Wilkes University Curriculum Committee

PROPOSAL SUBMITTAL FORM

Directions:
- Use this set of forms for all proposals sent to the Curriculum Committee.
- Pages 1-3 of this document are required. Any unnecessary forms should be deleted from the packet before submissions. If multiple forms are needed (course addition, course deletion, etc), simply copy and paste additional forms into this packet.
- Note that all new programs (majors and minors), program eliminations, significant program revisions and all general education core revisions must be reviewed and approved by the Provost and Academic Planning Committee (APC) prior to submission to the Curriculum Committee. The Provost will make the decision if a program revision requires APC review.
- Completed and signed forms are due no later than the first Tuesday of every month. Submit one signed original hard copy and a scanned electronic copy with all signatures to the Chair of the Curriculum Committee.

1. Originator: Mark D. Stine, Ph.D.
   Chair, Communication Studies
   408-4169 mark.stine@wilkes.edu

2. Proposal Title: Communication Studies Department Curriculum Revision

3. Check only one type of proposal: (double click on the appropriate check box and change default value to “checked”).
   - [ ] New Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC.
   - [ ] Elimination of Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC.
   - [x] Program Revision. Significant revisions to a program require review and approval by the Provost. The Provost determines if review and approval by APC is necessary.
   - [ ] General Education Revision. Submissions only accepted from the General Education Committee (GEC). Must be reviewed and approved by the Provost.
   - [ ] Creation of new departments, elimination of existing department. This requires prior review and approval by the Provost and APC.
   - [ ] Course additions or deletions not affecting programs (such as elective courses, transition of “topics” courses to permanent courses).
   - [ ] Change in course credit or classroom hours.
   - [ ] Incidental Changes. Includes changes in course/program title, course descriptions, and course prerequisites. (Although these changes do require approval by the Curriculum Committee, they do not go before the full faculty for approval).
   - [ ] Other (Specify)
4. Indicate the number of course modification forms that apply to this proposal:

   3  Course Addition Form (plus syllabi)
   2  Course Deletion Form
   5  Course Change Form

5. Executive Summary of Proposal.
   Briefly summarize this proposal. The breadth and depth of this executive summary should reflect the complexity and significance of the proposal. Include an overview of the proposal, background and reasoning behind the proposal and a description of how the proposal relates to the mission and strategic long-range plan of the unit and/or university. For incidental changes a one or two sentence explanation is adequate.

The faculty of the Communication Studies Department have spent the past three semesters reviewing and revising our program's curriculum. This was precipitated by the need for our curriculum to reflect technological and structural changes in the communications professions, as well as to be up to date and competitive with other institutions that offer the baccalaureate degree in Communication Studies. The revisions were informed by industry trends, assessment information, and faculty expertise in individual departmental concentrations.

The revised program offers a more inclusive set of departmental core requirements that provide students with both greater depth and breadth of knowledge, enabling them to master a wider variety of tasks now required in the communications industries. It also requires students to complete a minimum of two practicum credits in their area(s) of concentration to ensure professional, hands-on skills. The revision adds several new classes, and revises others, to reflect a multimedia approach to our concentrations. It also revises the names and content of our four concentrations to reflect a progressive sense as rhetoric, media, journalism and strategic communication move forward in the 21st century. This revision also refines and simplifies the minor in Communication Studies with hopes of making it more attractive and attainable for students in other majors. Finally, this revised curriculum aligns with broader University goals and poises us for more interaction among the concentrations.

6. Other specific information. (Not applicable for incidental changes.)
   What other programs, if any, will be affected by this proposal? Describe what resources are available for this proposal. Are they adequate? What would be the effect on the curriculum of all potentially affected programs if this proposal were adopted? Include any potential effects to the curriculum of current programs, departments and courses.

The only other program that will be marginally affected is English, since we will no longer require our students who concentrate in two of our areas to take ENG 202: Technical Writing as a writing requirement for our department.

No additional resources will be required should this proposal be adopted.

7. Program Outline. (Not applicable for incidental changes).
   A semester-by-semester program “Bulletin” outline is attached immediately following the “Signatures” page.
Signatures and Recommendations. (please date)

- Signatures of involved Department chair(s) and Dean(s) indicate agreement with the proposal and that adequate resources (library, faculty, technology) are available to support proposal.
- If a potential signatory disagrees with a proposal he/she should write “I disagree with this proposal” and a signed statement should be attached to this submission.

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<thead>
<tr>
<th>Print Name/Title</th>
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<tr>
<td>Mary Knittke</td>
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Department chair(s) of all potentially affected programs

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Dean(s) of any potentially affected College/School.

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Registrar

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<tr>
<td>Anne Kleeve</td>
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<td>12/11/14</td>
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Provost (For new programs, significant revisions and revisions to the General Education Program revisions only).

Provost should check here ___ if this proposal is a program revision AND the significance of the revision requires review and approval by APC prior to Curriculum Committee.

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Chair, Academic Planning Committee. For new programs, program revisions sent via the provost. Signature indicates that the proposal has been reviewed and approved by APC.

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Chair, General Education Committee. For revisions to General Education program only. (Signature indicates that the proposal has been approved by GEC).
DEPARTMENT OF COMMUNICATION STUDIES
CHAIRPERSON: DR. MARK D. STINE

Faculty:
Professor Emeritus: Kinney
Professor: Elmes-Crahall
Associate Professors: Estwick, Stine
Assistant Professors: Briceño, Churcher
Instructor: Mellon

Director of the Shelburne Television Center: Brigidó
Radio Station Manager: Rock

COMMUNICATION STUDIES MAJOR

Total minimum number of credits required for a major in Communication Studies
leading to the B.A. degree - 120
Total minimum number of credits required for a minor - 18

The major in Communication Studies is a student centered program that emphasizes excellence in professional skills, ethical standards, and provides the hands-on experience expected of tomorrow’s communication leaders. Our mission is to develop civically engaged leaders who have the ability to integrate global and technical issues within the context of personal and professional excellence. The integration emerges from a focus on oral, written, and interpersonal skills, ethics, collaborative learning, research, and the value of diversity. The major offers concentrations in Strategic Communication, Rhetorical Studies, Media Production, and Multimedia Journalism.

Departmental Requirements:
All students choosing to major in Communication Studies must fulfill specific department core requirements. These courses contain skills, theory, analysis, performance, writing, and research. They are as follows (29 credits):

- COM 101: Fundamentals of Public Speaking
- COM 102: Principles of Communication
- COM 124: Mass Media Literacy
- COM 144: Practicum (2 Credits minimum with at least one in each concentration taken)
- COM 202: Interpersonal Communication
- COM 260: Basic Newswriting (WI)
- COM 261: Multimedia Communication
- COM 304: Intercultural Communication
- COM 324: Communication Research Methods
- COM 397: Senior Seminar

Concentration Requirements:
Each concentration is described and outlined in the following sections.

STRATEGIC COMMUNICATION
The strategic communication concentration, which blends theory with practice, focuses on the ways in which organizations use interpersonal and ever-evolving media channels to establish mutually beneficial relationships and to accomplish specific goals. Students in this concentration will gain real world experience working with businesses and nonprofit organizations. Students will also focus on learning the theories and ethical practices of strategic communication, persuasion and public relations while developing a range of communication skills appropriate for professional settings.

All students pursuing a concentration in Strategic Communication will take the following two courses (6 credits):
- COM 302: Fundamentals of Public Relations
- COM 303: Organizational Communication

In addition, students pursuing a concentration in Strategic Communication will complete 6 credits selected from the following courses:

- COM 203: Small Group & Team Communication
- COM 206: Business and Professional Communication
COM 300: Communication Criticism
COM 301: Persuasion
COM 352: Advanced Public Relations Campaigns
COM 372: Managing a Public Relations Agency
COM 399/CPE399: Cooperative Education

RHETORICAL STUDIES

The Rhetorical Studies concentration rests on the premise that, in order to be responsible citizens, we must be critical, ethically minded producers and consumers of a wide variety of publicly communicated messages. Contemporary rhetorical scholars inquire into the development and consumption of many of these kinds of messages, including presidential addresses, social movement discourse, radio, films and television shows, and digital communication. Keeping this context in mind, students are challenged to improve their rhetorical skills by crafting, delivering, and critiquing public presentations, practicing the rhetorical arts of listening and silence, deliberating across differences, and analyzing public discourse. As they apply these skills, students engage in critical thinking, gain a deeper understanding of their roles and responsibilities as citizens in a deliberative democracy, and improve their understanding of the power of rhetoric when adapted and communicated effectively in diverse settings.

All students pursuing a concentration in Rhetorical Studies are required to take the following two courses (6 credits):

COM 300: Communication Criticism
COM 301: Persuasion

In addition, students pursuing a concentration in Rhetorical Studies will take 6 credits selected from the following courses:

COM 201: Advanced Public Speaking
COM 204: Argumentation and Debate
COM 305: Studies in Public Address
COM 399/CPE399: Cooperative Education

MEDIA PRODUCTION

The Media Production concentration prepares students for working in the rapidly changing world of digital media. Students will learn the foundational skills of audio and video production in both studio and field settings in order to create and adapt information for a wide variety of purposes. Students learn to prepare content for a host of media production platforms including television, radio, and the Internet. This concentration also introduces students to the history, economics, regulations, and functions of the radio, television, cable and web-based media industries. It provides students with a combination of skills, performance, and theory that will enable graduates to seek employment in those industries.

All students concentrating in Media Production must take the following two courses (6 credits):

COM 220: Introduction to Electronic Media
COM 222: Broadcast Production

In addition, students pursuing a concentration in Broadcast Media will complete 6 credits selected from the following courses:

COM 223: The Art of Film
COM 320: Media Management
COM 322: Advanced Video Production
COM 323: Advanced Audio Production
COM 362: Mass Communication Law
COM/CPE 399: Internship

MULTIMEDIA JOURNALISM

The multimedia journalism concentration prepares students for this continually evolving field where new trends and technologies are constantly having an impact on traditional practices. The Communication Studies Department addresses this transformation by incorporating these changes into its classes or developing new courses that deal with specific needs in the field. However, the core to any journalism training is the ability to work with words, gather information and synthesize that into meaningful messages for its intended audience regardless of format – print, broadcast or digital.

All students pursuing a concentration in Multimedia Journalism must take the following two courses (6 credits):

COM 321: Advanced Multimedia Reporting
COM 362: Mass Communication Law
In addition, students pursuing a concentration in Multimedia Journalism will complete 6 credits selected from the following courses:

- COM 262: Visual Communications
- COM 300: Communication Criticism
- COM 302: Fundamentals of Public Relations
- COM 361: Feature Writing
- COM/CPE 399: Internship

COMMUNICATION STUDIES MINOR
Students who wish to minor in Communication Studies must meet the following requirements (18 credits):

- COM 101: Fundamentals of Public Speaking
- COM 102: Principles of Communication
- COM 260: Basic Newswriting
- And any three additional courses with a "COM" prefix.

**COMMUNICATION STUDIES MAJOR - REQUIRED COURSES AND RECOMMENDED COURSE SEQUENCE**

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<th>Course Details</th>
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Free Electives 12
Total Credits 15

Eighth Semester
COM 597 Senior Seminar 3
Free Electives 12
Total Credits 15

COMMUNICATION STUDIES COURSES

COM 101. FUNDAMENTALS OF PUBLIC SPEAKING
THREE CREDITS
Principles of study, application, and evaluation of public speaking. Emphasis will be upon meeting the needs of students through individualized instruction in oral communication settings. The course is taught each semester.

COM 102. PRINCIPLES OF COMMUNICATION
THREE CREDITS
A study of the theory and process of communication. Required of all department majors. Taught every spring semester.

COM 124. MASS MEDIA LITERACY
THREE CREDITS
This is a survey course that takes a literacy approach to the study of mass media and their role in society. Taught every spring semester.

COM 144. DEPARTMENT PRACTICUM
ONE TO TWO CREDITS
A – Debate and Forensics; B – P.R. Agency; C – WCHL Radio; D – The Beacon; E – Television; F – Department. The Department Practicum may be taken for one or two credits per semester with the total not to exceed six credits. Students may earn credit for major roles and positions of major responsibility in the above co-curricular activities. Credit for participation in these activities is optional, and voluntary participation (without credit) is also encouraged. The department, through the advisor or instructor of the activity, has the authority to approve or reject any contract for credit under this designation. Credits earned are applicable toward graduation, but do not count toward the degree requirements of any concentration in Communication Studies. Written approval of credit must be by advisor and Department chairperson.

COM 201. ADVANCED PUBLIC SPEAKING
THREE CREDITS
Inquiry into the practice and principles of speech composition and presentation. Detailed analysis of the areas of invention, arrangement, style, and delivery, and an introduction to speech criticism. Prerequisite: COM 101 or consent of the instructor.

COM 202. INTERPERSONAL COMMUNICATION
THREE CREDITS
This course focuses on interpersonal communication theory and its application to improving the student's interpersonal skills in managing conflict, negotiating, interviewing, and in developing relationships. Taught fall semesters.
Prerequisite: COM 101 or consent of the instructor.

COM 203. SMALL GROUP & TEAM COMMUNICATION
THREE CREDITS
This course is designed to enable students to improve their decision-making abilities within group and team settings. Emphasis will be placed on team-building, as well as task, leadership and interpersonal skills needed for effective group communication. Prerequisite: COM 102.

COM 204. ARGUMENTATION AND DEBATE
THREE CREDITS
Training in the fundamentals of argumentation and debate, with practice in gathering and organizing evidence and support materials. Course taught every other fall semester.
Prerequisite: COM 101 or consent of the instructor.

COM 206. BUSINESS AND PROFESSIONAL COMMUNICATION
THREE CREDITS
Course will concentrate on communication theory as applied to business and professional settings. Students will make several oral presentations and participate in interviewing and conferences. Course taught fall semester in alternate years.

COM 220. INTRODUCTION TO ELECTRONIC MEDIA
THREE CREDITS
An overview of the history, institutions, and message systems of the radio, television, cable, satellite, and internet industries.

COM 222. BROADCAST PRODUCTION
THREE CREDITS
A study of the principles and techniques of audio and video production. A special emphasis is placed on the utilization of these techniques in broadcast settings. Fee: $30.
COM 223. THE ART OF FILM
THREE CREDITS
An introduction to the aesthetics, techniques, and critical analysis of cinematic art through the study of representative films of current and past film directors. Screenings and writing intensified.

COM 252. INTERNSHIP
THREE TO SIX CREDITS
A supervised program of work and study in any of the concentrations. Written permission of the department is required. Offered every semester.

COM 260. BASIC NEWSWRITING
THREE CREDITS
Fundamentals of newsgathering, newswriting, and news judgment for all media; study of news sources, fieldwork, research, and interview techniques.
Prerequisite: ENG 101.

COM 261. MULTIMEDIA COMMUNICATION
THREE CREDITS
This course offers a skills-focused and theoretical approach to multimedia communication. Through a variety of readings, discussions and practical workshops, students will learn basic skills for navigating through multimedia platforms, including, but not limited to social media, apps, and audio/visual modes of communication. Students will be given the tools and information to adapt their knowledge and expertise as media and software packages change. Students will also critically analyze multimedia platforms to better understand their functions and the repercussions of releasing information on (or through) them.

COM 262. DIGITAL STORYTELLING AND DESIGN
THREE CREDITS
This course offers a hands-on approach to exploring the visual aspects of design and storytelling. Students will be introduced to basic principles of design that are applicable to a variety of career fields. Students will also learn about visual storytelling, the power of visual messages, and the interconnectedness between verbal and visual messages. Through readings, class discussions and workshops, students will gain the knowledge to not only produce effective and quality visual messages, but they will also be challenged to critically analyze visual messages and discuss the ethics behind the messages and the message-making process.
Prerequisite: COM 260.

COM 300. COMMUNICATION CRITICISM
THREE CREDITS
Theories from classical to contemporary will be applied to the analysis of written, visual, and electronic messages. Emphasis on speech writing and criticism.
Prerequisite: COM 101.

COM 301. PERSUASION
THREE CREDITS
Study and practice of persuasive speaking. General theories of persuasion, the role of persuasion in a democratic society, and an introduction to modern experimental research in the field.
Prerequisite: COM 101.

COM 302. FUNDAMENTALS OF PUBLIC RELATIONS
THREE CREDITS
An introduction to the fundamentals of public relations practice, including program planning and evaluation, working with the media, writing for PR, and coordinating special events and functions. Taught every full semester.
Prerequisite: COM 260.

COM 303. ORGANIZATIONAL COMMUNICATION
THREE CREDITS
Course focuses on traditional and modern concepts of communication channels in simple and complex organizations. Considerable attention is given to interviewing and conducting communication audits.
Prerequisite: COM 102 or consent of the instructor.

