DEPARTMENT OF COMMUNICATION STUDIES

Mission of the Department of Communication Studies

The mission of the faculty and students of the Department of Communication Studies is to examine human symbolic activity as it shapes and is shaped by relationships, institutions, technology, and culture. This work concerns the creation, analysis, and critique of messages ranging from face-to-face to digital media contexts. The department's research and teaching devote particular attention to scholarly initiatives aimed at understanding and explaining the role of communication in (a) facilitating civic engagement, mediating public controversies, and organizing for social change, (b) constituting individual and family health, promoting healthy behaviors, and helping persons navigate relational challenges, and (c) creating, maintaining, and challenging personal, social, and community identity in a complex and diverse world.

Goals

As a requirement for a major in Communication Studies, the goals of this course are to:

1. Connect experiences in the major to your professional, personal, and/or civic life,
2. Provide an opportunity to reflect on the relevance of a communication orientation to understanding and addressing current social issues, and
3. Develop a critical inquiry into a social or relational issue through engaging and synthesizing communication literature.

Objectives

As such, the course is designed to achieve the following objectives for each student:

1. Enrich understanding of communication as a process as it relates to personal, professional, and civic contexts;
2. Identify the manner in which coursework addresses communication competencies of advocate, negotiate, and relate;
3. Apply ideas, concepts, and theories from previous communication courses to current social issues and concerns related to the department's scholarly initiatives of (a) diversity, culture, and global communication, (b) communication, health, and well-being, and (c) communication, public advocacy, and civic engagement;
4. Locate relevant scholarly literature related to a specific communication research inquiry;
5. Evaluate strengths and limitations of scholarly works;
6. Integrate scholarly literature into an original scholarly manuscript;
7. Identify and discuss broader implications of scholarly research; and
8. Develop a translational (i.e., applied) artifact reflecting the knowledge and claims emerging from a synthesis of scholarly literature.

Advocate, Negotiate, and Relate

The Department of Communication Studies teaches students how to better advocate, negotiate, and relate across personal, professional, and public contexts. This course accomplishes this in several ways, including explicit discussion about what and how you learned about these skills in your Communication Studies courses; apply concepts, theories, and these skills to the creation of your final semester project; and envision how you would like your life to look as you move toward your next chapter in life.

ACE Requirement

This course satisfies ACE Outcome 10: "Generate a creative or scholarly product that requires broad knowledge, appropriate technical proficiency, information collection, synthesis, interpretation, presentation, and reflection."

COURSE INFORMATION & POLICIES

1. In-Class Etiquette (Learning as Much and as Deeply as Possible)

Your timely presence is required in this course. Although you may be late from time to time due to circumstances beyond your control, try your best to be on time because tardiness is disruptive to your fellow students and me. Please be sure to turn off cell phones before entering the classroom, do your best to listen quietly to whoever is speaking during lecture and class discussion, and focus your attention only on course materials. *In other words, I challenge you to be present and to learn as much and as deeply as possible in this classroom.* We all have unique strengths and weaknesses, and each classroom environment is uniquely successful when each participant contributes their strengths and challenges themselves to be fully present for the duration of each class session. This is a lifelong practice!

1a. Technology Policy: During class time, please use your computer for only engaging in course material and taking notes. Any other technology or use of this technology distracts you, your fellow peers in the course, and me and disrupts our concentration and learning.

As reported by May and Elder (2018), “college students commonly but erroneously report that multitasking increases productivity” (p. 1). Students who use laptops during class are more likely to engage in multitasking. Multitasking, especially with college students, has been studied widely. Results show that students who multitask during class perform significantly worse in class with lower processing and learning of material, lower grades, and lower overall GPA (for a review, see [May and Elder, 2018](#)) as well as feel increased stress, exhaustion, and anxiety ([Elmore, 2017, *The Unintended Consequences of Multitasking*](#)).

