SEMINAR DIGITAL COMMUNICATIONS
Fundamentals of Public Address Communications 133
2019 - 2020
Semester 1
(3 Credits)

Co-Teachers: Mrs. Bukal and Mr. Krill
Meeting Location: East Campus 622
Office Hours: Before school or Pride period

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Phone: (262)560-3100 x 3228
Twitter: @OconBukal and @darthmike15

Mission Statement:
To experience authentic learning with professional opportunities to connect directly to the real world.

Vision Statement:
Experience a firsthand look into the future of tomorrow by stepping into the real world of today.

Brief Course Description
Seminar Digital Communications is a semester-long Capstone course that has students investigate real-world issues from multiple perspectives. This course blends digital technology and literature to create research-based multimedia exhibitions. Students will learn to synthesize information from different sources, develop their own lines of reasoning in research-based tasks, and deliver oral and visual multimedia presentations, designed both individually and as part of a team. Beyond that, students will utilize skills to synthesize and create an evidenced based argument to impact the world around them. Students will have multiple pathways to ensure preparedness for college and career readiness. This will be shown through research, collaboration, and communication. Students will work alongside mentors and entrepreneurs from local businesses to gain skills in their interested career pathways. This course offers a flexible curricular content model with room for creativity and student input.

Culture of Excellence
We are PROFESSIONALS.
We make professional products.
We work from a creative experimental mindset.
THINK BEYOND THE OBVIOUS!
We push the limits.
We explore and learn.
We work together and know our individual purpose.
We accept and respond to criticism.
We research and evaluate to create best solutions.
We take it to the next level.
We work from the Framework of Yes!
Course Objectives  
*By the end of this course, students will be able to:*  
- Explore the complexities of one or more themes by making connections within, between, and/or among multiple cross-curricular areas and by exploring multiple perspectives and lenses related to those themes.  
- Develop and apply discrete skills identified in the learning objectives of the enduring understandings within the QUEST framework.  
- Gain a rich appreciation and understanding of issues through the following activities:  
  - reading articles and research studies;  
  - reading foundational, literary, and philosophical texts; viewing and listening to speeches, broadcasts, and/or personal accounts;  
  - and experiencing artistic works and performances.  
- Develop an understanding of how to ethically use others’ knowledge and ideas in their own work, avoiding plagiarism.  
- Work collaboratively with a team to identify, investigate, analyze, and evaluate a real-world or academic problem or issue; consider and evaluate alternatives or options; propose one or more solutions or resolutions; and present and defend the argument for their solutions through a multimedia presentation.  
- Communicate effectively and appropriately through multiple means to ensure purpose.  
- Work alongside team members, entrepreneurs, and mentors in a professional dynamic.  

Skills  
- Career Planning and Portfolio Building  
- Effective Communication  
- Time Management  
- Adobe Premier Pro  
- Adobe After Effects  
- Collaboration  
- Digital Literacy Models and Progressions  
- Presentation and Public Speaking  
- Fluidity of Writing and Research Skills  
- Entrepreneurship Skills  
- Digital Marketing and Analysis  
- Digital Narratives  
- Global Awareness and Digital Citizenship  
- Professional Film Equipment Use  
- Creative Storyboards, Loglines, and Scripts  
- Effective Mentor/Mentee Relationship  

Camp IMPACT  
To begin the course, students will experience a month long orientation in the Seminar Digital Communications and professional realm. Each day will have a different feel, purpose, and expectation. Students will receive a schedule on day one and at the start of every week. Throughout Camp IMPACT, we will meet and explore at various off-campus environments. It is imperative students are aware of meeting times and locations and check email daily for any last minute changes. Camp IMPACT will conclude with professional presentations delivered to our mentors and peers to showcase our growth, projects, and newly learned insights.  

Projects  
Students are required to fulfill the expectations of minimally three professional projects and one independent project. These projects will be announced by project managers from local businesses in mid-October. Students will select projects that best fit timeframe, interest, skill level, and adaptability. Each project is assessed directly by the assigned project manager. For each project students will showcase progress on Friday debriefings. At the end of each project students will formally present a Take Action Presentation.
Professionalism
Professionalism is a major learning component for this course. These skills will be learned and applied on a daily basis. It is expected that students fulfill the professional requirements for this course. Students will be evaluated on the following professional criteria on a weekly basis.

- Time Management
- Verbal Etiquette
- Dress Code
- Attentiveness
- Preparation
- Participation
- Consistency
- Competency
- Efficiency
- Engagement

Dress code details will be explained during orientation and throughout Camp IMPACT. Students will be expected to dress business professionally on specific days and business casual on other days. Students will be notified along with the week’s schedule. Think job interview every day.

Mentors
Students will be assigned a mentor who has volunteered his/her time to assist and guide in the exploration of the professional work field. A mentor is a person who is committed to spending quality and purposeful time with a mentee for the purpose of offering feedback, expertise, advice and accountability. Mentors will act as a guide to help sort and navigate through all of the new experiences students will be exposed to. A mentor will help to establish and synthesize all the important aspects of the daily grind.