COM 304. INTERCULTURAL COMMUNICATION
THREE CREDITS
Intercultural Communication is a systematic study of what happens when people from different cultural backgrounds interact face-to-face. The course is a balance between theoretical and practical knowledge, with emphasis on immediately usable knowledge. Guest speakers, in-class simulations, cross-cultural interviews, and research projects ask students to apply communication skills to actual intercultural situations.
Prerequisite: COM 102 or consent of the instructor.

COM 305. STUDIES IN PUBLIC ADDRESS
THREE CREDITS
This class is a hybrid or comparative approach to the study of public address in the United States. We will study traditional and critical rhetorical theories of public address. We will also engage with speakers and texts that both challenge and reinforce the "great speeches" mold. As we pursue these objectives, we will focus our study on selected social movement rhetorics in the United States, including those of women's and feminist movements, civil rights movements, labor movements, and LGBTQ movements.
COM 320. MEDIA MANAGEMENT
THREE CREDITS
This course will provide a framework for understanding the functions and methods of media managers in both print and non-print media. Prerequisite: COM 220 or consent of the instructor.

COM 321. ADVANCED MULTIMEDIA REPORTING
THREE CREDITS
This course combines advanced reporting techniques with multimedia production to create news 'packages'. Students will discuss audience analysis and determine what makes a solid news package for a particular audience and/or demographic. The class will analyze existing news packages and then split into teams to create their own multimedia news stories that relate not only to the university, but also to the Wilkes-Barre area. Teams will be responsible for all reporting and multimedia work, including, but not limited to, video, online and photo components. Near the end of the semester, students will present their work to a panel of industry and/or academic professionals for feedback. Prerequisite: COM 222

COM 322. ADVANCED VIDEO PRODUCTION
THREE CREDITS
A study of the principles and techniques of video production. Scripting, producing, and editing videography are subjects covered extensively in this course. Each student will produce several video productions. Taught every spring semester. Fce: $50. Prerequisite: COM 222 or consent of the instructor.

COM 323. ADVANCED AUDIO PRODUCTION
THREE CREDITS
This advanced level course builds on the basic skills learned in Broadcast Production with an emphasis on radio and the radio industry. Students will learn the theory and techniques of in-depth radio production, including multi-track recording, mixing, signal processing, editing, mastering, creative radio production, and sound design for media. Students will be expected to work independently and within the group to produce broadcast-quality production content suitable to be aired on WCLH.

COM 324. COMMUNICATION RESEARCH METHODS
THREE CREDITS
Study of research methods in various areas of communication. Emphasis on ability to research literature and critique a research design. Consideration of content analysis and empirical design. Required of all majors. Course taught every fall semester. Prerequisites: COM 102 & COM 260

COM 352. ADVANCED PUBLIC RELATIONS CAMPAIGNS
THREE CREDITS
COM 352 is an advanced course in public relations, taught in seminar format. Emphasis is placed on planning, researching, budgeting, carrying out and evaluating actual public relations campaigns. The course is both writing and speaking intensive. In cooperation with various community-based businesses and non-profit clients, student "teams" conduct actual semester-long promotional campaigns. Students should be competent in basic newswriting, interviewing, and fundamentals of public relations. Course taught in alternative spring semesters. Prerequisite: COM 302.

COM 354. INTERNATIONAL FIELD EXPERIENCE IN COMMUNICATION
ONE TO SIX CREDITS
International Field Experience in Communication is an international service-learning experience that focuses on social and communication issues. Students will do a service project related to an area of communication studies including, but not limited to, Broadcast and Print Media, Public Relations, or Strategic Communication. Qualifies for Study Tour Experience (STE) credit pricing.

COM 360. ADVANCED NEWSWRITING
THREE CREDITS
A study of specialized reporting and an introduction to news editing. Fce: $50. Prerequisite: COM 260.

COM 361. FEATURE WRITING
THREE CREDITS
A study of feature articles for newspapers, syndicates, magazines, and specialized publications. Practice in research, interviewing, and writing. Prerequisite: COM 260.

COM 362. MASS COMMUNICATION LAW
THREE CREDITS
Current legal problems, theory of controls in journalism, television, and radio; libel, copyright, privacy law, and other legal issues affecting the mass media. A case study approach will be used.

COM 372. MANAGING A PUBLIC RELATIONS AGENCY
THREE CREDITS
Focus on difference between in-house public relations and agency operators. Students work with several clients. Prerequisite: COM 302.
COM 395-396. INDEPENDENT RESEARCH
ONE TO THREE CREDITS
Independent study and research for advanced students in the communication studies programs under the direction of a faculty member. A research paper or project is required. Written permission of department chair is required.

COM 397. SENIOR SEMINAR/COMMUNICATIONS
THREE CREDITS
An in-depth investigation of current research and ethical issues in communication. A research paper and senior project required. Required of all majors. Course taught every spring semester.
Prerequisites: COM 324 and junior or senior standing.

COM 398. TOPICS
ONE TO THREE CREDITS
A study of topics of special interest not extensively treated in regularly offered courses.

COM 399. COOPERATIVE EDUCATION
ONE TO SIX CREDITS
Professional cooperative education placement in a private or public organization related to the student’s academic objectives and career goals. In addition to their work experience, students are required to submit weekly reaction papers and an academic project to a Faculty Coordinator in the student’s discipline. (See the Cooperative Education section of this bulletin for placement procedures.)
Prerequisites: Completion of sophomore year, 2.25 cumulative GPA, consent of academic advisor, and approval of placement by department chairperson.
1. Course Title: Advanced Audio Production

2. Course Number: COM 323
   Coordinate with Registrar to insure course number is available

3. Course Credit Hours:
   Classroom Hours 3       Lab Hours 0       Other 0

4. Course Prerequisites: COM 222

5. Course Description (as proposed for the Bulletin):
   Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

   This advanced level course builds on the basic skills learned in Broadcast Production with an emphasis on radio and the radio industry. Students will learn the theory and techniques of in depth radio production, including multi-track recording, mixing, signal processing, editing, mastering, creative radio production, and sound design for media. Students will be expected to work independently and within the group to produce broadcast quality production content suitable to be aired on WCLH.

6. Required Documentation: SYLLABUS ATTACHED
   Proposed Syllabus      Attach proposed syllabus immediately after this document. In some situations the official syllabus may contain information which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name contact information, office hours), Course Description, Course Outcomes or Objectives, Assessment (grading) informations, required texts (or other things such as tools, software, etc), pertinent policies and a proposed schedule of topics.
WILKES UNIVERSITY
Syllabus – COM 323
Advanced Audio Production

Professor: Kristen Rock
Office: DDD 321
Phone: 570.408.5024
Classroom: TBD
Time: TBD
Email: Kristen.Rock@wilkes.edu

Office Hours: TBD

Required Text: Digital Radio Production, Donald W. Connelly. Note: Supplemental photocopied materials will be distributed throughout the duration of your course.

Materials: Flash Drive with 4G or more.

Course Description

This advanced level course builds on the basic skills learned in Basic Audio Production. Students will learn the theory and techniques of in depth radio production, including multi-track recording, mixing, signal processing, editing, mastering, creative radio production, and sound design for media. Students will be expected to work independently and within the group to produce broadcast quality production content suitable to be aired on WCLH. In addition, as a group project, students will design, research, and produce a 30-minute (live to tape) NPR format radio program. Skills in research, interviewing, and program production will be developed to a professional standard within the context of modern radio production.

Goals and Objectives

Class lectures, discussions, listening critiques, studio and location recordings, along with individual/group projects will be used to help you reach the following:

- Operate the production studios and audio equipment
- Apply multi-track audio/radio production techniques
- Import and transfer audio using various devices
- Demonstrate remote recording of vocals, ambience, and sound effects
- Demonstrate multi-track recording
- Demonstrate an understanding of mixing and mastering audio

Attendance and Participation

Attendance is critical to one's participation in, and understanding of, what goes on in class. If you
are frequently absent, you cannot participate, thus frequent absences will affect your class participation grade. It is anticipated that you will come to class prepared to discuss and present homework and reading assignments, offer useful criticism of productions, and appropriately contribute to the class as a whole. Failure to do so will also have a negative effect on your class participation grade. Note that assignments not presented on assigned dates will result in a lower grade, and that make-up work is at the discretion of the instructor. You will also be expected to share your final audio products with the class for evaluation and discussion.

Grading

Attendance/Class Participation: 30%
Weekly Projects and Critiques: 40%
Final Project: 30%

Final Grades (point scale)

100-95 pts. = 4
94-87 pts. = 3.5
86-80 pts. = 3
79-75 pts. = 2.5
74-70 pts. = 2
69-65 pts. = 1.5
64-60 pts = 1
59-0 pts = 0

Note that outstanding and superior work demonstrates not only a mastery of knowledge, but also an ability to apply that knowledge to produce a highly superior product. Above average work demonstrates a student's ability to link course material to practical studio experiences. Average work meets the requirements of the assignment and demonstrates a basic understanding of relevant concepts. Below average work fails to meet the requirements of an assignment, or is severely negligent.

General Course Guidelines

-Students who miss class are responsible for obtaining notes, assignments, handouts, announcements, etc.
-Major assignments and due dates will be presented to students in writing and explained in detail. The expectations and grading criteria for each assignment will be discussed. If at any time you are unclear about any part of an assignment, it is your responsibility to see me for clarification.
-Late penalties will be assessed for work not completed by assigned due dates. Start your studio productions as early as possible -- technological difficulties will not be accepted as an
excuse for work that is handed-in late.
- Please be prompt. In the case of occasional lateness, please see me after class so I can mark you present. Chronic tardiness is unacceptable, and will impact class participation grade. You are expected to adhere to the University's Rules of Conduct.
- Assignments should be presented directly to the professor -- placing them in mailboxes or under office doors increases the risk of loss.
- Failure to take the final exam on/before the scheduled date will result in a "F" exam.

Wilkes University Communication Studies Program Academic Dishonesty/Plagiarism Policy

In accordance with the Wilkes University policy regarding plagiarism, academic dishonesty, and/or cheating, the Communication Studies faculty has developed the following policy for student violations. If you are uncertain about what constitutes plagiarism, collusion, or cheating in a particular professor's class, read your course syllabus and ask your professor for clarification.

The following violations of academic integrity are considered unacceptable for students in the Communication Studies program and pre-professionals in any communications industry field:

Plagiarism—the use of another’s ideas, printed text, images, or spoken words without proper citation and acknowledgement in the student's work. Proper acknowledgement requires in-text citation, bibliographic reference, and overt acknowledgement of interview source materials and quotes.

Collusion—improper and/or unsanctioned collaboration with another in preparing assignments, designs, and/or in taking written examinations.

Cheating—giving improper aid to another in an examination or on original written or design work; receiving improper aid from another individual on an examination or on original written or design work; using sources when specifically forbidden to such access (as in notes on an exam that is not open-book).

Penalties for academic theft, collusion, or cheating on exams will result in the following actions:

- The incident will be reported to the offices of Student Affairs and the Provost.
- The student will receive a failing grade ("F" or 0) for the course in question.
- All Communication Studies faculty agree to refrain from writing any letters of recommendation on behalf of the student

Course Chronology

In addition to working on audio production projects, we'll be discussing the following topics:
Week 1: Syllabus, Course Introduction and Overview, Adobe Audition Review
Week 2: Legal and Ethical Production Concerns (review), introduction to critical listening and technical ear training
Week 3: Digital audio review; recording review
Week 4: Spectral balance/EQ, filters, gain combination
Week 5: Spectral balance/EQ, filters, gain combination (continued)
Week 6: Dynamic range control, compressors and limiters
Week 7: Timbral effects of compression; expanders and gates
Week 8: Addressing noise: clicks/pops/buzz/extraneous
Week 9: Addressing distortion: clipping/quantization error distortion/etc.
Week 10: Digital Editing; Amplitude, Normalizing, and Compression; Filtering; EQ
Week 11: Spatial attributes and reverberation
Week 12: Adobe Audition plug-ins and effects
Week 13: Format aesthetics/considerations; review; Final Project Production Overview
Week 14: Final project production critiques
Week 15: Final project presentations
Week 16: Final project presentations

Final Exam will follow published schedule.

NOTE: This chronological course outline is a tentative plan and is subject to change. Any changes will be announced in class. Additional readings may be assigned.
1. Course Title: Multimedia Communication

2. Course Number: COM 261
   Coordinate with Registrar to insure course number is available

3. Course Credit Hours:
   Classroom Hours 3  Lab Hours 0  Other 0

4. Course Prerequisites: COM 260

5. Course Description (as proposed for the Bulletin): Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

   This course offers a skills-focused and theoretical approach to multimedia communication. Through a variety of readings, discussions and practical workshops, students will learn basic skills for navigating through multimedia platforms, including, but not limited to social media, apps, and audio/visual modes of communication. Students will be given the tools and information to adapt their knowledge and expertise as media and software packages change. Students will also critically analyze multimedia platforms to better understand their functions and the repercussions of releasing information on (or through) them.

6. Required Documentation: SYLLABUS ATTACHED
   Proposed Syllabus Attach proposed syllabus immediately after this document. In some situations the official syllabus may contain information which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name contact information, office hours), Course Description, Course Outcomes or Objectives, Assessment (grading) informations, required texts (or other things such as tools, software, etc), pertinent policies and a proposed schedule of topics.
Wilkes University
COM 261A: Multimedia Communication
3 credits; Prerequisite → COM 260
Course Syllabus Spring 2015
Breiseth 108, T&R

Instructor: Dr. Kalen Churcher
Phone: (office) 570-408-4165
Email: kalen.churcher@wilkes.edu

Office: Capin 305
Office hours: Wednesday/Friday: 9 to 10 a.m.
Monday/Wednesday noon to 2 p.m.
Other times by appointment.

Welcome to Multimedia Communication (COM 261). I'm looking forward to introducing you to the ever-changing world of multimedia communication. This semester, we'll survey the practical and professional uses of multimedia communication and delve into the theoretical aspects that frame such communication and media technologies. Because media and communication techniques are constantly changing, this course is constantly evolving. I encourage student input on our curriculum, and I challenge each of you to introduce us to something new.

If you have any questions about the course or its content, please don't hesitate to contact me. Should you choose to email, please use proper email etiquette in your email messages to others and me. Yes, your email reflects who you are as a person. People often judge you through your communication skills – even email. This holds true in college as well as the work force. Please remember to use a salutation (greeting) and signature as well as spell check.

Email is great, but I strongly encourage you to take advantage of my office hours. If you have a problem, question, or concern, please see me as soon as possible so we can work through things. If I cannot help you with your situation, I will direct you to someone who can. It is much better to head problems off at the beginning rather than try to deal with them the week before finals! And, I do enjoy chatting with students. If my door is open outside of office hours, please feel free to drop in.

Required texts/reading material:
- Readings will be posted on D2L. Students are expected to come to class having downloaded or printed out these readings.

Wilkes University course description:
This course offers a skills-focused and theoretical approach to multimedia communication. Through a variety of readings, discussions and practical workshops, students will learn basic skills for navigating through multimedia platforms, including, but not limited to social media, apps, and audio/visual modes of communication. Students will be given the tools and information to adapt their knowledge and expertise as media and software packages change. Students will also critically analyze multimedia platforms to better understand their functions and the repercussions of releasing information on (or through) them.

Course objectives: To...
C1. Introduce students to industry-standard forms on multimedia communication and how they can be used personally and professionally.
C2. Encourage community-learning spaces where students learn not only from the instructor, but one another.
C3. Generate discussions as to how audio and visual forms of communication can enhance a message.
C4. Provide a brief introduction to privacy and copyright laws
C5. Enable students to critically analyze multimedia platforms to establish their benefits and threats
Course goals: For students to...

G1. Have a basic understanding of how to navigate through a variety of multimedia platforms and communication techniques.
   a. Students will explore how such platforms may be used personally and professionally.
   b. Students will analyze the benefits and drawbacks of having personal and professional lives publically aired in the same space.
G2. Understand the importance and necessity of learning ‘on the spot.’
   a. This is crucial as new media, software packages, etc. are introduced on a continual basis.
G3. Produce messages that are enhanced by audio and visual components
G4. Design or add to a digital portfolio to showcase their work to potential employers.
G5. Apply basic privacy and copyright laws to media they consume and produce.
G6. Articulate (by applying theory) the need to continually evaluate and analyze our media landscape.

<table>
<thead>
<tr>
<th>Assessment Instrument</th>
<th>% of Final Grade</th>
<th>Linked to Course Goal #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media assignments (7)</td>
<td>50% or 250 points</td>
<td>1, 3, 4 and 6</td>
</tr>
<tr>
<td>App time (2)</td>
<td>16% or 80 points</td>
<td>2 and 6</td>
</tr>
<tr>
<td>Content quests (3)</td>
<td>24% or 120 points</td>
<td>5 and 6</td>
</tr>
<tr>
<td>Portfolio</td>
<td>10% or 50 points</td>
<td>1, 2, 3 and 4</td>
</tr>
</tbody>
</table>

Teaching Method: For this course, I will utilize short class lectures and discussions, quests, peer reviewing and in-class labs/workshops to introduce students to a variety of multimedia communication modes.

