

## SPC2608: Introduction to Public Speaking Syllabus Spring 2022 — Online Sections

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**Website:** <http://lss.at.ufl.edu> (Canvas)  
**Speech Lab:** Rolfs 201 - click [here](#) for info

**Zoom Office Hours:**  
*by appointment—[email to schedule](#)*

\*Please read this syllabus carefully. It includes essential information to help you get a strong grasp of this course. In live classes, we spend a full hour covering the syllabus. The overarching goal in this class is to ensure you get some good experience with public speaking. Each detail below helps simulate the training that in-class students receive. The policies in this syllabus are dictated by UF's Dial Center for Written & Oral Communication to ensure consistency and fairness to all students across live and virtual sections of public speaking at University of Florida.

The most important things to know are:

- You must **turn in all three speeches in the correct sequence** by the deadlines posted below under the Sequence of Speeches section **to pass this course**.
- You must **adapt to your TA's feedback** to improve both your public speaking skills and your grade. Your TA is your first point of contact for this course. If your TA cannot answer your question or any issue arises, please contact Dr. Radice.
- **Review the policies in this syllabus before each speech and assignment** to ensure you are abiding by all the policies. Failure to follow the requirements outlined in this syllabus and through Canvas announcements will result in point deductions outlined below.

The general purpose of this 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 explore principles of listening and perception to enhance speaking abilities.
- D. To increase confidence and poise when speaking to audiences or groups.
- E. To expand student's abilities with computer mediated communication to better prepare them for future interviews and presentations online.
- F. 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.

**Teaching Assistants:** You will be assigned one TA for this course. *Your TA is your first point of contact to ask about speeches/outlines/topics/etc.* Please check Canvas frequently for correspondence from your TA.

Your TA will facilitate all your work for this course. They will answer your questions, review speech outlines per request, and grade all your coursework other than exams. Check for a Canvas announcement regarding your TA's contact information and office hours.

**\*\*\*Please send any correspondence to your TA or to Dr. Radice directly through UFL email—to ensure a speedy response, do not use Canvas messenger.**

Please make time to actively engage with your TA. Talking more in depth with your TA about feedback, or even requesting some tips face-to-face via Zoom, can make all the difference in understanding different aspects of content and delivery, such as better gestures or vocal variety.

**About the Canvas Course Content:** 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. To succeed in this course, it is necessary to watch all of her lectures and listen to her voiceovers 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 in February 2021, but we are fortunate her legacy lives on through this class.

**Required Text:** THE ART OF PUBLIC SPEAKING, 2020 by Steven Lucas. Publisher: McGraw-Hill, 13<sup>th</sup> 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](http://textbookrentals.com); however, this is a newer edition.

We are participating in the **UF ALL ACCESS** program for this semester. Please see **page 23** of this syllabus for specific instructions about opting into ALL ACCESS—this will allow you to gain access to the required materials for the course at a **significantly discounted price up**.

**Spring 2022: For classes starting 1/5**, the opt-in window opens on **12/27/21** and closes **1/28/22**. If you do not opt-in by the deadline, you will no longer be able to receive your course materials at the discounted price.

**Contact the UF Bookstore with any questions.** [allaccess@bsd.ufl.edu](mailto:allaccess@bsd.ufl.edu)

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**Readings:** Students are responsible for the entire text as well as other assigned readings from individual instructors. Additional packets may be required by individual instructors (to be purchased at specified copy centers or bookstores).

## Overview of Course Assignments:

1. **Demonstration Speech and Five Peer Reviews** (150 points)
2. **Informative Speech and Five Peer Reviews** (200 points)
3. **Persuasive Speech and Five Peer Reviews** (250 points)
4. **Syllabus Quiz** (15 points)
5. **Demo Speech Outline and Five Peer Reviews** (50 points)
6. **Five Discussion Boards** (85 points)
7. **Midterm Exam** (150 points)
8. **Final Exam** (100 points)
9. **Extra Credit** (10 points)

Total Possible Points: 1010 points

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### 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 must earn 730 points.*

*There is no ‘rounding up’ for final grades in this course. If you earn 829 total points by the end of the semester, you will receive a B- and not a B. Please keep this in mind as you prepare for your speeches, study for exams, and consider the extra credit opportunity!*

