

SHAW UNIVERSITY
Mass Communications
Web and Desktop Publishing MCO 331 (3 credit hours)

Instructor: W. Russell Robinson

Office: Cheek Learning Resources Center

Classroom: MCO Smart Classroom

Office Hours:

Mon: 10:00A-11:00A and 12:00-1:00P (2)

Tues: 01:00P-4:00P (1-2:30-available by phone) (3)

Wed: 10:00A-11:00A and 12:00-1:00P (2)

Thur: 01:00P-4:00P (1-2:30-available by phone) (3)

Fri: Faculty Research Day Office Hours By Appointment ONLY

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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:

Web and desktop publishing is a continuation of the skills learned in MCO 231 introduction to multimedia production. Students should have a basic grasp of media transformation, photography, and basic video production skills needed to manage content in a web based environment. Further, students in this course should have a basic to intermediate knowledge of journalism skills to cultivate and write stories which will be featured in their individual web page/web log construction. In this course students are encouraged to experiment with alternative means for disseminating news to a world wide audience using podcasts, Web 2.0 applications, and digital video. The end goal for this course is to enable the student to be an independent digital journalist in a cyber realm.

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>
Demonstrate Proficiency in the use of Adobe Photoshop, Macromedia Dreamweaver and Macromedia Flash software applications	Class Participation, Website Construction, Website maintenance	
Incorporate various multimedia elements photos, sound, pictures, text to produce an interactive webpage	Class Participation, Website Construction, Website maintenance	
Create a variety of original graphics and animation	Class Participation, Website Construction, Website maintenance, Collaborative efforts within the department	
Create a Personal Weblog using Blogger or <i>WordPress</i>	Class Participation	
Create a podcast on BearFacts or Gast.com	Class Participation, Website Construction, Website maintenance, Collaborative efforts within the department	
Create content for the department's YouTube site.	Class Participation, Website Construction, Website maintenance	

Required Text:

Foust, J.C., and Burrows, T.D. 2008. *Online Journalism: The Principles and Practices on the Web*. McGraw Hill. New York, NY.

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 January 30th. 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.

Screening Assignments:

On occasion, you will be asked to screen related video texts outside of class. It is imperative that you treat these viewing assignments just as you would treat any reading assignment. You are encouraged to read supplemental about what you will watch as well as take needed notes for discussion. Linkage to mass communication theory as well as adjacent social theory is encouraged and welcomed.

Course Requirements:

The final grade for this course will be assessed based on the evaluation rubric below: Following there will be a definition of assignments needed to successfully navigate this course.

Class Participation	20%
Website Construction	25%
Content Management	25%
Midterm Examination	10%
Final Examination	20%

The following grading scale will be used: A = 90-100; B = 80-89; C = 70-79; D = 60-69; F = 59 and below

Note: The minimum passing grade for students with a major in the Department of Mass Communications is C.

1. Class Participation 20%: 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
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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

2. **Website Construction 25%:** Students are expected to create and maintain their individual website. On this website, there will be a strong news gathering presence. Students are to design the site with the software required for this course and incorporate various forms of media disseminating news that is campus related. Students are expected to keep the site updated regularly with audio podcasts, new photos, video and possible animations. Additionally, students are required to actively cultivate and publish news stories incorporating digitized audio/visual techniques learned in class. Grading rubrics are as follows: for web site design:

Web Page Design

Standards				
1	2	3	4	5
Web Page (HTML) Creation Skills				
No HTML formatting tags; text is not broken into paragraphs	Text is broken into paragraphs; headings are used;no other HTML Tags	Headings; Title; Tags such as, preformatted text; styles; centering; horizontal lines, lists, etc.	Same as level 3 plus images and hyperlinks to related material	Same as level 4 plus at least two lists, images as hyperlinks; color or background image, Frames, tables, or imagemap
Web Page Layout				
Layout has no structure or organization	Text broken into paragraphs and sections	Headings label sections and create hierarchy; some consistency	Hierarchy closely follows meaning; headings and styles are consistent within pages; text, images, and links flow together	Consistent format; extends the information page-to-page; easy to read; attention to different browsers and their quirks
Navigation				
One Page	One page with title bar added, heading, etc.	Two pages (or one page with links within page or to other resources); navigation between pages; links work	Three or more pages with clear order, labeling, and navigation between pages; all links work	Title page with other pages branching off, and at least four pages total;navigation path is clear and logical;all links work