This is a very active class that involves considerable class discussion an in-class work opportunities. Therefore, it is vital you attend all classes prepared and ready to work. Because deadlines are so important in the world of mass media, I will not accept any late assignments except in extreme circumstances. A bit of advice: Do not wait until the last minute to try and complete your assignment. Computers do crash, minor illnesses do occur, and Desire2Learn does create problems from time to time. However, none of these are legitimate excuses for not turning in an assignment on time.

Policies and Procedures:
Attendance: This is a communications class, so it is pertinent for you to attend all classes and actively participate (communicate)! Exams, writing projects and in-class assignments CANNOT be made up without prior consent by the instructor. Because adhering to deadlines is crucial in the news industry, failure to attend class on the day an assignment is due will result in a zero for that project. Likewise, failure to hand in an assignment at or before its deadline will result in a zero for the assignment.

If an extenuating circumstance exists for turning in a project late, please feel free to discuss it with me immediately. As your professor, I, after consultation with you, will have the final ruling as to whether an absence is valid. You SHOULD work under the premise that all absences are unexcused.

Examination and assignment due dates are listed in this syllabus, so please plan accordingly.

Important: Every unexcused absence beyond the first two (one week) will result in my lowering your final grade point average by 0.5 points. For example, if you earned a 3.0 in the course and had five unexcused absences, your final grade would be a 1.5.
Class begins and attendance is taken promptly at 10 a.m. If you filter in late, you must see me at the conclusion of class to be marked present.

**Academic integrity/plagiarism departmental:**
In accordance with the Wilkes University policy regarding plagiarism, academic dishonesty, and/or cheating, the Communication Studies faculty has developed the following policy for student violations. If you are uncertain about what constitutes plagiarism, collusion, or cheating in a particular professor's class, read your course syllabus and ask your professor for clarification.

The following violations of academic integrity are considered unacceptable for students in the Communication Studies program and pre-professionals in any communications industry field:

- **Plagiarism**—the use of another's ideas, printed text, images, or spoken words without proper citation and acknowledgement in the student's work. Proper acknowledgement requires in-text citation, bibliographic reference, and overt acknowledgement of interview source materials and quotes.
- **Collusion**—improper and/or unsanctioned collaboration with another in preparing assignments, designs, and/or in taking written examinations.
- **Cheating**—giving improper aid to another in an examination or on original written or design work; receiving improper aid from another individual on an examination or on original written or design work; using sources when specifically forbidden to such access (as in notes on an exam that is not open-book).
- **Falsifying documents or records**—falsifying signatures on official documents, fabricating letters or documents.

Penalties for academic theft, collusion, or cheating on exams will result in the following actions:

- The incident will be reported to the offices of Student Affairs and the Provost.
- The student will receive a failing grade ("F" or 0) for the course in question.
- All Communication Studies faculty agree to refrain from writing any letters of recommendation on behalf of the student.

**Important:** If I find that someone has cheated, fabricated information, or plagiarized an assignment (other than an exam), I reserve the right to not only fail the student for the particular assignment, but for the course as well. Please realize that allowing someone to copy off of your paper makes you guilty as well. So, keep your eyes on your own papers and complete your own work honestly. Remember, if you have any questions feel free to ask me...I'm sure others will have a similar question and thank you.

**Note to students with disabilities:**
Wilkes University is committed to providing equal educational opportunity for all students who meet the academic admissions requirements. In addition to providing direct services to students with disabilities as mandated by Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, the University assists faculty and staff in the development and provision of reasonable accommodations.

Students with disabilities are reminded that it is their responsibility to notify the University of their needs, provide the required documentation, and formally request the specific accommodation(s). For additional information on accommodation procedures see [http://www.wilkes.edu/pages/200.asp](http://www.wilkes.edu/pages/200.asp).

**Participation:** This is a communications class. Therefore, you are expected to actively communicate. You must come to class prepared to participate and initiate discussions about assignments, readings, or other applicable topics. If you do not participate in discussions on a regular basis, you will see that reflected in your grade.
Any student who has a problem with an aspect of the class, does not fully understand a concept, has an issue with a classmate, or requires special accommodations, is urged to contact me ASAP. Problems cannot be remedied if I am not made aware of them.

Reading assignments are required for a reason. I have found that the students who read the assignments before class are the ones who do the best in this course. If I find that students are not participating in class, and therefore likely completing their reading assignments, I will implement pop quizzes on the chapter readings.

All major writing assignments, as listed in this syllabus, must be submitted directly to the appropriate Desire2Learn drop boxes by their assigned deadlines. I will not accept assignments that are slipped under my door, placed in my mailbox or emailed to me after their deadline. Class work and minor assignments will be submitted in class.

**Cell phones:** Please refrain from using cell phones during class unless you are instructed otherwise.

**Policy on computers and internet usage:** Computers are to remain OFF during class unless you are instructed otherwise.

**Assignments:**

**Media assignments:** One half of the course grade will come from implementing what we've discussed in class into a short media assignment. The remaining graded components will include class participation, writing assignments and quests, which are more substantive than quizzes, but less comprehensive than tests. There are 500 points available for this course. Story assignments help gauge fulfillment of G1, G3, G4 and G6. **NO** extra credit assignments will be given.

Due to varying class sizes, specifics for each assignment will be announced closer to due dates. Where appropriate, students must submit assignment ideas to the professor for approval. Assignments will be submitted through Desire2Learn using your last name as the filename. Explicit requirements for each assignment will be given in advance of the assignment. Also, you must save a copy of each assignment you submit. We will use them later in the semester.

Assignments and their point values are as follows:

- LinkedIn account: 20 points
- Blogging: 60 points
- Data mining: 40 points
- Photos: 20 points
- Audio: 20 points
- Audio + photos: 40 points
- Video: 50 points
- 250 points

**Additional writing assignment information:** As a former journalist, I hold deadlines and accuracy in the highest of regard. A **major fact error in a graded assignment will result in a zero for that assignment.** Although major fact errors will be discussed in detail early on in the course, examples include: misidentification of the story subject or incorrectly reporting the results of an action. Minor errors and content mistakes will result in smaller deductions.

**App Time:** To help encourage community learning, each of you will present (twice) to the class an app that you have researched and learned to navigate. Students will write a brief synopsis of
the app and then provide a teaching demonstration to the class. These help gauge fulfillment of G2 and G6. **80 points** (40 points each)

**Content ‘quests’**: “Quests” are more substantive than quizzes, but lighter than tests. You will take three content quests (40 points each) that measure your knowledge on the readings and course notes. Quests will take place on Thursday, Feb. 5, Thursday, Feb. 26 and during the final exam timeslot. These help gauge fulfillment of G5 and G6. **120 points**

**Portfolio**: Students must design and submit an online portfolio based on assignments from the semester. This helps gauge fulfillment of G1, G2, G3 and G4. **50 points**

**Grading:**
This course is based on 500 points and follows the grading scale shown below on this page. I encourage you to discuss your grades with me at any time. Remember, if my office hours are not convenient for you, please contact me and we will schedule something that works for both of us. **Note:** I do not give grades; you earn them.

Because of privacy concerns, I won’t discuss grades over the Internet or provide grade information to friends, etc... If you have a question concerning a grade, please see me during office hours or by appointment. I base final grades on the following points/grade scale:

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>465-500</td>
<td>4.0</td>
<td>Academic achievement of outstanding quality</td>
</tr>
<tr>
<td>435-464.9</td>
<td>3.5</td>
<td>Academic achievement above high quality</td>
</tr>
<tr>
<td>400-434.9</td>
<td>3.0</td>
<td>Academic achievement of high quality</td>
</tr>
<tr>
<td>375-399.9</td>
<td>2.5</td>
<td>Achievement above acceptable quality for graduation</td>
</tr>
<tr>
<td>350-374.9</td>
<td>2.0</td>
<td>Achievement of acceptable quality for graduation</td>
</tr>
<tr>
<td>325-349.9</td>
<td>1.5</td>
<td>Achievement above minimum quality for credit</td>
</tr>
<tr>
<td>300-324.9</td>
<td>1.0</td>
<td>Achievement of minimum quality for credit</td>
</tr>
<tr>
<td>Below 300</td>
<td>0.0</td>
<td>Achievement below minimum required for course credit</td>
</tr>
</tbody>
</table>

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**COURSE OUTLINE**
*(subject to change based on the individual class)*

**DATE**

**Class Topic and Text Covered**

**Week One**

**T** 1/13

Course discussion and syllabus
Plans for the semester.
What do we know about multimedia platforms

**R** 1/15

The Medium is the Message

**Week Two**

**T** 1/20

A social media history and what we should have
- [http://www.socialmediatoday.com/content/which-social-media-sites-should-you-be-and-why](http://www.socialmediatoday.com/content/which-social-media-sites-should-you-be-and-why)

**R** 1/22

Social media and news

### Week Three

**T 1/27**  
Social media and advertising/PR  

**R 1/29**  
Social media and data mining  

### Week Four

**T 2/3**  
In-class data mining workshop

**R 2/5**  
QUEST #1

### Week Five

**T 2/10**  
What are my rights? What’s private and what’s not?  
A basic introduction to the four privacy torts

**R 2/12**  
Can I use this image? Video? Music?  
Copyright and fair use: The basics  
- [http://fairuse.stanford.edu/overview/](http://fairuse.stanford.edu/overview/) (selections TBA)

### Week Six

**T 2/17**  
What is citizen journalism?  

**R 2/19**  
Citizen journalism and blogging  
- In-class discussion of citizen journalism and its power  
Online portfolio discussion

### Week Seven

**T 2/24**  
Online portfolio discussion (cont)  
Exploring apps  
- [http://webjournalist.org/topics/tools/](http://webjournalist.org/topics/tools/)

**R 2/26**  
QUEST

### Week Eight

**T 3/3**  
SPRING BREAK

**R 3/5**  
SPRING BREAK

### Week Nine
T 3/10  Photography  

R 3/12  Photography and Ethics  

  In-class case studies  
  The National Press Photographers Association Code of Ethics  
  - [https://nppa.org/code_of_ethics](https://nppa.org/code_of_ethics)  
  - [https://nppa.org/page/5127](https://nppa.org/page/5127)

**Week Ten**

T 3/17  Basic rules of photography  
  - Guest speaker

R 3/19  Shooting in the field  
  - Intro to Photoshop

**Week Eleven**

T 3/24  In-class workshop on Photoshop

R 3/26  Getting – and giving – a good sound bite  

  Digital tools for audio  

**Week Twelve**

T 3/31  Intro to audio and video editing  
  - In-class workshop  
  - Due after Easter break  
  - Poynter module (free) on telling video stories: [https://www.newsu.org/courses/video-storytelling-web](https://www.newsu.org/courses/video-storytelling-web)

R 4/2  EASTER BREAK

**Week Thirteen**

T 4/7  Telling a story: What makes a good story  
  - Reviewing the Poynter module

R 4/9  Communicating our visual stories  
  - Video and storytelling  

**Week Fourteen**

T 4/14  Ethics, video and newsworthiness  
  - In-class case study discussion.  
  - Readings TBA
Speaker or in-class workshop

Week Fifteen
T  4/21   In-class workshop
R  4/23   In-class workshop

Week Sixteen
T  4/28   Presentations, course wrap-up and quest review

Final exam:
Day/time: To be announced. QUEST #3

As a final note, it is my desire that this class be as helpful to you as it possibly can. That being said, if there is a topic you would like to discuss that is not mentioned in this syllabus, PLEASE share your thoughts with me. I am more than willing to alter the class schedule to accommodate reasonable requests. The same holds true for assignments. If there is a type of news writing that you would like to try (that is not mentioned in this syllabus), please let me know. Substitutions are possible.
Wilkes University Curriculum Committee
COURSE ADDITION FORM – page 1

1. Course Title: Studies in Public Address

2. Course Number: COM 305
Coordinate with Registrar to insure course number is available

3. Course Credit Hours:
   Classroom Hours 3   Lab Hours 0   Other 0

4. Course Prerequisites: NONE

5. Course Description (as proposed for the Bulletin): Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.

   This class is a hybrid or comparative approach to the study of public address in the United States. We will study traditional and critical rhetorical theories of public address. We will also engage with speakers and texts that both challenge and reinforce the “great speeches” mold. As we pursue these objectives, we will focus our study on selected social movement rhetorics in the United States, including those of women’s and feminist movements, civil rights movements, labor movements, and LGBTQ movements.

6. Required Documentation: SYALLBUS ATTACHED
   Proposed Syllabus   Attach proposed syllabus immediately after this document.
   In some situations the official syllabus may contain information which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name contact information, office hours), Course Description, Course Outcomes or Objectives, Assessment (grading) informations, required texts (or other things such as tools, software, etc), pertinent policies and a proposed schedule of topics.
Course Description

Historically, studies of Public Address in the United States have focused on “great speeches,” a canon which is largely comprised of public speeches delivered by famous, white, male figures either of historical significance or uncommon eloquence. In recent decades, this focus has shifted and broadened to include analyses and appraisals of the rhetoric of women and other members of marginalized groups. In this class, we will take a hybrid or comparative approach to the study of public address in the United States. We will study traditional and critical rhetorical theories of public address. We will also engage with speakers and texts that both challenge and reinforce the “great speeches” mold. As we pursue these objectives, we will focus our study on selected social movement rhetorics in the United States, including those of women’s and feminist movements, civil rights movements, labor movements, and LGBTQ movements.

A note on accepting the responsibilities of the course: In order to succeed in this course (and I am not necessarily defining “success” in terms of numerical or letter grades), students must obtain the course materials early and engage with them regularly – i.e. completing readings and other assigned activities is not an option. There is a heavy emphasis on discussion and working through our reactions to and comprehension of course materials as a collective body. This work cannot be done if individual students do not come to class prepared to do it, and it will likely be impossible to prepare in the five to ten minute window before class begins. This is an upper-level Communication Studies course, and my expectations are equivalent to the rigor required of such a course. The class may be a bit of a struggle, but it is well worth it, and I am available during office hours to address any questions or concerns that students may have beyond the constraints of the class meeting. It is (just) one of my responsibilities as the professor to prepare adequately and engage reasonably, and it is my hope that you are willing to accept the challenge to do so, in turn.

WSM Eligibility: This course is designated as Women’s and Gender Studies minor eligible (WSM). Among other themes crucial to Women’s and Gender Studies, we will examine gender, sex, sexuality, and race as inextricable components of public address in the United States. As such, this course should widen the
COM 305: Studies in Public Address
Communication Studies
Wilkes University

breadth and enrich the depth of students’ understanding of these identity categories as social constructs and expressly rhetorical/communicative tools.

Student Learning Outcomes

Upon completing this course, students should (be able to):

➢ Define/explain rhetoric and public address broadly.
➢ Define/explain social movement rhetoric, in both traditional and critical contexts.
➢ Explain the role of gender, sex, sexuality, and race in various public address contexts.
➢ Explain the interrelationships among these identity categories in public address studies, i.e. understand and explain intersectionality as a component of public address in the United States.
➢ Critically analyze and evaluate messages.
➢ Explain and analyze/evaluate the role of the medium in public address.
➢ Communicate clear, well-researched, and ethical arguments in both oral and written forms.

Required Textbook and Course Materials

➢ L.I.V.E./D2L course website (live.wilkes.edu)
➢ Additional readings and other materials provided electronically via L.I.V.E./D2L course website or as handouts
➢ Library Guide for Communication Studies; see index of all LibGuides.

Course Policies

Attendance: Wilkes expects that students will attend all scheduled classes for which they are enrolled (see “Attendance at Class” in the Wilkes University Undergraduate Student Handbook). In accordance with that policy, and as a part of my pedagogical philosophy, I also expect students to be in attendance at all classes we have scheduled for the semester. In addition, in order for us to achieve the learning outcomes noted above, COM 398 requires students to be present to discuss course material, to make presentations, and to act as engaged listeners.

Students are expected to be prompt. If a student arrives after attendance has been taken, she/he/ze must see the instructor at the end of the class period to be marked present but tardy. Students who are chronically tardy will be marked absent. Three tardies are equivalent to one absence.

If a student misses class she/he/ze is responsible for obtaining notes, assignments, handouts, announcements, etc. I encourage you to find a COM 398 partner with whom you agree to share notes if one of you must be absent from class.