## Assignment Specifics:

- A. Demonstration Speech and Five Peer Reviews** (150 points) — A 4-6 minute speech. You will demonstrate a process through a step-by-step presentation of information. Visual aids are necessary for this type of speech—this means you are required to use props. This speech must be delivered and videotaped before an audience of at least 5 adults (they should be visible throughout your entire speaking time, either in the room with you or visible via Zoom Gallery View). You should incorporate a 2-minute Q&A at the end of this speech. Please note that Q&A time is in addition to the speaking time requirement for this and every speech. You must also complete five peer reviews of your classmates' speeches in Canvas.
- B. Informative Speech and Five Peer Reviews** (200 points) — A 5-7 minute speech. You will inform your audience to enhance their understanding of an event or idea. The goal will be to give the audience a richer understanding of a specific topic about which there is misunderstanding or lack of understanding. This speech must be delivered and videotaped before an audience of at least 5 adults (they should be visible throughout your entire speaking time, either in the room with you or visible via Zoom Gallery View). You should incorporate a 2-minute Q&A at the end of this speech. Please note that Q&A time is in addition to the speaking time requirement for this and every speech. You must also complete five peer reviews of your classmates' speeches in Canvas.
- C. Persuasive Speech and Five Peer Reviews** (250 points) — A 6-8 minute speech. You will persuade the audience to support your stance about a policy related to the topic of your choice, confront neutral and/or opposing listeners, urging them to change their opinions to match yours own using a variety of motivational strategies, including Monroe's Motivated Sequence. This speech must also be delivered and videotaped before an audience of at least 5 adults (they should be visible throughout your entire speaking time, either in the room with you or visible via Zoom Gallery View). You should incorporate a 2-minute Q&A at the end of this speech. Please note that Q&A time is in addition to the speaking time requirement for this and every speech. You must also complete five peer reviews of your classmates' speeches in Canvas.
- D. Syllabus Quiz** (15 points) — To access the course materials, you must read this syllabus and pass the syllabus quiz on Canvas with a grade of 100%. Completion of this quiz also serves as your agreement to the terms and policies in this syllabus.
- E. Demo Speech Outline and Five Peer Reviews** (50 points) — For every speech assignment, you will submit your outline, PowerPoint slides, and speech video. Your first outline—for the demo speech—will be graded by your TA to ensure you are on the right track! The outline assignment for the demo speech will be due at least one week before your speech is due. This will give you time to revise based on your TA's and peers' feedback so that you can submit a revised outline with your speech.

With the demo speech outline assignment, you will also complete five peer reviews of your classmates' outlines. The Canvas system will automatically assign you 5 peers to evaluate once the deadline for the assignment has passed. The goal of the peer reviews is for you to apply the skills you have learned from the textbook and module videos about research, organizing a speech, and writing intros and conclusions.

To get full credit for each peer review, you must use the rubric that you find when you click on your peer's outline. To do so, ***you must write one sentence per each line of the rubric AND you must fill in one grade per each line of the rubric.*** This include writing new comments—the use of “presaved” rubric comments will result in a -5 point deduction per review.

If you submit your outline late, Canvas will not automatically assign you peer reviews. In this case, you should contact Dr. Radice ASAP to request that the peer reviews be assigned to you. There will be no extensions for peer review deadlines regardless of when you submit your own assignment. If a peer review is missing, you must contact Dr. Radice by the deadline, or you will lose 5 points for each missing outline peer review.

More information about Peer Reviews, including deadlines, will be provided via Canvas announcement.

- F. Five Discussion Boards** (85 points total) —Throughout the semester you will be required to participate in five discussion boards. The five required discussion board posts include: “Welcome to the Course Introduction,” “Demo Speech Purpose and Central Idea,” “Info Speech Purpose and Central Idea,” “Special Occasion Speech,” and “Persuasive Speech Purpose and Central Idea.” See the schedule below for more information about deadlines, and check Canvas for DB post examples.
- G. Midterm Exam** (150 points) — This exam will occur early in the semester, before you complete any of your speeches. The purpose of this ‘early’ midterm is to ensure you understand the content in the modules and textbook prior to actually delivering your first speech. This exam will include questions related to all Canvas module content and textbook content.
- H. Final Exam** (100 points) — This exam will occur at the end of the semester, after you complete your speeches. The purpose of this exam is to reinforce concepts from the textbook and Canvas module content as well as from your own experience after delivering the three speeches for the course.
- I. Extra Credit** (10 points)  
Look out for a Canvas announcement regarding the extra credit opportunity for this semester. Your extra credit will be due by 11:59pm on ***Monday, April 4, 2022***—one week before the last day of spring classes.

### Schedule of Topics, Assignments, and Due Dates:

During the first week of the semester, ***I recommend going through this list of assignments and due dates to write all deadlines in your own personal calendar.*** This will help you work ahead and meet each deadline.

There is a penalty for late work in this course. For a late speech, for each day your speech is late, you will receive a 15% deduction. This means if your speech is submitted three days late, you will lose 45% (3 \* 15%) of the total possible points for that speech. Any other late work, including exams, quizzes, discussion posts, and the demo outline, *will receive a grade of 0.*

To meet these deadlines (especially for the speeches) I highly recommend you finish recording your speech at least three days before the deadline so that you have time to upload all the materials properly and ensure everything is working—any dead links or otherwise inaccessible speech videos will be considered late if you do not fix them before the due date.

