

# COMM 372 Communication and Leadership

## Fall 2022

\*Please Note – This syllabus is built directly into Canvas so I've copied/pasted the content to this word document in order to share it in the reappointment system. Please advise if you would like to see it as it is presented to students in a Tabs page in their Canvas learning platform.

### Course Overview

How do great leaders communicate? Leadership is a pervasive concept in our society and lived experience. We have all encountered and been impacted by leaders at every level: public leadership at the global, national and local level, organizational leadership, team-based leadership, and leadership in our relational lives. We have all had--or will have--opportunities to lead. While there are many ideas about leadership, one common thread woven throughout leadership theories and experiences is the need for ethical and effective communication. At its core, leadership is constituted and sustained by the verbal and nonverbal communication of the parties involved in the leader-follower relationship. Whether you see yourself as a leader, a follower, or are simply interested in learning more about leadership communication, this class is designed to advance your knowledge about and develop skills pertaining to communication and leadership. As a class, we will carefully consider the central role of communication in understanding leadership theories in practice, explore what it means to lead ethically and inclusively, and work to develop specific interpersonal communicative competencies to enhance our own leadership communicative competence. Additionally, each student will take a deep dive into their own leadership orientation and experiences in order to articulate their own leadership profile and ongoing development plan.

By the end of the semester, you should be able to demonstrate:

- An understanding of leadership as a fundamentally communicative phenomenon
- Comprehension of leadership theories and research from a communicative perspective
- An in depth understanding of personal values and beliefs and how they translate to your approach to leadership

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- An understanding of how to communicate ethically and inclusively in leadership positions
- An enhanced ability to intentionally enact effective leadership in your communicative behavior and choices in relation to others

### 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, to include learning how to effectively develop and negotiate diverse relationships in the unique leader-follower context and how to be adaptive in communication and the practice of leadership.

### Communication Studies Mission Statement

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.

### Instructor Information

Dr. Kathy Castle

Email: [kcastle4@unl.edu](mailto:kcastle4@unl.edu)

Office Hours: Tues/Thurs 9-10am and by appointment

Virtual Office Space: <https://unl.zoom.us/my/kathycastle> [Links to an external site.](#)

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## Course Expectations and Policies

### **Learner Tip:**

- Review these expectations and policies and, if you have questions about any of them, please reach out to your instructor.

In order to promote the most productive learning environment in this course, please be sure you are familiar with and abide by the course expectations and policies, detailed below. The first thing to understand are the policies around helping us to meet the safety guidelines this semester.

### Course Policies

**Attendance and Class Participation.** *Class attendance and participation are a key part of your learning in this class. Thus, all students are expected to attend and actively participate in all virtual class sessions live. If you are unable to attend a virtual class session, you will be asked to provide documentation for your absence that explains why you are unable to login to and participate in class on a given day. If this is an excused absence, you will be allowed to make the work up for that class period. If you wish to make up the work for this class period, you must reach out to me within 48 hours of your absence and arrange for the completion of the missed work within seven days of the original due date. Work completed after that time will not be accepted for credit.*

*Excused Absences: To be absent from class means you did not attend and participate in your class. There are many reasons a student may not attend class, some of which can be considered "excused", and others of which will be considered "unexcused". If a student has an unexcused absence, that student is not eligible to make up the work that is missed due to the absence. If a student has an excused absence, that student will be given the opportunity to make up the work for that day for full credit if done so within 7 days of the absence. Excused absences are absences that result from a student's illness, death in the student's family, or a conflict due to a university sponsored event. For an absence to be considered "excused", the student should provide appropriate documentation supporting the need for the absence on the specific day and time of the class meeting within 48 hours of the missed class period. This documentation should support the students' inability to attend both in-person and virtually.*

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***Self-Direction and Personal Responsibility for Success.*** Your success in this course is dependent on your ability to take control of your learning experience—develop a personal plan and commit to being responsible for coming to each class period fully prepared and ready to discuss the material. This class has been designed to promote your development of these skills.

