

Marketing 3220: Social Media Marketing Spring 2020
January 8th – May 1st

Class Information

SECTION 1 – 9:05am -9:55am, MWF, Surrine Hall – Room 390

SECTION 2 – 10:10am – 11:00am, MWF, Surrine Hall – Room 390



Instructor

Michele M. Cauley
Department of Marketing
College of Business
cauley@clermson.edu
864.656.5287
Office – 171 Surrine Hall

Office Hours

Mon/Wed: 2:30pm – 3:30pm
Tues/Thurs: 1:00pm – 2:00pm
By appointment

Course Materials / Tools and Resources

Textbook Publisher: Sage; Author: Tuten; Social Media Marketing, ED: 3rd, 18; ISBN: 9781526423870.



Class Facebook page: <https://www.facebook.com/CauleySMClass/> *You will be required to post to this account for class participation.*



Adobe Rush – App Download Rush for mobile can be downloaded from the App Store on your mobile device. Rush for laptop can be downloaded using the instructions found here: <https://ccit.clemson.edu/support/current-students/software-and-applications/adobe/>

#Trending Discussion Source Suggestions. #Trending Schedule [LINK](#):

- [Buffer Blog](#)
- [Hootsuite](#)
- [Social Media Today](#)
- [Social Media Examiner](#)
- [Wall Street Journal](#)
- [Mashable](#)
- [Marketo Marketing Blog](#)
- [Inc.](#)
- [Forbes](#)

- [Content Marketing Institute](#) - social media section
- [PRDaily.com](#)
- [Alltop](#)
- [Digiday](#)

Paper /journal and pen/pencil for critical thinking /brainstorming exercises.

You will also be required to access various other social media platforms or resources throughout the semester as needed to successfully complete your individual assignments and group projects. PowerPoint slides, videos, and other materials for this course are contained in Canvas OR posted in our class FB Page. Slides will not be posted prior to class and will only be an outline of the detailed material and discussions in class. Therefore, it is imperative you are in attendance to participate in class discussions and receive all pertinent information. Be aware that I may change some assignments and adjust the syllabus to accommodate other matters. Be sure to check Canvas regularly for the most up-to-date information and I will advise you of changes during each class.

Course Description

This course examines how consumers interact with firms in social media spaces, the norms and purposes of these platforms, and the communications strategies available on them. Through class discussion, teamwork and presentations, students will learn to formulate effective social media promotions and overall strategy for marketing purposes. This course will present an in-depth overview of creating an effective social media strategy focused on four primary areas: Research, Planning and Strategy, Implementation and Measurement. PREQ: *Principles of Marketing* [MKT 3010](#)

This course is a Critical Thinking Seminar and as such is designed to help you to develop critical thinking skills as part of the Clemson Thinks2 (CT2) program. A primary goal of a critical thinking seminar is for you to gain a deeper understanding of how psychological truth is determined and knowledge is constructed. Ultimately, to take the time to slow down and think about why and how you think. To answer questions of “How and Why?” in addition to “What? And When?” You will learn how to carefully evaluate the assumptions and logic underlying claims and assumptions. This is a different type of learning than that required to memorize facts and definitions, and to which we may not have had as much practice or guidance. Some may experience discomfort in this process and will need to work to improve your tolerance of ambiguity. Particularly, in social media marketing, tools, processes, practices and accepted norms change daily, many times without prediction. Becoming comfortable with uncertainty and ambiguity is an important skill that will help you cope in this uncertain world. You can find more information on the CT² program <https://www.clemson.edu/academics/programs/thinks2/index.html>. This type of thinking is highly sought after by employers and imperative to those planning to operate their own business or organization.

