Live Policy Advocacy Assignment
Online Public Communication
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I.LOC:

LOC #4: Create messages appropriate to the audience, purpose, and context.

LOC #9: Influence public discourse.

II. Length of Assignment:

This assignment generally takes first-year students 6 days to complete (as part of an intensive 7-week course). In a traditional 15-week course, I would schedule 7 to 10 days.

III. Materials Needed*:*

A computer with a functioning webcam and microphone.

A stable internet connection minimally capable of video conferencing (at least 4 Mbps download and 0.7 Mbps or 700 Kbps upload). Speeds can be tested at https://speedtest.net.

A verified YouTube account (https://youtube.com). Verification usually takes less than 24 hours.

Access to the online textbook videos: *Online Public Communication* (https://onlinepubliccommunication.com).

IV. Instructions:

<u>**Live Policy Advocacy Assignment**</u>

You will plan, lead, and record your own live policy advocacy presentation and discussion. You may choose any kind of policy change you wish (government regulations or laws, company policies, university or school policies, etc.), but **you must advocate for a change from the existing policy, have a clear plan of action, and seek to persuade someone who has the power to implement that plan**. This is the final culminating assignment for the course and, hence, asks you to bring together all the skills that you have learned in the class.

Criteria for success include effective use of voice, body, and movement; appropriate self-presentation; compelling credibility; successfully targeting a specific change-agent; effective emotional appeals for that audience; presenting good reasons and evidence to support policy change; listening and responding constructively in discussion; and producing a reasonably clean video recording of your web conference. Guidelines for each of these may be found in your

textbook. You will also find video walk-throughs for using YouTube Events to start and run a Google Hangout in section 9 of the textbook (https://onlinepubliccommunication.com).

The video recording should include your six to eight minute presentation and the five to seven minute discussion that follows. It must be recorded live with the audience in the Hangout and you should not do any editing to the recording. It should all be done in one continuous recording.

When completed, be sure your Hangout recording is set to Unlisted (not private) in YouTube, and upload your Policy Change Worksheet (including the link to your video) to the appropriate Assignments section of BlackBoard.

There are two easy ways your group can handle recording these assignments. The first is that each group member is responsible for making her or his own live event and then inviting the groupmates' to join. This would mean the first speaker makes a live event in YouTube and invites her groupmates to join. Once everyone is online in the event, she would start the recording by going live. (See the textbook videos for a detailed walkthrough of the process to ensure you are recording the event.) When she finishes and the discussion is done, she would end that Hangout and everyone would disconnect. Then the next group member to present would start a new live Hangout in his own YouTube account, invite all the groupmates into that Hangout, and repeat the process. This allows each group member to be responsible for and maintain control over her or his own recording.

Alternatively, one group member can make a Hangout, invite the rest of the group members, and the entirety of all the group's presentations can be recorded as one long continuous stream. This avoids the delay of having each group member make a new Hangout and invite everyone for each of the presentations, but it makes one person responsible for recording the entirety of the groups' presentations and discussions, as well as gives that person control over the recording of all the group members' presentations. If you choose this option, you will need to include a timestamp for when your own presentation begins in the video on your Policy Change Worksheet.

Both methods have been used successfully in the past by students in this course.

Remember that as part of your peer feedback grade, you need to attend your groupmates' live policy advocacy hangouts and participate in the Q&A. **During those live presentations, your camera should be on and you should be visible in the Hangout filmstrip of attendees (the small boxes at the bottom of the screen) for the entire duration of the presentation and discussion, even when you are just a passive audience member**. You may wish to mute your microphone when you are being a passive audience member, but you should remain attentive and employ the techniques of good listening discussed early in the course.

Assignment Requirements:

1. Create and practice a 6 to 8 minute presentation arguing for your policy change.
2. Target that presentation toward an actual change-agent for your policy.
3. Include effective self-presentation (ethos) and emotional appeals for your targeted change-agent.

4. Provide reasons and evidence that would be compelling to your change-agent.
5. Include verbal citations for at least four of your sources for your evidence or reasons.
6. Practice, practice, practice to be prepared for live presentation.
7. Present live to your fellow groupmates.
8. Engage in a constructive discussion of the policy change after your presentation for 5 to 7 minutes.
9. Upload your completed Policy Change Worksheet in the Assignments section of BlackBoard (including a link to your video).

Remember to review the rubric on BlackBoard before beginning.

