

Introduction to Public Speaking SPC 2608 Online Syllabus

Fall 2021

***Please read this syllabus carefully. Yes, it is long, but it will help you get a strong grasp of the class. The most important things to know are:

- 1) **You must turn in all three speeches, in the correct sequence, by the deadlines posted below under the Sequence of Speeches section, or you cannot pass the class.**
- 2) You must **adapt to your TA's feedback** to improve your public speaking skills and your grade.
- 3) You must **learn from your mistakes**. It is important you review the policies in the syllabus before every speech/assignment to make sure you are abiding by all the policies. There are steep point deductions if you do not follow these policies/requirements and the penalties increase with each subsequent mistake.

Instructor: Dr. Kim McCall -Send Accommodation Letters and Accommodation Requests Here (mccall@ufl.edu).

Office Hours: MW 1:00-2:30 PM EST Please send me an email directly during office hours and I will respond immediately. Do not send an email through Canvas because it is delayed up to 24 hours. To request a zoom meeting with me, please send an email 24 hours in advance of my office hours, and I will send you a link for a meeting during my office hours.

All questions about accommodations or missed work should come to me, Dr. McCall. Please send accommodation letters to me by the first week of class

TA: First Point of Contact to Ask About Speech Topics/Speeches

Your TA will facilitate all of your work for this course. They will be your first point of contact. They will answer your questions, review speech outlines per request, and will grade all your course work. Look for an announcement from your TA after drop/add ends introducing themselves, posting office hours, and explaining their expectations and giving advice.

TA Office Hours: Once drop/add ends, you will see an announcement from your TA informing you of their office hours/contact information. We have several different TAs so please make sure you know which one is yours.

***Please do not send emails through Canvas. It tends to be very slow and it's much easier to communicate through direct ufl email.

Please make time to actively engage with your TA. In live classes, office hours tend to be fairly quiet until after the demo speech round. After that, students quickly realize how different this skill-based class is. Talking more in depth with your TA about feedback, or even requesting some tips face-to-face via Zoom, can make all of the difference in understanding better gestures or vocal variety.

This course was originally designed and developed by Dr. Stephanie Webster. She created and presented the lectures, and she will be the person you will hear and see as you work your way through the modules. Dr. Webster did an

amazing job of presenting important material and adding encouraging messages throughout the course. I highly recommend you view all her lectures and listen to her voice overs as she added personal examples which will help you learn and remember the material. This course is a tribute to the outstanding teacher that Dr. Webster was. Sadly, she passed away unexpectedly February 2021, but we are fortunate her legacy lives on through this class.

Course Description:

The purpose of this online course is to understand and apply (1) the basic principles of effective public speaking, (2) the principles of audience analysis and message preparation, and (3) critical listening skills as they apply to public speaking.

Course Objectives:

- A. To increase understanding and integration of the basic principles, practices and techniques of effective public speaking.
- B. To give students the opportunity to engage in public speaking and audience analysis outside of a classroom setting.
- C. To enhance student's ability to listen more effectively and to think critically by peer reviewing other student speeches.
- D. To research, analyze, organize and select appropriate subject matter through critical thinking and audience analysis.
- E. To increase confidence and poise when speaking to audiences or groups.
- F. To expand student's abilities with computer mediated communication in order to better prepare them for future interviews and presentations online.
- G. To enrich students' ability to master all components that make a speech successful: understanding timing, figuring out how much practice is needed, ensuring deliverables are clear, and being able to meet client deadlines.

The goal in this class is to ensure you get a good experience public speaking. Every detail below will help simulate the training that in-class students receive. **More errors are made in this class when students overlook details in the syllabus and requirements for the assignments, than errors that are made during speeches.** Please review the Penalty Section and assignment requirements, now and before each speech so you are knowledgeable and do not lose points. Policies are not created to be difficult, but rather to ensure consistency and fairness to all students.

The only acceptable file formats are:

Speeches- **YouTube Link**

Outlines, Bibliographies- **Microsoft Word**

Visual Aids- **Microsoft PowerPoint Slides**

This skill-based course will likely be a different experience than other courses you have had (particularly online). In the professional world, Public Speaking success occurs due to efforts we put in before, during, and after a presentation.

Likewise, your training in this course will pull on similar skill sets: the ability to listen correctly to what is asked of you by your instructor, the ability to plan/prepare and work ahead so emergencies and set-backs don't delay you delivering speeches/work on or before the due date, the ability to attend to fine details, the ability to handle any pressure related to executing your presentation, and the ability to follow up on feedback after a presentation and use that feedback to improve future speeches/work.

Sequence of Speeches

In order to become a better public speaker, this course utilizes the method of plan, practice, present, receive feedback, adapt to feedback when planning and practicing next speech, present next speech, receive feedback, etc. **Thus, you must present your speeches in order- demonstration, information, and finally, persuasion by a certain date. The latest you can turn in a speech (not for points, but just so you can pass the class) is- during the summer 4 days before the next speech and -during fall/spring 12 days before the next speech.** For example, in summer, if your information speech is due July 23rd, you must turn in your demonstration speech by July 19th. Unless you have an accommodation from the Dean of Students Office, the late demonstration speech will earn 0 points, but you need to complete/upload it by the deadlines above, in order to receive any grades/feedback on future speeches. **Failure to adhere to the sequential schedule of speeches outlined above will result in an automatic "E" for the course because an automatic zero will be assigned and no feedback will be given on subsequent speeches.** For example, during spring/fall semester, if you turn in your demonstration speech by the due date, but don't turn in your information speech until 11 days before the persuasion speech, you need to drop the class because it is too late to receive any feedback and improve before your persuasion speech. **No exceptions to this policy.**

Adapt to Your TA's Feedback

-Your grade in the course depends upon you reading and adapting to the feedback your TA left on your assignments and speeches. Your grade will decrease each time you fail to utilize your TA's comments. For example, let's say on the demonstration speech, your TA suggested that you move more during your speech and recommended you move every time you say a transition and you received a score of 3/6 because at least you did move when demonstrating how to do three easy park bench exercises. However, if during the information speech, you only move once, your score will now decrease to 1/8 points. If for the persuasion speech, you only move once, you will receive 0/10 points. **You must adapt to your TA's feedback in order to both become a better speaker and to receive a higher score.**

Learn from Your Mistakes

-Repeating mistakes in the workplace has consequences, and so does repeating mistakes in this class. Make sure you review all policies in the syllabus, and for each assignment before you submit your work. Penalties are increased for repeating the same mistakes. For example, if you record your speech in Gallery View and share your screen, that is a deduction of 15 points the 1st time, 25 points the 2nd time, and 35 points the 3rd time. So, make sure you read your TA's comments and don't repeat the same mistake.

In addition, if you are taking this course during the summer, then you are taking 16 weeks of skills training in just 6 weeks. In a regular semester, you could expect to spend at least 3 hours a week for 16 weeks 'in class' viewing lectures, participating in discussion boards, taking exams, and completing exercises. Then, you would have an additional 3 hours per week spend on 'homework' such as researching speeches, reading your text, preparing for speeches, and studying for exams. In summer, you are fitting in about 2 ½ weeks of work for every 1 week period of time. **It is not recommended you take this course when you have an otherwise heavy work or course load.** It takes much more work than other online classes.

