McLennan

COMMUNITY

COLLEGE

WACO, TEXAS

COURSE SYLLABUS

AND

INSTRUCTOR PLAN

Media Writing

COMM 2311.02

Stephen Swanson

NOTE: This is a 16-week, Blended/Hybrid course.

COVID 19 Notice:

McLennan Community College is committed to providing you with every resource you need to reach your academic goals. We are also concerned for your safety. We are working through COVID-19 guidelines to make sure we offer a safe environment for you and our faculty. This will include smaller class sizes to manage social distancing and proper cleaning techniques. You will have the advantage of a physical classroom experience but may also need to work part of the time online as we adjust to limited classroom capacity. This will also allow us the flexibility to move online if so directed by federal, state and/or local COVID 19 guidelines. Faculty and staff are preparing now to ensure that you have the best experience in the midst of these uncertain times.

AN EQUAL OPPORTUNITY INSTITUTION   Fall 2020

Course Description:
Fundamentals of writing for the mass media. Includes instruction in professional methods and

techniques for gathering, processing, and delivering content.

Prerequisites and/or Corequisites:
Prerequisites: ENGL 1301 & COMM 1307

Course Notes and Instructor Recommendations:
Google Apps/Mail: Please familiarize yourself with this software, since this class will use it for delivering coursework and maintaining an updated course syllabi and calendar. Instructional courses about Google Docs/Drive/Plus are available through Google and YouTube, but you should also contact Prof. Swanson for questions about use and the Information Systems office (299-8077) for account help.

Grades/Attendance: While I do use Brightspace's gradebook, the ways that they add and depict scores do not always reflect where you are at. Therefore, I recommend that you contact me whenever to answer questions/concerns about grades via e-mail. You just have to be sure to e-mail my MCC account from your MCC account to ensure the greatest account security.

Email: I use my MCC and Google email accounts as my primary means of contacting students. Students are responsible for 1) regularly checking their messages in this account (at least once per day), 2) ensuring that their inbox is not full so that they can receive messages, and 3) ensuring that they remember their username and password. Students should only use their MCC email accounts when sending me email.

Instructor Information:
Instructor Name: Dr. Stephen Swanson
MCC E-mail: sswanson@mclennan.edu & sswanson@students.mclennan.edu
Office Phone Number: 254-299-8922
Office Location: Faculty Office Bldg 222
Office/Teacher Conference Hours: by appt.
Other Instruction Information:

Required Text & Materials:
Title: The Multimedia Journalist
Author: George- Papilonis
Edition: N/A
Publisher: Oxford University Press
ISBN: 9780199764525

MCC Bookstore Website: http://www.mclennan.edu/bookstore/

Student Support/Resources:
MCC provides a variety of services to support student success in the classroom and in your academic pursuits to include counseling, tutors, technology help desk, advising, financial aid, etc. A listing of these and the many other services available to our students is available at http://www.mclennan.edu/campus-resource-guide/

College personnel recognize that food, housing, and transportation are essential for student success. If you are having trouble securing these resources, we encourage you to contact a success coach by calling (254) 299-8226. Students can visit the Completion Center Monday-Friday from 8:00 a.m.-5:00 p.m. to meet with a success coach and receive additional resources and support to help reach academic and personal goals. Paulanne's Pantry (MCC's food pantry) is open 12:00 p.m.-1:00 p.m., Monday-Friday, without an appointment. The Completion Center and pantry are located on the Second Floor of the Student Services Center (SSC).

MCC Foundation Emergency Grant Fund
Unanticipated expenses, such as car repairs, medical bills, housing, or job loss can affect us all. Should an unexpected expense arise, the MCC Foundation has an emergency grant fund that may be able to assist you. Please go to https://www.mclennan.edu/foundation/scholarships-and-resources/emergencygrant.html to find out more about the emergency grant. The application can be found here (https://www.mclennan.edu/foundation/docs/Emergency_Grant_Application.pdf).

Minimum Technical Skills:
Students should have basic computer skills, knowledge of word processing software, and a basic understanding of how to use search engines and common web browsers.

Backup Plan for Technology:
In the event MCC's technology systems are down, you will be contacted/notified through your MCC student email address. Please note that all assignments and activities will be due on the date specified in the Instructor Plan, unless otherwise noted by the instructor.

