



Online Content Creation

BUSAD-114 | Prof. Jake Cowan
M/F 1–2:40pm | Garaventa 120

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Th 3–5 & by appointment

This course aims to introduce students to the history, concepts, & novel potential of online content creation, helping young multimodal communicators & digital natives to hone the skillset necessary to effectively concoct, compose, & communicate persuasive online content that fully utilizes the dynamic affordances of emerging technologies. In the contemporary attention economy that characterizes life on the screen, crafting original & captivating online content points toward a strategic approach for attracting prospective customers, establishing corporate identity, generating brand loyalty, & engaging with online communities through the creation, publication, & distribution of valuable information & entertaining media artifacts. In short, by placing greater emphasis on content creation, opportunities for expanding & engaging an audience are no longer confined to the segment breaks within a show (i.e., commercials), instead becoming the show itself. From writing blogs to recording podcasts to streaming video to media still unconceived, content creation online focuses on the development of various genres & modes of communication that can attract & capture a clearly defined target audience, retain & expand customer loyalty, & ultimately drive an organization's reach & profitability. Accordingly, this course will walk students through the what, the why, & the how of online content creation, enabling students to craft more engaging stories & appeal more effectively to diverse audiences through the mastery of multimedia & digital rhetoric.

Learning Outcomes & Objectives

At the completion of this course, students will be able to:

- Define & apply principles of persuasive content creation for the benefit of online business
- Analyze & assess the effectiveness of other creators' content
- Identify an organization's target audience & potential multimodal content niches
- Employ social media & visual rhetoric to establish a memorable digital footprint
- Collaborate asynchronously to generate ideas & manage an editorial calendar
- Develop multimodal content to cultivate a brand & engage with virtual consumers
- Understand & utilize digital media for corporate communication & online reach
- Think critically, speak responsibly, & write persuasively across multiple channels & media

Course Requirements

Textbooks: Readings in this course will range from the theoretical to the practical, the classical to the (post)modern, the traditionally printed word to cutting-edge multimodal publications. Throughout, in the name of parity & accessibility, I will do my best to provide selected PDFs, ebooks, hyperlinks, & scans of various texts, broadly construed, with the minor exception of the following two guidebooks, which we will draw from too extensively to distribute makeshift copies & which can serve as roadmaps of continued use in your future content creator journey beyond this semester:

- Pulizzi, Joe. *Content Inc.* 2nd Ed. McGraw-Hill, 2021. (ISBN: 1264257546)
- Handley, Ann & Chapman, C.C. *Content Rules.* Rev. Ed. Wiley, 2012. (ISBN: 1118232607)

Other potential readings will be made available via Moodle at the earliest opportunity, although you may consider getting your grubby paws on your own used copies in particular of the following:

- McLuhan, Marshall. *Understanding Media.* Critical Ed. Gingko, 2003. (ISBN: 1584230738)
- Elbow, Peter. *Writing Without Teachers.* 2nd Ed. Oxford, 1998. (ISBN: 0195120165)
- Hennessy, Brittany. *Influencer.* Citadel Press, 2018. (ISBN: 0806538856)

Technology: While students by no means need to be in advance expert users of Twitter, habitual viewers of YouTube, or chronic listeners of Chapo Trap House—nor should they be, for the sake of their mental health—a digital native’s inchoate familiarity with such platforms is expected. In addition, you will need to be comfortable using Google Docs (& the related software suite) to compose, collaborate, & submit your work throughout the semester. Finally, considering email’s prominence in contemporary business communication, you will be expected to check your inbox everyday & respond professionally to any messages within a typical timeframe (weekends excepted) of one business day.

Furthermore, ensuring accessibility is a core value of this class, which means that all assignments, initiatives, & discussions aspire to fully accommodate each student beginning with the very first day of class. If any technology is challenging for you to use, no matter how large or small the issue, please communicate this however you feel comfortable & I will make every effort to ensure your success.

