

UWUCC App-4/11/17
Senate App-5/2/17

REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC # 16-122b
Action AP-2/13/17

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

- Professor _____ Phone _____
 Writing Workshop? (If not at IUP, where? when?) _____
 Proposal for one W-course (see instructions below)
 Agree to forward syllabi for subsequently offered W-courses?

TYPE II. DEPARTMENT COURSE

- Department Contact Person B. Gail Wilson Phone 7-3210
 Course Number/Title COMM 315 Persuasive Media Writing
 Statement concerning departmental responsibility
 Proposal for this W-course (see instructions below)

TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

Professor(s) _____ Phone _____
Course Number/Title _____
Proposal for this W-course (see instructions below)

SIGNATURES:

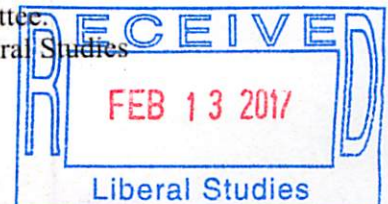
Professor(s) B. Gail Wilson
Department Chairperson B. Gail Wilson
College Dean Shirley Heston
Director of Liberal Studies Edel Reilly

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

- I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.
- II. Copy of the course syllabus.
- III. Two or three samples of assignment sheets, instructions, or criteria concerning writing that are given to students. Limit: 4 pages. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)

Please number all pages. Provide one copy to Liberal Studies Committee.
Before you submit: Have you double-checked your proposal against "The Liberal Studies Committee's Most Frequently Asked Questions"?

UWUCC Co-chair: Gail Sedquist 4/11/17



CHECK LIST FOR WRITING-INTENSIVE PROPOSALS

**The Liberal Studies Committee's Most Frequently Asked Questions,
Based on the Senate Criteria for Writing-Intensive Courses**

For All Writing-Intensive Courses:

- Are the writing assignments integral parts of the course, rather than exercises that seem tacked on artificially? Are they assignments that promise to enhance student learning?**
- Have you considered various forms of writing such as case studies, laboratory reports, journals, letters, memos, formal essays, research articles, project or grant proposals, and so forth?**
- Does one of your course objectives explicitly mention the improvement of writing?**
- Will you distribute written instructions, including criteria for evaluation, for major assignments?**
- Will students receive guidance in conceiving, organizing, and presenting written material in ways appropriate to the subject being studied?**
- Will students produce at least 5000 words (15-20 typed pages) of writing that you evaluate? Have you clarified this by giving us the minimum number of pages that you expect for each writing assignment?**
- Are there at least two, and preferably more, different writing assignments?**
- Will students revise at least one assignment after receiving your review comments?**
- Does at least one assignment require students to produce finished, edited prose (as differentiated from whatever informal or draft writing you have included)?**
- Are written assignments (in-class; out-of-class) worth at least 50% of the course grade?**

For Type I (Professor Commitment) Writing-Intensive Courses:

- Have you attended a writing workshop either at IUP or elsewhere? [If not, have you indicated at least equivalent preparation based on such things as graduate education, teaching experience in writing courses, publications, conference attendance, or other professional activities?]**

For Type II (Departmental) Writing-Intensive Courses:

- Does your "statement of departmental responsibility" explain how the department will ensure that the writing component is present regardless of who is teaching? Does it identify the specific department group or individual who is responsible for ensuring this?**

COMM 315 Persuasive Media Writing - Writing Summary

Distinctive Characteristics

COMM 315 Persuasive Media Writing is planned as an option for students in Communications Media to meet their writing intensive requirement. The type of writing typically done in any form of media is produced with the intent of prompting an audience to complete some form of action; i.e. buy a product, donate money, watch a television program. This type of writing is integral to helping students understand how to reach and persuade audiences so media organizations are successful in their goals. The more recent incorporation of social media into this media mix makes it imperative that students are prepared to write persuasive messages for this format.

We anticipate this course being particularly attractive to students in our new Media Marketing track.