* Click Here for the Minimum System Requirements to Utilize MCC's D2L|Brightspace **(https://www.mclennan.edu/center-for-teaching-and-learning/Faculty%20and%20Staff%20Commons/requirements.html)**
Click on the link above for information on the minimum system requirements needed to reliably access your courses in MCC's D2L|Brightspace learning management system.

Email Policy:
McLennan Community College would like to remind you of the policy
(http://www.mclennan.edu/employees/policy-manual/docs/E-XXXI-B.pdf) regarding college
email. All students, faculty, and staff are encouraged to use their McLennan email addresses
when conducting college business.

A student's McLennan email address is the preferred email address that college employees
should use for official college information or business. Students are expected to read and, if
needed, respond in a timely manner to college emails.

Instructional Uses of Email:
Faculty members can determine classroom use of email or electronic communications. Faculty
should expect and encourage students to check the college email on a regular basis. Faculty
should inform students in the course syllabus if another communication method is to be used and
of any special or unusual expectations for electronic communications.

If a faculty member prefers not to communicate by email with her/his students, it should be
reflected in the course syllabus and information should be provided for the preferred form of
communication.

Email on Mobile Devices:
The College recommends that you set up your mobile device to receive McLennan emails.

Forwarding Emails:
You may forward the emails that come to your McLennan address to alternate email addresses;
however, the College will not be held responsible for emails forwarded to an alternate address
that may become lost or placed in junk or spam filters.

Methods of Teaching and Learning:
Includes lectures, class discussion, in-class/out-of-class reading assignments, group work, regular
journals, quizzes, exams, presentations, and other in- and out-of-class writing assignments.

Students will also have to use their MCC student email/ID for email, Google Docs/Drive, and
Google Classroom..

Course Objectives and/or Competencies:
Upon successful completion of this course, students will:

- Demonstrate proper media writing and editing styles.
- Modify writing styles to fit various media platforms.

- Demonstrate effective information gathering skills and techniques.
- Demonstrate understanding of laws, ethics, and responsibilities of media writing

Course Outline or Schedule:
See below

Course Grading Information:

Course Grading Scale
    A = 895-1000 pts.
    B = 795-894 pts.
    C = 695-794 pts.
    D = 595-694 pts.
    F = 594 and fewer pts.

Planned Assignments/Graded Content:

1.   **Exam (150 pts.):** There will be one exam after the first section of the course of the semester that will test your reading, comprehension, and ability to discuss the works and concepts encountered in the course. It will be a mixture of objective and subjective assessments of the course and student learning outcomes.

2.   **Media Projects - ((25+75)x4=400 pts.):** We will have four projects over the course of the term. Each one will focus on preparing and creating a different genre/medium of mass media text for a particular goal. Each project will consist of a rough draft that proposes and shows a complete (although introductory) version of the final product and the final product itself. Specific topics and expectations will be posted in assignment sheets as we progress through the course.

3.   **Online Discussion (100 pts.):** Every week I will post a discussion topic on Google Classroom. You will need to participate in the exercise and put a comment of at least 100 words to answer the requirements of my post.

4.   **Participation and Preparedness (100 pts.):** Students will receive a grade reflecting how well they demonstrate their out-of-class preparedness and willingness to engage, constructively, to class discussions and projects in the classroom.

5.   **Quizzes (100 pts.):** There will be quizzes due at the beginning of every unit. Quizzes test students' preparedness and understanding of the material required for that unit before they begin. Only the highest 10 units' quizzes will count toward the final grade.

6.   **Conference (50 pts.):** Students will receive 50 points for making and keeping a conference appointment with me before 5p on 9/28. To make an appt, email me from your MCC student email (No, you shouldn't just talk to me before or after class because I might forget).

7.   **Portfolio Presentation (50 pts):** Students will have to prepare and give a presentation that

takes the projects of the term and critically examines them in terms of strengths and weaknesses.

8.   **Presentation Peer Feedback (50 pts):** During the final period as students give their presentations and lead discussions, all students will complete evaluations/critiques of their peers. Students will be graded based on the quality of their peer evaluations in terms of the critical process.