1b. Classroom Recording (per University of Nebraska Policy): I invite all of you to join me in actively creating and contributing to a positive, productive, and respectful classroom culture. Each student contributes to an environment that shapes the learning process. Any work and/or communication that you are privy to as a member of this course should be treated as the intellectual property of the speaker/creator and is not to be shared outside the context of this course. Students may not make or distribute screen captures, audio/video recordings of, or livestream, any class-related activity, including lectures and presentations, without express prior written consent from me or an approved accommodation from Services for Students with Disabilities. If you have (or think you may have) a disability such that you need to record or tape class-related activities, you should contact Services for Students with Disabilities. If you have accommodation to record class-related activities, those recordings may not be shared with any other student, whether in this course or not, or with any other person or on any other platform. Failure to follow this policy on recording or distributing class-related activities may subject you to discipline under the Student Code of Conduct.

2. Academic Integrity

The Department of Communication Studies is committed to the highest standards of academic integrity. The Department adopts the campus definition of academic dishonesty in the Student Code of Conduct (Article 3, Section B-1) including cheating, fabrication or falsification, plagiarism (including self-plagiarism), abuse of academic materials, complicity in academic dishonesty, falsifying grade reports, impermissible collaboration, and misrepresentation. Put simply, all course work should be original and unique for this class (i.e., do not use work from other courses even if it is your own). As per department guidelines, instructors will meet with the student and if they determine that academic dishonesty or misconduct has occurred, the instructor will prepare a written account and file a “Misconduct Referral Form” with the Office of the Dean of Students. The full “Academic Dishonesty and Student Misconduct” policy is available [here](#).

Existing and Emerging AI Writing Tools. In this course, students should not use artificial intelligence (AI) (e.g., Chat GPT, etc.) for content creation (i.e., to write any part of your paper/translational product/arts-based self-portrait for you). However, ethical use of AI includes using it as a tool to “help” you in your writing. This form of help can be to brainstorm ideas for your final paper, final creative translational product, organization of your topics to cover in your final paper. However, using AI to write sections of your paper/create your translational product would not be an ethical use of this tool because you would be passing it off as your own work, which it is not. When students present materials not written by them, they are committing academic dishonesty. If students are suspected of using AI for assignment content creation (due to vagueness, incoherence, irrelevance, repetition of ideas, etc.), they will receive a zero for the entire assignment, including final papers/projects.

However, if students ethically use AI as a tool (e.g., to brainstorm ideas, to correct their grammar), please attach an appendix that:

- 1) Which AI tool(s) were used;
- 2) Why AI tool(s) were used;
- 3) How AI tool(s) were used;
- 4) Shows your original submission (question, language, etc.), what AI suggests for you, and what you choose as your final product, highlighting the differences between all of these.

If students are suspected of using AI ethically as a tool but do not attach an appendix, they will receive a zero for the entire assignment, including final papers/projects. If you have questions about this, please talk with us.

3. Accommodations for Students with Disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience barriers based on your disability (including mental health, chronic or temporary medical conditions), please let us know immediately so that we can discuss options privately. To establish reasonable accommodations, we request that you register with [Services for Students with Disabilities](#). If you are eligible for services and register with the office, make arrangements with us as soon as possible to discuss your accommodations so they can be implemented in a timely manner. SSD is located in 117 Louise Pound Hall and can be reached at 402-472-3787.

4. Final Grades

Final grades are what you have earned. Therefore, extra credit will not be given at the end of the semester to boost your grade if you are not satisfied with your final grade. You will have ample opportunity to increase your grade throughout the semester with assignment grades and extra credit. If at any time during the semester you would like to improve your grade, please seek guidance from us in advance of assignments.

5. Grade Appeals

The Department of Communication Studies “Grading and Grade Appeals” policy document can be found [here](#). I encourage you to talk to us if you have concerns with your grades over the course of the semester. I implement the “24/7” rule in which I ask that you wait 24 hours to talk to us about a grade (giving yourself enough time to read and thoroughly consider our comments and to consider them outside potentially charged initial emotional responses), but wait no longer than 7 days to discuss the concern with us so that the feedback is still fresh in both our minds.

6. Diversity, Equity, and Inclusion

The Department of Communication Studies is committed to achieving inclusive excellence as outlined by the university’s [Office of Diversity and Inclusion](#). As communication scholars and teachers, we believe communities and relationships are enriched when we give voice and value to diverse perspectives based on “group and social differences (e.g., race/ethnicity, indigeneity, class, gender, gender identity, sexual orientation, country of origin, and (dis)ability), historically underrepresented populations, and cultural, political, religious, or other affiliations.” We are committed to continual reflection and refinement of curriculum, scholarly endeavors, and community engagement to achieve goals of inclusiveness and equal opportunities for our students, faculty, and staff. If you have questions or concerns, feel free to discuss these with us as your

instructors, with the Chair of the department, members of the department’s [Committee on Diversity](#), or the Office of Diversity and Inclusion.

