



# **DIGITAL JOURNALISM PROGRAM**

# DIGITAL JOURNALISM PROGRAM (DJP)

**ASSOCIATE OF SCIENCE DEGREE** - 60 credit hours/1462 clock hours

**DIPLOMA** - 36 credit hours/936 clock hours

## Program Description

The Digital Journalism Program combines high academic standards with practical, hands-on exercises reflecting the needs of a professional media journalist providing students with proper professional journalism skills. After completion of study the student will have a broad overview of new media and an ability to learn future technologies at a fast pace, enabling him/her to efficiently implement knowledge and skills in the working environment.

The program is structured into 4 educational components:

- Journalism
- Multimedia
- Video
- Audio

Associate of Science students will be required to complete 15 hours of General Education classes including: English Composition, World History, Introduction to Mathematical Modeling, Conceptual Physics, and Speech Communications. Students enrolled in the diploma program will be exempt from this requirement.

The program is designed to train students for entry-level positions in creative media and communications in the areas of journalism, reporting, video editing and graphic design.

A graduate of the Digital Journalism Program will be prepared for entry-level positions in such careers as:

- Newspaper Reporter
- Freelance Journalist
- Magazine Reporter
- Media Journalist
- Photo Journalist
- Digital Film Editor
- Graphic Design Editor
- Web Designer
- Internet Journalist
- Media Production Specialist

# DIGITAL JOURNALISM PROGRAM COURSE SCHEDULE

## **SEMESTER I**

GE101 English Composition 3hrs (A.S. only)

DJP101 Foundations of Journalism 4hrs

DJP102 Graphic Design 4hrs

AUD103 Audio in Media 4hrs

## **SEMESTER II**

GE102 World History 3hrs (A.S. only)

DJP121 Reporting Techniques 4hrs

DJP122 Photography and Digital Imaging 4hrs

VID123 Video Production 4hrs

## **SEMESTER III**

GE103 Intro to Mathematical Modeling 3hrs (A.S. only)

DJP201 The Field and the Industry 4hrs

DJP202 Multicultural Communications 4hrs

MMW203 Multimedia and Web Development 4hrs

## **SEMESTER IV (A.S. only)**

GE201 Conceptual Physics 3hrs

GE202 Speech Communications 3hrs

DJP222 Advanced Writing and Reporting Techniques 5hrs

ENT223 Entrepreneurship 4hrs

<b>Digital Journalism Program</b>						
<b>Sem</b>	<b>Mon</b>	<b>Tues</b>	<b>Wed</b>	<b>Thurs</b>	<b>Fri</b>	<b>Hrs</b>
1	GE101 English Composition 3hrs	DJP101 Foundations of Journalism 4hrs	DJP102 Graphic Design 4hrs	AUD103 Audio in Media 4hrs	Workshop	15
2	GE102 World History 3hrs	DJP121 Reporting Techniques 4hrs	DJP122 Photography and Digital Imaging 4hrs	VID123 Video Production 4hrs	Workshop	15
3	GE103 Mathematical Modeling 3hrs	DJP201 The Field and the Industry 4hrs	DJP202 Multicultural Communications 4hrs	MMW203 Multimedia and Web Development 4hrs	Workshop	15
4	GE201 Conceptual Physics 3hrs	GE202 Speech Communications 3hrs	DJP222 Advanced Writing and Reporting Techniques 5hrs	ENT223 Entrepreneurship 4hrs	Workshop	15
						60

**ASSOCIATE OF SCIENCE DEGREE** - 60 credit hours/1462 clock hours

**DIPLOMA** - 36 credit hours/936 clock hours (\*shown in shaded blue)

# GE101 English Composition

(Insert instructor name, email, and office phone)

## Course Overview

Course Number: GE101

Course Title: English Composition

Credit Hours: 3

Prerequisites: N/A

## Course Description

This course is designed to increase students' fundamental composition skills and will focus on audience awareness, effective paragraph and essay construction, as well as Standard English language usage (punctuation, spelling, and grammar). Emphasis will be placed on developing clear, coherent, and effective written prose. The course will also introduce students to different research methods and familiarize them with the conventions of academic writing they will be expected to apply to college-level papers they will write for other courses in the program.

## Learning Objectives

Upon successful completion of this unit, students will be able to:

- Demonstrate command of Standard English language conventions in written and oral formats
- Demonstrate clear sentence and paragraph structure, as well as grammar and mechanics
- Produce coherent, well-organized, and rhetorically effective essays
- Research efficiently for factual information on the Internet, in physical and virtual libraries, in peer-reviewed journals, and other sources
- Format papers correctly according to MLA, APA, or Chicago styles
- Demonstrate proficiency using Microsoft Word software
- Demonstrate respect for individual thought, display impeccable academic conduct, and understand consequences of plagiarism

## Assessment Items

Students must complete the following assessment items for this unit:

- GE101.1 Essays 30%
- GE101.2 Exams 40%
- GE101.3 Quizzes 20%
- GE101.4 Exercises 10%

## Core Texts

Silverman, Jay, Elaine Hughes, and Diana Roberts Wienbroer. (2009). *Rules of Thumb: a Guide for Writers*. (8th ed.) New York: McGraw-Hill Higher Education.

## Lesson Overview

This course will meet once per week for 16 weeks. Each week contains 3.5 hours of classroom instruction as well as a supervised lab component. Please refer to the Student Catalog for criteria concerning overall attendance and institutional requirements.

Week	Content	Type	Instructor
1	<b>In-class diagnostic essay</b> <ul style="list-style-type: none"> <li>▪ Understanding writing as a process:</li> <li>▪ Addressing your Audience</li> <li>▪ Purpose</li> <li>▪ Finding a topic</li> <li>▪ Writing a Thesis</li> </ul>	Classroom Presentation, Discussion & Writing activities	
2	<ul style="list-style-type: none"> <li>▪ Introductions and Conclusions</li> <li>▪ Organizing your essay</li> <li>▪ Paragraph structure</li> <li>▪ Transitions</li> <li>▪ Creating a complete sentence</li> <li>▪ Sentence structure and fragments</li> <li>▪ Commas</li> <li>▪ Semicolons</li> <li>▪ Capitalization</li> </ul>	Classroom Presentation, Discussion & Writing activities	
3	<ul style="list-style-type: none"> <li>▪ Commonly confused words</li> <li>▪ Misplaced and dangling modifiers</li> <li>▪ Missing commas and comma splices</li> <li>▪ Spelling</li> <li>▪ Restrictive and non-restrictive elements</li> <li>▪ Proofreading tips</li> </ul>	Classroom Presentation, Discussion & Writing activities	
4	<b>In-class Quiz 1</b> <ul style="list-style-type: none"> <li>▪ Consistent Pronouns</li> <li>▪ Vague Pronouns</li> <li>▪ Pronoun and antecedent agreement</li> <li>▪ Wrong tense</li> <li>▪ Shifting verb tenses and verb agreement</li> </ul>	Quiz Classroom Presentation, Discussion & Writing activities	
5	<b>Paper 1 Due</b> <ul style="list-style-type: none"> <li>▪ Preparing to write a research paper and reporting information:</li> <li>▪ Seven Steps to a Research Paper</li> <li>▪ Getting information online – best practices</li> <li>▪ Getting information from the library</li> <li>▪ Evaluating your sources and taking notes</li> </ul>	Classroom Presentation, Discussion & Writing activities	
6	<b>Documenting source:</b> <ul style="list-style-type: none"> <li>▪ MLA</li> <li>▪ APA</li> <li>▪ Chicago Style</li> <li>▪ Footnoting</li> </ul>	Classroom Presentation, Discussion & Writing activities	
7	<b>In-class Quiz 2</b> <b>Integrating sources into the essay:</b> <ul style="list-style-type: none"> <li>▪ Quoting</li> <li>▪ Summarizing</li> <li>▪ Paraphrasing</li> <li>▪ Avoiding Plagiarism</li> </ul>	Quiz Classroom Presentation, Discussion & Writing activities	

8	<b>Writing with computers:</b> <ul style="list-style-type: none"> <li>▪ Using Microsoft Word and other word-processing tools</li> <li>▪ Shortcuts for Microsoft Word</li> <li>▪ Conventions for emails</li> <li>▪ Designing documents and using visuals</li> <li>▪ Midterm Exam review</li> </ul>	Classroom Presentation, Discussion & Writing activities	
9	<b>Midterm Exam</b>	Exam	
10	<b>Writing a Research paper:</b> <ul style="list-style-type: none"> <li>▪ Organizing, outlining, and drafting</li> <li>▪ Getting peer feedback</li> <li>▪ Formatting the list of sources</li> </ul>	Classroom Presentation, Discussion & Writing activities	
11	<b>Improving style:</b> <ul style="list-style-type: none"> <li>▪ Projecting a “voice”</li> <li>▪ Varying your sentence constructions</li> <li>▪ Using strong verbs</li> <li>▪ Adding details</li> <li>▪ Trimming Wordiness</li> </ul>	Classroom Presentation, Discussion & Writing activities	
12	<b>In-class Quiz 3</b> <ul style="list-style-type: none"> <li>▪ Eliminating offensive language</li> <li>▪ Level of formality</li> <li>▪ Recognizing and avoiding clichés</li> <li>▪ Repetitions and other rhetorical devices</li> </ul>	Quiz Classroom Presentation, Discussion & Writing activities	
13	<b>Creative writing:</b> <ul style="list-style-type: none"> <li>▪ Song lyric analysis</li> <li>▪ Writing prose</li> <li>▪ Poetry and Rhyme</li> <li>▪ Writing scripts</li> </ul>	Classroom Presentation, Discussion & Writing activities	
14	<b>Essays Due</b> <ul style="list-style-type: none"> <li>▪ Class Presentations</li> <li>▪ Writing analysis</li> </ul>	Practical	
15	<b>Course Review</b>	Lecture	
16	<b>Final Exam</b>	Exam	

## Assessment Guidelines

Students must submit assignments in accordance with the guidelines outlined in the Student Catalog and comply with all SAE policies and procedures. Test material is drawn from classroom presentation, reading assignments, and practical work done in labs. Grading criteria for assessments are calculated on a percentage scale clearly defined under Academic Policies in the Student Catalog. All questions concerning assessment items for this course should be addressed to the instructor and/or course coordinator.

<b>Assessment Item</b>	GE101 English Composition <b>Paper 1</b>
Submission Format	Typed Essay MLA style
Weighting	15%

Overview	<ul style="list-style-type: none"> <li>▪ This essay requires students to present their opinion, positive or negative, about an important current issue that sounds interesting to them. They may choose an issue in the professional field they are preparing to enter or from popular, social, or political culture. They should clearly present and explain what that issue is and discuss their stance on it. The instructor must approve topics in advance.</li> </ul>
Requirements	<ul style="list-style-type: none"> <li>▪ Minimum length of 300 words, maximum length of 1000 words</li> <li>▪ 12 point type, double spaced, Times New Roman</li> <li>▪ Demonstrate critical and conceptual thinking</li> <li>▪ Present clear and insightful ideas</li> <li>▪ The assignment must be submitted in essay format with an introduction, body paragraphs, and a conclusion</li> <li>▪ Developed paragraphs</li> <li>▪ Appropriate tone and language for audience</li> <li>▪ No outside sources are necessary for this assignment, but if students use outside sources, they should cite them appropriately.</li> </ul>
Assessment	Graded / Norm-referenced
Assessment Criteria  Each item will be weighed on a scale going from 1 to 6 (from unsatisfactory to most satisfactory)	<ul style="list-style-type: none"> <li>▪ Clear and concise introduction</li> <li>▪ Effective thesis statement</li> <li>▪ Relevant and specific development of ideas</li> <li>▪ Clear and insightful conclusion</li> <li>▪ Coherent organization</li> <li>▪ Conventionally appropriate grammar usage and mechanics</li> <li>▪ Correct formatting</li> </ul>

<b>Assessment Item</b>	<b>GE101 English Composition Paper 2</b>
Submission Format	Typed Essay MLA style
Weighting	15%
Overview	<ul style="list-style-type: none"> <li>▪ This research paper is asking students to find out what the world was like on the day they were born, for example what song was the #1 hit record, who was the US president, etc; the essay should provide the readers with a clear picture of what was happening in the rest of the world on that specific day.</li> </ul>
Requirements	<ul style="list-style-type: none"> <li>▪ 400 words minimum / 1200 words maximum</li> <li>▪ 12 point type, double spaced, Times New Roman</li> <li>▪ Demonstrate critical and conceptual thinking</li> <li>▪ Present clear and insightful ideas</li> <li>▪ The assignment must be submitted in essay format with an introduction, body paragraphs, and a conclusion</li> <li>▪ Developed paragraphs</li> <li>▪ Appropriate tone and language for audience</li> <li>▪ Use outside sources (Online or in print)</li> </ul>
Assessment	Graded / Norm-referenced



Assessment Criteria	<ul style="list-style-type: none"> <li>▪ Clear and concise introduction</li> <li>▪ Effective thesis statement</li> <li>▪ Relevant and specific development of ideas</li> <li>▪ Clear and insightful conclusion</li> <li>▪ Coherent organization</li> <li>▪ Conventionally appropriate grammar usage and mechanics</li> <li>▪ Correct formatting</li> <li>▪ Correct citation of sources</li> </ul>
Each item will be weighed on a scale going from 1 to 6 (from unsatisfactory to most satisfactory)	

<b>Assessment Item</b>	GE101 English Composition <b>Midterm Exam</b> GE101 English Composition <b>Final Exam</b>
Submission Format	Moodle Learning Management System
Weighting	20% each - 40% combined
Overview	The exams will include an essay portion to be completed in the classroom. The exams may also cover subjects and information derived from class lectures, designated class readings, and exercises that are associated with this unit
Requirements	<ul style="list-style-type: none"> <li>▪ Exam duration: 2 hours</li> <li>▪ Exam format: In-class Essay</li> <li>▪ Multiple-choice questions and/or short answer questions</li> <li>▪ This exam is “closed book” exam. No lecture notes or textbooks may be brought into the examination room.</li> <li>▪ Students are required to bring paper, pens to all exams</li> </ul>
Assessment	Graded / Criterion-referenced
Assessment Criteria	<ul style="list-style-type: none"> <li>▪ Clear and concise essay-style answers where appropriate</li> <li>▪ Insightful understanding of academic writing and command of Standard English</li> <li>▪ Appropriate factual knowledge (i.e. multiple-choice portion)</li> </ul>

<b>Assessment Item</b>	GE101 English Composition <b>Quiz ONE</b> GE101 English Composition <b>Quiz TWO</b>
Submission Format	Moodle Learning Management System
Weighting	10% each—20% combined
Overview	The quizzes are completed in the classroom. The quizzes may cover subjects and information derived from class lectures, designated class readings and exercises that are associated with this unit.
Requirements	<p>Quiz duration: 45 minutes</p> <p>Exam format:</p> <ul style="list-style-type: none"> <li>▪ Multiple-choice questions and/or short answer questions</li> <li>▪ Quizzes can be “closed or open book” depending on the teacher’s decision.</li> <li>▪ Students are required to bring paper and pencil to all quizzes.</li> </ul>
Assessment	Graded / Criterion-referenced
Assessment Criteria	<ul style="list-style-type: none"> <li>▪ Clear and concise essay-style answers where appropriate</li> <li>▪ Insightful understanding of academic writing</li> <li>▪ Appropriate factual knowledge</li> </ul>

## Exercises

Exercises for this class will consist in a diagnostic essay, multiple-choice grammar exercises, and writing assignments to ensure students' understanding and retention of the various concepts covered during lectures. Exercises will total 10% of the overall grade distribution for the course.

## Required Reading and Additional Preparation

Students have weekly reading and/or research assignments that help prepare them for class discussions, quizzes, the midterm exam, and the final exam. Reading assignments will be drawn from class texts, resources available on the LIRN network, contemporary periodicals, library materials, and other sources. It is recommended that students devote a minimum of 6 hours per week for required reading, contemplation, and analysis.

## Due Dates

Task	Week Due	Date
GE101 English Composition Quiz 1	Week 4	TBA
GE101 English Composition Essay 1	Week 5	TBA
GE101 English Composition Midterm Exam	Week 9	TBA
GE101 English Composition Quiz 2	Week 7	TBA
GE101 English Composition Quiz 3	Week 12	TBA
GE101 English Composition Essay 2	Week 15	TBA
GE101 English Composition Final Exam	Week 16	TBA

## Resources and Equipment

- Moodle Learning Management System
- Apple laptop computer, foundation room stations, media center computers and recording studios with assorted equipment

## Recommended and Further Reading

Beaney, Michael. (Summer 2009 Edition). "Analysis", *The Stanford Encyclopedia of Philosophy*

Edward N. Zalta (ed.).

Deakin University. (2010). *Academic Skills: Critical Analysis*.

Ferm, R. (2005) *202 Reflective Essay Guidelines*, SAE Institute.

Hamilton College. (2010). *The Seven Deadly Sins of Writing*. Retrieved from <http://www.hamilton.edu/writing/sins.html>

Lunsford, Andrea A. (2005). *The Everyday Writer*. (3<sup>rd</sup> ed.) Bedford St Martin's.

Monash University. (2010). *Language and Learning Online: What makes a good Essay?*

# DJP101 Foundations of Journalism

(Insert instructor name, email, and office phone)

## Course Overview

Course Number: DJP101

Course Title: Foundations of Journalism

Credit Hours: 4

Prerequisites: N/A

## Course Description

This course is a guide to the news media. It is designed to help students develop an understanding of journalism and the operation of the global media. Students will be engaged in practical lessons concerning the history of journalism, writing styles for various types of journals, research techniques, PR agencies and roles of Internet journalism. This course will consist of classroom presentations and critique sessions, group and individual exercises, research assignments and plenty of written practice. Students are expected to share their work, engage in collaborative writing efforts, and offer feedback to classmates.

## Learning Objectives

Upon successful completion of this course students will be able to:

- Describe the main roles of a journalist
- Define global journalism and how it affects different regions
- Describe the difference between news items and features
- Understand the responsibilities of PR agencies
- Define photojournalism and its role in media outlets

## Assessment Items

Students must complete the following assessment items for this course:

- DJP101.1 Quizzes 10%
- DJP101.2 Midterm Exam 20%
- DJP101.3 Final Exam 30%
- DJP101.4 Practical Lab Assignments 40%

## Core Texts

Broadcast Journalism: Techniques of Radio and Television News - Andrew Boyd

Advancing the Story: Broadcast Journalism in a Multimedia World - Debora Halpern Wenger

## Lesson Overview

This course will meet once per week for 16 weeks. Each week contains 3.5 hours of classroom instruction as well as a supervised lab component. Please refer to the Student Catalog for criteria concerning overall attendance and institutional requirements.

Week	Content	Type	Instructor
1	<b>Introduction</b> <ul style="list-style-type: none"> <li>▪ Unit overview</li> <li>▪ Review assignments</li> </ul> <b>What is Journalism</b> <ul style="list-style-type: none"> <li>▪ Why we need the media</li> </ul> <b>Diversity in Journalism</b> <ul style="list-style-type: none"> <li>▪ Print</li> <li>▪ Online</li> <li>▪ Broadcast</li> </ul> <b>Journalism History</b> <ul style="list-style-type: none"> <li>▪ Birth of Journalism in 1940's</li> <li>▪ 21st century 24-hour news</li> <li>▪ Journalism as an opinion format</li> </ul>	Classroom Presentation	
2	<b>Information is Global</b> <ul style="list-style-type: none"> <li>▪ Local tailored news</li> <li>▪ Global vs. regional news culture</li> <li>▪ Technology and breaking news</li> </ul> <b>Type of Journals</b> <ul style="list-style-type: none"> <li>▪ Food</li> <li>▪ Business</li> <li>▪ Tech</li> <li>▪ Hobby</li> </ul> <b>The Role of a Journalist</b> <ul style="list-style-type: none"> <li>▪ Day-to-day outline</li> <li>▪ Roles defined</li> </ul>	Classroom Presentation	
3	<b>The Role of a Journalist cont.</b> <ul style="list-style-type: none"> <li>▪ Day-to-day outline</li> <li>▪ Roles defined</li> </ul> <b>Speedwriting and speed typing</b> <ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ Examples</li> <li>▪ Exercises</li> </ul>	Classroom Presentation	
4	<b>What is News? News vs. Features</b> <ul style="list-style-type: none"> <li>▪ What is newsworthy?</li> <li>▪ News hierarchy</li> <li>▪ The 24-hour news cycle</li> </ul> <b>Fact vs. Fiction - the importance</b> <ul style="list-style-type: none"> <li>▪ Accuracy in Journalism</li> <li>▪ Pitfalls</li> <li>▪ Factual errors</li> </ul>	Classroom Presentation	
5	<b>Introduction to Research</b> <ul style="list-style-type: none"> <li>▪ Principles of research</li> <li>▪ Resources</li> <li>▪ Sources</li> <li>▪ Revision</li> </ul>	Classroom Presentation	

6	<b>The Good, the Bad and the Ugly side of the Internet</b> <ul style="list-style-type: none"> <li>▪ News search engines</li> <li>▪ Reputable sites</li> <li>▪ Search techniques</li> <li>▪ Google</li> </ul>	Classroom Presentation	
7	<b>Public Administration and International Bodies</b> <ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ Public Bodies</li> <li>▪ Regional differences</li> </ul>	Classroom Presentation	
8	<b>The Role of PR Agencies</b> <ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ Their responsibility</li> <li>▪ What is a press release?</li> <li>▪ What is a right to reply?</li> <li>▪ Midterm Exam review</li> </ul>	Classroom Presentation	
9	<b>Midterm Exam</b> <b>PR Agencies and Press Releases</b> <ul style="list-style-type: none"> <li>▪ Constructing a press release</li> <li>▪ Skepticism in press releases</li> <li>▪ News embargo's</li> </ul>	Exam Classroom Presentation	
10	<b>Companies and Stock Exchange Information</b> <ul style="list-style-type: none"> <li>▪ Basics of financial journalism</li> <li>▪ How to find company information</li> </ul>	Classroom Presentation	
11	<b>Right to Reply, Balanced Reporting and Why it Matters</b> <ul style="list-style-type: none"> <li>▪ Balanced and unbalanced reporting</li> <li>▪ Privacy laws and ethics</li> <li>▪ Conflict areas</li> </ul>	Classroom Presentation	
12	<b>Sources and Eyewitnesses</b> <ul style="list-style-type: none"> <li>▪ Significance of a source</li> <li>▪ Types of sources</li> <li>▪ On and off the record</li> </ul>	Classroom Presentation	
13	<b>Introduction to Social Media and How to Use It</b> <ul style="list-style-type: none"> <li>▪ The importance of social media</li> <li>▪ Twitter and Facebook</li> <li>▪ Blog integration</li> </ul>	Classroom Presentation	
14	<b>The Real World (Field trip)</b> <ul style="list-style-type: none"> <li>▪ The news room</li> <li>▪ The printing press</li> <li>▪ The radio station</li> </ul>	Field Trip	
15	<b>Course Review</b> <ul style="list-style-type: none"> <li>▪ Practical assignments will be presented and critiqued</li> <li>▪ Final Exam review</li> </ul>	Classroom Presentation Practical	
16	<b>Final Exam</b>	Exam	

## Assessment Guidelines

Students must submit assignments in accordance with the guidelines outlined in the Student Catalog and comply with all SAE policies and procedures. Test material is drawn from classroom presentation, reading assignments, and practical work done in labs. Grading criteria for assessments are calculated on a percentage scale clearly defined under Academic Policies in the Student Catalog. All questions concerning assessment items for this course should be addressed to the instructor and/or course coordinator.

<b>Assessment</b>	<b>DJP101.1 Quizzes</b>
Resource	Moodle Learning Management System
Weighting	10%
Overview	Students will be given periodic quizzes to assess their understanding of the subjects and topics being covered. The length of each quiz will be determined by lecture content and given at the instructor's discretion.
Requirements	Apple laptop computer with Wi-Fi connection to local server
Assessment	Graded / Criterion-referenced
Criteria	A grade of 70% must be achieved to receive a passing score

<b>Assessment</b>	<b>DJP101.2 Midterm Exam</b>
Resource	Moodle Learning Management System
Weighting	20%
Overview	Students will be given a 50-question exam at the beginning of class during week 9. The contents will serve as an assessment of the students' subject knowledge to date.
Requirements	Apple laptop computer with Wi-Fi connection to local server
Assessment	Graded / Criterion-referenced
Criteria	A grade of 70% must be achieved to receive a passing score

<b>Assessment</b>	<b>DJP101.3 Final Exam</b>
Resource	Moodle Learning Management System
Weighting	30%
Overview	Students will be given a 100-question cumulative exam on the final day of class during week 16. The contents will serve as an assessment of the students' subject knowledge to date.
Requirements	Apple laptop computer with Wi-Fi connection to local server
Assessment	Graded / Criterion-referenced
Criteria	A grade of 70% must be achieved to receive a passing score

## Practical Lab Assignments

This course requires students complete a minimum of 48 hours of supervised lab work over the 16-week term. A minimum of 3 hours should be completed at the student's discretion per week. The SAE Lab Supervisor maintains an hourly log of supervised lab time completed throughout the term, which is factored in with classroom attendance to determine overall course attendance. Please refer to the Student Catalog for criteria concerning overall attendance and institutional requirements.

Assessment	DJP101.4 Practical Lab #1
Resource	Apple laptop computer or iMac workstation MLA-Format Essay
Weighting	10%
Overview	<b>Television News Diary:</b> Students will be required to keep a television news diary for the duration of the course. They will follow three different news networks, briefly analyzing the output, summarizing a series of developing stories, and providing comparison and contrast between each station's style of presentation.
Requirements	Students must follow lab assignment exercises set forth by the course coordinator/course instructor and provide the finished project to the lab supervisor. Please refer to submission guidelines and policies outlined in the SAE Student Lab Manual.
Assessment	Graded / Criterion-referenced
Criteria	Students will be graded on successful completion of the itemized requirements listed for this lab. The grader will follow a rubric of assessment items to determine the final score.

Assessment	DJP101..4 Practical Lab #2
Resource	Apple laptop computer or iMac workstation MLA-Format Essay
Weighting	10%
Overview	<b>News Comparison:</b> Students will be required to analyze how one story is handled by (i) a global TV station (e.g. CNN, BBC, FOX); (ii) a global radio station (e.g. BBC World Service); (iii) a local TV station (iv) a radio station. <b>Headline Analysis:</b> Students will collect news headlines from newspapers/online articles and explain what makes them newsworthy. Each student will be required to share their work with the class in a formal presentation and critique session
Requirements	Students must follow lab assignment exercises set forth by the course coordinator/course instructor and provide the finished project to the Lab Supervisor. Please refer to submission guidelines and policies outlined in the SAE Student Lab Manual.
Assessment	Graded / Criterion-referenced
Criteria	Students will be graded on successful completion of the itemized requirements listed for this lab. The grader will follow a rubric of assessment items to determine the final score.

Assessment	DJP101.4 Practical Lab #3
Resource	Apple laptop computer or iMac workstation MLA-Format Essay
Weighting	10%
Overview	<b>Research Plan:</b> Students will write a detailed research plan for a feature-length story on their chosen topic. Each student will be required to share their work with the class in a formal presentation and critique session.
Requirements	Students must follow lab assignment exercises set forth by the course coordinator/course instructor and provide the finished project to the lab supervisor. Please refer to submission guidelines and policies outlined in the SAE Student Lab Manual.

Assessment	Graded / Criterion-referenced
Criteria	Students will be graded on successful completion of the itemized requirements listed for this lab. The grader will follow a rubric of assessment items to determine the final score.