<b>Spring 2022 — Schedule of Assignments</b>			
<i>Please check Canvas announcements frequently for any potential changes to this schedule.</i>			
<b>Week</b>	<b>Assignment Due</b>	<b>Points</b>	<b>Due Date (by 11:59pm)</b>
Week 2	DB Post: Welcome to Course Introduction	10	Wednesday, January 12
	Syllabus Quiz	15	Wednesday, January 12
Week 3	DB Post: Demo Speech Purpose & Central Idea	15	Wednesday, January 19
Week 4	Demo Outline	25	Friday, January 28
Week 5	Demo Outline Peer Reviews	25	Monday, January 31
	Midterm Exam	150	Friday, February 4
Week 6	Demo Speech, including Video, Final Outline & Slides	150	Friday, February 11
Week 7	Demo Speech Peer Reviews	*	Monday, February 14
	DB Post: Special Occasion Speech	30	Friday, February 18
Week 8	DB Post: Info Speech Purpose & Central Idea	15	Friday, February 25
	<b><i>Spring break! March 5-13</i></b>		

Week 10	Info Speech (Video, Final Outline & Slides)  <i>Special Event: UF Speaker's Forum (attend for extra credit)</i>	200	Friday, March 18  <i>Sunday, March 20, Time TBA via Canvas</i>
Week 11	Info Speech Peer Reviews	*	Monday, March 21
Week 12	<i>DB Post: Persuasive Speech Purpose &amp; Central Idea</i>	15	Monday, March 28
	Final Exam	100	Friday, April 1
Week 13	Extra Credit Assignment	10	Monday, April 4
Week 14	Persuasive Speech (Video, Final Outline & Slides)	250	Tuesday, April 12
Week 15	Persuasive Speech Peer Reviews	*	Friday, April 15

The schedule outlined above indicates all deliverable assignments required for successful completion of this course, as well as the order in which you must submit your speeches (Demo, Info, Persuasive) to meet the minimum requirements of this course. This means that, if for some reason you submit your Demo speech late (see the make-up speech policy below), you must still submit the Demo speech *before* submitting the Info speech (and the Info speech before the Persuasive speech).

If you do not submit any one of the three speeches, ***you will not pass this course.*** If you submit the speeches out of order, ***you will not pass this course. Failure to adhere to the sequential order of speeches will result in an automatic final grade of "E" for this course.***

In the case of an automatic "E", no further feedback will be given on subsequent speeches. There will be no exceptions to this policy.

Please keep this in mind as you review the schedule!

For successful completion of this course, you should follow along in the textbook and the corresponding content on Canvas, which is organized into Modules. The following list will help you to understand how this course is structured. Please note that this is a “front-loaded” course, meaning that you will read the textbook and watch all the Module content videos early in the semester. This leaves the remainder of the semester for you to work on your actual speaking skills, including content development and delivery style.

<b>Week 1</b>	1/5/22-1/8/22	<b>Modules 0-1</b> (Text chapters 1, 13, 14) <i>*Please note that you must look at the orientation, syllabus, and Intro Video on the homepage first. All other Modules will be locked until you do so.</i>
<b>2</b>	1/9/22-1/15/22	<b>Module 2</b> (Text chapters 2, 3, 6) and <b>Module 3</b> (Text chapters 4, 5, 15)
<b>3</b>	1/16/22-1/22/22	<b>Module 4</b> (Text chapters 7, 8) and <b>Module 5</b> (Text chapters 9, 10, 11)
<b>4</b>	1/23/22-1/29/22	<b>Module 6</b> (includes information about the midterm) and <b>Module 9</b> (Text chapter 12)
<b>5</b>	1/30/22-2/6/22	<b>Module 7</b> ( <i>Midterm Exam Friday, February 4, 2022</i> )
<b>6</b>	2/7/22-2/12/22	( <i>Demo Speech due Friday, February 11, 2022</i> )
<b>7</b>	2/13/22-2/19/22	—
<b>8</b>	2/20/22-2/26/22	<b>Module 8</b> (Text chapters 18, 19, 20)
<b>9</b>	2/27/22-3/4/22	<b>Module 10</b>
<i>Spring Break</i>	3/5/22-3/12/22	—
<b>10</b>	3/13/22-3/19/22	( <i>Info Speech due Friday, March 18, 2022</i> )
<b>11</b>	3/20/22-3/26/22	<b>Modules 11-13</b> (Text chapters 16, 17)
<b>12</b>	3/27/22-4/2/22	<b>Module 14</b> ( <i>Final Exam Friday, April 1, 2022</i> )
<b>13</b>	4/3/22-4/9/22	—
<b>14</b>	4/10/22-4/16/22	( <i>Persuasive Speech due Tuesday, April 12, 2022</i> )
<b>15</b>	4/17/22-4/20/22	—