Students who are absent more than two times the weekly number of classes (i.e. more than four absences for a TR class) cannot earn a passing grade for the course.
Students with Disabilities: If a student has a disability that qualifies under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act and requires accommodations, she/he/ze should contact the Disability office within University College for information on appropriate policies and procedures. The Disability office is located on the third floor of Conyngham Hall, Room 311. For further information regarding policies, rights and responsibilities please visit the Disability Support Services website at: http://www.wilkes.edu/pages/2222.asp.

Wilkes University Communication Studies Program Academic Dishonesty/Plagiarism Policy: In accordance with the Wilkes University policy regarding plagiarism, academic dishonesty, and/or cheating (see the “Statement on Intellectual Responsibility and Plagiarism” in the Wilkes Undergraduate Student Handbook), the Communication Studies faculty has developed the following policy for student violations. If you are uncertain about what constitutes plagiarism, collusion, or cheating in a particular professor’s class, read/review your course syllabus, and ask your professor for clarification.

The following violations of academic integrity are considered unacceptable for students in the Communication Studies program and pre-professionals in any communications industry field:

- Plagiarism – The use of another’s ideas, printed text, images, or spoken words without proper citation and acknowledgement in the student’s work. Proper acknowledgement requires in-text citation, bibliographic reference, and overt acknowledgement of interview source materials and quotes.
- Collusion – Improper and/or unsanctioned collaboration with another in preparing assignments, designs, and/or in taking written examinations.
- Cheating – Giving improper aid to another in an examination or on original written or design work; receiving improper aid from another individual on an examination or on original written or design work; using sources when specifically forbidden to such access (as in notes on an exam that is not open-book).
- Falsifying documents or records – Falsifying signatures on official documents, fabricating letters or documents.

Penalties for academic theft, collusion, or cheating on exams will result in the following actions:

- The incident will be reported to the offices of Student Affairs and the Provost.
- The student will receive a failing grade (“F” or zero) for the course in question.
- All Communication Studies faculty agree to refrain from writing any letters of recommendation on behalf of the student.

Late Assignments: There are none. Written assignments and oral presentations are to be presented on time. No late assignments will be accepted, except in the case of an emergency, and then, only with the professor’s prior approval. If the professor approves the submission of late work, that work is subject to a grade penalty, which is determined at the professor’s discretion.

Classroom Citizenship: As noted above, in this class, we will engage in discussion and/or group activities, in order to deepen our understanding of or further contemplate the course material. In the course of in-class discussions and activities, you may hear class members express ideas and opinions very different from your own. Lively discussion and disagreement is expected and encouraged, but it is also paramount that we engage in ethical communication practices and maintain a culture of respect in the classroom. Thus, when
engaging in in-class discussions, it is best to work on argumentation skills and phrase your contributions as a claim supported by evidence.

Further, as we are studying the rhetorics of social movements and the potentially provocative topics associated with such movements, it is possible that we will also experience strong emotional reactions to course readings and discussions. It is also likely that some of the content will challenge our thinking about gender, sex, race, sexuality, and communication, and the social construction of ideas more generally. In order to engage with the material and one another responsibly and respectfully, we must all come to class prepared—i.e. complete readings and/or other assignments, engage in active listening, and practice critical thinking—and understand that agreeing to remain in the course means agreeing to view all course content through a critical lens, rather than dismissing it outright if it challenges our beliefs in ways that make us uncomfortable.

All electronic devices (phones, iPad, tablet, etc.) are to be turned off/silenced and tucked away during class. Some course reading will be found online or provided as electronic documents, but electronic devices are not necessary for accessing these readings in class. Taking good reading notes is strongly encouraged, and hard copies of the readings can be printed out and brought to class for reference and discussion purposes. When appropriate or necessary, the professor will allow the use of these technologies (e.g. accessing the textbook as an ebook or other readings as PDF files), but otherwise, continued use of electronic devices to the detriment of your and/or other students’ ability to participate in class (e.g. texting, checking facebook, Twitter, etc.) or the professor’s ability to lead class will be noted and will negatively affect the final evaluation of your in-class participation.

Other Important Policies

- Students are expected to complete all assigned readings prior to each class meeting.

- Students are expected to adhere to the University’s rules of conduct (see “Code of Conduct” in the Wilkes Undergraduate Student Handbook).

- All written assignments must follow written assignment guidelines, which include the following: paper must be formatted as a Microsoft Word document, must show 1” margins all around, must be typed in 12pt Times New Roman font, and must follow the style guide of the Modern Language Association (MLA).
  - Note: I strongly encourage students to take advantage of the services offered by The Writing Center here at Wilkes. The Writing Center offers a wide range of support and can be helpful to students working at all levels and in diverse contexts.

- Papers should be uploaded electronically to the specified drop box or presented directly to the professor, based on the professor’s instruction.

- Students are strongly encouraged to meet with the professor during office hours to discuss major assignments and/or other course-related questions or concerns.

- Instructors and students frequently rely on email to communicate, and you can expect that will be the case in this course. With that in mind, I expect that students will check L.I.V.E./D2L and/or their university-provided email accounts on a regular basis. I also expect that emails from student to professor
will be composed in an appropriately professional format and tone. When composing an email for this class, be sure to type COM 398 in the “subject” line.

If you do not check L.I.V.E./D2L messages and/or do not use your wilkes.edu account as your primary email, then you should forward the messages from L.I.V.E./D2L and your wilkes.edu account to the email account that you do use. Here’s how:

- L.I.V.E./D2L: Click on your name, in the upper right hand corner. Select “Account Settings,” then select the “Email” tab. At the bottom of that page is a section titled “Forwarding Options.”
- Wilkes.edu email: Go to “Settings,” then click on the “Forwarding and POP/IMAP” tab. Click “Add a Forwarding Address,” and type in the address of your preferred email account.

- If a student fails to take an exam, regular or final, on or before its scheduled date (without prior special arrangement approved by the instructor; see “Late Assignments” above), she/he/ze will receive a zero for the exam.

Assignments

Participation (and Attendance, 150pts/15%): Attendance and substantive contributions to the class will assist you in learning and honing in on important skills needed for effective communication. Do not assume that the full participation credit will automatically be awarded to all students or that participation is solely based on attendance (as described in the “Policies” section above). “Full points participation” requires excellence in all of the following areas:

- Participating regularly and substantively in class discussion.
- Listening respectfully when others talk in class and during presentations.
- Offering complete, thoughtful comments and articulating constructive criticism as needed.
- Remaining focused and attentive during lecture/discussion and while others are speaking/making presentations. Activities such as texting, spending any fraction of the class period on facebook Twitter, etc., or any other distracting/disrespectful behavior will be significantly detrimental to your grade.
- Completing in-class workshops and evaluations completely and competently.
- Prompt and regular attendance.
- Turning in all assignments on time.

In addition to the basics of participation and attendance, for each class period that there is an assigned reading, students will come to class prepared to discuss/challenge/clarify/ask further questions about that assigned content. All students are required to select at least two passages that confused, challenged, or somehow interested them as they read, and to be prepared to share those passages in the course of in-class discussion. Passages will be submitted on LIV:E in the designated Discussion forum by the start of the class session (go to “Course Tools,” then “Discussions,” then click on the correct date/reading).

Discussion Facilitation (120pts/12%): While all students should be prepared for all in-class discussions and activities, it will also be required that they select one particular class session during which they will act as discussion facilitators. Facilitator responsibilities will last approximately 30 minutes, may be shared among 2-4 students, and will focus on that day’s assigned reading. In order to ensure that the discussion is focused, engaging, relevant to course materials and learning outcomes, and productive, facilitators will be required to prepare thoughtful discussion questions prior to their selected class meeting. More details will be provided.
Response Papers (180pts/18%): Over the course of the semester, students will write three short papers that evidence a clearly written, well-argued response to a certain set of course concepts and/or readings. The professor will provide questions that prompt analysis and evaluation, and students' essay-length answers will incorporate references, support, etc. from course materials and class discussion. Papers will be approximately 2-4 pages in length. More details will be provided.

Final Paper – Analysis of Public Address Artifact and Presentation (200pts/20%): Students will select a public address artifact and conduct an analysis, employing theories and research frameworks discussed in class. Artifacts should relate to/ be identified as belonging to pertinent communicative contexts – i.e. traditional public address, visual rhetoric, mass media, etc. Final papers will be no less than 6 and no more than 10 pages in length, not including Works Cited pages. The content of Final Papers will be presented in class. More details will be provided.

Exams a.k.a. Celebrations of Learning (350pts/35%): Students will demonstrate their learning, comprehension, and application of course concepts and themes at the midterm and conclusion of the semester. Length and question format will be determined just prior to exams, but expect a variety of question types, potentially including, but not necessarily limited to, multiple choice, short answer, and essay.

Grading

Evaluation Criteria: Grades for written work and public presentations will be based on specific criteria presented in class for each individual assignment. Generally, however, grades for written work will be based on the content, structure, grammar, clarity of writing, strength of argumentation, and format of the submitted assignment (see “Written Assignment Guidelines” in “Other Important Policies” section above).

Regarding public presentations, an average presentation conforms to the assignment and time limits, is soundly organized and has adequate supporting materials, exhibits reasonable conversationality in delivery, is correct in grammar, articulation and pronunciation, and is presented on the assigned date. Above average presentations exhibit the previous qualities, but also demonstrate clear understanding and application of theoretical concepts, establish solid rapport and interaction with listeners, exhibit superior structure and exceptional support. A superior speech meets all previous standards and also contributes exceptional individual thinking and research, and indicates skillful mastery of all aspects of public communication. Below average speeches are deficient in some or many of the factors required for an average speech.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Participation</td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td>Discussion Facilitation</td>
<td>120</td>
<td>12%</td>
</tr>
<tr>
<td>Response/Reflection Papers</td>
<td>180</td>
<td>18%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>200</td>
<td>20%</td>
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<tr>
<td>Midterm Exam</td>
<td>150</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>1000</td>
<td>100%</td>
</tr>
</tbody>
</table>
Grading Scale

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>940-1000</td>
<td>4.0</td>
<td>Academic achievement of outstanding quality</td>
</tr>
<tr>
<td>870-939</td>
<td>3.5</td>
<td>Academic achievement above high quality</td>
</tr>
<tr>
<td>820-869</td>
<td>3.0</td>
<td>Academic achievement of high quality</td>
</tr>
<tr>
<td>750-819</td>
<td>2.5</td>
<td>Achievement above acceptable quality for graduation</td>
</tr>
<tr>
<td>700-749</td>
<td>2.0</td>
<td>Achievement of acceptable quality for graduation</td>
</tr>
<tr>
<td>650-699</td>
<td>1.5</td>
<td>Achievement above minimum quality for credit</td>
</tr>
<tr>
<td>600-649</td>
<td>1.0</td>
<td>Achievement of minimum quality for credit</td>
</tr>
<tr>
<td>0-599</td>
<td>0.0</td>
<td>Achievement below minimum required for course credit</td>
</tr>
</tbody>
</table>

Final Note on Grades: In order to receive the grade as specified above, students must have at least the number of points listed. Your final grade is final. Do not request a change of grade for reasons other than mathematical error. Applying subjective standards after the fact invalidates the standards applied to the entire class and is unfair to every student.
## Tentative Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Readings, Assignments, and In-Class Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week One</td>
<td>• Syllabus&lt;br&gt;• Intro to Rhetorical Theory and Criticism</td>
</tr>
<tr>
<td>Week Two</td>
<td>• Rhetorical of Social Movements/Rhetoric of Social Protest</td>
</tr>
<tr>
<td>Week Three</td>
<td>• Rhetorical Criticism of Public Address Texts</td>
</tr>
<tr>
<td>Week Four</td>
<td>• Women’s, Feminist Movements</td>
</tr>
<tr>
<td>Week Five</td>
<td>• Women’s, Feminist Movements</td>
</tr>
<tr>
<td>Week Six</td>
<td>• Civil Rights Movements</td>
</tr>
<tr>
<td>Week Seven</td>
<td>• Civil Rights Movements</td>
</tr>
<tr>
<td>Week Eight</td>
<td>• Midterm Exam</td>
</tr>
<tr>
<td>Week Nine</td>
<td>• Labor Movements</td>
</tr>
<tr>
<td>Week Ten</td>
<td>• Labor Movements</td>
</tr>
<tr>
<td>Week Eleven</td>
<td>• LGBTQ Movements</td>
</tr>
<tr>
<td>Week Twelve</td>
<td>• LGBTQ Movements</td>
</tr>
<tr>
<td>Week Thirteen</td>
<td>• Intersectionality and Social Movement Rhetorics</td>
</tr>
<tr>
<td>Week Fourteen</td>
<td>• Final Paper Workshop&lt;br&gt;• Final Paper Presentations</td>
</tr>
<tr>
<td>Week Fifteen</td>
<td>• Final Paper Presentations&lt;br&gt;• Final Paper Due</td>
</tr>
<tr>
<td>Final Exams Week</td>
<td>• Final Exam</td>
</tr>
</tbody>
</table>
Wilkes University Curriculum Committee
COURSE DELETION FORM

1. Course Title: Digital Audio Production

2. Course Number: COM 221

3. Course Credit Hours: 3.0
   Classroom Hours 3   Lab Hours 0   Other 0

4. Effective date of course deletion (semester/year)
   Fall 2015
Wilkes University Curriculum Committee
COURSE DELETION FORM

5. Course Title: Writing for Magazines & E-zines

6. Course Number: COM 370

7. Course Credit Hours: 3.0
   Classroom Hours 3  Lab Hours 0  Other 0

8. Effective date of course deletion (semester/year)
   Fall 2015
Wilkes University Curriculum Committee  
COURSE CHANGE FORM

Directions: Use this form to change information relating to an existing course. Please note, changes to course number require separate course addition/deletion forms (not this form!). Only indicate changes that are proposed (existing and proposed), other fields should be left blank.

Course Number: COM 203  
Course Title: Small Group & Team Communication

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Existing</th>
<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Credit hours. (Indicate classroom, lab or &quot;other&quot; hours.)</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Course Prerequisites</td>
<td>COM 102</td>
<td>COM 102</td>
</tr>
<tr>
<td>Course Description (as proposed for Bulletin)(^1)</td>
<td>The course is designed to expand the student’s knowledge of the theories and types of small group communication. Emphasis on the task, leadership, and interpersonal skills of participants.</td>
<td>This course is designed to enable students to improve their decision-making abilities within group and team settings. Emphasis will be placed on team-building, as well as task, leadership and interpersonal skills needed for effective group communication.</td>
</tr>
</tbody>
</table>

\(^1\) Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.
Course Syllabus
COM 203: Small Group and Team Communication
Spring 2015

Instructor: Jane Elmes-Crahall
Office Hours: MWF 8-9, 10-11 a.m.; 1-2 p.m.
E-mail: jane.elmes@wilkes.edu
Office: Capin 204
Phone: 408-4162

Course Description: COM 203 is designed to enable students to improve their decision-making abilities within group and team settings. Emphasis will be placed on applying problem-solving agendas; understanding the task, leadership and interpersonal skills needed for effective group communication; understanding and applying negotiation, identify formation, empowerment, and goal-setting strategies needed for team-building. In addition to a lecture-discussion format, students will participate in a variety of group situations, including virtual teams, focus groups and quality improvement teams. COM 203 is a major elective within both the Rhetorical Studies and Strategic Communication concentrations in the Communication Studies major. Suggested prerequisites: COM 101 or 102.


Course Objectives: Students in COM 203 will be given opportunities to: (1) gain greater understanding of theories, models and concepts of the small group and team communication processes; (2) gain awareness of how individual, task and group roles affect groups as communication systems; (3) understand how and why groups develop or fail to develop within organizations and within a democratic society; (4) improve their communication skills in decision-making, negotiating, interviewing, team-building and problem-solving; (5) develop effective leadership and conflict management skills that are communication-based; (6) apply knowledge of group and team communication to a variety of realistic settings; (7) improve critical thinking, listening and speaking skills; (8) understand and demonstrate what is needed to develop effective teams; and (9) become more aware of how cultural differences can affect group and team communication effectiveness. Ultimately, students will be given opportunities to learn about group process and team-building and to become more comfortable working with others within teams and group settings.

Course Outline.
Unit I: INTRODUCTION TO SMALL GROUP AND TEAM COMMUNICATION (January 15-February 1st)
Topics: Definition of field of study, importance of small groups and teams in society and organizations, group communication competencies, influence of group size and complexity, groups as systems, managing changing technology in virtual groups, and the role of cultural and gender in both group and team communication.
Assignments: Read Chs. 1 and 2 in text; in-class brainstorming for group projects; identify class members who can do analysis of group interaction in on-line courses; everyone completes comparative written analysis of interaction patterns in a televised or on-line news-discussion program, or an established team, a public debate or live meeting. Typed analysis (4-5 pages) due Friday, February 1st.