Assessment	DJP101.4 Practical Lab #4
Resource	Apple laptop computer or iMac workstation MLA-Format Essay
Weighting	10%
Overview	<p><b>Press Releases:</b> Students will write a several press releases for fictitious companies.</p> <p><b>Right to Reply:</b> Students will find two conflict-focused stories and identify right to reply.</p> <p><b>Selective Sources:</b> Students will find one story from web and one from television, identify their sources and explain why they are being used. Each student will be required to share their work with the class in a formal presentation and critique session.</p>
Requirements	Students must follow lab assignment exercises set forth by the course coordinator/course instructor and provide the finished project to the lab supervisor. Please refer to submission guidelines and policies outlined in the SAE Student Lab Manual.
Assessment	Graded / Criterion-referenced
Criteria	Students will be graded on successful completion of the itemized requirements listed for this lab. The grader will follow a rubric of assessment items to determine the final score.

## Due Dates

- DJP101.1 Quizzes TBA
- DJP101.2 Midterm Exam Week 9
- DJP101.3 Final Exam Week 16
- DJP101.4 Practical Lab Assignments TBA

## Required Reading and Additional Preparation

Students have weekly reading and/or research assignments that help prepare them for class discussions, quizzes, the midterm exam, and the final exam. Reading assignments will be drawn from class texts, resources available on the LIRN network, contemporary periodicals, library materials, and other sources. It is recommended that students devote a minimum of 3 hours per week for required reading, contemplation, and analysis.

## Workshops and Seminars

Students are provided with an opportunity to attend weekly workshops and seminars, which will serve as additional learning experiences based on course content and academic objectives.

## Resources and Equipment

- Moodle Learning Management System
- Apple laptop computer, digital video and still camera, foundation room stations, media center computers and recording studios with assorted equipment



# DJP102 Graphic Design

(Insert instructor name, email, and office phone)

## Course Overview

Course Number: DJP102  
Course Title: Graphic Design  
Credit Hours: 4  
Prerequisites: N/A

## Course Description

Students in this course will develop solid design sensibilities and learn to use industry standard graphic creation software. Areas of focus include contemporary design principles, color theory, history of design, and the use of the Adobe Creative Suite as a graphic design tool. Students will employ this new knowledge and skill to create content suitable for online delivery or submission to a media outlet.

## Learning Objectives

Upon successful completion of this course students will be able to:

- Understand the fundamentals of design and graphic design
- Understand the different image file formats
- Create and edit content in Adobe Photoshop
- Upload images to the web
- Create and edit personal blogs
- Evaluate effective design elements

## Assessment Items

Students must complete the following assessment items for this course:

- DJP102.1 Quizzes 10%
- DJP102.2 Midterm Exam 20%
- DJP102.3 Final Exam 30%
- DJP102.4 Practical Lab Assignments 40%

## Core Texts

Design Elements: A Graphic Style Manual - Samara, Timothy  
Graphic Design Referenced: A Visual Guide to the Language, Applications, and History of Graphic Design - Gomez-Palacio, Bryony and Vit, Armin  
Adobe Photoshop CS6 Classroom in a Book

## Lesson Overview

This course will meet once per week for 16 weeks. Each week contains 3.5 hours of classroom instruction as well as a supervised lab component. Please refer to the Student Catalog for criteria concerning overall attendance and institutional requirements.

Week	Content	Type	Instructor
1	<b>Introduction</b> <ul style="list-style-type: none"> <li>▪ Course Overview</li> <li>▪ Expectations, Assignments, and Outcomes</li> </ul> <b>A History of Graphic Design</b> <ul style="list-style-type: none"> <li>▪ 1900-1920: Sachplakat or "Object Poster"</li> <li>▪ 1910-1930: Futurism</li> <li>▪ 1915-1925: Dada</li> <li>▪ 1920-1930: Constructivism</li> <li>▪ 1920-1940: Bauhaus</li> <li>▪ 1925-1940: Art Deco</li> <li>▪ 1939-1945: World War II</li> <li>▪ 1960-1970: Psychedelia</li> <li>▪ 1970-1980: New Wave</li> <li>▪ 1980-1990: Postmodernism</li> <li>▪ 1990-Present</li> </ul>	Classroom Presentation	
2	<b>Introduction to Photoshop</b> <ul style="list-style-type: none"> <li>▪ Identifying the Tools</li> <li>▪ Options Bar and Other Panels</li> <li>▪ Creating Workspace</li> </ul> <b>Principles of Design</b> <ul style="list-style-type: none"> <li>▪ Identifying the Use of Form and Space</li> <li>▪ Categories of Form</li> <li>▪ Locating Objects in Space</li> <li>▪ Compositional Strategies</li> <li>▪ Communication and Meaning</li> <li>▪ The Rule of Thirds</li> <li>▪ Negative Space</li> </ul>	Classroom Presentation	
3	<b>Color</b> <ul style="list-style-type: none"> <li>▪ Identifying and Cataloging Color</li> <li>▪ Chromatic Interaction</li> <li>▪ Color Systems</li> <li>▪ The Psychology of Color</li> <li>▪ The Eye, The Lens, and the Screen</li> </ul>	Classroom Presentation	
4	<b>Working With Photos and Images in Photoshop</b> <ul style="list-style-type: none"> <li>▪ Photo Retouching</li> <li>▪ Resolutions and Image Size</li> <li>▪ Straightening and Cropping</li> <li>▪ Adjusting and Changing Color</li> <li>▪ Sponge, Clone Stamp, and Healing Brush Tools</li> <li>▪ Patching and Masking</li> <li>▪ Print Prep</li> </ul>	Classroom Presentation	

5	<b>Using Images in Design</b> <ul style="list-style-type: none"> <li>▪ Artwork vs. Photographs</li> <li>▪ Media and Methods</li> <li>▪ Presentation is Everything</li> <li>▪ Developing Concepts and Content</li> <li>▪ Best Practices</li> </ul>	Classroom Presentation	
6	<b>Selection Tools in Photoshop</b> <ul style="list-style-type: none"> <li>▪ Selection Tools Overview</li> <li>▪ Quick Selection Tool</li> <li>▪ Moving and Manipulating Selections</li> <li>▪ Magic Wand Tool</li> <li>▪ Lasso and Magnetic Lasso Tools</li> <li>▪ Rotation and Placement of Selections</li> <li>▪ Cropping and Erasing Within a Selection</li> </ul>	Classroom Presentation	
7	<b>Working With Layers in Photoshop</b> <ul style="list-style-type: none"> <li>▪ The Layer Panel</li> <li>▪ Rearranging Layers</li> <li>▪ Applying Gradients to Layers</li> <li>▪ Layer Styles</li> <li>▪ Adjustment Layers</li> <li>▪ Layer Effects</li> <li>▪ Borders</li> <li>▪ Flattening and Saving Files</li> </ul>	Classroom Presentation	
8	<b>Masks and Channels in Photoshop</b> <ul style="list-style-type: none"> <li>▪ Working With Masks and Channels</li> <li>▪ Creating a Mask</li> <li>▪ Refining a Mask</li> <li>▪ Manipulating an Image with Puppet Warp</li> <li>▪ Working with Channels</li> <li>▪ Midterm Exam review</li> </ul>	Classroom Presentation	
9	<b>Midterm Exam</b>  <b>Working With Type</b> <ul style="list-style-type: none"> <li>▪ Structure and Optics</li> <li>▪ Styles of Type</li> <li>▪ Mechanics of Type</li> <li>▪ Texture and Space</li> <li>▪ Type as Information</li> <li>▪ The Impact of Color on Type</li> <li>▪ Tips for Effective Use of Type</li> </ul>	Exam Classroom Presentation	
10	<b>Manipulating Type in Photoshop</b> <ul style="list-style-type: none"> <li>▪ Type Tools in Photoshop</li> <li>▪ Basic Typesetting</li> <li>▪ Creating a Clipping Mask From Type</li> <li>▪ Type on a Path</li> <li>▪ Warping Type</li> <li>▪ Type Effects</li> <li>▪ Designing Paragraphs</li> </ul>	Classroom Presentation	

11	<b>Layout</b> <ul style="list-style-type: none"> <li>▪ Visual Logic</li> <li>▪ Structuring the Page</li> <li>▪ Intuitive Arrangement</li> <li>▪ Integrating Type and Image</li> <li>▪ Layout Systems</li> <li>▪ Following the Eye's Movement</li> </ul>	Classroom Presentation	
12	<b>Correcting and Enhancing Photos</b> <ul style="list-style-type: none"> <li>▪ Camera Raw Files</li> <li>▪ Processing Files in Camera Raw</li> <li>▪ Advanced Color Correction</li> <li>▪ Correcting Image Distortion</li> <li>▪ Adding Depth of Field</li> <li>▪ Corrective Techniques</li> </ul>	Classroom Presentation	
13	<b>Vector Drawing Techniques</b> <ul style="list-style-type: none"> <li>▪ Vector Images and Bitmap Graphics</li> <li>▪ Paths and the Pen Tool</li> <li>▪ Using Paths With Artwork</li> <li>▪ Creating Vector Objects for the Background</li> <li>▪ Working With Custom Shapes</li> <li>▪ Importing a Smart Object</li> </ul>	Classroom Presentation	
14	<b>Preparation for the Web</b> <ul style="list-style-type: none"> <li>▪ Web Graphic Concepts</li> <li>▪ Creating Slices</li> <li>▪ HTML and Images</li> <li>▪ File Size Management</li> <li>▪ Zoomify</li> <li>▪ Creating a Web Gallery</li> </ul>	Classroom Presentation	
15	<b>Principles of Print</b> <ul style="list-style-type: none"> <li>▪ Print Standards</li> <li>▪ Color Management</li> <li>▪ Document Setup and Export</li> <li>▪ Proofing an Image</li> <li>▪ Identifying Problem Areas</li> <li>▪ Adjusting and Printing Proofs</li> <li>▪ Saving as CMYK EPS files</li> <li>▪ Final Exam review</li> </ul>	Classroom Presentation	
16	<b>Final Exam</b> <b>Project Review</b> <ul style="list-style-type: none"> <li>▪ Presentation of Work Produced in Lab Projects</li> <li>▪ Critique of Work Presented</li> <li>▪ Identifying Resources for Further Study</li> </ul>	Exam	

## Assessment Guidelines

Students must submit assignments in accordance with the guidelines outlined in the Student Catalog and comply with all SAE policies and procedures. Test material is drawn from classroom presentation, reading assignments, and practical work done in labs. Grading criteria for assessments are calculated on a percentage scale clearly defined under Academic Policies in the Student Catalog. All questions concerning assessment items for this course should be addressed to the instructor and/or course coordinator.

<b>Assessment</b>	<b>DJP102.1 Quizzes</b>
Resource	Moodle Learning Management System
Weighting	10%
Overview	Students will be given periodic quizzes to assess their understanding of the subjects and topics being covered. The length of each quiz will be determined by lecture content and given at the instructor's discretion.
Requirements	Apple laptop computer with Wi-Fi connection to local server
Assessment	Graded / Criterion-referenced
Criteria	A grade of 70% must be achieved to receive a passing score

<b>Assessment</b>	<b>DJP102.2 Midterm Exam</b>
Resource	Moodle Learning Management System
Weighting	20%
Overview	Students will be given a 50-question exam at the beginning of class during week 9. The contents will serve as an assessment of the students' subject knowledge to date.
Requirements	Apple laptop computer with Wi-Fi connection to local server
Assessment	Graded / Criterion-referenced
Criteria	A grade of 70% must be achieved to receive a passing score

<b>Assessment</b>	<b>DJP102.3 Final Exam</b>
Resource	Moodle Learning Management System
Weighting	30%
Overview	Students will be given a 100-question cumulative exam on the final day of class during week 16. The contents will serve as an assessment of the students' subject knowledge to date.
Requirements	Apple laptop computer with Wi-Fi connection to local server
Assessment	Graded / Criterion-referenced
Criteria	A grade of 70% must be achieved to receive a passing score

## Practical Lab Assignments

This course requires students complete a minimum of 48 hours of supervised lab work over the 16-week term. A minimum of 3 hours should be completed at the student's discretion per week. The SAE Lab Supervisor maintains an hourly log of supervised lab time completed throughout the term, which is factored in with classroom attendance to determine overall course attendance. Please refer to the Student Catalog for criteria concerning overall attendance and institutional requirements.

<b>Assessment</b>	<b>DJP102.4 Practical Lab #1</b>
Resource	Apple laptop computer or iMac workstation Digital Photographs as .jpg files; Photoshop .psd files
Weighting	10%

Overview	<b>Digital Photograph Collage:</b> Students will search for images that represent each style of graphic design discussed in class. Using Adobe Photoshop, the students will create a collage of these images and highlight the key design elements and use of color.
Requirements	Students must follow lab assignment exercises set forth by the course coordinator/course instructor and provide the finished project to the lab supervisor. Please refer to submission guidelines and policies outlined in the SAE Student Lab Manual..
Assessment	Graded / Criterion-referenced
Criteria	Students will be graded on successful completion of the itemized requirements listed for this lab. The grader will follow a rubric of assessment items to determine the final score.

Assessment	DJP102.4 Practical Lab #2
Resource	Apple laptop computer or iMac workstation Digital Photographs as .jpg files
Weighting	10%
Overview	<b>Photoshop Re-touch Layouts:</b> Students will use the tools and concepts learned in class to retouch a provided photo as well a photo of their own choosing per instructor criteria. Students will then create two layouts in Photoshop showing the before and after images and employing layout and design techniques discussed in class.
Requirements	Students must follow lab assignment exercises set forth by the course coordinator/course instructor and provide the finished project to the Lab Supervisor. Please refer to submission guidelines and policies outlined in the SAE Student Lab Manual.
Assessment	Graded / Criterion-referenced
Criteria	Students will be graded on successful completion of the itemized requirements listed for this lab. The grader will follow a rubric of assessment items to determine the final score.

Assessment	DJP102.4 Practical Lab #3
Resource	Apple laptop computer or iMac workstation Digital Photographs as .jpg files; Photoshop .psd files
Weighting	10%
Overview	<b>Fictitious Product Ad Campaigns:</b> Students will create designs for a fictitious product ad campaigns to demonstrate their understanding of type selection, style, and application as well as masking and type-along-a-line functions in Photoshop. Submissions should include mockups of web page, product packaging, a promotional poster, a magazine ad, and a mobile application splash page.
Requirements	Students must follow lab assignment exercises set forth by the course coordinator/course instructor and provide the finished project to the lab supervisor. Please refer to submission guidelines and policies outlined in the SAE Student Lab Manual.
Assessment	Graded / Criterion-referenced
Criteria	Students will be graded on successful completion of the itemized requirements listed for this lab. The grader will follow a rubric of assessment items to determine the final score.

Assessment	DJP102.4 Practical Lab #4
Resource	Apple laptop computer or iMac workstation Digital Photographs as .jpg files and Camera Raw Files
Weighting	10%
Overview	<b>Digital Shoot Exercise:</b> Students will use a digital camera to shoot various subjects as directed by the instructor. These images will be imported into Adobe Photoshop and manipulated as Camera Raw files, then exported to .jpg files. Students will also create a vector image to be used as a logo for the ad campaign created in Assignment #3.
Requirements	Students must follow lab assignment exercises set forth by the course coordinator/course instructor and provide the finished project to the lab supervisor. Please refer to submission guidelines and policies outlined in the SAE Student Lab Manual.
Assessment	Graded / Criterion-referenced
Criteria	Students will be graded on successful completion of the itemized requirements listed for this lab. The grader will follow a rubric of assessment items to determine the final score.

## Due Dates

- DJP102.1 Quizzes TBA
- DJP102.2 Midterm Exam Week 9
- DJP102.3 Final Exam Week 16
- DJP102.4 Practical Lab Assignments TBA

## Required Reading and Additional Preparation

Students have weekly reading and/or research assignments that help prepare them for class discussions, quizzes, the midterm exam, and the final exam. Reading assignments will be drawn from class texts, resources available on the LIRN network, contemporary periodicals, library materials, and other sources. It is recommended that students devote a minimum of 3 hours per week for required reading, contemplation, and analysis.

## Workshops and Seminars

Students are provided with an opportunity to attend weekly workshops and seminars, which will serve as additional learning experiences based on course content and academic objectives.

## Resources and Equipment

- Moodle Learning Management System
- Apple laptop computer, digital camera, foundation room stations, media center computers and recording studios with assorted equipment

# AUD103 Audio in Media

(Insert instructor name, email, and office phone)

## Course Overview

Course Number: AUD103  
Course Title: Audio in Media  
Credit Hours: 4  
Prerequisites: N/A

## Course Description

This course is designed to give students an understanding of the necessary processes involved in creating professional recordings. Students will be introduced to primary components utilized in audio recordings including an overview of sound theory principles, sound system equipment and respective software applications. Students will also obtain a thorough comprehension of the different roles performed by the individuals involved in the recording process and the various careers in music production.

## Learning Objectives

Upon successful completion of this course students will be able to:

- Comprehend basic audio terminology and sound system application
- Indicate a working knowledge of the roles in the recording process
- Understand the steps involved in completing a recording
- Demonstrate basic skills in waveform editing and file management
- Provide a financial plan and budget for a recording session for a selected artist

## Assessment Items

Students must complete the following assessment items for this course:

- AUD103.1 Quizzes 10%
- AUD103.2 Midterm Exam 20%
- AUD103.3 Final Exam 30%
- AUD103.4 Practical Lab Assignments 40%

## Core Texts

Modern Recording Techniques - Huber  
Practical Studio Techniques - Misner



## Lesson Overview

This course will meet once per week for 16 weeks. Each week contains 3.5 hours of classroom instruction as well as a supervised lab component. Please refer to the Student Catalog for criteria concerning overall attendance and institutional requirements.

Week	Content	Type	Instructor
1	<b>COURSE INTRODUCTION</b> <b>INTRODUCTION TO AUDIO TERMINOLOGY</b> <ul style="list-style-type: none"> <li>▪ Basic Sound Theory</li> <li>▪ Waveform Propagation</li> <li>▪ Compression and Rarefaction</li> <li>▪ Hearing and the Human Ear</li> <li>▪ Hearing Range and Pitch Perception</li> <li>▪ Frequency and Amplitude</li> <li>▪ Reference Levels</li> <li>▪ Decibels and Sound Pressure Levels</li> <li>▪ Fletcher Munson/Equal Loudness Contours</li> <li>▪ Dynamic Range</li> <li>▪ Psychoacoustics and Perception of Direction</li> <li>▪ Overview of Signal Processors</li> <li>▪ Dynamics Processors (Compression, Limiting, Noise Gates, EQ)</li> <li>▪ Time-based Effects Processors (Delay, Reverb, Chorus)</li> </ul>	Classroom Presentation	
2	<b>INTRODUCTION TO DIGITAL AUDIO THEORY</b> <ul style="list-style-type: none"> <li>▪ Compression and Rarefaction</li> <li>▪ Sampling Rates</li> <li>▪ Bit Depth</li> <li>▪ Introduction to Binary Code</li> <li>▪ Nyquist Theorem</li> <li>▪ A/D and D/A Conversion</li> <li>▪ CD Technology and Redbook Standard</li> <li>▪ Digital Signal Processing (DSP) and Plugins</li> <li>▪ Introduction to MIDI concepts</li> </ul>	Classroom Presentation	
3	<b>KEY INDIVIDUALS IN AUDIO PRODUCTION</b> <ul style="list-style-type: none"> <li>▪ The Artist</li> <li>▪ Executive Producer Role and Function</li> <li>▪ Producer Role and Function</li> <li>▪ Engineer Roles and Functions</li> <li>▪ Head Engineer (First Engineer, Lead Engineer)</li> <li>▪ 2nd Engineer (Assistant Engineer(s), Interns)</li> <li>▪ Mastering Engineer</li> <li>▪ Session Musicians: Roles and Functions</li> <li>▪ Musician's Union, Signatories, Contracts, and Current Rates</li> <li>▪ Songwriter Role and Function</li> <li>▪ Arranger Role and Function</li> <li>▪ Record Label Role and Function</li> </ul>	Classroom Presentation	

4	<b>STUDIO FACILITIES AND EQUIPMENT</b> <ul style="list-style-type: none"> <li>▪ Types of Studios</li> <li>▪ The Recording Environment</li> <li>▪ Introduction to Studio Acoustic Treatments</li> <li>▪ Tracking Rooms/Live Rooms</li> <li>▪ Control Room</li> <li>▪ Isolation Booths, Overdub Booths, Vocal Booths</li> <li>▪ The Machine Room</li> <li>▪ Commercial Recording Studios</li> <li>▪ Project Studios/Demo Studios/Home Studios</li> <li>▪ Mid-Level Studios</li> <li>▪ Post Production Studios</li> <li>▪ Studio Staff and Personnel</li> <li>▪ Studio Managers, House Engineers, Maintenance Staff</li> </ul>	Classroom Presentation	
5	<b>STUDIO FACILITIES AND EQUIPMENT CONT.</b> <ul style="list-style-type: none"> <li>▪ Studio Equipment</li> <li>▪ Recording Consoles</li> <li>▪ Audio Monitors (Near field, Far field, Stereo, 5.1)</li> <li>▪ Cue Systems</li> <li>▪ Multitrack Recorders (Analog/Digital)</li> <li>▪ 2-Track Machines/Bounce Down</li> <li>▪ Recording Software (Pro Tools Systems, Logic, Nuendo, etc.)</li> <li>▪ Computer Platforms (Mac OSX, Windows)</li> <li>▪ MIDI capabilities</li> <li>▪ Microphones (Dynamics, Condensers), Pop Filters, Phantom Power</li> <li>▪ Patchbays and Outboard Gear</li> </ul>	Classroom Presentation	
6	<b>STAGES IN THE RECORDING PROCESS - THE DEMO</b> <ul style="list-style-type: none"> <li>▪ Introduction to Recording and Recording Terminology</li> <li>▪ Brief History of Recording</li> <li>▪ The Song Demo</li> <li>▪ The Purpose of the Demo - Who and What is it for?</li> <li>▪ Types of Demos and Song Styles</li> <li>▪ Songwriter Demo, Band Demo, Solo Artist Demo</li> <li>▪ Acoustic Guitar/Vocal Demo, Piano/Vocal Demo</li> <li>▪ Home Demo with MIDI sequencing, samples and loops</li> <li>▪ Basic Song Structure</li> <li>▪ Setting Tempos</li> <li>▪ Demo Critique</li> </ul>	Classroom Presentation	

7	<p><b>STAGES IN THE RECORDING PROCESS - PRE PRODUCTION</b></p> <ul style="list-style-type: none"> <li>▪ Recognizing and Understanding the Artists' Vision</li> <li>▪ Recognizing and Understanding the Artists' Capabilities</li> <li>▪ Recognizing the Target Audience and Marketability</li> <li>▪ Session Planning - Instrumentation, Schedules, Cartage, Equipment</li> <li>▪ Session Budgeting</li> <li>▪ Negotiating with Musicians, Studios, and Developmental Team</li> <li>▪ Having a Back-up Plan</li> </ul>	Classroom Presentation	
8	<p><b>STAGES IN THE RECORDING PROCESS - TRACKING</b></p> <ul style="list-style-type: none"> <li>▪ Overview of the Tracking Process</li> <li>▪ Tracking Concepts and Terminology</li> <li>▪ The Tracking Environment</li> <li>▪ Recording Takes, Punch-ins, Scratch Vocals/Guide Vocals</li> <li>▪ The Musicians' Headphone Mixes and Cue Systems</li> <li>▪ Setting Up a Click Track</li> <li>▪ Communicating with the Musicians, Using the Talkback System</li> <li>▪ The Process of Recording Basic Tracks</li> <li>▪ Basic Tracking Production Techniques</li> <li>▪ Session Documentation Procedures</li> <li>▪ Time Management</li> <li>▪ Rough Mixes</li> <li>▪ Midterm Exam review</li> </ul>	Classroom Presentation	
9	<p><b>MIDTERM EXAM</b></p> <p><b>STAGES IN THE RECORDING PROCESS - OVERDUBBING</b></p> <ul style="list-style-type: none"> <li>▪ Overview of the Overdubbing Process</li> <li>▪ Overdubbing Terminology and Concepts</li> <li>▪ Types of Overdub Sessions</li> <li>▪ Composites, Playlists, Punch-ins</li> <li>▪ The Overdub Recording Environment</li> <li>▪ Overdub Session Planning</li> <li>▪ Review Session Budgeting</li> <li>▪ How to Change Direction Mid-Stream and Adjust Accordingly</li> <li>▪ Overdub Production Techniques</li> <li>▪ Rough Mixes</li> </ul>	Exam Classroom Presentation	

10	<p><b>STAGES IN THE RECORDING PROCESS - Mixing</b></p> <ul style="list-style-type: none"> <li>▪ Introduction to Mixing</li> <li>▪ Review Sound Theory Concepts: Frequencies, Amplitude, Dynamic Range, Fletcher Munson</li> <li>▪ Reference Levels, Mixing Levels</li> <li>▪ Critical Listening</li> <li>▪ Stereo Imaging and Proper Balancing Techniques</li> <li>▪ Creating Separation</li> <li>▪ Masking</li> <li>▪ Creating Illusions</li> <li>▪ Mixing Technology and Equipment</li> <li>▪ Mix Session Budgeting</li> <li>▪ The Mixing Studio Environment</li> <li>▪ Modern Mixing Techniques</li> <li>▪ Successful Mix Engineers</li> </ul>	Classroom Presentation	
11	<p><b>STAGES IN THE RECORDING PROCESS - MASTERING/MANUFACTURING</b></p> <ul style="list-style-type: none"> <li>▪ Overview of the Mastering Process</li> <li>▪ The Purpose of Mastering</li> <li>▪ Why Mastering is Important</li> <li>▪ Brief History of Mastering and Mastering Techniques</li> <li>▪ The Mastering Studio Environment</li> <li>▪ Overview of Mastering Equipment</li> <li>▪ Modern Mastering Systems</li> <li>▪ Modern Mastering Techniques</li> <li>▪ Mastering Budgets</li> <li>▪ Overview of the Manufacturing Process and Duplication</li> </ul>	Classroom Presentation	
12	<p><b>DIGITAL AUDIO WORKSTATIONS</b></p> <ul style="list-style-type: none"> <li>▪ Types of Workstations</li> <li>▪ All-In-One Units, Control Surfaces</li> <li>▪ Interfaces and Compatibility</li> <li>▪ Overview of Mac OSX</li> <li>▪ Navigating in OSX</li> <li>▪ The Dock</li> <li>▪ Applications</li> <li>▪ OSX and Windows Similarities/Differences</li> <li>▪ Key Commands</li> </ul>	Classroom Presentation	
13	<p><b>FILE MANAGEMENT TECHNIQUES</b></p> <ul style="list-style-type: none"> <li>▪ Naming Files and Saving Files</li> <li>▪ Finder Functions</li> <li>▪ Spotlight</li> <li>▪ Overview of Final Cut Express Audio Functions</li> <li>▪ Importing Audio with Final Cut Express</li> <li>▪ Using GarageBand with Final Cut Express</li> </ul>	Classroom Presentation	

14	<b>INTRODUCTION TO WAVEFORM EDITING</b> <ul style="list-style-type: none"> <li>▪ Review Waveforms- Compression and Rarefaction</li> <li>▪ Editing Tools and Functions</li> <li>▪ Editing Modes</li> <li>▪ Transients</li> <li>▪ Cut, Copy, Paste</li> <li>▪ Zero Crossings and Crossfading</li> </ul>	Classroom Presentation	
15	<b>AUDIO FOR VIDEO</b> <ul style="list-style-type: none"> <li>▪ Automatic Dialog Replacement and Looping</li> <li>▪ Foley and Sound Effects</li> <li>▪ Syncing Audio to Video</li> <li>▪ Frame Rates and Specifications</li> <li>▪ Using Audio in Final Cut</li> <li>▪ Final Exam review</li> </ul>	Classroom Presentation	
16	<b>FINAL EXAM</b>	Exam	

## Assessment Guidelines

Students must submit assignments in accordance with the guidelines outlined in the Student Catalog and comply with all SAE policies and procedures. Test material is drawn from classroom presentation, reading assignments, and practical work done in labs. Grading criteria for assessments are calculated on a percentage scale clearly defined under Academic Policies in the Student Catalog. All questions concerning assessment items for this course should be addressed to the instructor and/or course coordinator.