Defining Critical Thinking

*Critical thinking is reasoned and reflective judgment applied to solving problems or making decisions about what to believe or what to do. Critical thinking gives reasoned consideration to defining and analyzing problems, identifying and evaluating options, inferring likely outcomes and probable consequences, and explaining the reasons, evidence, methods, and standards used in making those analyses, inferences, and evaluations. Critical thinking is skeptical without being cynical, evaluative without being judgmental, and purposefully focused on following reasons and evidence wherever they may lead.-- Dr. Peter Facione from his book *Critical Thinking: What It Is and Why It Counts*.*

Learning Outcomes

After completing this course, you will be able to:

CT2 Learning Outcomes	Learning Outcomes for this Class	Evidence
<ul style="list-style-type: none"> •Explore complex challenges 	<ul style="list-style-type: none"> •Clearly define a social media marketing strategy for a real-world client application to include: establishing social media objectives that align with business objectives, determining the target audience(s) and developing the most effective and appropriate platforms, content and call-to-actions to achieve your objectives and reach your target audience(s). 	<ul style="list-style-type: none"> •Students will audit company/ brand's existing social media presence and build and execute a social media strategy to meet the client's business objectives as expressed in the project brief.
<ul style="list-style-type: none"> •Analyze problems using multiple lenses 	<ul style="list-style-type: none"> •Calculate basic performance metrics, interpret and respond to your customer's concerns and needs by utilizing social media listening and monitoring data and techniques. 	<ul style="list-style-type: none"> •Students will be responsible or interpreting client's audience needs based on social listening software monitoring.
<ul style="list-style-type: none"> •Extrapolate from one conceptual context to others 	<ul style="list-style-type: none"> •Understand how norms of behavior are impacted by accuracy, privacy, trust and ethical dilemmas in social media and how to navigate these. 	<ul style="list-style-type: none"> •Students will audit their own social media presence to uncover how others perceive their personal brand based on their social media activity. Students will be responsible for critical discussion on ethics in social media based on case study reading.
<ul style="list-style-type: none"> •Synthesize alternative solutions to multi-dimensional challenges 	<ul style="list-style-type: none"> •Explore various social media content types, promotions and platforms to determine the best combination to meet the strategic and SMART objectives. 	<ul style="list-style-type: none"> •Student groups will be responsible for creating digital content for their client strategies and will utilize Adobe Rush video editing software to create a platform tutorial to teach the class about the major social media platforms.
<ul style="list-style-type: none"> •Communicate complex ideas 	<ul style="list-style-type: none"> •Present marketing ideas clearly and concisely in written and oral forms during class activities. 	<ul style="list-style-type: none"> •Students will present their social media strategies and results to the class and will present to peers through the 'trending' exercise at the beginning of each class.

Grading

Weight

Individual Assignment 1: Personal Social Media Brand Audit	10%
Group Project 1: Platform Tutorials + Adobe Rush Video	15%
Midterm Exam	15%
Individual Assignment 2: Social Media Brand Audit	15%

Group Project 2: Social Media Marketing Strategy, Content Calendar and Metrics	20%
Final Exam	15%
Participation: Trending, Class Facebook Discussion and In-class Participation	10%
TOTAL OPPORTUNITY:	100%

Assignments and Grading:

Measurement of course objectives and your performance will be assessed by 2 individual assignments, 2 group assignments, 2 exams and your individual participation effort.

FINAL grades in the course will fall on a standard 100-point scale and grading components are weighted as shown above. The following table breaks down the percentages associated with each letter grade. **Note this is only a general guideline because your score will be determined, in part, based on how your work compares to your peers in the class and on deductions per the attendance policy.**

Letter Percentages

A	90 - 100%
B	80 - 89%
C	70 - 79%
D	60 - 69%
F	0 - 59%

Participation

Classes are a combination of lecture and discussion with emphasis on discussion. Weekly readings will be expected, and I will provide the URLs or documents to you. Everyone should have read the assigned material prior to class. You will help lead classroom #trending discussion by signing up on the schedule and this will be a factor of your grade. You must be in attendance to participate. (Reference attendance policy below). Participation will count for 10% of your overall grade and consists of a) attendance b) class room discussion particularly important with guest speakers c) Trending discussion facilitation and participation, and d) completion of assigned activities on our classroom Facebook Page.

Exams

Exams will not be cumulative. The exams will be comprised of multiple-choice, true/false and short-answer questions based on material covered in class and guest speaker presentations.

