

SYLLABUS

SPRING 2009

SHAW UNIVERSITY
Mass Communications
MCO 328-01 Writing for Radio & TV (3 credit hours)

INSTRUCTOR: Josephine N. Akunwafor

Office: Room 202 James Cheek Library 2nd Floor

Class Location: ACR/MCO Room

Telephone: (919) 546-8580

E-mail: jakunwafor@shawu.edu

Office Hours: Mon: 9:00-10:00AM & 4:00-5:00PM

Tues: 9:00-11:00AM & 4:00-5:00PM

Wed: 9:00-10:00AM & 4:00-5:00PM

Thu: 9:00-11:00AM & 4:00-5:00PM

& By Appointment

Mass Communications Mission Statement

The mission of Shaw University's Department of Mass Communications is to educate students to think and act as responsible professionals and ethical citizens in a global community. We desire to work personally with students to prepare them for career opportunities and leadership in our technical society- with an emphasis in new media and develop effective communicators on paper, on air, and online.

Mass Communications Program Goals

1. Provide students with appropriate training for careers in mass communications.
2. Provide an intellectual climate for students to evaluate, interpret, and analyze issues related to mass media as those issues relate to leadership and professional responsibility.

Course Description:

COURSE DESCRIPTION AND OBJECTIVES (PLO-Program Learning Outcome)

Through various projects, Writing for Radio/TV will help students develop basic skills needed for writing in radio and television. The course will focus mainly on commercial copywriting and entertainment-oriented scripts. By the end of the semester students should be able to understand script formats used for various radio and television writing assignments, appreciate and demonstrate the difference in style between writing for radio and television, and understand and apply the steps needed to develop scripts for various types of programs.

Attention is given to editing terminology, page markup, and use of computers in editing.

Student Learning Outcomes:

Student Learning Outcomes At the completion of this course, students will be able to:	Assessment of Student Learning Outcomes (Assessment Tools)	Linkage to Program Learning Outcomes <i>(Insert the PLO number(s) that corresponds to the stated SLO) Note: The PLOs are not listed on the syllabus.</i>
1. Distinguish between a range of writing styles across radio and television	Exam Questions, Television/Radio comparison script Published Story	1, 2, 3, 4
2. Write a dialogue in an appropriate style.	Pass an AP Style exam. TV/Radio Commercial & PSA	1, 2, 4, 5
3. Plan a script taking into account structure, plot characters and themes	Exam Questions, Television camera shots and Radio audio script Published story	1, 4, 5
4. Use appropriate software for script development and format.	Exam Questions: Drama & Teleplay script format. Published story	1, 2, 3, 4
5. Apply writing techniques to new & emerging media: pod casts or mobile media.	Exam Questions, Talk show script & interview segments. Published Story	1, 2, 3, 4, 5

Required Text:

TEXTBOOK: TEXT: Writing for Television, Radio and News Media 8th ed., Robert L. Hilliard (Belmont, CA: Wadsworth Publishing Co., 2007).

TEXT: 2. AP Style Book (Mandatory for This Class) AP Style standards, the basic of editing and writing skills for the mass media. These forms include for **Print and Broadcast, Public Relations and Online Copy.**

***COURSE PREREQUISITES: Eng 112; Students should be proficient in grammar, spelling and punctuation, writing, interviewing, research, news judgment and deadline pressure. Students are also requires to study the principles, techniques. These forms include news stories for Print and Broadcast, Public Relations and Online Copy.**

Supplemental Text

This will come in the course of class handouts to be distributed during class and posted at Blackboard.

Reading Assignments:

It is strongly recommended that each student read all assigned material **prior to class** and fully participate in class discussions and activities. To that avail, by mandate of the department students must purchase prior to September 3rd. Individuals who do not fulfill this requirement will be reported to the Chair of MCO. Additionally, reading assignments will be applied to various class discussions, written exams, major writing assignments and application exercises. Though you may not be asked verbatim to recite what you have read, you will be asked to use your knowledge in any related scenario. It is important to remember that your readings may also be assigned readings from professional journals, academic journals, newspapers, news magazines, trade magazines or internet documents during the course of the semester.