News Reporting Rubric

Criteria	Exemplary 5	Outstanding 4	Satisfactory 3	Adequate 2	Unsatisfactory 1
Attribution and Sourcing	Clearly provides correct names of sources, addresses, cross checks information. Attribution can easily be checked by another reporter. Story is published or aired.	Names are spelled correctly, source may not be the primary source. Other information may be in the form of secondary data. Story could be published or aired.	Minimal errors in attribution of name or addresses. Should be rechecked with more research. Provides skeletal information. Story cannot be published or aired until factual information is verified.	Rudimentary accuracy at best. Misspellings, careless errors regarding sources, story cannot be published or aired.	Failure to provide accurate name, wrong address, major factual error. Story cannot be published or aired.
Spelling and word use	Illustrates a polished presentation of facts. No spelling errors, language represents the audience needs. High concepts are explained to the level of audience. Story is published or aired	The work represents a clear objective. Spelling errors are minimal, 10% or less. Word usage is appropriate for audience yet some concepts may need to be explained. Use of language and grammar have errors that are 5% or less. Story can be published or aired with minor revisions	The piece needs work. Spelling errors create barriers to understanding concepts of the story. Spelling errors are 15% or less. Grammatical mechanics are understandable but still must be tweaked. Story cannot be published or aired until major revisions are made.	Submitted story contains errors which make writing incoherent. Spelling errors are between 15 and 20%. Grammatical mechanics allow for one to read the piece, however, the use of language is not appropriate for the audience. Story may be reassigned or killed.	Submitted stories are littered with spelling errors ranging from 20% and beyond. Language presents major grammatical challenges to the point where the story is unreadable thus not published or aired. Vocabulary is limited. Story is ultimately killed.
Content	Factual information has been checked and rechecked. Story has a clear vision and clear audience. Graphics are tied closely to the story to where the pictures can tell the story alone if need be. Language is professional and story offers all perspectives. No hint libelous or slanderous information.	Information is accurate. Graphics and pictures are suitable to the story. Questions could be raised as to the secondary sources. Language is appropriate for the story.	Information in the story is minimally accurate. Language and story may not match completely. The story needs more to complete the piece. Primary sources questionable. Secondary sources questionable.	Information is sketchy at best. Facts are there but the delivery of information is buried.	Failure to include necessary information, using inappropriate information, basic misinterpretation of information or other content problems

Common Deductions will include the following:

- spelling -10
- lead -7.5
- major grammar -5
- minor grammar -2.5

clarity -2.5
attribution -2.5

1. **Name errors and other major fact errors** (wrong address, etc.) receive an **F** on the assignment.

2. **Spelling and word use:** Misuse of *its/it's*, *your/you're*, *their/there/they're*, *our/are* receive an **F** on the assignment. Use of *very*, *really* and *great*, other than in quotes, cost 10 points. All other spelling errors lose 10 points. Capitalization errors are considered minor grammatical errors and lose 2.5 points each. Reward particularly strong active verbs with +2 points!!

3. **Leads:** backing into the lead, lead too long, failure to emphasize the news, beginning with attribution, clarity, etc., cost up to 7.5 points. Really poor leads lose the entire 7.5.

4. **Organization errors**, usually in the first half of the story, cost up to 7.5 points. An organization error is a serious deviation from inverted pyramid style or construction of the story that would lose the reader entirely. Multiple organization errors still cost only 7.5 points.

5. **Editorializing** (injection of author's opinion) costs 5 points.

6. **Grammar:** A major grammar error such as subject-verb, tense, run-on or sentence fragment, etc., costs 5 points each. A minor grammar error such as misplaced modifiers, pronoun case, pronoun-antecedent disagreement, or punctuation errors (other than those responsible for run-ons or fragments) costs 2.5 points each.

