



## CM153J Journalism Lab Syllabus Communication, Media & Theatre Arts Department

**Course Number:** CM153J

**Credit Hours:** Variable Credit Hours

**Meeting Place:** ARTC125

**Name:** Journalism Lab

**Semester/Year:** Spring 2022

**Time:** Mondays, 9-9:50 a.m. ([schedule](#))

**Instructor**     **Todd Vogts, CJE**

*Office Location:* ARTC119

*Office:* 620.278.4307

*Mobile:* 620.869.1627 (*text*)

*E-mail:* [todd.vogts@sterling.edu](mailto:todd.vogts@sterling.edu)

*E-mail:* [profvogts@gmail.com](mailto:profvogts@gmail.com)

*Website:* [www.profvogts.com](http://www.profvogts.com)

**Office Hours** (\*=*virtual*)

*Monday:* 8-9 a.m., 12:15-1 p.m., 1-2 p.m.\*

*Tuesday:* 10:15-11 a.m., 12:15-1 p.m., 1-2 p.m.\*

*Wednesday:* 8-10 a.m., 12:15-1 p.m.

*Thursday:* 8-9 a.m., 10:15-11 a.m., 12:15-1 p.m.

*Friday:* unavailable

### **Texts & Readings:**

- 2018 Associated Press Stylebook (*required*)
- Additional readings may be required and will be uploaded to LMS for your retrieval.

---

### **COURSE DESCRIPTION** (*Should match the current catalog*)

This lab provides newsroom experience for students desiring to work for the Sterling College Observer (replacing the STIR), <https://warriorstudentmedia.wordpress.com/> (replacing mySC.tv) and develop skills as reporter/journalist. Students primarily work for the Observer, producing content for <https://warriorstudentmedia.wordpress.com/> is secondary. Prerequisite: CM209.

## PERFORMANCE OUTCOMES

Course Objective	KNW, SKL, or VAL	Activities	Assessments
Students will demonstrate knowledge of proper journalistic communication processes	KNW, SKL	Weekly articles, course meetings and discussions	Weekly paper evaluation
Students will demonstrate understanding of theoretical applications for journalism	KNW, VAL	Blog	Blog score
Students will demonstrate competency in the creation and use of journalistic principles to tell a story	SKL	Weekly articles, course meetings and discussions	Weekly paper evaluation
Students will demonstrate an understanding of the legal and/or ethical standards governing journalistic entities	KNW, SKL, VAL	Blog	Blog Score
Students will demonstrate an understanding and ability to apply communication concepts as integrated with a Christian worldview, by engaging in service activities in media	VAL	Blog, course meetings and discussions	Blog Score

## Connections to KSDE Standards

This course meets the following Kansas State Department of Education General Education Standards:

**Standard #1** The teacher of journalism demonstrates knowledge of the history of American journalism.

### Knowledge

1. The teacher understands the historical influence of journalism on American culture.
2. The teacher knows the impact that societal and technological changes have had on American journalism.
3. The teacher knows the role and responsibilities of a free press in a democratic society.

### Performance

1. The teacher explains the historical influence of journalism on American culture.
2. The teacher describes how technology and social forces have changed the nature of American journalism.
3. The teacher guides the students in understanding the responsibilities of a free press.

**Standard #2** The teacher of journalism demonstrates knowledge of how language and images shape thinking and behavior.

### Knowledge

1. The teacher understands the rhetorical attributes of language and images.



2. The teacher knows how media messages are crafted to elicit specific behaviors.

Performance

1. The teacher guides students to be informed about media manipulative techniques.
2. The teacher guides students to be critical consumers of media.

**Standard #3** The teacher of journalism demonstrates knowledge of legal and ethical issues pertaining to scholastic journalism.

Knowledge

1. The teacher knows the legal rights and ethical responsibilities of student journalists, faculty advisers, and school administrators.
2. The teacher understands legal terms applicable to scholastic journalism.
3. The teacher knows state law pertaining to scholastic journalism.
4. The teacher knows court cases that impact scholastic journalism.
5. The teacher is aware of professional resources that provide legal advice and assistance to scholastic journalism programs.

Performance

1. The teacher practices ethical decision-making as applied to scholastic journalism.
2. The teacher guides student journalists in ethical decision-making.
3. The teacher instructs students in legal terms, state law, and court cases affecting scholastic journalism.
4. The teacher adheres to laws governing scholastic journalism.

**Standard #4** The teacher of journalism demonstrates proficiency in various types of journalistic writing, reporting, scriptreading, and copyediting.

Knowledge

1. The teacher defines and differentiates journalistic genres, such as news, sports, feature, and opinion articles.
2. The teacher understands the writing of journalistic devices, such as headlines and cutlines.
3. The teacher knows the basics of reporting, including interviewing, researching, assessing newsworthiness, and selecting sources.
4. The teacher knows the basic techniques used for presenting stories for both radio and television.
5. The teacher knows Associated Press style and the journalistic standards governing punctuation, spelling, and English usage.