GRADING:

Class Participation	10%
Assignments(Part 1:3- Script Writing)	30%
Assignment (Part 2:3- ScriptWriting)	30%
Midterm Examination &	15%
Final Examination	15%

1. Class Participation 10%: Students are expected to actively participate in a positive manner in the learning process. Participation includes: demonstrating critical thinking, active learning, development and use of listening and speaking skills needed for career success, and the ability to join a discipline's conversation

Student Participation Rubric

Criteria	Exemplary 5	Outstanding 4	Satisfactory 3	Adequate 2	Unsatisfactory 1
Interaction/ participation in classroom learning activities	Demonstrates critical thinking skills, evidence that student read assigned material, asks focused and appropriate questions, always interacts, responds regularly to questions; freely volunteers opinions, initiates appropriate questions, does not dominate discussion	Demonstrates beginning critical thinking skills, some evidence that student read assigned material, often interacts in class; responds often to questions, often volunteers opinions, contributions less developed and focused contributions	Occasionally, demonstrates critical thinking skills, occasionally interacts and responds to questions when prompted, contributions not as clearly focused, contributions lack focus, rambling, or tangential, questions sometimes digressive	Rarely demonstrates critical thinking skills, rarely participates or volunteers point- of-view, provides minimal answers when called upon, does show interest in class and discussion, some evidence that material was read	Does not participate or respond to questions; almost never volunteers to contribute or provide information, little or no evidence that read assigned material or completed assignments, may be disruptive to class

Engagement in the electronic/ email learning forum	Demonstrates competency in using electronic/email, including Blackboard learning forum assignment. Completes all tasks for every assignment within allotted time, provides complete written comments related to assignments or tasks, follows directions accurately of assignment or task	Follows directions with minimal difficulty, most of time no difficulty accessing and using electronic learning forum	Misses no more than two assignments, minimal difficulty accessing and using electronic learning forums	Misses more than two assignments. Some difficulty accessing and using electronic learning forums	Never logs onto Blackboard or check email, assignments not completed, no demonstrated competency in using electronic learning forum
Professional attitude and demeanor	No disruptive classroom behavior, no cell phones or electronic devices during class, respectful and courteous to others, recognizes and respects other students' points-of-view, alert in classroom, enthusiastic for work	Rarely disruptive and disrespectful on rare occasions, alert in the classroom on most occasions, enthusiastic most of the time, no cell phones or electronic devices	Minimally disruptive and disrespectful, sometimes lethargic in the classroom	Disruptive and disrespectful, rarely enthusiastic	Not respectful and courteous, alert or enthusiastic in the classroom
Punctuality	0-2 times tardy	3-4 times tardy	5-6 times tardy	7-8 times tardy	9-10 times tardy

3. Midterm and Final Exams 30%

A basic measure of student knowledge retention comes in the form of examinations. These are a necessary tool not only for the instructor but also the student to identify areas of strength and improvements. This course will have two exams: a midterm and a final both weighted at 20%. Both exams will be comprehensive meaning content discussed in class, assigned readings, supplemental readings, in class and outside class screenings, special after class meetings are considered open for evaluation. Exams are essay based and could have multiple solutions. Your objective during the exam is to apply your knowledge base to any given scenario within the context of this course. Make up exams traditionally are not offered. In the event a student is unable to take their exam as scheduled it is the student's responsibility to schedule the make up exam with the instructor. In order to sit for a make up exam, the student must provide the instructor with documentation from either **a)** Student Affairs, **b)** a medical professional, or **c)** an entity approved by Student Affairs. This is the only way an exam will be made up. Additionally, if a student foresees an absence that may coincide with an examination, it again is the student's responsibility to notify the instructor prior to their departure so that an exam may be made up. This will only be allowed with the caveats listed previously: documentation from either: a) Student Affairs, b) a medical professional, or c) an entity approved by Student Affairs. Individuals who choose not to adhere to this policy will receive a grade of zero (0) for the examination. Additionally, students who received a qualified documented excuse and fail to sit for the exam at the agreed upon time by the instructor will receive a grade of zero (0).

Class Attendance: The attendance policy printed in the Shaw University Undergraduate Catalogue will be enforced. When a student is unable to attend class, it is the student's responsibility to call the professor in advance, whenever possible. It is the student's responsibility to obtain the notes, handouts, or other material for the missed class. Students remain responsible for all assignments due during the missed class. An absence does not excuse the student from any work or due dates. Attendance will be taken at the beginning of each class and students not present at that time will be marked absent. Students who come in late are required to inform the instructor immediately following that class period in order to be counted late rather than absent.

Class attendance is mandated for all Shaw University students. Students are responsible for attending class on time and adhering to the University's Class Attendance Policy. The Attendance Policy is printed in the Shaw University Undergraduate Catalogue and shall be enforced. Each student is allowed as many unexcused absences per semester as the class meets per week.

Time Class Meets Per Week	Unexcused Absences Allowed
3	3
2	2
1	1

Students who exceed the number of unexcused absences run the risk of failing the course. Though a 4th absence is not a guarantee of a failing grade, one simply cannot pass a course with excessive absences. If a student arrives at 5 unexcused absences, that student will be reported to the department chair with a recommendation that the student receive a grade of **WF (withdrawal failure)** for the course. If you foresee your attendance in this course to be a problem it is strongly recommended that you withdraw immediately.