7. Health and Well-Being

UNL offers a variety of options to students to aid in dealing with stress and adversity. [Counseling and Psychological & Services \(CAPS\)](#) is a multidisciplinary team of psychologists and counselors that works collaboratively to help you explore your feelings and thoughts and learn helpful ways to improve your mental, psychological and emotional well-being when issues arise. CAPS can be reached at 402-472-7450. [Big Red Resilience & Well-Being](#) provides one-on-one coaching to any student who wants to enhance their well-being. Trained well-being coaches help students create and be grateful for positive experiences, practice resilience and self-compassion, and find support as they need it. BRRWB can be reached at 402-472-8770.

Mental Health and Burnout. We also recognize students are struggling at unprecedented levels with mental health concerns and burnout. Therefore, in addition to the above resources, we have built in the following supports:

- In-Class workdays to work on assignments to help relieve stress and uncertainty with additional opportunities to discuss your work/concerns with us.
- Scaffolded assignments that give you feedback and encourage resilience each week so that both you and we can assess how you’re doing and where you might need help.
- Out-of-class workday

Control What You Can Control. I also ask that you practice the following skills and behaviors, which are directly related to academic stress and burnout:

- Focus on the 3 mental health necessities: nutrition, sleep, and movement.
- Engage in “single-tasking”, which is focusing your attention on the task at hand and blocking out other distractions (this includes when attending class and focusing solely on what we’re discussing/doing).
- Seek immediate help when you need it, whether that be from us, CAPs, the health clinic, or elsewhere.
- Start assignments early so that you can ensure that you have the time you need should something unexpected happen (computer crashing, last-minute sickness).

8. Support and Connection

To help you with your learning and class involvement, I ask that you get to know us and at least 3 other classmates. With that goal, after our group activity today, please write the name of at least 3 classmates and their contact info (should you need to get notes, ask questions, etc.).

Name	Cell Phone #	Email

VIII. Inclement Weather Policy/Instructional Continuity Plan

Based on new guidelines related to campus closure and inclement weather (i.e., winter weather), instructors may have the option of provide alternatives for that class period (e.g., Zoom meeting, alternative assignments) if in-person classes are canceled as a way maintain continuity in the course. If in-person classes are canceled, you will be notified of the instructional continuity plan for this class via messaging through CANVAS.

9. Attendance

As with any course, attendance at each class is expected. Should you have an emergency that prevents you from attending class, please get in touch with us as soon as you can prior to your absence. If you are sick with COVID or another illness, let us know right away, stay home, and follow the guidelines set forth by UNL. We will work with you to figure out how we can keep you caught up on the course.

Because of the supports put in place to support your mental health and wellbeing as well as your success in this course, your attendance is very important, especially as a senior seeking to graduate. If you do not have documentation for your absence (doctor's note, university-approved activity), you may miss up to three in-class activities (which are dropped). However, after you have missed three in-class graded activities without documentation, you will not be able to make up that assignment. This policy is to designed to be flexible to cover those out-of-our control life circumstances like car trouble, sickness where you need rest but don't visit the doctor's office, and other schedule disruptions.

If you do have documentation for a university approved absence (e.g., doctor's note, athletics) and wish to make up an in-class activity, let us know as soon as you are able and we can make arrangements.

X. Other University Policies

For other university policies, including the Fifteenth Week Policy, Emergency Procedures, Title IX Policy, etc., please visit: <http://go.unl.edu/coursepolicies>.

GRADES/ASSIGNMENTS DESCRIPTION

Grading Scale

- A= EXCELLENT. Greatly exceeds requirements. Shows outstanding levels of creativity, skill, initiative, and/or effort
- B= GOOD. Exceeds requirements. Shows substantial creativity, skills, initiative, and/or effort
- C= AVERAGE. Meets the requirements in every respect, but does not exceed requirements
- D= BELOW AVERAGE. Meets some requirements but needs improvement in others
- F= POOR. Needs improvement in most or all requirements

Final Grade

To calculate your final grade, add up the points you have earned for the semester, divide your earned points by the total possible points in the class, and compare your percentage to the following grade scale listed below (I round up from 0.5, not 0.49). Remember, your final grade is what you've earned and no opportunities to increase this grade will be extended. The plus/minus system is used

in this class. Communication Studies majors and minors must earn at least a “C” grade to pass this course.