**Note:** The Modules and corresponding text chapters are intentionally out of numerical order.



## **About the Speeches:**

The trap is to feel the details are to make your lives difficult. However, they have actually been fine tuned over years, under the oversight of UF's teaching center, to ensure that online students are receiving the same level of quality that live students receive. In a skill-based class like Public Speaking this means more than reading and taking tests. You need to watch speeches, practice, and execute. Every step in the assignments ensure that you are moving through the process used across the country for online public speaking classes. Further, part of public speaking in the professional world is more than just talking out loud. Great speakers know what is expected in a situation, do preliminary prep, pay attention to details such as the room or deliverables, and meet deadlines.

### *Speech Grading*

Your speeches for this course will be graded on a predetermined rubric that covers various elements of content and delivery necessary for a successful speech. You will receive a certain number of points for each element of the rubric (e.g., 6/6 for excellent work, 5/6 for very good work, 4/6 for good work, 3/6 for average work, 2/6 for subpar work, 1/6 for minimal effort, and 0/6 for missing elements) and you will receive a comment from your TA about each element and the score you received.

As speakers, understanding and adapting to feedback is critical to our improvement and performance. Your grade in the course requires that you read and adapt to the feedback from your TA on previous assignments and speeches. Your speeches should show continuous improvement throughout the semester, and your grade relies on it!

The goal of this course is to help you develop speaking skills that will make you competitive in the professional world and in your future endeavors beyond your undergraduate career. The bar for this class is set very high — please know that this is not an “Easy A” course. Successful students will go the extra mile to ensure their work is excellent, adheres to all policies and the rubric, and shows creative and original thinking. To earn an excellent grade, you should start planning your speeches as early as possible and practicing your full speech aloud 25-35 times. Yes, 25-35 times! It might sound like a lot, but if you think about, for example, practicing a 6-minute speech 30 times, that would be about 3 hours worth of practice. Compare this to the time you put into studying for exams or writing papers for other classes. To succeed, really dedicate yourself to the style of speaking taught in this class and be sure to address your TA's feedback and ask for guidance when you need it! This class has the potential to take your speaking skills to the next level, and I truly hope you take advantage of this opportunity.

*To ensure you earn the best possible grade...*

**Make sure you have read all of 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. You are responsible for all information in these documents.

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.

### Upload your video link to your recording in **2 places**.

1. You need to upload for me as an 'assignment' by clicking on the link for that speech. You will attach your outline, biblio, 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. **\*\*Please use Microsoft word and Microsoft ppt for your outlines and slides. Keynote and word perfect submissions 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 a while. **Leave yourself plenty of time.** Delays in technology will not be an acceptable excuse. Loss of power will not be an acceptable excuse. Just as in the work world, planning in advance for possible setbacks is important to success.

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 link to your speech and your ppt slides for your peers. You don't have to upload the outline on the Secondary DB. 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.***

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 credit, you must use the rubric and fill in one sentence and one grade for each line of the rubric.** 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.
- You should fill out each line of the rubric for each peer review, including both a numeric grade and your own original comment. **Do not** use the pre-saved comments you may

see in Canvas—pre-saved comments will often include graders' initials and should not be reused, as this constitutes plagiarism.

- Peer reviews are also **NOT** done on the secondary discussion board.
- You have 72 hours to complete all 5 of your peer reviews. **Each late peer review will reduce your speech grade by 10 points per review.**
- The feedback you receive from your peers will not impact 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 tune into unique styles.
- 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. Radice 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 and one grade for each line of the peer review rubric. 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. Radice by the due date. Missing this step will result in no credit for that peer review.

**\*Pro Tip:** Peer reviews will not show up in your 'upcoming task' list on the Canvas homepage since they are part of the speech assignment. Write down this 72-hour deadline on your own calendar for each speech.

### Some final points about speeches:

- You will deliver your speeches **extemporaneously**, though you may use **one side of one 3x5 note card for your quotations, statistics or other information difficult to remember.**
  - o In the business college, students are not allowed to use note cards and they 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. **Using more than one side of a 3x5 note card or standing behind a podium will start your speech at a 70%.**
  - o This means a point deduction of:
    - **45 points on the Demo speech**
    - **60 points on the Info speech**
    - **75 points on the Persuasive speech**
- When the time limit hits, nothing you say will count. You can have an audience signal you when you have 1 minute left and 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 are required to not turn off the camera once it has been turned on—in a 'real' public speaking setting, do-overs are unnatural and reduce credibility. **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.