Course Plagiarizing/Cheating:

Plagiarism (using another's work as your own, whether you put it in your own words or keep it in the original words) and cheating are serious offenses and will be treated as such. A student who plagiarizes or cheats – whether giving or receiving information – will receive a grade of zero on that particular exam or paper, and **WILL** receive a grade of F for the course.

If you have questions about the concept of plagiarism please use the **Purdue website** listed on Blackboard and/or talk with your instructor.

COURSE POLICIES

1. Maintain a folder of ALL work submitted to your instructor. Accidents DO happen; and it is your responsibility to keep a copy of your work for this class. Without such documentation, I am unable to assign a grade for the work.
2. When submitting assignments, please follow the guidelines specific for the AP style. Papers will be returned if there is not a citation page included. **All papers should be submitted typed, double spaced, 12 point font (NO COURIER)** with one inch margins

on all sides of the paper. Papers failing to adhere to these specifications will either be returned to the student upgraded or receive a grade reduction. **NO internet sources can be used as source citations, unless approved in advance.**

3. All assignments **MUST BE SUBMITTED ON TIME**. In the event of submitting a late assignment, please note harsh penalties will result i.e. a whole letter grade reduction or even a grade of zero for that assignment. If you miss an assignment due to medical or family emergencies, please notify me within one day with appropriate documentation i.e. medical documents. Excused absences, including those for official school business will be offered extended time to make up the assignment; however you are encouraged to make an effort to submit the assignment early if at all possible.
4. **CELL PHONES, PAGERS, TWO-WAYS, I Pods and other portable electronic devices are strictly prohibited during class**. Students must deactivate these devices prior to class starting unless there is an eminent life changing event that can be documented by a medical personnel or the university. 1st offense you will receive an oral warning and your phone will be collected and answered in class. 2nd offense will result in written warning and may result in phone being collected and turned over to the Vice President of Student Affairs. A **3rd** offense will result in the student dropped for the course receiving a final grade of an **F**. Students are permitted to use laptop computers for the purposes of taking notes, audio visual presentation devices, and internet search tools during academic class instruction.
5. Plagiarism is defined as the appropriation or presentation of someone else's ideas, language, or designs as your own. You should be aware of the strong sanctions against plagiarism as stated in the university code of conduct. If proven, a charge of plagiarism will result in an automatic **"F"** in the course and possible expulsion. Please be sure to consult with me if you have any questions about plagiarism or how to properly acknowledge sources within the context of your assignments.
6. Unauthorized use of internet will not be tolerated. Unauthorized use is defined as web surfing during class time, use of internet during closed book exams, installing software applications without the written approval of ITS. Individuals proven responsible for such infractions are subject to punitive action by the instructor and the university.
7. Sexual harassment of any kind will not be tolerated. Read the university guidelines on sexual harassment.
8. **Dress: Business Casual mandatory. Our class takes place within the hours of 9:30 AM to 10:45AM**. Please dress accordingly as our classes are business meetings. Failure to come to class dressed appropriately will result in an unexcused absence. We are communications majors and how you dress sends a message either of being professional or unprofessional. **Fridays are reserved as dress down days but again business casual is the key.**
9. **This syllabus is subject to change. However, as you should, I consider this document a statement of goals attempted and/or completed by the semester's end.**

Student Classroom Decorum Expectations

To enhance the learning atmosphere of the classroom, students are expected to dress and behave in a fashion conducive to learning in the classroom. More specifically, students will refrain from disruptive classroom behavior (i. e., **talking to classmates, disrespectful responses to teacher instructions; swearing; wearing clothes that impede academic learning such as but not**

limited to, wearing body-revealing clothing and excessively baggy pants; hats/caps, and/or headdress). Students will turn off telephones prior to entering the classroom. Students who exhibit the behaviors described above, or similar behaviors will be immediately dismissed from class at the third documented offense. The student will be readmitted to class only following a decision by the department chair. The student may appeal the decision of the department chair to the Dean of the College offering the course, and, subsequently, to the Office of the Vice President for Academic Affairs, and then to the President of Shaw University. The decision of the President will be final. Failure to follow the procedures herein outlined will result in termination of the appeal, and revert to the decision of the department chair.

Each behavior construed by the teacher/professor as non-contributive to learning will be recorded, properly documented, and appropriately reported to the student and to the chair of the academic department offering the course. The report will be in written form with a copy provided to both the student and the department chair. The faculty member should retain a copy for his/her own records. Additional student behavior codes may be found in Student Affairs.