Grading

Meeting Minutes	10%	Media One-Pager (x2)	15%
Reading Reports (x2)	5%	Content Analyses (x2)	15%
		Final Proposal	20%

Grades will be determined on the basis of the following rubric, & will not be rounded up or down:

	B+	87–89	C+	77–79	D+	67–69		
A	95–100	B	84–86	C	74–76	D	64–66	
A–	90–94	B–	80–83	C–	70–73	D–	60–63	F 00–60

Late Work

All assignments should be submitted as asked by the beginning of class the day they are due in order to receive full credit. Except for group projects or live presentations, the grade of any assignment turned in late, including during class time, will drop a letter for each successive day after the original deadline, beginning as soon as class begins, for no longer than 48-hours after the initial deadline. For example, a paper that would have earned a *B* turned in an hour after class will instead be given a *C*, & the following morning a *D*. But emergencies do arise, & I am merely human, so should you message me with ample time well before the morning of class (e.g., at least by the prior midnight), we might just come to an understanding; but if you get & then forget an extension, the original grading scheme will apply & you will not receive another after that.

Tardiness & Absences

Please show your peers respect by arriving to class or (if necessary) logging into Zoom on time, at least a minute before we are set to begin, taking note of any music or other audio that is playing, which is meant to set the mood & theme for the day. If you need to miss a meeting period for whatever reason, please send a professional email to let me know just the same as if you were to miss a shift at work.

Attitude & Afterwardsness

While there are of course a number of different reasons for earning a bachelor's degree—perhaps you just want a piece of arbitrary paper to help advance your career prospects, or maybe you're unsure about your future path & merely felt social or familial pressure to attend college—many of your professors (including the one writing this) believe that academic success at a tertiary level ultimately depends on an attitude of intellectual humility, curiosity, & openness that characterizes a willingness to ask questions to which you do not already presume to know the answer. (Jacques Lacan, a thinker who, if you're lucky, you won't hear about again during the next four years, once quipped that *you can't ask a question if you already know the answer*.) The assumption of many teachers, then, is that you're taking classes in order to learn what you did not already know before, & that includes pedagogical decisions professors make about the direction, pace, style, & content of the course. If, however, you act as though you understand already what a subject should entail, then there is necessarily no reason for you to be there & you might justifiably lose participation points.

A Word of Warning

You can curse an idea or embellish an expression, but do not curse your fellow classmates. While I invite all kinds of commendable questions & questionable comments, this ultimately is not a debate class centered on back-&-forth squabbling. The readings & lectures in this course will ask you to consider radically counterintuitive & sometimes provocative theories that may challenge many of your preconceived notions about technology, writing, or business, & approaching novel ideas by merely reciting talking points or repeating rigid sloganeering is less a respectable sign of someone's prior learning than a signal that they aren't presently engaging in learning whatsoever. Should anyone make the mistake of attempting to goad their peers or professor into a virulent debate at the expense of

dialogue, upon a first offense I will ask them to remain silent, but thereafter removed from class, for the remainder of the semester if deemed necessary.

Because your work will be evaluated on how well you can reflect an understanding of class concepts in what you produce rather than how much you personally agree with them, or with your instructor, our aim at bottom should be to have amiable conversations instead of contentious arguments. As such, we will aspire to create a hospitable safe space for all sorts of divergent thoughts, bodies, thoughts about bodies, & bodies of thought, as freedom of expression does not include the freedom to limit another's expression. We will strive to encourage an open exchange of opinions & information without prejudging them; likewise, we will welcome honest & good-natured criticism, remaining open to new ideas. There will be no place for the spreading of willful ignorance, of malicious conspiracy, of small-hearted vitriol, or of small-minded falsehoods, & we will instead adopt as our motto the Augustinian maxim: *Dilige et quod vis fac* (or as the Fab Four put it: *All you need is love*).

The Novel Coronavirus

These are strange days, indeed, & yet during such trying times, for one reason or another, you decided to enroll in this course, perhaps in order to improve your writing & thinking in preparation for a future career, or maybe just to meet the crazy professor who tells all the bad jokes. Whatever the reason, what you certainly did not sign up for is an ongoing, never-ending, uncaring global pandemic. If you are facing extraordinary circumstances in your life at any point this semester, within or beyond this course & within or beyond covid, please reach out to me. Adjustments can always be made, & I will make every effort to be flexible. If you face a challenge, problem, or difficulty of whatever kind during the duration of this course, & if you think I can help in some way, please communicate this to me, & I will try to institute changes that work for all parties involved. Keep in mind, though, that while I will do all I can to accommodate your needs, whether due to the pandemic or some other reason like a disability, it is ultimately your responsibility to raise the issue in a timely & clear manner.