Make-Up Exams

Make-ups for the exams are provided ONLY with verified family and/or medical emergency or official school functions and activities and must be taken within one (1) week of the scheduled exam date.

Assignments

Late assignments will not be accepted and should be turned in at the beginning of class on the assigned due date.

Presentations

There are NO MAKE-UP Presentations. If you miss or cancel your assigned presentation time, it is the professor's discretion on whether to assign a new time or assign a zero for the assignment. All team presentations are business professional unless otherwise stated. Presentations should be practiced in advance and well organized. A copy of

the visuals/slides used in the presentation will need to be provided to the instructor in advance of the presentation or a deduction will be taken. The written report component must be turned in at the time of your presentation.

Schedule

Date	In-Class Plan	Assignment(s) for Next Class
1/8	Introduction and Overview of Course	1) Join Class FB page https://www.facebook.com/CauleySMClass/ and respond to welcome post; 2) Signup for #Trending Class Discussion Facilitation: https://docs.google.com/spreadsheets/d/1GG0WuIUVGekd40AFastBqpgOBSYnS38-6TUrmOIRmyU/edit?usp=sharing 3) read discussion article: The State of the Internet, We Are Social USA https://datareportal.com/reports/digital-2019-q4-global-digital-statshot 4) Read discussion article Evolution of Social Media: https://www.cnn.com/2019/12/19/tech/social-media-end-of-decade/index.html
1/10	#Trending Example and Assign for 1/15 Class; Social Media Environment - Overview and Article Discussion	Read discussion article: Social Media Trends to Watch in 2020: https://www.convinceandconvert.com/social-media-marketing/social-media-trends/ and read Talkwalker article: https://www.talkwalker.com/social-media-trends?fbclid=IwAR3iC7E_zc7IP5FB0CufxYb1gElrseNwwouDSKYaJqkGdGMuKxCe33M3q8
1/13	Social Trends and Behaviors	#Trending Assignment for 1/15 and post to class FB Page; Read: 1) Read 2 articles on personal branding: Strategies for Personal Branding http://ow.ly/TpyM30nauUS and Nine Ways To Creatively Launch A Personal Brand In 2019 http://ow.ly/npqD30navrU 2) Read Textbook Chapter 1
1/15	#Trending Discussion (by assigned students) on TRENDS for 2020; Social Identity Discussion and Influencer Marketing - Share Assignment 1 - Personal Brand Audit	#Trending Assignment; Assignment 1 - Personal Brand Audit; and Read article on Influencer Marketing: https://hbr.org/2019/04/how-brands-can-build-successful-relationships-with-influencers?sfns=mo Read Forbes article: 10 Personal Brand Tips for College Grads: https://www.forbes.com/sites/forbesagencycouncil/2016/08/31/10-personal-brand-tips-for-college-grads-entering-the-workforce/ and Social Currency article: https://www.adweek.com/digital/erich-joachimsthaler-vivaldi-guest-post-social-currency/ ; Read Textbook Chapter 2
1/17	#Trending Discussion; Social Identity / Social Currency - Personal Brand Audit	Assignment 1 - Personal Brand Audit; Due 1/22; Read: https://www.washingtonpost.com/sports/2019/04/20/new-rite-passage-nfl-draft-hopefuls-scrubbing-your-social-media-history/ ; Complete Reading Textbook Chapters 1-2; Prepare Takeaways for Class Discussion on Monday, 1/22
1/20	Martin Luther King, Jr. Holiday	Assignment 1 - Personal Brand Audit; Due 1/22; Read: https://www.washingtonpost.com/sports/2019/04/20/new-rite-passage-nfl-draft-hopefuls-scrubbing-your-social-media-history/ ; Complete Reading Textbook Chapters 1-2; Prepare Takeaways for Class Discussion on Monday, 1/22 and Post to Class FB Page