Assessment	AUD103.1 Quizzes
Resource	Moodle Learning Management System
Weighting	10%
Overview	Students will be given periodic quizzes to assess their understanding of the subjects and topics being covered. The length of each quiz will be determined by lecture content and given at the instructor's discretion.
Requirements	Apple laptop computer with Wi-Fi connection to local server
Assessment	Graded / Criterion-referenced
Criteria	A grade of 70% must be achieved to receive a passing score

Assessment	AUD103.2 Midterm Exam
Resource	Moodle Learning Management System
Weighting	20%
Overview	Students will be given a 50-question exam at the beginning of class during week 9. The contents will serve as an assessment of the students' subject knowledge to date.
Requirements	Apple laptop computer with Wi-Fi connection to local server
Assessment	Graded / Criterion-referenced
Criteria	A grade of 70% must be achieved to receive a passing score

<b>Assessment</b>	<b>AUD103.3 Final Exam</b>
Resource	Moodle Learning Management System
Weighting	30%
Overview	Students will be given a 100-question cumulative exam on the final day of class during week 16. The contents will serve as an assessment of the students' subject knowledge to date.
Requirements	Apple laptop computer with Wi-Fi connection to local server
Assessment	Graded / Criterion-referenced
Criteria	A grade of 70% must be achieved to receive a passing score

## Practical Lab Assignments

This course requires students complete a minimum of 48 hours of supervised lab work over the 16-week term. A minimum of 3 hours should be completed at the student's discretion per week. The SAE Lab Supervisor maintains an hourly log of supervised lab time completed throughout the term, which is factored in with classroom attendance to determine overall course attendance. Please refer to the Student Catalog for criteria concerning overall attendance and institutional requirements.

<b>Assessment</b>	<b>AUD103.4 Practical Lab #1</b>
Resource	Apple laptop computer or iMac workstation MLA-Format Essay
Weighting	10%
Overview	<b>Session Planning:</b> Students have to write a session plan and budget for a recording session for their selected artist, including session time, equipment selection, and documentation.
Requirements	Students must follow lab assignment exercises set forth by the course coordinator/course instructor and provide the finished project to the lab supervisor. Please refer to submission guidelines and policies outlined in the SAE Student Lab Manual..
Assessment	Graded / Criterion-referenced
Criteria	Students will be graded on successful completion of the itemized requirements listed for this lab. The grader will follow a rubric of assessment items to determine the final score.

<b>Assessment</b>	<b>AUD103.4 Practical Lab #2</b>
Resource	Apple laptop computer or iMac workstation
Weighting	10%
Overview	<b>Digital Edit Project:</b> Students will examine the digital audio editing process and complete a set of edits to a digital audio file.
Requirements	Students must follow lab assignment exercises set forth by the course coordinator/course instructor and provide the finished project to the Lab Supervisor. Please refer to submission guidelines and policies outlined in the SAE Student Lab Manual.
Assessment	Graded / Criterion-referenced
Criteria	Students will be graded on successful completion of the itemized requirements listed for this lab. The grader will follow a rubric of assessment items to determine the final score.

Assessment	AUD103.4 Practical Lab #3
Resource	Apple laptop computer or iMac workstation
Weighting	10%
Overview	<b>Basic Mixing Project:</b> Students will mix a multi-track pre-recorded song. The students will submit a two-track stereo mix as the final project.
Requirements	Students must follow lab assignment exercises set forth by the course coordinator/course instructor and provide the finished project to the lab supervisor. Please refer to submission guidelines and policies outlined in the SAE Student Lab Manual.
Assessment	Graded / Criterion-referenced
Criteria	Students will be graded on successful completion of the itemized requirements listed for this lab. The grader will follow a rubric of assessment items to determine the final score.

Assessment	AUD103.4 Practical Lab #4
Resource	Apple laptop computer or iMac workstation
Weighting	10%
Overview	<b>Sound Effects and Dialog Replacement Project:</b> Students will replace the audio sound effects and voice over dialog for a selected segment of pre-recorded video.
Requirements	Students must follow lab assignment exercises set forth by the course coordinator/course instructor and provide the finished project to the lab supervisor. Please refer to submission guidelines and policies outlined in the SAE Student Lab Manual.
Assessment	Graded / Criterion-referenced
Criteria	Students will be graded on successful completion of the itemized requirements listed for this lab. The grader will follow a rubric of assessment items to determine the final score.

## Due Dates

- AUD103.1 Quizzes TBA
- AUD103.2 Midterm Exam Week 9
- AUD103.3 Final Exam Week 16
- AUD103.4 Practical Lab Assignments TBA

## Required Reading and Additional Preparation

Students have weekly reading and/or research assignments that help prepare them for class discussions, quizzes, the midterm exam, and the final exam. Reading assignments will be drawn from class texts, resources available on the LIRN network, contemporary periodicals, library materials, and other sources. It is recommended that students devote a minimum of 3 hours per week for required reading, contemplation, and analysis.

## Workshops and Seminars

Students are provided with an opportunity to attend weekly workshops and seminars, which will serve as additional learning experiences based on course content and academic objectives.

## Resources and Equipment

- Moodle Learning Management System
- Apple laptop computer, foundation room stations, media center computers and recording studios with assorted equipment



# GE102 World History

(Insert instructor name, email, and office phone)

## Course Overview

Course Number: GE102

Course Title: World History

Credit Hours: 3

Prerequisites: N/A

## Course Description

This unit is designed to increase students' fundamental understanding of the world from an assemblage of relatively isolated regions through the present day. Emphasis will be placed on tracing the origins of globalization and its relation to European hegemony through invasions and colonization. The course will also introduce students to the contributions of the non-western world and how the assemblage of these factors shaped the early modern world. By examining the interconnectedness of global histories and analyzing the social, cultural, political, economic, demographic, and ecological implications that created it, an understanding of this history may be obtained.

## Learning Objectives

Upon successful completion of this unit, students will be able to:

- Recognize and define examples of the diversity of the human experience as it concerns global history.
- Identify, describe, and discuss different cultures as they have developed in global, political, social, cultural, economic, and environmental contexts.
- Interpret the major events in world history (within the scope of this course), and demonstrate understanding through applied written exercises.
- Analyze and critique different interpretations of historical world events.
- Propose, design, and compose a written work based on knowledge gained and personal interpretation of a significant world event.
- Support and argue for personal interpretive positions within course discussions.

## Assessment Items

Students must complete the following assessment items for this unit:

- GE102.1 Essays 30%
- GE102.2 Exams 40%
- GE102.3 Quizzes 20%
- GE102.4 Exercises 10%

## Core Texts

Brown, Cynthia Stokes. *Big History: From the Big Bang to the Present* (New York: The New Press, 2007) ISBN: 978-1-59558-414-4

## Lesson Overview

This course will meet once per week for 16 weeks. Each week contains 3.5 hours of classroom instruction as well as a supervised lab component. Please refer to the Student Catalog for criteria concerning overall attendance and institutional requirements.

Week	Content	Type	Instructor
1	<b>Introduction and Syllabus Distribution</b> <ul style="list-style-type: none"> <li>▪ What is history?</li> <li>▪ What is World History?</li> <li>▪ Scope of history</li> <li>▪ Forms of history</li> <li>▪ Map, Time and World History</li> </ul>	Classroom Presentation Discussion	
2	<b>The Beginnings of History</b> <ul style="list-style-type: none"> <li>▪ The Birth of the Universe</li> <li>▪ The Formation of Earth</li> <li>▪ Scientific Origins versus Intelligent Design</li> <li>▪ Other Ideas</li> </ul>	Classroom Presentation Discussion	
3	<b>Human Emergence</b> <ul style="list-style-type: none"> <li>▪ History and Memory</li> <li>▪ Evolution</li> <li>▪ Creationism</li> <li>▪ The Proposition of Man's Family Tree</li> </ul>	Classroom Presentation Discussion	
4	<b>In-class Quiz 1</b> <b>Human Migration</b> <ul style="list-style-type: none"> <li>▪ Hunter-Gatherer Societies</li> <li>▪ Early Belief Systems</li> <li>▪ Agriculture and Urban Revolutions</li> <li>▪ Order and Early Societies</li> </ul>	Quiz Classroom Presentation Discussion	
5	<b>Paper 1 Due</b> <b>Early Economies, Early Empires pt. 1</b> <ul style="list-style-type: none"> <li>▪ The Afro-Eurasia Network</li> <li>▪ Connections Across Land</li> <li>▪ The Mongols and the Silk Roads</li> <li>▪ The Mali and the Gold Roads</li> <li>▪ One Afro-Eurasia</li> </ul>	Classroom Presentation Discussion	
6	<b>Early Economies, Early Empires pt. 2</b> <ul style="list-style-type: none"> <li>▪ Connections Across Water</li> <li>▪ The Emergence of the Americas</li> <li>▪ South American Peoples and the Turquoise Roads</li> <li>▪ Connecting the Globe</li> </ul>	Classroom Presentation Discussion	
7	<b>In-class Quiz 2</b> <b>Transmission of Traditions</b> <ul style="list-style-type: none"> <li>▪ Religion and the New World</li> <li>▪ Judaism</li> <li>▪ Islam</li> <li>▪ Christianity</li> </ul>	Classroom Presentation Discussion	
8	<b>Middle Ages</b> <ul style="list-style-type: none"> <li>▪ Feudal Europe</li> <li>▪ Asia in Decline</li> <li>▪ The Black Plague</li> <li>▪ The Lasting Effects of the Black Plague</li> </ul>	Classroom Presentation Discussion	

9	<b>Midterm Exam</b>	Exam	
10	<b>The Early Modern World</b> <ul style="list-style-type: none"> <li>▪ Age of Discovery</li> <li>▪ Rise of Europe</li> <li>▪ Africa and the Slave Trade</li> <li>▪ Atlantic World</li> </ul>	Classroom Presentation Discussion	
11	<b>Industrialization</b> <ul style="list-style-type: none"> <li>▪ 19<sup>th</sup> Century</li> <li>▪ Technology and Advancement</li> <li>▪ The Shrinking World</li> <li>▪ Changing World View</li> </ul>	Classroom Presentation Discussion	
12	<b>In-class Quiz 2</b> <b>The Modern World</b> <ul style="list-style-type: none"> <li>▪ Early 20<sup>th</sup> Century</li> <li>▪ World at War Times Two</li> <li>▪ Late 20<sup>th</sup> Century</li> <li>▪ The Contemporary Age Course Review</li> </ul>	Quiz Classroom Presentation Discussion	
13	<b>Art History Museum Field Trip</b>	Field Trip Discussion	
14	<b>Museum of Science and Discovery Field Trip</b>	Field Trip Discussion	
15	<b>Course Review</b>	Classroom Presentation Discussion	
16	<b>Final Exam</b>	Exam	

## Assessment Guidelines

Students must submit assignments in accordance with the guidelines outlined in the Student Catalog and comply with all SAE policies and procedures. Test material is drawn from classroom presentation, reading assignments, and practical work done in labs. Grading criteria for assessments are calculated on a percentage scale clearly defined under Academic Policies in the Student Catalog. All questions concerning assessment items for this course should be addressed to the instructor and/or course coordinator.

<b>Assessment Item</b>	GE102 World History <b>Paper 1</b>
Submission Format	Typed Essay MLA Style
Weighting	15%
Overview	This research paper is asking students to research and discuss what they have come to conceive of in terms of world history. Examples: What does WH entail in terms of scope? What are the possible ways to divide the scope of WH and why do you think so? They should clearly present and explain what that issue is and discuss their position. The instructor must approve topics in advance.

Requirements	<ul style="list-style-type: none"> <li>▪ Minimum length of 300 words, maximum length of 1000 words</li> <li>▪ 12 point type, double spaced, Times New Roman</li> <li>▪ Demonstrate critical and conceptual thinking</li> <li>▪ Present clear and insightful ideas</li> <li>▪ The assignment must be submitted in essay format with an introduction, body paragraphs, and a conclusion</li> <li>▪ Developed paragraphs</li> <li>▪ Appropriate tone and language for audience</li> <li>▪ No outside sources are necessary for this assignment, but if students use outside sources, they should cite them appropriately.</li> </ul>
Assessment	Graded / Norm-referenced
Assessment Criteria  Each item will be weighed on a scale going from 1 to 6 (from unsatisfactory to most satisfactory)	<ul style="list-style-type: none"> <li>▪ Clear and concise introduction</li> <li>▪ Effective thesis statement</li> <li>▪ Relevant and specific development of ideas</li> <li>▪ Clear and insightful conclusion</li> <li>▪ Coherent organization</li> <li>▪ Conventionally appropriate grammar usage and mechanics</li> <li>▪ Correct formatting</li> </ul>

<b>Assessment Item</b>	GE102 World History <b>Paper 2</b>
Submission Format	Typed Essay MLA style
Weighting	15%
Overview	This essay requires students to present their opinion, positive or negative, about an important historical event or current issue that is of interest to them. They may choose an issue in the professional field they are preparing to enter or from popular, social, or political culture as it relates to World History. They should clearly present and explain what that issue is and discuss their stance on it. The instructor must approve topics in advance.
Requirements	<ul style="list-style-type: none"> <li>▪ 400 words minimum / 1200 words maximum</li> <li>▪ 12 point type, double spaced, Times New Roman</li> <li>▪ Demonstrate critical and conceptual thinking</li> <li>▪ Present clear and insightful ideas</li> <li>▪ The assignment must be submitted in essay format with an introduction, body paragraphs, and a conclusion</li> <li>▪ Developed paragraphs</li> <li>▪ Appropriate tone and language for audience</li> <li>▪ Use outside sources (Online or in print)</li> </ul>
Assessment	Graded / Norm-referenced
Assessment Criteria  Each item will be weighed on a scale going from 1 to 6 (from unsatisfactory to most satisfactory)	<ul style="list-style-type: none"> <li>▪ Clear and concise introduction</li> <li>▪ Effective thesis statement</li> <li>▪ Relevant and specific development of ideas</li> <li>▪ Clear and insightful conclusion</li> <li>▪ Coherent organization</li> <li>▪ Conventionally appropriate grammar usage and mechanics</li> <li>▪ Correct formatting</li> <li>▪ Correct citation of sources</li> </ul>

<b>Assessment Item</b>	GE102 World History <b>Midterm Exam</b> GE102 World History <b>Final Exam</b>
Submission Format	Moodle Learning Management System
Weighting	20% each—40% combined
Overview	The exams will include an essay portion to be completed in the classroom. The exams may also cover subjects and information derived from class lectures, designated class readings, and exercises that are associated with this unit.
Requirements	<ul style="list-style-type: none"> <li>▪ Exam duration: 2 hours</li> <li>▪ Exam format:</li> <li>▪ In-class Essay</li> <li>▪ Multiple-choice questions and/or short answer questions</li> <li>▪ This exam is “closed book” exam. No lecture notes or textbooks may be brought into the examination room.</li> <li>▪ Students are required to bring paper, pens to all exams</li> </ul>
Assessment	Graded / Criterion-referenced
Assessment Criteria	<ul style="list-style-type: none"> <li>▪ Clear and concise essay-style answers where appropriate</li> <li>▪ Insightful understanding of academic writing and command of Standard English</li> <li>▪ Appropriate factual knowledge (i.e. multiple-choice portion)</li> </ul>

<b>Assessment Item</b>	GE102 World History <b>Quiz ONE</b> GE102 World History <b>Quiz TWO</b>
Submission Format	Moodle Learning Management System
Weighting	10% each—20% combined
Overview	The quizzes are completed in the classroom. The quizzes may cover subjects and information derived from class lectures, designated class readings and exercises that are associated with this unit.
Requirements	<ul style="list-style-type: none"> <li>▪ Quiz duration: 45 minutes</li> <li>▪ Exam format:</li> <li>▪ Multiple-choice questions and/or short answer questions</li> <li>▪ Quizzes can be “closed or open book” depending on the teacher’s decision.</li> <li>▪ Students are required to bring paper and pencil to all quizzes.</li> </ul>
Assessment	Graded / Criterion-referenced
Assessment Criteria	<ul style="list-style-type: none"> <li>▪ Clear and concise essay-style answers where appropriate</li> <li>▪ Insightful understanding of academic writing</li> <li>▪ Appropriate factual knowledge</li> </ul>

## Exercises

Exercises for this class will consist in a diagnostic essay, multiple-choice grammar exercises, and writing assignments to ensure students’ understanding and retention of the various concepts covered during lectures. Exercises will total 10% of the overall grade distribution for the course.

## Required Reading and Additional Preparation

Students have weekly reading and/or research assignments that help prepare them for class discussions, quizzes, the midterm exam, and the final exam. Reading assignments will be drawn from class texts, resources available on the LIRN network, contemporary periodicals, library materials, and other resources. It is recommended that students devote a minimum of 6 hours per week for required reading, contemplation, and analysis.

## Due Dates

Task	Week Due	Date
GE102 World History Quiz 1	Week 4	TBA
GE102 World History Essay 1	Week 5	TBA
GE102 World History Midterm Exam	Week 9	TBA
GE102 World History Quiz 2	Week 7	TBA
GE102 World History Quiz 3	Week 12	TBA
GE102 World History Essay 2	Week 14	TBA
GE102 World History Final Exam	Week 16	TBA

## Resources and Equipment

- Moodle Learning Management System
- Apple laptop computer, foundation room stations, media center computers and recording studios with assorted equipment

## Recommended and Further Reading

Beaney, Michael. (Summer 2009 Edition). "Analysis", *The Stanford Encyclopedia of Philosophy*

Edward N. Zalta (ed.).

Deakin University. (2010). *Academic Skills: Critical Analysis*.

Ferm, R. (2005) *202 Reflective Essay Guidelines*, SAE Institute.

Hamilton College. (2010). *The Seven Deadly Sins of Writing*. Retrieved from <http://www.hamilton.edu/writing/sins.html>

Lunsford, Andrea A. (2005). *The Everyday Writer*. (3<sup>rd</sup> ed.) Bedford St Martin's.

Monash University. (2010). *Language and Learning Online: What makes a good Essay?*

# DJP121 Reporting Techniques

(Insert instructor name, email, and office phone)

## Course Overview

Course Number: DJP121

Course Title: Reporting Techniques

Credit Hours: 4

Prerequisites: N/A

## Course Description

This course provides the preliminary knowledge needed for journalists to be multi-skilled, versatile and focused for success. While basic research, fact checking, interview skills and news writing are still the essential elements of the job, 21st century reporters have to tailor their information for a range of media outlets. This course focuses on the practical work of a journalist. It features various workshops and hands-on exercises to prepare students for the role. Students will also learn why narratives and characters are important in factual genres and how they can build them into their stories.

## Learning Objectives

Upon successful completion of this course students will be able to:

- Describe the difference between writing an article for TV, radio, print and the Internet
- Conduct a professional journalistic interview
- Write in a professional journalistic style
- Understand principles in gathering factual information
- Discern the differences in opinion pieces, editorials and reviews
- Understand the role of a news editor

## Assessment Items

Students must complete the following assessment items for this course:

- DJP121.1 Quizzes 10%
- DJP121.2 Midterm Exam 20%
- DJP121.3 Final Exam 30%
- DJP121.4 Practical Lab Assignments 40%

## Core Texts

Broadcast Journalism: Techniques of Radio and Television News - Andrew Boyd

Advancing the Story: Broadcast Journalism in a Multimedia World - Debora Halpern Wenger

## Lesson Overview

This course will meet once per week for 16 weeks. Each week contains 3.5 hours of classroom instruction as well as a supervised lab component. Please refer to the Student Catalog for criteria concerning overall attendance and institutional requirements.

Week	Content	Type	Instructor
1	<b>Introduction</b> <b>Unit Overview</b> <ul style="list-style-type: none"> <li>▪ Review assignments</li> <li>▪ What good writing is and why it matters</li> <li>▪ Basic principles of good writing</li> <li>▪ Importance of good grammar</li> <li>▪ Practical advice</li> </ul>	Classroom Presentation	
2	<b>What is a Good Lead</b> <ul style="list-style-type: none"> <li>▪ Good lead writing skills</li> <li>▪ Summary lead</li> <li>▪ Single Item lead</li> <li>▪ Delayed ID lead</li> <li>▪ Analogy lead</li> <li>▪ Storytelling lead</li> </ul>	Classroom Presentation	
3	<b>Questions and Interview Preparations</b> <ul style="list-style-type: none"> <li>▪ Common pitfalls</li> <li>▪ Technical issues</li> <li>▪ Researching your subject</li> </ul>	Classroom Presentation	
4	<b>Information Gathering</b> <ul style="list-style-type: none"> <li>▪ Key rules on note keeping</li> <li>▪ Maintaining records</li> <li>▪ Issues with record keeping</li> </ul>	Classroom Presentation	
5	<b>Punchy Writing</b> <ul style="list-style-type: none"> <li>▪ How to structure articles</li> <li>▪ Key tips on good writing</li> <li>▪ Practical writing exercises</li> <li>▪ Advice for TV, web and print</li> <li>▪ Individual assistance</li> </ul>	Classroom Presentation	
6	<b>Writing for Television: pictures and narrative</b> <ul style="list-style-type: none"> <li>▪ Ideal TV structure</li> <li>▪ Incorporating narrative and quotes</li> <li>▪ Studio and packages</li> <li>▪ Writing for Web</li> <li>▪ Ideal structure for web writing</li> <li>▪ Nature of online content</li> </ul>	Classroom Presentation	
7	<b>Writing Clinic 1</b> <ul style="list-style-type: none"> <li>▪ Key principles of good writing</li> <li>▪ Deadlines and pressure</li> </ul>	Classroom Presentation Practical	
8	<b>Writing Clinic 2</b> <ul style="list-style-type: none"> <li>▪ Further article writing tips</li> <li>▪ Writing for print vs. radio vs. video</li> <li>▪ How to write good headlines</li> <li>▪ Sub-editing</li> </ul>	Classroom Presentation Practical	



9	<b>Midterm Exam</b>  <b>Narrative Non-Fiction</b> <ul style="list-style-type: none"> <li>▪ Why structure matters</li> <li>▪ Factual storytelling</li> <li>▪ Roles of 'character'</li> </ul>	Exam Classroom Presentation Practical	
10	<b>Opinion Pieces, Editorials and Reviews</b> <ul style="list-style-type: none"> <li>▪ Opinion pieces and styles used</li> <li>▪ History</li> <li>▪ Subjectivity vs. objectivity</li> <li>▪ Scope</li> <li>▪ When to use</li> </ul>	Classroom Presentation Practical	
11	<b>Sub-editing for Print and Digital Media</b> <ul style="list-style-type: none"> <li>▪ House styles</li> <li>▪ Spelling</li> <li>▪ Headlines</li> <li>▪ Typography</li> <li>▪ Writing captions</li> <li>▪ Re-editing stories</li> </ul>	Classroom Presentation Practical	
12	<b>Editing and Production in Printed Journals</b> <ul style="list-style-type: none"> <li>▪ Role of the editor</li> <li>▪ Working with typesetters and printers</li> <li>▪ Commissioning articles</li> <li>▪ Magazine Design</li> <li>▪ Working with Graphic Designers</li> </ul>	Classroom Presentation Practical	
13	<b>Practical TV Journalism Workshop</b> <ul style="list-style-type: none"> <li>▪ Prepare a broadcast package</li> <li>▪ Choosing topics</li> <li>▪ Stories are everywhere <ul style="list-style-type: none"> <li>○ Trip to a prison</li> <li>○ Community event</li> <li>○ The morgue or a graveyard</li> <li>○ A religious celebration</li> <li>○ Sporting event</li> </ul> </li> <li>▪ Interview script</li> <li>▪ Postproduction for a 2 minute item</li> </ul>	Classroom Presentation Practical	
14	<b>Practical TV Journalism Workshop</b> <ul style="list-style-type: none"> <li>▪ Speaker – writer and/or editor</li> </ul> <b>Photojournalism &amp; captions</b> <ul style="list-style-type: none"> <li>▪ Who, when, what, where &amp; why</li> <li>▪ Report what is ambiguous in the photo</li> </ul>	Classroom Presentation Practical	
15	<b>Final Review</b> <ul style="list-style-type: none"> <li>▪ Interview lab critique &amp; review</li> </ul>	Classroom Presentation Practical	
16	<b>Final Exam</b>	Exam	

## Assessment Guidelines

Students must submit assignments in accordance with the guidelines outlined in the Student Catalog and comply with all SAE policies and procedures. Test material is drawn from classroom presentation, reading assignments, and practical work done in labs. Grading criteria for assessments are calculated on a percentage scale clearly defined under Academic Policies in the Student Catalog. All questions concerning assessment items for this course should be addressed to the instructor and/or course coordinator.

<b>Assessment</b>	<b>DJP121.1 Quizzes</b>
Resource	Moodle Learning Management System
Weighting	10%
Overview	Students will be given periodic quizzes to assess their understanding of the subjects and topics being covered. The length of each quiz will be determined by lecture content and given at the instructor's discretion.
Requirements	Apple laptop computer with Wi-Fi connection to local server
Assessment	Graded / Criterion-referenced
Criteria	A grade of 70% must be achieved to receive a passing score

<b>Assessment</b>	<b>DJP121.2 Midterm Exam</b>
Resource	Moodle Learning Management System
Weighting	20%
Overview	Students will be given a 50-question exam at the beginning of class during week 9. The contents will serve as an assessment of the students' subject knowledge to date.
Requirements	Apple laptop computer with Wi-Fi connection to local server
Assessment	Graded / Criterion-referenced
Criteria	A grade of 70% must be achieved to receive a passing score

<b>Assessment</b>	<b>DJP121.3 Final Exam</b>
Resource	Moodle Learning Management System
Weighting	30%
Overview	Students will be given a 100-question cumulative exam on the final day of class during week 16. The contents will serve as an assessment of the students' subject knowledge to date.
Requirements	Apple laptop computer with Wi-Fi connection to local server
Assessment	Graded / Criterion-referenced
Criteria	A grade of 70% must be achieved to receive a passing score

## Practical Lab Assignments

This course requires students complete a minimum of 48 hours of supervised lab work over the 16-week term. A minimum of 3 hours should be completed at the student's discretion per week. The SAE Lab Supervisor maintains an hourly log of supervised lab time completed throughout the term, which is factored in with classroom attendance to determine overall course attendance. Please refer to the Student Catalog for criteria concerning overall attendance and institutional requirements.

<b>Assessment</b>	<b>DJP121.4 Practical Lab #1</b>
Resource	Apple laptop computer or iMac workstation
Weighting	10%
Overview	<b>Journalistic Interview:</b> Students will conduct a formal interview with a business related person(s) and prepare copy and video with specific postproduction criteria set forth by the course instructor. The course instructor will assign the length and format.
Requirements	Students must follow lab assignment exercises set forth by the course coordinator/course instructor and provide the finished project to the lab supervisor. Please refer to submission guidelines and policies outlined in the SAE Student Lab Manual.
Assessment	Graded / Criterion-referenced
Criteria	Students will be graded on successful completion of the itemized requirements listed for this lab. The grader will follow a rubric of assessment items to determine the final score.