F(requently)A(nnoying)Q(uestions)

How would you describe your teaching style? In my estimation, pedagogy is not some top-down, hierarchical process of knowledge transfer, where the professor is the subject-supposed-to-know & students are empty vessels waiting to be filled with new information & rote memorization; rather, I see each of you as co-participants in our classroom, bringing your own knowledge, histories, & interests to bear on this material. Likewise, I do not believe that learning only happens in the classroom, nor that it stops when class does, but that learning occurs when we aren't looking, often unconsciously & after the fact, when it suddenly dawns later that we are thinking differently than before. To that end, I try to facilitate a classroom that is open to freewheeling, digressive discussions, using everything at my disposal—from humor to music to writing prompts—to keep the conversation not only interesting, but to encourage seeing issues from new perspectives. What you have to say can be as important in that regard as what I do, which is why I rarely come to class with a full lecture, preferring instead to use our shared readings as a means of honing real questions without clear answers to work through together.

How much will we read & write in this course? While the syllabus may at first seem daunting, especially when you are taking a number of other difficult courses, I can assure you that there is a method to the madness & that the assignments work in a way that, when put together, end up lightening the overall workload. Roughly speaking, you can expect to do about an hour or two of reading for each class & about the same amount of time for writing each week, but as you grow more accustomed to the pace, even as the work intensifies, it will eventually feel easier—which is the point.

Every professor grades writing differently, so how should I write in this class? That's up to you: Every professor grades writing differently, true, but then again, every person *writes* differently; & as far as I see it, every person should be graded differently, in turn. Throughout the semester, we will work together to set *my* expectations as to how you want to grow as a writer & as a thinker, & I will do my best to judge you according to the terms you both implicitly & explicitly set for yourself. The aim is to help you develop your own unique writerly voice, not to get your writing or thinking like mine.

If you want us to think freely, does that mean there are no dumb questions? There may not be any *dumb* questions, but there are certainly *bad* ones (& honestly, there are dumb ones, too). For instance, *never email me to ask whether you have reading due for the next class*—that just sounds like you're lazily asking whether or not you really need to do the homework. Or if you miss class, *never ask if you missed something important*—everything your peers have to say is important. Or if you need an extension on a paper, you can absolutely ask for one—but if class starts within the next few hours, the answer will be a resounding *no*. Or if you are feeling uncertain about how to approach a given prompt, while I will readily answer whatever clarifying questions you may have, I will ignore any requests to double check your work (which amounts to me grading twice) before you submit it. Likewise (clearly all this I find irritating), if you miss important details on assignment & receive a lower grade because of it, just take the L & don't ask if you can resubmit for a better score, because you will only end up frustrated & resentful when I decidedly say *what? no, of course not*.

What if I'm utterly inept with tech? That might sometimes be an advantage: As you will come to learn, being a whiz at tech doesn't mean much without the sort of critical thinking & rhetorical skills we will try to develop throughout this course. Just please extend to me that same flexibility & patience as we navigate the complexities & contingencies of our novel learning environment(s) together.

What if I'm utterly inept as a writer or speaker, how can I pass this course? Again, that might sometimes be an advantage: What would be the point of taking a course if you were already an expert in the subject matter? (Hence, likewise, have the humility to recognize you have something to learn in this class, both practically & conceptually.) Ultimately, the objective here is to *try*—by that I don't merely mean *try to get an A*, but rather, you should try to understand the material & issues at hand, because *the only way you'll fail is if you don't try* (but also try to get an *A* for real, though).

Hold on, I still have questions. Good, because I have some, too, & generally more questions than answers to boot. The only way to take away something meaningful from this course, something that

can help you achieve what you couldn't already, is to let go of conditioned presuppositions & forget previous assumptions so as to discover not just novel answers but, more importantly still, unexpected questions you never would have thought to ask in the first place.

Assignments at a Glance

Meeting Minutes (10%) For every class period, one student will volunteer to take meeting minutes of our discussion, writing down any keywords, important information, & homework instructions that might be discussed, posting their notes to a shared Google Doc that same evening & then reciting a brief (3–5 minute) summary of the class period at the beginning of the following session.