1/22	Assignment 1 - Personal Brand Audit Due beginning of class / Key Takeaway Discussion; Form Groups for Group Project #1 and Share Group Project #1 - Platform Tutorials and Adobe Rush Video App due 2/5 and 2/7	#Trending Assignment; Read Chapter 3 Textbook; Read Article: https://www.postcontrolmarketing.com/2019-social-media-update-top-social-media-channels-by-category/ , Review Group Project #1 details and begin work.
1/24	#Trending Discussion; Guest Speaker #1 - Hillary Smith, Social Media Director, Clemson University;	#Trending Assignment; Read Chapter 3 Textbook; https://www.convinceandconvert.com/social-media-marketing/how-to-create-social-media-videos/?utm_source=rss ; Group Project #1 - Platform Tutorial and Download Adobe Rush Video App
1/27	#Trending Discussion; Social Platforms, cont;	#Trending Assignment; Read Crowdsourcing Article; Download Adobe Rush Video App; Work on Group Project #1
1/29	#Trending Discussion; Crowdsourcing / UGC / Memes; Group Project work if time	Read Guest Speaker Bios
1/31	Guest Speaker #2 - Leveraging LinkedIn for Career Networking - Debby Cremer, Clemson Alumni Association and Leah Hughes, College of Business Student Enrichment Center	#Trending Assignment; Guest Speaker Class FB Post; Super Bowl Assignment for 2/3 Class
2/3	#Trending Discussion; Super Bowl Assignment - Class Discussion	Class FB Post; Share Group Platform Tutorial Presentations to cauley@g.clemson.edu Google Drive
2/5	Group Project 1 Presentations - Groups 1-4	Peer Evaluations
2/7	Group Project 1 Presentations - Groups 5-8	Peer Evaluations; #Trending Assignment; Read article: https://www.fastcompany.com/90380662/why-the-average-facebook-user-needs-to-watch-netflixs-the-great-hack-right-now and watch TedTalk: https://www.ted.com/talks/carole_cadwalladr_facebook_s_role_in_brexit_and_the_threat_to_democracy
2/10	#Trending Discussion; Social Media Ethics and Privacy Issues	Read Guest Speaker Bio
2/12	Guest Speaker #3 Andy Aparicio, PR and Social Media Director / Paige Finney - Jackson Marketing	#Trending Assignment; Guest Speaker Class FB Post
2/14	#Trending Discussion; Social Strategy and Share Assignment #2 - Social Media Brand Audit - DUE 3/9	#Trending Assignment; Read Chapter 4 Textbook; Add your Name / Brand for Audit to Google Sheet: https://docs.google.com/spreadsheets/d/1WIVR45VFmocmNwy2BRgEwkVdw0Ufr7LAhc6PhWpRvg4/edit?usp=sharing ; Read Article

2/17	#Trending Discussion; Social Media Audit: Target Audience, Persona, SWOT, SMART Goals	Work on Assignment #2 - Social Media Brand Audit; Listen to Podcast: Cinnabon Podcast https://www.convinceandconvert.com/podcasts/episodes/how-cinnabon-built-their-sweet-social-media-program/ Read Chapter 4
2/19	University eLearning Day Listen to: Cinnabon Podcast and Answer Questions https://www.convinceandconvert.com/podcasts/episodes/how-cinnabon-built-their-sweet-social-media-program/	#Trending Assignment; Read Moonpie Article: https://www.skyword.com/contentstandard/moonpies-social-media-strategy-has-a-secret-ingredient-character/ Read Chapter 4; Work on Assignment #2
2/21	#Trending Discussion, Social Media Strategy: Cinnabon and Moonpie Discussion and Brand Voice;	Class FB Page Post; #Trending Assignment; Work on Assignment #2
2/24	#Trending Discussion; MidTerm Exam Review	Study for MidTerm
2/26	MidTerm Exam	Chapters 1-4, Guest Speakers and Article Discussion; Work on Assignment #2
2/28	Assignment #2 Work Day	#Trending Assignment; Read Chapter 10 Textbook; Read Article on Social Listening; Work on Assignment #2
3/2	#Trending Discussion; Social Media Listening and Monitoring	Review Social Media Listening Center Website; Read Chapter 10 Textbook; Work on Assignment #2
3/4	Guest Speaker #4 - Clemson Social Media Listening Center Speaker - Director Will Henderson	#Trending Assignment; Class FB Page post; Read Chapter 5 Textbook; Work on Assignment #2
3/6	#Trending Discussion; Assignment #2 Due next Class; Hootsuite Certification Information	Read Chapter 5 Textbook; Work on Assignment #2
3/9	Assignment #2 - Social Media Brand Audits DUE at beginning of Class - Readouts Begin	Assignment #2
3/11	Assignment #2 - Social Media Brand Audit- Readouts	Assignment #2
3/13	Assignment #2 - Social Media Brand Audit- Readouts	Have a safe and fun Spring Break!
3/16	Have a safe and fun Spring Break!	Have a safe and fun Spring Break!
3/18	Have a safe and fun Spring Break!	Have a safe and fun Spring Break!