<b>Assessment</b>	<b>DJP121.4 Practical Lab #2</b>
Resource	Apple laptop computer or iMac workstation
Weighting	10%
Overview	<b>Sub-editing:</b> Students will be given raw material “submitted” by a journalist and required to sub it down for inclusion in a journal or web site.
Requirements	Students must follow lab assignment exercises set forth by the course coordinator/course instructor and provide the finished project to the Lab Supervisor. Please refer to submission guidelines and policies outlined in the SAE Student Lab Manual.
Assessment	Graded / Criterion-referenced
Criteria	Students will be graded on successful completion of the itemized requirements listed for this lab. The grader will follow a rubric of assessment items to determine the final score.

<b>Assessment</b>	<b>DJP121.4 Practical Lab #3</b>
Resource	Apple laptop computer or iMac workstation
Weighting	10%
Overview	<b>Broadcast Package:</b> Students will prepare a broadcast package from start to finish. They will be required to choose a topic, research it, set it up, do the interview, write the script and post-produce a 2-minute item.
Requirements	Students must follow lab assignment exercises set forth by the course coordinator/course instructor and provide the finished project to the lab supervisor. Please refer to submission guidelines and policies outlined in the SAE Student Lab Manual.
Assessment	Graded / Criterion-referenced
Criteria	Students will be graded on successful completion of the itemized requirements listed for this lab. The grader will follow a rubric of assessment items to determine the final score.

Assessment	DJP121.4 Practical Lab #4
Resource	Apple laptop computer or iMac workstation
Weighting	10%
Overview	<p><b>Interview Practice:</b> Students will write a brief story based on a practice interview.</p> <p><b>Punchy Writing #1:</b> Students will write a structure and working plan on the topic of their choice.</p> <p><b>Punchy Writing #2:</b> Students will write a short article of approx.. 250 words on an assigned topic.</p> <p><b>Television Writing:</b> Students will write a short story suitable for television.</p> <p><b>Online Writing:</b> Students will write a short opinion piece for online publication on a topic of their choice.</p> <p><b>Character Writing:</b> Students write a brief character-focused story idea.</p>
Requirements	Students must follow lab assignment exercises set forth by the course coordinator/course instructor and provide the finished project to the lab supervisor. Please refer to submission guidelines and policies outlined in the SAE Student Lab Manual.
Assessment	Graded / Criterion-referenced
Criteria	Students will be graded on successful completion of the itemized requirements listed for this lab. The grader will follow a rubric of assessment items to determine the final score.

## Due Dates

- DJP121.1 Quizzes TBA
- DJP121.2 Midterm Exam Week 9
- DJP121.3 Final Exam Week 16
- DJP121.4 Practical Lab Assignments TBA

## Required Reading and Additional Preparation

Students have weekly reading and/or research assignments that help prepare them for class discussions, quizzes, the midterm exam, and the final exam. Reading assignments will be drawn from class texts, resources available on the LIRN network, contemporary periodicals, library materials, and other sources. It is recommended that students devote a minimum of 3 hours per week for required reading, contemplation, and analysis.

## Workshops and Seminars

Students are provided with an opportunity to attend weekly workshops and seminars, which will serve as additional learning experiences based on course content and academic objectives.

## Resources and Equipment

- Moodle Learning Management System
- Apple laptop computer, digital video and still camera, foundation room stations, media center computers and recording studios with assorted equipment

# DJP122 Photography and Digital Imaging

(Insert instructor name, email, and office phone)

## Course Overview

Course Number: DJP122

Course Title: Photography and Digital Imaging

Credit Hours: 4

Prerequisites: DJP102

## Course Description

In this course, students will learn the fundamentals of photography from both a technical and aesthetic perspective. In addition to a training on camera operation, lighting, and composition, students will also learn to use digital image manipulation software to refine and process their work for delivery in a variety of professional formats. Students will also learn the fundamentals of shooting video with the HD/SLR camera and nonlinear video editing.

## Learning Objectives

Upon successful completion of this course students will be able to:

- Demonstrate proficiency with the camera's shutter speed, aperture, f-stop, and ISO settings
- Compose photographs of professional quality using industry standard best practices for composition and layout
- Edit and process images using Adobe Lightroom
- Capture moving images with the HD/SLR Camera
- Edit video with Adobe Premiere
- Assemble a portfolio of work completed during the course

## Assessment Items

Students must complete the following assessment items for this course:

- DJP122.1 Quizzes 10%
- DJP122.2 Midterm Exam 20%
- DJP122.3 Final Exam 30%
- DJP122.4 Practical Lab Assignments 40%

## Core Texts

Complete Digital Photography, 6th Edition - Long, Ben

Adobe Photoshop Lightroom 4 Classroom in a Book

## Lesson Overview

This course will meet once per week for 16 weeks. Each week contains 3.5 hours of classroom instruction as well as a supervised lab component. Please refer to the Student Catalog for criteria concerning overall attendance and institutional requirements.

Week	Content	Type	Instructor
1	<b>Introduction</b> <ul style="list-style-type: none"> <li>▪ Course Overview</li> <li>▪ Expectations, Assignments, and Outcomes</li> </ul> <b>The Camera</b> <ul style="list-style-type: none"> <li>▪ How Light is Captured</li> <li>▪ Analog vs. Digital Capture and Storage</li> <li>▪ Components of the Camera Body</li> <li>▪ The Lens</li> <li>▪ The Shutter</li> <li>▪ The Aperture</li> <li>▪ Basic Camera Menus and Functions</li> </ul>	Classroom Presentation	
2	<b>Composition and Framing</b> <ul style="list-style-type: none"> <li>▪ Composition</li> <li>▪ The Rule of Thirds</li> <li>▪ Negative Space</li> <li>▪ Color Theory</li> <li>▪ The Horizon Line</li> <li>▪ The Use of Light</li> </ul>	Classroom Presentation	
3	<b>Lenses and Light</b> <ul style="list-style-type: none"> <li>▪ The Nature of Light</li> <li>▪ Types of Lenses</li> <li>▪ Focal Length</li> <li>▪ Exposure</li> <li>▪ Depth of Field</li> </ul>	Classroom Presentation	
4	<b>Camera Operation</b> <ul style="list-style-type: none"> <li>▪ Aperture</li> <li>▪ Shutter Speed</li> <li>▪ F-Stop</li> <li>▪ ISO</li> <li>▪ Fine Tuning Exposure</li> <li>▪ Time Lapse</li> </ul>	Classroom Presentation	
5	<b>Camera Operation</b> <ul style="list-style-type: none"> <li>▪ Aperture</li> <li>▪ Shutter Speed</li> <li>▪ F-Stop</li> <li>▪ ISO</li> <li>▪ Fine Tuning Exposure</li> <li>▪ Time Lapse</li> </ul>	Classroom Presentation	
6	<b>Capturing Action</b> <ul style="list-style-type: none"> <li>▪ Action Photography</li> <li>▪ Fast Motion</li> <li>▪ Slow Motion</li> <li>▪ Stop Motion</li> </ul>	Classroom Presentation	

7	<b>Analysis</b> <ul style="list-style-type: none"> <li>▪ Dissecting Masterworks</li> <li>▪ Established Genres</li> <li>▪ Experimental Works</li> <li>▪ Trends in Photography</li> <li>▪ Creativity</li> <li>▪ Effective Critique Technique</li> </ul>	Classroom Presentation	
8	<b>Introduction to Image Manipulation</b> <ul style="list-style-type: none"> <li>▪ Introduction to Adobe Lightroom</li> <li>▪ Raw File Processing</li> <li>▪ Color Controls</li> <li>▪ Image Library</li> <li>▪ Preferences</li> <li>▪ Identity Plate and Interface</li> </ul>	Classroom Presentation	
9	<b>Midterm Exam</b>  <b>Image Manipulation 2</b> <ul style="list-style-type: none"> <li>▪ Importing Photos into Lightroom</li> <li>▪ Source Panel</li> <li>▪ Content Area</li> <li>▪ File Management</li> <li>▪ Destination Panel</li> <li>▪ Other Methods</li> </ul>	Exam Classroom Presentation	
10	<b>The Lightroom Photo Library</b> <ul style="list-style-type: none"> <li>▪ Creating Catalogs</li> <li>▪ Importing &amp; Exporting Catalogs</li> <li>▪ Navigator &amp; Catalog Panels</li> <li>▪ Library Toolbar</li> <li>▪ Folder Panel</li> <li>▪ Grid View</li> <li>▪ Loupe View</li> </ul>	Classroom Presentation	
11	<b>Image Editing</b> <ul style="list-style-type: none"> <li>▪ Calibration, Color Matching, and Profiles</li> <li>▪ Develop Module Interface</li> <li>▪ The Basic Panel</li> <li>▪ The Tone Curve Panel</li> <li>▪ Retouching</li> <li>▪ Workflow</li> <li>▪ Saving Presets</li> </ul>	Classroom Presentation	
12	<b>Image Editing 2</b> <ul style="list-style-type: none"> <li>▪ Black and White Conversions</li> <li>▪ Fine Tuning Black and White</li> <li>▪ Sharpening Effect Sliders</li> <li>▪ Modifying Controls</li> <li>▪ Noise Reduction</li> </ul>	Classroom Presentation	
13	<b>Export and Publishing</b> <ul style="list-style-type: none"> <li>▪ Exporting From Lightroom</li> <li>▪ The Print Module</li> <li>▪ Proofing for Print Output</li> <li>▪ The Book Module</li> <li>▪ The Slideshow Module</li> <li>▪ The Web Module</li> </ul>	Classroom Presentation	

14	<b>Moving Image Capture</b> <ul style="list-style-type: none"> <li>▪ Shooting Video with HD/SLR Cameras</li> <li>▪ Data Storage and Transfer</li> <li>▪ Lighting for Video</li> <li>▪ Camera Settings for Video Capture</li> <li>▪ Basic Cinematography Techniques</li> <li>▪ Camera Movement</li> </ul>	Classroom Presentation	
15	<b>Editing Moving Images</b> <ul style="list-style-type: none"> <li>▪ Introduction to Adobe Premiere</li> <li>▪ Setting Up a Project</li> <li>▪ Importing Media</li> <li>▪ Organizing Media</li> <li>▪ Essentials of Video Editing</li> <li>▪ Using Clips and Markers</li> </ul>	Classroom Presentation	
16	<b>Advanced Editing of Moving Images</b> <ul style="list-style-type: none"> <li>▪ Transitions</li> <li>▪ Advanced Editing Techniques</li> <li>▪ Editing and Mixing Audio</li> <li>▪ Adding Visual Effects</li> <li>▪ Color Correction</li> <li>▪ Creating Titles</li> <li>▪ Exporting Finished Projects</li> </ul>	Classroom Presentation Exam	
	<b>Final Exam</b>		

## Assessment Guidelines

Students must submit assignments in accordance with the guidelines outlined in the Student Catalog and comply with all SAE policies and procedures. Test material is drawn from classroom presentation, reading assignments, and practical work done in labs. Grading criteria for assessments are calculated on a percentage scale clearly defined under Academic Policies in the Student Catalog. All questions concerning assessment items for this course should be addressed to the instructor and/or course coordinator.

Assessment	DJP122.1 Quizzes
Resource	Moodle Learning Management System
Weighting	10%
Overview	Students will be given periodic quizzes to assess their understanding of the subjects and topics being covered. The length of each quiz will be determined by lecture content and given at the instructor's discretion.
Requirements	Apple laptop computer with Wi-Fi connection to local server
Assessment	Graded / Criterion-referenced
Criteria	A grade of 70% must be achieved to receive a passing score

Assessment	DJP122.2 Midterm Exam
Resource	Moodle Learning Management System
Weighting	20%



Overview	Students will be given a 50-question exam at the beginning of class during week 9. The contents will serve as an assessment of the students' subject knowledge to date.
Requirements	Apple laptop computer with Wi-Fi connection to local server
Assessment	Graded / Criterion-referenced
Criteria	A grade of 70% must be achieved to receive a passing score

<b>Assessment</b>	<b>DJP122.3 Final Exam</b>
Resource	Moodle Learning Management System
Weighting	30%
Overview	Students will be given a 100-question cumulative exam on the final day of class during week 16. The contents will serve as an assessment of the students' subject knowledge to date.
Requirements	Apple laptop computer with Wi-Fi connection to local server
Assessment	Graded / Criterion-referenced
Criteria	A grade of 70% must be achieved to receive a passing score

## Practical Lab Assignments

This course requires students complete a minimum of 48 hours of supervised lab work over the 16-week term. A minimum of 3 hours should be completed at the student's discretion per week. The SAE Lab Supervisor maintains an hourly log of supervised lab time completed throughout the term, which is factored in with classroom attendance to determine overall course attendance. Please refer to the Student Catalog for criteria concerning overall attendance and institutional requirements.

<b>Assessment</b>	<b>DJP122.4 Practical Lab #1</b>
Resource	Apple laptop computer or iMac workstation, Digital Camera, Digital Photographs as .jpg files; Photoshop .psd files
Weighting	10%
Overview	<b>Image Composition Concepts wks 1-3:</b> Students will apply composition concepts and techniques learned in the first three weeks of the program to deliver 12-18 images meeting various criteria established by the instructor.
Requirements	Students must follow lab assignment exercises set forth by the course coordinator/course instructor and provide the finished project to the lab supervisor. Please refer to submission guidelines and policies outlined in the SAE Student Lab Manual.
Assessment	Graded / Criterion-referenced
Criteria	Students will be graded on successful completion of the itemized requirements listed for this lab. The grader will follow a rubric of assessment items to determine the final score.

<b>Assessment</b>	<b>DJP122..4 Practical Lab #2</b>
Resource	Apple laptop computer or iMac workstation Digital Image Files in .jpg Format and Adobe Lightroom Files
Weighting	10%

Overview	<b>Lighting and Camera Concepts wks 4-6:</b> Students will apply lighting and camera concepts and techniques learned in weeks four through six of the program to deliver 12-18 images meeting various criteria established by the instructor.
Requirements	Students must follow lab assignment exercises set forth by the course coordinator/course instructor and provide the finished project to the Lab Supervisor. Please refer to submission guidelines and policies outlined in the SAE Student Lab Manual.
Assessment	Graded / Criterion-referenced
Criteria	Students will be graded on successful completion of the itemized requirements listed for this lab. The grader will follow a rubric of assessment items to determine the final score.

Assessment	DJP122.4 Practical Lab #3
Resource	Apple laptop computer or iMac workstation Digital Image Files in .jpg Format and Adobe Lightroom Files
Weighting	10%
Overview	<b>Lighting and Camera Concepts wks 7-9:</b> Students will apply lighting and camera concepts and techniques learned in weeks seven through nine of the program to deliver 12-18 images meeting various criteria established by the instructor.
Requirements	Students must follow lab assignment exercises set forth by the course coordinator/course instructor and provide the finished project to the lab supervisor. Please refer to submission guidelines and policies outlined in the SAE Student Lab Manual.
Assessment	Graded / Criterion-referenced
Criteria	Students will be graded on successful completion of the itemized requirements listed for this lab. The grader will follow a rubric of assessment items to determine the final score.

Assessment	DJP122.4 Practical Lab #4
Resource	Apple laptop computer or iMac workstation Digital Image Files in .jpg Format and Adobe Lightroom Files
Weighting	10%
Overview	<b>Lighting and Camera Concepts wks 10-12:</b> Students will apply lighting and camera concepts and techniques learned in weeks seven through nine of the program to deliver 12-18 images meeting various criteria established by the instructor.
Requirements	Students must follow lab assignment exercises set forth by the course coordinator/course instructor and provide the finished project to the lab supervisor. Please refer to submission guidelines and policies outlined in the SAE Student Lab Manual.
Assessment	Graded / Criterion-referenced
Criteria	Students will be graded on successful completion of the itemized requirements listed for this lab. The grader will follow a rubric of assessment items to determine the final score.

## Due Dates

- DJP122.1 Quizzes TBA
- DJP122.2 Midterm Exam Week 9
- DJP122.3 Final Exam Week 16
- DJP122.4 Practical Lab Assignments TBA

## Required Reading and Additional Preparation

Students have weekly reading and/or research assignments that help prepare them for class discussions, quizzes, the midterm exam, and the final exam. Reading assignments will be drawn from class texts, resources available on the LIRN network, contemporary periodicals, library materials, and other sources. It is recommended that students devote a minimum of 3 hours per week for required reading, contemplation, and analysis.

## Workshops and Seminars

Students are provided with an opportunity to attend weekly workshops and seminars, which will serve as additional learning experiences based on course content and academic objectives.

## Resources and Equipment

- Moodle Learning Management System
- Apple laptop computer, digital camera, foundation room stations, media center computers and recording studios with assorted equipment

# VID123 Video Production

(Insert instructor name, email, and office phone)

## Course Overview

Course Number: VID123

Course Title: Video Production

Credit Hours: 4

Prerequisites: AUD103

## Course Description

This course is designed to give students the basic skills and knowledge necessary to produce professional grade video productions. Students will learn about the history and development of video production in various genres as well as the modern tools and techniques used in creating them. Various formats for video and film capture, editing and file management will be covered as well techniques used for sound effects, field recording and effective script writing.

## Learning Objectives

Upon successful completion of this course students will be able to:

- Trace the development of the video production in various genres
- Understand video and film industry terminology
- Produce a video shoot and edit the footage using industry standard software
- Demonstrate practical use of video hardware and software
- Comprehend file formats and peripheral gear utilized in video production
- Demonstrate audio applications and sound for picture practices commonly utilized in video production

## Assessment Items

Students must complete the following assessment items for this course:

- VID123.1 Quizzes 10%
- VID123.2 Midterm Exam 20%
- VID123.3 Final Exam 30%
- VID123.4 Practical Lab Assignments 40%

## Core Texts

Video Production Handbook - Millerson and Owens

## Lesson Overview

This course will meet once per week for 16 weeks. Each week contains 3.5 hours of classroom instruction as well as a supervised lab component. Please refer to the Student Catalog for criteria concerning overall attendance and institutional requirements.

Week	Content	Type	Instructor
1	<b>COURSE INTRODUCTION</b> <b>VIDEO HISTORY</b> <ul style="list-style-type: none"> <li>▪ Overview of video production</li> <li>▪ Video development</li> <li>▪ Brief history of music videos</li> <li>▪ The MTV Invasion: The relevance and impact</li> <li>▪ Evolution of production techniques</li> <li>▪ Introduction to video standards</li> <li>▪ Frame rates, resolutions, and acquiring mediums</li> <li>▪ Analogue vs. Digital</li> <li>▪ Overview of audio for video</li> <li>▪ Brief overview of FX Development</li> </ul>	Classroom Presentation	
2	<b>VIDEO ANALYSIS</b> <ul style="list-style-type: none"> <li>▪ Production quality</li> <li>▪ Understanding video formats</li> <li>▪ Screen formats, aspect ratios, widescreen, letterbox, split-screen</li> <li>▪ Standard and High Definition</li> <li>▪ Industry supported frame rates, sizes, and codecs</li> <li>▪ Inverse telecine and pulldowns</li> <li>▪ Transcoding, compression, decompression</li> <li>▪ Compression schemes- lossless, lossy, perceptual</li> <li>▪ Hardware-based compression</li> <li>▪ Transmission signals</li> <li>▪ Picture elements- pixels, resolutions</li> <li>▪ Luminance, chrominance</li> </ul>	Classroom Presentation	
3	<b>VIDEO ANALYSIS CONT.</b> <ul style="list-style-type: none"> <li>▪ Understanding audio formats</li> <li>▪ Review of sample rates and bit depths</li> <li>▪ Video and Audio on the Web</li> <li>▪ Converting video, audio to web standards</li> <li>▪ Audio sync and quality</li> <li>▪ Synchronization: SMPTE time code/MTC formats</li> <li>▪ Introduction to surround and mixing for video/film</li> <li>▪ Sound for Picture Concepts</li> <li>▪ Use of music libraries and Foley concepts</li> <li>▪ Getting the quality you want</li> <li>▪ Digital video (DV) &amp; Digital data rates</li> <li>▪ Multimedia and multiplatform</li> <li>▪ Impact and originality considerations</li> </ul>	Classroom Presentation	

4	<b>VIDEO TERMINOLOGY</b> <ul style="list-style-type: none"> <li>▪ Choosing the best software for both audio and video</li> <li>▪ Software terminology</li> <li>▪ Import, capture, batch capture</li> <li>▪ Scrub, render, shuttle, jog</li> <li>▪ User interface- Project window, bin window, clip window</li> <li>▪ Editing vernacular- A/B, crop, trim, edits (4-point, 3-point, ripple, rolling, split)</li> <li>▪ Transitions- Cut, fade, dissolve, wipe</li> <li>▪ Video effects palette- animate, scale, filter, gradient</li> <li>▪ Effects control palette</li> <li>▪ Audio effects palette</li> </ul>	Classroom Presentation	
5	<b>VIDEO TERMINOLOGY CONT.</b> <ul style="list-style-type: none"> <li>▪ Overview of hardware, cameras, and lighting</li> <li>▪ HDD cameras (Hard Disk Drive), 8-mm, HDV/MiniDV, D-9, etc.</li> <li>▪ Cables &amp; connectors:</li> <li>▪ S-Video, F connector, RCA, BNC</li> <li>▪ Component, composite, RGB, YUV</li> <li>▪ Flash memory</li> <li>▪ White balance, color temperatures, light</li> <li>▪ Mac OS-X usage and file management</li> </ul>	Classroom Presentation	
6	<b>PRODUCTION PLANNING</b> <ul style="list-style-type: none"> <li>▪ Production types: Do It Yourself (DIY), The Student Filmmaker, Professionals</li> <li>▪ Production environments: Indoor, Outdoor</li> <li>▪ Overview of production methods</li> <li>▪ Composition rules and guidelines</li> <li>▪ Defining goals and objectives</li> <li>▪ Research- artist, subject, content</li> <li>▪ Storyboards and building an outline</li> </ul>	Classroom Presentation	
7	<b>PRODUCTION PLANNING CONT.</b> <ul style="list-style-type: none"> <li>▪ Video Production budgeting</li> <li>▪ Production scheduling</li> <li>▪ Copyrights and contracts</li> <li>▪ Equipment selection</li> <li>▪ Single-camera/Multi-camera shooting</li> <li>▪ Composing the Shot</li> <li>▪ Video clips - talking head, freeze frame, still frame</li> </ul>	Classroom Presentation	
8	<b>PRODUCTION PLANNING CONT.</b> <ul style="list-style-type: none"> <li>▪ Audio planning and budgeting</li> <li>▪ ADR (Automatic Dialog Replacement)</li> <li>▪ Soundtrack Elements - Music, Spoken</li> <li>▪ Foley and FX planning</li> <li>▪ Introduction to the audio/sound roles on a video set</li> <li>▪ Mix Considerations: Stereo, 5.1</li> <li>▪ Midterm Exam review</li> </ul>	Classroom Presentation	

9	<b>MIDTERM EXAM</b>  <b>SCRIPTING</b> <ul style="list-style-type: none"> <li>▪ The script's purpose</li> <li>▪ Basic script formats</li> <li>▪ Script analysis</li> <li>▪ Effective scripts</li> <li>▪ Script-writing techniques</li> </ul>	Exam Classroom Presentation	
10	<b>SCRIPTING CONT.</b> <ul style="list-style-type: none"> <li>▪ Storyboards</li> <li>▪ Visualization, assimilation, and style</li> <li>▪ Concept video</li> <li>▪ Performance video</li> <li>▪ Choreography</li> </ul>	Classroom Presentation	
11	<b>UNDERSTANDING FILM EQUIPMENT</b> <ul style="list-style-type: none"> <li>▪ The camera</li> <li>▪ Camera operation</li> <li>▪ The lens system</li> <li>▪ Focal length</li> <li>▪ Exposure, aperture, shutter, ISO</li> <li>▪ Handling the camera</li> <li>▪ Camera accessories- Monopods, tripods, jib arms, etc.</li> <li>▪ Green screens</li> </ul>	Classroom Presentation	
12	<b>UNDERSTANDING FILM EQUIPMENT CONT.</b> <ul style="list-style-type: none"> <li>▪ Key factors in lighting</li> <li>▪ Hard light, soft light, light intensity, contrast, existing light</li> <li>▪ Lighting options</li> <li>▪ Lighting equipment- grip clamps, light stands</li> <li>▪ Camera light, scoop, broad, portable, multi-lamp, spotlights</li> <li>▪ Hardware and software editors</li> <li>▪ Final Cut Overview</li> </ul>	Classroom Presentation	
13	<b>UNDERSTANDING FILM TECHNIQUES</b> <ul style="list-style-type: none"> <li>▪ Single and multi-camera production</li> <li>▪ Lens angles</li> <li>▪ The zooming process</li> <li>▪ Exposure</li> <li>▪ Following moving subjects and framing movement</li> <li>▪ Shot selection</li> <li>▪ Creative uses of lighting</li> <li>▪ 3-point lighting techniques</li> </ul>	Classroom Presentation	
14	<b>UNDERSTANDING FILM TECHNIQUES CONT.</b> <ul style="list-style-type: none"> <li>▪ Introduction to video editing and Final Cut Pro</li> <li>▪ Capturing, logging, and cutting</li> <li>▪ Color correcting</li> <li>▪ Basic animation and tilting</li> </ul>	Classroom Presentation	

15	<b>UNDERSTANDING FILM TECHNIQUES CONT.</b> <ul style="list-style-type: none"> <li>▪ Creating Sound Effects</li> <li>▪ Special Effects and sound synthesis</li> <li>▪ VFX</li> <li>▪ Foley Techniques and practices</li> <li>▪ Field recording</li> <li>▪ Microphone usage</li> <li>▪ Creative audio editing techniques</li> <li>▪ DVD authoring</li> <li>▪ Final Exam review</li> </ul>	Classroom Presentation	
16	<b>FINAL EXAM</b>	Exam	

## Assessment Guidelines

Students must submit assignments in accordance with the guidelines outlined in the Student Catalog and comply with all SAE policies and procedures. Test material is drawn from classroom presentation, reading assignments, and practical work done in labs. Grading criteria for assessments are calculated on a percentage scale clearly defined under Academic Policies in the Student Catalog. All questions concerning assessment items for this course should be addressed to the instructor and/or course coordinator.

Assessment	VID123.1 Quizzes
Resource	Moodle Learning Management System
Weighting	10%
Overview	Students will be given periodic quizzes to assess their understanding of the subjects and topics being covered. The length of each quiz will be determined by lecture content and given at the instructor's discretion.
Requirements	Apple laptop computer with Wi-Fi connection to local server
Assessment	Graded / Criterion-referenced
Criteria	A grade of 70% must be achieved to receive a passing score

Assessment	VID123.2 Midterm Exam
Resource	Moodle Learning Management System
Weighting	20%
Overview	Students will be given a 50-question exam at the beginning of class during week 9. The contents will serve as an assessment of the students' subject knowledge to date.
Requirements	Apple laptop computer with Wi-Fi connection to local server
Assessment	Graded / Criterion-referenced
Criteria	A grade of 70% must be achieved to receive a passing score

Assessment	VID123.3 Final Exam
Resource	Moodle Learning Management System
Weighting	30%
Overview	Students will be given a 100-question cumulative exam on the final day of class during week 16. The contents will serve as an assessment of the students' subject knowledge to date.



Requirements	Apple laptop computer with Wi-Fi connection to local server
Assessment	Graded / Criterion-referenced
Criteria	A grade of 70% must be achieved to receive a passing score

## Practical Lab Assignments

This course requires students complete a minimum of 48 hours of supervised lab work over the 16-week term. A minimum of 3 hours should be completed at the student's discretion per week. The SAE Lab Supervisor maintains an hourly log of supervised lab time completed throughout the term, which is factored in with classroom attendance to determine overall course attendance. Please refer to the Student Catalog for criteria concerning overall attendance and institutional requirements.