Required Text:

THE ART of PUBLIC SPEAKING, 2020 by Steven Lucas. Publisher: McGraw-Hill, 13th edition.

This text is available at most bookstores supplying the university, and at <http://shopmcgraw-hill.com>. You might also compare rental prices through textbookrentals.com; however, this is a newer edition.

*We are participating in the UF ALL ACCESS program for the Fall 2021 semester. **The ALL ACCESS program will allow you to gain access to the required materials for the course at a significantly discounted price until week 3 of the semester. After that point, the discounted price will no longer be available.***

Course Overview and Requirements:

Overview:

Demonstration Speech and Five Peer Reviews:	150 points
Informative Speech and Five Peer Reviews:	200 points
Persuasive Speech and Five Peer Reviews:	250 points
Early Speech Outline: for the Demo speech with 5 peer reviews	50 points
Five Discussion Boards -	85 points
Syllabus quiz –	15 points
Midterm	150 points
Final Exam	<u>100 points</u>

Grading : Total Possible Points = 1000

Extra Credit (possible 5-20points)

Requirements

A. 3 Speeches in order by deadline and 5 peer reviews for each: = 600 points

1) **Demonstration Speech:** (150 points) – a 4-6 minute speech, where you will teach the audience how to do a step-by-step process using props. This speech must be delivered and videotaped before an audience of at least 5 adults (either in the room with you or via Zoom Gallery View). You also must incorporate Q&A at the end of this speech that lasts two minutes. Please note that Q&A cannot be used to meet the minimum time requirements for any speech.

2) **Informative Speech:** (200 points) a 5-7 minute informative speech to enhance the audience’s understanding of an event or an idea. This speech must be delivered and videotaped before an audience of at least 5 adults (either in the room with you or via Zoom Gallery View). You also must incorporate Q&A that lasts two minutes.

3) **Persuasive Speech:** (250 points) a 6-8 minute persuasive speech in which you will be an advocate a policy and follow Monroe’s Motivated Sequence. This speech must be delivered and videotaped before an audience of at

least 5 adults (either in the room with you or via Zoom Gallery View). You also must incorporate Q&A that lasts two minutes.

B. Early Speech Outline: for the Demo speech with 5 peer reviews = 50 points

Outline

For every speech assignment, you will submit your outline, ppt, and your YouTube video link. However, we will also do one earlier outline assignment for your first speech to help you learn and incorporate the rubric (and push you to finish early enough to practice). The outline assignment for the demo speech is 50 points and is due at least one week before your speech. Then, you will revise after receiving feedback from your peers and you will resubmit the new outline with your speech by the demo speech deadline.

Peer Reviews

With the demo speech outline assignment, you will also complete 5 peer reviews of other outlines submitted in the class. At the deadline for this assignment, the computer will automatically assign you 5 peers to evaluate. The goal is to allow you to apply the skills you have learned about research, organizing a speech, and writing intros and conclusions. You must follow the four steps to complete each outline peer review.

To get full credit for each peer review, you must use the rubric and

- 1) write one sentence per line of the rubric including some specific details from the speech and**
- 2) assign a grade per each line of the rubric and**
- 3) leave one positive overall comment in the comment section below the rubric and**
- 4) review must apply to that speaker and must be a quality review.**

-If you are late turning in your outline, the computer will not automatically assign you peer reviews. You should contact Dr. McCall to request that the peer reviews get assigned. If a peer review is missing, you must contact Dr. McCall by the deadline sent out in the announcement, or you will lose 5 points for each missing outline peer review.

C. Participation: 100 points.

-5 Discussion Boards -85 points

-1 syllabus quiz – 15 points

D. Midterm (150 points) and Final Exam (100 points) = 250 points.

E. Extra Credit (possible 5-20points). See assignment pinned at the top of the discussion board and its due date. No late extra credit accepted.

Grading : Total Possible Points = 1000

Scale for Final Grades:

A	93-100%	930-1000 points
A-	90-92%	900-929
B+	87-89%	870-899

B	83-86%	830-869
B-	80-82%	800-829
C+	77-79%	770-799
C	73-76%	730-769
C-	70-72%	700-729
D+	67-69%	670-699
D	63-66%	630-669
D-	60-62%	600-629
E	0-59%	0-599

Please note- If you need a "C" to pass this course, you need to earn 730 points- not 700.

Schedule for Modules and Assignment Due Dates

In week 1 of class, it's best to go to assignments and write all deadlines down in your calendars. This will help you work sufficiently ahead. For instance, if you have a speech due, you will want to be done several days in advance to upload all materials early. And, you want to be practicing several days before that. This means you should always be multitasking in the class.

Schedule of Modules:

You will get the closest classroom experience by working through the readings, lectures, and assignments in each Module on canvas. **You must look at the orientation, syllabus, and Intro Video on the home page first, because all the Modules are locked until you complete that step.** The first page of each module is a wiki page with links to all the lectures. The following schedule includes general guidelines of what module you should be in. **Note- some of these modules are out of numerical order.** After the class was developed in Canvas, students suggested that exams be given before speeches, thus, you will see that Module 7 (Midterm Exam) and Module 14 (Final Exam) are listed before Module 6 (Demo Speech) and before Module 13 (Pers Speech).

Week #	Week starting...	General guideline of pacing (Starred items are not the only course tasks. See the assignments link on canvas for all deadlines. However, I posted the big ones here so you can plan ahead or start early to accommodate your schedule.)
Week 1	Aug 23-Aug 27	Orientation, Syllabus and Module 1 (Ch 1,13,14) and Module 2 (Ch 2,3,6)
Week 2	Aug 30-Sept 3	Module 3 (Ch 4,5,15)
Week 3	Sept 6-10	Module 4 (Ch 7,8)

Week 4	Sept 13-17	Module 5 –(Ch 9,10,11) Demo outline due*
Week 5	Sept 20-24	Module 7 – Midterm Exam *
Week 6	Sept 27-Oct 1	Module 6- Demo speech Due*
Week 7	Oct 4-8	Module 8 (Ch 18,19,20)
Week 8	Oct 11-15	Modules 9-10 (Ch12)-Spec Occ Speech Due *
Week 9	Oct 18-22	Module 10 continued
Week 10	Oct 25-29	Modules 10-12 (Ch 12, 16,17) - Info Speech Due *
Week 11	Nov 1-5	Module 12 continued
Week 12	Nov 8-12	Module 14 -Final Exam *
Week 13	Nov 15-19	Module 13
Week 14	Nov 22-26	Module 13 continued
Week 15	Nov 29-Dec 3	Module 13 continued– Persuasive speech Due*
Week 16	Dec 6-8	Module 13 continued

Note- Extra Credit Due Friday Nov 5

Quick Summary of Assignment due dates in correct order:

Aug 23	Monday Classes Start
Aug 30	Monday Syllabus/ Video Quiz, And the Introductory Post
Sept 3	Friday Demonstration Topic
Sept 17	Friday Demonstration Outline
Sept 19	Sunday Peer Reviews of Outline
Sept 24	Friday Midterm Exam
Oct 1	Friday Demonstration Speech
Oct 4	Monday Demonstration Speech Peer Reviews
Oct 7	Thursday Information Speech Topic
Oct 15	Friday Special Occasion Speech
Oct 29	Friday Information Speech
Nov 1	Monday Information Speech Peer Reviews
Nov 5	Friday Extra Credit
Nov 12	Friday Final Exam
Nov 15	Monday Persuasion Topic
Dec 3	Friday Persuasion Speech
Dec 6	Monday Persuasion Speech Peer Reviews

My Expectations:

The highlights and caps below are not to 'yell,' but just to allow you to quickly find some (not all) key points. You are responsible for reading and adhering to all policies in this syllabus. My expectations adhere to the policies stated above. They are extremely important, so I am repeating those policies again here.