Reading Reports (5% x2) For every assigned text, around the beginning of class the day it is to be read by, one (or two) student(s) on a volunteer basis will present a concise yet thorough, accurate yet streamlined (10 minute) summary of the homework, elucidating for their peers the substance of the reading, any new keywords it introduces, the overall relevance to the course & unit, as well as providing an original illustration of the core claims that are being made, for the class to discuss in detail.

Understanding Media (15% x2) In two fastidiously written, tightly edited, & creatively analytical one-page papers, students will select a medium analyzed in a chapter by Marshall McLuhan in the second part of his magnum opus, *Understanding Media* (the first instance will touch upon more familiar technologies, like TV or radio; the second iteration will explore a non-conventional medium, such as clothing or bicycles). In the initial half of the paper, students will identify McLuhan's definition of the technology, its affordances, & its limitations; in the second half, they will *either* analyze a representative example of content written for that medium, reading their chosen text across the original chapter, *or* (in the latter iteration) imagine what potential content might look like. As with the meeting minutes, we will read these one-pagers together in class for discussion.

Content Analyses (15% x2) Twice in short succession during the semester, students will perform a *rhetorical* (not market) analysis for a content creator of their own choice, from two separate streaming media platforms (such as a podcast in the first instance & a YouTube channel the second time), identifying elements of their content creation model, including the frequency of their posts, their intended audience, various genres of typical content they produce, & their individual content tilt, then reading these analyses for the class, with at least one relevant example, for discussion.


Final Proposal (20%) At the end of our semester together, every student will present a slide deck proposal to a potential investor (the Business Walrus, as well as the class as a whole) in order to secure funding for a new content-driven business model, explaining their idea in terms of the *Content Inc.* framework, including information such as necessary dissemination channels, publishing frequency, various genres of content, a relevant & interested audience, their unique tilt & how it builds on their individual sweet spot, & possible diversification or collaboration opportunities.

Course Schedule Spring 2022

Day	Topics	Homework
Week 1		
Mon 2/7	Introductions & Syllabus	
Fri 2/11	Definitions: What is content? Where does it live? Who is it for? Why care?	<i>Content Rules</i> Intro & Chs 1–2 McMillan Cottom, “The Hustle Economy”
Unit One: Online		
Week 2		
Mon 2/14	Technological Determinations	McLuhan, <i>Understanding Media</i> Chs 1–3
Fri 2/18	Electrical Thinking/Digital Dreaming	McLuhan, <i>Understanding Media</i> Chs 4–7
Week 3		
Mon 2/21	Comm.com: On Online Rhetoric	Warnick, <i>Rhetoric Online</i> Ch 2
Fri 2/25	Individual Media: Everyday Messages <i>One-Pager One Roundtable</i>	DUE: One-Pager One
Week 4		
Mon 2/28	Context: Infinite Media	Swezey, <i>Context Marketing</i> Intro & Ch 1 Jenkins et al., <i>Spreadable Media</i> Intro
Fri 3/4	Individual Media: Untapped Channels <i>One-Pager Two Roundtable</i>	DUE: One-Pager Two
Unit Two: Content		
Week 5		
Mon 3/7	From Intent to Content	<i>Content Rules</i> Chs 3, 7, 9
Fri 3/11	Selling You (Without Selling Out)	<i>Content Rules</i> Chs 4 & 6
Week 6		
Mon 3/14	Fifteen Minutes	Abidin, <i>Internet Celebrity</i> Ch 1 Hennessy, <i>Influencer</i> Intro
Fri 3/18	Meet Your Creator <i>Content Analysis One Roundtable</i>	DUE: Content Analysis One