3/20	Have a safe and fun Spring Break!	Read Article on Social Media Marketing Strategy and Chapter 5 Textbook
3/23	Share Group Project #2- Social Media Marketing Strategy Assignment and Case Briefs	Read Guest Speaker Bios; Read Chapter 5 Textbook; Work on Group Project #2
3/25	Guest Speaker #5 - Crawford Strategy	#Trending Assignment; Class FB Page post; Read Chapter 7 Textbook; Work on Group Project #2
3/27	#Trending Discussion; Social Media Content Management, Calendar and Publishing	#Trending Assignment; Read Chapter 7 Textbook;
3/30	#Trending Discussion; Social Media Content Management, Calendar and Publishing; Content Assignment	#Trending Assignment; Content Assignment- Post to Class FB Page; Read Chapter 9 Textbook; Read Amazon Article
4/1	#Trending Discussion; Social Commerce / Ecommerce and Course Evaluation	#Trending Assignment; Read Chapter 9 Textbook; Course Eval
4/3	#Trending Discussion; Social Analytics: Metrics and KPIs; Course Eval	#Trending Assignment; Read Chapter 11 Textbook; Course Eval
4/6	#Trending Discussion; Evaluating Good and Bad Social Media; Course Evaluation	#Trending Assignment; Read Article; Course Eval Due
4/8	Guest Speaker #6 - UP and UP Digital	Guest Speaker Class FB Post
4/10	Group Project #2 Work Day	#Trending Assignment; Complete 5, 7, 9, 10, 11 Chapters - Textbook Reading
4/13	#Trending Discussion; Group Project #2- Social Media Strategy - Presentation Preparation	Share presentations to cauley@g.clemson.edu Google Drive
4/15	Group Project #2 Presentations and Papers Groups 1-3	Share presentations to cauley@g.clemson.edu Google Drive; Peer Evaluations for Group Project #2
4/17	Group Project #2 Presentations and Papers Groups 4-6	Share presentations to cauley@g.clemson.edu Google Drive; Peer Evaluations for Group Project #2
4/20	Group Project #2 Presentations and Papers Groups 7-8	Peer Evaluations Due
4/22	Guest Speaker #7 - TBA	#Trending Discussion

4/24	#Trending Discussion; Final Class FB Post; Final Exam Review	Study for Final Exam
4/28	3p-4p Final Exam - Section 2	Happy Graduation!
5/1	8a-9a Final Exam - Section 1	Happy Summer!
5/7	Graduation 2:30p COB	

Honors Contract Requirement – Optional but encouraged for all students

1) **Hootsuite Platform and Social Media Marketing Certifications:** This assignment requires you to earn the Hootsuite Platform and Social Media Marketing Certifications by the end of this semester through Hootsuite's Student Program. You receive an online certificate and are added to Hootsuite Certified Professionals Directory.



hootsuite

Hootsuite is a social media dashboard that allows individuals and brands to monitor, listen, and engage with their audiences across multiple platforms in a centralized location.

More information about the program can be found at: www.learn.hootsuite.com.

I will post to Canvas your instructions on how to register for your Hootsuite certifications. You will go through a series of video tutorials via the Hootsuite Academy and then will take your certification exams, a \$300+ value free to you in this course. Once you have completed the certification program, you will be able to add your name to the Hootsuite Certified Professionals & Social Media Consultants database (<http://learn.hootsuite.com/social-media-consultants>) and add this valuable certification to your resume and LinkedIn profile.