Assessment	VID123.4 Practical Lab #1
Resource	Apple laptop computer or iMac workstation
Weighting	10%
Overview	<b>Final Cut Pro Tutorial Level I:</b> Students will watch the complete level one interactive DVD tutorial series on Final Cut Pro by MacProVideo.com
Requirements	Students must follow lab assignment exercises set forth by the course coordinator/course instructor and provide the finished project to the lab supervisor. Please refer to submission guidelines and policies outlined in the SAE Student Lab Manual..
Assessment	Graded / Criterion-referenced
Criteria	Students will be graded on successful completion of the itemized requirements listed for this lab. The grader will follow a rubric of assessment items to determine the final score.

Assessment	VID123.4 Practical Lab #2
Resource	Apple laptop computer or iMac workstation
Weighting	10%
Overview	<b>Production Plan:</b> The students will submit a production plan for the Video Production project. The production plan should include the filming schedule, budget, concept for the video, filming location(s), and storyboards.
Requirements	Students must follow lab assignment exercises set forth by the course coordinator/course instructor and provide the finished project to the Lab Supervisor. Please refer to submission guidelines and policies outlined in the SAE Student Lab Manual.
Assessment	Graded / Criterion-referenced
Criteria	Students will be graded on successful completion of the itemized requirements listed for this lab. The grader will follow a rubric of assessment items to determine the final score.

Assessment	VID123.4 Practical Lab #3
Resource	Apple laptop computer or iMac workstation
Weighting	10%

Overview	<b>Video Production:</b> Students will be required to film and edit a video production for their selected artist. This can be a music video or a promotional video for use in marketing their artist.
Requirements	Students must follow lab assignment exercises set forth by the course coordinator/course instructor and provide the finished project to the lab supervisor. Please refer to submission guidelines and policies outlined in the SAE Student Lab Manual.
Assessment	Graded / Criterion-referenced
Criteria	Students will be graded on successful completion of the itemized requirements listed for this lab. The grader will follow a rubric of assessment items to determine the final score.

Assessment	VID123.4 Practical Lab #4
Resource	Apple laptop computer or iMac workstation
Weighting	10%
Overview	<b>Music Video Editorial:</b> Students will research the art of the music video and give an editorial audio/visual presentation. The students will choose music videos that they feel are superior examples of the art form. The student will explain why a particular video is good, why the video was successful, and how the video has impacted the industry.
Requirements	Students must follow lab assignment exercises set forth by the course coordinator/course instructor and provide the finished project to the lab supervisor. Please refer to submission guidelines and policies outlined in the SAE Student Lab Manual.
Assessment	Graded / Criterion-referenced
Criteria	Students will be graded on successful completion of the itemized requirements listed for this lab. The grader will follow a rubric of assessment items to determine the final score.

## Due Dates

- VID123.1 Quizzes TBA
- VID123.2 Midterm Exam Week 9
- VID123.3 Final Exam Week 16
- VID123.4 Practical Lab Assignments TBA

## Required Reading and Additional Preparation

Students have weekly reading and/or research assignments that help prepare them for class discussions, quizzes, the midterm exam, and the final exam. Reading assignments will be drawn from class texts, resources available on the LIRN network, contemporary periodicals, library materials, and other sources. It is recommended that students devote a minimum of 3 hours per week for required reading, contemplation, and analysis.

## Workshops and Seminars

Students are provided with an opportunity to attend weekly workshops and seminars, which will serve as additional learning experiences based on course content and academic objectives.

## Resources and Equipment

- Moodle Learning Management System
- Apple laptop computer, foundation room stations, media center computers and recording studios with assorted equipment

# GE103 Introduction to Mathematical Modelling

(Insert instructor name, email, and office phone)

## Course Overview

Course Number: GE103

Course Title: Introduction to Mathematical Modelling

Credit Hours: 3

Prerequisites: N/A

## Course Description

This course will cover skills needed for applied algebra, linear, piecewise, exponential and quadratic functions. The aim is to strengthen mathematics skills by increasing mathematical knowledge and focusing on logical problem solving techniques required for critical thinking. Statistical analysis and probability will be used to explore real world data. Emphasis is placed on developing a clear understanding of the role and function of quantitative analysis in the real world. This course also focuses on skills needed in the real world to ensure students acquire better decision-making processes for money management in their personal and business profiles

## Learning Objectives

Upon successful completion of this unit, students will be able to:

- Graph points, linear, piecewise linear, exponential, logarithmic and quadratic functions, and identify horizontal asymptotes. Evaluate linear and piecewise linear functions.
- Determine the equation of a line given two points or one point and the slope. Determine when two real-world variables are related by a linear or piecewise linear function. Calculate average rate of change of any function and interpret average rate of change as slope.
- Solve and estimate solutions to linear, quadratic, exponential, and logarithmic equations, including use of the properties of exponents and common and natural logarithms. Simplify expressions using the laws of exponents and logarithms.
- Solve linear systems of two equations by substitution and elimination, including systems that have a unique solution, no solution, or many solutions.
- Perform arithmetic calculations to answer questions regarding two-variable data presented in tabular, graphical, or equation form.
- Express and compare very large and very small numbers using scientific notation and orders of magnitude.
- Complete the square of quadratic expressions.
- Given conversion factors, convert units of measure.
- Use the quadratic formula to solve quadratic equations
- The understanding of the definitions of function, domain, range, independent and dependent variables, and input and output. Determine the domain and range of functions as mathematical abstractions or in a physical context.
- Determine if tables, graphs, and equations represent functions.
- The ability to determine from the graph of a function the values of the independent variable for which the function increases, decreases, or remains constant.
- Model the behaviour of two real-world variables that are directly proportional or are related by a linear or piecewise linear function using tables, graphs, equations.
- Use a linear function to approximate the value of a non-linear function.
- Interpret the intersection of the graphs of linear functions as equilibrium points.

- Model the behavior of two real-world variables that are related by an exponential function using tables, graphs, equations, or combinations thereof including such applications as population growth and decay, radioactive decay, simple and compound interest, inflation, the Malthusian dilemma, musical pitch, and the Rule of 70.
- Change the base of an exponential function to determine rate of growth/decay, growth/decay factor, and effective and nominal interest rate. Demonstrate an ability to calculate loan payments, principal and interest, mortgages, and tax.
- Express continuous growth/decay in terms of the number  $e$ .
- Evaluate exponential functions.
- Determine the exponential equation model from the table or graphical model.
- Compare linear to exponential growth.
- The ability to determine when two real-world variables are related by a logarithmic function and model the behaviour of two real-world variables that are related by a logarithmic function using tables, graphs, equations, or combinations thereof including such applications as pH and the decibel system.
- Understand and graph the natural logarithm.
- Determine the vertex, axis of symmetry, and horizontal and vertical intercepts of quadratic functions in either the a-b-c or a-h-k forms.
- Convert quadratic functions from the a-b-c form to the a-h-k form and vice versa.
- Determine when two real-world variables are related by a quadratic function by calculating the average rate of change of the average rates of change.
- Model the behaviour of two real-world variables that are related by a quadratic function using tables, graphs, equations, or combinations thereof including such applications as maximum area for fixed perimeter, minimum perimeter for fixed area, free fall, maximum profit, and break-even analysis.
- Demonstrate logical connections using Venn diagrams.
- Demonstrate problem-solving knowledge of US customary and metric systems in temperature, energy, density, and concentration.
- Correctly use percentages and understand potential abuse.
- Perform index number equations and comparisons, as well as demonstrate an understanding of the Consumer Price Index, Consumer Confidence Index, and Product Price Index.
- Demonstrate an understanding of the fundamentals of statistics, bell curves, deviation, and shapes of distribution.

## Assessment Items

Students must complete the following assessment items for this unit:

- GE103.1 Online Exams 40%
- GE103.2 Online Homework 10%
- GE103.3 Problem Solving Projects 10%
- GE103.4 Online Quizzes 15%
- GE103.5 Participation on In-class Exercise 5%
- GE103.6 Online Final Exam 20%

## Core Texts

Harshbarger, R., Yocco, L., College Algebra in Context with Applications for the Managerial, Life and Social Sciences plus MyMathLab Student Access Kit, 2010, Third Edition, Pearson Education, Inc., ISBN-10: 0-321-56972-5 and ISBN-13: 978-0-321-56972-1

Bennet, J., Briggs, W., Using and Understanding Mathematics, 2008, Fourth Edition, Pearson International Publishing ISBN-0-321-526-80-5

## Lesson Overview

This course will meet once per week for 16 weeks. Each week contains 3.5 hours of classroom instruction as well as a supervised lab component. Please refer to the Student Catalog for criteria concerning overall attendance and institutional requirements.

Week	Content	Type	Instructor
1	<b>Chapter 1:</b> Functions, Graphs, and Models <b>Linear Functions</b> <ul style="list-style-type: none"> <li>▪ Functions and Models</li> <li>▪ Graphs of Functions</li> <li>▪ Linear Functions</li> <li>▪ Equations of Lines</li> <li>▪ Real World Skills: critical thinking</li> </ul>	Lecture, Participation and Online Assignments	
2	<b>Chapter 2:</b> Linear Models, Equations, and Inequalities <ul style="list-style-type: none"> <li>▪ 2.1 Algebraic and Graphical Solution of Linear Equations</li> <li>▪ 2.2 Fitting Lines to Data Points: Modeling Linear Functions</li> <li>▪ 2.3 Systems of Linear Equations in Two Variables</li> <li>▪ Real World Skills: putting numbers into perspective, ratios, percentage, index numbers: CPI, how numbers can deceive, managing money, taking control of your finances, three basic rules of algebra, savings plans and investing: algebraic powers and roots</li> </ul>	Lecture, Participation and Online Assignments	
3	<b>Chapter 3:</b> Quadratic and Nonlinear Functions <ul style="list-style-type: none"> <li>▪ 3.1 Quadratic Functions; Parabolas</li> <li>▪ 3.2 Solving Quadratic Equations</li> <li>▪ Review for Quiz</li> </ul>	Lecture, Participation and Online Assignments	
4	<b>Quiz #1 Online: Chapters 1, 2 and Special Topics</b> <ul style="list-style-type: none"> <li>▪ 3.3 Piecewise-Defined Functions and Power Functions</li> <li>▪ 3.4 Quadratic and Power Models</li> </ul>	Lecture, Participation and Online Assignments	
5	<b>Project 1 Due</b> <b>Chapter 4:</b> Additional Topics with Functions <ul style="list-style-type: none"> <li>▪ 4.1 Transformation of Graphs and Symmetry</li> <li>▪ 4.2 Combining Functions; Composite Functions</li> <li>▪ 4.3 Inverse Functions</li> <li>▪ 4.4 Additional Equations and Inequalities</li> </ul>	Lecture, Participation and Online Assignments	

6	<p><b>Chapter 5:</b> Exponential and Logarithmic Function</p> <ul style="list-style-type: none"> <li>▪ 5.1 Exponential Functions</li> <li>▪ 5.2 Logarithmic Functions; Properties of Logarithms</li> <li>▪ 5.3 Exponential and Logarithmic Equations</li> <li>▪ 5.4 Exponential and Logarithmic Models</li> <li>▪ Real World Skills: statistical reasoning, frequency tables, bar, pie, line, histograms, graphs, charts, presenting results, scatter diagram, correlation and casualty</li> </ul>	Lecture, Participation and Online Assignments	
7	<p><b>Chapter 5 cont.:</b></p> <ul style="list-style-type: none"> <li>▪ 5.5 Exponential Functions and Investing</li> <li>▪ Annuities; Loan Repayment</li> <li>▪ Logistic and Gompertz Functions</li> <li>▪ Review for Quiz #2</li> </ul>	Lecture, Participation and Online Assignments	
8	<p><b>Quiz #2 Online: Chapters 3, 4, 5.1-5.4 and Special Topics</b></p> <p><b>Chapter 6</b> Higher-Degree Polynomials and Rational Functions</p> <ul style="list-style-type: none"> <li>▪ 6.1 Higher-Degree Polynomial Functions</li> <li>▪ 6.3 Solution of Polynomial Equations</li> </ul>	Lecture, Participation and Online Assignments	
9	<b>Midterm Exam</b>	Exam	
10	<p><b>Project 2 Due</b></p> <ul style="list-style-type: none"> <li>▪ 6.4 Polynomial Equations Continued; Fundamental Theorem of Algebra</li> <li>▪ 6.5 Rational Functions and Rational Equations</li> <li>▪ 6.6 Polynomial and Rational Inequalities</li> <li>▪ Real World Skills: hypothesis testing, fundamentals of probability, empirical and Subjective probabilities</li> </ul>	Lecture, Participation and Online Assignments	
11	<p><b>Chapter 7:</b> System of Equations and Applications</p> <ul style="list-style-type: none"> <li>▪ 7.1 Systems of Linear Equations in Three Variables</li> <li>▪ 7.2 Matrix Solution of Systems of Linear Equations</li> <li>▪ 7.3 Matrix Operations</li> <li>▪ Real World Skills: assessing risk (pgs. 490 thru 497), counting, probability, linear vs.</li> <li>▪ Exponential, mathematics and music</li> </ul>	Lecture, Participation and Online Assignments	
12	<ul style="list-style-type: none"> <li>▪ Real World Skills: mathematics and music continued (551 thru 558), scales, notes, digital quantization</li> </ul>	Lecture, Participation and Online Assignments	
13	<ul style="list-style-type: none"> <li>▪ Real World Skills continued: mathematics and music continued (551 thru 558), scales, notes, digital quantization</li> </ul>	Lecture, Participation and Online Assignments	

14	<ul style="list-style-type: none"> <li>▪ Real World Skills: fundamentals of statistics, statistical tables and graphs, survey guidelines, single and double blind, bias, considering conclusions</li> </ul>	Lecture, Participation and Online Assignments	
15	<b>Course Review</b>	Lecture	
16	<b>Final Exam</b>	Exam	

## Assessment Guidelines

Students must submit assignments in accordance with the guidelines outlined in the Student Catalog and comply with all SAE policies and procedures. Test material is drawn from classroom presentation, reading assignments, and practical work done in labs. Grading criteria for assessments are calculated on a percentage scale clearly defined under Academic Policies in the Student Catalog. All questions concerning assessment items for this course should be addressed to the instructor and/or course coordinator.

## Exercises

Exercises for this class will consist in a multiple-choice online quizzes, problem solving projects and writing assignments to ensure students' understanding and retention of the various concepts covered during lectures.

## Required Reading and Additional Preparation

Students have weekly reading and/or research assignments that help prepare them for class discussions, quizzes, the midterm exam, and the final exam. Reading assignments will be drawn from class texts, resources available on the LIRN network, contemporary periodicals, library materials, and other sources. It is recommended that students devote a minimum of 6 hours per week for required reading, contemplation, and analysis.

### Assigned Readings:

- Chapter 1(H) Functions, Graphs, and Models; Linear Functions (1.1-1.4)
- Chapter 1(B) Making Sense of Data and Function (1.1 - 1.5)
- Chapter 2(H) Linear Models, Equations, and Inequalities (2.1 – 2.3)
- Chapter 2(B) Rates of Change and Linear Functions (2.1 - 2.8)
- Chapter 3(B) When Lines Meet: Linear Systems (3.1 - 3.2, 3.4)
- Chapter 7(H) System of Equations and Applications (7.1 – 7.3)
- Chapter 3(H) Quadratic and Nonlinear Functions (3.1 – 3.4)
- Chapter 6(H) Higher-Degree Polynomials and Rational Functions (6.1, 6.3 – 6.6)
- Chapter 8(B) Quadratic and Other Polynomial Functions (8.1 - 8.4)
- Chapter 4(H) Additional Topics with Functions (4.1 – 4.4)
- Chapter 5(H) Exponential and Logarithmic Function (5.1 – 5.7)
- Chapter 4(B) The Laws of Exponents and Logarithms: Measuring the Universe (4.1 - 4.7)
- Chapter 5(B) Growth and Decay: An Introduction to Exponential Functions (5.1 - 5.6)
- Chapter 6(B) Logarithmic Links: Logarithmic and Exponential Functions (6.1 - 6.5)



## Due Dates

Task	Date
GE103 College Math Daily assignments: online homework, quizzes and participation	TBA
GE103 College Math Quiz 1 Online	TBA
GE103 College Math Quiz 2 Online	TBA
GE103 College Math Midterm Exam – Moodle LMS	Week 9
GE103 College Math Final Exam – Moodle LMS	Week 16

## Resources and Equipment

- Moodle Learning Management System
- Apple laptop computer, foundation room stations, media center computers and recording studios with assorted equipment

## Recommended and Further Reading

### Mathematics study

Lial, Margaret, Salzman, Stanly, Hestwood, Dana L., 2009, Basic College Mathematics (8th Edition) (Paperback) 9<sup>th</sup> edition  
Available from: [http://www.amazon.com/Basic-College-Mathematics-Margaret-Lial/dp/0321557123/ref=pd\\_cp\\_b\\_3](http://www.amazon.com/Basic-College-Mathematics-Margaret-Lial/dp/0321557123/ref=pd_cp_b_3)

K. Elayn Martin-Gay, 2009, Basic College Mathematics, Prentice Hall,  
Available from: <http://www.bestwebbuys.com/Basic-College-Mathematics-ISBN-9780131868366?isrc=b-search>

Tobey, J, Slater, J, Blair, J., Essentials of Basic College Mathematics, CourseSmart eTextbook, 2/E (online and print) 2009,  
Available from: <http://www.coursesmart.com>

# DJP201 The Field and the Industry

(Insert instructor name, email, and office phone)

## Course Overview

Course Number: DJP201

Course Title: The Field and the Industry

Credit Hours: 4

Prerequisites: DJP101, DJP121

## Course Description

The aim of this course is to equip students with the skills they need to be successful in the field of journalism. The primary focus will range from basic preparations to finished pieces. The course also aims to teach students how the media industry operates. After this course, students will be able to successfully compete in this challenging career by creating well made, balanced and polished digital journalism. The final part of the course consists of both theoretical and practical job seeking advice for aspiring journalists.

## Learning Objectives

Upon successful completion of this course students will be able to:

- Understand the responsibilities of journalists in the field
- Define the different aspects of local and international media commitments
- Be aware of the laws and regulations affecting journalists in various countries
- Describe some of the postproduction skills required to produce a piece in the field
- Describe the role of media outlets in the industry
- Understand the requirements and basics of getting work in the industry
- Define freelance journalism
- Write a professional career profile and CV
- Define the media landscape of tomorrow and understand the potential impact of technology on the industry

## Assessment Items

Students must complete the following assessment items for this course:

- DJP201.1 Quizzes 10%
- DJP201.2 Midterm Exam 20%
- DJP201.3 Final Exam 30%
- DJP201.4 Practical Lab Assignments 40%

## Core Texts

Broadcast Journalism: Techniques of Radio and Television News - Andrew Boyd

Advancing the Story: Broadcast Journalism in a Multimedia World - Debora Halpern Wenger

## Lesson Overview

This course will meet once per week for 16 weeks. Each week contains 3.5 hours of classroom instruction as well as a supervised lab component. Please refer to the Student Catalog for criteria concerning overall attendance and institutional requirements.

Week	Content	Type	Instructor
1	<b>Introduction</b> <ul style="list-style-type: none"> <li>▪ Unit overview</li> <li>▪ Review assignments</li> </ul> <b>Preparations</b> <ul style="list-style-type: none"> <li>▪ Editorial research</li> <li>▪ Practical considerations</li> <li>▪ Camera and technical issues</li> <li>▪ Visas, paperwork and insurance</li> </ul>	Classroom Presentation	
2	<b>On the Ground</b> <ul style="list-style-type: none"> <li>▪ Local media and other sources</li> <li>▪ Practical filming scenarios</li> <li>▪ Dealing with border officials</li> <li>▪ Brief intro to hostile environments</li> <li>▪ Operating in restrictive regimes</li> </ul>	Classroom Presentation	
3	<b>Narrative in the Field</b> <ul style="list-style-type: none"> <li>▪ Importance of finding a character</li> <li>▪ Telling a story in an engaging insightful way</li> <li>▪ Narrative development in the field</li> <li>▪ General workflow</li> </ul>	Classroom Presentation	
4	<b>Narrative in the Field cont.</b> <ul style="list-style-type: none"> <li>▪ Practical workshop</li> <li>▪ Field trip to a park, breakdown into groups to gather content in order to create a news story such as: <ul style="list-style-type: none"> <li>○ Why do people order their hot dogs the way they do?</li> <li>○ Who are those chess players?</li> <li>○ How does a dog walker deal with a dozen dogs??</li> <li>○ The history of the artist selling paintings</li> </ul> </li> </ul>	Classroom Presentation	
5	<b>Postproduction in the Field</b> <ul style="list-style-type: none"> <li>▪ Introduction</li> <li>▪ Practical workshop</li> <li>▪ Laptop computer production</li> </ul>	Classroom Presentation Practical	
6	<b>Postproduction in the Field cont.</b> <ul style="list-style-type: none"> <li>▪ Accuracy and fact checking</li> <li>▪ News leads—how to find news while on the move</li> <li>▪ The finished product and secret of good timing</li> </ul>	Classroom Presentation Practical	

7	<b>Role of Media Outlets I</b> <ul style="list-style-type: none"> <li>▪ Intro to regional media</li> <li>▪ Media law</li> <li>▪ When things go wrong (legally)</li> <li>▪ Ethical issues in journalism</li> <li>▪ Plagiarism</li> <li>▪ Privacy</li> <li>▪ Accountability</li> </ul>	Classroom Presentation	
8	<b>Role of Media Outlets II</b> <ul style="list-style-type: none"> <li>▪ The role of unions and professional bodies</li> <li>▪ Media companies</li> <li>▪ Business Model Print/online/b-cast</li> <li>▪ Midterm Exam review</li> </ul>	Classroom Presentation	
9	<b>Midterm Exam</b>  <b>How to Get Work</b> <ul style="list-style-type: none"> <li>▪ Basics</li> <li>▪ Writing tests, interviews, presentations</li> <li>▪ Practical workshop - Up to date job seeking</li> <li>▪ Positions and scenarios</li> <li>▪ Networking</li> </ul>	Exam Classroom Presentation	
10	<b>Practical Considerations I</b> <ul style="list-style-type: none"> <li>▪ Practical workshop on pitching</li> <li>▪ Industry contacts</li> <li>▪ Exclusives vs. diary news—how to sell both</li> <li>▪ Developing a passion—beats and expertise</li> </ul>	Classroom Presentation Practical	
11	<b>Practical Considerations II</b> <ul style="list-style-type: none"> <li>▪ Copyright</li> <li>▪ Public domain</li> <li>▪ Fair use - attributions</li> <li>▪ International considerations – Berne convention</li> <li>▪ Local guides and media facilitators</li> <li>▪ Local formats</li> <li>▪ Paperwork</li> <li>▪ Redundancy</li> </ul>	Classroom Presentation Practical	
12	<b>Journalist Profile Workshop I</b> <ul style="list-style-type: none"> <li>▪ Guest speaker (TBA)</li> <li>▪ Writing session</li> <li>▪ Presentation and critique</li> </ul>	Classroom Presentation Practical	
13	<b>Journalist Profile Workshop II</b> <ul style="list-style-type: none"> <li>▪ Guest speaker (TBA)</li> <li>▪ Writing session</li> <li>▪ Presentation and critique</li> </ul>	Classroom Presentation Practical	
14	<b>Journalist Profile Workshop III</b> <ul style="list-style-type: none"> <li>▪ Guest speaker (TBA)</li> <li>▪ Writing session</li> <li>▪ Presentation and critique</li> </ul>	Classroom Presentation Practical	

15	<b>Final writing presentations</b> <b>Final Exam review</b>	Classroom Presentation Practical	
16	<b>Final Exam</b>	Exam	

## Assessment Guidelines

Students must submit assignments in accordance with the guidelines outlined in the Student Catalog and comply with all SAE policies and procedures. Test material is drawn from classroom presentation, reading assignments, and practical work done in labs. Grading criteria for assessments are calculated on a percentage scale clearly defined under Academic Policies in the Student Catalog. All questions concerning assessment items for this course should be addressed to the instructor and/or course coordinator.

Assessment	DJP201.1 Quizzes
Resource	Moodle Learning Management System
Weighting	10%
Overview	Students will be given periodic quizzes to assess their understanding of the subjects and topics being covered. The length of each quiz will be determined by lecture content and given at the instructor's discretion.
Requirements	Apple laptop computer with Wi-Fi connection to local server
Assessment	Graded / Criterion-referenced
Criteria	A grade of 70% must be achieved to receive a passing score

Assessment	DJP201.2 Midterm Exam
Resource	Moodle Learning Management System
Weighting	20%
Overview	Students will be given a 50-question exam at the beginning of class during week 9. The contents will serve as an assessment of the students' subject knowledge to date.
Requirements	Apple laptop computer with Wi-Fi connection to local server
Assessment	Graded / Criterion-referenced
Criteria	A grade of 70% must be achieved to receive a passing score

Assessment	DJP201.3 Final Exam
Resource	Moodle Learning Management System
Weighting	30%
Overview	Students will be given a 100-question cumulative exam on the final day of class during week 16. The contents will serve as an assessment of the students' subject knowledge to date.
Requirements	Apple laptop computer with Wi-Fi connection to local server
Assessment	Graded / Criterion-referenced
Criteria	A grade of 70% must be achieved to receive a passing score

## Practical Lab Assignments

This course requires students complete a minimum of 48 hours of supervised lab work over the 16-week term. A minimum of 3 hours should be completed at the student's discretion per week. The SAE Lab Supervisor maintains an hourly log of supervised lab time completed throughout the term, which is factored in with classroom attendance to determine overall course attendance. Please refer to the Student Catalog for criteria concerning overall attendance and institutional requirements.

Assessment	DJP201.4 Practical Lab #1
Resource	Apple laptop computer or iMac workstation
Weighting	20%
Overview	<b>Research Project:</b> Students will research and write a feature article for web, print or broadcast focusing on an aspect of media law and/or copyright of that specific medium. Students must incorporate in the research case studies which authorities have blocked journalists in the field.
Requirements	Students must follow lab assignment exercises set forth by the course coordinator/course instructor and provide the finished project to the lab supervisor. Please refer to submission guidelines and policies outlined in the SAE Student Lab Manual.
Assessment	Graded / Criterion-referenced
Criteria	Students will be graded on successful completion of the itemized requirements listed for this lab. The grader will follow a rubric of assessment items to determine the final score.

Assessment	DJP201.4 Practical Lab #2
Resource	Apple laptop computer or iMac workstation
Weighting	20%
Overview	<b>Broadcast Project:</b> Students will produce a broadcast package from start to finish. Choose a topic, research it, set it up, do the interview, write the script and post-produce a 20-minute item.
Requirements	Students must follow lab assignment exercises set forth by the course coordinator/course instructor and provide the finished project to the Lab Supervisor. Please refer to submission guidelines and policies outlined in the SAE Student Lab Manual.
Assessment	Graded / Criterion-referenced
Criteria	Students will be graded on successful completion of the itemized requirements listed for this lab. The grader will follow a rubric of assessment items to determine the final score.

## Due Dates

- DJP201.1 Quizzes TBA
- DJP201.2 Midterm Exam Week 9
- DJP201.3 Final Exam Week 16
- DJP201.4 Practical Lab Assignments TBA

## Required Reading and Additional Preparation

Students have weekly reading and/or research assignments that help prepare them for class discussions, quizzes, the midterm exam, and the final exam. Reading assignments will be drawn from class texts, resources available on the LIRN network, contemporary periodicals, library materials, and other sources. It is recommended that students devote a minimum of 3 hours per week for required reading, contemplation, and analysis.