***Respect and Contributing to Positive, Productive Classroom Culture.*** You are expected to remain professional in your interactions in your online classroom, with your peers as you work together on class activities and with your instructor. Each student contributes to the classroom culture, and contributes to an environment that shapes the learning process. You are expected to respectfully engage in all aspects of the class. When disagreements do occur, you are encouraged to state your perspective in a respectful manner and listen respectfully to others. Respect for yourself, your peers, your instructor, and the class as a whole are imperative.

Part of showing respect for your peers and your instructor is ensuring you are giving your classmates and instructor your attention throughout the class period and class related interactions outside of class. This means that in class, you are expected to silence your phones, avoid social media and surfing the internet, and put unrelated technology away when the instructor indicates that you should do so.

***Academic Dishonesty and Student Misconduct.*** Academic honesty and integrity are expected in this course. Any student who is found to have engaged in an act of academic dishonesty (e.g., cheating, plagiarism, complicity, misrepresenting excuses for missing class or turning in late work) will automatically fail the assignment and the case will be reviewed to determine whether the student will fail the course. **Plagiarism is any act of submitting another person's work as your own work. Please note: It is possible to plagiarize yourself.** You may not submit work that you completed in a prior semester (for this or any other class) for a grade in the current semester. ***Doing this constitutes self-plagiarism.*** If you have questions about this, please talk with your instructor.

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. The instructors will meet with

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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 linked to the department’s website: <https://comm.unl.edu/forms-and-policies>Links to an external site.

***Assignment Turn In.*** All assignments must be submitted through Canvas as explained in each assignment description. Assignments will not be accepted via email or any other format. It is your responsibility to use Canvas effectively to turn in your assignments and to ensure that your assignment is properly submitted before the assignment due date according to course specifications. PLEASE NOTE: Your assignments MUST be Microsoft Word documents. If you are saving your assignments on your MAC, you must add the .doc or .docx file extension to your document in order for it to be accepted.

***Deadlines.*** Meeting deadlines is very important and a mark of professionalism. All assignments are due to Canvas by the date indicated in the assignment within Canvas. Late assignments will be accepted up to four days beyond the due date, with a 10% deduction of the total points possible for every calendar day they are late.

***Turning Work in Early.*** You are welcome to turn your work in early. However, please note that your written assignments will not be graded until the assigned due date.

***Written Work.*** The work you turn in should reflect your professionalism. All written assignments must be typed and proofread for errors. Handwritten work will not be accepted.

***Student Responsibility in Educational Process.*** Students are expected to engage in the learning process—come to class prepared and ready to discuss and apply the concepts and respectfully engage with one another and with the instructor. Students should embrace and engage instructor guidance and should respectfully and consistently contribute to their team. Each student has a responsibility to contribute to a positive, productive, respectful classroom culture. The timely completion and submission of coursework is critical to the learning process, as is the timely review and, if necessary, clarification, of feedback. Timeliness in these aspects of the class facilitate a student's ability to build on their knowledge throughout the semester.

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***Grading as a part of Learning and Instruction.*** Instructors assess work in this course in accordance with how well it demonstrates student mastery of the course content (reading, lectures, instructor classes and meetings, instructor feedback, etc). Students should strive to demonstrate mastery of these concepts in all aspects of their work. As a part of the learning process, instructors provide feedback when they grade to help students improve their skill and understanding as they move forward. Students are expected to review and incorporate this feedback in their future work.

***24/7 Rule.*** Given the role of grading in the teaching and learning process, it is vital that students actively review their feedback and stay engaged in the process throughout the semester. If a student has a question or concern about feedback and/or the grade on a particular assignment, they are expected to take 24 hours from the time of receiving the feedback to consider it and determine how they can incorporate it into their understanding moving forward. If, after considering the feedback in depth, they have continued questions about the assessment, they should address those questions with the instructor within 7 days of receiving the feedback to ensure a productive conversation and the opportunity to learn from the feedback and assessment as they move forward in the class.