2) **BrandWatch Social Media Monitoring and Analytics Tool Certification -** <https://www.brandwatch.com/students/>. Must complete certification by the end of the semester.

COURSE AND UNIVERSITY POLICIES

Attendance

Attendance is expected and is a component of your participation grade. Attendance will be taken each class. I will allow each student two days of unexcused absences during the semester in addition to one tardy during the semester (showing up to class after attendance has been taken). You will need to come up to me at the end of the class period to let me know you are in attendance and were tardy. After that, you will lose one point from your final grade for EACH additional absence or tardy. Excessive absences and tardies can result in class dismissal.

Inclement Weather

Assignments or tests that are cancelled due to inclement weather or a power outage will be given the next class meeting unless contacted by the instructor. Any extension or postponement of assignments or exams will be granted by the instructor via email or Canvas within 24 hours of the weather or power related event.

Excused Absences

Any student missing an exam and/or project/assignment deadline must provide documentation of a University excused absence to schedule a make-up. In addition, the student must contact me within 1 week of returning to classes to schedule a make-up option and present documentation. **No absences will be excused without proper documentation.** University excused absences include the following:

- Injury or illness too severe or contagious for the student to attend class, when certified by a physician. Whenever possible, students should visit Redfern as outpatients without missing class. An absence for a non-acute medical service does not constitute an excused absence.
- Death, serious illness, or emergency in a student's immediate family.
- Participation in an authorized University-sponsored activity, not to include practice for the activity.
- Religious observances and practices which prevent the student from being present during a class period (advanced consultation/approval by the instructor is necessary.)
- Participation in court-imposed legal proceedings (e.g. jury duty or subpoena)
- Required participation in military obligations as certified by the student's commanding officer.

In the event of a regional or national emergency (e.g., pandemic, hurricane, etc.), students missing classes may not be charged with unexcused absences if the nature and extent of the emergency is defined and disseminated by the Provost (or designee).

While it is advisable to send me an email to explain or alert me to your absence, do not expect me to follow-up on the basis of an email. It is **your responsibility** to contact me by phone or in person **prior to or no later 9:05 a.m. if you have an excused absence that will prevent you from attending a scheduled exam**. Anyone that contacts me after the exam period has already started will receive a zero for the exam regardless of the excuse. Please note that the format of the make-up exams will differ from the regularly scheduled exam. Make up exams will be scheduled at a common time set by the instructor most likely the Friday following the test.

Faculty Absence from Class

If no advance arrangements are made concerning my absence from class, students are authorized to leave after waiting ten minutes from the start of class.

Electronics

Please read this article: <http://www.insidehighered.com/news/2018/07/27/class-cellphone-and-laptop-use-lowers-exam-scores-new-study-shows>

Laptops, Cellphones, I pads, smart watches and other electronics may be used in class ONLY for class activities and purposes when directed. If you must take a call/send or receive a text during class, please excuse yourself to the hallway to do so. If you are using your cell phone or other electronic device during class there will be a grade penalty. The minimum penalty will be a 5% deduction on your final grade.

Email Policy / Instructor-student Communications

You can expect a response to your email inquiries within 36 hours, excluding weekends and university holidays. Because privacy regulations stipulate that faculty and staff communicate with students through authorized University channels, use your University email account or Canvas's messaging system to contact me.

Canvas allows you as a student to quickly notify instructors of an absence from class and provides set categories (e.g. court attendance, illness, family illness or death, military duty, hospitalization, university function, religious observance). This does not serve as an excuse from class but allows you to communicate with me.

Student Accessibility Services

Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to this class should let the professor know, and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible. You can make an appointment by calling 864-656-6848, by emailing studentaccess@lists.clemson.edu, or by visiting Suite 239 in the Academic Success Center building. Appointments are strongly encouraged – drop-ins will be seen if at all possible, but there could be a significant wait due to scheduled appointments. Students who receive Academic Access Letters are strongly encouraged to request, obtain and present these to their professors as early in the semester as possible so that accommodations can be made in a timely manner. It is the student's responsibility to follow this process each semester. You can access further information at the [Student Accessibility Services Website](#) and the [Office of Access and Equity Website](#).