*All homework **due on** the day listed by the start of class*

Course Schedule continued

Day	Topics	Homework
Week 7		
Mon 3/21	Scripta Volant, Verba Manent	<i>Content Rules</i> Chs 5 & 8
Fri 3/25	Meet Your Creator <i>Content Analysis Two Roundtable</i>	DUE: Content Analysis Two
Unit Three: Creation		
Week 8		
Mon 3/28	Topoi: Where We Get Ideas	McKeon, "Creativity & the Commonplace" Miller, "The Aristotelian <i>Topos</i> "
Fri 4/1	Getting Over Vertigo	de Bono, <i>Lateral Thinking</i> (TBD) Berthoff, "Learning the Uses of Chaos"
Week 9		
Mon 4/4	Aleatory Procedures	Eno, "Axis Thinking" Vitanza, in Goggin (ed.) <i>Inventing a Discipline</i>
Fri 4/8	Errors: Portals of Discovery	Cowan, "Freudian Typos"
 Easter Recess 🐰		
Week 10		
Fri 4/22	Free Writing, Keep the Change	Elbow, <i>Writing Without Teachers</i> Intro & Ch 1 Borges, "Pierre Menard, Author of the Quixote"
Unit Four: InCorporation		
Week 11		
Mon 4/25	Fixing a Hole: The Sweet Spot	<i>Content Inc.</i> Intro, Chs 3 & 4
Fri 4/29	Quixotian Content: The Tilt	<i>Content Inc.</i> Chs 5–7
Week 12		
Mon 5/2	All Your Base Are Belong to Us	<i>Content Inc.</i> Chs 8–11
Fri 5/6	The Business Walrus: Goo Goo Ga Job <i>Final Presentations</i>	DO: Content Proposal Presentation
Week 13		
Mon 5/9	The Business Walrus: Goo Goo Ga Job <i>Final Presentations</i>	DO: Content Proposal Presentation
Fri 5/13	Wrap-Up & Evaluations	DO: Content Proposal Presentation DUE: Meeting Minutes

*All homework **due on** the day listed by the start of class*

SMC Policies & Resources

Academic Honor Code

Saint Mary's College expects every member of its community to abide by the Academic Honor Code. According to the Code, "academic dishonesty is a serious violation of College policy because, among other things, it undermines the bonds of trust & honesty between members of the community." Violations of the Code include but are not limited to acts of plagiarism. For more information, please consult the [Student Handbook](#) (for undergraduates). If a reasonable suspicion arises that you have violated academic honor code, you will be referred to the Academic Honor Council for further review & or necessary sanctions.

Expected Student Conduct

Saint Mary's College is dedicated not only to the advancement of knowledge & learning but is concerned with the development of responsible personal & social conduct. By enrolling at Saint Mary's College, a student assumes the responsibility for becoming familiar with & abiding by the Student Handbook. The primary responsibility for managing the classroom environment rests with the faculty. Students who engage in any prohibited, unlawful, or disrespectful acts that result in disruption of a class may be directed by the faculty to leave the class. Violation of any classroom or College rules may result in disciplinary actions as specified within the Student Handbook & in consultation with the Office of Community Life in the Dean of Students Office.

Title IX Reporting

Saint Mary's College of California is committed to providing a safe learning environment for all students that is free of all forms of discrimination & sexual harassment, including sexual assault, intimate partner violence, & stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. Saint Mary's College employees are trained to support you in navigating campus life; accessing confidential, health, & counseling services; providing academic & housing accommodations; & more.

Please be aware all Saint Mary's College faculty are "responsible employees," which means that if you tell me about a situation involving sexual harassment, sexual assault, intimate partner violence, or stalking, I must share that information with a Title IX officer. Although I have to make that notification, your level of involvement in the handling of a case is up to you, including whether or not you wish to pursue a formal complaint. Our goal is to make sure you are aware of the range of options available to you & have access to the resources you need. If you wish to speak to someone privately, you can contact any of the following on-campus resources (those marked with an asterisk are confidential):

- Counseling & Psychological Services* | Augustine Hall, Ground Floor | 925.631.4364
- Health & Wellness Center | Augustine Hall, Ground Floor | 925.631.4254
- Director of CARE* | Sexual Assault & Violence Prevention | Augustine Hall | 925.631.4192
- CARE Hotline | Speak with an Advocate 24/7 | 925.878.9207

The CARE Center promotes a campus culture of care, safety, & respect for all persons. We empower students through education & outreach & provide a supportive, trauma-informed, & student-centered approach in response to gender & power-based personal violence to all students. Find [more here](#).

The Title IX website, information, & other on- & off-campus resources: stmarys-ca.edu/title-ix.

Student Disability Services (SDS)

The College strives to make all learning experiences as accessible as possible. Students who anticipate or experience academic barriers based on a disability are encouraged to contact [Student Disability Services \(SDS\)](#), a department of the [Student Success Office](#), to set up a confidential appointment to discuss available services & options. The Student Disability Services office can be reached by emailing sds@stmarys-ca.edu; calling 925.631.4358; or visiting the office located in FAH190.