7. **Attribution errors** (outside the lead) such as beginning with attribution, loaded attribution, *said he/she* errors, etc., cost 2.5 points each.

8. **Clarity** errors cost 2.5 points each. Clarity can be an improper word use to a confusing phrase or sentence.

9. **Quotations:** Say-nothing quotes, lengthy quotes, redundant transitions and set up grafs, etc., cost 2.5 points.

10. **AP Style errors** cost 1 point each, up to 10 points, then only half-point each. Jargon, slang, clichés, wordiness and redundancies cost 1 point each.

11. **Content:** Failure to include necessary information, using inappropriate information, basic misinterpretation of information or other content problems not covered by any of the above categories cost up to 12.5 points. Please write comments on the paper where appropriate, particularly at the end. Comments can be severe, particularly when students make the same mistakes repeatedly, but try to offer some encouragement along with any severity.

Digital Production Quality (Moving or Still Image, whichever is applicable)					
Video Continuity/Editing	12 points	8 points	4 points	0 points	
	The tape is edited with only high quality shots remaining. Video moves smoothly from shot to shot. A variety of transitions are used to assist in communicating the main idea and smooth the flow from one scene to the next. Shots and scenes flow seamlessly. Digital effects are used appropriately for emphasis.	Tape is edited throughout with only quality shots remaining. A variety of transitions are used. Good pacing and timing.	Tape is edited in few spots. Several poor shots remain. Transitions from shot to shot are choppy, and the types of wipes and fades selected are not always appropriate for the scene. Transitions do not assist in communicating the main idea. There are many unnatural breaks and/or early cuts. Digital effects are overdone and distract from the content.	Tape is unedited and many poor shots remain. No transitions between clips are used. Raw clips run back to back in the final video.	
Audio and Voice Editing	12 points	8 points	4 points	0 points	
	The audio is clear and effectively assists in communicating the main idea. Students communicate ideas with enthusiasm, proper voice projection, appropriate language, and clear delivery. Background audio is kept in balance and does not overpower the primary audio.	The audio is clear, but only partially assists in communicating the main idea. Students communicate ideas with proper voice projection, adequate preparation and delivery.	The audio is inconsistent in clarity (too loud/too soft/garbled) at times and insufficiently communicates the main idea. Students have difficulty communicating ideas due to weak voice projection and/or lack of preparation. The background audio overpowers the primary audio.	Audio is cut-off and inconsistent. Students have great difficulty communicating ideas with poor voice projection.	
Color Scheme	3 points	2 points	1 points	0 points	
	The color scheme for backgrounds and	The color scheme used for	Backgrounds and clothing distract	No color scheme is apparent.	

	clothing is selected to suit the mood of the video.	backgrounds and clothing enhances the presentation.	from the presentation and are not suited to the mood of the video.		
Lighting	3 points Additional lighting is used to eliminate shadows and glares. All scenes have sufficient lighting for viewer to easily see action.	2 points Additional lighting is used. Few shadows or glares are apparent. Most scenes have sufficient lighting to tell what is happening.	1 points Some scenes are too dark or too light to determine what is happening.	0 points Only ambient (available) light is used. Most scenes are too dark or too light to determine what is happening.	
Camera Techniques (Exposure/Focus)	12 points All shots are clearly focused and well framed. The video is steady with few pans and zooms. Close-ups are used to focus attention. Video shows evidence of good composition (ratio of image to frame, line of gaze, pan/tilts, movement, and perspective.	8 points The camera is held steady. Pans and zooms are limited. The main subject is located slightly off center, using the "rule of thirds." Most shots are clearly focused and well framed.	4 points The motion shots are fairly steady. Some shots are unfocused or poorly framed. Few close-ups are used.	0 points Many shots are unfocused and poorly framed. The camera is not held steady and excessive panning and zooming distracts the viewer. No close-ups are used.	
Special Effects	3 points Good, but not excessive use of effects.	2 points Use of effects is worthwhile.	1 points Some special effects are distracting.	0 points Effects are either missing or excessive.	
Use of Media (Music, Voice-over, Graphics)	6 points The graphics, sound and/or animation assist in presenting an overall theme that appeals to the audience and enhances concepts with a high impact message. All multimedia	4 points The students use proper size and resolution to create images. The graphics, sound/and or animation visually depict material and assist the	2 points Some of the graphics, sounds, and/or animations seem unrelated to the topic/theme and do not enhance concepts. Most images are clipart or recycled from the WWW.	0 points The graphics, sounds, and/or animations are unrelated to the content. Graphics do not enhance understanding the content, or are distracting decorations that	