Basic Grading Rubric

Criteria	Outstanding	Proficient	Basic	Below Expectations
Critical Thinking	-Shows originality of thought and logical connections -Demonstrates excellent descriptive, analytic, interpretative, evaluative, and engaged intellectual inquiry.	-Shows less originality and may have minor flaws in logic. -Demonstrates good descriptive, analytic, interpretative, evaluative, and engaged intellectual inquiry.	-Expression mostly limited to ideas from class or readings. -Inconsistent description, analysis, interpretation, evaluation, and engagement in intellectual inquiry.	-Does not comprehend course concepts. -Inadequate description, analysis, interpretation, evaluation, and engagement in intellectual inquiry.
Communication	-Clear main idea with supporting organization and developed examples and explanation. -Excellent awareness of rhetorical situation, including audience, topic, and perspective as speaker/writer.	-Clear main idea but may have minor lapses in organization, less developed examples and explanation. -Good awareness of rhetorical situation and matches work to audience requirements.	-Shows competency but has weak or unfocused main ideas, organization, and few developed examples and explanation. -Awareness of rhetorical situation but work does not meet the need.	-Inconsistent competence in thesis, organization, and content development. -Does not consider or tailor content and structure to rhetorical situation.
Mechanics	-Demonstrates complete command of format with	-Demonstrates competent command of format &	-Shows mostly competent command of format and	-Fails to show competence in format, diction, mechanics,

	mature diction and shows few, if any, grammar, spelling, or diction errors	diction. May have minor mechanical, grammar, spelling, or diction errors.	diction but has some major mechanical, grammar, spelling, or diction errors.	grammar, and/or spelling.
Teamwork	-Actively assists in meeting group goals. - Treats others respectfully at all times. - Consistently provides assistance and/or encouragement to all team members.	-Contributes to meeting group goals. -Treats others respectfully. -Assists and/or encourages other team members.	-Participates with teamwork requirements but does not actively work beyond the minimum required. -Treats group members respectfully but does not interact fully.	-Does not assist the group and/or fails to treat group members respectfully.
Personal Responsibility	-Completes all assigned tasks by deadlines; work is thorough and comprehensive. -Always shows the ability to connect choices, actions, and consequences to ethical decision-making.	-Completes most assigned tasks by the deadline; work is mostly thorough and shows only minor lapses in accountability. -Usually shows the ability to connect choices, actions, and consequences to ethical decision-making.	-Misses deadlines occasionally; work generally meets requirements; shows occasional major lapses in responsibility. -Often shows the ability to connect choices, actions, and consequences to ethical decision-making.	-Sometimes fails to show the ability to connect choices, actions and consequences to ethical decision-making

Guidelines for All Assignments:

- Late work is generally **NOT** accepted without prior authorization in writing. In extreme cases when I will allow late work to be turned in, it will lose 10% off for each calendar day

that it is late.
- o Work is considered one day late starting the second after it is collected.
- With the exception of quizzes, all graded work must be typed in standard font size, no larger than 12-pt Verdana, and follow all conventions of grammar
- Assignments must **ALWAYS** meet the minimum length & source requirements, be in proper format, and address the prompt/assignment to earn credit. Those that do not meet the minimum requirements can earn an immediate zero on the assignment.
- Assignments are due at the beginning of the class period on the due date and must be submitted in the required method, ie. (There might be some cases where parts of the Exams are given in "take-home" form. In these cases, they must be submitted in the proper Classroom assignment before they are due.)
- o Alternative methods of submission will not be accepted without prior authorization in writing/e-mail.

Discussions Grading
- The purpose of writing in this course should focus on demonstrating student abilities to grow in critical thinking, reading, and writing. Because of this, I will evaluate student work based on how well it accomplishes each element of the critical process (description, analysis, interpretation, evaluation, and engagement)
- In all cases, you do have the right and responsibility to ask for clarification about why and how the assignment does not meet the basic, minimum standards for the assignment.

Quizzes:
- Quizzes will be given frequently on any assigned readings or activities. Daily readings should be done before the date scheduled. Not reading or not reading with adequate attention can result in significant loss of points.
- Missed quizzes *cannot* be made up for *any* reason, but only the top 15 quizzes will count towards the final grade.