- **You must 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 of your speech per missing audience member)**. Further, as you see in recording guidelines, **the entire audience should remain in the picture during the entire speech.** The same goes for a Zoom audience—everyone in your audience must be fully visible for 100% of your speaking time.

**Pro tip:** Spend time at early in the semester finding a good presentation space. Remember, you are speaking to your audience, not the camera. The recording guidelines show you a diagram for camera set up.

- Be wary of claiming that online students shouldn't have to find 5 audience members. You would be arguing for lower quality training in your course. Under 5 audience members resembles interpersonal communication more than public speaking at best, and just making a YouTube video at worst.
- **Any issues you have that may prevent you from following all instructions with speeches should be addressed with Dr. Radice during the drop/add period.** I want you to succeed. The most common comments I see from students after they have gone on to internships or work sites is a huge thank you for showing them that they had more potential than they gave themselves credit for.
- **Speech anxiety is not an excuse for missing steps in the speech recording requirements.** 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. You can be successful in this class. It is important to take steps early that can help you. Consider scheduling appointments with your TA or the instructor in advance to discuss handling speech anxiety.

### Audience requirement:

You have signed up to take 'Public' speaking. This training is different than speaking to a few people at a time. You **must** find five adult audience members (either live or simultaneously in Zoom Gallery View). There will be no exceptions to this rule. For the sake of this course, having fewer than 5 audience members is not considered public speaking.

**The minimum number of audience members is 5 adults. All five adults (must be age 18 or older) must be visible 100% of the time during your speech** (either on screen via Zoom 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 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.

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

You can choose to have your 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. Personally, I recommend reaching out to find a group of classmates to work with—this is like a built-in audience! Just be sure to plan for extras to come in case someone no-shows at the last minute.

To do your speech via Zoom, you would go to [ufl.zoom.us](https://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**. Check out this tutorial for recording in Gallery View: <https://www.youtube.com/watch?v=9vK7ECvESec>

Here's a written explanation for how to record in **Gallery View**: <https://www.christopherjmartin.com/notebook/how-record-zoom-gallery-view-instead-active-speaker-view>

You should see yourself and all of 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 1<sup>st</sup> time, 25 points the 2<sup>nd</sup> time, and 35 points the 3<sup>rd</sup> 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 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 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 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.

\*\*\*\*\*

### About 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 with assignments) as a back-up to make sure you keep up. 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.

### Penalties for late work:

Please note: All late work will be penalized. This is to ensure fairness to all of the students who started early, problem-solved well, or otherwise managed to get their work in on time. The penalties below support those students who follow directions.

#### 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 **Demo speech, you lose 22 points each day** it is late.
  - For the **Info speech, you lose 30 points for each day** it is late.
  - For the **Persuasive 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) peer review for speech assignments will **reduce your speech grade by 10 points.** Please make a note to yourself. You have 72 hours from the speech deadline to watch just 5 speeches and fill out a rubric on them. Make yourself a reminder of this step for each speech.
5. **Late demonstration outline for our 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 after 72 hours, 5 points will be deducted** from the assignment for each missing peer review.



6. **Late exams:**

- a. *Midterm:* 15% penalty per day late (or minus 22 points each day late) unless documentation of an emergency is provided.
- b. *Final exam:* There are no make-ups for the final exam. Please plan accordingly.

### Speech recording penalties:

1. **Not Showing 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 UF 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.

2. **Not Showing Both Sides of one 3 x 5 Note Card:** minus 10 Points

You may use 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.

3. **Reading your speech:** speech grade 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

4. **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.

5. **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.

6. **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.

7. **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 would be helpful to your public speaking experience if 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 of 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 and notify you of both speech time and amount of Q&A time.

No Q&A session/ or no to very few questions asked results 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).

8. **Editing Your Speech:** *You will earn a grade of 0 for this speech.*

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.

9. **Uploading to the Discussion Board on time, but not the Assignment:** loss of 15 points 1<sup>st</sup> time, -25 points 2<sup>nd</sup> time, loss of 35 points 3<sup>rd</sup> time  
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.

**10. Not Recording and Uploading to YouTube and sharing the link:** if your 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 1<sup>st</sup> time, loss of 20 points 2<sup>nd</sup> time, loss of 30 points 3<sup>rd</sup> time.

Again, 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 1<sup>st</sup> time, -20 2<sup>nd</sup> time, and -30 3<sup>rd</sup> 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:

*Please 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 UF ID at the beginning to prove it was you = minus 10 points (fail class if never show for any speech because 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 1<sup>st</sup> time, -20 2<sup>nd</sup> time, and -30 3<sup>rd</sup> time.
  17. Recording the speech in Gallery View and sharing screen to show slides=-15 points 1<sup>st</sup> time, -25 points 2<sup>nd</sup> time, -35 points 3<sup>rd</sup> 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 1<sup>st</sup> time, -25 points 2<sup>nd</sup> time, -35 points 3<sup>rd</sup> 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.
-

## Overall about this class:

*If you are feeling overwhelmed after reading this syllabus, don't worry—that's completely normal.* Your professor and TAs will reinforce this information leading up to major assignments throughout the semester. Be sure to reach out to your fellow classmates as well to make some connections—my past students have made lasting connections with their peers even in the online version of this course!