Sequence of Speeches

-This is a public speaking course, so I require the completion of all three major speeches, in sequential order, by the deadline schedule (- during the summer 4 days before the next speech and -during fall/spring 12 days before the next speech, to pass the class. **If you do not complete all three major speeches, in order, by the deadline schedule, you will fail the class regardless of your total number of points on other assignments.**

- In order to become a better public speaker, this course utilizes the method of plan, practice, present, receive feedback, adapt to feedback when planning and practicing next speech, present next speech , receive feedback, etc. **Thus, you must present your speeches in order- demonstration, information, and finally, persuasion by a certain date** (unless you have an accommodation from the Dean of Students Office). **The latest you can turn in a speech (not for points, but just so you can pass the class) is- during the summer 4 days before the next speech and -during fall/spring 12 days before the next speech.** For example, in summer, if your information speech is due July 23rd, you must turn in your demonstration speech by July 19th (unless you have an accommodation from the Dean of Students Office). The late demonstration speech will earn 0 points, but you need to complete/upload it by the deadlines above, in order to receive any grades/feedback on future speeches. **Failure to adhere to the sequential schedule of speeches outlined above will result in an automatic "E" for the course** because an automatic zero will be assigned and no feedback will be given on subsequent speeches (unless you have an accommodation from the Dean of Students Office). **No exceptions to this policy.**

Adapt to Your TA's Feedback

-Your grade in the course depends upon you reading and adapting to the feedback your TA left on your assignments and speeches. Your grade will decrease each time you fail to utilize your TA's comments. For example, let's say on the demonstration speech, your TA suggested that you move more during your speech and recommended you move every time you say a transition and you received a score of 3/6 because at least you did move when demonstrating how to do a Super Jumping Jack. However, if during the information speech, you only move once, your score will now decrease to 1/8 points. If for the persuasion speech, you only move once, you will receive 0/10 points. **You must adapt to your TA's feedback to both become a better speaker and to receive a higher score.**

Learn from Your Mistakes

-Repeating mistakes in the workplace has consequences, and so does repeating mistakes in this class. Make sure you review all policies in the syllabus, and for each assignment before you submit your work. Penalties are increased for repeating the same mistakes. For example, if you record your speech in Gallery View and share your screen, that is a deduction of 15 points the 1st time, 25 points the 2nd time, and 35 points the 3rd time. So, make sure you read your TA's comments and don't repeat the same mistakes.

-Also, my goal is to make sure you are competitive in the professional world. Therefore, you will be compared to your other peers at UF. The bar is high as a University of Florida student. Successful students go the extra mile to ensure their work is excellent. This usually means starting early and practicing your speech aloud around 30 times with no note cards. Your goal in a speech is to command the room, while also appearing relaxed and confident. If you are already talented at public speaking, you can tailor this class to go to the next level. Gators definitely take charge of their own learning and growth.

-Be proactive. Online classes are NOT easier than traditional classes. Because of the amount of reading required and lectures in the Modules that must be viewed, online classes are more time consuming. You must be self-motivated to

read, work through the Modules, while simultaneously studying for the detail-oriented exams, complete assignments, plus, prepare and practice your speeches. In addition, unlike in a live class, you are required to have a minimum of five adult (age 18 or older) audience members (either in the room with you or on Zoom Gallery View). No exceptions! My advice is that if you are on campus, take this course live. If that is not an option, take this course when you have lots of time to devote to it. **This class is more than double the amount of work of your other classes** because you must both learn the concepts for the exams, AND you must practice and successfully demonstrate the skills learned.

Other Class Policies:

Student Conduct in the Online class: Students are expected to behave professionally and in compliance with the UF Student Code of Conduct. This rule includes all discussion board posts, peer reviews, and emails with the instructor and your TA. This class is a good opportunity to get used to engaging privacy and proper netiquette.

Speech dress code:

Students will dress appropriately in business casual attire to deliver their speeches. **Lack of business casual attire will result in a 10 point deduction** of your speech grade. Students should refrain from chewing gum during their speeches, or wearing hats.

Speech props:

No illegal or dangerous products, chemicals, or substances are allowed in a speech (i.e., guns, drugs, alcohol, explosives, fire, illegal substances, etc). No pets or reptiles will be allowed as a part of speeches. **Violation of this rule will result in a penalty of 50 points deducted** from that speech's grade.

Speech language:

No foul language, harassment, or cursing is allowed during any speech presentations. This can result in a **15-point penalty** off of your speech. 'Crap,' 'sucks,' 'pissed off' are considered unprofessional and will result in a **5-point deduction**.

Honor Code:

All submitted work during the course, written or oral, will be the student's personal, original work, with credit given to sources used. [Further, all documentation of absences will be honest representations.] Plagiarism, **the use of speeches prepared by others, using your own speeches from a prior class**, and other forms of dishonesty all constitute an honor violation. **Thus, if you have taken this course before, you cannot resubmit the same outlines and/or speeches you previously submitted.** If a student violates this understanding, evaluations of work must be affected accordingly and if necessary, adjudication will be processed by procedures approved by the University of Florida Honor Court. Please note the full UF Honor Code and conduct policies here: <https://catalog.ufl.edu/ugrad/1617/advising/info/student-honor-code.aspx>.

Grade Disputes: If you dispute the grade you receive for an assignment, first, you should meet with your TA to discuss the grade you received to be sure you understand the rationale for your grade. If you think your TA missed a requirement that you completed during your speech, please send your TA an email describing which item on the rubric

was missed, and the time stamp of when it occurred. Include the YouTube link to your speech in the email so your TA can quickly pull up your video and examine your claim. If the TA agrees and verifies the mistake, the points for that one item on the rubric may be adjusted. **The TA will only correct any items graded as missing.** Your TA will not regrade the entire speech. If you want the entire speech regraded, then you must email me, Dr. Kim McCall. However, **if you request this re-grade, the second grade will stand**, regardless of whether it is higher or lower than the original score. I am a much harder grader than any of the TAs, AND I also apply every penalty, plus I go back through your assignments and/or speeches and grade based upon the comments your TA has written. Remember, your grade in this course depends upon you improving on the feedback written by your TA and not repeating previous mistakes. If you do not improve from your previous speech, and/or you repeat previous mistakes, you will be graded lower for doing the same behavior as on a previous assignment/speech. You may request re-grading up to one week after an assignment has been returned. We will not consider requests after this time.