## Workshops and Seminars

Students are provided with an opportunity to attend weekly workshops and seminars, which will serve as additional learning experiences based on course content and academic objectives.

## Resources and Equipment

- Moodle Learning Management System
- Apple laptop computer, digital video and still camera, foundation room stations, media center computers and recording studios with assorted equipment

# DJP202 Multicultural Communications

(Insert instructor name, email, and office phone)

## Course Overview

Course Number: DJP202

Course Title: Multicultural Communications

Credit Hours: 4

Prerequisites: DJP121, DJP122

## Course Description

This course introduces basic concepts in Multicultural Communication (also referred to as Intercultural or Cross-Cultural Communications) within a digital media and journalistic context. It defines how these forms act as global communications and describe the wide range of communication problems that naturally appear within the organizational make up of individuals from different religious, social, ethnic, gender, and educational backgrounds. Topics discussed include understanding cultural identities, gender and racial diversity, ethics, and various issues concerning cultural interpretation all within the realm of media and journalism in the newly emerging digital age. All aspects of the human experience within these contexts are explored and primary language of theoretical aspects concerning multiculturalism as perceive within the media and delivered within said digital age is explored including: cultural identities, race, ethnic relations, dominance and non-dominance, communication perspectives, disability perception, sexual orientation, acceptance, rejection, and all related terminology.

## Learning Objectives

Upon successful completion of this course students will be able to:

- Recognize, define and relate examples of the diversity of the human experience as it concerns multicultural communications within a media context
- Identify, describe, and discuss different cultures as they have developed in global, political, social, cultural, economic, and environmental contexts and as interpreted through media and journalistic expressions
- Interpret the major issues in multicultural communications (within the scope of this course), and demonstrate understanding through applied exercises (labs, quizzes and assessments)
- Analyze and critique different media and journalistic interpretations of multicultural theories
- Support and argue for personal interpretive positions using digital media and journalistic practices within course discussions

## Assessment Items

Students must complete the following assessment items for this course:

- DJP202.1 Quizzes 10%
- DJP202.2 Midterm Exam 20%
- DJP202.3 Final Exam 30%
- DJP202.4 Practical Lab Assignments 40%



## Core Texts

Intercultural Communications: A Reader – Samovar, Porter, & McDaniel  
 Why Americans Hate Welfare: Race, Media, and the Politics of Antipoverty Policy (Studies in Communication, Media, and Public Opinion) – Martin Gilens

## Lesson Overview

This course will meet once per week for 16 weeks. Each week contains 3.5 hours of classroom instruction as well as a supervised lab component. Please refer to the Student Catalog for criteria concerning overall attendance and institutional requirements.

Week	Content	Type	Instructor
1	<b>Introduction</b> <ul style="list-style-type: none"> <li>▪ Unit Overview</li> <li>▪ Understanding Cultural Identities within the Digital Media Age and Context</li> </ul>	Classroom Presentation	
2	<b>Issues and Perspectives</b> <ul style="list-style-type: none"> <li>▪ Context and Meaning</li> <li>▪ Racial Dominance and Identity</li> <li>▪ Negotiations: Journalistic Perspectives</li> <li>▪ The Five (5) Paradigms of Ethnic Relations</li> </ul>	Classroom Presentation	
3	<b>Socio-Cultural Backgrounds</b> <ul style="list-style-type: none"> <li>▪ East Asia: Confucianism, Interpersonal Relationships and The New Journalism</li> <li>▪ Greek Foundations of Struggle and Conflict</li> <li>▪ Culture, Journalism and the New Media Dilemma</li> </ul>	Classroom Presentation	
4	<b>Cultural Duality</b> <ul style="list-style-type: none"> <li>▪ Dominance and Non-Dominance</li> <li>▪ African-American Perspectives and New Media Cultural Interpretations</li> <li>▪ Deaf Culture and Media Issues</li> <li>▪ Disability Issues</li> </ul>	Classroom Presentation	
5	<b>Sexuality and Age Media Issues</b> <ul style="list-style-type: none"> <li>▪ Homosexual</li> <li>▪ Gender</li> <li>▪ Geriatrics</li> <li>▪ Merging Issues</li> </ul>	Classroom Presentation	
6	<b>Verbal Communications</b> <ul style="list-style-type: none"> <li>▪ Interaction and Meaning of Language and Culture as Expressed in Media</li> <li>▪ Problems in Intercultural Encounters within Media Context</li> </ul>	Classroom Presentation	
7	<b>Non-Verbal Communications I</b> <ul style="list-style-type: none"> <li>▪ Intercultural Differences in Non-Verbal Communications and Expression</li> <li>▪ Cultural Themes</li> </ul>	Classroom Presentation	

8	<b>Non-Verbal Communications II</b> <ul style="list-style-type: none"> <li>▪ Mono-chronic and Poly-chronic Time</li> <li>▪ Gender Difference in NVC</li> <li>▪ Sexuality Difference in NVC</li> <li>▪ Age Difference in NVC</li> <li>▪ Visual &amp; Written Interpretation of NVC</li> <li>▪ Midterm Exam review</li> </ul>	Classroom Presentation	
9	<b>Midterm Exam</b> <ul style="list-style-type: none"> <li>▪ Multicultural Media Relations I</li> <li>▪ Media and Culture</li> <li>▪ The 'Five Asian Dragons' in the Media Context</li> </ul>	Exam Classroom Presentation	
10	<b>Multicultural Media Relations II</b> <ul style="list-style-type: none"> <li>▪ Studies of Foreign Media Comm.</li> <li>▪ Asia versus U.S.</li> <li>▪ Europe versus U.S.</li> </ul>	Classroom Presentation	
11	<b>Multicultural Media Relations III</b> <ul style="list-style-type: none"> <li>▪ South and Central America versus U.S.</li> <li>▪ Africa vs. U.S.</li> </ul>	Classroom Presentation	
12	<b>Multicultural Media Relations IV</b> <ul style="list-style-type: none"> <li>▪ Communication Competence</li> <li>▪ Intercultural Conflict Management within Media</li> </ul>	Classroom Presentation	
13	<b>Ethical Issues in Journalism I</b> <ul style="list-style-type: none"> <li>▪ Limits of Cultural Diversity</li> <li>▪ Individuality, Cultural Identity,</li> <li>▪ Social Networks and the Merging Social World</li> </ul>	Classroom Presentation	
14	<b>Ethical Issues in Journalism II</b> <ul style="list-style-type: none"> <li>▪ Guest Speaker: advocating for multicultural diversity or relevant topic</li> <li>▪ Intercultural Perspectives on Ethics, Culture, and Digital Media Communications</li> <li>▪ Negotiation and the Potential for Multicultural Diversity and the Future of Media in context</li> </ul>	Classroom Presentation	
15	<b>Defining Multiculturalism in the age of Digital Media Communications</b> <ul style="list-style-type: none"> <li>▪ Project Review</li> <li>▪ News segment lab critique &amp; review</li> <li>▪ Digital presentation lab critique &amp; review</li> </ul>	Classroom Presentation	
16	<b>Final Exam</b>	Exam	

## Assessment Guidelines

Students must submit assignments in accordance with the guidelines outlined in the Student Catalog and comply with all SAE policies and procedures. Test material is drawn from classroom presentation, reading assignments, and practical work done in labs. Grading criteria for assessments are calculated on a percentage scale clearly defined under Academic Policies in the Student Catalog. All questions concerning assessment items for this course should be addressed to the instructor and/or course coordinator.

<b>Assessment</b>	<b>DJP202.1 Quizzes</b>
Resource	Moodle Learning Management System
Weighting	10%
Overview	Students will be given periodic quizzes to assess their understanding of the subjects and topics being covered. The length of each quiz will be determined by lecture content and given at the instructor's discretion.
Requirements	Apple laptop computer with Wi-Fi connection to local server
Assessment	Graded / Criterion-referenced
Criteria	A grade of 70% must be achieved to receive a passing score

<b>Assessment</b>	<b>DJP202.2 Midterm Exam</b>
Resource	Moodle Learning Management System
Weighting	20%
Overview	Students will be given a 50-question exam at the beginning of class during week 9. The contents will serve as an assessment of the students' subject knowledge to date.
Requirements	Apple laptop computer with Wi-Fi connection to local server
Assessment	Graded / Criterion-referenced
Criteria	A grade of 70% must be achieved to receive a passing score

<b>Assessment</b>	<b>DJP202.3 Final Exam</b>
Resource	Moodle Learning Management System
Weighting	30%
Overview	Students will be given a 100-question cumulative exam on the final day of class during week 16. The contents will serve as an assessment of the students' subject knowledge to date.
Requirements	Apple laptop computer with Wi-Fi connection to local server
Assessment	Graded / Criterion-referenced
Criteria	A grade of 70% must be achieved to receive a passing score

## Practical Lab Assignments

This course requires students complete a minimum of 48 hours of supervised lab work over the 16-week term. A minimum of 3 hours should be completed at the student's discretion per week. The SAE Lab Supervisor maintains an hourly log of supervised lab time completed throughout the term, which is factored in with classroom attendance to determine overall course attendance. Please refer to the Student Catalog for criteria concerning overall attendance and institutional requirements.

<b>Assessment</b>	<b>DJP202.4 Practical Lab #1</b>
Resource	Apple laptop computer or iMac workstation
Weighting	10%
Overview	The purpose of this exercise is to gain a better understanding of the importance and uniqueness of culture within individual human experience and the delivery, commitment, and expectations of said information to a

	<p>larger audience.</p> <p><b>Mock News Segment:</b> Students will develop a ‘mock’ news segment utilizing digital video journalistic techniques and equipment. These shall include researching, locating sources, interviewing, digitally recording, and editing the work. The manner and proposed execution of the presentation must be approved by the instructor but must contain interviews and researched based on the issues at hand. The work shall consider issues of Social-Cultural Duality. The length and generalities of the written assessment will be discussed at the time of assignment and shall be based on time allotments and the needs of the class.</p>
Requirements	<p>Go to <a href="http://www.youtube.com">www.youtube.com</a> and search for videos using the search term Socio-Cultural Duality. Several videos will appear. Compare and contrast how this is negotiated, defined and presented across these videos, then develop and create an original piece, which will then be uploaded to the class YouTube Channel.</p> <p>Internet Resource, read the following: Clearly Cultural: Making Sense of Cross Cultural Communication. At: <a href="http://www.clearlycultural.com/geert-hofstede-cultural-dimensions/individualism/">http://www.clearlycultural.com/geert-hofstede-cultural-dimensions/individualism/</a></p> <p>Students must follow lab assignment exercises set forth by the course coordinator/course instructor and provide the finished project to the Lab Supervisor. Please refer to submission guidelines and policies outlined in the SAE Student Lab Manual.</p>
Assessment	Graded / Criterion-referenced
Criteria	Students will be graded on successful completion of the itemized requirements listed for this lab. The grader will follow a rubric of assessment items to determine the final score.

Assessment	DJP202.4 Practical Lab #2
Resource	Apple laptop computer or iMac workstation
Weighting	10%
Overview	<p>The purpose of this exercise is to gain a better understanding of the importance and uniqueness of culture within individual human experience and the delivery, commitment, and expectations of said information to a larger audience.</p> <p><b>Digital Presentation #1:</b> Students will create and deliver a short digitally based presentation as an assessment pertaining to issues surrounding the coverage of sexuality and age. The manner and proposed execution of the presentation must be approved by the instructor but must contain interviews and researched based on the issues at hand. The length and generalities of the written assessment will be discussed at the time of assignment and shall be based on time allotments and the needs of the class</p>
Requirements	<p>Go to <a href="http://www.youtube.com">www.youtube.com</a> and search for videos using the search terms: Sexuality, Age, and Gender. Several videos will appear. Note similarities and dissimilarities Western coverage and International coverage and how each are based and defined within each language base.</p> <p>Students must follow lab assignment exercises set forth by the course coordinator/course instructor and provide the finished project to the Lab Supervisor. Please refer to submission guidelines and policies outlined in</p>

	the SAE Student Lab Manual.
Assessment	Graded / Criterion-referenced
Criteria	Students will be graded on successful completion of the itemized requirements listed for this lab. The grader will follow a rubric of assessment items to determine the final score.

Assessment	DJP202.4 Practical Lab #3
Resource	Apple laptop computer or iMac workstation
Weighting	10%
Overview	<p>The purpose of this exercise is to gain a better understanding of the importance, use and uniqueness of nonverbal understanding within individual human culture and as expressed in the media across cultures and within context.</p> <p><b>Digital Presentation #2:</b> Students will create and deliver a short digitally based work as an assessment pertaining to issues Non-Verbal Culture. The manner and proposed execution of the presentation must be approved by the instructor but must contain only non-verbal expressions based on the issues at hand.</p>
Requirements	<p>The original work will be uploaded to the class YouTube Channel and be evaluated by fellow classmates. Feedback dissemination and regulations shall be determined prior to the assignment and covered at the time of assignment.</p> <p>Students must follow lab assignment exercises set forth by the course coordinator/course instructor and provide the finished project to the Lab Supervisor. Please refer to submission guidelines and policies outlined in the SAE Student Lab Manual.</p>
Assessment	Graded / Criterion-referenced
Criteria	Students will be graded on successful completion of the itemized requirements listed for this lab. The grader will follow a rubric of assessment items to determine the final score.

Assessment	DJP202.4 Practical Lab #4
Resource	Apple laptop computer or iMac workstation
Weighting	10%
Overview	<p>The purpose of this exercise is to gain a better understanding of multiculturalism, media ethics, and the difficulties associated with the dissemination and deliver of the subject at hand.</p> <p><b>Group Research Project:</b> Students will work as a group to research and create a half-hour digital communications based 'mock' news program utilizing digital video journalistic techniques and equipment. These shall include researching, locating sources, interviewing, digitally recording, and editing the work. The manner and proposed execution of the presentation must be approved by the instructor but must contain interviews and researched based on several issues within the context of the course. The generalities and specifics of the assessment will be discussed at the time of assignment and shall be based on the needs of the class. As a final process, the original work will be uploaded to the class YouTube Channel and be evaluated by fellow classmates, both</p>

	collectively and individually.
Requirements	Group determination session and organizational meetings both inside and outside the classroom.  Students must follow lab assignment exercises set forth by the course coordinator/course instructor and provide the finished project to the Lab Supervisor. Please refer to submission guidelines and policies outlined in the SAE Student Lab Manual.
Assessment	Graded / Criterion-referenced
Criteria	Students will be graded on successful completion of the itemized requirements listed for this lab. The grader will follow a rubric of assessment items to determine the final score.

## Due Dates

- DJP202.1 Quizzes TBA
- DJP202.2 Midterm Exam Week 9
- DJP202.3 Final Exam Week 16
- DJP202.4 Practical Lab Assignments TBA

## Required Reading and Additional Preparation

Students have weekly reading and/or research assignments that help prepare them for class discussions, quizzes, the midterm exam, and the final exam. Reading assignments will be drawn from class texts, resources available on the LIRN network, contemporary periodicals, library materials, and other sources. It is recommended that students devote a minimum of 3 hours per week for required reading, contemplation, and analysis.

## Workshops and Seminars

Students are provided with an opportunity to attend weekly workshops and seminars, which will serve as additional learning experiences based on course content and academic objectives.

## Resources and Equipment

- Moodle Learning Management System
- Apple laptop computer, digital video and still camera, foundation room stations, media center computers and recording studios with assorted equipment

# MMW203 Multimedia and Web Development

(Insert instructor name, email, and office phone)

## Course Overview

Course Number: MMW203

Course Title: Multimedia and Web Development

Credit Hours: 4

Prerequisites: AUD103, VID123

## Course Description

This course introduces students to different indispensable tools needed to become a multimedia web designer. Having the proper tools and skills is essential in becoming a business professional in fields of creative media. This course will guide students through creating basic websites using static code in HTML and CSS. In addition, this course will introduce different online content management systems, industry standard software platforms, and techniques covering essential concepts and various trends used in web design today.

## Learning Objectives

Upon successful completion of this course students will be able to:

- Understand the difference between different multimedia applications and standards
- Comprehend the different web trends in social media
- Create a static website
- Maintain a basic server and install a Blog system
- Maintain an advanced Blogging system, thus creating posts, uploading images and embedding videos
- Demonstrate advanced web design techniques utilizing industry standard software platforms

## Assessment Items

Students must complete the following assessment items for this course:

- MMW203.1 Quizzes 10%
- MMW203.2 Midterm Exam 20%
- MMW203.3 Final Exam 30%
- MMW203.4 Practical Lab Assignments 40%

## Core Texts

Apple Training Series: iLife 09 - Michael E. Cohen

Learning Web Design: A Beginner's Guide to (X)HTML, StyleSheets, and Web Graphics -

Jennifer Niederst Robbins

## Lesson Overview

This course will meet once per week for 16 weeks. Each week contains 3.5 hours of classroom instruction as well as a supervised lab component. Please refer to the Student Catalog for criteria concerning overall attendance and institutional requirements.

Week	Content	Type	Instructor
1	<b>Introduction</b> <ul style="list-style-type: none"> <li>▪ Course overview</li> <li>▪ Review assignments</li> </ul> <b>Web Concepts I</b> <ul style="list-style-type: none"> <li>▪ Difference data-driven vs. static</li> <li>▪ What is HTML?</li> <li>▪ What is PHP/ASP/RoR?</li> <li>▪ What is a Blog?</li> <li>▪ Types of Blogs</li> </ul>	Classroom Presentation	
2	<b>Web Concepts II</b> <ul style="list-style-type: none"> <li>▪ Web 1.0, 2.0, 3.0</li> <li>▪ Copyrights and creative commons</li> <li>▪ RSS</li> <li>▪ How do Ad's work?</li> <li>▪ HTML editors and packages for Windows and Mac</li> <li>▪ Different browsers and renderers</li> </ul>	Classroom Presentation	
3	<b>Web Fundamentals I</b> <ul style="list-style-type: none"> <li>▪ Intro to HTML</li> <li>▪ Difference between HTML and XHTML</li> <li>▪ HTML page structure</li> </ul>	Classroom Presentation	
4	<b>Web Fundamentals II</b> <ul style="list-style-type: none"> <li>▪ Intro to CSS</li> <li>▪ CSS 1 vs. 2 vs. 3</li> <li>▪ CSS Exercise 1</li> </ul>	Classroom Presentation Practical	
5	<b>Web Fundamentals III</b> <ul style="list-style-type: none"> <li>▪ CSS Exercise 2</li> </ul>	Practical	
6	<b>Photoshop and Web Design</b> <ul style="list-style-type: none"> <li>▪ Photoshop slice tool</li> <li>▪ Images for the web</li> <li>▪ Integrating slices using css</li> <li>▪ Photoshop Exercise 1</li> </ul>	Classroom Presentation Practical	
7	<b>Social networking</b> <ul style="list-style-type: none"> <li>▪ Facebook, Twitter, YouTube</li> <li>▪ Wordpress vs. Joomla vs. Everything else</li> <li>▪ Exploring the different methods used to deploy some of these sites features (i.e. albums, blog items etc.)</li> </ul>	Classroom Presentation Practical	
8	<b>The Blog System I</b> <ul style="list-style-type: none"> <li>▪ Finding the right server</li> <li>▪ Using FTP clients and understanding FTP</li> <li>▪ Introduction to installing Wordpress manually</li> <li>▪ Midterm Exam review</li> </ul>	Classroom Presentation Practical	



9	<b>Midterm Exam</b>  <b>The Blog System II</b> <ul style="list-style-type: none"> <li>▪ Using the Wordpress dashboard</li> <li>▪ Installing plugins</li> <li>▪ Template system</li> <li>▪ Adjusting simple elements in ready made templates</li> </ul>	Exam Classroom Presentation	
10	<b>SEO</b> <ul style="list-style-type: none"> <li>▪ Understanding SEO concepts</li> <li>▪ Different methods of tracking users</li> <li>▪ Introduction to Google Analytics and Mint</li> </ul>	Classroom Presentation	
11	<b>Video and Audio on the Web</b> <ul style="list-style-type: none"> <li>▪ Converting video, audio to web standards</li> <li>▪ Difference in quality</li> <li>▪ DVD vs. HD vs. Web</li> <li>▪ Vimeo, YouTube standards</li> </ul>	Classroom Presentation	
12	<b>Advanced Social Media</b> <ul style="list-style-type: none"> <li>▪ Beyond SEO</li> <li>▪ Reddit, Fark, Digg modules</li> <li>▪ Experimental Social Media (emerging websites with new concepts)</li> <li>▪ Handheld Social Media (Foursquare)</li> </ul>	Classroom Presentation	
13	<b>Using Apple's iWeb</b> <ul style="list-style-type: none"> <li>▪ Creating pages and sites</li> <li>▪ Working with graphics</li> <li>▪ Working with text</li> <li>▪ Working with page layout</li> </ul>	Classroom Presentation Practical	
14	<b>iWeb Cont.</b> <ul style="list-style-type: none"> <li>▪ Page layout cont.</li> <li>▪ Hyperlinking</li> <li>▪ Embedding YouTube videos and other HTML widgets</li> <li>▪ Publishing</li> <li>▪ Managing iCloud account</li> <li>▪ Creating personal vs. professional sites</li> </ul>	Classroom Presentation Practical	
15	<ul style="list-style-type: none"> <li>▪ Class project demonstrations</li> <li>▪ Final Exam review</li> </ul>	Classroom Presentation Practical	
16	<b>Final Exam</b>	Exam	

## Assessment Guidelines

Students must submit assignments in accordance with the guidelines outlined in the Student Catalog and comply with all SAE policies and procedures. Test material is drawn from classroom presentation, reading assignments, and practical work done in labs. Grading criteria for assessments are calculated on a percentage scale clearly defined under Academic Policies in the Student Catalog. All questions concerning assessment items for this course should be addressed to the instructor and/or course coordinator.

<b>Assessment</b>	<b>MMW203.1 Quizzes</b>
Resource	Moodle Learning Management System
Weighting	10%
Overview	Students will be given periodic quizzes to assess their understanding of the subjects and topics being covered. The length of each quiz will be determined by lecture content and given at the instructor's discretion.
Requirements	Apple laptop computer with Wi-Fi connection to local server
Assessment	Graded / Criterion-referenced
Criteria	A grade of 70% must be achieved to receive a passing score

<b>Assessment</b>	<b>MMW203.2 Midterm Exam</b>
Resource	Moodle Learning Management System
Weighting	20%
Overview	Students will be given a 50-question exam at the beginning of class during week 9. The contents will serve as an assessment of the students' subject knowledge to date.
Requirements	Apple laptop computer with Wi-Fi connection to local server
Assessment	Graded / Criterion-referenced
Criteria	A grade of 70% must be achieved to receive a passing score

<b>Assessment</b>	<b>MMW203.3 Final Exam</b>
Resource	Moodle Learning Management System
Weighting	30%
Overview	Students will be given a 100-question cumulative exam on the final day of class during week 16. The contents will serve as an assessment of the students' subject knowledge to date.
Requirements	Apple laptop computer with Wi-Fi connection to local server
Assessment	Graded / Criterion-referenced
Criteria	A grade of 70% must be achieved to receive a passing score

## Practical Lab Assignments

This course requires students complete a minimum of 48 hours of supervised lab work over the 16-week term. A minimum of 3 hours should be completed at the student's discretion per week. The SAE Lab Supervisor maintains an hourly log of supervised lab time completed throughout the term, which is factored in with classroom attendance to determine overall course attendance. Please refer to the Student Catalog for criteria concerning overall attendance and institutional requirements.

<b>Assessment</b>	<b>MMW203.4 Practical Lab #1</b>
Resource	Apple laptop computer or iMac workstation
Weighting	10%
Overview	<b><i>iWeb 101 Essentials Tutorial:</i></b> Students will watch the interactive iWeb 101 DVD tutorial by MacProVideo.com

Requirements	Students must follow lab assignment exercises set forth by the course coordinator/course instructor and provide the finished project to the lab supervisor. Please refer to submission guidelines and policies outlined in the SAE Student Lab Manual..
Assessment	Graded / Criterion-referenced
Criteria	Students will be graded on successful completion of the itemized requirements listed for this lab. The grader will follow a rubric of assessment items to determine the final score.

Assessment	MMW203.4 Practical Lab #2
Resource	Apple laptop computer or iMac workstation MLA-Format Essay / Oral Presentation
Weighting	10%
Overview	<b>HTML Exercise:</b> Students will create a simple HTML page with appropriate structure and one paragraph and header. <b>CSS Exercise:</b> Students will create a simple CSS layout using the examples used in class.
Requirements	Students must follow lab assignment exercises set forth by the course coordinator/course instructor and provide the finished project to the Lab Supervisor. Please refer to submission guidelines and policies outlined in the SAE Student Lab Manual.
Assessment	Graded / Criterion-referenced
Criteria	Students will be graded on successful completion of the itemized requirements listed for this lab. The grader will follow a rubric of assessment items to determine the final score.

Assessment	MMW203.4 Practical Lab #3
Resource	Apple laptop computer or iMac workstation MLA-Format Essay / Oral Presentation
Weighting	10%
Overview	<b>Website Design:</b> Students are required to create a website using proper HTML and CSS to create a static profile website.
Requirements	Students must follow lab assignment exercises set forth by the course coordinator/course instructor and provide the finished project to the lab supervisor. Please refer to submission guidelines and policies outlined in the SAE Student Lab Manual.
Assessment	Graded / Criterion-referenced
Criteria	Students will be graded on successful completion of the itemized requirements listed for this lab. The grader will follow a rubric of assessment items to determine the final score.

Assessment	MMW203.4 Practical Lab #4
Resource	Apple laptop computer or iMac workstation MLA-Format Essay / Oral Presentation
Weighting	10%
Overview	<b>Web Blog:</b> Students must submit their finished Wordpress blog fully setup with various coherent articles that include images, video and audio. The students must also make use of the template system by modifying at least one element in a ready-made template.

Requirements	Students must follow lab assignment exercises set forth by the course coordinator/course instructor and provide the finished project to the lab supervisor. Please refer to submission guidelines and policies outlined in the SAE Student Lab Manual.
Assessment	Graded / Criterion-referenced
Criteria	Students will be graded on successful completion of the itemized requirements listed for this lab. The grader will follow a rubric of assessment items to determine the final score.

## Due Dates

- MMW203.1 Quizzes TBA
- MMW203.2 Midterm Exam Week 9
- MMW203.3 Final Exam Week 16
- MMW203.4 Practical Lab Assignments TBA

## Required Reading and Additional Preparation

Students have weekly reading and/or research assignments that help prepare them for class discussions, quizzes, the midterm exam, and the final exam. Reading assignments will be drawn from class texts, resources available on the LIRN network, contemporary periodicals, library materials, and other sources. It is recommended that students devote a minimum of 3 hours per week for required reading, contemplation, and analysis.

## Workshops and Seminars

Students are provided with an opportunity to attend weekly workshops and seminars, which will serve as additional learning experiences based on course content and academic objectives.

## Resources and Equipment

- Moodle Learning Management System
- Apple laptop computer, foundation room stations, media center computers and recording studios with assorted equipment

# GE201 Conceptual Physics

(Insert instructor name, email, and office phone)

## Course Overview

Course Number: GE201

Course Title: Conceptual Physics

Credit Hours: 3

Prerequisites: N/A

## Course Description

This course aims to build a fundamental understanding of the physical laws that govern nature: mechanics, heat, sound, electricity and magnetism. Emphasis is placed on developing critical thinking skills. This course is appropriate for students who will have careers in technical fields.