Types of Writing

Assignment #1 is designed for students to research and understand a client for whom they are working. The Client Analysis will be written for the clients in Assignments #2 and #3. In the attached assignment instructions for Assignment #6, the Promotional Media Campaign, the beginning of those instructions is much the same as what will be used for Assignment #1, Client Analysis. The purpose of the assignment is to help students understand the importance of client and audience research and to use that research in writing appropriate persuasive messages. Students will write a client analysis for Assignments 2 and 3, approximately 5-6 double-spaced pages each. We anticipate the need for revision, particularly with the first of these two assignments. With similar assignments, we have learned that students typically rely too much on what they can find online without sufficient depth of research. (10 to 12 pages (5-6 for each assignment)/8% of course grade)

Assignments #2, 3 & 4 are similar in format but different in client. Graduates of our program, who work in small and medium market media organizations, typically find they are expected to write these types of scripts. A radio script is about a page long, while a television script that includes cues for video and visual effects is about two pages long. The television versions of these assignments will require students to conceptualize how words and images work together to create a persuasive message. We anticipate the opportunity for revision, particularly on the first of these three assignments. (25-27 total pages/43.5% of course grade)

Assignment #5 will require students to write a persuasive presentation script and present their content either in-class or on video. This type of presentation is sometimes called a digital oratory and examples can be seen on individual's blogs or on social media sites. Students will select a topic of some social significance, either locally or nationally, write the script and then deliver the content. The instructions for this assignment are included with this proposal. (2-3 pages/4.5% of course grade)

Assignment #6 is the culminating project for the class for which students will combine elements of the previous assignments and incorporate additional types of media in a complete campaign. When feasible, students will work with local clients. We view this as an appropriate opportunity for students to learn how to submit client artifacts via electronic means and to have discussions with clients with whom they are working at a distance. (12-15 pages/12% of course grade)

It is intended that all elements from this course are artifacts students will be using in COMM 475 Senior Portfolio Presentation

Statement of Departmental Responsibility

The syllabus of record for COMM 315 will be maintained in the department file and instructors will be expected to provide instructor that allows the students to accomplish the stated learning objectives. Faculty in our department have professional media writing experience, including broadcasting, film and online writing. Faculty peer and chair evaluations will assess the degree to which individual instructors are maintaining the authenticity of the course and will recommend corrective action as necessary.

With the opportunity for students to include various artifacts from this course in their COMM 475 portfolios, additional evaluation of the course content can be done at that point.

Summary Chart for Writing Assignments*

A. Writing Assignments					
Assignment Title	# of Assignments	# of total pages	Graded (Yes/No)	Opportunity for Revision (Yes/No)	Written Assignment represents what % of final course grade
Client and Audience Analysis Assignment #1	2	10-12	Y	Y	8
Public Service Announcements Commercials On-Air Promotions Assignments #2, 3, & 4	6	25-27	Y	Y	43.5
Persuasive Presentation Assignment #5	1	2-3	Y	Y	4.5
Promotional Media Campaign Assignment #6	1	10-12	Y	N	12
Totals	10	47-54	NA	NA	68

B. Examinations (Complete only if you intend to use essay exams/short answers as part of the required number of pages of writing.)			
Exams	Approx. % of exam that is essay or short answer	Anticipated # of pages for essay or short answer, or approx. word count	Exam constitutes what % of final course grade
1.			
2.			
3.			
Totals			

**Total writing assignments should contain at least 5000 words (approximately 15-20 typed pages) in two or more separate assignments; written assignments should be a major part of the final grade—at least 50% or more.*

I. Catalog Description

COMM 315 Persuasive Media Writing

3 class hours
0 lab hours
3 credits
(3c-0l-3cr)

Prerequisites: COMM 101 or JRNL 105, ENGL 101 and 202 (grades of C or better)

Introduces students to writing persuasive announcements, such as commercials and promotional messages and other content for digital media. The course teaches students how to analyze and write persuasive media announcements, use evidence, emotion and reasoning to reach audiences. This course aims to help students understand how to create media messages that influence audience attitudes and behaviors.