Accommodations:

1-Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodations.

2-Students with any accommodations need to email the instructor, Dr. Kim McCall at mccall@ufl.edu **during the first week of class** (and ideally before the end of drop/add) and verify that the instructor received notification of accommodations from the DRC and has applied the accommodations. If we need to discuss how we can work together to meet your accommodations and still adhere to the essential elements/functions of the course, please email me and set up a meeting. **Accommodations cannot be applied retroactively**, so please be sure to email me as soon as possible.

Assistance with Technology: Contact the UF Help Desk If you need assistance with technology, see the link in the Start Here Module called 'What to do if you have technical problems.' Essentially, the UF Help Desk is a magical resource for these. I can answer questions about the class, but any trouble with uploading or functioning of the website is handled by the UF Help Desk. If you have technical problems on a deadline, take a screen shot of the problem and contact the Help Desk immediately. Having a ticket with the Help Desk does not help you avoid penalty points. You should start all work well in advance to avoid technical issues.

****For every speech, you have several details that need your attention.** Let's take a look at these because they are very important.

a. Make sure you have read all the documents under Additional Readings and Resources in the first module. In particular, 'Guidelines for recording speeches' and 'Equipment needed for Speeches' will ensure that your speech meets the minimum standards for the class. Due to Covid, some of these procedures have changed.

Read the section below entitled, "Covid-19 'Social Distancing' Audience requirement and Recording adaptation". You are responsible for all information in these documents.

b. Then, read the guidelines for that particular speech by clicking on its link in 'Assignments' (e.g. 'demonstration speech,'). Requirements change for each speech so pay close attention to these shifts.

c. **Upload the YouTube link to your recording in 2 places:** Assignment and Discussion Board (A YouTube Link is the Only File Format Acceptable to submit your speech).

Assignment

1) You need to upload for me as an 'assignment' by clicking on the link for that speech. You will attach your outline, bibliography, and ppt slides with that video link upload. It is okay to attach the outline and ppt in the comments box if you have trouble uploading all items at once. Missing items will result in a point loss on your rubric. Since submitting work on time is different than the employee who says 'oops, I forgot that detail,' you cannot just submit work late. It is your responsibility to make sure that you upload all documents. ****Only use Microsoft Word and Microsoft ppt for your outlines, bibliographies, and slides.** Keynote, Word perfect or any other type of submission will result in a late penalty until you resubmit with the correct file formats.

***Pro Tip:** If you use a slower home connection, realize that uploading can take hours. Leave yourself plenty of time. **When the assignment is received (fully uploaded) is what counts, not the time you started to upload the assignment.** Delays in technology will not be an acceptable excuse. Loss of power/internet connection will not be an acceptable excuse. Just as in the work world, planning in advance for possible setbacks is important to success.

Discussion Board

2) The second place you need to upload your work is on the Secondary Discussion Board for that particular speech assignment. You will upload the YouTube link to your speech and your outline/bibliography and ppt slides for your peers. Missing links on the secondary post discussion boards, by the due date, will result in a 5 point penalty each day it is late.

*Both uploads are done at the same due date and time.

d. **Complete peer reviews.** Once the deadline for the speech has hit, the computer will automatically assign peer evaluations. When you go back to the assignment page after submitting you should see the names of the people you need to peer review. When you click on a name, you will be able to access the rubric and fill out a peer review. Peer reviews are **NOT** just a few sentences written to the student. **To get full credit, you must use the rubric and complete the four tasks below:**

1) write one sentence per line of the rubric including some specific details from the speech and

2) assign a grade per each line of the rubric and

3) leave one positive overall comment in the comment section below the rubric and

4) review must apply to that speaker and must be a quality review.

- This task makes you a better judge of all fundamentals of a speech, and in turn, a better speaker as you tune into those subtle features of good speakers. Peer reviews are also **NOT** done on the secondary discussion board. You have 72 hours during spring/fall semesters and 48 hours during summer semesters to complete all 5 of your peer reviews. **Each late/missing/incomplete/poor quality peer review will reduce your speech grade by 10 points per review.**

If you don't see all 5 reviews, it is possible that a student was late submitting their work. In that case, you should email Dr. McCall right away to get another peer review assigned. If you find a missing peer review after the deadline in the announcement, then go to the discussion board, find any YouTube link you can open and do the peer review for that student. Same rules apply, you must fill out one sentence with specific details from the speech and one grade for each line of the peer review rubric and write one overall positive sentence about the

speech, and all comments must apply to that particular speech. You will have to cut and paste the rubric and fill it in. Any peer reviews you did in this manner must be sent directly to Dr. McCall by the due date. Missing this step will result in no credit for that peer review.

***Pro tip:** the peer reviews will not show up in your 'upcoming task' list on the home page since they are part of the speech assignment. Write down this 48-hour deadline for summer sections (72-hour deadline for fall/spring sections) on your own calendar for each speech.

Receiving low scores on peer reviews from your peers will not harm your grade. We understand that your peers have not been trained. There is some history though of peers not watching speeches and just filling out a peer review randomly. Please don't do this. I see a constant correlation between accurate peer reviews and top speakers in the class. Peer reviews help you learn the fundamentals and view many unique styles.

Some final points about speeches:

-You will deliver your speeches extemporaneously. This means you will prepare an outline and know the order of items you will say, but the wording will change each time you say it because your delivery needs to be conversational, not memorized. You may use **one side** of one 3x5 note card for your quotations, statistics, or other information difficult to remember. In the business college, we don't allow any note cards and students learn to be highly effective at learning and delivering their speeches focused on the audience. You can certainly choose to take this challenge on. If you do use a note card, be sure to hold up your note card to the camera before starting and show both sides. **Not showing your card (both sides) will result in a penalty of 10 points. Using more than one side of a 3x5 note card or reading from ANYTHING** (either on screen or off screen) results in a loss of the following points:

Demo speech minus 45 points

Info speech minus 60 points

Pers speech minus 75 points

-**When the time limit hits, nothing you say will count.** You can have an audience signal you for each minute left and when you have 30 seconds left. However, it's your job to practice timing and be well within the limit even if your audience member forgets to signal. In live classes, almost every student uses the signal technique and finds it helpful. You should also have your audience signal time for your Q&A period to make sure it lasts at least two minutes.

You are required to not turn off the camera once it has been turned on – in a 'real' public speaking setting, do-overs are not allowed. **Starts and stops in your recording will result in a zero for that speech.** It is common to forget the Q&A in the first round and we will see an end to the recording at the end of the speech and then a start for the Q&A. This is okay. Don't start all over. You just cannot start and stop the recording in the middle of the speech. Nor can you edit together the end of one recorded speech take with a Q&A from a different recorded speech take.