For this assignment, you do not need to post to your BlackBoard forum (peer feedback credit comes from participating in each other's live events). Just upload your completed worksheet and link to the Assignments section.

Videos set to private and links that do not open your video will be considered late until you provide a working link with proper settings. Be sure your settings and link are correct!

NOTE: All materials produced for this course must respect the copyright and intellectual property of others. Do not use images, videos, sounds, or music that you do not have permission to use. See the copyright section of the syllabus for details.

Policy Change Worksheet

Name:	
Policy topic:	

Specific policy change you are arguing for:

Policy change agent who could adopt or change this policy:

Provide citations for the four sources you verbally reference in your presentation video (these may be sources you used in your Policy APP worksheet):

Source 1 Citation (please use APA or MLA style):

Source 2 Citation (please use APA or MLA style):

Source 3 Citation (please use APA or MLA style):

Source 4 Citation (please use APA or MLA style):

Link to Your Live Policy Advocacy & Discussion Hangouts Video:
(Your video should be set to unlisted, not private. Also, be sure you provide a "watch" link and not an "edit" link. Videos with bad links and settings that make them unviewable will be counted as late until corrected links or setting are provided.) If your video includes more than one presentation, please provide a timestamp for when your presentation begins

V. Rubric or Scoring Guide:

LIVE POLICY ADVOCACY RUBRIC

Student's Name:

Criteria	Weak	Good	Excellent
Worksheet includes statement of policy change and change agent	-20 ☐	4 ☑	5 ☐
Policy change agent has significant capacity to enact policy change	2 ☐	4 ☐	5 ☑
Worksheet includes four properly cited sources (using APA or MLA)	9 ☐	12 ☐	15 ☑
Worksheet includes working link to policy presentation & discussion	-175 ☐	1 ☑	N/A
Student's presentation focuses on an argument for policy change	2 ☐	4 ☑	5 ☐
Introduction clearly communicates topic/purpose & preview	6 ☐	8 ☑	10 ☐
Body of the presentation is well organized	6 ☐	8 ☑	10 ☐
Student effectively presents own credibility, community, and values	6 ☐	8 ☑	10 ☐
Effectively includes appeals to emotions and values	9 ☐	12 ☑	15 ☐
Provides arguments the change-agent would likely find compelling	9 ☐	12 ☑	15 ☐
Verbally cites as least four sources	-20 ☐	1 ☑	N/A
Presents sources in a way that makes them credible or compelling	9 ☐	12 ☑	15 ☐
Makes consistent eye contact with the camera (>75%)	6 ☐	12 ☑	15 ☐
Uses effective gesture and movement	8 ☐	12 ☑	15 ☐
Student demonstrates good vocal clarity	6 ☐	12 ☑	15 ☐
Student demonstrates good vocal variety	6 ☐	12 ☑	15 ☐
Video recording is clear with acceptable lighting	-12 ☐	6 ☐	8 ☑
Audio recording is clear with acceptable quality	-12 ☐	6 ☐	8 ☑
	-30	-15	1

Presentation is between 6 and 8 minutes in length	☐	☐	☑
Video includes a Q&A or discussion approximately 5-7 minutes long	-10 ☐	-5 ☐	1 ☑
Speaker is constructive and respectful of other views	6 ☐	12 ☑	15 ☐

(200 possible pts.) **TOTAL POINTS=**
GRADE=

Suggestions & Advice:

VI. Notes:

Course grade is composed of 1,000 total points, so this assignment is 20% of the final grade.

It helps to tell students that they need to verify their YouTube accounts as early as possible. I do this in the first week of class, long before this assignment.

This assignment is the final assignment in the course. Prior to completing this assignment the students complete an assignment preparation project that ensures they are familiar with the required technology and have complete research to support their advocacy.

We use this assignment in a fully online and asynchronous first-year course that teaches core communication competencies. To work with students' various schedules, we poll them on their availaibility and organize them into groups of 4-6, based on when they can meet together online to complete this assignment. In my experience, setting that schedule during the first week of class works better than waiting until later (closer to the assignment deadline).

A macro-enabled Excel version of the rubric can be downloaded from https://pjg.cc/opcinstr. That version automatically calculates grades based on instructor input and can print to paper or PDF formats.

Questions about this assignment may be sent to Pat Gehrke at gehrke@mailbox.sc.edu.

VII. References:

Gehrke, P. J. (2017). *Online Public Communication*. https://onlinepubliccommunication.com