Performance

1. The teacher prepares student reporters to gather adequate and newsworthy information.
2. The teacher guides the student writing of effective journalistic genres and devices for both print and broadcast media.
3. The teacher trains students to edit copy for style, conventions, and space.

**Standard #5** The teacher of journalism demonstrates proficiency with the organizational and technical aspects of scholastic journalism.

Knowledge



1. The teacher understands publication management, including finances, marketing, and circulation.
2. The teacher understands design and layout principles.
3. The teacher knows contemporary technology appropriate to scholastic journalism and broadcast media.
4. The teacher knows the basic elements of photojournalism for both print and broadcast media.
5. The teacher knows the basic elements of broadcast journalism.

Performance

1. The teacher supervises the students in devising and executing a plan to finance publications.
2. The teacher guides the staff in devising and executing a plan to maximize circulation and readership of publications.
3. The teacher instructs students in effective design and layout of school publications.
4. The teacher directs the students in the use of contemporary technology appropriate to the technical printing procedures used in the production of newspapers and the technical procedures used in both radio and television broadcasting.

**Standard #6** The teacher of journalism demonstrates effective methods of teaching scholastic journalism.

Knowledge

1. The teacher knows current and proven methods of teaching scholastic journalism.
2. The teacher knows how to organize and manage school publications.
3. The teacher knows techniques for evaluating student journalistic products and performances.
4. The teacher knows how to organize and manage broadcast media.

Performance

1. The teacher applies appropriate journalism teaching methods in the classroom.
2. The teacher efficiently supervises school publications and broadcast productions.
3. The teacher establishes and applies standards for evaluating student products and performances in both print and broadcast media.

**Standard #7** The teacher of journalism understands the role of media products to communicate with a variety of audiences, purposes, occasions and contexts.

Knowledge

1. The teacher is knowledgeable about various methods that can be used to create aural and visual products.
2. The teacher knows how to analyze characteristics of various methods to create media.

Performance

1. The teacher can demonstrate how to create media products, such as computer-generated graphics, two- or three-dimensional displays, and audio/video recordings.
2. The teacher can demonstrate how to create media products, such as computer applications, video and audio tapes, recordings, live presentations and props.



3. The teacher can demonstrate advanced techniques in media production, such as lighting, pacing, camera angles, transition effects, and special effects.

## GRADING POLICY

**Final Grades are based on the following scale:**

Activity/ Assignment	Points
News & sports stories written w/ accompanying visuals ( <i>100 points each</i> )	1,400
Communication & digital publishing ( <i>75 points each</i> )	300
Blog ( <i>10 points per post</i> )	130
<b>Total Points Possible</b>	<b>1,830</b>

### *Letter Grade Scheme:*

A 100-94; A- 93-89; B+ 88-86; B 85-82; B- 81-79; C+ 78-76; C 75-72; C- 71-69; D+ 68-66; D 65-62; D- 61-58; F 57-0

### *Letter Grade Rationale:*

Grade reports are provided online to students and advisers at mid-term, at the end of each semester, and at the end of the interterm period. A brief description of the letter designations (pulled from the Academic Catalog) is given below:

**A** — “Superior performance of all required work, or, in some cases, performance beyond that which is actually required.”

**B** — “Distinctly good work in all class requirements.”

**C** — “Fairly good performance of assigned work.”

**D** — “Inferior work.”

**F** — “Failure to meet minimum performance requirements.”

## CLASSROOM BEHAVIOR

Students are strictly forbidden from using or creating any content that is obscene, indecent, or profane as defined by the [FCC’s broadcast regulations](https://www.fcc.gov/consumers/guides/obscene-indecent-and-profane-broadcasts)<sup>1</sup>.

<https://www.fcc.gov/consumers/guides/obscene-indecent-and-profane-broadcasts>

Students are expected to adhere to the [Society of Professional Journalists Code of Ethics](#) and conduct themselves in a legal manner.

You will respect everyone’s opinions and ideas no matter how different from your own. Lack of respect toward classmates will not be tolerated.

You will also bring all the required materials and resources to class every day. This includes, but is not limited to, writing devices, paper, textbooks, AP Stylebooks, et cetera.



## **Technology**

You may use a laptop or tablet to take notes during course sessions. You are not allowed to have your cell phone ringer or alert notifications on during class.

Students found texting or using computers for anything other than note-taking during class will be asked to discontinue the practice or leave. Repeated issues will result in the lowering of your attendance/participation grade.