## Learning Objectives

Upon successful completion of this unit, students will be able to:

- Think critically and collect evidence (statistics, examples, testimony)
- Make decisions based on the evidence
- Comprehend and analyze texts
- Solve problems using methods of critical and scientific inquiry
- Communicate physics concepts effectively using standard written English
- Organize, analyze and develop useful information useful by employing basic mathematical principles
- Relate the general concepts of science to the world and demonstrate an understanding of the impact of these processes and their concepts on human lives

## Assessment Items

Students must complete the following assessment items for this unit:

- GE201.1 Exercises 25%
- GE201.2 Quizzes 25%
- GE201.3 Midterm Exam 25%
- GE201.4 Final Exam 25%

## Core Texts

Hewitt, Paul, Conceptual Physics 10e, Addison-Wesley Publishing, 2009, ISBN-10 0321548094, ISBN-13 9780321548092

## Lesson Overview

This course will meet once per week for 16 weeks. Each week contains 3.5 hours of classroom instruction as well as a supervised lab component. Please refer to the Student Catalog for criteria concerning overall attendance and institutional requirements.

Week	Content	Type	Instructor
1	<b>Introduction to science</b> <ul style="list-style-type: none"> <li>▪ Newton's first law of motion: inertia</li> <li>▪ The Scientific Method</li> <li>▪ The Scientific Attitude</li> <li>▪ Science technology and society</li> <li>▪ Science art and religion</li> </ul>	Classroom Presentation	
2	<b>Mechanics</b> <ul style="list-style-type: none"> <li>▪ Linear motion</li> <li>▪ Projectile motion</li> <li>▪ Inertia</li> <li>▪ Force and acceleration</li> <li>▪ Speed, velocity, and acceleration</li> <li>▪ Action and reaction</li> </ul>	Classroom Presentation	
3	<b>Momentum</b> <ul style="list-style-type: none"> <li>▪ Impulse changes</li> <li>▪ Bouncing</li> <li>▪ Conservation</li> <li>▪ Collisions</li> </ul>	Classroom Presentation	
4	<b>Energy</b> <ul style="list-style-type: none"> <li>▪ Work</li> <li>▪ Power</li> <li>▪ Mechanical energy</li> <li>▪ Potential energy</li> <li>▪ Kinetic energy</li> <li>▪ Conservation of energy</li> </ul>	Classroom Presentation	
5	<b>Rotational Mechanics</b> <ul style="list-style-type: none"> <li>▪ Torque</li> <li>▪ Center of Gravity</li> <li>▪ Rotational inertia and gymnastics</li> <li>▪ Angular momentum</li> <li>▪ Conservation of angular momentum</li> </ul>	Classroom Presentation	
6	<b>Universal Gravitation</b> <ul style="list-style-type: none"> <li>▪ Inverse square law</li> <li>▪ Gravitational fields</li> <li>▪ Weight and weightlessness</li> <li>▪ Tides in the Earth and atmosphere</li> </ul>	Classroom Presentation	
7	<b>Projectile and Satellite Motion</b> <ul style="list-style-type: none"> <li>▪ Earth satellites</li> <li>▪ Circular orbits</li> <li>▪ Elliptical orbits</li> <li>▪ Energy conservation and satellite motion</li> <li>▪ Escape speed</li> </ul>	Lecture, Participation and Online Assignments	
8	<ul style="list-style-type: none"> <li>▪ Conclusions</li> <li>▪ Review for Midterm</li> </ul>	Classroom Presentation	
9	<b>Midterm Exam</b>	Exam	

10	<b>Temperature, Heat and Expansion</b> <ul style="list-style-type: none"> <li>▪ Heat transfer</li> <li>▪ Internal energy</li> <li>▪ Conduction</li> <li>▪ Convection</li> <li>▪ Radiation</li> <li>▪ Newton's Law of Cooling</li> </ul>	Classroom Presentation	
11	<b>Change of Phase</b> <ul style="list-style-type: none"> <li>▪ Evaporation</li> <li>▪ Condensation</li> <li>▪ Boiling</li> <li>▪ Freezing</li> <li>▪ Regelation</li> <li>▪ Energy and changes in phase</li> </ul>	Classroom Presentation	
12	<b>Vibrations and Waves</b> <ul style="list-style-type: none"> <li>▪ Sound</li> <li>▪ Musical sounds</li> <li>▪ Speed of sound</li> <li>▪ Loudness levels</li> <li>▪ Forced vibration</li> <li>▪ Natural frequency</li> <li>▪ Resonance, interference and beats</li> </ul>	Classroom Presentation	
13	<b>Electrostatics</b> <ul style="list-style-type: none"> <li>▪ Electrical forces and charges</li> <li>▪ Conservation of charge</li> <li>▪ Coulomb's Law</li> <li>▪ Conductors and insulators</li> <li>▪ Charge by induction and polarization</li> </ul>	Classroom Presentation	
14	<b>Electric current</b> <ul style="list-style-type: none"> <li>▪ Voltage: Electromotive force</li> <li>▪ Amperage</li> <li>▪ Ohms law</li> <li>▪ Magnetism</li> </ul>	Classroom Presentation	
15	<b>Course Review</b>	Classroom Presentation	
16	<b>Final Exam</b>	Exam	

## Assessment Guidelines

Students must submit assignments in accordance with the guidelines outlined in the Student Catalog and comply with all SAE policies and procedures. Test material is drawn from classroom presentation, reading assignments, and practical work done in labs. Grading criteria for assessments are calculated on a percentage scale clearly defined under Academic Policies in the Student Catalog. All questions concerning assessment items for this course should be addressed to the instructor and/or course coordinator.

Assessment	GE201.1 Exercises
	<b>Daily problems</b>
Weighting	25.00%

Overview	<ul style="list-style-type: none"> <li>▪ Problems are assigned after each lecture.</li> <li>▪ Students must work out suggested problems.</li> <li>▪ All assignments due the following lecture.</li> </ul>
Requirements	<ul style="list-style-type: none"> <li>▪ Each problem is to be numbered with a copy of the question.</li> <li>▪ Answers for each problem should include diagrams and clearly written assumptions and explanations.</li> <li>▪ Ensure the work is neat and organized.</li> <li>▪ All formulas and algebraic steps must be shown.</li> </ul>
Assessment	Graded / Criterion Referenced
Assessment Criteria	<ul style="list-style-type: none"> <li>▪ Clear and concise answers.</li> <li>▪ Appropriate level of critical analysis.</li> </ul>

<b>Assessment</b>	<b>GE201.2 Conceptual Physics Quizzes</b>
Submission Format	Moodle Learning Management System
Weighting	25.00%
Overview	<ul style="list-style-type: none"> <li>▪ Quizzes will given at the teacher's discretion and cover the previous lecture's material and assigned homework problems</li> </ul>
Requirements	<ul style="list-style-type: none"> <li>▪ Each problem is to be numbered with a copy of the question</li> <li>▪ Answers for each problem should include diagrams and clearly written assumptions and explanations</li> <li>▪ Ensure the work is neat and organized</li> <li>▪ All formulas and algebraic steps must be shown</li> </ul>
Assessment	Graded / Norm- referenced
Assessment Criteria	<ul style="list-style-type: none"> <li>▪ Clear and concise analysis with logical explanations and diagrams</li> <li>▪ Students must show all work</li> </ul>

<b>Assessment</b>	<b>GE201.3 Conceptual Physics Midterm Exam</b>
Submission Format	Moodle Learning Management System
Weighting	25.00%
Overview	<ul style="list-style-type: none"> <li>▪ Exam based on theory and examples completed in the classroom.</li> <li>▪ Questions derived from examples and homework problems.</li> </ul>
Requirements	<ul style="list-style-type: none"> <li>▪ Duration will be 2 hours</li> <li>▪ Mix of multiple choice questions and short answer questions.</li> <li>▪ Formula sheets will be provided on the examination paper.</li> <li>▪ Students responsible for bringing pencils, erasers and calculators to all exams.</li> <li>▪ All questions must be attempted.</li> </ul>
Assessment	Graded / Norm-referenced
Assessment Criteria	<ul style="list-style-type: none"> <li>▪ All questions must be attempted.</li> <li>▪ Appropriate level of critical and conceptual analysis</li> <li>▪ Display of all work including assumptions, diagrams and algebra.</li> </ul>

<b>Assessment</b>	<b>GE201.4 Conceptual Physics Final Exam</b>
Submission Format	Moodle Learning Management System
Weighting	25.00%



Overview	<ul style="list-style-type: none"> <li>▪ Exam based on theory and examples completed in the classroom</li> <li>▪ Questions derived from examples and homework problems</li> </ul>
Requirements	<ul style="list-style-type: none"> <li>▪ Duration will be 2 hours</li> <li>▪ Mix of multiple choice questions and short answer questions</li> <li>▪ Formula sheets will be provided on the examination paper</li> <li>▪ Students responsible for bringing pencils, erasers and calculators to all exams</li> </ul>
Assessment	Graded / Norm-referenced
Assessment Criteria	<ul style="list-style-type: none"> <li>▪ All questions must be attempted</li> <li>▪ Appropriate level of critical and conceptual analysis</li> <li>▪ Display of all work including assumptions, diagrams and algebra</li> </ul>

## Exercises

Exercises for this class will consist in a multiple-choice online quizzes, problem solving projects and writing assignments to ensure students' understanding and retention of the various concepts covered during lectures.

## Required Reading and Additional Preparation

Students have weekly reading and/or research assignments that help prepare them for class discussions, quizzes, the midterm exam, and the final exam. Reading assignments will be drawn from class texts, resources available on the LIRN network, contemporary periodicals, library materials, and other sources. It is recommended that students devote a minimum of 6 hours per week for required reading, contemplation, and analysis.

## Due Dates

Task	Due
GE201.1 Homework Assignments	Daily
GE201.2 Quizzes	Alternate Days
GE201.3 Midterm Exam	TBA
GE201.4 Final Exam	TBA

## Resources and Equipment

- Moodle Learning Management System
- Apple laptop computer, foundation room stations, media center computers and recording studios with assorted equipment

## Recommended and Further Reading

### Physics Resources:

Physics Homework Help; <http://www.physics247.com/>

Physics Help; <http://www.fortunecity.com/greenfield/eagles/180/>

Physics Tutorials; <http://www.launc.tased.edu.au/online/sciences/Physics/tutes1.html>

Fear of Physics; <http://www.fearofphysics.com/>

Hyperphysics; <http://hyperphysics.phy-astr.gsu.edu/hbase/hframe.html>

Physics Tutorials; <http://www.physicstutorials.org/>

Index of Physics pages; <http://webs.wichita.edu/physics/links.htm>

# GE202 Speech Communications

(Insert instructor name, email, and office phone)

## Course Overview

Course Number: GE202

Course Title: Communications

Credit Hours: 3

Prerequisites: N/A

## Course Description

This course is designed to increase students' fundamental understanding of the world of communications, encourages students to be active media consumers, giving them a deeper understanding of the role that the media play in both shaping and reflecting culture, and develops communication interaction skills via speech delivery systems. Using a cultural perspective, students learn that audience members are as much a part of the mass communication process as are the media producers, technologies, and industries. Emphasis will be placed on tracing the origins of various forms of media and their impact on the world today, from issues of ethics to the shaping of personal and social identities, and on delivery of communication operations. By examining the interconnectedness of these forms of communication and analyzing the social, cultural, political, economic, demographic, and ecological implications that created it, an understanding of our communications process may be obtained. In understanding how speech affects the delivery of information, individuals developing communications skills learn not only how they have their own criterion for the communication process, but how improving that criterion can be beneficial to them in an ever increasing communication oriented society.

## Learning Objectives

Upon successful completion of this unit, students will be able to:

- Recognize and define examples of media and its impact on the human experience
- Identify, describe, and discuss different ethical issues as they have developed in various media contexts
- Interpret the major events in communications (within the scope of this course), and demonstrate understanding through applied written exercises
- Analyze and critique different forms of media in terms of its contemporary usage
- Propose, design, and compose oral (i.e. speech) responses based on knowledge gained and personal interpretation of a chosen communication format
- Support and argue for personal interpretive positions within course discussions
- Develop effective speech delivery techniques and understand the power of public speaking

## Assessment Items

Students must complete the following assessment items for this unit:

- GE202.1 Papers 20%
- GE202.2 Speeches 40%
- GE202.3 Exams 20%
- GE202.4 Quizzes 20%

## Core Texts

O'Hair, Dan and Mary Wiemann. Real Communication, 2nd ed. Boston: Bedford/St. Martin, 2011. ISBN: 978-0-312-60577-3

## Lesson Overview

This course will meet once per week for 16 weeks. Each week contains 3.5 hours of classroom instruction as well as a supervised lab component. Please refer to the Student Catalog for criteria concerning overall attendance and institutional requirements.

Week	Content	Type	Instructor
1	<b>Introduction and Syllabus Distribution</b> <ul style="list-style-type: none"> <li>▪ Communication: Essential Human Behavior</li> <li>▪ We Must Communicate: The Functional Perspective</li> <li>▪ How We Communicate</li> <li>▪ Communicating Competently</li> <li>▪ Modeling Communication</li> <li>▪ The Study of Communication</li> </ul>	Classroom Presentation	
2	<b>Perceiving the Self and Others</b> <ul style="list-style-type: none"> <li>▪ Perception: Making Sense of Your World</li> <li>▪ Perception in a Diverse World</li> <li>▪ Cognition: Perceiving Ourselves</li> <li>▪ Behavior: Managing Our Identities</li> </ul>	Classroom Presentation	
3	<b>Communication and Culture</b> <ul style="list-style-type: none"> <li>▪ Understanding Culture</li> <li>▪ Communication and Cultural Variations</li> <li>▪ Understanding Group Affiliations</li> <li>▪ Intercultural Communication Challenges</li> <li>▪ Improving Intercultural Communication</li> </ul>	Classroom Presentation	
4	<b>Verbal Communication</b> <ul style="list-style-type: none"> <li>▪ The Nature of Language</li> <li>▪ The Functions of Language</li> <li>▪ Problems with Language</li> <li>▪ Language in Context</li> </ul>	Classroom Presentation	
5	<b>Nonverbal Communications</b> <ul style="list-style-type: none"> <li>▪ The Nature of Nonverbal Communication</li> <li>▪ Functions of Nonverbal Communications</li> <li>▪ Nonverbal Communication Codes</li> <li>▪ Influences on Nonverbal Communication</li> </ul>	Classroom Presentation	
6	<b>Listening</b> <ul style="list-style-type: none"> <li>▪ How We Listen</li> <li>▪ Why We Listen</li> <li>▪ Listening Challenges</li> <li>▪ Listening in Context</li> </ul>	Classroom Presentation	
7	<b>Developing and Maintaining Relationships</b> <ul style="list-style-type: none"> <li>▪ Types of Interpersonal Relationships</li> <li>▪ Why We Form Relationships</li> <li>▪ Managing Relationship Dynamics</li> <li>▪ Self-Disclosure and Interpersonal Relationships</li> <li>▪ Stages of a Relationship</li> </ul>	Lecture, Participation and Online Assignments	

8	<b>Managing Conflict in Relationships</b> <ul style="list-style-type: none"> <li>▪ Understanding Conflict</li> <li>▪ Conflict Triggers</li> <li>▪ Factors Affecting conflict</li> <li>▪ Strategies for Managing Conflict</li> <li>▪ Conflict Outcomes</li> <li>▪ Midterm Exam review</li> </ul>	Classroom Presentation	
9	<b>Midterm Exam</b> <b>Informative Speaking</b> <ul style="list-style-type: none"> <li>▪ The Goals of Informative Speaking</li> <li>▪ Topics for Informative Presentations</li> <li>▪ Approaches to Conveying Information</li> <li>▪ Guidelines for Informative Speeches</li> </ul>	Exam Classroom Presentation	
10	<b>Communicating in Groups</b> <ul style="list-style-type: none"> <li>▪ Understanding Groups</li> <li>▪ Group Size and communication</li> <li>▪ Understanding Group Roles</li> <li>▪ Additional Factors Affecting Group Communication</li> </ul>	Classroom Presentation	
11	<b>Leadership and Decision Making in Groups</b> <ul style="list-style-type: none"> <li>▪ Understanding Group Leadership</li> <li>▪ Culture and Group Leadership</li> <li>▪ Decision Making in Groups</li> <li>▪ Leadership in Meetings</li> <li>▪ Evaluating Group Performance</li> </ul>	Classroom Presentation	
12	<b>Communicating in Organizations</b> <ul style="list-style-type: none"> <li>▪ Approaches to Managing Organizations</li> <li>▪ Communicating Organizational Culture</li> <li>▪ Relational Contexts in Organizations</li> <li>▪ Challenges Facing today's Organizations</li> </ul>	Classroom Presentation	
13	<b>Preparing and Researching Presentations</b> <ul style="list-style-type: none"> <li>▪ The Power of Public Speaking</li> <li>▪ Clarifying the General Purpose of Your Speech</li> <li>▪ Analyzing Your Audience</li> <li>▪ Choosing Your Topic</li> <li>▪ Researching the Topic</li> <li>▪ Ethical Speaking: Taking Responsibility for Your Speech</li> </ul>	Classroom Presentation	
14	<b>Organizing, Writing, and Outlining Presentations</b> <ul style="list-style-type: none"> <li>▪ Organizing Your Speech Points</li> <li>▪ Using Language That Works</li> <li>▪ Writing a Strong Introduction</li> <li>▪ Writing a Strong Conclusion</li> <li>▪ Outlining Your Speech</li> </ul>	Classroom Presentation	

15	<b>Delivering Presentations</b> <ul style="list-style-type: none"> <li>▪ Understanding and Addressing Anxiety</li> <li>▪ Methods of Delivery</li> <li>▪ Guidelines for Effective Delivery</li> <li>▪ Effective Presentation Aids</li> <li>▪ Practicing Your Speech</li> <li>▪ Final exam review</li> </ul>	Classroom Presentation	
16	<b>Final Exam</b>	Exam	

## Assessment Guidelines

Students must submit assignments in accordance with the guidelines outlined in the Student Catalog and comply with all SAE policies and procedures. Test material is drawn from classroom presentation, reading assignments, and practical work done in labs. Grading criteria for assessments are calculated on a percentage scale clearly defined under Academic Policies in the Student Catalog. All questions concerning assessment items for this course should be addressed to the instructor and/or course coordinator.

<b>Assessment Item</b>	GE202 Communications <b>Paper 1</b>
Submission Format	Typed Essay / MLA Format
Weighting	10%
Overview	This research paper is asking students to research and discuss what they have come to conceive of in terms of Communications. Examples: What do communications entail in terms of scope? What are the possible ethical issues in communications and why do you think so? They should clearly present and explain what that issue is and discuss their position. The instructor must approve topics in advance.
Requirements	<ul style="list-style-type: none"> <li>▪ Minimum length of 300 words, maximum length of 1000 words</li> <li>▪ 12 point type, double spaced, Times New Roman</li> <li>▪ Demonstrate critical and conceptual thinking</li> <li>▪ Present clear and insightful ideas</li> <li>▪ The assignment must be submitted in essay format with an introduction, body paragraphs, and a conclusion</li> <li>▪ Developed paragraphs</li> <li>▪ Appropriate tone and language for audience</li> <li>▪ No outside sources are necessary for this assignment, but if students use outside sources, they should cited.</li> </ul>
Assessment	Graded / Norm-referenced
Assessment Criteria	<ul style="list-style-type: none"> <li>▪ Clear and concise introduction</li> <li>▪ Effective thesis statement</li> <li>▪ Relevant and specific development of ideas</li> <li>▪ Clear and insightful conclusion</li> <li>▪ Coherent organization</li> <li>▪ Conventionally appropriate grammar usage and mechanics</li> <li>▪ Correct formatting</li> </ul>
Each item will be weighed on a scale going from 1 to 6 (from unsatisfactory to most satisfactory)	

<b>Assessment Item</b>	GE202 Communications <b>Paper 2</b>
Submission Format	MLA style
Weighting	10%
Overview	This essay requires students to present their opinion, positive or negative, about an important historical event or current issue that is of interest to them. They may choose an issue in the professional field they are preparing to enter or from popular, social, or political culture as it relates to Communications. They should clearly present and explain what that issue is and discuss their stance on it. The instructor must approve topics in advance.
Requirements	<ul style="list-style-type: none"> <li>▪ 400 words minimum / 1200 words maximum</li> <li>▪ 12 point type, double spaced, Times New Roman</li> <li>▪ Demonstrate critical and conceptual thinking</li> <li>▪ Present clear and insightful ideas</li> <li>▪ The assignment must be submitted in essay format with an introduction, body paragraphs, and a conclusion</li> <li>▪ Developed paragraphs</li> <li>▪ Appropriate tone and language for audience</li> <li>▪ Use outside sources (Online or in print)</li> </ul>
Assessment	Graded / Norm-referenced
Assessment Criteria	<ul style="list-style-type: none"> <li>▪ Clear and concise introduction</li> <li>▪ Effective thesis statement</li> <li>▪ Relevant and specific development of ideas</li> <li>▪ Clear and insightful conclusion</li> <li>▪ Coherent organization</li> <li>▪ Conventionally appropriate grammar usage and mechanics</li> <li>▪ Correct formatting</li> <li>▪ Correct citation of sources</li> </ul>
Each item will be weighed on a scale going from 1 to 6 (from unsatisfactory to most satisfactory)	

<b>Assessment Item</b>	GE202 Communications <b>Speech 1 – Personal Introduction</b>
Submission Format	In person, in classroom
Weighting	10%
Overview	This speech shall act as a personal introduction to the student. The purpose of this speech is threefold. Firstly, it sets up an individual standard of competency against which the instructor may evaluate the two remaining speeches. Secondly, it familiarizes the student with the process of making speeches, developing speeches, and uploading speeches. Lastly, it 'puts a face to the name' for the instructor.
Requirements	<ul style="list-style-type: none"> <li>▪ Should be a minimum of 2.5 minutes and a maximum of 3 minutes</li> <li>▪ Should present a brief overview of student as a person.</li> </ul>
Assessment	Graded / Norm-referenced

Assessment Criteria	<ul style="list-style-type: none"> <li>▪ Posture</li> <li>▪ Vocal Strength</li> <li>▪ Delivery</li> <li>▪ Originality</li> <li>▪ Timing</li> <li>▪ Pace</li> <li>▪ Focus</li> <li>▪ Clarity</li> <li>▪ Believability</li> <li>▪ Nervousness</li> </ul>
---------------------	--

<b>Assessment Item</b>	GE202 Communications <b>Speech 2 – Pro or Con (Argumentative)</b>
Submission Format	In person, in classroom
Weighting	10%
Overview	Student will pick a topic (with instructor’s approval), develop, and deliver a speech that either argues in favor of (Pro) or against (Con) the subject at hand. The purpose of this speech is to provide the student with a better foundation for delivering arguments and discussing all manner of topics in a ration, reasonable, and civil manner.
Requirements	<ul style="list-style-type: none"> <li>▪ Should be a minimum of 3.5 minutes and a maximum of 5 minutes</li> <li>▪ Should present a student’s ability to ague a topic civilly, soundly, and effectively.</li> </ul>
Assessment	Graded / Norm-referenced
Assessment Criteria	<ul style="list-style-type: none"> <li>▪ Posture</li> <li>▪ Vocal Strength</li> <li>▪ Delivery</li> <li>▪ Originality</li> <li>▪ Timing</li> <li>▪ Pace</li> <li>▪ Focus</li> <li>▪ Clarity</li> <li>▪ Believability</li> <li>▪ Nervousness</li> </ul>

<b>Assessment Item</b>	GE202 Communications <b>Speech 3 - Informative</b>
Submission Format	In person, in classroom
Weighting	10%
Overview	Student will pick a topic (with instructor’s approval), develop, and deliver a speech that informs the audience on the subject at hand. The purpose of this speech is to provide the student with a better foundation for delivering information in a manner that maximizes audiences understanding of the related subject matter.
Requirements	<ul style="list-style-type: none"> <li>▪ Should be a minimum of 5 minutes and a maximum of 7 minutes</li> <li>▪ Should present a brief overview of student’s ability to present information in a speech setting.</li> </ul>



Assessment	Graded / Norm-referenced
Assessment Criteria	<ul style="list-style-type: none"> <li>▪ Posture</li> <li>▪ Vocal Strength</li> <li>▪ Delivery</li> <li>▪ Originality</li> <li>▪ Timing</li> <li>▪ Pace</li> <li>▪ Focus</li> <li>▪ Clarity</li> <li>▪ Believability</li> <li>▪ Nervousness</li> </ul>

<b>Assessment Item</b>	GE202 Communications <b>Speech 4 - Presentation</b>
Submission Format	In person, in classroom
Weighting	10%
Overview	Student will pick a topic (with instructor's approval), develop both a speech and a presentational aid (i.e. Power Point or other presentational form), and deliver a speech that informs the audience on the subject at hand. The purpose of this exercise is to provide the student with a better foundation for delivering presentations in a manner that maximizes audiences understanding of the related subject matter.
Requirements	<ul style="list-style-type: none"> <li>▪ Should be a minimum of 5 minutes and a maximum of 7 minutes</li> <li>▪ Presentational Aid will be discussed at time of assignment.</li> <li>▪ Should present a brief overview of student's ability to present information in a presentational manner.</li> </ul>
Assessment	Graded / Norm-referenced
Assessment Criteria	<ul style="list-style-type: none"> <li>▪ Posture</li> <li>▪ Vocal Strength</li> <li>▪ Delivery</li> <li>▪ Originality</li> <li>▪ Timing</li> <li>▪ Pace</li> <li>▪ Focus</li> <li>▪ Clarity</li> <li>▪ Believability</li> <li>▪ Nervousness</li> </ul>

<b>Assessment Item</b>	GE202 Communications <b>Midterm Exam</b> GE202 Communications <b>Final Exam</b>
Submission Format	Exam Booklet
Weighting	10% each—20% combined
Overview	The exams will include an essay portion to be completed in the classroom. The exams may also cover subjects and information derived from class lectures, designated class readings, and exercises that are associated with this unit.

Requirements	<ul style="list-style-type: none"> <li>▪ Exam duration: 2 hours</li> </ul> Exam format: <ul style="list-style-type: none"> <li>▪ In-class Essay</li> <li>▪ Multiple-choice questions and/or short answer questions</li> <li>▪ This exam is “closed book” exam. No lecture notes or textbooks may be brought into the examination room.</li> <li>▪ Students are required to bring paper, pens to all exams</li> </ul>
Assessment	Graded / Criterion-referenced
Assessment Criteria	<ul style="list-style-type: none"> <li>▪ Clear and concise essay-style answers where appropriate</li> <li>▪ Insightful understanding of academic writing and command of Standard English</li> <li>▪ Appropriate factual knowledge (i.e. multiple-choice portion)</li> </ul>

<b>Assessment Item</b>	GE202 Communications <b>Quiz 1</b> GE202 Communications <b>Quiz 2</b> GE202 Communications <b>Quiz 3</b> GE202 Communications <b>Quiz 4</b>
Submission Format	Moodle Learning Management System
Weighting	5% each— 20% combined
Overview	The quizzes are completed in the classroom. The quizzes may cover subjects and information derived from class lectures, designated class readings and exercises that are associated with this unit.
Requirements	<ul style="list-style-type: none"> <li>▪ Quiz duration: 30 minutes</li> <li>▪ Exam format:</li> <li>▪ Multiple-choice questions and/or short answer questions</li> <li>▪ Quizzes can be “closed or open book” depending on the teacher’s decision.</li> <li>▪ Students are required to bring paper and pencil to all quizzes.</li> </ul>
Assessment	Graded / Criterion-referenced
Assessment Criteria	<ul style="list-style-type: none"> <li>▪ Clear and concise essay-style answers where appropriate</li> <li>▪ Insightful understanding of academic writing</li> <li>▪ Appropriate factual knowledge</li> </ul>

## Exercises

Exercises for this class will consist in a multiple-choice online quizzes, problem solving projects and writing assignments to ensure students’ understanding and retention of the various concepts covered during lectures.