II. Course Outcomes:

At the conclusion of the course, students will be able to:

1. Understand media audiences
2. Develop a persuasive writing strategy that can be used effectively in written and oral communication
3. Develop effective persuasive media writing skills using appropriate script formats Design messages to persuade audiences within specific demographic groups
4. Design and present persuasive messages to an audience, online and on-air
5. Develop a consistent message across media platforms

Common Learning Objectives for Writing-Across-the-Curriculum Courses

1. effectively communication in writing (accomplished via writing and presentation assignments)
2. respond critically and analytically to materials and sources relevant to the course (accomplished via the research required to write the audience analysis components of the assignments)
3. discuss/critique his or her own writing (accomplished via the draft assignment requirements for some writing assignments)

III. Detailed Course Outline

Week 1 Understanding the nature of persuasive media writing
The goals of persuasive media writing

Week 2 Understanding and targeting media audiences

- Demographics and psychographics
- Week 3** Working with clients and understanding their needs
Working with non-profit organizations
Developing effective public service campaigns
- Week 4** Using words wisely
The language of persuasion
How we talk vs. how we write
Writing to be heard vs. writing to be read
- Week 5** Analyzing persuasive media
Radio and Television script formats
- Week 6** Writing Radio & Television Commercials
- Week 7** Television and Radio Promotion
- Week 8** Mid-term test
Writing Persuasive Presentations
- Week 9** In-class presentations
- Week 10** Writing for online and social media
- Week 11** Book Discussion: Brainfluence
- Week 12** The consistency of the message
- Week 13** Writing Public Service Announcements
- Week 14** Presentation of Promotional Campaigns
- Final Exam as Scheduled

IV. Evaluation Methods:

Assignment #1: Client and audience analysis – in preparation for assignments 2 and 3, students will write a client and audience analysis paper, detailing the needs of the client and the target audience for the series of announcements detailed in the following assignments. Students will write two of these, one for the public service client and one for the commercial client.

- Students will be required to submit drafts of selected assignments, revise and resubmit after receiving instructor feedback. At least one of the assignments 2, 3, or 4 will

include the submission of required drafts. Assignment 5 will also include the submission of a draft.

Assignment #2: *Public Service Announcements* – students will select, with the approval of the instructor, a local non-profit organization and will write three radio and three television public service announcements for that organization.

Assignment #3: *Commercials* – students will select, with the approval of the instructor, a local business and will write three radio and three television commercials for that business.

Assignment #4: *On-air promotions* – students will be given access to video samples of television shows and audio samples of radio programs or stations for which they will write on-air promos, three television and three radio.

Assignment #5: *Persuasive presentation* – students will select a persuasive topic on an issue of social significance, with the approval of the instructor for which they will write and deliver a persuasive presentation. The presentation part of the assignment will include no presentation media; simply the student delivering the presentation. These presentations will be video recorded.

Assignment #6: *Promotional Media Campaign* – students will select an organization, commercial or non-profit, with the approval of the instructor, for which they will develop and write a promotional campaign to include the use of multiple delivery systems and multiple forms of media, including both online, radio and television. The project will also include a client analysis and audience analysis. This project may be completed as an individual endeavor or in teams of two students. Each student or team of students will present their promotional campaign, as if presenting it to the organization for which they have developed the campaign.

Readings: Chapters from the course textbook will be assigned for readings as they correspond with the course content. One week of class time will be devoted to discussion of the non-textbook reading. Students will be provided study questions for each class and will be required to have written responses to these questions as well as participate in the class discussion.

Quiz: One quiz will be given at the conclusion of the book discussion for the non-textbook reading.

Tests: Two tests will be given during the semester, one at mid-term and one final exam. These tests will include multiple choice, short answer and short essay questions. Tests will cover content from the class lectures, required textbook and other assigned readings. The final exam will be comprehensive in nature.

Assignment 1 (2x50)	100 (8%)
Assignment 2 (6x30)	180 (14.5%)
Assignment 3 (6x30)	180 (14.5%)
Assignment 4 (6x30)	180 (14.5%)
Assignment 5	50 (4.5%)
Assignment 6	150 (12%)
Readings/Discussion	100 (8%)

Quiz	100 (8%)
Tests	200 (16%)
Total Points	1240

V. Example Grading Scale

Grades are calculated by totaling the points received on all assignments and dividing that number by the total points possible. The resulting percentage determines the letter grade, based on the scale below:

90-100%	=	A
80-89%	=	B
70-79%	=	C
60-69%	=	D
below 60%	=	F

VI. Undergraduate Course Attendance Policy

The attendance policy for this course will be consistent with IUP's undergraduate attendance policy

VII. Required Textbook(s), Supplemental Books and Readings

Alfano, C. & O'Brien, A. (2014). *Envision: Persuasive writing in a visual world*. New York: Longman.