If you work hard and follow along in the syllabus, this will be 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. I have had many students email me months and even years later to say how much this course has helped to prepare them for future classes, careers, and extracurricular endeavors.

The level of challenge described above is equaled by the opportunity to demonstrate courage and purpose. I hope everyone in this class will work together and support one another 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.

***This class is a challenge, but it can be fun too!*** As UF students, I know you're up for it!

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## Communication Studies Minor:

If you enjoy this course, there are more ways to get involved and improve your communication skills even more!

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 total minor is just 18 credit hours. Your Public Speaking course counts as one of the core courses for the minor. You can find more information at [https://catalog.ufl.edu/UGRD/colleges-schools/UGLAS/CMS\\_UMN/](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](http://cwoc.ufl.edu).

***You made it! Great work! Now, please be sure to take the Syllabus quiz. The rest of this document includes helpful guidance for common 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.

# **UF ALL ACCESS**

## **Student Instructions for Opting in to All Access Materials**

**Spring 2022: For classes starting 1/5** The opt-in window opens on **12/27/21** and closes **1/28/22**. If you do not opt-in by the deadline, you will no longer be able to receive your required course materials at the discounted price.

## **Student Instructions for Opting in to All Access Materials**

1. Go to <https://bsd.ufl.edu/allaccess>
  - a. Click the “Opt In” tab or the “View Eligible UF All Access Classes” button
  - b. Log in with your GatorLink account.
2. Students are shown a list of classes in which they are enrolled in that are participating in UF All Access with the prices included.
3. Click the Opt-in check box next to the desired class.
4. Once you have reviewed your course selections click the Opt-In button.
5. The access code or access instructions are now displayed.
  - a. For Access Codes - Please copy the code and follow your instructor’s specific directions for gaining access to your materials. Typically, you will find the instructions on your class Canvas page.
  - b. For Brytewave eTextbooks – You will receive an email at your @ufl.edu within 24 hours of opting in, which will provide you with access to your bookshelf.
6. The classes that you opted into will continue to be displayed at <https://bsd.ufl.edu/allaccess> for up to three weeks after the term has started. Be sure to register the access code before this deadline.

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



**ALL ACCESS**  
 UF BOOKSTORES  
 UNIVERSITY OF FLORIDA

# UF All Access

UF All Access is the University of Florida's digital course materials program. Selected courses are available through UF All Access to provide students with the lowest prices on their eBooks and Courseware products. Students can choose to opt into these materials and be provided instant access to their access codes for their homework systems and/or access to a digital version of their books. The charges will be billed to their student accounts automatically and if they have Financial Aid available, it will automatically pay for these charges.

[View Eligible UF All Access Classes](#)

Access Code Opt-In

**Information About Your Current Course Codes**  
 Please Select the Codes that you would like to Purchase and Click "Opt-In" to Complete your Transaction

Term	Course	Name	Code	Price	Opt-In
Fall 2020	AST1002	MasteringAstronomy for Essential Cosmic Perspective, 8E		\$59.75	<input checked="" type="checkbox"/>
Fall 2020	CHM2210	Owl Access for Organic Chemistry		\$75.00	<input checked="" type="checkbox"/>
Fall 2020	FYC3005	WileyPlus for Intro to Personal Finance: Beginning your Financial Journey		\$68.00	<input checked="" type="checkbox"/>
Fall 2020	ENC1101	Practical Argument 4E (RedShelf eText) + InQuizitive Access for the Little Seagull Handbook 3E		\$48.50	<input checked="" type="checkbox"/>
Fall 2020	SPN1130	Connect for Conectate (1 Term)		\$64.00	<input checked="" type="checkbox"/>

By Clicking the Button Below, You authorize the above charges to be posted to your student financials account.