Grades will be based on the following scale:

A+	100%+	C	73-76%
A	93-99%	C-	70-72%
A-	90-92%	D+	67-69%
B+	87-89%	D	63-66%
B	83-86%	D-	60-62%
B-	80-82%	F	59% and below
C+	77-79%		

Your final grade will be based on a total point value of 1000 points based on the assignments below. The grading breakdown is as follows:

<u>Assignment/Percentage</u>	<u>Point Value</u>
In-Class Activities (25%)--will drop three	250 points (25 @ 10 pts each)
Visit to the Career Center Reflection Paper (5%)	50 points
Arts-Based Self- Portrait (25%)	<u>250 points total</u>
Portrait (15%)	150 points
Presentation (10%)	100 points
Final Research Paper & Creative Translational Communication Product (45%)	<u>450 points total</u>
Topic Proposal (2%)	20 points
Annotated Bibliography (6%)	60 points
Literature review rough draft (6%)	60 points
Peer review of literature review (6%)	60 points
Final Paper & Translational Creative Artifact (15%)	150 points
Final Presentation and Discussion (10%)	100 points
<hr/> TOTAL	<hr/> 1000 points

1. In-Class Activity Points (25% of final grade; Total = 250 points; 25 @ 10 points each) – will drop three.

For most days in this course, we will have in-class activities that are comprised of participation, which includes listening to content, personal reflection, team discussion, and class discussion. In-class activities must be completed in class. You may be asked to submit these on Canvas, or we may see who is participating, and grade you based on that effort. For university approved absences

with documentation (e.g., athletic events, illnesses), you may make up in-class activities. In addition, we will drop three in-class activities to allow for flexibility in life's circumstances, for which you do not have documentation. If you miss more than three in-class activities without documentation, please consider the available extra credit opportunities to help make up for the points.

2. Visit to the Career Center (5% of final grade; Total = 50 points).

This 2-3- page, double-spaced paper will provide an opportunity for you to reflect upon your experience visiting with a career coach as it relates to your career goals moving forward. You can make an appt. either in-person or via zoom. This reflection should demonstrate your thoughtful and critical engagement with your experience with a career coach as well as the skills, experiences, and goals you might have as you think about a career after graduation.

3. Arts-Based Self-Portrait Creation and Presentation (25% of final grade; Total 250 points = portrait [150 points] + presentation [100 points])

In this assignment, you will create an arts-based self-portrait, *connecting the curriculum of Communication Studies to You and Who You Want to Be* in life in general, which includes your career. When you create your portrait, you will be evaluated on how well and uniquely you answer the questions below within your arts-based self-portrait. You will also submit a short paper synthesizing your self-portrait with the questions below. These questions directly relate to your in-class activities, and if you are participating fully, your in-class activities will make this portrait easier to create.

- i. My career direction (incl how comm studies relates to it)
- ii. My why statement & values
- iii. My definition of communication competence and continued learning
- iv. My use of advocacy in my everyday life in past, present, and future
- v. My use of negotiate in my everyday life in past, present, and future
- vi. My use of relate in my everyday life in past, present, and future

4. Final Research Paper & Creative Translational Communication Product (45% of final grade; Total = 450 points = project [350 points] + presentation [100 points])

In this assignment, you will create a final research paper (literature review and explanation of your creative translational communication product) and an independent product where you are translating the importance of communication to a public audience ranging from a small group of individuals to larger, social media audience. You will meet with us at least once during the semester in a meeting during class time to provide opportunities for you to discuss your individual project with us. You will take the content learned in Unit 1 in your self-portrait to discuss the impact you want to have on the world through (1) a final research paper and (2) a creative translational communication product that translates that research to the public. Your final paper and project will be comprised of the following aspects:

- i. Topic Proposal (20 points)
- ii. Annotated Bibliography (60 points)
- iii. Literature review rough draft (60 points)
- iv. Peer review of literature review (60 points)
- v. Final Paper & Translational Creative Artifact (150 points)
- vi. Final Presentation and Discussion (100 points)

**Please talk to us before the 2nd week of the semester if you are completing an undergraduate thesis in the Department of Communication Studies in place of the capstone project. You will be required to complete a Memorandum of Understanding in order for the thesis to replace the final project.*

5. Extra Credit Opportunities

Three forms of extra credit are automatically built into the course:

(1) **Research opportunities** offered to everyone throughout the course. See [Participate in Research Studies](#) on the UNL Communication Studies webpage.