Dooley, R. (2015). *Brainfluence: 100 ways to persuade and convince consumers with neuromarketing*.

VIII. Special Resource Requirements

No special resources are required.

IX. Bibliography

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- Alfano, C. & O'Brien, A. (2014). *Envision: Persuasive writing in a visual world*. New York: Longman.
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- Barbato, J. & Furlich, D. (2000). *Writing for a good cause: The complete guide to crafting proposals and other persuasive pieces for nonprofits*. New York: Fireside.
- Camp, L. (2008). *Can I change your mind?: The craft and art of persuasive writing*. London: A&C Black.
- Carroll, B. (2010). *Writing for digital media*. New York: Routledge.
- Duarte, N. (2016). HBR Guide to Persuasive Presentations. Harvard Business Review:
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- How to write a public service announcement*. Retrieved, 24, October 2016 from:
<http://www.press-release-writing.com/how-to-write-public-service-announcements/>
- Larsen, L. (2012). *Hypnotic language patterns for advertising*. Amazon Digital Services
- Lipschultz, J. (2014). *Social Media Communication: Concepts, Practices, Data, Law and Ethics*. Routledge.
- Maslan, A. (2014). *Persuasive Copywriting: Using Psychology to Engage, Influence and Sell*. Amazon Digital Services.
- Price, B. (2016). *The Secrets to Killer Copywriting: How to write sizzling sales copy that will dominate your competition and explode your sales*. Amazon Digital Services.

Sant, T. (2012). *Persuasive business proposals: writing to win more customers, clients, contracts*. Houston, TX: AMACOM.

Schultz, N. (2011). *Persuasive legal writing*. Denver: Aspen Publishers.

Stovall, J.G. (2011). *Writing for the mass media*. Boston: Pearson Education, Inc.

Whitaker, W.R., Ramsey, J.E. & Smith, R.D. (2012). *MediaWriting: print, broadcast, and public relations*. New York: Routledge.

Zombo, C. (2013). *The copywriter's cheat sheet: 1500 persuasive words and phrases for writing smart copy that sells*. Amazon Digital Services.

Persuasive Presentation

Each student will write a 5:00-7:00 minute presentation to be delivered in-class or to be recorded and delivered electronically. Graded drafts of this document will be required prior to the final delivery of the presentation.

A final copy of the written presentation will be turned in on D2L in the Drop Box folder for this assignment and will be analyzed by plagiarism detecting software.

Written Presentation Evaluation

The presentation must include content specific to the occasion and specific to the person delivering the presentation. The content should be appropriate to the occasion and must have clear reference to the target audience. The content is positive and enthusiastic. While humor may be acceptable it must be used appropriately and not in a fashion that ridicules any person or entity. The language must incorporate a conversational style. The presentation must be written so it can be delivered appropriately within the time limit, allowing the presenter to deliver at a reasonable pace with appropriate pauses and emphasis.