***Grade Appeals Process.*** If a student has continued concerns after clarifying the feedback, they can consider initiating a grade appeal on the assignment. The Department of Communication Studies “Grading and Grade Appeals” policy document is linked to the department’s website: <https://comm.unl.edu/forms-and-policies>.

***Incompletes.*** Incomplete grades are rarely assigned in this class. Please plan to complete all work for the course within the semester you are taking it. In the event you experience circumstances that you see as potentially warranting an incomplete, please note that you must have completed at least 75% of the work in the course and you must approach your instructor before the last week of classes with a proposal for completion of the work. ***Please Note: I generally will not approve an Incomplete unless absolutely clear it is viable for both the student and for me.***

### *Policies Around Technology*

***Class Activity and Privacy:*** 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

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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 an 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.

I also encourage you to use your @husker.unl.edu email addresses; that way I know I am communicating directly with you.

***Class Citizenship*** Given that this course is being taught in a virtual environment, it is critical that you pay close attention to your communication as a member of this class to facilitate this productive classroom climate. This means that you need to really think carefully about:

1) The tone of your emails and online communication. It is imperative that you be respectful to your instructor and to your classmates. When sending an email, read it over in different tones to see how it might be interpreted by the person receiving it. Is what you are saying clear? Is it respectful? Does it adequately convey your point? Does it provide enough information and context for the receiver to understand? Would you be comfortable with someone in a position to make a decision around hiring you for a professional job reading your message? If the answer to any of these questions is no, revise it before you send or post it. Think about how you are communicating in class. How do the choices you are making shape how your instructor and your peers view you as a student in the class? Do your contributions to class create or inhibit a productive learning environment for you and your peers? If you are not contributing in a positive way to establishing a productive learning environment for everyone, re-think and revise your approach to the class.

2) Your responsiveness to peers and to me. Failure to respond in a timely way can be read as disinterest and disrespect, and can negatively impact your peers' ability

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to work with you constructively on completing in-class activities and team assignments. Please be certain that you are acknowledging communication from me and from your peers and responding in a timely way.

3) Be mindful how you are interpreting others' online communication. It is easy to read emotion that we are feeling in the moment into a posting that someone else makes or an email that someone else sends. If you find yourself getting upset about someone's message, consider whether the tone that you are infusing it with in your reading of it is reflective of the intent, and allow for the possibility that your interpretation is not reflective of the intent. When in doubt, ask for clarification before responding from a place of anger.

*Classroom Policies Around Zoom.* This is a Communication Studies class. As a discipline, we research and teach the process of and implications for communication across contexts. Communication is central to fostering connections, building community, and building trust, all of which are essential to facilitating effective learning. This is also a virtual classroom environment in which we face unique barriers to the richness inherent in face-to-face, in person communication, presenting unique challenges for building a productive learning environment. One important way we can mitigate those barriers and meet this challenge is to enrich the communication channels through which we engage in our virtual classroom by having everyone turn their cameras on during class to allow for rich verbal and nonverbal communication as we work our way through the semester. Thus given the importance of fostering connections, building trust, and creating a positive classroom environment to your learning and the centrality of rich communication in facilitating those things, I **strongly prefer that you all have your cameras turned on for class**, particularly for class discussion. Because I recognize that this may be difficult or present problems for some, **I am not requiring** that they be on but I ask that you make every effort to turn your camera on, and, if you are unable to do so, to talk with your instructor in advance of the class period.