(2) **An event (can be virtual) that you attend where interpersonal communication** is prominent in some way and you will analyze the event in a 2-pg paper (5 points each) while synthesizing our course concepts with your thoughts (1 paper per unit will be accepted for a total of 2 extra credit analysis papers [for a total of 10 extra credit points] allowed; however, they must be completed at the end of each unit, not at the end of the course); *see due dates on syllabus*.

(3) **Finding any of my mistakes** that I make on course materials, including emails (0.25 points to the first person who notifies me of the mistake). When you help me find my mistakes, you help me make my communication with you clearer, which is one of my goals as an instructor. If the mistake is small, like a typo, please email me to inform me of the mistake. If the mistake affects your understanding of an assignment (e.g., wrong due date, etc.), please let me know immediately even if during lecture as other students will likely have the same concerns.

Evaluation

Late assignments are accepted on a case-by-case basis. If the student has been highly engaged in the course (attending every day, participating in discussion, regular communication with me, turning in assignments on time), we usually give more latitude in extending due dates and accommodating students' circumstances with a 10% deduction per calendar day that the assignment is late. However, if students have become disengaged (attending infrequently, not communicating with me, not participating in discussion, and/or not turning in assignments), it is unlikely that we will accept late assignments or make-up work. *Thus, it is the student's responsibility to be continually and frequently engaged in the course and with us throughout the semester.* If and when an issue arises, please contact us ASAP so that we can discuss a way forward.

Written Work and Writing Center. Remember that the appearance of your assignments signals the time and care in which they were prepared. All the material you turn in is expected to reflect university-level writing quality. Spelling, organizational, grammatical, and formatting errors will *greatly reduce* your final grade. All submitted assignments for the capstone project should be typed (double-spaced). We encourage you to visit the Writing Center to assist in developing your ideas and arguments in your papers. Please visit [here](#) to learn about the writing center services.

Original and Authentic to Your Unique Identity. We want you to strive to create original, powerful, insightful pieces of writing/products/presentations that uniquely reflect your interests and concerns. One way to do this is to start early, contact us with any questions, and create multiple drafts within the writing/presentation creation process.

Tentative Course Schedule

All readings/podcasts should be completed before class on the day a reading is due.

I may change our course schedule/materials to encourage your learning.

All Assignments due on Canvas.

Tentative Course Schedule			
Week	Date	Topic	Assignment due
Unit 1: Solidifying Your Communication Foundation & Envisioning Your Life/Career			
1	8/22	Introduction to Our Course	
	8/24	Where are we going? Overview of final projects	<ul style="list-style-type: none"> ICA #1
2	8/29	Finding Our Why	<ul style="list-style-type: none"> ICA #2
	8/31	Identifying Our Values	<ul style="list-style-type: none"> ICA #3
3	9/5	Why Communication Studies?	<ul style="list-style-type: none"> Read "Providing the Intellectual Tools": Getting to Know the Discipline of Communication" (Braithwaite et al., 2022) Discussion of paradigms of knowledge ICA #4
	9/7	What is communication competence?	<ul style="list-style-type: none"> ICA #5
4	9/12	Advocate	<ul style="list-style-type: none"> ICA #6
	9/14	Career Directions I <i>Guest Speaker Trina Cress, Career Coach, College of Arts and Sciences</i>	CAS Career Coaching Presentation Review these websites prior to class: <ul style="list-style-type: none"> https://comm.unl.edu/career-coaching https://catalog.unl.edu/undergraduate/arts-sciences/communication-studies/#careerdevelopmenttext https://comm.unl.edu/possible-career-paths ICA #7
5	9/19	Career Directions II <i>Guest speaker</i>	Career Coaching Reflection assigned Review these websites before class: <ul style="list-style-type: none"> https://www.natcom.org/academic-professional-resources/why-study-communication https://www.natcom.org/advocacy-public-engagement/comm-grad-spotlight