[Opt-In](#)



UF All Access		Opt-In	Support	Hello, KARISA SIEGER		
<b>Information About Your Current Course Codes</b> Please Select the Codes that you would like to Purchase and Click "Opt-In" to Complete your Transaction						
Term	Course	Name	Code	Price	Opt-In	
Fall 2020	AST1002	MasteringAstronomy for Essential Cosmic Perspective, 8E	DSCHHN-FLAIL-POUCH-BOITE-METIS-NJORD	\$59.75	✓	<a href="#">Details</a>
Fall 2020	CHM2210	Owl Access for Organic Chemistry	PPH71SZP5DWQ3M	\$75.00	✓	<a href="#">Details</a>
Fall 2020	FYC3005	WileyPlus for Intro to Personal Finance: Beginning your Financial Journey	WFLX-2XCU-DJ	\$68.00	✓	<a href="#">Details</a>
Fall 2020	ENC1101	Practical Argument 4E (RedShelf eText) + InQuizitive Access for the Little Seagull Handbook 3E	Thank you for opting-in to both InQuizitive Access for Little Seagull Handbook & the digital copy of Practical Arguments for ENC1101. Please note that there is no code required for access to InQuizitive and the digital copy of the Little Seagull Handbook—your materials will be available through your Canvas course and your opt-in transaction will be validated by W. W. Norton automatically. If you have opted-in after the expiration of the trial period, please allow up to one business day for your access to sync to your account in Canvas. For Practical Argument You will receive a confirmation email sent 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. For additional technical support please visit <a href="https://brytewavesolve.zendesk.com/hc/en-us">https://brytewavesolve.zendesk.com/hc/en-us</a> or you can email <a href="mailto:allaccess@bsd.ufl.edu">allaccess@bsd.ufl.edu</a>	\$48.50	✓	<a href="#">Details</a>
Fall 2020	SPN1130	Connect for Conectate (1 Term)	NVHN-09Z6-XP5C-ZLD1-4EMQ	\$64.00	✓	<a href="#">Details</a>

## UF All Access FAQ's:

### 📄 What is UF All Access?

o Answer: UF All Access is our digital course materials program. Selected courses are available through this program to provide students with the lowest prices on their eBooks and courseware products (Access Codes). Students can choose to opt into these materials and be provided instant access to their codes for homework systems and/or access to a digital version of books. The charges will be billed to their student accounts, if you have Financial Aid available, it will automatically pay for these charges.

### 📄 I just added a UF All Access class today, but the UF All Access option isn't showing on Gator1. Why?

o Answer: New classes usually take 24 hours to appear on the Gator1 Central page. If you need to opt into your materials immediately, you can email [allaccess@bsd.ufl.edu](mailto:allaccess@bsd.ufl.edu) with your UF ID number, Course Code (i.e. MAC 1105) & 5 digit class # (found on your schedule) and the UF All Access team will manually add you.

### 📄 I dropped the class. How do I get a refund?

o Answer: Dropped classes are automatically refunded within the normal add/drop period. This usually takes place within 3 days of the class being removed from your schedule. If it's been longer than 5 days since you dropped the course, and you have not yet seen a refund on your student account, please email [allaccess@bsd.ufl.edu](mailto:allaccess@bsd.ufl.edu) with your UF ID number & Course Code.

❓ **I'm having technical issues with my access code. How do I get assistance?**

o Answer: For technical issues related to accessing your courseware (homework components) you should contact or log a ticket with your correlating products technical support team.

❓ **McGraw-Hill Higher Education** for assistance with ALEKS or Connect

❓ <https://www.mheducation.com/highered/support/connect.html>

❓ **Brytewave/RedShelf Issues (digital EBooks)** should be directed to [allaccess@bsd.ufl.edu](mailto:allaccess@bsd.ufl.edu)

For any products not listed above please email [allaccess@bsd.ufl.edu](mailto:allaccess@bsd.ufl.edu)

❓ **I'm interested in purchasing a print version of the textbook as well, where can I go?**

o Answer: For print purchasing options or study guides and additional course materials please visit <https://www.bkstr.com/floridastore/home> or the UF Bookstore located in the Reitz Union.

**For any UF All Access questions or concerns, students are welcome to email**  
[allaccess@bsd.ufl.edu](mailto:allaccess@bsd.ufl.edu)

**\*\*or visit us at our Pop-Up 'Help Desk' on the lower level of the UF Bookstore in the Reitz Union during the first week of each semester.**

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](https://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](mailto:allaccess@bsd.ufl.edu).

## **STUDENT REGISTRATION STEPS**

# STUDENT REGISTRATION STEPS

## STEP 1:

You will receive **TWO** emails from **RedShelf**.

- #1 regarding your content/text
- #2 regarding their account info including a temporary password. If you miss this email, you can go direct to <https://brytewave.redshelf.com/accounts/forgot>, Enter your @ufl.edu email address. Once you receive the reset link and log in your book is available on your bookshelf.

\*No code is needed as your eBook will be automatically loaded into your Bookshelf

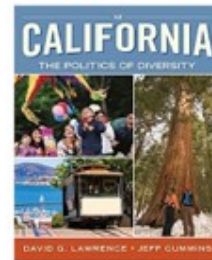
\*\*Bookmark the [RedShelf](#) link to easily access your eBook going forward.