## Required Reading and Additional Preparation

Students have weekly reading and/or research assignments that help prepare them for class discussions, quizzes, the midterm exam, and the final exam. Reading assignments will be drawn from class texts, resources available on the LIRN network, contemporary periodicals, library materials, and other sources. It is recommended that students devote a minimum of 6 hours per week for required reading, contemplation, and analysis.

## Due Dates

Task	Week Due	Date
GE202 Communications Speech 1	Week 2	TBA
GE202 Communications Quiz 1	Week 3	TBA
GE202 Communications Speech 2	Week 6	TBA
GE202 Communications Quiz 2	Week 7	TBA
GE202 Communications Midterm Exam	Week 8	TBA
GE202 Communications Speech 3	Week 9	TBA
GE202 Communications Quiz 3	Week 12	TBA
GE202 Communications Quiz 4	Week 15	TBA
GE202 Communications Speech 4	Week 16	TBA
GE202 Final Exam		

## Resources and Equipment

- Moodle Learning Management System
- Apple laptop computer, foundation room stations, media center computers and recording studios with assorted equipment

## Recommended and Further Reading

### Further Readings for Communications:

Alexander, Alison. *Mass Media and Society: Taking Sides - Clashing Views in Mass Media and Society*. (New York: McGraw-Hill/Dushkin 2008) ISBN: 0073515248

### Academic Writing:

Beaney, Michael. (Summer 2009 Edition). "Analysis", *The Stanford Encyclopedia of Philosophy*

Edward N. Zalta (ed.).

Deakin University. (2010). *Academic Skills: Critical Analysis*.

Ferm, R. (2005) *202 Reflective Essay Guidelines*, SAE Institute.

Hamilton College. (2010). *The Seven Deadly Sins of Writing*. Retrieved from <http://www.hamilton.edu/writing/sins.html>

Lunsford, Andrea A. (2005). *The Everyday Writer*. (3<sup>rd</sup> ed.) Bedford St Martin's.

Monash University. (2010). *Language and Learning Online: What makes a good Essay?*

# DJP222 Advanced Writing and Reporting Techniques

(Insert instructor name, email, and office phone)

## Course Overview

Course Number: DJP222

Course Title: Advanced Writing and Reporting Techniques

Credit Hours: 5

Prerequisites: DJP201, DJP202

## Course Description

This course focuses on writing and research for an increasingly convergent media with multiple media formats, from the Web to print and broadcast. It offers students advanced feature writing techniques combined with the opportunity to explore the nuances of highly developed journalistic research. The emphasis in this class is on good, clear writing and sound research. In addition to providing students with thorough and essential knowledge, this course will require the analysis of material with elevated themes through resourceful and innovative reporting. It will include a variety of exercises and projects designed to encourage students to develop enhanced accuracy, clarity and style. Through this course, students will learn to conduct research and evaluate information, gain insight about professional ethical principles and enhance their abilities to think critically, creatively and independently.

## Learning Objectives

Upon successful completion of this course students will be able to:

- Demonstrate advanced usage of language through original and innovative writing
- Conduct research and evaluate information in ways appropriate to the appropriate to the communications professions
- Develop enhanced language skills through improved accuracy, clarity and style
- Enhance their abilities to think critically, creatively and independently
- Demonstrate a thorough understanding of reporting techniques
- Demonstrate an understanding of professional ethical principles

## Assessment Items

Students must complete the following assessment items for this course:

- DJP222.1 Quizzes 10%
- DJP222.2 Midterm Exam 20%
- DJP222.3 Final Exam 30%
- DJP222.4 Practical Lab Assignments 40%

## Core Texts

Broadcast Journalism: Techniques of Radio and Television News - Andrew Boyd

Advancing the Story: Broadcast Journalism in a Multimedia World - Debora Halpern Wenger

## Lesson Overview

This course will meet once per week for 16 weeks. Each week contains 3.5 hours of classroom instruction as well as a supervised lab component. Please refer to the Student Catalog for criteria concerning overall attendance and institutional requirements.

Week	Content	Type	Instructor
1	<b>Introduction</b> <ul style="list-style-type: none"> <li>▪ Unit overview</li> <li>▪ Defining good writing</li> <li>▪ Clear and simple writing techniques</li> <li>▪ Easy to understand writing examples</li> <li>▪ Unambiguous writing and how to get to the point</li> </ul>	Classroom Presentation	
2	<b>Providing Details</b> <ul style="list-style-type: none"> <li>▪ How details can define a great story</li> <li>▪ How to add life and color to details</li> <li>▪ Hooking the reader/viewer</li> <li>▪ Creating emotion &amp; feeling</li> <li>▪ Making your audience care</li> </ul>	Classroom Presentation	
3	<b>Writing Leads</b> <ul style="list-style-type: none"> <li>▪ How the opening line is critical</li> <li>▪ Creating a bond with the audience</li> <li>▪ Hooking the reader/viewer—or lose him</li> <li>▪ How to be memorable and creative</li> <li>▪ How to avoid being cliché and/or corny</li> </ul>	Classroom Presentation	
4	<b>Story Organization</b> <ul style="list-style-type: none"> <li>▪ Go beyond inverted pyramids</li> <li>▪ Make and break rules of composition</li> <li>▪ Value the unexpected</li> </ul>	Classroom Presentation	
5	<b>The Art of the Interview</b> <ul style="list-style-type: none"> <li>▪ It's not only the question, it's the way you ask it</li> <li>▪ Great questions = Great answers</li> <li>▪ Conversation basics</li> <li>▪ Interviews under pressure</li> </ul>	Classroom Presentation	
6	<b>Everyone has a Story</b> <ul style="list-style-type: none"> <li>▪ Looking beyond celebrities</li> <li>▪ How to make average stories interesting</li> <li>▪ Asking the key questions and uncovering the hidden stories</li> <li>▪ Telling your story in a compelling way</li> <li>▪ Finding and uncovering the unexpected</li> </ul>	Classroom Presentation	
7	<b>Going Live</b> <ul style="list-style-type: none"> <li>▪ Handling live shots</li> <li>▪ Signs of a professional, initial image and first impressions</li> <li>▪ Essential writing techniques for live video shoots</li> <li>▪ Learn to write fast and accurately</li> <li>▪ Practical writing session and class video shoot</li> </ul>	Classroom Presentation	

8	<b>Writing with Style</b> <ul style="list-style-type: none"> <li>▪ Making words are part of the story - embellishing techniques</li> <li>▪ Understanding how words flow and analysis of professional writing styles</li> <li>▪ Looking for rhythm and comparative style techniques</li> <li>▪ “Good Night and Good News” - Morley Safer = unique method</li> <li>▪ Developing your own style</li> <li>▪ Breakout writing session</li> <li>▪ Midterm Exam review</li> </ul>	Classroom Presentation Practical	
9	<b>Midterm Exam</b> <ul style="list-style-type: none"> <li>▪ In-class script/blog post</li> <li>▪ Essay on writing techniques</li> <li>▪ Multiple choice section</li> </ul>	Exam Classroom Presentation	
10	<b>Giving Credit</b> <ul style="list-style-type: none"> <li>▪ Sources are essential</li> <li>▪ How to credit sources</li> <li>▪ Proper attribution strategies</li> <li>▪ The "off the record" myth</li> </ul>	Classroom Presentation	
11	<b>Visualizing the Non-Visual</b> <ul style="list-style-type: none"> <li>▪ Describing ephemeral or abstract concepts</li> <li>▪ Graphics</li> <li>▪ Boosting natural sound</li> <li>▪ Installing a sound track</li> <li>▪ Keeping the story moving - techniques to drive it forward</li> </ul>	Classroom Presentation	
12	<b>A Matter of Ethics</b> <ul style="list-style-type: none"> <li>▪ Making stories interesting but remaining fair and truthful</li> <li>▪ How to be impartial and ethical in various writing styles</li> <li>▪ Media bias</li> <li>▪ Balancing both sides of an issue</li> </ul>	Classroom Presentation	
13	<b>Persuasive stories</b> <ul style="list-style-type: none"> <li>▪ Special skills to sway readers/viewers</li> <li>▪ How to write opinion pieces</li> <li>▪ Effective techniques in persuasion</li> <li>▪ Supporting arguments with facts</li> </ul>	Classroom Presentation	
14	<b>Multicultural issues</b> <ul style="list-style-type: none"> <li>▪ Potential sensitivities and respecting differences</li> <li>▪ Race</li> <li>▪ Ethnicity</li> <li>▪ Gender</li> <li>▪ Religion</li> <li>▪ Political affiliation</li> <li>▪ Economic class</li> <li>▪ Words to use, words to avoid</li> </ul>	Classroom Presentation	

15	<b>Unit Review</b> <ul style="list-style-type: none"> <li>▪ Review of key topics</li> <li>▪ Writing presentations and class critique session</li> <li>▪ Final Exam review</li> </ul>	Classroom Presentation Practical	
16	<b>Final Exam</b>	Exam	

## Assessment Guidelines

Students must submit assignments in accordance with the guidelines outlined in the Student Catalog and comply with all SAE policies and procedures. Test material is drawn from classroom presentation, reading assignments, and practical work done in labs. Grading criteria for assessments are calculated on a percentage scale clearly defined under Academic Policies in the Student Catalog. All questions concerning assessment items for this course should be addressed to the instructor and/or course coordinator.

Assessment	DJP222.1 Quizzes
Resource	Moodle Learning Management System
Weighting	10%
Overview	Students will be given periodic quizzes to assess their understanding of the subjects and topics being covered. The length of each quiz will be determined by lecture content and given at the instructor's discretion.
Requirements	Apple laptop computer with Wi-Fi connection to local server
Assessment	Graded / Criterion-referenced
Criteria	A grade of 70% must be achieved to receive a passing score

Assessment	DJP222.2 Midterm Exam
Resource	Moodle Learning Management System
Weighting	20%
Overview	Students will be given a 50-question exam at the beginning of class during week 9. The contents will serve as an assessment of the students' subject knowledge to date.
Requirements	Apple laptop computer with Wi-Fi connection to local server
Assessment	Graded / Criterion-referenced
Criteria	A grade of 70% must be achieved to receive a passing score

Assessment	DJP222.3 Final Exam
Resource	Moodle Learning Management System
Weighting	30%
Overview	Students will be given a 100-question cumulative exam on the final day of class during week 16. The contents will serve as an assessment of the students' subject knowledge to date.
Requirements	Apple laptop computer with Wi-Fi connection to local server
Assessment	Graded / Criterion-referenced
Criteria	A grade of 70% must be achieved to receive a passing score

## Practical Lab Assignments

This course requires students complete a minimum of 48 hours of supervised lab work over the 16-week term. A minimum of 3 hours should be completed at the student's discretion per week. The SAE Lab Supervisor maintains an hourly log of supervised lab time completed throughout the term, which is factored in with classroom attendance to determine overall course attendance. Please refer to the Student Catalog for criteria concerning overall attendance and institutional requirements.

Assessment	DJP222.4 Practical Lab #1
Resource	Apple laptop computer or iMac workstation
Weighting	20%
Overview	<b>Speech Writing:</b> Students will produce and write a speech about a special event by watching raw footage. They'll bring this essentially boring event to life by using clever copy and strong sound bites. Students should produce and write stories that show a developed style, and reflect and understanding of the key concepts covered in the course.
Requirements	Go to <a href="http://www.youtube.com">www.youtube.com</a> and search for videos using the search terms: Sexuality, Age, and Gender. Several videos will appear. Note similarities and dissimilarities between Western coverage and International coverage and how each are based and defined within each language base.  Students must follow lab assignment exercises set forth by the course coordinator/course instructor and provide the finished project to the Lab Supervisor. Please refer to submission guidelines and policies outlined in the SAE Student Lab Manual.
Assessment	Graded / Criterion-referenced
Criteria	Students will be graded on successful completion of the itemized requirements listed for this lab. The grader will follow a rubric of assessment items to determine the final score.

Assessment	DJP222.4 Practical Lab #2
Resource	Apple laptop computer or iMac workstation
Weighting	20%
Overview	<b>Video Report:</b> Students will produce a full-length feature video report about a special event by watching raw footage. They'll bring this essentially boring event to life by using clever copy and strong sound bites. Students should produce and write stories that show a developed style, and reflect and understanding of the key concepts covered in the course.
Requirements	Students must follow lab assignment exercises set forth by the course coordinator/course instructor and provide the finished project to the Lab Supervisor. Please refer to submission guidelines and policies outlined in the SAE Student Lab Manual.
Assessment	Graded / Criterion-referenced
Criteria	Students will be graded on successful completion of the itemized requirements listed for this lab. The grader will follow a rubric of assessment items to determine the final score.



## Due Dates

- DJP222.1 Quizzes TBA
- DJP222.2 Midterm Exam Week 9
- DJP222.3 Final Exam Week 16
- DJP222.4 Practical Lab Assignments TBA

## Required Reading and Additional Preparation

Students have weekly reading and/or research assignments that help prepare them for class discussions, quizzes, the midterm exam, and the final exam. Reading assignments will be drawn from class texts, resources available on the LIRN network, contemporary periodicals, library materials, and other sources. It is recommended that students devote a minimum of 3 hours per week for required reading, contemplation, and analysis.

## Workshops and Seminars

Students are provided with an opportunity to attend weekly workshops and seminars, which will serve as additional learning experiences based on course content and academic objectives.

## Resources and Equipment

- Moodle Learning Management System
- Apple laptop computer, digital video and still camera, foundation room stations, media center computers and recording studios with assorted equipment

# ENT223 Entrepreneurship

(Insert instructor name, email, and office phone)

## Course Overview

Course Number: ENT223

Course Title: Entrepreneurship

Credit Hours: 4

Prerequisites: MBP201, MBP202, MMW203

## Course Description

This course introduces the student to entrepreneurial practices utilized in building businesses in entertainment and creative media industries. Primary aspects needed to start a successful company will be thoroughly examined, including a detailed analysis of social issues, organizational structures, investment ventures and business marketing. Students will have the opportunity to explore a variation of business models and develop their own strategies for building a company within media entertainment-based genres. Effective resume development and interviewing techniques will also be covered and students will apply their knowledge in a final portfolio presentation in conjunction with their curriculum's culminating course.

## Learning Objectives

Upon successful completion of this course students will be able to:

- Determine factors essential for starting a new business enterprise
- Formulate a business model strategy
- Demonstrate practices utilized in entrepreneurial team building
- Determine revenue projections and operating expenses for a new company
- Develop effective marketing strategies
- Prepare a professional resume and portfolio presentation
- Demonstrate professional job interview protocol

## Assessment Items

Students must complete the following assessment items for this course:

- ENT223.1 Quizzes 10%
- ENT223.2 Midterm Exam 20%
- ENT223.3 Final Exam 30%
- ENT223.4 Practical Lab Assignments 40%

## Core Texts

Introduction to the Music Industry: An Entrepreneurial Approach by Catherine Fitterman Radbill

Entrepreneurship by William D. Bygrave and Andrew Zacharakis

## Lesson Overview

This course will meet once per week for 16 weeks. Each week contains 3.5 hours of classroom instruction as well as a supervised lab component. Please refer to the Student Catalog for criteria concerning overall attendance and institutional requirements.

Week	Content	Type	Lecturer
1	<b>The Power of Entrepreneurship</b> <ul style="list-style-type: none"> <li>▪ Small businesses in the USA</li> <li>▪ Entrepreneurial revolution</li> <li>▪ Web: Three revolutions converge</li> <li>▪ Causes and changes in framework</li> <li>▪ Economic growth</li> <li>▪ Global entrepreneurship monitor</li> <li>▪ Principle findings from GEM</li> <li>▪ 21<sup>st</sup> century economics: Anglo Saxon or Social Models</li> </ul>	Classroom Presentation	
2	<b>The Entrepreneurial Process</b> <ul style="list-style-type: none"> <li>▪ Critical factors for starting a new enterprise</li> <li>▪ Personal attributes, environmental factors, other sociological factors</li> <li>▪ Evaluating opportunities for new businesses</li> <li>▪ The opportunity, the costumer, the timing</li> <li>▪ The entrepreneur and the management team</li> <li>▪ Determining and acquiring resources</li> <li>▪ Profit potential</li> <li>▪ Ingredients for a successful new business</li> </ul>	Classroom Presentation	
3	<b>Opportunity Recognition, Shaping &amp; Reshaping</b> <ul style="list-style-type: none"> <li>▪ Finding your passion and coming up with a good idea</li> <li>▪ Idea multiplication</li> <li>▪ Making and idea an opportunity</li> <li>▪ The customer and the competition</li> <li>▪ Supplies and vendors</li> <li>▪ The government and the global environment</li> <li>▪ Creating an opportunity checklist</li> </ul>	Classroom Presentation	
4	<b>Understanding Your Business Model Strategy</b> <ul style="list-style-type: none"> <li>▪ The business model</li> <li>▪ The revenue model</li> <li>▪ The cost model</li> <li>▪ The first mover myth</li> <li>▪ Formulating a winning strategy</li> <li>▪ Understanding that people are what matters</li> <li>▪ Entry strategy</li> <li>▪ Growth strategy</li> </ul>	Classroom Presentation	

5	<b>Entrepreneurial Marketing</b> <ul style="list-style-type: none"> <li>▪ Why marketing is critical</li> <li>▪ Unique marketing challenges</li> <li>▪ Acquiring market information</li> <li>▪ Segmentation, Targeting and Positioning</li> <li>▪ The marketing mix</li> <li>▪ Guerilla marketing</li> <li>▪ Marketing skills for managing growth</li> <li>▪ Understanding and listening to the customer</li> <li>▪ Building the brand</li> </ul>	Classroom Presentation	
6	<b>Building the Founding Team</b> <ul style="list-style-type: none"> <li>▪ Power of the team</li> <li>▪ Bootstrapping: Building the team based on stage-of-venture life</li> <li>▪ Compensation</li> <li>▪ Equity, Salary</li> <li>▪ Interviewing tactics</li> <li>▪ Mock interview session #1</li> </ul>	Classroom Presentation Practical	
7	<b>The Business Planning Process</b> <ul style="list-style-type: none"> <li>▪ The story model and business plan</li> <li>▪ The cover</li> <li>▪ Executive summary and table of contents</li> <li>▪ Industry, customer and competitor analysis</li> <li>▪ Company and product description</li> <li>▪ Marketing plan</li> <li>▪ Operations plan</li> <li>▪ Development plan</li> <li>▪ Financial plan</li> </ul>	Classroom Presentation	
8	<b>Building Financial Statements</b> <ul style="list-style-type: none"> <li>▪ Common mistakes</li> <li>▪ Financial statements overview</li> <li>▪ Revenue projections</li> <li>▪ Operating expenses</li> <li>▪ Preliminary income statement</li> <li>▪ Comparable method</li> <li>▪ Integrated financial statements</li> <li>▪ Midterm Exam review</li> </ul>	Classroom Presentation	
9	<b>Midterm Exam</b>  <b>Entrepreneurial Ventures Worldwide</b> <ul style="list-style-type: none"> <li>▪ Financing for the world's poorest</li> <li>▪ Informal investors</li> <li>▪ Amount of capital needed to start a business</li> <li>▪ Financial returns on informal investment</li> <li>▪ Supply and demand for startup financing</li> <li>▪ Venture capital</li> <li>▪ Availability of financing</li> </ul>	Exam Classroom Presentation	

10	<b>Raising Money for Starting Businesses</b> <ul style="list-style-type: none"> <li>▪ Bootstrapping new ventures</li> <li>▪ Valuation</li> <li>▪ Financing a new venture</li> <li>▪ Informal investors</li> <li>▪ Business Angels</li> <li>▪ Negotiating the deal</li> <li>▪ Harvesting investments</li> <li>▪ Initial public offerings</li> <li>▪ Selling the company</li> </ul>	Classroom Presentation	
11	<b>Debt and Other Forms of Financing</b> <ul style="list-style-type: none"> <li>▪ Getting access to funds</li> <li>▪ Cash conversion cycle</li> <li>▪ Using accounts receivable as working capital</li> <li>▪ Cash vs. credit sales</li> <li>▪ Collection policies</li> <li>▪ Sources for short term cash</li> <li>▪ Obtaining financing</li> <li>▪ Planning cash flow and planning profits</li> </ul>	Classroom Presentation	
12	<b>Legal and Tax Issues</b> <ul style="list-style-type: none"> <li>▪ Corporate opportunity</li> <li>▪ Choosing and attorney and accountant</li> <li>▪ Legal forms</li> <li>▪ Stockholders and operating agreements</li> <li>▪ Hiring employees</li> <li>▪ Insurance</li> <li>▪ Life disability and health insurance for employees</li> </ul>	Classroom Presentation	
13	<b>Intellectual Property</b> <ul style="list-style-type: none"> <li>▪ Patents</li> <li>▪ Trade secrets and trademarks</li> <li>▪ Copyright</li> <li>▪ International protection for intellectual property</li> <li>▪ Licensing and technology transfer</li> <li>▪ Software protection</li> <li>▪ IP Agreements</li> <li>▪ Employee ownership of copyright</li> </ul>	Classroom Presentation	
14	<b>Social Entrepreneurship</b> <ul style="list-style-type: none"> <li>▪ Non-profit organizations</li> <li>▪ Hybrids and for-profits</li> <li>▪ Forming and organization</li> <li>▪ Marketing strategies</li> <li>▪ Resume and portfolio analysis</li> <li>▪ Mock interview session #2</li> <li>▪ Finalizing business plans</li> </ul>	Classroom Presentation Practical	
15	<b>Business Plan Presentations</b> <ul style="list-style-type: none"> <li>▪ Final Exam review</li> </ul>	Practical	
16	<b>Final Exam</b>	Exam	

## Assessment Guidelines

Students must submit assignments in accordance with the guidelines outlined in the Student Catalog and comply with all SAE policies and procedures. Test material is drawn from classroom presentation, reading assignments, and practical work done in labs. Grading criteria for assessments are calculated on a percentage scale clearly defined under Academic Policies in the Student Catalog. All questions concerning assessment items for this course should be addressed to the instructor and/or course coordinator.

<b>Assessment</b>	<b>ENT223.1 Quizzes</b>
Resource	Moodle software application
Weighting	10%
Overview	Students will be given periodic quizzes to assess their understanding of the subjects and topics being covered. The length of each quiz will be determined by lecture content and given at the instructor's discretion.
Requirements	Apple laptop computer with Wi-Fi connection to local server
Assessment	Graded / Criterion-referenced
Criteria	A grade of 70% must be achieved to receive a passing score

<b>Assessment</b>	<b>ENT223.2 Midterm Exam</b>
Resource	Moodle software application
Weighting	20%
Overview	Students will be given a 50-question exam at the beginning of class during week 9. The contents will serve as an assessment of the students' subject knowledge to date.
Requirements	Apple laptop computer with Wi-Fi connection to local server
Assessment	Graded / Criterion-referenced
Criteria	A grade of 70% must be achieved to receive a passing score

<b>Assessment</b>	<b>ENT223.3 Final Exam</b>
Resource	Moodle software application
Weighting	30%
Overview	Students will be given a 100-question cumulative exam on the final day of class during week 16. The contents will serve as an assessment of the students' subject knowledge to date.
Requirements	Apple laptop computer with Wi-Fi connection to local server
Assessment	Graded / Criterion-referenced
Criteria	A grade of 70% must be achieved to receive a passing score

## Practical Lab Assignments

This course requires students complete a minimum of 48 hours of supervised lab work over the 16-week term. A minimum of 3 hours should be completed at the student's discretion per week. The SAE Lab Supervisor maintains an hourly log of supervised lab time completed throughout the term, which is factored in with classroom attendance to determine overall course attendance. Please refer to the Student Catalog for criteria concerning overall attendance and institutional requirements.

<b>Assessment</b>	<b>ENT223.4 Practical Lab #1</b>
Resource	Apple laptop computer or iMac workstation MLA-Format Essay
Weighting	10%
Overview	<b>Large-scale Company Design and Business Plan:</b> Students will engage in an intensive business development project based in their particular discipline or curriculum pathway. Factors essential to creating a new large-scale company will be presented based on specific course content and additional outside research, Students will work as a team of 3 - 4 per group, and prepare a presentation that outlines all required details needed for this venture. The instructor along with fellow classmates will critique each business plan based on a pre-established rubric outlining key factors most commonly utilized in contemporary business models.
Requirements	Students must follow lab assignment exercises set forth by the course coordinator/course instructor and provide the finished project to the lab supervisor. Please refer to submission guidelines and policies outlined in the SAE Student Lab Manual.
Assessment	Graded / Criterion-referenced
Criteria	Students will be graded on successful completion of the itemized requirements listed for this lab. The grader will follow a rubric of assessment items to determine the final score.

<b>Assessment</b>	<b>ENT223.4 Practical Lab #2</b>
Resource	Apple laptop computer or iMac workstation
Weighting	10%
Overview	<b>Entrepreneurial Marketing Presentation:</b> Students will engage in an intensive marketing plan based on their <i>large company</i> business venture. Students will work as a team of 3 - 4 per group, and prepare a presentation that outlines essential details needed for marketing their company and/or products. The instructor along with fellow classmates will critique each marketing plan based on a pre-established rubric outlining key factors most commonly utilized in contemporary business models
Requirements	Students must follow lab assignment exercises set forth by the course coordinator/course instructor and provide the finished project to the lab supervisor. Please refer to submission guidelines and policies outlined in the SAE Student Lab Manual.
Assessment	Graded / Criterion-referenced
Criteria	Students will be graded on successful completion of the itemized requirements listed for this lab. The grader will follow a rubric of assessment items to determine the final score.

<b>Assessment</b>	<b>ENT223.4 Practical Lab #3</b>
Resource	Apple laptop computer or iMac workstation
Weighting	20%

Overview	<b>Resume Presentation and Portfolio Critique:</b> Students will engage in a series of mock interviews that model real world scenarios that professional companies traditionally use when hiring employees. Select faculty and staff will form a fictitious panel-based committee and each student will be given the opportunity to present their resume and business portfolio as they would in a real world interview. A series of common interviewing tactics will be employed, and students will evaluate each other's performance based on rigorous business criteria.
Requirements	Students must follow lab assignment exercises set forth by the course coordinator/course instructor and provide the finished project to the lab supervisor. Please refer to submission guidelines and policies outlined in the SAE Student Lab Manual.
Assessment	Graded / Criterion-referenced
Criteria	Students will be graded on successful completion of the itemized requirements listed for this lab. The grader will follow a rubric of assessment items to determine the final score.

## Due Dates

- ENT223.1 Quizzes TBA
- ENT223.2 Midterm Exam Week 9
- ENT223.3 Final Exam Week 16
- ENT223.4 Practical Lab Assignments TBA

## Required Reading and Additional Preparation

Students have weekly reading and/or research assignments that help prepare them for class discussions, quizzes, the midterm exam, and the final exam. Reading assignments will be drawn from class texts, resources available on the LIRN network, contemporary periodicals, library materials, and other sources. It is recommended that students devote a minimum of 3 hours per week for required reading, contemplation, and analysis.

## Workshops and Seminars

Students are provided with an opportunity to attend weekly workshops and seminars, which will serve as additional learning experiences based on course content and academic objectives.

## Resources and Equipment

- Moodle Learning Management System
- Apple laptop computer, foundation room stations, media center computers and recording studios with assorted equipment