Writing Grading Standards:
The rubric, below, is what I use to guide my grading of all written assignments. It describes my standards for grading. This is a prose-style description of the qualities required for each grade level. We will be discussing the specific aspects and their worth as the semester progresses, but you should become familiar with what each grade represents.

If you have questions about what I mean or am looking for, then please schedule an appointment early in the semester to talk to me. Here is my rubric:

- **An A paper** (90-100%) is excellent in nearly all respects. It shows originality of thought that goes well beyond material presented in class (also beyond description and into deeper areas of critical communication). It is well argued and well organized with a clear, specific, and ambitious thesis. It is well developed with content that is specific, interesting, appropriate, and convincing. It has logical and artful transitions and is marked by stylistic finesse and varied sentence structures. It demonstrates command of mature diction and has few, if any, mechanical, grammatical, spelling, or diction errors.

- **A B paper** (80-89%) is excellent in several respects but may have a less sophisticated thesis, a less distinguished style, some minor lapses in organization and development, some ineffective sentence structures, and some minor mechanical, grammatical, spelling, or diction problems.

- **A C paper** (70-79%) is generally competent, but compared to a B paper, it may have a weaker thesis and less effective style and development. It may contain some lapses in organization, poor or awkward transitions, less varied sentence structures that tend toward choppiness or monotony, significant problems with mechanics, grammar, spelling, and diction.

- **A D paper** (60-69%) is below average and may present a thesis that is too vague or too obvious to be developed effectively. It generally exhibits problems with organization, support, transitions, sentence structures, mechanics, grammar, spelling, and diction that impede understanding.

- **An F paper** (59% and below) is far below average and may have no clear thesis or central topic. It may display a lack of organization, support, and development. It may contain major and repeated problems with mechanics, grammar, spelling, and diction and may fail to fulfill the assignment or may be unacceptably brief.

NOTE: Notice how high the standards for "A", "B", and even "C" papers are.   This might be significantly different from your experience in other classes or in high school.

Late Work, Attendance, and Make Up Work Policies:
Online/Hybrid Attendance:
Attendance in an online/hybrid course obviously differs from a fully face-to-face course. However, in an online course, student preparation and participation become even more important in order for the course to encourage student development and grow in knowledge and skills.

Students who miss assignments in a unit by the date and time of the syllabus will be counted "tardy". Three tardies equal an absence.

Therefore, students who fail to complete more than one required assignment for the unit by the deadline (or miss a deadline for a rough or final draft) can be counted as "absent".

Failing to turn in sketches, rough drafts, or final drafts will equal an automatic absence.

Late Work Policy for All Assignments:
- *No late work will be accepted*. "Late," for this course is defined as after the assignment has been collected. The only exceptions will be made to students who contact me beforehand and receive a written/typed reply detailing the accommodations or students who meet the unforeseeable, excused absences as per MCC's attendance policy.

Electronic Submission Policies:

Almost all assignments (aside from Pop Quizzes and Disc) will be required to be submitted electronically via Google Classroom. Since it is becoming increasingly important for workers to manage electronic information, students must follow the following guidelines when submitting electronically or risk a loss of 10% off of the top of the assignment's worth.

- Students should generally create their assignments in Google Classroom in the appropriate assignment.
    - If you prefer another word processor or don't have Internet access, please make sure that you know how to upload your document to Google Classroom and convert it to a Google Doc.
    - In the event that Google Docs is down for a prolonged period, you should e-mail your work as an attachment to me at either of my MCC e-mails (sswanson@mclennan.edu or sswanson@students.mclennan.edu) before the required time and date to avoid losing credit.
- Assignments must be titled/saved so that their file name follows the general format: Last name first name filename.
    - So, I would title the file for this syllabus: Swanson Stephen Syllabus Fall 2020.
    - Do not use special characters such as "#" or "/" or "$" in the title, as they can cause problems in storage and recovery.
- Assignments must be submitted as Google Docs.

*NOTE: It can be hard to get used to a new electronic program. Please do not wait until the last minute to do things. Also, do not hesitate to ask for help (from me, IT x8077, and/or the Student Support Center/Writing Lab).

* Click Here for the MCC Academic Integrity Statement
(www.mclennan.edu/academic-integrity)
The link above will provide you with information about academic integrity, dishonesty, and cheating.

