Live Policy Advocacy Assignment Preparation Project (APP)
Online Public Communication
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I.LOC:

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

LOC #5: Critically analyze messages.

LOC #9: Influence public discourse.

II. Length of Assignment:

This assignment generally takes first-year students 4 days to complete (as part of an intensive 7-week course). I doubt it would ever require more than a week.

III. Materials Needed*:*

A computer with a functioning webcam and microphone.

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

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

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

IV. Instructions:

Live Policy Advocacy Assignment Preparation Project (APP)

As part of the preparation for your live policy advocacy, you will produce a report including the following elements:

1. A brief statement of your policy topic and proposed policy change. Remember to be as specific and concrete as possible. Good policy persuasion requires details.
2. A research plan to find the information needed to build your argument. This should describe how you went about finding the sources you use in the bibliography. What was your plan, how you searched, and how you decided to use these six sources.

3. An annotated bibliography of six sources you found using that plan (using proper citation), with a 75-100 word evaluative summary of each source. Citations should follow APA or MLA format and the summaries should evaluation the quality of each source.
4. A final assessment of the sources as a set.

Use this information to complete the Policy APP Worksheet.

In your annotations, do not merely summarize the contents of each source. Unlike a traditional annotated bibliography where you simply describe the contents of each source, the evaluative summaries for this assignment should consider the quality and credibility of the source, including any biases that might affect that credibility. I also encourage you to consider how that source might or might not appeal to your policy change agent.

Criteria for assessment include: determining information needed for the argument, identifying sources to meet that need, effective evaluation of information for credibility and bias, following conventions in source citation, and using communication technology to effectively locate and manage information.

In addition, you will use YouTube Events to record a 1-minute video of yourself doing a live chat on Google Hangouts. In that recording you should provide a brief portion of your argument that includes one oral source citation (following the guidelines from the textbook on using sources in oral delivery). A video walk-through on how to use YouTube to launch and record a Google Hangout are is chapter 9 of the textbook (https://onlinepubliccommunication.com).

You must have at least one audience member logged in and participating in that Hangout, but it can be anyone (a friend, family member, classmate, etc). **They must be logged in and participating in the Hangout, not live with you in the same room or on the same camera. Have them say hello and goodbye at the beginning and end of your video**, so that they appear on screen to confirm that they are sharing the Hangout with you.

When completed, be sure your Hangout recording is set to unlisted (not private!) in YouTube, and post your completed Policy APP Worksheet in your group BlackBoard forum, including a link to the YouTube video of your 1-minute Google Hangout recording.

In addition, you must upload your completed worksheet to the appropriate Assignments section of BlackBoard. Be sure you complete both steps: post to your BlackBoard forum so your fellow students can complete peer reviews and upload the worksheet with the video link to the Assignments section.

Remember to review the assignment rubric on BlackBoard before beginning.

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

Policy APP Worksheet

Name:	
Policy topic:	

Specific policy change you are arguing for:

Policy change agent who could adopt or change this policy:

Research plan:

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

Source 1 Evaluative Summary (75-100 words):

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

Source 2 Evaluative Summary (75-100 words):

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

Source 3 Evaluative Summary (75-100 words):

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

Source 4 Evaluative Summary (75-100 words):

[ ]

Source 5 Citation (please use APA or MLA style):

[ ]

Source 5 Evaluative Summary (75-100 words):

[ ]

Source 6 Citation (please use APA or MLA style):

[ ]

Source 6 Evaluative Summary (75-100 words):

[ ]

Final Assessment of Sources as a Set for Your Policy Change Argument:

[ ]

Link to Your Sample Hangouts Video:
(Your video should be set to unlisted, not private. Also, be sure you provide a "watch" link and not an "edit" link. Videos with bad links and settings that make them unviewable will be counted as late until corrected links or setting are provided.

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V. Rubric or Scoring Guide:

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POLICY APP GRADING RUBRIC

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Student's Name:

Policy APP Worksheet:

Criteria	Weak	Good
Includes a statement of proposed policy change	-5 ☐	1 ☑
Identifies an appropriate policy change agent	2 ☐	4 ☑
Research plan explains how sources were acquired and why that method was used	2 ☐	4 ☑
Includes six sources	0 ☐	6 ☑
All sources are properly cited using APA or MLA style	7 ☐	10 ☑
Provides an evaluative summary of each source that addresses source quality	8 ☐	12 ☑
Final summary analyzes sources as a set and their utility for student's policy argument	3 ☐	4 ☑

Sample Video Recording:

Criteria	Weak	Good
Is a video of the student making a brief argument for the policy with an audience	-37 ☐	1 ☑
Verbally cites at least one source	-7 ☐	1 ☑
Verbal citation appropriate for a public presentation or discussion	3 ☐	5 ☑
Verbal citation provides audience with relevant source credibility	3 ☐	5 ☑
Displays thoughtful use of language	2 ☐	3 ☑
Uses effective gesture and movement (including eye contact)	3 ☐	5 ☑
Is between 40 and 90 seconds in length	-7 ☐	1 ☑
Audio recording is clear	1 ☐	4 ☑
Video recording is clear	1 ☐	3 ☑

	2	3
Student demonstrates good **vocal clarity**	☐	☑
Student demonstrates good **vocal variety**	2 ☐	3 ☑

(75 possible points)   Total Points = **Grade =**

Feedback & Advice:

VI. Notes:

Course grade is composed of 1,000 total points, so this assignment is 7.5% of the final grade.

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

This assignment is the penultimate assignment in the course. Prior to completing this assignment the students have already used their computers, microphones, and cameras to create video and upload it to YouTube.

This assignment is part of a two- assignment sequence and prepares students for their Live Policy Advocacy assignment (the final, culminating assignment for this course).

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

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

VII. References:

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