- **Draft Script** - Your draft script is submitted electronically by the due date on the syllabus and you have followed the instructions. You will receive feedback on the draft of your script and are expected to make appropriate revisions. Use present tense, active voice, and active verbs. The evaluation of this document will include deductions for mistakes with grammar, punctuation and typographical errors. You have included a detailed description of your target audience.
- **Appropriateness of Topic** - You have selected a socially significant topic. Throughout your presentation, you establish the significance of the topic with examples such as the number of people affected or by explaining why the issue is particularly important to your target audience.
- **Attention Getter** - a clear attention getter that is appropriate to the occasion.
- **Thesis Statement** –clearly stated early in the presentation and in “you” terms.
- **Content** - presentation is well organized, easy to follow and appropriate transitions are used. Your content establishes what the speaker wants the audience to do.
- **Audience Centered/Interesting** - content is interesting and engaging. You speak to the audience, using “you” in the manuscript. You use examples the audience can relate to and help the audience members understand why they should agree with you.
- **Research/Resources** - appropriate and sufficient amounts of evidence are used to support your points. You provide facts or statistics that support your position on the topic and that are convincing to the audience. You have not relied too heavily on one source. Your sources are objective and credible. You do not use sources that are suspect or may be misleading. Any quotes must be clearly cited as to the author of those quotes.
- **Logical/Emotional Appeals** - appropriate combination of appeals are used to engage the audience. Personal examples are used where appropriate. Don’t use generalizations or hyperbole. Be ethical. Don’t promise things the speaker doesn’t have the ability to deliver.
- **Conclusion** – a clear and logical conclusion that is a reasonable call to action for the audience.

Oral Presentation Evaluation

- **Energy/Enthusiasm** - You deliver the content with energy and enthusiasm, smiling when appropriate to the content. Your body language and voice indicate to the audience the importance of your presentation. You are able to use your "personal proof" to persuade the audience.
- **Eye Contact** - Imagine yourself in front of an audience and make eye contact. Make eye contact with the camera as if the camera is a member of the audience but keep in mind that you don't want to look at only one person in the audience while you are speaking. This presentation uses a manuscript style so the speaker may have a copy of the script, in hand, while the presentation is being delivered. Even though you do have the script in your hands, you must speak in a conversational tone talking to the audience not reading to the audience.
- **Volume/Diction/Pace** - Your volume is at an appropriate level. You enunciate clearly, use good grammar and diction. You speak at an appropriate pace. You speak confidently and with authority. You are able to pronounce all words correctly, use appropriate enunciation and articulation. Speak clearly.
- **Body Language** - You stand up straight and maintain good posture, not leaning on a podium or table. You do not fidget or make repetitive hand gestures. You do not play repeatedly with your hair, clothes, jewelry, pens, etc. Your body language reinforces your enthusiasm and commitment to your presentation.
- **Appearance** - You are appropriately dressed for the occasion. Regardless of the situation, you are not wearing jeans, sandals, flip flops, hiking boots, sneakers, hats or other casual attire.
- **Overall Persuasiveness** - The combination of content and performance make this a persuasive presentation for the audience. Your job is the help make the words on the page persuasive.

Promotional Media Campaign

This campaign will include at least six forms of media and must include broadcast, print and online media as outlined in the instructions below. The other media used will be based on the needs of the organization.

Students will outline, design and write all the pieces and include them in a finished product. The final product will also include the Needs Analysis and Distribution Plan for the campaign. Each piece of persuasive media writing will be included in its final and complete form.

The final written project will include copies of all elements and other campaign details as outlined below.

1. Needs Analysis: Provide a written narrative that outlines each element identified below.

Answers should be thorough and include as much detail as possible.

a. Client Background

- i. Describe the organization, background, history, location, management and leadership. How long has the organization been in operation? Who are the current managers and staff and what do they do? Where is the organization located?**
- ii. What is the nature of the organization's current promotional and advertising efforts? What kinds of events, advertising, publicity, public relations, etc. is the organization currently doing or planning to do? What types of media do they currently use?**
- iii. What was the success of the previous promotions? Provide details such as dates, times and location of events, etc. How do individuals participate in or become involved in an event?**
- iv. What are the times of the year or days of the week when your client sees peaks or lulls in business?**

b. Service Analysis

- i. Describe the type of business or organization you are working for.**
- ii. Describe what this organization does. What are its mission and goals?**
- iii. What services or products does this organization sell or provide?**
- iv. Identify the costs associated with using the services this organizations provides.**
- v. What are the strengths and weaknesses of this organization and what it offers to potential clients or customers?**
- vi. What are the unique aspects of the organization that make it different from similar or competing organizations do or offer?**

c. Audience Analysis

- i. Use demographics and psychographics to describe the current clients or customers this organization is reaching and identify potential clients or customers that might be reached with the right persuasive message.**
- ii. Define the audience this organization would like to reach. Identify the demographics and psychographics of the target audience that you will attempt to reach with the campaign you are designing. Explain why you have chosen this group, why the organization needs to attract this group.**

