

COMM415

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Summary

Course : COMM415 **Title :** Building a Digital Presence

Length of Course : 8

Prerequisites : COMM356 **Credit Hours :** 3

Description

Course Description: This course is designed to provide students with the theory and application of how to build and maintain a digital presence. Students will be introduced to the many facets of creating and maintaining a digital presence while continuously trying to reach and influence the intended audience. Every aspect of digital communication; the written word, visuals, audio, and video will be analyzed to help plan and build a well-rounded and effective presence. Great effort will go into crafting messages, creating visuals, and using audio and video to build a digital presence. By the end of the course, students will have planned and implemented their own personal digital presence on multiple platforms. (Prerequisite: COMM356)

Course Scope:

Objectives

CO1: Explain why building a digital presence is important for organizations and individuals.

CO2: Describe how written words, visuals, audio, and video content contribute to a digital presence.

CO3: Analyze how different media sites strengthen and inhibit digital presence.

CO4: Identify your own web, mobile, and social media use, how that shapes your individual presence, and how it changes over time.

CO5: Analyze and critique effective and ineffective digital presence case studies.

CO6: Create a professional digital presence case study with solutions and mechanisms for continuous improvement.

Outline

Week 1: Building a Digital Presence

Course Outcomes

- CO1: Explain why building a digital presence is important for organizations and individuals.

Required Readings

Week 1 Reading & Resources

Week 1 Lesson

Assignment(s)

Week 1 Discussion

Week 2: Media Sites and Digital Presence

Course Outcomes

- CO2: Describe how written words, visuals, audio, and video content contribute to a digital presence.
- CO4: Identify your own web, mobile, and social media use, how that shapes your individual presence, and how it changes over time.

Required Readings

Week 2 Reading & Resources

Week 2 Lesson

Assignment(s)

Week 2 Discussion

W2 Assignment: Digital Presence Self-Reflection

Week 3: Writing for Digital Presence

Course Outcomes

- CO2: Describe how written words, visuals, audio, and video content contribute to a digital presence.
- CO3: Analyze how different media sites strengthen and inhibit digital presence.

Required Readings

Week 3 Reading & Resources

Week 3 Lesson

Assignment(s)

Week 3 Discussion

Week 4: Maintaining Digital Presence

Course Outcomes

- CO3: Analyze how different media sites strengthen and inhibit digital presence.

Required Readings

Week 4 Reading & Resources

Week 4 Lesson

Assignment(s)

Week 4 Discussion

W4 Assignment: Digital Presence Scorecard

Week 5: Adding Multimedia to Digital Presence

Course Outcomes

- CO2: Describe how written words, visuals, audio, and video content contribute to a digital presence.

Required Readings

Week 5 Reading & Resources

Week 5 Lesson

Assignment(s)

Week 5 Discussion

Week 6: Digital Presence Case Studies

Course Outcomes

- CO5: Analyze and critique effective and ineffective digital presence case studies.

Required Readings

Week 6 Reading & Resources

Week 6 Lesson

Assignment(s)

W6 Assignment: Case Study Outline

Week 7: Holistic Digital Presence

Course Outcomes

- CO1: Explain why building a digital presence is important for organizations and individuals.
- CO2: Describe how written words, visuals, audio, and video content contribute to a digital presence.
- CO3: Analyze how different media sites strengthen and inhibit digital presence.
- CO5: Analyze and critique effective and ineffective digital presence case studies.

Required Readings

Week 7 Reading & Resources

Week 7 Lesson

Assignment(s)

Week 7 Discussion

Week 8: Digital Presence Case Study Analysis

Course Outcomes

- CO6: Create a professional digital presence case study with solutions and mechanisms for continuous improvement.

Required Readings

Week 8 Reading & Resources

Week 8 Lesson

Assignment(s)

Week 8 Discussion

W8: Assignment: Case Study Analysis

Evaluation

Grading:

Name	Grade %
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Materials

See the eReserves in the classroom for the weekly readings.

Course Guidelines

Citation and Reference Style

- Students will follow APA format as the citation and reference style for courses in the Communication program area.
- Please note that no formal citation style is graded in the Discussions—only attribution of sources (please see details regarding Discussion communication below).

Tutoring

[Tutor.com](https://www.tutor.com) offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours of tutoring provided by APUS (only when accessed through the APUS online library). Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also

available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

School of Arts & Humanities Late Policy:

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution.

Work posted or submitted after the assignment due date will be reduced by 10% of the potential total score possible for each day late up to a total of five days, including Discussion posts/replies, quizzes, and assignments. ***Beginning on the sixth day late through the end of the course, late work, including Discussion posts/replies, quizzes, and assignments, will be accepted with a grade reduction of 50% of the potential total score earned.***

Turnitin:

Assignments are automatically submitted to Turnitin.com within the course to verify originality and detect potential plagiarism and academic dishonesty. Turnitin.com will analyze an assignment submission and report a similarity score. Your assignment submission is automatically processed through the assignments area of the course when you submit your work.

Academic Dishonesty:

Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com or Scribd. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

Submission Guidelines

- All assignments in COMMUNICATION courses must be submitted in standard formats such as Microsoft Word, attached in the assignment area unless otherwise specified.
- Some assignments may have very specific requirements for formatting (such as font, margins, etc) and submission file type (such as .docx, .pdf, etc). See the assignment instructions for details.
- It is your responsibility to ensure the all submitted work can be accessed and opened by the instructor. Assignments should not be sent to the instructor through "Messages" or E-mail but must be submitted through the Assignments area directly.

Disclaimer Statement

- Course content may vary from the outline to meet the needs of a particular group or class.

Discussions:

- All initial discussion posts are due on Thursdays by 11:55 p.m. ET throughout the course.
- All peer responses are due on Sundays by 11:55 p.m. ET throughout the course.
- Discussions are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting day/time after which the instructor will grade and provide feedback, it is not sufficient to wait until the last day to contribute your comments/questions. The purpose of the discussions is to actively participate in an on-going discussion about the assigned content.
- "Substantive" means comments that contribute something new and important to the discussion. A message that simply says "I agree" is not substantive. A substantive comment contributes a new idea or perspective, a follow-up question to a point made, a response to a question, an example or

illustration of a key point, an inconsistency in an argument, etc.

- As a class, if we run into conflicting view points, we must respect each individual's own opinion. Hateful and hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.
 - You must post a response to the weekly discussion topic and post the required number of replies to other students during the week due. Please refer to the grading rubric and/or weekly discussion guidelines for specific expectations on the number of replies and word count requirements.
 - Late posts to a discussion topic will be subject to the School late policy and may not be accepted without instructor approval.
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University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

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