Make sure you pan the entire audience before your speech. Have all audience members wave at the camera to prove they are real individuals (yes, people have tried to use stuffed blankets and wigs in the past). If this step is not done, that

audience member will not count (-30 points off your speech grade for each missing and/or underage 18 audience member). Further, as you see in recording guidelines, **the entire audience should remain in the picture during the entire speech.** Each audience member not in view 100% of the time will result in a 30 point deduction. After they wave, seeing just the head of the audience member is good (versus we need to see your whole body 100% of the time). Good practice tip— spend time at the beginning of the class finding a good presentation space. Remember, you are speaking to your audience, not the camera/class. In an announcement, you will see a screen shot of an excellent camera angle that shows a clear path to view 100% of the speaker, the audience members seated to the right and left of the clear path in the middle, and a large screen tv behind the speaker to show PowerPoint slides. Your set up will be a little different if you are recording with Zoom Gallery View and don't have audience members in the room with you.

***Speech anxiety is not an excuse for missing steps in the speech recording requirements, nor is it an acceptable excuse for not recording a speech.** If you are nervous, that is very normal. And it is uncomfortable. We don't want you to sit alone and worry about this class. Many UF students have found interesting techniques, by working with their TAs, that would help them to speak effectively even if it was outside of their comfort zone. If you have extremely high levels of anxiety, please contact the free Counseling and Wellness Center at UF for additional help. If you know you have a very high level of anxiety, contact them the first week so you can get an appointment. They offer both phone calls and appointments by Zoom, plus have group therapy sessions. However, you need to call well in advance of your speech. You can be successful in this class, but it is important that you are proactive and take steps early that can help you. Consider scheduling appointments with your TA and/or the instructor in advance to discuss handling speech anxiety.

Audience Members

You have signed up to take 'Public' speaking. This training is different than speaking to 2-3 people (what we call interpersonal communication and not public speaking). You must find five adult audience members (either live in the room with you OR simultaneously on Zoom Gallery View), no exceptions! Under 5 audience members resembles interpersonal communication more than public speaking, and thus, is not acceptable.

The minimum number of audience members is 5 adults. All five adults(age 18 or older) must be visible 100% of the time during your speech (either on screen via Gallery View or live-in person). We don't need to see 100% of the body of each audience member, but they do need to remain in view, or there will be a 30 point penalty for each audience member that is not visible on screen 100% of the time. Be ready for people you invite to not show. No shows will not be accepted as a reason for a late speech. ****Each missing and/or under age 18 audience member will reduce your speech score by 30 points.** It's a good idea to invite more people than you think you need, and to start your speech early enough that you have time for a second recording with a new audience. Audience members must be in the room for the entire time of the speech, must be paying attention, and should wave at the camera at the start of the speech.

Saying that you are traveling or new to a town is not an acceptable reason for missing audience members. You should drop the class if you cannot commit to the requirements. However, note the possibilities below:

Covid-19 'Social Distancing' Audience requirement and Recording adaptation:

You can choose to have your live audience present 'only' by zoom. Thus, you still need 5 adults, but they don't have to show up in person in the same room as you. These 5 adults can be family members, friends, or peers in the class. Just be

sure to plan for extras to come in case someone no-shows at the last minute. Unfortunately, Covid makes it more likely one or more of your audience members may be sick or have a family emergency. Thus, invite more audience members than you need, and plan to record days, if not a week in advance, in order to have a back up plan and still record/submit your speech by the due date.

To do your speech via zoom, you would go to ufl.zoom.us and set up a zoom conference.

When you set up the meeting, it's important that you take a few steps to ensure recording. First be sure to click the 'record to computer' setting. Then, be sure to use a meeting id because this will help protect you from zoom bombing from hackers.

When you are ready to record, **make sure you record in Gallery View**. You should see yourself and all your audience members on the screen. This will allow us to verify that you had 5 audience members in attendance the entire time. Before you let your audience members go, review your recording to make sure it actually recorded in Gallery View. A few students have reported they set it to Gallery View, but it did not record in Gallery View. It is your responsibility to check that you can see all five of your audience members on Zoom before you submit your speech. Remember it is -30 points for each missing audience member, so if all we see is you on the screen, that is a loss of 150 points.

If you record in Gallery View, **DO NOT SHARE YOUR SCREEN**. That results in you being too small for the TA to grade. If you share your screen, that is a **deduction of 15 points the 1st time, 25 points the 2nd time, and 35 points the 3rd time**. Instead, send your visual aids to your audience members ahead of your speech and then during your speech when you need the audience members to look at a slide, describe which slide they should be viewing. If you never tell the audience members to look at your slides, you will receive a 0 for visual aids on the rubric (point values differ for each speech).

Even though your audience is on the computer, you should still stand up and remain standing, take several steps away from the screen so 100% of your body can be seen in the frame (double check that your head is not chopped off, and that we can see your feet), and project loudly as you would in a large classroom. If you don't speak loud enough for the TA to hear, or if sound is missing, this results in a grade of 0.

Business casual dress is also still required for these speeches.

I highly recommend you reach out to other students in the class (See the Discussion Boards to form groups) and both practice and record your speeches with each other. You should form groups of 7 or more students so in case someone has an emergency, you still have enough audience members to record speeches. Record days before the speech is due, if not a week before, in order to re-record a speech if there was a problem and to allow plenty of time to upload your YouTube link and other materials (which takes many hours). I find peers make the best audience members because they pay attention to your speech and they know they need to ask questions at the end of your speech so you reach the 2 minute mark required for the question and answer period.

Late Work

This online course is a “Modified” self-paced course. Modified self-paced means that there are general deadlines within the semester. Most assignments will open near the beginning of the semester and you can work ahead (except for the exams). However, you cannot work back. You will be at a disadvantage if you fall behind in your work, and you fail the class if you do not submit your speeches in order, by the deadlines set in the Sequence of Speeches section of this syllabus.

****Deadlines are the ‘due’ date not the ‘available until’ date.** When you see ‘available until,’ that marks a date where the assignment may possibly be accepted, but with penalty points assigned. Many times, the available date is later than you can earn a grade. It is later so I can do the things I need to do behind the scenes. Discussion boards will not be accepted late for penalty points. Occasionally, you may see an ‘available until’ date change due to special circumstances for a particular student (such as accommodations with the Disability Resource Center). This does not mean the deadline has changed for everyone.

Deadlines will fall at 11:59 PM EST.

For exams, you will get a limited amount of time to complete them, and the exam closes at 11:59pm EST **on the deadline**. In other words, the date you see for the exam is the ‘deadline’ and not the open time. Thus, if the deadline is Friday at 11:59pm, and you sign on at 11:49pm, you will get only 10 minutes to complete the exam. Be sure to start early. You have a 24 hour period to log on for exams. Although these are timed exams (75 minutes for the midterm and 60 minutes for the final exam), you have a full 24 hour period during which you can choose to take it. You will need to sign up for Honorlock to take the exam. See the last page of this syllabus for exact instructions on preparing your room and computer for taking the exam with Honorlock. The exams are NOT open book.

Since you have 24 full hours, and prior notice about the date, **having to work is not an excuse for missing an exam**. You have committed to this academic class. Please arrange your work schedule accordingly. When you see ‘Available until,’ that refers to the time when you may still be able to access the midterm exam, but for a penalty. No makes ups/late final exams accepted.