Copyright Policies

All materials found in this course are strictly for the use of students enrolled in this course and for purposes associated with this course; they may not be retained or further disseminated. Clemson students, faculty, and staff

are expected to comply fully with institutional copyright policy as well as all other copyright laws. If you have further questions about this please refer to the Clemson University website <http://www.lib.clemson.edu/copyright>.

Academic Integrity

As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.

A simple definition of plagiarism is when someone presents another person's words, visuals, or ideas as his or her own. The instructor will deal with plagiarism on a case-by-case basis. I will use, at my discretion, the Plagiarism Resolution Form. All infractions of academic dishonesty will be reported to Undergraduate Studies for resolution through that office.

See the [Undergraduate Academic Integrity Policy](#) website for additional information about academic integrity at Clemson.

Academic Grievances

Students are advised to visit the [Ombuds' Office](#) prior to filing a grievance. After discussion with the undergraduate academic ombudsman, students should contact Undergraduate Studies (656-3022) for assistance filing official paperwork.

Non-Discrimination

Clemson University is committed to providing a higher education environment that is free from sexual discrimination. Therefore, if you believe you or someone else that is part of the Clemson University community has been discriminated against based on sex, or if you have questions about Title IX, please contact the Title IX Coordinator, Alesia Smith, who also serves as the Executive Director of Equity Compliance, at 110 Holtzendorff Hall, 864-656-3181 (voice) or 864-656-0899 (TDD). The Title IX Coordinator is the person designated by Clemson University to oversee its Title IX compliance efforts. Please consult the [University's Title IX policy](#) for full details.

Student Support Services

Academic Success Center

The Academic Success Center provides free services, including tutoring, academic coaching, and academic skills workshops, for all Clemson students. Visit the [Academic Success Center](#) for more information on their services and workshops.

Writing Center

Clemson University's Writing Center offers free one-on-one tutoring for all Clemson students. Visit [Writing Center's website](#) for more information about their services or to make an appointment.

Cooper Library

Reference librarians are available in person and via text, phone, email, and chat to answer your research questions. Visit [Ask a Librarian \(Links to an external site.\)](#) for more information or to get in touch with a librarian.

Technical Support

If you are having hardware or software problems, CCIT's Service Desk may be able to help you. Contact them at ITHELP@clemson.edu with a detailed description of your problem.

Registrar

The [Registrar's office](#) provides information about important deadlines, degree and program requirements, and other key information, including use of iROAR to add, drop, or withdraw from courses.

Academic Continuity Plan for this Class

Clemson has developed an academic continuity plan for academic operations. Should University administration officially determine that the physical classroom facility is not available, class will be conducted in a virtual (online) format. The University issues official disruption notifications through email/ www/ test notification / social media. When notified, use one of the following links to navigate for Clemson Canvas, where you will find important information about how we will conduct class:

- Primary access link: www.clemson.edu/canvas

- *Secondary access link, if needed:* <https://clemsontech.com/>
- *You can also use the Canvas Student App.*
- Our activities for teaching and learning will occur through our Canvas course.

On E-Learning Day, **Feb. 19, 2020**, a real-time test of the Academic Continuity Plan will be conducted. For further information, see the Academic Continuity Guide

<https://clemsontech.com/s/8kpa22p36dvwavecr6avbfcykeeflmeo>, and the Academic Continuity webpage

<http://www.clemson.edu/online/elearning/index.html>.

Safe Campus

Clemson University is committed to providing a safe campus environment for students, faculty, staff, and visitors. As members of the community, we encourage you to take the following actions to be better prepared in case of an emergency:

- Ensure you are signed up for emergency alerts (<https://www.getrave.com/login/clemson>),
- Download the Rave Guardian app to your phone (<https://www.clemson.edu/cusafety/cupd/rave-guardian/>)
- Learn what you can do to prepare yourself in the event of an active threat (<http://www.clemson.edu/cusafety/EmergencyManagement/>)