(Suggestions for observations: any morning news-talk show, such as NBC's "Meet the Press," ESPN's "Sports Center," "60 Minutes" show, ABC's "The View," a Wilkes-Barre City Council Meeting, any area school board meeting, Wilkes Student Government meeting, etc. You may use a meeting of an athletic team or business that uses a team format to achieve its goals.)

Unit II: DEVELOPING SMALL GROUP SYSTEMS OR WHEN IS A GROUP BETTER? (February 5-28th)

Topics: Phases of group development; gender, ethnicity and group acceptance; encouraging a supportive climate; cooperation and competition in tram settings; roles and nonconformity in groups; Discussion and written analysis: Why is the U.S. Congress a Case Study in Dysfunctional Group Decision-Making? Does any teamwork exist within Congress? Assignments: Read chapters 3 and 4 in text; Phase 1 of class group project (TBA); EXAMINATION 1 (covers Chs. 1-4, and notes) on February 28th.

Unit III: ROLES, POWER AND LEADERSHIP SKILLS IN GROUPS AND TEAMS—WHY ARE GROUPS SO FRUSTRATING AND TEAM SO SATISFYING? (March 12th-April 14th)

Topics: Competition/cooperation/cooption in groups and teams; managing "difficult" members and power; coping with information overload; personal leadership roles and styles; leadership and group effectiveness; how teams cope with difficult members and conflict; group problem-solving; complementarity and cooperation in teams; focus groups as research tools and team building. Assignments: Read Chs.5, 6, and 7 in text; Phase 2 of project—interpretation of survey data, selection of focus group members, and training for focus group facilitators; in-class brainstorming; formation of "Quality Improvement Teams."

Unit IV: WHEN DISCUSSION BECOMES A DRAG, OR WHO ARE THESE ANNOYING PEOPLE AND WHY ARE THEY HERE? (April 9-18th)

Topics: Barriers to effective group and team communication—are they the same?; effective decision-making procedures and problem-solving; power; failure to form effective teams; importance of the group moderator.
Assignments: Read chs. 8-9 in text; written critique of interaction patterns and leadership patterns in focus groups; phases 3-4 of group and team project; EXAMINATION 2 (covers Chs. 5-9 and notes) on April 18th.

Unit V: GROUPS, TEAMS AND CONFLICT MANAGEMENT—OR WHY SEVEN HEADS ARE BETTER THAN ONE? (April 24-April 30th)

Topics: Empowering individuals in teams; coalition building; and negotiating strategies; importance of teamwork; challenges of virtual group decision-making.
Assignments: Read Chs. 10 and 11 in text; Appendix A “Group Oral Presentations”; phase 5 of group project—final recommendations/reports, including in-class presentations; FINAL EXAMINATION (covers Chapters 10 and 11, notes and analysis of in-class presentations).

Course Grading and Major Assignments.
In-class activities and participation 100 points
Comparative analysis of talk show; public or team meeting (4-5 pages) 25 points
Case study of Quality Improvement Team 25 points
Problem-Solving Group or QI Team Proposals and Final Reports 300 points
Critique of focus group interaction and leadership patterns 50 points
3 Examinations—100 points each 300 points

TOTAL POINTS POSSIBLE IN COURSE: 800 POINTS

Grades will be determined by the percentage of points possible in the course. The grading scale is: 93-100%=4.0; 86-92%=3.5; 80-85%=3.0; 75-79%=2.5; 70-74%=2.0; 65-69%=1.5; 60-64%=1.0; 59%-below=0.

Attendance Policy: Class attendance is one of the most important factors in successfully completing COM 203! Why? In-class discussions (and there are many, virtually every class) and preparation for the project cannot be made up. Like all other COM courses, I will be enforcing an attendance policy which says that more than 2 unexcused absences will result in the course grade being reduced by .5; more than 6 unexcused absences will result in failing this course.

Policy on Cheating, Plagiarism and Academic Dishonesty. I will be enforcing the University’s policy on “Academic Honesty and Plagiarism” as outlined in the Student Handbook. Be aware that if you violate part of this policy, I will exercise my discretion and decide whether to give you a zero for the assignment or fail you for the course. The policy reads, “Academic honesty requires students to provide clear citations for facts, data, language, ideas, interpretations, figures, and graphics of others that have contributed to their written or oral work.”
Wilkes University Curriculum Committee
COURSE CHANGE FORM

Directions: Use this form to change information relating to an existing course. Please note, changes to course number require separate course addition/deletion forms (not this form!). Only indicate changes that are proposed (existing and proposed), other fields should be left blank.

**Course Number:** COM 220  
**Course Title:** Introduction to Electronic Media

<table>
<thead>
<tr>
<th></th>
<th><strong>Existing</strong></th>
<th><strong>Proposed</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Course Title</strong></td>
<td>Introduction to Telecommunications</td>
<td>Introduction to Electronic Media</td>
</tr>
<tr>
<td><strong>Course Credit hours.</strong> (Indicate classroom, lab or “other” hours.)</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>Course Prerequisites</strong></td>
<td>NONE</td>
<td>NONE</td>
</tr>
<tr>
<td>**Course Description (as proposed for Bulletin)**¹</td>
<td>Study of the radio, television, and cable industries. Emphasis on their development as public and commercial institutions. Consideration of economic and regulatory issues affecting programming.</td>
<td>An overview of the history, institutions, and message systems of the radio, television, cable, satellite, and internet industries.</td>
</tr>
</tbody>
</table>

¹ Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.
WILKES UNIVERSITY
COM 220: INTRODUCTION TO ELECTRONIC MEDIA

Professor: Dr. Evene Estwick
Office: Capin Hall 205
Phone: 408-4161
Email: evene.estwick@wilkes.edu
Office Hours: MW 3:00-4:00, T 1:00-4:00

REQUIRED TEXT: Head’s Broadcasting in America: A Survey of Electronic Media, 10th Ed.
NOTE: Supplemental reading materials shall be distributed throughout the duration of the
course, including articles from Broadcasting & Cable magazine and the New York Times.

ORIENTATION/PROGRESSION/PHILOSOPHY
This course is designed to provide students with an overview of the history, institutions, and
message systems of the radio, television, cable, satellite, and internet industries. Emphasis will be
placed on their development as public and commercial institutions, and the economic and
regulatory issues affecting programming. We will deal heavily with the technical and managerial
aspects of the telecommunications industry. The course provides a knowledge base for
individuals who will eventually enter the industry as professionals.

A note regarding the educational approach to this course: No single way of approaching
classroom teaching is ideal. For this reason, instruction in this course shall take place through a
variety of methods. Traditional lecture-discussion will frequently be paired with group work,
student led discussions, student presentations and in-class media evaluations. Periodically,
meaningful video programs and radio and television segments will be presented to foster
learning, discussion and critical thinking skills. On occasion, opportunities to tour radio stations,
television stations or cable operations may arise. We will attempt to take advantage of such first-
hand learning situations when possible. It is my view that learning, while not necessarily always
easy, can and should be enjoyable and satisfying. I'll make every attempt to make that the case in
this course.

COURSE OBJECTIVES
The following is a non-exhaustive list of objectives. After successful completion of this course,
students should be able to:
1. Define and discuss the characteristics of the radio, television, cable, and internet
   industries in the United States.
2. Discuss and explain the technological aspects of radio energy and frequency
   spectra.
3. Discuss and exemplify current programming strategies used in the radio, television
and cable industries.
4. Discuss strategies for doing audience research and interpreting ratings.
5. Discuss the institutional structures of the radio, television & cable industries.
6. Discuss and explain advertising & its regulation in the electronic media.
7. Discuss regulatory aspects of radio, television and cable.
8. Discuss the history of the radio, television and cable industries and relate those histories to present social, economic and political realities.
9. Do research in the area of mass communication, and demonstrate an understanding of those topics investigated through a research paper.

GENERAL COURSE GUIDELINES
- Students who miss class are responsible for obtaining notes, assignments, handouts, announcements, etc.
- Major assignments and due dates will be presented to students in writing and explained in detail. The expectations and grading criteria for each assignment will be discussed. If at any time you are unclear about any part of an assignment, it is your responsibility to see me for clarification.
- Late penalties will be assessed for work not completed by assigned due dates.
- Please try to be prompt. In the case of occasional lateness, please see me after class so I can mark you present. Chronic tardiness for no apparent reason is unacceptable, and will impact a student's class participation grade.
- Assignments and papers should be presented directly to the professor -- placing them in mailboxes or under office doors increases the risk of loss.
- Any student who fails to take the final exam on or before its scheduled date will receive a "0" for the exam.
- While you are in class, you must be fully invested in the proceedings; therefore you must not text via your cell phone. If you are caught texting, I will immediately stop my lecture and administer a pop quiz to the entire class.

ATTENDANCE AND PARTICIPATION
Attendance is critical to one's participation in, and understanding of, what goes on in class. If you are frequently absent, you cannot participate, thus frequent absences will affect your class participation grade. If you miss more than six classes without a valid excuse, you will fail. It is anticipated that you will come to class ready to discuss and present homework and reading assignments, as well as appropriately contribute to the class as a whole. Failure to do so will also have a negative effect on your class participation grade. Note that assignments not presented on prescribed dates may result in a lower grade, and that make-up work is at the sole discretion of the instructor.

E-MAIL & OTHER COMMUNICATION: While you are in class, you must be fully invested in the proceedings; therefore you must not text via your cell phone. In addition, I expect your e-mail communication (to me) to be professional in nature i.e. they must include appropriate salutation, capitalization and grammar. In other words, IM language is not acceptable.
ASSIGNMENTS: Good writing and proper presentation for all assignments is required. Written assignments must be TYPED and carefully PROOF-READ for grammar, punctuation, and spelling. All assignments must be STAPLED. Assignments will be graded down if these directions are not followed.

GRADING
The major assignments, along with the percentage value of each, include:

- Media Interview 10 pts
- Topic Presentation 10 pts
- Ratings Tracking 15 pts
- Research Paper 25 pts
- Tests 3x25 75 pts
- Homework/Participation 15 pts
- Total 150 pts

Final Grades (point scale)
150-143 = 4.0
142-132 = 3.5
131-122= 3.0
121-115 = 2.5
114-108 = 2.0
107- 100 = 1.5
99- 94 = 1.0
93 - 0 = 0.0

Wilkes University Communication Studies Program Academic Dishonesty/Plagiarism Policy
In accordance with the Wilkes University policy regarding plagiarism, academic dishonesty, and/or cheating, the Communication Studies faculty has developed the following policy for student violations. If you are uncertain about what constitutes plagiarism, collusion, or cheating in a particular professor’s class, read your course syllabus and ask your professor for clarification.

The following violations of academic integrity are considered unacceptable for students in the Communication Studies program and pre-professionals in any communications industry field:

- **Plagiarism**: the use of another’s ideas, printed text, images, or spoken words without proper citation and acknowledgement in the student’s work. Proper acknowledgement requires in-text citation, bibliographic reference, and overt acknowledgement of interview source materials and quotes.

- **Collusion**: improper and/or unsanctioned collaboration with another in preparing
assignments, designs, and/or in taking written examinations.

**Cheating:** giving improper aid to another in an examination or on original written or design work; receiving improper aid from another individual on an examination or on original written or design work; using sources when specifically forbidden to such access (as in notes on an exam that is not open-book).

**Falsifying documents or records:** falsifying signatures on official documents, fabricating letters or documents.

Penalties for academic theft, collusion, or cheating on exams will result in the following actions:

- The incident will be reported to the offices of Student Affairs and the Provost.
- The student will receive a failing grade ("F" or 0) for the course in question.
- All Communication Studies faculty agree to refrain from writing any letters of recommendation on behalf of the student.

**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/25</td>
<td>M</td>
<td>Course introduction and overview</td>
</tr>
<tr>
<td>8/27</td>
<td>W</td>
<td>Introduction to Electronic Media</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Reading:</strong> Ch. 1</td>
</tr>
<tr>
<td>8/29</td>
<td>F</td>
<td>Introduction to Electronic Media (2)</td>
</tr>
<tr>
<td>9/01</td>
<td>M</td>
<td>LABOR DAY – NO CLASS</td>
</tr>
<tr>
<td>9/03</td>
<td>W</td>
<td>Introduction to Electronic Media (3)</td>
</tr>
<tr>
<td>9/05</td>
<td>F</td>
<td>From Radio to Television</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Reading:</strong> Chapter 2</td>
</tr>
<tr>
<td>9/08</td>
<td>M</td>
<td>From Radio to Television (2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review of Media Interview Assignment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Begin Media Interview Assignment</td>
</tr>
<tr>
<td>9/10</td>
<td>W</td>
<td>Cable and Newer Media</td>
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<tr>
<td></td>
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<td><strong>Reading:</strong> Chapter 3</td>
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<tr>
<td>9/12</td>
<td>F</td>
<td>Cable and Newer Media (2)</td>
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<tr>
<td>9/15</td>
<td>M</td>
<td>How Electronic Media Work</td>
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<tr>
<td></td>
<td></td>
<td><strong>Readings:</strong> Chapter 4</td>
</tr>
<tr>
<td>9/17</td>
<td>W</td>
<td>How Electronic Media Work (2)</td>
</tr>
<tr>
<td>9/19</td>
<td>F</td>
<td>Wired/Wireless Relays &amp; Internet</td>
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<tr>
<td></td>
<td></td>
<td><strong>Readings:</strong> Chapter 5</td>
</tr>
<tr>
<td>9/22</td>
<td>M</td>
<td>Wired/Wireless Relays &amp; Internet (2)</td>
</tr>
<tr>
<td>9/24</td>
<td>W</td>
<td>Commercial Operations</td>
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<tr>
<td></td>
<td></td>
<td><strong>Readings:</strong> Chapter 6</td>
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<tr>
<td>9/26</td>
<td>F</td>
<td>Commercial Operations (2)</td>
</tr>
<tr>
<td>9/29</td>
<td>M</td>
<td>Noncommercial Services</td>
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<tr>
<td></td>
<td></td>
<td><strong>Readings:</strong> Chapter 7</td>
</tr>
<tr>
<td>10/1</td>
<td>W</td>
<td>Programs and Programming Basics</td>
</tr>
</tbody>
</table>
Readings: Chapter 8
10/3  F  Programs and Programming Basics (2)
10/6  M  Programs and Programming Basics (3)
10/8  W  Audience Measurement
     Ratings & Audience Research: Radio/TV/Cable
     Arbitron/Neilson, Share, HUT, Ratings Sources
Readings: Chapter 9
10/10 F  NO CLASS – FALL RECESS
10/13 M  Audience Measurement (2)
10/15 W  Audience Measurement (3)
10/17 F  Audience Measurement (4)
10/20 M  Audience Measurement (5)
10/22 W  Media Theory and Effects
Readings: Chapter 10
10/24 F  Media Theory and Effects (2)
10/27 M  Media Theory and Effects (3)
10/29 W  Media Theory and Effects (4)
10/31 F  Communications Act/Licensing/Structural Regulation
Readings: Chapter 11
11/3  M  Communications Act/Licensing/Structural Regulation (2)
11/5  W  Communications Act/Licensing/Structural Regulation (3)
11/7  F  Constitutional Issues
Readings: Chapter 12
11/10 M  Constitutional Issues (2)
11/12 W  Global View
Readings: Chapter 13
11/14 F  Global View (2)
11/17 M  Global View (3)
11/19 W  Global View (4)
11/21 F  Open
11/26/28 W/F THANKSGIVING RECESS
12/1  M  Open
12/3  W  Open
12/5  F  Open
12/8  M  Final Review

NOTE: This course outline is a tentative plan and is subject to change. Any changes will be announced in class. Due dates for some homework assignments are not included; they will be announced in class.
ASSIGNMENTS

MEDIA INTERVIEW
Course objective(s) met: #1, #5, #7

PURPOSE: The purpose of this assignment is to allow you to gain in-depth information about a specific job within the radio, television, or cable industry. You will have the opportunity to a face-to-face personal interview of someone in the telecommunication job of your choice. Your primary goal will be to find out specifically what duties and responsibilities are involved with the job, and how it relates to other areas of the telecom industry.