*Minimizing Distractions to Maximize Learning.* It's also easy, as we've all likely learned, to get distracted when meeting in a virtual environment. For that reason, it is vital that each student identifies a safe, distraction-free environment from which to login to class each week. I ask that you plan to attend class in a space that facilitates your ability to fully concentrate on the class (e.g., a quiet, distraction free room). Please DO NOT attend class while driving or engaging in any other activity that requires your attention. It is your responsibility to ensure you are in a safe, distraction-free environment conducive to learning when logging into the



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classroom each day. If you cannot identify such an environment to which you have access, please reach out to your instructor in advance of the class.

You will also need to be sure that you take a few minutes before class to minimize possible distraction (e.g., close unrelated tabs, silence your cell phone, etc). We have the same expectations for self-presentation and dress in the virtual classroom space as we do for class attendance in the physical classroom space. Do not talk on your phone or text message or browse the internet during class. Please do not attempt to complete homework/check social media/etc. during class. Silence your audio in order to avoid distractions when necessary. Zoom bombing is prohibited and you may be reported for sharing your screen with inappropriate material or providing classroom details and/or access with anyone other than classmates.

***Technology Resources for Online Learning.*** We will be utilizing Zoom and Canvas extensively to facilitate remote and in person instruction throughout the semester. UNL has pulled together an extensive list of [resources](#). to assist students with learning and working with these technologies. These are particularly helpful with learning in a virtual environment. IT Support is also available by calling 402-472-3970. You can also request help for Canvas using the Help Function on the left-hand side of your screen. Finally, we have put together a set of targeted resources to assist you with the specific technological platforms we are using in this class. You can find them under the **Important Resources** section of the Course Syllabus.

Your experience with remote learning in this course is important to me. If you have questions, concerns, or positive feedback, please contact me [kcastle4@unl.edu](mailto:kcastle4@unl.edu). If I am unable to respond, or you feel I've not adequately addressed your concerns, you can contact Department Chair, Dr. Jody Kellas at [jkellas2@unl.edu](mailto:jkellas2@unl.edu). If your concern is still not resolved, please contact Associate Dean June Griffin at [june.griffin@unl.edu](mailto:june.griffin@unl.edu).

### *Statement on Special needs Accommodation*

Students with disabilities, or who suspect they may have a disability, are encouraged to contact the instructor for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska-Lincoln to provide flexible and individualized accommodation to students with documented disabilities that may affect their ability to participate fully in course activities or to meet course requirements. To receive accommodation services, students must be registered with the Services for Students with Disabilities (SSD) office, 132 Canfield Administration, (402) 472-3787 voice or TTY.

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### *Statement on Diversity and Inclusion*

The Department of Communication Studies is committed to achieving inclusive excellence as outlined by the university's [Office of Diversity and Inclusion](#) [Links to an external site.](#). 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](#) [Links to an external site.](#)), 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 your instructors, the Chair of the department ([Dr. Jody Koenig Kellas](#) [Links to an external site.](#)), members of the department's [Committee on Diversity and Inclusion](#) [Links to an external site.](#), or the Office of Diversity and Inclusion.

### *Title IX*

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same accountability and the same support applied to offenses against other protected categories; such as race, national origin, etc. If you or someone you know has been harassed or assaulted, UNL offers several resources for reporting and support (<https://www.unl.edu/equity/title-ix>). Located in Canfield Administration 128, Tami Strickman is UNL's Title IX coordinator. Her contact number is [402-472-3417](tel:402-472-3417). In the Student Union, Jan Deeds runs the Women's Center and is supervisor of PREVENT (the on campus student organization aimed toward sexual assault awareness and bystander intervention). Her contact information is [jdeeds1@unl.edu](mailto:jdeeds1@unl.edu), and [402-472-2598](tel:402-472-2598). Also located in the Student Union, Voices of Hope provides support in answering questions and guidance in reporting options. Please find the many resources offered by Voices of Hope at <http://involved.unl.edu/gender/advocate>. Additional support is offered through Counseling and Psychological Services (CAPS) located in the University Health Center on the second floor. The contact number for CAPS is [402-472-7450](tel:402-472-7450).