			<ul style="list-style-type: none"> • https://www.thebalancecareers.com/best-jobs-for-communications-majors-2059631 • https://www.onlineeducation.com/communication/faqs/what-can-you-do-with-a-communication-degree • http://www.communicationstudies.com/29-famous-people-you-never-knew-had-communication-degrees • https://www.thebalancecareers.com/what-to-do-with-a-degree-in-communication-525620 • ICA #8
	9/21	Negotiate	<ul style="list-style-type: none"> • ICA #9
6	9/26	Relate	<ul style="list-style-type: none"> • ICA #10
	9/28	In-Class Workday	<ul style="list-style-type: none"> • Work on Arts-Based Creative/Translational project • Meet with Instructors • ICA #11 • <i>Arts-Based Self-Portrait & PPT (if creating a ppt) due on Canvas on Mon, 10/2 at 5 pm</i>
7	10/3	Arts-Based Self-Portrait Presentations & Discussion	<ul style="list-style-type: none"> • Group 1 presentations and discussion • ICA #12
	10/5	Arts-Based Self-Portrait Presentations & Discussion	<ul style="list-style-type: none"> • Group 2 presentations and discussion • ICA #13
8	10/10	Arts-Based Self-Portrait Presentations & Discussion	<ul style="list-style-type: none"> • Group 3 presentations and discussion • ICA #14 • <i>Extra Credit Paper 1 due Fri, 10/11 at 5 pm</i>
Unit 2: Translating Research into Practice & Envisioning Your Impact in the World			
8, cont.	10/12	Workshop I: Capstone Project Introduction & Topic Proposal Discussion	<ul style="list-style-type: none"> • Topic Proposal Assigned • ICA #15 • Meet with Instructors
9	10/17	Fall Break (No Class) – Enjoy!	

	10/19	Scholarly Emphasis Area I: Communication, Public Advocacy, & Community Engagement <i>Guest speaker: Dr. Kate Siegfried</i>	<ul style="list-style-type: none"> ICA #16 Topic proposal due Mon, 10/23 @ 5 pm
10	10/24	Workshop II: Annotated Bibliographies	<ul style="list-style-type: none"> Library visit Annotated Bibliography Assigned Work on Annotated Bibliography ICA #17
	10/26	In-Class Workday:	<ul style="list-style-type: none"> APA citations ICA #18 Annotated Bibliography due Mon, 10/30 at 5 pm
11	10/31	Workshop III: Constructing a Literature Review & So What?	<ul style="list-style-type: none"> ICA #19 Writing Center Visit
	11/2	Scholarly Emphasis Area II: Diversity, Culture, and Global Communication <i>Guest speaker: Renca Dunn, MA</i>	<ul style="list-style-type: none"> ICA #20
12	11/7	In-Class Workday	<ul style="list-style-type: none"> ICA #21 Meet with Instructors Rough draft of literature review due on Canvas Wed, 11/8 at 5 pm
	11/9	Workshop IV: Peer Review of Literature Reviews	<ul style="list-style-type: none"> Peer Review ICA #22
13	11/14	Scholarly Emphasis Area III:	<ul style="list-style-type: none"> ICA #23

		Communication Health and Well-Being	
	11/16	Out-of-class Workday— <i>Instructors attending National Communication Association Annual Conference in Maryland</i>	<ul style="list-style-type: none"> • Work on final research papers (edits to lit review and creative translational communication product) • <i>Visit to the Career Center reflection paper due Mon, 11/20 at 5 pm</i>
14	11/21	Capstone Workshop V: Creative Artifacts	<ul style="list-style-type: none"> • ICA #24 • Meet with Instructors •
	11/23	Thanksgiving Break (No Class)—Enjoy!!	
15	11/28	In-Class Workday	<ul style="list-style-type: none"> • ICA #25 • Meet with Instructors • <i>Final Research Paper and Creative Translational Communication Product and Presentation (PPT, etc) due Wed, 11/29 at 5 pm</i>
	11/30	Creative Scholarly Product Presentations and Discussion	<ul style="list-style-type: none"> • Group 1 presentations and discussion • ICA #26
16	12/5	Creative Scholarly Product Presentations and Discussion	<ul style="list-style-type: none"> • Group 2 presentations and discussion • ICA #27
	12/7	Creative Scholarly Product Presentations and Discussion	<ul style="list-style-type: none"> • Group 3 presentations and discussion • ICA #28 • <i>Extra Credit Paper 2 due Fri, 12/8 at 5 pm</i>