ASSIGNMENT: Choose a specific job category commensurate with any of the areas of communication discussed within the scope of this class. Some examples might include, but are not limited to:

<table>
<thead>
<tr>
<th>Art Director</th>
<th>Programming Executive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Radio News Director</td>
<td>Station Owner</td>
</tr>
<tr>
<td>Television News Director</td>
<td>ENG Camera Operator</td>
</tr>
<tr>
<td>Television Reporter</td>
<td>Television Anchor</td>
</tr>
<tr>
<td>Radio Program Director</td>
<td>TV Medical Reporter</td>
</tr>
<tr>
<td>Ratings Analyst</td>
<td>Media Consultant</td>
</tr>
<tr>
<td>Radio Reporter</td>
<td>Web Page Designer/Administrator</td>
</tr>
<tr>
<td>Radio/TV/Cable Sales Representative</td>
<td>Disc Jockey</td>
</tr>
<tr>
<td>Station Manager</td>
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</tr>
</tbody>
</table>

Then, identify someone who performs the job you have chosen to research, and arrange an interview. The person you choose must work in their position as their primary (full-time) occupation. You will not receive credit for interviewing fellow students. After you have identified an occupation, develop a set of questions. Focus on questions that will allow you to gain knowledge about this position, its duties and responsibilities, as well as some insight regarding how this job relates to other aspects of communication. Your goal will be to gain enough information for you to offer a thorough “profile” of this communications job. A few strongly recommended questions include:

- What specific responsibilities do you have in your job? What happens if they aren't met?
- Where do you stand within the corporate structure -- that is, to whom are you responsible, and for whom are you responsible?
- What is your typical day like? Hours?
- What personality “type” is best suited to this profession? Why?
- What educational background and work experiences are required to do this job?
- What are the best and worst aspects of this particular profession?
- What role does interpersonal communication play in your daily work?
• How does your profession fit into or relate to other media?
• What is a general salary range for someone in this profession?
• What regulatory aspects apply to your position (FCC, management, etc.)?
You may also wish to ask some career-specific questions as well. Still other questions might relate to your research needs for your term-paper (if you have chosen to relate the interview assignment with the research paper topic).

Your grade will be based on a written report of your media interview. A specific format will be discussed in class, but in general, you should focus on the interesting aspects of your interview, things that were surprising or unexpected, etc. You will turn in a typed, 3-page paper in which you will discuss your interview experience, profile the specific profession/job, and any interesting discoveries you’ve made. Please note that your paper must not be a compilation of direct quotes.

**Paper Format:**

- Use APA formatting with APA headers. Do not use a separate title page.
- Title Your Paper
- List Pertinent Interviewee Information
- Full Name & Title
- Company Name, Address & Phone Number
- Date, Time & Place of Personal Interview
- Paragraph #1: A Brief Introduction that defines why you chose this person/job.
- The remaining part of your paper should be in paragraph format, NOT a list of questions and answers. The initial sentence of each paragraph should clearly indicate what the question was. Many responses to the suggested questions can be combined in a single paragraph. Do not exceed three typed pages. Focus on areas of interest, areas of avoidance, anything surprising, etc. Your final paragraph should be a brief summary of what you gained from interviewing this person.

**Due Date: Announced in class**

**RATINGS TRACKING**

*Course objective(s) met: #3, #4*

**Programming in telecommunications**

**ASSIGNMENT:** Select a network television program for which you would like to track ratings over the next four weeks. You will also need to watch the program. The program should be shown in prime time. It would be wise to select something for which you can easily find rank, rating and share. It must also be a recurrent program, since you will need to track it for several weeks. Address the following in typed format:
1. Offer a chart indicating the show's rank, rating and share over the entire four-week period.
2. Discuss the program in terms of how it did in the overall rankings.
3. Discuss the program in terms of how it compared to all other network programs in its time slot.
4. Is the program a hit based on our class definition of the term? Explain.
5. Account for any rise or fall in the ratings, based on your observations of the program or its competition.
6. What do you think is the likely disposition of the program? Explain.
7. What have you observed regarding programming philosophy and strategies pertaining to your program's time slot?
8. Discuss any other observations pertaining to your program and its ratings.

Due Date: Announced in class.

RESEARCH PAPER

Course objective(s) met: #9, also 1-8, depending on topic choice.

PURPOSE: During this course we look at a variety of different topics within the area of telecommunication. In each area, you receive a general overview of the key issues. This research paper is an opportunity for you to delve more deeply into a particular area of your choice -- that is -- to become an expert in one small area of radio, television, or cable. You'll do this by choosing a specific area, researching it, and writing a research paper.

ASSIGNMENT: Select a specific topic within the scope of this course (HINT: Broadcasting & Cable magazine is filled with potential areas for research.) The topic must be within the realm of telecommunications history, institutions, or regulation & programming. There are an infinite number of possibilities, but here are a few sample topics that would be acceptable:

- Present Telecommunications Mergers and the Likelihood for Monopoly
- The Historical Development Radio
- The Contributions of Philo Farnsworth to Mass Communication
- The Future of Radio
- Internet Radio
- Digital Satellite Radio
- Programming Strategies
- Reality Programming
- Regulatory Issues
- The Role of Sports Broadcasting in Programming
- Monday Night Football: Sports Comes to Prime Time
- Effects of the Equal Time Rule in the Political Arena
This should give you an idea of what types of topics would be acceptable. Above all, choose a topic that you have and interest in and will enjoy researching and writing about.

After completing your research, you will be responsible for explaining and discussing the topic in a formal research paper. More details will be presented in class. You should adhere to APA format, and include appropriate documentation of your sources.

**Paper Format:**
- Use APA Formatting with APA Headers. Do not use a separate title page.
- Appropriately Title Your Paper
- Use Appropriate APA Parenthetical Documentation – I will not accept a paper that is not appropriately documented.
- Begin with a clear introduction of the topic, which should include the parameters of the paper and a clear thesis (or defined purpose or goal).
- The body of your paper should provide documented, in-depth information that develops and supports your thesis/goal.
- The conclusion of your paper should offer a brief summary of your key points, along with any specific conclusions. It should also relate your topic and research to the current broadcast & cable industry.
- Do not exceed five typed pages.

**DUE DATE:** Announced in class.
Wilkes University Curriculum Committee  
COURSE CHANGE FORM

Directions: Use this form to change information relating to an existing course. Please note, changes to course number require separate course addition/deletion forms (not this form!). Only indicate changes that are proposed (existing and proposed), other fields should be left blank.

Course Number:  COM 222  
Course Title:  Broadcast Production

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Existing</th>
<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Credit hours.</td>
<td>Basic Video Production</td>
<td>Broadcast Production</td>
</tr>
<tr>
<td>(Indicate classroom, lab</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>or “other” hours)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Prerequisites</td>
<td>NONE</td>
<td>NONE</td>
</tr>
<tr>
<td>Course Description</td>
<td>A study of the principles and techniques of TV Studio Production. A special emphasis is placed on the utilization of these techniques in a broadcast setting. Included will be Camerawork, Switching, Studio Equipment, Set Design, Directing, and Producing. Taught every semester. Fee: $50.</td>
<td>A study of the principles and techniques of audio and video production. A special emphasis is placed on the utilization of these techniques in broadcast settings. Fee: $50.</td>
</tr>
</tbody>
</table>

1 Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.
WILKES UNIVERSITY
Syllabus -- Fall 2015
COM 222A Broadcast Production

Professor: Dr. Mark Stine
Office: Capin 200
Phone: 570-408-4169
Office Hours: M & W 1-3, T 5:00-6:00, & by Appt.

Classroom: SLC 57 (TV Studio)
Time: M/W 3-4:15
E-mail: mark.stine@wilkes.edu

Required Text

Orientation
This course is a study of the principles and techniques of audio and video production. A special emphasis is placed on the utilization of these techniques in broadcast settings. Included will be: audio principles & recording, acoustics, camerawork, switching, studio equipment, set design, directing, and producing.

After completing this course successfully, you should have the basic knowledge needed to perform a variety of jobs within the broadcasting profession. This course is primarily production oriented, thus you will learn by doing. The course progresses from basic concepts and tools of production, to slightly more advanced production techniques and production assignments.

Studio and Equipment Use
We will be making use of the Shelburne Media Center. Equipment for field production will be available for sign-out from Mr. Carl Brigido, coordinator of the center, between 8:30 AM and 4:30 PM Monday through Friday (no exceptions!). You must fill out an equipment request form at least 24 hours in advance of checking-out equipment. More information about use and availability of equipment will be presented in class. Do not wait until the last minute to begin production of assignments! Failure to follow rules for equipment and studio use will result in penalty. You must use the professional equipment in the television studio for this class — you may not use your own cameras, editing equipment, etc.

Attendance and Participation
Attendance is critical to one's participation, and to one's understanding of class material. If you are frequently absent, you cannot participate, thus frequent absences will significantly affect your class participation grade. It is anticipated that you will come to class prepared to discuss and present homework, projects, and reading assignments, offer useful criticism of productions, and appropriately contribute to the class as a whole. Failure to do so will also have a severe negative effect on your class participation grade.
Grading
The major assignments, along with the point value of each, include:

- Exam 1 20 pts/%
- Downtown Video Tour 15 pts/%
- Studio Production 15 pts/%
- Exam 2 20 pts/%
- Class Participation/Homework/Peer Critiques 10 pts/%
- Final Exam Project (Individual :60 Production) 20 pts/%

Final Grades (point scale)
- 100-94 pts. = 4.0
- 93-87 pts. = 3.5
- 86-80 pts. = 3.0
- 79-75 pts. = 2.5
- 74-70 pts. = 2.0
- 69-65 pts. = 1.5
- 64-60 pts = 1.0
- 59-0 pts = 0.0

Note that outstanding work (4.0) demonstrates not only a mastery of knowledge, but also an ability to apply that knowledge to produce a highly superior product, reflects perfect or near perfect attendance, and is reserved for truly outstanding students. Above average work demonstrates a student's ability to link course material to practical studio experiences. Average work meets the requirements of the assignment and demonstrates a basic understanding of relevant concepts. Below average work fails to meet the requirements of an assignment, or is severely negligent.

Course Objectives
The following is a non-exhaustive list of objectives. After successful completion of this course, students should be able to:

1. Explain audio and video production processes.
2. Demonstrate appropriate use of microphones and audio consoles.
3. Demonstrate proper equipment operation and care.
4. Demonstrate appropriate camerawork techniques, using both studio and field cameras.
5. Perform video switching for studio productions.
6. Demonstrate appropriate lighting techniques for image creation.
7. Perform basic, nonlinear editing.
8. Demonstrate appropriate set design techniques.
9. Discuss the impact of talent, costume & make-up on video production.
10. Produce broadcast-quality productions on a basic level.
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- Major assignments and due dates will be presented to students in writing and explained in detail. The expectations and grading criteria for each assignment will be discussed. If at any time you are unclear about any part of an assignment, it is your responsibility to see me for clarification.
- **SEVERE** late penalties will be assessed for work not completed by assigned due dates. **Start your studio & field productions as early as possible -- technological difficulties will not be accepted as an excuse for work that is handed-in late.**
- Please be prompt. In the case of occasional lateness, please see me after class so I can mark you present. Chronic tardiness is unacceptable, and will impact class participation grade.
- You are expected to adhere to the University's Rules of Conduct.
- Assignments should be presented directly to the professor -- placing them in mailboxes or under office doors increases the risk of loss.
- Failure to do the final exam/project on/before the scheduled date will result in a “0”.

**Course Chronology**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/31</td>
<td>M</td>
<td>Course introduction and overview.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Studio Tour &amp; Introduction to the Studio.</td>
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<tr>
<td></td>
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<td>Rules of the studio.</td>
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<tr>
<td></td>
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<td>The role of audio in broadcast production.</td>
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<td></td>
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<td>Television Systems: Studio vs. Field</td>
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<tr>
<td>9/2</td>
<td>W</td>
<td>Cameras and Lenses</td>
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<tr>
<td></td>
<td></td>
<td>Readings: Chapter 4</td>
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<td>9/7</td>
<td>M</td>
<td>LABOR DAY</td>
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<tr>
<td>9/9</td>
<td>W</td>
<td>Camera Technique</td>
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<td></td>
<td></td>
<td>Readings: Chapters 5 &amp; 6</td>
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<tr>
<td>9/14</td>
<td>M</td>
<td>Assignment of “Downtown Video Tour”</td>
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<td>9/16</td>
<td>W</td>
<td>Editing Theory &amp; Non-Linear Editing</td>
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<td>Readings: Chapter 12, 13</td>
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<td>9/21</td>
<td>M</td>
<td>Editing Demos &amp; Practice</td>
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<td>9/23</td>
<td>W</td>
<td>Editing Demos &amp; Practice</td>
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<td>9/28</td>
<td>M</td>
<td>Introduction to Studio Production</td>
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<tr>
<td></td>
<td></td>
<td>Studio Cameras</td>
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<td></td>
<td></td>
<td>The Production Process &amp; Production Team</td>
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<td>Readings: Chapters 1 &amp; 2</td>
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<td></td>
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<td>Exercise: Equal Squares</td>
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<td>9/30</td>
<td>W</td>
<td>EXAM 1 (Chapters 1, 2, 4, 5, 6, 12, 13 and Class Lecture Notes)</td>
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<tr>
<td>10/5</td>
<td>M</td>
<td>Audio Principles &amp; Production</td>
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<td>10/7</td>
<td>W</td>
<td>Audio Principles -- continued</td>
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<td>10/12</td>
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<td>Lighting</td>
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<td>10/14</td>
<td>W</td>
<td>Switching</td>
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<td>Readings: Chapter 10</td>
</tr>
<tr>
<td>10/19</td>
<td>M</td>
<td>“Downtown Video Tour” Assignment Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Viewing and Critique</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Plan Studio Project/“Client” Meeting/Brainstorming Session</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Selection of Positions</td>
</tr>
<tr>
<td>10/21</td>
<td>W</td>
<td>Studio Project Prep/Discussion</td>
</tr>
<tr>
<td>10/26</td>
<td>M</td>
<td>Studio Project Prep/Discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graphics &amp; Effects; Readings: Chapter 9</td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Activity</td>
</tr>
<tr>
<td>------</td>
<td>-----</td>
<td>----------</td>
</tr>
<tr>
<td>10/28 W</td>
<td>Directing &amp; Scripting Formats</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Readings: Chapter 17</td>
<td></td>
</tr>
<tr>
<td>11/2 M</td>
<td>Discuss Production: Individual Studio Assignment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prep for Studio Project</td>
<td></td>
</tr>
<tr>
<td>11/4 W</td>
<td>Prep for Studio Project 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tips on Talent, Clothing &amp; Makeup</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Readings: Chapter 16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Treatment Due For Individual Studio Assignment</td>
<td></td>
</tr>
<tr>
<td>11/9 M</td>
<td>Prep for Studio Project 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Preliminary Script Due for Individual Studio Assignment</td>
<td></td>
</tr>
<tr>
<td>11/11 W</td>
<td>Run Through for Studio Production</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Studio Production: Live to Tape</td>
<td></td>
</tr>
<tr>
<td>11/16 M</td>
<td>EXAM 2 (Chapters 7, 8, 9, 10, 16, 17 &amp; Lecture Notes)</td>
<td></td>
</tr>
<tr>
<td>11/18 W</td>
<td>Individual Studio Productions</td>
<td></td>
</tr>
<tr>
<td>11/23 M</td>
<td>Individual Studio Productions</td>
<td></td>
</tr>
<tr>
<td>11/25 W</td>
<td>NO CLASS – THANKSGIVING RECESS</td>
<td></td>
</tr>
<tr>
<td>11/30 M</td>
<td>Individual Studio Productions</td>
<td></td>
</tr>
<tr>
<td>12/2 W</td>
<td>Individual Studio Productions</td>
<td></td>
</tr>
<tr>
<td>12/7 M</td>
<td>Individual Studio Productions</td>
<td></td>
</tr>
<tr>
<td>12/9 W</td>
<td>Individual Studio Productions</td>
<td></td>
</tr>
<tr>
<td>12/14 M</td>
<td>NO CLASS – FOLLOW FRIDAY SCHEDULE</td>
<td></td>
</tr>
</tbody>
</table>

**Final Exam Session:** Viewing and peer critique of individual productions.

**NOTE:** This chronological course outline is a tentative plan and is subject to change. Any changes will be announced in class. Additional readings may be assigned.
MAJOR ASSIGNMENTS

“Downtown Video Tour” (15 pts.)

Objectives Met: 1, 2, 3, 5, 6, 7

This field assignment combines camerawork, audio, and basic digital editing to produce a final, edited video tour of the downtown Wilkes-Barre environment. This is a small group assignment. You will be responsible for framing the downtown area in a positive way, making it interesting to potential visitors. You will need to determine the approach, but you will be competing against other groups to produce a superior video. You will include “on the street” interviews, images, comments from business owners and stakeholders, etc. The final product must be airworthy for Channel 97. Further details will be presented in class.

Studio Productions (15 pts.)

Objectives Met: 1, 2, 3, 4, 5, 6, 8, 9, 10

Studio Productions will involve the entire class. You will carefully plan and produce a 30-minute show that will air on the University's cable channel. The show will highlight Wilkes’ connection to the community, and will include guests. Specific guidelines will be given in class. Everyone will play a role in the production, demonstrating the "team concept" approach. The final show will be recorded "live to tape."

Individual Final Studio Production (15 pts.)