* Click Here for the MCC Attendance/Absences Policy
(https://www.mclennan.edu/highlander-guide/policies.html)
Click on the link above for the college policies on attendance and absences. Your instructor may have guidelines specific to this course.

Definitions:
PLAGIARISM:
the use of someone else's work without crediting or properly adapting materials from that work. If you use quotes, ideas, opinions, arguments, examples, summaries, paraphrases, statistics, outlines, graphics, etc., you must cite your sources. Info not cited is considered plagiarized unless it is all common knowledge or your own observations or ideas. Plagiarism is easy to detect and almost as easy to prove. Please cite sources.

MULTIPLE SUBMISSION OF PAPERS FOR COURSES:
Normally, a paper done for one class may not be submitted in another class. However, if work in two different classes is similar but differs in significant ways, it may be acceptable. To be safe, you

should get written approval first (by showing me the work done for the other class), before revising your work for this class.

COLLUSION:
getting someone else to do your work. You should get help outside of class, and I encourage <u>everyone</u> to make at least one visit to the Writing Center to see what type of tutoring assistance is offered. After all, the goal in this course is that you learn to write better. But if you let others actually do your work, I will probably notice and you may fail the course. **Note: Large discrepancies in quality between writing assignments may result in the requirement of additional timed or proctored work,**

Violations of the Academic Integrity Policy:
will lead to an automatic zero for the assignment and can lead to an "F" for the course, depending on the level of the violation. All violations will be submitted to Student Development and will be recorded in the case that students have further problems with academic integrity.

It is **MUCH** better to ask for help than to beg for forgiveness. I'm here to help, and we have lots of resources to assist students who are struggling and think that cheating might be a way out. It is not worth getting caught and penalized.

Accommodations/ADA Statement
Any student who is a qualified individual with a disability may request reasonable accommodations to assist with providing equal access to educational opportunities. Students should contact the Accommodations Coordinator as soon as possible to provide documentation and make necessary arrangements. Once that process is completed, appropriate verification will be provided to the student and instructor. Please note that instructors are not required to provide classroom accommodations to students until appropriate verification has been provided by the Accommodations Coordinator. Instructors should not provide accommodations unless approved by the Accommodations Coordinator. For additional information, please visit mclennan.edu/disability.

Students with questions or who require assistance with disabilities involving physical, classroom, or testing accommodations should contact:
        disabilities@mclennan.edu
        254-299-8122
        Room 319, Student Services Center

* Click Here for more information about Title IX
(www.mclennan.edu/titleix)
We care about your safety, and value an environment where students and instructors can successfully teach and learn together. If you or someone you know experiences unwelcomed behavior, we are here to help. Individuals who would like to report an incident of sexual misconduct are encouraged to immediately contact the Title IX Coordinator at

.

titleix@mclennan.edu or by calling Dr. Drew Canham (Vice President for Student Success) at 299-8645. Individuals also may contact the MCC Police Department at 299-8911 or the MCC Student Counseling Center at MCC by calling 299-8210. The MCC Student Counseling Center is a confidential resource for students. Any student or employee may report sexual harassment anonymously by visiting the following website: http://www.lighthouse-services.com/mclennan/.

McLennan's Title IX webpage (http://www.mclennan.edu/titleix/) contains more information about definitions, reporting, confidentiality, resources, and what to do if you or someone you know is a victim of sexual misconduct, gender-based violence or the crimes of rape, acquaintance rape, sexual assault, sexual harassment, stalking, dating violence or domestic violence.

 * *You will need to access each link separately through your Web browser (for example: Internet Explorer, Mozilla, Chrome, or Safari) to print each link's information.*

Course Schedule:

COMM 2311 Schedule for Fall 2020
MJ= *The Multimedia Journalist*
Assignments are due before 11:59p on the last day listed for that Unit unless otherwise noted in the schedule.
You should note that Units overlap weekends to allow students to adjust their schedules. (Go from a Friday to the next Sunday, while the next Unit begins before the last Unit is "due")
(Any schedule changes will be given in class or changed in this document)

Unit 1: 8/24-8/30
Topics-
- Why We're Here
- Lessons of Learning Well
- Getting Started Successfully...It's a State of Mind and Body;
- Google Apps/Classroom
- Schedule & Syllabus