From: Follett Label 0007 (mailto:donotreply@redshelf.com)  
Sent: Thursday, June 20, 2019 11:40  
To: Gupta, Richa <rgupta@follett.com>  
Subject: New Digital Materials Added to Your Library

Hi RSBW,

Thanks for your purchase from Follett Label 0007! The following materials have been added to your library at [follett-000007@redshelf.com](mailto:follett-000007@redshelf.com).

### Product Details



Title  
California: The Politics of Diversity

Author  
Lawrence, David G.; Cummins, Jeff

ISBN  
9781337026062

Duration  
Your 180 day rental duration will start when you access your book. If you do not access your book within 30 days, your 180 day rental duration will automatically begin.

To access your materials or submit a redemption code, head to [follett-000007@redshelf.com](mailto:follett-000007@redshelf.com) and log in with your account information and navigate to My Shelf.

- Email: [rgupta@follett.com](mailto:rgupta@follett.com)

If you have any questions or need assistance with your course materials, check out the [RedShelf Solve](#) knowledge base.

Follett Label 0007

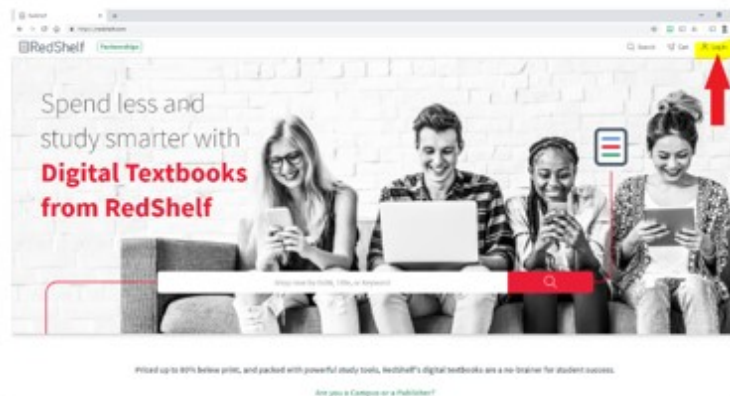
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# STUDENT REGISTRATION STEPS

## Step 2:

Navigate to [RedShelf's website](#) and log into your account

*\*When you opt-in through UF ALL Access an account is created. You will need to reset your password.*



Create A New Account

Already Registered?

First Name

Last Name

Email

Confirm Email

Password

Confirm Password

Birthdate:

MM/DD/YYYY

Search for School

I can't find my school / I'm not a student

Read our updated [Terms of Use](#)

I acknowledge to have read and understood RedShelf's terms of use. I hereby accept RedShelf's terms of use and agree to be bound by them.

Read our updated [Privacy Notice](#)

I acknowledge to have read and understood RedShelf's privacy notice. I hereby accept RedShelf's privacy notice and the privacy practices described herein. I further acknowledge that all data is stored and processed in the United States, subject to U.S. laws including lawful requirements to disclose data to judicial and government authorities.

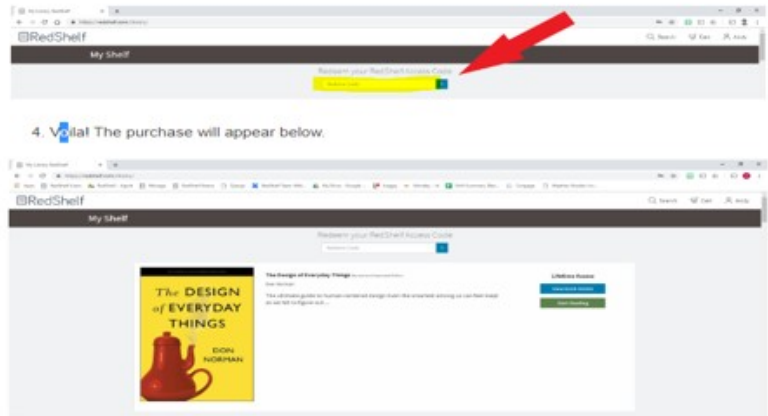
Create Account

\* Indicates Required Fields

# STUDENT REGISTRATION STEPS

**Step 3:** Your digital book will ALREADY be loaded onto your Bookshelf and you do NOT need to input a code.

Access is automatic with UF ALL Access.



To open a RedShelf eBook, click on the green Start Reading button to the right of the product description.

## WHERE TO GO FOR HELP: RedShelf SUPPORT

**RedShelf Customer Service:**

[CONTACT US](#)

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**Accessibility:**

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## 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](mailto:allaccess@bsd.ufl.edu)

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

[allaccess@bsd.ufl.edu](mailto:allaccess@bsd.ufl.edu)

***Have a wonderful semester and good luck in your courses!***

## 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 work space 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**