ADA Universal Access, reasonable & appropriate accommodations that take into account the context of the course & its essential elements, for individuals with qualifying disabilities, are extended through the office of [Student Disability Services](#).

Student Technical Assistance

ITS Services is staffed to help with IT-related questions & concerns. Their mission is to get you the support you need as quickly as possible. Find Service Desk & Tech Bar [location & service hours here](#).

— New Student [Guide to Tech](#)

— The [Student Service Portal](#)

Library Assistance

Searching for a book, article, or data to inform your argument? Not sure how to cite a source in your bibliography? Ask a librarian! Research help is available in person at the Reference Desk, by phone at 925.631.4624, & during reference hours you can even text a librarian at 925.291.9699, or chat with us live via the Library's website. Check the Library's Ask Us page for details: stmarys-ca.libanswers.com

CWAC

The Center for Writing Across the Curriculum offers live video conferencing via Zoom, Skype, Google Hangouts, or FaceTime, or audio only, via phone & document sharing. Hours are 4–8pm on Sunday; 9am–8pm on Monday, Tuesday, Wednesday & Thursday; & 9am–4pm Friday. To schedule a session with a Writing Adviser, email cwac@stmarys-ca.edu or use this [CWAC Session Scheduling Form](#)

Writing Advisers guide their peers toward expressing ideas clearly, always weighing audience & purpose. Writers share their assignment sheets, professor feedback, readings, & other materials in order to brainstorm ideas, revise drafts, or work on aspects of writing, such as grammar, citation, thesis development, organization, critical reading, or research methods. Writers discuss any genre, including poetry, science lab reports, argument-driven research, or scholarship application letters.

Tutoring

Tutoring is offered for a majority of courses at Saint Mary's College, through the [Center for Writing Across the Curriculum](#), [Science, Technology, Engineering, & Math Center](#), [Tutorial & Academic Skills Center](#), & [TutorMe](#) (24/7 online tutoring). Tutoring is conducted in both a one on one & group setting by peers & is intended to supplement, not replace, coursework & assignments being reviewed in class.

Student Success Coaching

The [Student Success Office](#) & its departments provide students with connections, opportunities and initiatives that foster: holistic learning & education; academic, personal & professional development & excellence; degree achievement; & positive post-graduate outcomes from a developmental & strengths-based perspective. In addition to an academic advisor (faculty), each student has a designated success coach (staff) from [Student Engagement & Academic Success](#) (SEAS) or the [High Potential Program](#) (HP), who supports a student holistically to build on their strengths, identifies resources to develop their skills, & ensures they achieve developmental milestones throughout college. Find your success coach here: stmarys-ca.edu/coach or call 925.631.4800 for an appointment.

Counseling & Psychological Services (CAPS)

[Counseling & Psychological Services](#) (CAPS) supports the emotional well-being of the student body & is committed to a respectful understanding & honoring of the social, emotional, & cultural contexts of each student. CAPS provides time-limited individual & group therapy, emergency & crisis intervention, & prevention-oriented outreach to students at no additional charge. More information can be found at: stmarys-ca.edu/counseling-and-psychological-services-caps, or by calling x4364. To make a confidential appointment, please stop by our office on the ground floor of Augustine Hall.

STEM Center

Saint Mary's has a new [STEM Center](#) on the second floor of Assumption Hall for students studying Science, Technology, Engineering, & Mathematics. The STEM Center will provide several services, including:

- Math & Chemistry tutoring: Monday–Thursday 12–9pm; Sunday 6–9pm
- “Pathways to Science” speaker series featuring world-class scientists
- Social events with free food
- Study space & computer workstations

If you have any questions, email [Dr. Roy Wensley](#) (Dean, School of Science)

Intercultural Center (IC) & Student Engagement & Academic Success

IC strives to create a safe & supportive learning environment that values diversity & builds an inclusive community. Through its co-curricular programs & services, the IC educates the campus for cultural competence & social justice. For more: stmarys-ca.edu/intercultural-center

Syllabus Changes

The Instructor reserves the right to make changes as necessary to this syllabus. If changes are made, class dialogue will occur & advance notification will be given to the class.

Academic Contract

By enrolling & participating in this course, you tacitly agree to all of the above, acknowledging that it is your individual responsibility to ask questions or seek clarification if you have concerns about any of the course expectations as they are outlined in this syllabus.