### Required Course Materials

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### Required Textbook

Johnson, C. E., & Hackman, M.Z. (2018). *Leadership: A communication perspective (7th ed.)*. Waveland Press.

I will be assigning other articles and/or case studies periodically throughout the semester. These will be loaded into your Canvas shell.

### What Technology Will You Need?

- Laptop or Mobile Device equipped with a webcam and a microphone
- This device should be able to run Zoom so you can attend class virtually as assigned and/or needed. Please note, [university computer labs](#) will be open.
- You should have a device that you can bring with you to class every time you are attending in the physical classroom as this will be necessary to complete in-class activities. If you don't have one, [you can check one out from the university](#).
- Headphones that you can bring to class so they can be used if necessary
- You need to be able to access Canvas
- You need to be able to submit assignments using Microsoft Word documents and Microsoft PPT. Students can get access to [Microsoft Office from the University](#).

### Assignments and Grading

Your final grade will be determined based on your performance on the following. Full details for each assignment will be posted on Canvas.

**Class Engagement Points** (10 at 10 pts each, total 100 pts). During class, you will be asked to come prepared having read and thought about the assigned material so that you can actively participate in class discussion and small group activities. This is a vital part of your learning in this course. Though you should be doing this every class period, I have created 15 opportunities to earn 10 points for demonstrating your preparedness for class over the course of the semester - Course Engagement Points. You should complete at least 10 of them - to have the opportunity to earn the 100 total possible points associated with course engagement. If you complete all 15, I will drop your five lowest scores. *In order to earn class engagement points, you must (a) submit your notes from the assigned readings for that day prior to the start of class, (b) attend class, AND (c) actively participate in the class discussion.* In

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order to have the opportunity to earn full points for this assignment, each student must turn these in 10 different times throughout the course of the semester. Please see me with questions.

**Leadership Character Paper** (100 points). This paper is an opportunity to critically reflect on your values and how you communicate those values in your relationships with others.

**Enacting Leadership and Followership** (100 points). This paper will provide an opportunity to demonstrate your understanding of leadership/followership styles, how they reflect your values, and how they are reflected in your experience. It will also give you an opportunity to research those that resonate with you.

**Team Presentation - Analysis of Invictus** (50 points). You will work with a team to analyze the case presented in the movie "Invictus", showcasing your learning around communication, culture, and inclusion.

**Communication Competencies for Leadership** (100 points). This analysis will give you an opportunity to explain the inter-connections between communication, relationship-building, culture, and leadership and how you will use that knowledge to inform your own approach to leadership.

**Personal Leadership E-Portfolio** (100 points). This is the final project and will serve as a cumulative representation of what you learned this semester about leadership and communication and how it applies to your own leadership identity, enactment, and development. It will be presented in the form of a personal website.

### Grading Criteria for all Written Assignments

There are a variety of writing assignments in this course, but they all generally involve applying the ideas you are learning about to an actual conflict; either a conflict you have been involved in or observed, or a larger scale conflict of interest to you. All of these assignments provide practice working with the language of communication and conflict as you connect the ideas being learned in class to real life. Your work on these assignments also lets me know how well you are understanding the course materials. In addition to assessing how well a written assignment meets key requirements, when grading written assignments, I generally look for four things in addition to the criteria specified in the assignment description:

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1. Does the paper illustrate a good understanding of key concepts and ideas?
2. Does the paper demonstrate an ability to synthesize key ideas and concepts in ways that enable an in depth, nuanced understanding of the content area?
3. Does the paper demonstrate a developing expertise in the content area?
4. Is the paper reasonably well written? Are ideas clearly presented? Is the paper relatively free of typos and grammatical errors?

### Course Grading Scale

A+ = 97-99.9%	B+ = 87-89.9%	C+ = 77-79.9%	D+ = 67-69.9%	
A = 93-96.9%	B = 83-86.9%	C = 73-76.9%	D = 63-66.9%	F = <60%
A- = 90-92.9%	B- = 80-82.9%	C- = 70-72.9%	D- = 60-62.9%	

### Important Resources

#### *Learner Tip:*

- If you are falling behind or not sure how to move forward, please reach out to me ASAP! I'm happy to help!