The goals for this mentorship program are, but not limited to:

- Provide students a variety of life options and experiences as they visualize their futures
- Foster a working relationship beyond the course to offer a safe place for conversation
- Build students’ confidence and self-esteem
- Explore different career possibilities not often available in a classroom setting
- Break down stereotypes surrounding certain professions
- Promote awareness of community diversity and local opportunities
- Frame the mindset for teamwork
- Offer genuine feedback on professionalism

Students’ responsibilities as a mentee:

- Introduce self to mentor via the provided form of contact.
- Contact mentor once a week via the agreed upon form of communication (phone, email, face-to-face, etc.)
- Meet mentor once a month at an agreed upon professional location and time.
- Respect mentor and show appreciation for his/her time and guidance.

Mentors will evaluate mentees three times (October, November, & January) following our professional criteria.

Portfolio
Students will showcase their learning experience throughout the course in a professional portfolio. Requirements will be introduced during Camp IMPACT, but students will be expected to build the portfolio throughout the semester. The portfolio will include documentation and reflection on the Essential 8:

1. Professional career etiquette
2. Digital Presence
3. Digital Showcase
4. Research Process
5. Mentorship
6. Project/Job Critique
7. Digital 21t Century Fluencies
8. Presentation Skills
Communication

Communication is key! Communication literacy is essential for 21st century learners.

Who
- Bukal and Krill
- Mentor
- Project Manager
- Team

How
- Email or Phone
- Remind: 81010 @dbuk
- Digital Documentation
- Face to Face

Attendance Policy
It is the student’s responsibility to be prompt at designated meet times. Students will be provided a schedule each week that states where and when we meet. If absent, students are expected to email Mrs. Bukal and Mr. Krill in the morning. It is appreciated if students let us know in advance. If students arrive beyond 15 minutes late, it is an automatic “absence” for that block, as per the OHS attendance policy outlined in the student handbook. The tardy policy in the handbook will also be followed in the class. Not only is school policy enforced, but if students are late or truant, professionalism critique may be reduced.

Summative Assessments (80% of Grade)
- Camp IMPACT Presentation
- 4 Professional Projects
- Shorehaven Ted Talk
- TAKE ACTION Presentations
- Professional Portfolio
- Professional Etiquette
- State of Me Presentation
- Scenario Tasks
- Mentor Communication
- Mentor Evaluations

More details of what these summative assessments are will be discussed on day one and more information will be provided as we move forward in the course.

Grades
OHS uses a common grading practice for all classes for equity and commonality.

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>100-98</td>
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<tr>
<td>A</td>
<td>97-93</td>
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<tr>
<td>A-</td>
<td>92-90</td>
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<tr>
<td>B+</td>
<td>89-87</td>
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<tr>
<td>B</td>
<td>86-83</td>
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<tr>
<td>B-</td>
<td>82-80</td>
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<td>C+</td>
<td>79-77</td>
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<td>C</td>
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<td>C-</td>
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<td>D+</td>
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<td>D-</td>
<td>62-60</td>
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<td>F</td>
<td>59-0</td>
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Please note: This is an 80/20 course (Assessments=80% of course grade, Homework=20%). A course grade is comprised of 80% summative work and 20% formative work. All grades are final at the end of each term. No late work will be accepted after Friday, November 2nd for Term 1 or Thursday, January 17th for Term 2.

Additionally: As a student at OHS here are Work Completion Expectations:

Purpose: Learning is a once in a lifetime opportunity every day. OHS encourages students to adopt a growth mindset and is committed to helping all learners succeed. The purpose of reassessment is to demonstrate proficiency if proficiency has not been demonstrated the first time.

Expectations:
1. Students are expected to turn in their work by the due date.
2. The primary importance of grading is to report the academic achievement of all students and receive feedback from the teacher.
3. Work that is submitted by a due date established by a teacher will be eligible to earn up to full credit (100%).
4. Grading policy for late work will be communicated by the teacher for each class in their syllabus.
5. Students will be responsible for following the absent and late policy outlined in this document.
6. Students must complete all summative assessments in order to pass and earn credit in the course.

**Absent Policy:**

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<thead>
<tr>
<th>Step 1</th>
<th>Step 2</th>
<th>Step 3</th>
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<tbody>
<tr>
<td>Student is absent.</td>
<td>Arrangements must be made with the teacher to schedule a</td>
<td>A teacher can require a student to attend Pride Period to make up any</td>
</tr>
<tr>
<td></td>
<td>make-up time on the day student returns to school.</td>
<td>missed work or assessments.</td>
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**Absent Student Responsibility:**
1. Ask teacher on the day student returns from an excused absence what work was missed and needs to be made up.
2. Ask teacher what the due date is for make-up work and form a plan to complete the work by this deadline.
3. Make sure the work is completed and handed in to the teacher by the established deadline.
4. Keep a record of the work that was submitted and when it was submitted.