- iii. What do current and potential customers already know about the organization, what it offers and the nature of its current promotional and advertising efforts?
 - iv. When and how do current and potential customers access the services offered by this organization?
 - d. Competition Analysis
 - i. Identify three organizations or other entities that are this organizations primary competition? In other words what do people do instead of using the services this organization provides?
 - ii. What are the strengths/weaknesses of those competitors?
 - iii. What promotions or advertising does the competition do that attracts the same customer this organization is trying to reach?
 - e. Client Objectives
 - i. What does the client hope this campaign could achieve?
 - ii. Define three specific, measurable and achievable objectives for your persuasive media campaign.
- 2. **Campaign:** The persuasive media campaign must include the following media platforms:
 - a. Radio commercials or PSAs. Include the final written scripts in the appropriate script format. Each person on the team must write one radio PSA or commercial.
 - b. Television commercials or PSA. Include all written scripts in the appropriate script format. Each person on the team must write one TV PSA or commercial.
 - c. Online Media. Twitter, Facebook, organizational web site, email blasts or other electronic communication. Include all written copy for online communication. Each person on the team must produce one item for online media.
 - d. Two other media platforms: billboards, transportation advertising, etc. Include all written copy, designs, etc. in their final form. Each team member must produce one item for this category of the campaign.
 - e. All content must be complete, clearly written, proofed and edited in the final delivered campaign. All documents must be in their final form and in a condition appropriate to deliver to a client and "portfolio" worthy. Documents must be clearly labeled as to the author or creator of each piece.
- 3. **Distribution:** Describe where your persuasive messages will be seen.
 - a. What radio stations will you use to air your commercials or PSAs? Explain why you have chosen these stations and how will this effectively reach your target audience.
 - b. Where will TV or video be posted or aired and why?
 - c. Provide a rationale for your use of online communication. Identify where, how and to whom this message will be delivered.
 - d. Explain your decisions for the two remaining forms of media. How does the additional media reach the target audience?

Outline of Deadlines:

- 1. Research
 - a. Review organizational web sites to begin answering needs analysis questions
 - b. Collect any available promotional or information materials currently in use by the organization

- c. Preliminary research must be completed prior to talking with organizational leaders
- 2. Meeting/Interview with Organizational Leaders
 - a. Interview leaders of organization to gather information for Needs Analysis.
 - b. To the degree possible, this should be done as an in-person interview.
- 3. Needs Analysis Draft
 - a. Teams will turn in a draft copy of the Needs Analysis document. This is a graded draft.
 - b. The draft will be typed and information for all sections will be included
- 4. Campaign Draft
 - a. Drafts of scripts, brochures, speech and other documents will be turned in for review. These are graded drafts
 - b. All documents will be in the appropriate script or print format.
- 5. Final Campaign Submission and presentation
 - a. Students will compile and present their final Persuasive Media Campaign

Evaluation Criteria

- Document Drafts
 - Drafts of needs analysis and campaign elements are submitted in the appropriate form and by the deadlines.
 - All deadlines are met, drafts are submitted as outlined in the course schedule.
- Needs Analysis and Distribution Plan
 - The document is thorough and detailed. Questions listed for each section are answered appropriately.
 - The document is organized, well-written and is in narrative (not outline) form.
- Campaign
 - All scripts, story boards, and other campaign elements are written in the appropriate format and are professionally produced.
 - All documents will be clearly labeled as to the author of the work.
- Presentation
 - For in-class presentations: Students are appropriately dressed and present themselves professionally. The presentation is clearly organized and rehearsed. Students speak well, make eye contact with the audience and do not read from notes, PowerPoint slides or the computer. Presentation materials such as PowerPoint have been appropriately prepared.
 - For online presentation: Students will record their presentation or it can be delivered live on a video conferencing program, such as Skype. All documents will be delivered electronically in advance of the presentation. The instructor will be able to review the documents as they are being discussed.
- Above and Beyond Bonus –bonus points possible for going “above and beyond” the requirements.