*******In a public speaking class, where much of your interaction is with your peers, you should make sure you set your notifications to alert you regarding updated information on canvas. However, **log on frequently (at least once a day)** for reminders and additional information that will help you successfully complete assignments. This is not a class where you can log in once a week and just do large lumps of work.

Improvements in public speaking happen with a clear pattern of practice – feedback-observe – practice. Your grade depends upon improvement in the areas in which your TA has left you feedback. Thus, you should wait to receive feedback from your TA before you submit the next speech. If you choose to work significantly ahead of the deadlines, resubmissions will not be accepted.

Here are the penalties for late work:

(Please note. Late work is not fair to all the people who started early, problem solved well, or otherwise managed to get their work in on time. Yes, there are a lot of details, but that is only because this is a skill-based class. The penalties below support those students who are doing everything at a superior level.)

1) **Malfunctioning YouTube videos: Grade of 0 points**

- a. If your TA and/or I cannot open your YouTube link (or if you send the wrong format and that does not open/work for your TA and or I), your speech will be assigned a grade of zero. Please make sure to double check your links. Get a friend in the class and check each other's links because you will always be able to open your own and you won't know there is a problem. Remember that your TA may not open every video the day it is submitted. Or even 2 days later. It is not their job to inform you that your link doesn't work. Thus, **broken links receive a grade of zero** and not 'late work.'
- b. **If we cannot hear your video, your speech will be assigned a grade of zero.** It's a good idea to check your recordings before your audience leaves and make sure the sound plays.

2) **Late presentations:** If you are late in submitting your speech presentations, a deduction of 15 percentage points per day will be taken from your grade. Even if you are 1 minute late, the 15% deduction applies.

For the **demonstration speech, you lose 22 points each day** it is late.

For the **information speech, you lose 30 points for each day** it is late.

For the **persuasion speech, you lose 37 points each day** it is late.

You have the option to submit in advance. In other words, the deadline is a hard deadline and not just a goal.

- a. **Issues with technology are not an acceptable excuse for late work** even if you submit a ticket from the help desk. You should always try to upload your work long before the deadline rather than that morning. Loss of power and/or internet connections happen and are NOT acceptable reasons for late work. Be proactive and upload days early. The UF Help Desk can take up to 24 hours to respond to your email, so work ahead.
- b. Making the secondary post of your YouTube video link to the discussion board for your peers can reduce your speech grade by 5 points for each day it is late. Remember that this post has a deadline at the same time your video gets posted. You are posting in 2 different places to give your peers access to your video so they can complete their peer reviews (TA can see files posted to assignment, peers can see files posted to discussion board).

3) **Late discussion board posts:**

- a. Discussion board posts are all or nothing. Late or incomplete discussion board posts **receive no credit.**

4) Late/missing/incomplete peer reviews for 'speeches' –

Each late, missing, or incomplete (missing sentences and/or grades for each line of the rubric, and/or missing the overall positive comment submitted under the rubric) peer review for speech assignments will **reduce your speech grade by 10 points**. Please make a note to yourself. You have 48 hours in the summer and 72 hours in fall/spring from the speech deadline to watch just 5 speeches and fill out a rubric on them. See the four parts that must be completed under Peer Reviews in the Assignment. Remember you must make yourself a reminder of this step for each speech in your calendar because Canvas won't send you a reminder.

5) Late demonstration outline for the demo speech which requires a separate outline submission before speech day:

Missing the initial deadline for the assignment will receive an automatic **25 point deduction**. If you miss posting before all peer reviews are due within the 72 hour period after the deadline, **all 50 points will be lost**. Late work after the 72 hour period will only be allowed with proper documentation for an excused absence (e.g. medical emergency). If an outline is submitted, but the **peer reviews are missing/incomplete/late/poor quality after 72 hours, 5 points will be deducted** from the assignment for each missing peer review.

6) Late exams:

Midterm: **15% penalty per day** late (or **minus 22 points each day late**) unless documentation of an emergency is provided.

Final exam: There are **no make-ups** for the final exam.

Speech Recording Penalties:

Not Showing Government Issued or UF ID- Minus 10 points

At the beginning of your recording, **you must show your UF ID or driver's license**. Make sure your name and picture are showing but cover the other important information. Failure to show your ID will result in a 10-point penalty. It is important to show your ID before each speech because in case your TA has an emergency and leaves and a new grader comes, the new grader needs proof of who you are. Also, **if you never show your ID before any of your 3 speeches, you fail the class** because we cannot prove it was you who completed the speeches. So, make sure you show your ID.

Not Showing Both Sides of one 3 x 5 Note Card- Minus 10 Points

You only get ONE side of one 3 x 5 note card. **If you do not show us your note card, we assume you used two sides**, which is too much information. This penalty will be imposed in addition to any reading penalties that may be imposed.

Reading- Speech Starts at 70%

Reading from both sides of your note card, your phone, laptop, notebook, cue cards, hence, **reading from ANYTHING (either on screen or off screen) results in a loss of the following points:**

Demo speech **minus 45 points**

Info speech **minus 60 points**

Pers speech **minus 75 points**

Missing or Young Audience Members- Minus 30 points each

You will lose 30 points for each missing audience member, audience members not visible 100% of the time, and/or audience members under the age of 18.

No Head-to-Toe View of You And/or Sitting Down- Minus 10 or 25 points

You must be visible from head to toe 100% of the time, or you will lose 10 points. You need to be standing to deliver your speech (unless you have an approved accommodation) or you will lose 25 points. This is on top of the points you will lose on the rubric for not showing items listed, such as gestures, stance, etc. Check that you are 100% in frame before you record. Mark the floor, if necessary, so you stay within frame of the camera when you move during your speech.

Going Over Time Limit- Point Deduction Varies

Once the time limit hits, you get no credit for anything said after that point. So, if your time limit is reached just at you start to say your conclusion, all points on the rubric for that section will earn a grade of zero.

Missing Q and A Period- Point Deduction Varies

Answering questions after your presentation is important because there is almost always a Q&A session after a speech, so it is a skill you need to practice. I highly recommend you alert your audience members before you give your speech that there will be a Q&A session after the speech and that it is necessary to your public speaking experience and your speech grade, that they pay attention during your speech and formulate some questions. If no one asks any questions, you will need to ask your audience questions (such as did you understand the difference between x and y that I covered in my speech, etc.) to prompt them to ask questions. It's okay if you don't know an answer, but you must encourage discussion after your speech. This is not part of your speech time. But you can lose up to 15 points off your speech grade if you don't spend at least two minutes answering questions. You are allowed and encouraged to have one audience member keep track of and notify you of both speech time and amount of Q&A time.

No Q&A session/ or no to very few questions asked will result in a loss of the following points:

Demo speech **minus 5 points**

Info speech **minus 10 points**

Pers speech **minus 15 points**

If you record your whole speech, stop the recording, then remember you need to answer questions, you may turn the camera back on to do your Q and A period. However, you are not allowed to splice together the recording of one speech, and the Q&A from a different speech recording. That is editing and results in a grade of zero for the assignment (see below).