### Campus Support Resources

The University of Nebraska-Lincoln is committed to helping you succeed here as a student. There are a number of resources available on campus to help support you through a wide variety of challenges.

- [Counseling and Psychological Services \(CAPS\)](#)
- [Student Affairs:Links to an external site.](#) Provides links to a wide variety of support services
- Forward to Fall: [Resources for COVID-19](#)
- Food Insecurity: [Husker Pantry](#)
- [Services for Students with Disabilities](#)
- [OASIS](#): Office of Academic Success and Intercultural Services
- [Career Services](#): Start preparing for your career after graduation now!

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- [Trio Services](#)
- [Center for Advocacy, Response, and Education](#): offers support for victim/survivors of interpersonal violence and other crimes
- [Center for Academic Success and Transition](#): This center is completely dedicated toward student academic success, providing workshops and resources to help you manage your time, develop study skills, work with an academic coach as needed, and much more!

### Technology Resources

#### Canvas Resources

Canvas is the University of Nebraska Learning Management System. All of your course materials, assignment submissions, and communication will happen within this Canvas. Below, please find some important resources if you are just getting familiar with Canvas:

- Be sure to bookmark the login URL for Canvas: [my.unl.edu](https://my.unl.edu)
- Use the help button to get [Canvas Help](#) - the live chat system works great!
- Be sure to install the Mobile App: [Apple](#) or [Android](#)
- Be sure to [set up your profile](#)
- Be sure to [set your notification settings](#)
- Remember to click the courses icon to [set what courses show on the dashboard](#)

We will be using Canvas extensively in this course. To assist you in this, here are some resources on how to use some of the specific features in Canvas that we will use in this course:

- [Short Videos by Specific Canvas Functions](#)
- [Using Canvas Calendar](#)
- [How to View Annotated Feedback From My Instructor In Canvas](#)
- Canvas Teams: You will work with your peer learning groups in teams, and you will have your own set of resources to work together throughout the semester.
  - Discussion Boards:
  - [Collaborations](#) These are online collaborative documents that your team can work on together. I recommend using Microsoft

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365 documents. Any time you need to create something together, just begin a new collaboration in your team!

- [Conferences](#) There will be times over the course of this semester that your team will need to meet together in a virtual meeting space, particularly as you begin working on your team project. If you or any member of your time has difficulty accessing these conferences, please reach out to your instructor ASAP to identify alternative methods of meeting outside of class.
- Uploading Video to Canvas as an Assignment Submission

### Zoom Resources

This course will rely heavily on Zoom virtual meeting space. We will come together as a class each week via this virtual space, with some of you in person and others meeting virtually every week. Your semester peer learning groups will also use this platform to meet together as a group outside of class. All University of Nebraska-Lincoln faculty, staff, and students have access to a Zoom Pro license. For more information, [visit the UNL ITS page](#). or login to <https://unl.zoom.us/> with your university email address and password. Below, please find some targeted resources to help you with this platform:

- [Joining a Zoom Meeting Room \(Links to an external site.\)](#)



- [Detailed Guide for Using Zoom](#)
- [Other Help Guides for Zoom](#)

### Desktop Access

Select the Zoom link that was provided by your instructor.

If you have never joined a Zoom session on the computer you're using, you will be prompted to download the Zoom desktop client.

You may want to review [Getting Started on PC and Mac](#) from Zoom.

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### Mobile Access

Select the Zoom link that was provided by your instructor.

If you have never joined a Zoom session on the mobile device you're using, you will be prompted to download the Zoom app.