	elements work well together and demonstrate excellent synthesis. Graphics explain and reinforce key points during the presentation.	audience in understanding the flow of information or content. Images are student produced. Images are proper size and resolution. Multimedia elements are appropriate and enhance the presentation.	Images are too large/small in size. Images are poorly cropped or the color/resolution is fuzzy. Multimedia elements support the presentation occasionally.	create a busy feeling and detract from the content.	
Copyright	6 points Copyrighted information for photos, graphics and music is clearly identified by source and nature of permission to reproduce.	4 points Every photo, graphic or sound file is either original or permission for its use is documented from the creator/owner.	2 points Some sources of photos, graphics, and music are not clearly identified with references, and permission to reproduce is missing.	0 points There is no reference to copyright information for photos, graphics, and music.	
Moving Images	3 points Motion scenes are planned and purposeful, adding impact to the story line. "Talking heads" scenes are used when crucial to telling the story.	2 points The video includes some "talking heads," and backgrounds and video effects add interest. Most motion scenes make the story clearer or give it more impact.	1 points The video includes "talking heads" and a few motion scenes are added but do not improve understanding of the story line.	0 points The video features "talking heads" with little or no action to add interest or the video uses action excessively.	
Pace	3 points All video clips fit the storyline. Clips are just long enough to make each point clear. The pace captures audience attention.	2 points Most video clips move at a steady pace, fast enough to keep the audience interested and slow enough to tell a complete story.	1 points Video clips are used but need to be edited in length or move too quickly to assist in telling the story.	0 points Video clips are too long and do not advance the storyline or to short and leave out essential action or dialogue.	
Timing	3 points	2 points	1 points	0 points	

	Video clips show no slack time. "Three beat" timing (three actions per clip or three clips per event) is evident.	Most video clips are edited to remove slack time and to emphasize action.	Some video clips are edited to remove slack time and increase action.	Video clips begin and end with slack time or no action.	
*Teamwork (Participation)	12 points The group documents how members brainstormed, discussed, and solved problems. The group documents division of responsibilities and describes how the individual efforts capitalized on strengths of each team member.	8 points The group documents how members divided tasks, assigned roles based on the skills/talents of individual members, shared the workload and managed problems in a way that advanced the group goal.	4 points Some individuals document how there was poor communication, unresolved conflict, or failure to collaborate on important aspects of the work. The group required teacher assistance to resolve differences.	0 points One person documents that problems were not managed in a way that advanced the group goal. The group required teacher assistance with dividing tasks and resolving differences. Few people contributed their fair share of work, or the project was created by one student doing most of the work (though may have received guidance or help from others).	

3. Digital Content Management 20%

Students in this course will be afforded the opportunity to operate as digital content managers on their individual websites. This means that the student is charged not only to acquire their images, video, and audio files but also keep the content active on a weekly basis. This will be checked periodically by the instructor. Also, students will have opportunities to work collegially with other students within the department to support the campus digital online news effort. These students will provide assistance with other students in transforming their media packages into files suitable for web publication.