Editing Your Speech- You Will Earn a Grade of 0

You are not allowed to edit your speech. You must record it from start to finish in one take. In live classes, there are no do overs, so you aren't allowed to splice together the best parts from many different recordings. You also are not allowed to speed up/edit your speech because that will also earn a grade of 0 for that speech assignment. You cannot edit your speech/speech recording/Zoom recording in any way.

Uploading to the Discussion Board on time, but not the Assignment- loss of 15 points 1st time, -25 points 2nd time, loss of 35 points 3rd time

1. You must upload your link to YouTube for your speech, PowerPoint slides, outline, and bibliography to the assignment AND to the discussion board. This allows your TA to grade you and connects with the grade book, while the secondary discussion board posts are necessary, so your speech and materials are visible to your peers for the peer reviews. If you make your TA waste time by having to go to the discussion board to find your speech link, then you are slowing down the grading process and making them do work you should have done.

Not Recording and Uploading to YouTube and sharing the link- if TA and/or instructor cannot open your file format- grade of zero. If the TA and/or instructor can open your file format loss of 10 points 1st time, loss of 20 points 2nd time, loss of 30 points 3rd time.

1. You must upload your speech to YouTube and post the link both to the assignment (you may need to submit the link in the comments) AND to the discussion board. It is much faster for everyone to open the YouTube link, plus, so long as you change the default setting from private to unlisted, everyone can see your video. If the TA and/or instructor cannot open your file format, you will receive a grade of 0 for that speech. If TA and /or instructor can open your file format then, -10 1st time, -20 2nd time, and -30 3rd time. Remember if your link does not open, or if you submit in another format and it does not open/ work for the TA and/or instructor, that results in a grade of 0 for that speech.

Quick List of Some Common Point Deductions

Note-this list is not comprehensive

1. Editing the video = a grade of zero
2. Audience members, not having all audience members wave at the beginning, not showing all 5 members 100% of the time or under the age of 18 = a grade of -30 per missing/under age audience member
3. Using both sides of a note card=- grade starts at 70% so minus 45 points for the demo speech, - 60 for info speech, -75 for pers speech
4. Reading from your phone, computer, or piece of paper or anything off or on screen= grade starts at 70% so minus 45 points for demo speech -60 for info speech and -75 for pers speech
5. YouTube Video set to private or broken link= a grade of zero
6. No Question and Answer session or no to few questions asked=minus 5 points for demo (-10 for info, -15 for pers).
7. Not uploading your power point slides, outline and or bibliography = grade of 0 on those items
8. Not showing your ID at the beginning to prove it was you = minus 10 points (fail class if never show for any speech bc can't prove you did the work for the class)
9. Not doing peer reviews= -10 points per missing/incomplete/late review
10. Not wearing business casual clothes= -10 points

11. Illegal or dangerous props, animals, or reptiles = -50 points you aren't allowed to use an animal in the speech, such as how to shave a dog for surgery. However, if a pet walks into the space while recording, no point deduction.
 12. Foul language, harassment, or cursing = -15 points
 13. Unprofessional language (craps, sucks, etc.) = -5 points
 14. Unable to hear the speech = a grade of zero
 15. Not showing both sides of a note card, if one was used= -10 points
 16. Not uploading speech to YouTube and uploading the link= either a grade of 0, or -10 , 20, or 30 points. If the TA and/or instructor cannot open your file format, a grade of 0. If TA and /or instructor can open your file format - 10 1st time, -20 2nd time, and -30 3rd time.
 17. Recording the speech in Gallery View and sharing screen to show slides=-15 points 1st time, -25 points 2nd time, -35 points 3rd time..
 18. Never mentioning during the speech when the audience should refer to ppt slides and the content on the slides= 0 pts for visual aids.
 19. Uploading to the Discussion Board, but not the Assignment= -15 points 1st time, -25 points 2nd time, -35 points 3rd time .
 20. Going overtime in speech=no credit given for any item spoken over time limit.
 21. Not showing 100% of your body from head to toe 100% of the time = -10 points in addition to points taken off the rubric for movement, gestures, etc.
 22. Sitting while delivering the speech = - 25 points in addition to points taken off the rubric for movement, etc.
 23. Submitting YouTube link and outline/bibliography/PowerPoint slides late to Assignment= -22 points per day demo speech, -30 points per day info speech, -37 points per day pers speech.
-

Extra Credit:

There is one extra credit opportunity. You can find it pinned at the top of the discussion board. You will watch 5 speakers who competed at our departments Annual Public Speaking forum a few years ago. Then you will rank them and defend your ranks. See directions on the discussion board. Please note the deadline for the xc. No late submissions will be accepted.

Overall about this class:

Public Speaking is one of those classes that has the potential to reach across your lifetime. It is a course that will allow you to develop skills you can use in a variety of capacities as a contributing member of society. Many people always remember their public speaking course and say it is one of their favorites. The level of challenge described above is equaled by the opportunity to demonstrate courage and purpose. Everyone in this class is working together and supporting each other to become better public speakers. Thus, everyone understands this class can produce more anxiety than other classes and therefore, should encourage one another, help each other by forming groups to present speeches, and be respectful when completing peer reviews. The more effort you put into connecting to one another, and forming groups, the more successful and satisfied you will be with this class.

Communication Studies Minor:

The Dial Center offers a minor in Communication Studies (SCH). Our SCH minor is consistently in the top 3 minors within the College of Liberal Arts and Sciences. Employers increasingly want to see oral communication skills, and students find the minor pairs well with any major or even fulfills their requirement for an outside concentration. The minor is just 18 credit hours. Your Public Speaking course counts as one of the core courses for the minor (so you only have 5 more classes- or 15 hours- to complete it). You can find more information at https://catalog.ufl.edu/UGRD/colleges-schools/UGLAS/CMS_UMN/. You can also find out more about the minor and courses offered through the Dial Center (where the minor is offered) at this website: cwoc.ufl.edu.

You made it! Great work!! Those are the keys to the syllabus.

The rest of this is just helpful guidance for common week 1 questions.

Navigating CANVAS tips:

If you are new to Canvas, you may wonder: “Where do I look to find out what I need to know and do?” You can follow our schedule of topics several ways:

1) **Modules** – Modules are the best place to go to view the course. Essentially, a module is like your classroom. You will see lectures, readings, assignments, exam reviews, and supplemental speech samples in each module on the first content page for that module.

Which lectures take priority? Within modules, you will see voice over ppt lectures for those of you that prefer to listen on the go. You can play these without needing to see the slides. You will also see video lectures (not in every module though). The audio recordings help walk you through each chapter in the text. I do include insider tips that help you with speeches along the way. However, they may have more detail than you want if you are already reading the text. If you are doing well in the class and very comfortable with public speaking, you might narrow your work to just the video lectures and reading the chapters. You can still do well on tests with this approach.

If you are nervous about public speaking, or shooting for that ‘A,’ watch the audio along with the video lectures. Keep in mind, you might like talking in front of people, but ‘public speaking’ is different than just getting up and talking. The more tools you use to adapt to this skill, the better you will do in the class.