REFERENCES

Braithwaite, D. O., Harris, T. M., Ohl, J. J., & Kauer, T. (2022). Providing the intellectual tools: Getting to know the discipline of communication. In B. W. Bach, D. O. Braithwaite, & S.

Ganesh (Eds.), *By degrees: Resilience, relationships, and success in communication graduate studies* (pp. 1-14). Cognella.

Elmore, T. (2017, January 13). *The unintended consequences of multitasking*. Psychology Today. <https://www.psychologytoday.com/us/blog/artificial-maturity/201701/the-unintended-consequences-multi-tasking>

May, K. E. & Elder, A. D. (2018). Efficient, helpful, or distracting? A literature review of media multitasking in relation to academic performance. *International Journal of Education Technology in Higher Education*, 15(13). <https://doi.org/10.1186/s41239-018-0096-z>

Appendix A: On-Campus Resources

Please visit this link for all UNL-course-related policies: <http://go.unl.edu/coursepolicies>.

Accommodations for Students with Disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can discuss options privately. To establish reasonable accommodations, I may request that you register with Services for Students with Disabilities (SSD). If you are eligible for services and register with their office, make arrangements with me as soon as possible to discuss your accommodations so they can be implemented in a timely manner. SSD is located in 117 Louise Pound Hall and can be reached at 402-472-3787.

Emergency Procedures

Stay connected by registering for safety alerts on the UNL Campus at unlalert.unl.edu. Call 911 for fire or medical emergencies. UNL Campus Police can be reached at 402-472-2222. Consult the UNL Emergency Preparedness Resources website at emergency.unl.edu for measures to be taken in emergency situations.

1. **Smoke/fire/gas leak:** Evacuate to nearest exit (do not use elevator), pull fire alarm, grab belongings if near, re-enter only when directed.
2. **Tornado:** Seek shelter in lowest level interior space (without windows), get low, cover back of head, monitor news, and stay until warning expires
3. **Shooting/Violence: Run, Hide, Fight.** *Run* if you know where danger is and it's safe to go; *Hide* if unsafe to escape in a secure place and turn off lights/barricade doors; *Fight* if run/hide are not options and fight as if your life depends on it.

Title IX

Any unwanted conduct of a sexual nature, whether verbal, physical, written, or pictorial, which has the purpose or effect of creating a hostile environment for the person subjected to the conduct, or any solicitation of sexual conduct of any nature when submission to or rejection of such contact is used as the basis for either implicitly or explicitly imposing favorable or adverse terms and conditions of academic standing constitutes sexual harassment and will not be condoned or tolerated. Moreover, sexual misconduct including stalking, dating or domestic violence and sexual assault is prohibited.

Appropriate corrective action will be taken toward any student or employee who is found to have violated UNL's non-discrimination, sexual harassment and/or sexual misconduct policies. Further, UNL commits itself toward the assurance of non-retaliation toward any person who reports harassment, sexual misconduct or discrimination or who participates in an investigation of such conduct.

If you suspect or experience discrimination, sexual harassment, or retaliation toward yourself or others, please keep records or other evidence of specifics and report the conduct. If you do not feel comfortable telling a person to stop inappropriate behavior, or if the behavior does not cease once you have made the request that it do so, you may seek assistance from an administrator, professor or counselor. Persons designated by the University as Responsible Employees are required to report sexual discrimination, harassment and misconduct reported to them. Other employees are encouraged to provide assistance and/or report.

Detailed information about support and resources, and how to report an incident of sexual discrimination, harassment or misconduct, is available on the Institutional Equity and Compliance Title IX website. You can contact the office directly at 402-472-3417.