3. Midterm 10% and Final Exam 20%

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. The midterm will be weighed less in comparison due to the task of the initial launching the student's website. By the time the student has reached the final exam, much of the material by this time will somewhat comprehensive based primarily on the student's work experience and practical knowledge

through out the semester. 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 Exam Policy

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	Unexcused Absences Used	Unexcused Absence Result
3	3	4	FAIL
2	2	3	FAIL
1	1	2	FAIL

Students who exceed the number of unexcused absences run the risk of failing the course. Students who exhaust the required number of unexcused absences will fail the course. Students who arrive more than 10 minutes late for class will be marked absent for that particular class

period. 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. All ASSIGNMENTS MUST BE COMPLETED TO PASS THE COURSE.
2. 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.
3. When submitting assignments, please follow the guidelines specific for the APA style where appropriate. If you are submitting journalistic piece please be sure to follow the Associated Press guidelines for the current year. Research papers will be returned if there is not a citation page included. All research 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 with either be returned to the student ungraded or receive a grade reduction. NO internet sources can be used as source citations, unless approved in advance.
4. All assignments MUST BE SUBMITTED ON TIME. Late work will not be accepted. 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.
5. 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.
6. Plagiarism is defined as the appropriation or presentation of someone else's ideas, language, or designs as your own. Specifically according to iParagigms, LCC creators of Turnitin.com they state the following:

What is Plagiarism

Many people think of plagiarism as copying another's work, or borrowing someone else's original ideas. But terms like "copying" and "borrowing" can disguise the seriousness of the offense:

According to the Merriam-Webster Online Dictionary, to "plagiarize" means

1. *to steal and pass off (the ideas or words of another) as one's own*
2. *to use (another's production) without crediting the source*
3. *to commit literary theft*
4. *to present as new and original an idea or product derived from an existing source.*

In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward.

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.

7. 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.
8. Sexual harassment of any kind will not be tolerated. Read the university guidelines on sexual harassment.
9. Dress: Business Professional preferred, business casual mandatory. Our class takes place within the hours of 9:00 AM to 5:00 PM. 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 key.
10. Without notice, this syllabus is subject to change. In said event, a revised syllabus will be added to blackboard. 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.

**Spring Semester 2009		
January		
16-21		Introduction to the Course/ Distribution of Syllabus/Course Expectations
23		Pretest/ Skills Assessment Assigned Reading Foust, Chapter 1
26-30		Go over pretest, Discuss Assigned Readings, Discuss digital content acquisition. Assigned readings Chapt. 2 and 10. Homework: due by next week: 1 min 30 sec max video package.
February		
2-6		Discuss assigned readings, critique digital packages, enter digital transformation, begin to learn the anatomy of a web page. Assigned readings: chapter 6. Homework assignment, establish a blogger account and purchase web space for the course.
9-13		Discuss assigned readings, begin to learn the Dream Weaver architecture, digital photography, assigned readings, Chapter 3, homework assignment, digital photo essay, and 500 word news story with at least 2 photos.
16-20		Discuss assigned readings, critique photo essays, critique news stories, continue working on dream weaver software, begin posting news stories to individual blogs. Assigned readings, chapter 7
23-27		Discuss assigned readings, begin to prepare for midterm exam. Administer midterm exam online
March		
2-6		Go over midterm exam, discuss additions to blogs, design and manage tables in dreamweaver, begin webpage construction, begin to place assets into web page, homework: 200 word news story with photos, and digital audio news story—must have script and sources for audio story
9-13		Create audio podcast and news story to insert

		into webpage/blog, Assigned readings chapter 4, homework, video package, 1 min, to be digitized and ready for insertion into web page.
16-20		Discuss assigned reading, begin to create own online news enterprise. Students will start from scratch using either blogger or dreamweaver to create their own online news presence. To be discussed further in class.
23-27		Assigned reading, chapter 9, demonstration of graphics software, (photoshop, live type) continue working on online news enterprise
30- April 3		Discuss assigned readings, check on independent projects, discuss the role of the digital/non traditional journalist
April		
6-10		Field work/ Continue working on web sites/weblogs--
13-17		Spring Break
20		Back from Spring Break, 1 st draft of online news sites submitted— strongly suggested
22-24		Research Days—Instructor will be at Broadcasters Education Association conference
27- May 1		Discuss conference, tie up loose ends prepare for final exam/presentation of online news sites/post test.
NOTE These are subject to change. In the event of change, a note will be sent in class and on blackboard.		