Objectives Met: 1, 2, 3, 4, 5, 6, 8, 9, 10

This will be an individual assignment that will count as your final examination. You will plan, produce, and direct a 60 second PSA for a cause or organization that you select. You are in total charge, and will have a block of studio time designated specifically for you. In that period of time, you will produce your commercial, live to tape. You will need to assign other students to various production tasks and oversee them in order to successfully complete this assignment. Additional details will, of course, be presented in class.
Wilkes University Curriculum Committee
COURSE CHANGE FORM

Directions: Use this form to change information relating to an existing course. Please note, changes to course number require separate course addition/deletion forms (not this form!). Only indicate changes that are proposed (existing and proposed), other fields should be left blank.

Course Number: COM 262
Course Title: Digital Storytelling & Design

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Existing</th>
<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Credit hours.</td>
<td>Visual Rhetoric</td>
<td>Digital Storytelling &amp; Design</td>
</tr>
<tr>
<td>(Indicate classroom,</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>lab or “other” hours.}</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Course Prerequisites  | COM 260 | COM 260 |

<table>
<thead>
<tr>
<th>Course Description (as proposed for Bulletin)(^1)</th>
<th>This course offers a rhetorical approach to visual design theory and application. Through readings, discussions, and assignments, students will learn the specialized language of visual design strategies and theories, to experiment with specific design software (PageMaker, Adobe Photoshop, QuarkXPress), to analyze rhetorical elements of visual and verbal design choices, to apply creative and ethical design strategies, to work with a real client, problem-solve and troubleshoot for design needs, and to understand the interdependency between visual and verbal persuasive appeals in all forms of print and Web communication.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This course offers a hands-on approach to exploring the visual aspects of design and storytelling. Students will be introduced to basic principles of design that are applicable to a variety of career fields. Students also will learn about visual storytelling, the power of visual messages, and the interconnectedness between verbal and visual messages. Through readings, class discussions and workshops, students will gain the knowledge to not only produce effective and quality visual messages, but they will also be challenged to critically analyze visual messages and discuss the ethics behind the messages and the message-making process.</td>
</tr>
</tbody>
</table>

\(^1\) Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.
Wilkes University  
COM 262A: Digital Storytelling and Design  
3 credits; Prerequisite → COM 260  
Course Syllabus Spring 2015  
Breiseth 108, T&R

**Instructor:** Dr. Kalen Churcher  
**Phone:** (office) 570-408-4165  
**Email:** kalen.churcher@wilkes.edu

**Office:** Capin 305  
**Office hours:** Wednesday/Friday: 9 to 10 a.m.  
Monday/Wednesday noon to 2 p.m.  
Other times by appointment.

Welcome to Digital Storytelling and Design (COM 262). This semester, we'll explore the visual aspects of storytelling and message making. The course moves at a steady pace, and we'll often have in-class workshops to explore software, etc. In many cases, one part of the course will build upon another. So, if you have any questions, please don't hesitate to contact me. Should you choose to email, please use proper email etiquette in your email messages to me and others. Yes, your email reflects who you are as a person. People often judge you through your communication skills – even email. This holds true in college as well as the work force. Please remember to use a salutation (greeting) and signature as well as spell check.

Email is great, but I strongly encourage you to take advantage of my office hours. If you have a problem, question, or concern, please see me as soon as possible so we can work through things. If I cannot help you with your situation, I will direct you to someone who can. It is much better to head problems off at the beginning rather than try to deal with them the week before finals! And, I do enjoy chatting with students. If my door is open outside of office hours, please feel free to drop in.

**Required texts/reading material:**
- Readings will be posted on D2L. Students are expected to come to class having downloaded or printed out these readings.

**Wilkes University course description:**  
This course offers a hands-on approach to exploring the visual aspects of design and storytelling. Students will be introduced to basic principles of design that are applicable to a variety of career fields. Students also will learn about visual storytelling, the power of visual messages, and the interconnectedness between verbal and visual messages. Through readings, class discussions and workshops, students will gain the knowledge to not only produce effective and quality visual messages, but they will also be challenged to critically analyze visual messages and discuss the ethics behind the messages and the message-making process.

**Course objectives:** To...
- C1. Introduce students to visual storytelling and best practices for design.
- C2. Encourage an alternate way of communicating stories that is necessary in a very visual world.
- C3. Generate discussions that encourage critical thinking as we debate the newsworthiness, news biases, sensationalism and stereotyping surrounding visuals.
- C4. Equip students with the knowledge and vocabulary necessary to continue their learning beyond the classroom as media platforms, software and standards change.
- C5. Enable students to complement written stories with quality visual components
Course goals: For students to...

G1. Have general knowledge of the principles and theories surrounding design and the visual aspects of message making and transmission.
G2. Understand the importance of headlines, cutlines and font choices.
G3. Generate designs that are clear and useful to consumers.
G4. Produce well-composed photos and/or video for both journalism and non-journalism venues.
   a. Students will be exposed to the basics of photojournalism and mobile videography.
G5. Apply legal principles and ethical decision making when choosing and/or manipulating visual content.
G6. Create visual content (specifically layouts and graphics) that are appropriate for print and online platforms.

<table>
<thead>
<tr>
<th>Assessment Instrument</th>
<th>% of Final Grade</th>
<th>Linked to Course Goal #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project assignments (7)</td>
<td>64% or 320 points</td>
<td>1, 2, 3, 4, 5 and 6</td>
</tr>
<tr>
<td>Exams (2)</td>
<td>20% or 100 points</td>
<td>1, 2 and 6</td>
</tr>
<tr>
<td>In-class assignments</td>
<td>8% or 40 points</td>
<td>1, 2 and 5</td>
</tr>
<tr>
<td>Portfolio</td>
<td>8% or 40 points</td>
<td>3, 4 and 6</td>
</tr>
</tbody>
</table>

Teaching Method: For this course, I will utilize short class lectures and discussions, pop quizzes, peer reviewing and in-class student workshop activities to help prepare you for creating and displaying visual content. I believe in active learning. Therefore, it is important that you come to class on time and prepared. I also expect you to come with questions regarding the readings or class assignments. Pop quizzes will be given during the first 15 minutes of class. If you are absent or late, you cannot make up these quizzes under any circumstances.

This is an intense writing course designed to survey the visual aspects of storytelling and design. This is not an art class, however. Because deadlines are so important in the world of mass media, I will not accept any late assignments except in extreme circumstances. A bit of advice: Do not wait until the last minute to try and complete your assignment. Computers do crash, minor illnesses do occur, and Desire2Learn does create problems from time to time. However, none of these are legitimate excuses for not turning in an assignment on time.

Policies and Procedures:
Attendance: This is a communications class, so it is pertinent for you to attend all classes and actively participate (communicate)! Exams, writing projects and in-class assignments CANNOT be made up without prior consent by the instructor. Because adhering to deadlines is crucial in the news industry, failure to attend class on the day an assignment is due will result in a zero for that project. Likewise, failure to hand in an assignment at or before its deadline will result in a zero for the assignment.

If an extenuating circumstance exists for turning in a project late, please feel free to discuss it with me immediately. As your professor, I, after consultation with you, will have the final ruling as to whether an absence is valid. You SHOULD work under the premise that all absences are unexcused.

Examination and assignment due dates are listed in this syllabus, so please plan accordingly.

Important: Every unexcused absence beyond the first two (one week) will result in my lowering your final grade point average by 0.5 points. For example, if you earned a 3.0 in the course and had five unexcused absences, your final grade would be a 1.5.
Class begins and attendance is taken promptly at 8 a.m. If you filter in late, you must see me at the conclusion of class to be marked present.

**Academic integrity/plagiarism departmental:**
In accordance with the Wilkes University policy regarding plagiarism, academic dishonesty, and/or cheating, the Communication Studies faculty has developed the following policy for student violations. If you are uncertain about what constitutes plagiarism, collusion, or cheating in a particular professor’s class, read your course syllabus and ask your professor for clarification.

The following violations of academic integrity are considered unacceptable for students in the Communication Studies program and pre-professionals in any communications industry field:

- Plagiarism—the use of another’s ideas, printed text, images, or spoken words without proper citation and acknowledgement in the student’s work. Proper acknowledgement requires in-text citation, bibliographic reference, and overt acknowledgement of interview source materials and quotes.
- Collusion—improper and/or unsanctioned collaboration with another in preparing assignments, designs, and/or in taking written examinations.
- Cheating—giving improper aid to another in an examination or on original written or design work; receiving improper aid from another individual on an examination or on original written or design work; using sources when specifically forbidden to such access (as in notes on an exam that is not open-book).
- Falsifying documents or records—falsifying signatures on official documents, fabricating letters or documents.

Penalties for academic theft, collusion, or cheating on exams will result in the following actions:
- The incident will be reported to the offices of Student Affairs and the Provost.
- The student will receive a failing grade (“F” or 0) for the course in question.
- All Communication Studies faculty agree to refrain from writing any letters of recommendation on behalf of the student

**Important:** If I find that someone has cheated, fabricated information, or plagiarized an assignment (other than an exam), I reserve the right to not only fail the student for the particular assignment, but for the course as well. Please realize that allowing someone to copy off of your paper makes you guilty as well. So, keep your eyes on your own papers and complete your own work honestly. Remember, if you have any questions feel free to ask me...I’m sure others will have a similar question and thank you.

**Note to students with disabilities:**
Wilkes University is committed to providing equal educational opportunity for all students who meet the academic admissions requirements. In addition to providing direct services to students with disabilities as mandated by Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, the University assists faculty and staff in the development and provision of reasonable accommodations.

Students with disabilities are reminded that it is their responsibility to notify the University of their needs, provide the required documentation, and formally request the specific accommodation(s). For additional information on accommodation procedures see [http://www.wilkes.edu/pages/200.asp](http://www.wilkes.edu/pages/200.asp).

**Participation:** This is a communications class. Therefore, you are expected to actively communicate. You must come to class prepared to participate and initiate discussions about assignments, readings, or other applicable topics. If you do not participate in discussions on a regular basis, you will see that reflected in your grade.
Any student who has a problem with an aspect of the class, does not fully understand a concept, has an issue with a classmate, or requires special accommodations, is urged to contact me ASAP. Problems cannot be remedied if I am not made aware of them.

Books are required for a reason. I have found that the students who read the assignments before class are the ones who do the best in this course. If I find that students are not participating in class, and therefore likely not reading the book, I will implement pop quizzes on the chapter readings.

All major writing assignments, as listed in this syllabus, must be submitted directly to the appropriate Desire2Learn drop boxes by their assigned deadlines. I will not accept assignments that are slipped under my door, placed in my mailbox or emailed to me after their deadline. Class work and minor assignments will be submitted in class.

**Cell phones:** Please refrain from using cell phones during class unless you are instructed otherwise.

**Policy on computers and internet usage:** Computers are to remain OFF during class unless you are instructed otherwise.

**Assignments:**

**Project assignments:** Approximately two-thirds of the course grade will come from media/design projects you will complete in – and out – of class. The remaining graded components will include class participation, smaller writing assignments and quizzes. There are 500 points available for this course. Media/design projects help gauge fulfillment of all our course goals: G1, G2, G3, G4, G5 and G6. **NO extra credit assignments will be given.**

Due to varying class sizes, inch/word counts for stories will be announced closer to due dates. Where appropriate, students must submit story ideas to the professor for approval. Assignments should be saved to the appropriate Desire2Learn drop box using your last name as the filename. Explicit requirements for each project will be given in advance. Also, you must save a copy of each project you submit. We will be using them later in the semester.

Media/design assignments and their point values are as follows:

- Photo project #1: 20 points
- Photo project #2: 50 points
- Poster (InDesign and Photoshop): 40 points
- Informational flyer: 35 points
- Infographic #1: 25 points
- Infographic #2: 50 points
- Final design project: 100 points / 320 points

**Additional assignment information:** As a formal journalist, I hold **accuracy** in high regard. A major fact error in a graded story assignment will result in a zero for that assignment. Although major fact errors will be discussed in detail early on in the course, examples include: misidentification of the project subject or incorrectly reporting the results of an action. Minor errors and AP style mistakes will result in smaller deductions.

**Exam:** There will be two exams in this course to ensure students understand terminology and process. Exams will include multiple-choice questions and practical, skills-based ones. Exams
will be given on Tuesday, Feb. 3 and Thursday, April 23. Each exam is worth 50 points and will be used to gauge fulfillment of G1, G2 and G6. **100 points**

**In-class work:** From time to time, we will have pop quizzes and small in-class assignments that I will grade and count toward in-class work and class participation. This in-class work will help gauge fulfillment of G1, G2 and G5. **40 points**

**Portfolio:** Students must upload an online portfolio based on assignments from the semester. This helps gauge fulfillment of G3, G4, and G6. **40 points**

**Grading:**
This course is based on 500 points and follows the grading scale shown below on this page. I encourage you to discuss your grades with me at any time. Remember, if my office hours are not convenient for you, please contact me and we will schedule something that works for both of us. **Note:** I do not give grades; you earn them.

Because of privacy concerns, I won’t discuss grades over the Internet or provide grade information to friends, etc. If you have a question concerning a grade, please see me during office hours or by appointment. I base final grades on the following points/grade scale:

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>465-500</td>
<td>4.0</td>
<td>(93-100)</td>
</tr>
<tr>
<td>435-464.9</td>
<td>3.5</td>
<td>(87-92.9)</td>
</tr>
<tr>
<td>400-434.9</td>
<td>3.0</td>
<td>(80-86.8)</td>
</tr>
<tr>
<td>375-399.9</td>
<td>2.5</td>
<td>(75-79.9)</td>
</tr>
<tr>
<td>350-374.9</td>
<td>2.0</td>
<td>(70-74.9)</td>
</tr>
<tr>
<td>325-349.9</td>
<td>1.5</td>
<td>(65-69.9)</td>
</tr>
<tr>
<td>300-324.9</td>
<td>1.0</td>
<td>(60-64.9)</td>
</tr>
<tr>
<td>Below 300</td>
<td>0.0</td>
<td>(59.9-0)</td>
</tr>
</tbody>
</table>

**COURSE OUTLINE**
(subject to change based on the individual class)

<table>
<thead>
<tr>
<th>DATE</th>
<th>CLASS TOPIC and TEXT COVERED</th>
</tr>
</thead>
</table>
| T 1/13 | Course discussion and syllabus  
Plans for the semester. |
| R 1/15 | Basic elements of design  
| T 1/20 | Basic elements of design  
- [https://creativemarket.com/blog/2013/12/02/10-basic-elements-of-design](https://creativemarket.com/blog/2013/12/02/10-basic-elements-of-design) |
| R 1/22 | Using color  
Fonts and writing

Using space
- [http://www.vanseodesign.com/web-design/design-space/?utm_source=CMBlog&utm_medium=link&utm_campaign=10-basic-elements-of-design](http://www.vanseodesign.com/web-design/design-space/?utm_source=CMBlog&utm_medium=link&utm_campaign=10-basic-elements-of-design)

Exam #1

Photojournalism

Photography
Guest speaker

Photojournalism (cont.) and videography
Benefits and drawbacks to shooting with a mobile phone

Photos, ethics and the right to know

In-class group work

In-class photography workshop and peer review
Writing cutlines and copyblocks

Photoshop
- Select chapters from the Photoshop manual

In-class photography workshop

SPRING BREAK

SPRING BREAK

Search engine optimization and headline writing
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 3/12 | Designing for print  
  - "Workspace and workflow" and "Layout and Design" chapters from the InDesign manual |
| 3/17 | Designing for print (cont.) |
| 3/19 | In-class design workshop |
| 3/24 | Infographics  
| 3/26 | Creating maps and timelines  
  - Students must be able to access Google Fusion tables |
| 3/31 | Creating maps and timelines (cont)  
In-class design/infographics project workshop |
| 4/2  | EASTER BREAK |
| 4/7  | Design  
Speaker |
| 4/9  | In-class infographics and maps workshop |
| 4/14 | Course review, catch-up and clarification |
| 4/16 | Designing for the web and responsive design  
  - Please review the following: [http://designmodo.com/responsive-design-examples/](http://designmodo.com/responsive-design-examples/)  
Digital portfolios |
| 4/21 | Basics of web design  
  - Reading TBA |
| 4/23 | Exam #2  
In-class project workshop |
| 4/28 | In-class project workshop |

**Final exam:** Project presentations  
**Day/time:** To be announced

As a final note, it is my desire that this class be as helpful to you as it possibly can. That being said, if there is a topic you would like to discuss that is not mentioned in this syllabus, PLEASE share your thoughts with me. I am more than willing to alter the class schedule to accommodate reasonable requests. The same holds true for assignments. If there is a type of news writing
that you would like to try (that is not mentioned in this syllabus), please let me know. Substitutions are possible.
Wilkes University Curriculum Committee  
COURSE CHANGE FORM

Directions: Use this form to change information relating to an existing course. Please note, changes to course number require separate course addition/deletion forms (not this form!). Only indicate changes that are proposed (existing and proposed), other fields should be left blank.