You may want to review this Getting Started documentation from Zoom:

- [Getting Started with iOS](#)
- [Getting Started with Android](#)
- [Getting Started with Blackberry](#)

### Telephone Only Access

If you're having trouble with the computer audio, or you're temporarily somewhere that you don't have access to data, you can also dial in to the Zoom session using a telephone. Toll charges may be associated with this call.

1. Use one of the following dial-in numbers:  
+1 646 876 9923  
+1 669 900 6833  
+1 408 638 0968
2. Enter the 9-digit meeting code provided by your instructor.

For complete instructions, including a list of international call-in numbers, check the [Join by Telephone](#) article from Zoom.

### System Status and Support

If you are experiencing issues with Zoom, first check the [Zoom status page](#) to see if there are known system outages.

For immediate assistance call the University technical support team at 402-472-3970 (or toll-free at 866-472-3970). Or you can email technical support at [mysupport@unl.edu](mailto:mysupport@unl.edu).

[Zoom's privacy policy](#) is available through this link.

### General Support

All students have the capability of submitting assignments through Canvas. If you have difficulty with this, it is likely due to a small compatibility issue that can be



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easily addressed. Please make note of the following simple troubleshooting steps if you encounter problems--these alleviate nearly all issues that students experience:

### Technology Requirements and Tips

If you are having trouble getting Canvas to behave as it should, try the following solutions. If they do not fix your problem, contact the [UNL Helpdesk](#).

### Contact Canvas Help

- [Chat with Canvas Support \(Students\)](#)
- [Canvas Student Guide](#)
- Canvas Support Hotline (Students): 877-244-8884 - call 24/7
- Report a Problem. If Canvas misbehaves, tell us about it.

### Recommended Computer Specifications

- [What are the basic computer specifications for Canvas?](#)
- [Which browsers does Canvas support?](#)

### Problems Accessing Lectures?

- Restart your computer:

Frequently, simply restarting your computer fixes the issue.

- **Clear your browser cache:** Clearing your browser cache removes older temporary files that might affect your computer's ability to render video
- **Try a Different Browser:** If the browser you are using is not working correctly, please try a different browser. **PC** users are recommended to use [Firefox](#). **Mac** users are recommended to use [Safari](#) or [Chrome](#)

### Common Browser Issues

#### Clear Cache

Your browser caches temporary copies of internet files to be more efficient, but if the browser fails to refresh its copy you may find yourself stuck with old or out-of-sync page content.

- [How do I clear my browser cache on a Mac?](#)

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- [How do I clear my browser cache on a PC?](#)

### Enable Flash

Some components of Canvas require the use of Flash. Review the tutorial [Enabling Adobe Flash](#) for more information.

### Enable Java

Enabling Java might also help solve an issue you are experiencing. Canvas requires a working version of Java on the local computer for Chat and other functions in Canvas to work. Make sure you Upgrade to or [Download](#) the latest version of Java directly from Oracle.

### Enable Cookies

Cookies are allowed by default on all supported browsers. If you experience problems staying logged in to Canvas, please check your browser settings to make sure you allow third party cookies. For more information on enabling cookies, please select your current web browser:

- [Mozilla Firefox](#)
- [Internet Explorer](#)
- [Safari](#)
- [Google Chrome](#)

### Disable Pop-Up Blockers

Announcements, assessments, chat, and web links may be opened within new windows in Canvas, which pop-up blockers can interfere with. You could select "Turn Off Pop-up Blocker," or add an exception to the pop-up blocker. The second option will allow functionality while still blocking pop-ups on other websites.

### Contact the UNL Helpdesk

The UNL Helpdesk is a free service available to all NEBRASKA students. You can contact the UNL Helpdesk with any questions or concerns you have regarding your computer, internet connections, Canvas, MyRed, MyPlan, virus eradication, etc.

You can contact the UNL Helpdesk by phone at **(402) 472-3970**, or toll free at **(866) 472-3970**, or via email at [mysupport@unl.edu](mailto:mysupport@unl.edu).