Assignments Due-
- **Join Google Classroom (cy4kxvn);**
- **E-mail Prof. Swanson from your student email**
- **Read Syllabus**
- **Discussion 01 ("You Made It Weird", 17:10-37:00)**
- **Quiz 01 (Covering Units 01 and 02's readings)**

Unit 2: 8/28 - 9/6

Topics-
- Defining Multimedia
- Collaboration & "Writing"

Assignments Due-
- **Read MJ 1-40 (Ch 1-2)**
- **Read [Anne Lamott Handout on Google Classroom](#)**
- **Discussion 02**
- **Quiz 02 (Covering Unit 03's readings)**

Unit 03: 9/4 - 9/13
Topics-
- Planning
- Navigation & Interactivity
- Groundwork
- Writing

Assignments Due-
- **Read *MJ* 41-130 (Ch 3-6)**
- **Discussion 03**
- **Quiz 03 (Covering Unit 04's reading)**

Unit 04: 9/11 - 9/20
Topics-
- Photojournalism
- Audio

Assignments Due-
- **Read MJ 131-174 (Ch 7-8)**
- **Discussion 04**
- **Quiz 04 (Covering Unit 05's reading)**

Unit 05: 9/18 - 9/27
Topics-
- Video
- Information Graphics

Assignments Due-
- **Read *MJ* 175-234 (Ch 9-10)**
- **Discussion 05**
- **Quiz 05 (Covering Unit 06 readings)**

9/28 is the last day to make and keep a conference for 50 pts

Unit 06: 9/25 - 10/4

Topics-
- Story Packaging
- Looking Forward

Assignments Due-
- **Read *MJ* 235-271 (Ch 11-12).**
- **Discussion 06**
- **Quiz 06 (Covering Unit 07 readings)**
- **Exam Released**

Unit 07: 10/2 - 10/11
Topics-
- Project 1: Blog w/ Image(s)

Assignments Due-
- **Discussion 07- Examples/Role Models (in Google Stream post)**
- **Project 1 RD**
- **Quiz 07 (Covering Unit 08 Revisions)**
- **Exam Due**

10/12 is the last day to make and keep a conference for 25 pts

Unit 08: 10/9 - 10/18
Topics-
- Project 1: Revision
- Project 2: Audio (start)

Assignments Due-
- **Discussion 08 (Examples to follow: audio)**
- **Project 1 Final due**
- **Quiz 08 (Covering Unit 09 starting and revising)**

Unit 09: 10/16 - 10/25
Topics-
- Project 2: Audio

Assignments Due-
- **Discussion 09**
- **Quiz 09 (Covering Unit 10 revising)**

Unit 10: 10/23 - 11/1
Topics-
- Project 2: Audio

Assignments Due-
- **Project 2: Audio RD**
- **Discussion 10**
- **Quiz 10 (Covering Unit 11 revising for Final)**

Unit 11: 10/30 - 11/8
Topics-
- Project 3: Video (getting started)

Assignments Due-
- **Discussion 11: Examples**
- **Project 2 Final - mp3/mp4 files and indicate where in your post each file goes; digital media management**
- **Quiz 11 (Covering Unit 12 prep/starting)**

Unit 12: 11/6 - 11/15
Topics-
- Project 3: Video

Assignments Due-
- **Project 3: Video RD**
- **Discussion 12**
- **Quiz 12 (Covering Unit 13 revisions)**

Unit 13: 11/13 - 11/22
Topics-
- Project 3: Video (cont.)
- Project 4: Infographics (begin)

Assignments Due-
- **Revising RD to Final**
- **Discussion 13**
- **Quiz 13 (covering Unit 14 prep/revising)**

Unit 14: 11/20 - 11/29
Topics-
- Project 4: Infographics

Assignments Due-
- **Discussion 14: Examples**
- **Project 3 Final**
- **Project 4 RD**
- **Quiz 14 (Covering P4 and Presentation)**

Unit 15: 11/27 - 12/6

Topics-
- Project 4: Infographics (finish)
- Presentation/Portfolio

Assignments Due-
- **P4 Final**
- **Portfolio/Presentations (these will be a synchronous Google Meeting during finals week; we will work to find a time for all students)**