Course Number: COM 321  
Course Title: Advanced Multimedia Reporting

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Existing</th>
<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Credit hours. (Indicate classroom, lab or “other” hours.)</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Course Prerequisites</td>
<td>COM 221 &amp; COM 222</td>
<td>COM 260</td>
</tr>
<tr>
<td>Course Description (as proposed for Bulletin)(^1)</td>
<td>A study of the principles and methods of broadcast journalism.</td>
<td>This course combines advanced reporting techniques with multimedia production to create news ‘packages’. Students will discuss audience analysis and determine what makes a solid news package for a particular audience and/or demographic. The class will analyze existing news packages and then split into teams to create their own multimedia news stories that relate not only to the university, but also to the Wilkes-Barre area. Teams will be responsible for all reporting and multimedia work, including, but not limited to, video, online and photo components. Near the end of the semester, students will present their work to a panel of industry and/or academic professionals for feedback. Prerequisite: COM 222</td>
</tr>
</tbody>
</table>

\(^1\) Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.
Welcome to Advanced Multimedia Reporting (COM 321). I’m looking forward to working on some exciting projects this semester. We’ll be building upon your existing reporting skills to craft in-depth stories that are not only well written, but visually appealing and useful. The course moves at a steady pace and one topic builds upon another. Please do not hesitate to contact me with questions. Should you choose to email, please use proper email etiquette in your messages to others and me. Yes, your email reflects who you are as a person. People often judge you through your communication skills – even email. This holds true in college as well as the work force. Please remember to use a salutation (greeting) and signature as well as spell check.

Email is great, but I strongly encourage you to take advantage of my office hours. If you have a problem, question, or concern, please see me as soon as possible so we can work through things. If I cannot help with your situation, I will direct you to someone who can. It is much better to head problems off early rather than try to deal with them the week before finals! And, I do enjoy chatting with students. If my door is open outside of office hours, please feel free to drop in.

Required texts/reading material:
- The Poynter Institute’s *Language Primer: Basics of Grammar, Punctuation and Word Use*
  - You will need to purchase this online from [www.poynter.org](http://www.poynter.org)
  - Additional details will be provided in class.

Wilkes University course description:
This course combines advanced reporting techniques with multimedia production to create news ‘packages’. Students will discuss audience analysis and determine what makes a solid news package for a particular audience and/or demographic. The class will analyze existing news packages and then split into teams to create their own multimedia news stories that relate not only to the university, but also to the Wilkes-Barre area. Teams will be responsible for all reporting and multimedia work, including, but not limited to, video, online and photo components. Near the end of the semester, students will present their work to a panel of industry and/or academic professionals for feedback.

Course objectives: To...
- C1. Expand on students’ existing journalism knowledge of writing for industry-standard (online, traditional print and broadcast) formats.
- C2. Encourage critical thinking as we consider the ethical implications surrounding news coverage.
- C3. Introduce students to designing news packages that showcase in-depth reporting skills and visual storytelling
- C4. Expose students to using online datasets for gathering information and reporting on societal issues.
- C5. Enable students to create a digital portfolio to showcase their work.
Course goals: For students to...

G1. Grow their existing knowledge of journalism to include more in-depth newswriting, reporting, editing and producing.
G2. Understand and discuss journalism and mass media theories including, but not limited to, agenda setting, gatekeeping and framing.
G3. Generate copy that is free from errors and adheres to the Associated Press Stylebook and/or broadcasting standards.
G4. Create – and publish – multi-media journalism packages that include broadcast elements, as well as print and visual components.
G5. Contribute to a digital portfolio to showcase their work to potential employers.
G6. Learn how to decipher and critically analyze data.

<table>
<thead>
<tr>
<th>Assessment Instrument</th>
<th>% of Final Grade</th>
<th>Linked to Course Goal #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multimedia assignments (7)</td>
<td>66% or 330 points</td>
<td>1, 3, 4 and 6</td>
</tr>
<tr>
<td>AP style quizzes (5)</td>
<td>10% or 50 points</td>
<td>1 and 3</td>
</tr>
<tr>
<td>Poynter grammar module</td>
<td>4% or 20 points</td>
<td>1 and 3</td>
</tr>
<tr>
<td>Portfolio</td>
<td>10% or 50 points</td>
<td>3, 4, 5 and 6</td>
</tr>
<tr>
<td>Content quests (2)</td>
<td>10% or 50 points</td>
<td>1 and 2</td>
</tr>
</tbody>
</table>

Teaching Method: For this course, I will utilize short class lectures and discussions, pop quizzes, peer reviewing and in-class student activities to help prepare you for print/online journalism. I believe in active learning. Therefore, it is important that you come to class on time and prepared. Pop quizzes will be given during the first 15 minutes of class. If you are absent or late, you cannot make up these quizzes under any circumstances.

This is an intense writing course designed to enhance and challenge your existing journalism skills. We will write, research and/or produce in class on an almost daily basis, so please come to class on time and ready to work. Because deadlines are so important in the world of mass media, particularly in journalism, I will not accept any late assignments except in extreme circumstances. A bit of advice: Do not wait until the last minute to try and complete your assignment. Computers do crash, minor illnesses do occur, and Desire2Learn does create problems from time to time. However, none of these are legitimate excuses for not turning in an assignment on time.

Policies and Procedures:
Attendance: This is a communications class, so it is pertinent for you to attend all classes and actively participate (communicate)! Exams, writing projects and in-class assignments CANNOT be made up without prior consent by the instructor. Because adhering to deadlines is crucial in the news industry, failure to attend class on the day an assignment is due will result in a zero for that project. Likewise, failure to hand in an assignment at or before its deadline will result in a zero for the assignment.

If extenuating circumstances exist for turning in a project late, please discuss them with me immediately. As your professor, I, after consultation with you, will have the final ruling as to whether an absence is valid. You SHOULD work under the premise that all absences are unexcused.

Examination and assignment due dates are listed in this syllabus, so please plan accordingly.
Important: Every unexcused absence beyond the first two (one week) will result in my lowering your final grade point average by 0.5 points. For example, if you earned a 3.0 in the course and had five unexcused absences, your final grade would be a 1.5.

Class begins and attendance is taken promptly at 8 a.m. If you filter in late, you must see me at the conclusion of class to be marked present.

Academic integrity/plagiarism departmental:
In accordance with the Wilkes University policy regarding plagiarism, academic dishonesty, and/or cheating, the Communication Studies faculty has developed the following policy for student violations. If you are uncertain about what constitutes plagiarism, collusion, or cheating in a particular professor’s class, read your course syllabus and ask your professor for clarification.

The following violations of academic integrity are considered unacceptable for students in the Communication Studies program and pre-professionals in any communications industry field:

- Plagiarism—the use of another’s ideas, printed text, images, or spoken words without proper citation and acknowledgement in the student’s work. Proper acknowledgement requires in-text citation, bibliographic reference, and overt acknowledgement of interview source materials and quotes.
- Collusion—improper and/or unsanctioned collaboration with another in preparing assignments, designs, and/or in taking written examinations.
- Cheating—giving improper aid to another in an examination or on original written or design work; receiving improper aid from another individual on an examination or on original written or design work; using sources when specifically forbidden to such access (as in notes on an exam that is not open-book).
- Falsifying documents or records—falsifying signatures on official documents, fabricating letters or documents.

Penalties for academic theft, collusion, or cheating on exams will result in the following actions:
- The incident will be reported to the offices of Student Affairs and the Provost.
- The student will receive a failing grade ("F" or 0) for the course in question.
- All Communication Studies faculty agree to refrain from writing any letters of recommendation on behalf of the student.

Important: If I find that someone has cheated, fabricated information, or plagiarized an assignment (other than an exam), I reserve the right to not only fail the student for the particular assignment, but for the course as well. Please realize that allowing someone to copy off of your paper makes you guilty as well. So, keep your eyes on your own papers and complete your own work honestly. Remember, if you have any questions feel free to ask me...I'm sure others will have a similar question and thank you.

Note to students with disabilities:
Wilkes University is committed to providing equal educational opportunity for all students who meet the academic admissions requirements. In addition to providing direct services to students with disabilities as mandated by Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, the University assists faculty and staff in the development and provision of reasonable accommodations.

Students with disabilities are reminded that it is their responsibility to notify the University of their needs, provide the required documentation, and formally request the specific accommodation(s). For additional information on accommodation procedures see http://www.wilkes.edu/pages/200.asp.
**Participation:** This is a communications class. Therefore, you are expected to actively communicate. You must come to class prepared to participate and initiate discussions about assignments, readings, or other applicable topics. If you do not participate in discussions on a regular basis, you will see that reflected in your grade.

Any student who has a problem with an aspect of the class, does not fully understand a concept, has an issue with a classmate, or requires special accommodations, is urged to contact me ASAP. Problems cannot be remedied if I am not made aware of them.

The book is required for a reason. I have found that the students who read the assignments before class are the ones who do the best in this course. If I find that students are not participating in class, and therefore likely not reading the book, I will implement pop quizzes on the chapter readings.

All major writing assignments, as listed in this syllabus, must be submitted directly to the appropriate Desire2Learn drop boxes by their assigned deadlines. I will not accept assignments that are slipped under my door, placed in my mailbox or emailed to me after their deadline. Class work and minor assignments will be submitted in class.

**Cell phones:** Please refrain from using cell phones during class unless instructed otherwise.

**Policy on computers and internet usage:** Computers are to remain OFF during class unless you are instructed otherwise.

**Assignments:**

**Multimedia assignments:** Approximately two-thirds will come from short-term writing and visual assignments. The remaining graded components will include class participation, smaller writing assignments and quizzes. There are 500 points available for this course. Story assignments help gauge fulfillment of G1, G3, G4 and G6. **NO extra credit assignments will be given.**

Due to varying class sizes, inch/word counts for stories will be announced closer to due dates. Where appropriate, students must submit story ideas to the professor for approval. All stories must be typed in 12-point font, double-spaced and have at least 1-inch margins. They should be saved to the appropriate Desire2Learn drop box using your last name as the filename. Explicit requirements for each writing assignment will be given in advance of the assignment. Also, you must save a copy of each assignment you submit. We will be using them later in the semester. Multimedia assignments and their point values are as follows:

- Slide show assignment: 40 points
- Graphic assignment: 25 points
- Visual assignment: 40 points
- Written element #1: 50 points
- Written element #2 (broadcast): 50 points
- Stand-up: 25 points
- Final major news package: 100 points
- **330 points**

**Additional writing assignment information:** Because **accuracy** is the most important aspect of a journalist’s work, it will be treated as such in this course. A **major fact error in a graded story assignment will result in a zero for that assignment.** Although major fact errors will be discussed in detail early on in the course, examples include: misidentification of the story subject or incorrectly reporting the results of an action (For example: The Wilkes-Barre/Scranton
Penguins lost a hockey game when really the team won the game in overtime. Minor errors and AP style mistakes will result in smaller deductions.

Because it is crucial for a journalist to remain objective when reporting, you are asked not to write about family members, close friends, employers/employees, organizations to which you belong, or other subjects with which you may have a conflict of interest. If you have questions as to what constitutes a conflict of interest, please consult me prior to beginning a story.

**AP style quizzes**: There will be six unannounced, time-restricted Associated Press style quizzes given. Quizzes will be open book, so you must bring your style guide to EVERY class. I will not lend out my copy for use. Although quizzes are open book, you must familiarize yourself with the book ahead of time. If you don’t, you will not finish. Each quiz is worth 10 points. The lowest quiz grade will be dropped. These help gauge fulfillment of G1 and G3. **50 points**

**Poynter completion**: Students must earn an 80 or better on the online Poynter grammar module, "Language Primer: Basics of Grammar, Punctuation and Word Use". You may take the exam as many times as you want. However, you must complete the course by Thursday, Feb. 5. The Poynter module is worth **20 points**. Students completing the Poynter module with a grade of 80 to 89 points will receive **15 points**; those earning a 90 or higher will receive **20 points**. This helps gauge fulfillment of G1 and G3.

**Content ‘quests’**: “Quests” are more substantive than quizzes, but lighter than tests. You will take two content quests (25 points each) that measure your knowledge on the readings and course notes. Quests will take place on Thursday, Feb. 12 and Tuesday, April 21. These help gauge fulfillment of G1 and G2. **50 points**

**Portfolio**: Students must design and submit an online portfolio based on assignments from the semester. This helps gauge fulfillment of G5. **50 points**

**Grading**: This course is based on 500 points and follows the grading scale shown below on this page. I encourage you to discuss your grades with me at any time. Remember, if my office hours are not convenient for you, please contact me and we will schedule something that works for both of us.

**Note**: I do not give grades; you earn them.

Because of privacy concerns, I won't discuss grades over the Internet or provide grade information to friends, etc... If you have a question concerning a grade, please see me during office hours or by appointment. I base final grades on the following points/grade scale:

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>465-500</td>
<td>4.0</td>
<td>Academic achievement of outstanding quality</td>
</tr>
<tr>
<td>435-464.9</td>
<td>3.5</td>
<td>Academic achievement above high quality</td>
</tr>
<tr>
<td>400-434.9</td>
<td>3.0</td>
<td>Academic achievement of high quality</td>
</tr>
<tr>
<td>375-399.9</td>
<td>2.5</td>
<td>Achievement above acceptable quality for graduation</td>
</tr>
<tr>
<td>350-374.9</td>
<td>2.0</td>
<td>Achievement of acceptable quality for graduation</td>
</tr>
<tr>
<td>325-349.9</td>
<td>1.5</td>
<td>Achievement above minimum quality for credit</td>
</tr>
<tr>
<td>300-324.9</td>
<td>1.0</td>
<td>Achievement of minimum quality for credit</td>
</tr>
<tr>
<td>Below 300</td>
<td>0.0</td>
<td>Achievement below minimum required for course credit</td>
</tr>
</tbody>
</table>

**COURSE OUTLINE**

(subject to change based on the individual class)

**DATE** | **CLASS TOPIC and TEXT COVERED**
---|---
T 1/13 | Course discussion and syllabus
       | Plans for the semester,
       | Ability inventory
R 1/15 What is a news package?
  - *The Multimedia Journalist*
    - Chapters 1 and 2

T 1/20 Researching our area: Hot and relevant topics
  - *The Multimedia Journalist*
    - Chapter 3

R 1/22 Chapters 1-3 (cont)

T 1/27 Guest speaker panel

R 1/29 Theories of journalism
Evaluating ourselves: choosing groups and topics

T 2/3 Basic newswriting review
Advanced interviewing techniques
  - [http://www.poynter.org/tag/interviewing/](http://www.poynter.org/tag/interviewing/)

R 2/5 Remembering the audio and video
  - *The Multimedia Journalist*
    - Chapters 8 and 9

**Topics due**

T 2/10 Using the equipment we have
Working "in the field" (practice)

R 2/12 Quest #1
Continue working "in the field"

T 2/17 Conducting computer-based research

R 2/19 Using data
  - The Data Journalism Handbook (read only the introduction)
    - [http://datajournalismhandbook.org/1.0/en/index.html](http://datajournalismhandbook.org/1.0/en/index.html)

How do we analyze data
  - Students should bring their data with them

T 2/24 In-class workshop

R 2/26 What do we do with our data?
  - *The Multimedia Journalist*
    - Chapter 10

T 3/3 SPRING BREAK

R 3/5 SPRING BREAK

T 3/10 Writing the story
  - *The Multimedia Journalist*
    - Chapters 5, 6 and 11
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
</table>
| 3/12 | Basics of broadcast journalism  
| 3/17 | Basics of broadcast journalism (cont.)  
Scriptwriting |
| 3/19 | Broadcast journalism  
Speaker |
| 3/24 | Doing your stand-up  
| 3/26 | Doing your stand-up |
| 3/31 | Doing your stand-up |
| 4/2 | EASTER BREAK |
| 4/7 | Review |
| 4/9 | Static visual elements  
- *The Multimedia Journalism*  
  - Chapter 7 |
| 4/14 | Graphics and maps  
In-class workshop |
| 4/16 | Graphics and timelines  
In-class update |
| 4/21 | Quest #2 |
| 4/23 | Online portfolios  
In-class workshop  
Editing print stories |
| 4/28 | In-class workshop  
Editing visuals |

**Final exam:**  
**Day/time:** Panel presentation

As a final note, it is my desire that this class be as helpful to you as it possibly can. That being said, if there is a topic you would like to discuss that is not mentioned in this syllabus, **PLEASE** share your thoughts with me. I am more than willing to alter the class schedule to accommodate reasonable requests. The same holds true for assignments. If there is a type of news writing that you would like to try (that is not mentioned in this syllabus), please let me know. Substitutions are possible.