**Student Expectations for Turning Work In On Time:**
1. Students are expected to complete and turn in all work and assessments by the established deadline.
2. Any summative or formative assessments received after the due date are subject to a 10% reduction for every day they are turned in late.
3. Any late formative work will result in a zero on the due date recorded in the gradebook. This work may be made up before the summative assessment is begun.

**Reassessments:**

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<tr>
<th>Step 1</th>
<th>Step 2</th>
<th>Step 3</th>
<th>Step 4</th>
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<tr>
<td>A student that has earned lower than 80% on an assessment and has completed the assessment on time are eligible for reassessment.</td>
<td>All formative work must be completed before reassessment.</td>
<td>Reassessment needs to occur by the deadline established by the teacher and may not extend beyond the current term.</td>
<td>When a reassessment is taken, the more recent level of performance will be accepted up to a maximum of 80%.</td>
</tr>
</tbody>
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**Homework Policy**
Students are expected to do their best on the work that is assigned and turn in work when required. Students are expected to make up any work missed due to an absence. It is the student’s responsibility to find out what he/she missed and to make sure that the work is completed and handed in within the time limit. **Assessment due dates are known in advance. If you are absent the day an assessment is due, you must submit the assessment the day you return.** All work is due on our class portfolio page or in the class turn in bin.

**Late Work Policy**
Any late work will be deducted 10% each day that it is late. Formative work will not be accepted after the summative assessment has been given.

**Electronics Policy**
Cell phone and chromebook/laptop/iPad use is treated very similar to how it works in the “real” world. Students will learn when it is appropriate to check updates, text, listen to music, etc., and when it is absolutely not appropriate or professional. If students have a difficult time following these procedures, certain consequences will occur such as loss of electronic privileges in this classroom, reduced professionalism evaluation, discipline referrals, etc.
Daily Required Materials- Be Prepared!
✓ School ID  ✓ Writing utensil  ✓ Phone
✓ SD card  ✓ Headphones  ✓ Jump drive
✓ SD card reader  ✓ Common Place notebook  ✓ Proper dress attire
✓ Camera

Academic Dishonesty
As most of our projects will be made public, students will include ALL appropriate accreditations for those involved. It is the expectation that all work completed for project managers, mentors, teachers, and district members is the individual’s own work. This includes music and video. Failure to do either may result in a disciplinary consequence. All sources used for any written work must be cited appropriately within the work and on the MLA formatted Works Cited page. We will use turnitin.com to check for originality.

Class ID: 18867457  Enrollment Key: SDC1819

OHS Policy:
The first offense will include one or more of the following consequences: loss of credit on the assignment, opportunity to redo the assignment for partial credit, detentions, or suspensions. If there is a second offense, you will fail the course. Course failure, when invoked, will be failure of the semester in which the academic dishonesty occurred.

Pride Period Guidelines
Students are expected to take full advantage of Pride Period and schedule time to see Mrs. Bukal and/or Mr. Krill for extra assistance. Please note that due to some of our events, their times, and locations, students may be required to meet during Pride Period. Students will be notified prior to the week’s scheduling.

Equipment Checkout
Equipment is available for students to check out. We have cameras, tripods/monopods, batteries, chargers, lenses, props, and headphones. Keep in mind we do not have enough equipment for everyone, so it’s on a first come, first serve basis. It is an advantage to have your own equipment. Here are the steps on how to check out equipment:
1. Bring Mrs. Bukal or Mr. Krill your ID
2. Request equipment
   a. Mrs. Bukal or Mr. Krill will record what equipment was checked out
3. Take the upmost care of our equipment and return in same condition when finished
   a. Mrs. Bukal or Mr. Krill will assess the equipment and return your ID

It will be to your benefit to think ahead and plan to have equipment when needed. You may check out equipment prior to the beginning of the day, during lunch, or at the end of the school day. When we are off campus, we will not have access to the equipment. It will then be your responsibility to find the means.

Mark Your Calendars
o End of the year Celebration: January 15th from 6:30-9:30pm at the Golden Mast
  ▪ Families are encouraged to attend!
o Lake Country Film Festival April 3rd 2019
  ▪ February is film submission month
It will be tough.
It will be uncomfortable.
You will be asked to push the limits.
You will be asked to complete the (im)possible
In the end, it will all be worth it.
Acknowledgment of Expectations and Syllabus
Please sign and return by Friday, 9/6

Student Name: __________________________________________

Block: __________

Parents please sign below to acknowledge that you have read the syllabus and discussed the expectations with your son or daughter.

Signature: ____________________________________________ Date: ______________________

Please share below how your son/daughter learns best and what we should know about him/her.

___________________________________________________________________________

Please note, this past spring your son/daughter showed you a parent/guardian informational letter attached to an off-site driving form. If you do not recall or do not remember signing this form, please contact us. Also, you are invited to our end of the year celebration on Wednesday, January 15th from 6:30-9:30pm for the State of “Me” presentations at The Golden Mast. Dinner and student multimedia presentations will be provided!

___________________________________________________________________________

Students please sign below to indicate you fully understand the expectations of our course and will abide by them.

Signature: ____________________________________________ Date: ______________________