(Please see pg. 227 of the Shaw University Undergraduate catalog on CODE OF CONDUCT

WEEKLY SCHEDULE:

Weeks	Student Learning Outcomes	Course Content	Readings	Mode of Instructional Delivery	Related Assignments	Resources	Assessment Tool
W1 Jan. 15-16	1, 2, 3, 4 & 5	The Mass Media	Ch 1	Lecture	Readings & Class Discussion	Text Book & Notes;	
W2 Jan. 19-23		The Mass Media	Ch 1	Lecture	Readings & Class Discussion	Notes/Text Book & Handouts	Assignment #1 Paper on Inauguration of Pres. Barack Obama
W 3 Jan. 26-30	1, 2, 3, 4 & 5	Basic Elements of Production	Ch 2 & 3	Lecture	Readings & Class Discussion	Text Book & Notes Student's paper	Assignment #2 Radio TV Comparison
W4 Feb 2-6		Format and Style	Ch 3	Lecture	Readings & Class Discussion	Student's paper	Assignment #3 Camera Movement
W 5 Feb 9-13		Commercials and Announcements	Ch 4	Lecture	Readings & Class Discussion	Text Book & Notes	Student's research paper: AP Style book
W 6 Feb 16-20		Commercials and Announcements	Ch 4	Mid-Term Review	Readings & Class Discussion		Assignment #4 Writing Commercial Script with Storyboard
W 7 Feb 23-27			MID-TERM EXAM	Exam Taking		Materials covered up to this time	Exam Questions

W 8 Mar 2-6	1, 2, 3, 4 & 5	Interview and Talk Program	Ch 7	Format Tips	Topic Proposal Discussed		Talk Show Proposal Due
W 9 Mar 9-13				Lecture	Readings & Class Discussion		Assignment #5 Talk Show Script
W 10 Mar 16-20		Corporate, Educational & Children's Program	7 & 9	Lecture	Readings & Class Discussion		Reflection Paper
W 11 Mar 23-27				Lecture	Readings & Class Discussion		
W 12 Mar 30- Apr 3	1, 2, 3, 4 & 5	The Play; Concepts of Playwriting	Ch 10	Lecture	Readings & Class Discussion & Presentation Pair/group		Drama/ Play Proposal Due
W 13 Apr 6-10	1, 2, 3, 4 & 5	Developing the Script	Ch 10	Lecture	Readings & Class Discussion		Assignment #6 Final Script: Drama/Play
W 14 Apr 13-17		Final Exam Review		Lecture	General Review for Final Exam		All scripts Due
W 15 Apr 20-24	1, 2, 3, 4 & 5		FINAL EXAM				Exam Questions
W 16 Apr 27- May 1							
W17 May 4-8							

MCO 328-01 Writing for Radio/TV; Oral Communication Rubrics

Criteria	Levels of Achievement				
	Level 1	Level 2	Level 3	Level 4	Level 5
Organization	Logic of arguments is not made clear. Listeners are confused.	Listener can follow presentation with effort. Some arguments are not clear. Organization seems haphazard.	Presentation is generally clear and well organized. A few minor points may be confusing.	Presentation is clear, logical, and organized. Listener can follow line of reasoning.	Presentation is outstanding, clear, logical, and organized. Listener can easily follow line of reasoning, understand, and remember.

Delivery (Style)	Presentation consistently is too elementary or too sophisticated for the audience. Information is read to audience. Presenter is obviously anxious and cannot be heard.	Aspects of presentations are too elementary or too sophisticated for audience. Presenter seems uncomfortable and can be heard only if listener is very attentive. Much of the information is read.	Level of presentation is generally appropriate. Pacing is sometimes too fast or slow. The presenter seems slightly uncomfortable at times, and the audience occasionally has trouble hearing him/her.	Level of presentation is appropriate for the audience. Presentation is a planned conversation, paced for audience understanding. It is NOT a reading of the paper. Speaker is clearly comfortable in front of the group and can be heard by all.	Level of presentation is appropriate for the audience. It is extemporaneous and clearly audience centered. It is NOT a reading of the paper. Presenter demonstrates confidence and competence, and the delivery facilitates understanding and retention.
Depth of Content	No reference is made to literature or theory. Listeners gain no new insights.	Explanations of concepts and/or theories are inaccurate or incomplete. Little attempt is made to tie theory to practice/reality.	For the most part, explanations of concepts and theories are accurate and complete. Some attempt is made to tie theory to practice/reality.	Speaker provides an accurate and complete explanation of key concepts and theories, drawing examples from real life situations.	Speaker provides an accurate and complete explanation of all concepts and theories, with concrete and specific examples from real life situations.