2) **Assignments** – if you want to just quickly view what you must ‘complete,’ you can click on the ‘Assignments’ link. I encourage you to take time now to chart out all assignment deadlines listed below into a personal calendar (hard copy or phone). Students who only rely on the ‘upcoming assignments’ stream when they sign onto canvas often get caught off guard. **This class involves a lot of pre-planning.** Try to look ahead at deadlines and then work backwards to set up mini-deadlines for completing parts of each assignment. **Strive to submit all**

assignments days BEFORE the due date. That way in case the power goes out or you have technical difficulties, you can contact the Help Desk and get the issue resolved BEFORE the due date.

3) **Discussions** – you would only want to start in the discussion link if you were trying to track down a particular discussion. Discussions are a limited view of the course. We discuss topics related to all assignments, and most are tied to points, but discussions will also appear under assignments. Thus, don't make 'discussions,' your central stop when signing in.

*Often, students that use the most resources in the class website, over the longest period of time, have the highest grades in online classes.

STUDENT REGISTRATION INSTRUCTIONS FOR UF ALL-ACCESS THROUGH CANVAS FOR MCGRAW-HILL MATERIALS


1. Go to <https://www.bsd.ufl.edu/G1CO/IPay1f/start.aspx?TASK=INCLUDED>
 - This prompts you to log in with your GatorLink account

2. You are shown a list of classes in which you are enrolled that are participating in UF All Access, with the prices.

3. Click the **Opt-in check box** next to the appropriate class. You may have more than one class that you are taking participating in the program.

4. Click the button below to authorize the charges.

****Please see the screen shots below****

 CHOOSE AN OPTION:

Central
[Broadcast](#), [Location & Contact](#), [Mission & Vision](#)

Services
[Hours](#), [Mission & Vision](#), [Reactivate Lost Card](#), [Earning Gator 1 Card](#), [Cards](#), [Photo Services](#), [Staff Authorization](#)

Vending Services
[Services](#), [Open an Account](#), [Report a Problem](#)

Printing
[Services](#), [Locations](#), [Menus](#)

Store

Get access codes for your classes

Current Term Codes

You are enrolled in the following classes which require an access code for online content:



Term	Course	Publisher	Price	Code	Opt-In
SPRING 2016	GEB3373	Pearson	\$90.00		<input type="checkbox"/>
SPRING 2016	GEB3373	Capsim	\$54.00		<input type="checkbox"/>
SPRING 2016	QMB3250	Pearson	\$102.50		<input type="checkbox"/>

You may authorize these charges to be posted to your student financials account and receive access codes immediately. Click the check box under "Opt-In" for each code you wish to opt into. Then click the check box authorizing the charge and click the "Opt-In" button.

Charges through this system are refundable if you drop the class before the end of the Add/Drop period (11:59 pm on January 11, 2016 for Spring).

I authorize the above charges to be posted to my student financials account.

Amount to Charge: \$0.00



CHOOSE AN OPTION:

Get access codes for your classes

Current Term Codes

You are enrolled in the following classes which require an access code for online content:


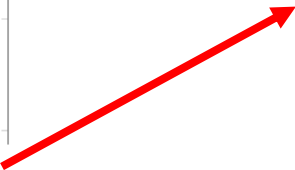
Term	Course	Publisher	Price	Code	Opt-In
SPRING 2016	GEB3373	Pearson	\$90.00		<input checked="" type="checkbox"/>
SPRING 2016	GEB3373	Capsim	\$54.00		<input checked="" type="checkbox"/>
SPRING 2016	QMB3250	Pearson	\$102.50		<input type="checkbox"/>

You may authorize these charges to be posted to your student financials account and receive access codes immediately. Click the check box under "Opt-In" for each code you wish to opt into. Then click the check box authorizing the charge and click the "Opt-In" button.

Charges through this system are refundable if you drop the class before the end of the Add/Drop period (11:59 pm on January 11, 2016 for Spring).

I authorize the above charges to be posted to my student financials account.

Amount to Charge: \$144



5. Click the Opt-In button next to the “Amount to Charge” once you have reviewed your course selections.

6. Once you click Opt in you will receive the following message on the UF All Access page:

"Thank you for opting in to access your digital textbook. You will receive a confirmation email to your @ufl.edu email with a registration link within 2 business days through which you can activate your account. The email will come from RedShelf.com & the subject line will be "New Digital Materials Added to Your Library" You will be able to access your text through the link provided in the email or by going to <https://brytewave.redshelf.com/>. For additional technical support please visit <https://brytewavesolve.zendesk.com/hc/en-us>"

You will receive an email to your @ufl.edu email address within two days of opting in. When you receive the email click on the link to go to brytewave.redshelf.com. You will then be prompted to create a username and password for your account. After you have completed your account set up your textbook will appear on your bookshelf. For the rest of the semester you will continue to access your eBook through <https://brytewave.redshelf.com>. If you need any further technical support please visit <https://brytewavesolve.zendesk.com/hc/en-us>. *If you have any additional questions regarding UF All Access please contact allaccess@bsd.ufl.edu.*

UF All Access Tips:

*If you are having difficulties **navigating your Canvas course to obtain your access code**, contact the following address:*

allaccess@bsd.ufl.edu

*If you are having difficulties with an **invalid access code**, contact the following address:*

allaccess@bsd.ufl.edu

Procedure for Honorlock (must complete before both exams)

Note-Unlike Proctor U, Honorlock does not require you to set up a time to take the exam. You just need to complete the exam during the 24 hour period in which it is open.

Prior to test start, you will need the following:

- Government issued photo ID (or Student photo ID).
- Working camera and microphone.
- Stable internet connection.

- Google Chrome browser (<https://chrome.com>).

During the test:

The online testing environment should mimic the 'in class' testing environment, and has following guidelines:

Testing Area:

- Sit at a clean desk or table (not on a bed or couch)
- Lighting in the room must be bright enough to be considered "daylight" quality. Overhead lighting is preferred; however, if overhead is not possible, the source of light should not be behind the student
- Ensure your desk or table is cleared of all other materials.
- If prompted to do a room scan, be sure to include your work area. Make sure to do a complete 360-degree rotation of your room, then show your work space. Partial scans and/or failure to show your workspace may be flagged during the proctoring review.
- Make sure your laptop is fully charged or keep the charger within arm's reach.

The following items/actions are not permitted:

- No writing visible on desk or on walls.
- No websites other than Canvas and the Honorlock proctoring extension should be used or open while taking a proctored exam.
- Close all other programs and/or windows on the testing computer prior to logging into the proctored test environment.
- Make sure music/televisions are not playing in the background.
- Communication or receiving assistance from others is not permitted during a proctored assessment. Exceptions: contacting Honorlock support or your institution's help desk.
- No other persons except the test-taker should be in the room during testing.
- Using a phone or any other electronic device, other than your test-taking device, is not permitted.
- Remain visible in the web camera during the entire duration of the exam.
- Leaving the room during the testing period is not permitted.
- You must not take the computer into another room to finish testing (exam must be completed in the same room the "Exam Environment View" is completed in).
- Headphones or smart watches are not permitted.
- Dual monitors are not permitted.

Questions? Contact Honorlock support at (844) 243-2500