Wellbeing Resources

1. ***Counseling and Psychological Services***, UNL offers a variety of options to students to aid them in dealing with stress and adversity.
 - a. ***Counseling and Psychological & Services (CAPS)***; is a multidisciplinary team of psychologists and counselors that works collaboratively with Nebraska students to help them explore their feelings and thoughts and learn helpful ways to improve their mental, psychological and emotional well-being when issues arise. CAPS can be reached by calling 402-472-7450.
 - b. ***Big Red Resilience & Well-Being (BRRWB)*** provides one-on-one well-being coaching to any student who wants to enhance their well-being. Trained well-being coaches help students create and be grateful for positive experiences, practice resilience and self-compassion, and find support as they need it. BRRWB can be reached by calling 402-472-8770.
2. ***The Couple and Family Clinic***, Phone: 402-472-5035, Hours: By appointment Monday-Saturday, University of Nebraska-Lincoln, 35th Street & East Campus Loop
3. ***Counseling & School Psychology Clinic (CSPC)***, Offering affordable, confidential counseling for students and community members, Phone: 402-472-1152, Hours: Call to schedule appointments, University of Nebraska-Lincoln, 49 Teachers College Hall
4. ***Psychological Consultation Center (PCC)***, Phone: 402-472-2351, University of Nebraska-Lincoln, 325 Burnett Hall
5. ***Women's Center Counseling***, Open to all genders/sexes, Phone: 402-472-2598, University of Nebraska-Lincoln, 340 Nebraska Union
6. ***If you are experiencing a mental health crisis: Help is available 24/7.*** Have you experienced a personal, psychological or physical trauma recently? Has your level of distress increased significantly? Has someone asked you to come to CAPS or another mental health resource? Are you having thoughts or have you made a plan to hurt yourself or others? Has a friend, intimate partner or family member hurt you physically or emotionally?
 - a. ***University Health Center***: Call 402-472-5000 M-F 8 am – 4:45 pm (follow the prompts after hours for assistance)
 - b. ***CAPS***: Call 402-472-7450 to speak to an on-call therapist
 - c. ***CenterPointe***: 24-hour crisis line: 402-475-6695

- d. **Nebraska Suicide and Crisis Lifeline:** 988
- e. **National Suicide Prevention Lifeline:** 1-800-273-TALK (8255). 24-hour, toll free, confidential suicide prevention hotline available to anyone in emotional distress
- f. **University of Nebraska-Lincoln Police:** 402-472-2222
- g. **Center for Advocacy, Response & Education** – supportive resource for victims/survivors of interpersonal violence and other crimes. (402) 472-3553
- h. **Help finding campus resources** – from help with your NCard and Husker Hub to career services and campus recreation
- i. **Husker Pantry** – help with food and shelter for students at UNL and nationwide. Located on the 1st floor of the University Health Center (room 123), it is a one-stop shop to help students thrive at UNL.
- j. **Well-being Coaches** – student volunteers who help students thrive and create the life they want to live now and in the future.
- k. **Diversity & Inclusion Resources** – includes 17+ resources to help students thrive in their identities while also learning about others’ identities. Resources include the Academic Success and Intercultural Services (OASIS) and Jackie Gaughn Multicultural Center to LGBTQA+ Resource Center and Association of Campus Religious Workers.
 - Information about DACA (Deferred Action for Childhood Arrivals) and support for undocumented/DACA students: <https://nebraska.edu/-/media/unca/docs/daca/daca-faq-rev-2017-09-18.pdf>

Academic Well-Being Resources

Writing Center

The Writing Center can provide you with meaningful support as you write for this class as well as every course in which you enroll. Trained undergraduate and graduate peer consultants are available to talk with you about all forms of communication. You are welcome to bring in everything from lab reports, presentations, and research papers to cover letters, application essays, and graduate theses and dissertations. Writing Center Consultants can work with you at any stage of the writing process, from brainstorming and organizing your ideas through polishing a final draft. You can sign up any time for a virtual or in-person appointment (Andrews 102) by visiting unl.mywconline.com. For more information about the Writing Center, please visit <https://www.unl.edu/writing/>.

Academic Support Services

You can schedule free appointments for individual academic coaching with First-Year Experience and Transition Program staff through MyPLAN. You can also take advantage of study stops--which provide individual and group study with learning consultants in a variety of disciplines--and free group workshops on topics such as time management, goal setting, test preparation, and reading strategies. See <https://success.unl.edu/> for schedules and more information.