## **ATTENDANCE**

Higher education is preparation for the professional realm. In a job, you have a schedule that tells you when you need to be where. There is no one holding your hand and ensuring you do what you are supposed to. Higher education works the same way. You have a class schedule, and you are in charge of addressing your responsibilities. For that reason, attendance is encouraged, but, ultimately, the onus falls upon you as the student and the higher education consumer.

Attendance is critical to understanding assignment specifications and completing this course maintaining the potential to earn an "A." Students are encouraged to attend all class sessions unless otherwise noted.

College students are adults and can make their own decisions. However, you are a member of a classroom community, and your behavior has a profound effect on the other members of this community. It is a matter of mutual respect and integrity. Not attending or wandering in and out is a distraction and could be viewed as downright rude.

Students who miss class are responsible for knowing the material covered in class and for completing all assignments and exercises. Being physically/digitally present (sitting in the classroom or simply logging into the LMS) does not mean that you are in attendance. As such, if a student is in attendance, he or she does not violate classroom behavior policies or does not nap or otherwise present an image of inattention. Engagement is key.

Keep in mind, Sterling College asks all faculty members to take attendance for retention and other initiatives, so your presence or absence will be noted for each class session.

If a student is more than 5 minutes late to class, he or she will be marked with an unexcused absence. If the student feels the absence was valid and should be excused — a medical or family emergency, such as illness, hospitalization, a death, et cetera, or a school-sponsored event or activity, such as athletics, theatre, field trips, et cetera — proof and a request for an excused absence must be submitted by the student via email within 48 hours of the absence. Since school-related absences are often pre-planned, such requests for excused absences should be submitted by the student via email at least 48 hours prior to the absence.

The request for an excused absence must come from the student. Other email communications are helpful, but the students must take ownership and communicate with the professor as well.



The professor reserves the right to approve or deny any request for an excused absence based upon the available information. Under some circumstances, the professor may not mark a person absent. This would be done at the discretion of the professor.

If a student misses more than 5 class periods, he or she will lose all applicable attendance points. If more than 10 class periods are missed, the student may fail the course.

Missing class for any reason does not grant an excuse for gaps in knowledge in this content area. Extra leniency will not be applied to essays, quizzes, tests, or assignments to compensate for missing class.

**Just remember:** *Any applicable attendance points cannot be made up. You make choices. You live with the consequences.*

## LATE WORK

We are studying journalism and media. Journalism and media are deadline-driven professions. Missing a deadline is not acceptable in the professional world. Therefore, late work is not accepted in the classroom. The following points serve as clarification about the ways in which this policy is applied.

1. If an assignment is missing, it immediately becomes a zero.
2. There are no excuses for not completing work, even in the instance of computer hardware malfunction. You have access to our institutional computer labs on the college/university campus. You should not find you are unable to access a computer lab because they are rarely closed.
3. Know the tools that exist and are available to you.
4. Simply put, there is no excuse for late work or missing assignments.
5. The instructor has the right to amend this policy as needed or grant an extension solely at his/her discretion when circumstances of a dire nature dictate such an allowance.
  - a. Do not count on an allowance being made.

## Missed Assignments

Missed assignments cannot be made up without my approval. I will not accept assignments sent to class with peers. If you miss class, it is your responsibility to obtain any assignments, handouts, and notes that you miss. I will not contact you regarding your absence. I also will not save copies of course materials distributed during individual class sessions.

## EXTRA CREDIT

Extra credit to improve a grade is NOT an option in this course. The philosophy on this subject is that extra credit should be a reward for positive work, effort, or performance. Too often, students ask for extra credit in an attempt to make up for poor performance on an assignment or in another area of the course. Therefore, do not ask for extra credit. In extremely rare instances (*think endangered species rare*), extra credit may be offered for different tasks and/or activities,





but these will be initiated by the professor at the sole discretion of the professor. Student requests asking for extra credit will not be entertained.

## READING EXPECTATIONS

This is a writing-intensive course and requires that you model said writing off of professional, industry-wide standards. As such, our applicable course text models itself towards answering the question “how” you write for each specific media. The question “what should my writings look like?” is answered through additional readings that will be assigned (see Course Outline).

All readings are presumed to have been read before class begins unless otherwise noted. Failure to read and engage in course discussions will result in deductions from your attendance in the course. (We need your brain in the class, not just the vehicle that transported it there!)

## TEACHING METHODOLOGY

We are a community of risk-takers living in a pluralistic society<sup>1</sup> — a teaching methodology and philosophy that I use to build a mindful, respectful, critical, and daring classroom climate. My teaching methods include lectures, in-class discussion, individual and group activities, writing assignments, media presentations, and student speeches. At times, we may encounter sensitive material, including cultural or political ideas, language, and concepts that may be uncomfortable for some. My suggestion is always to talk to me first about what is making you uncomfortable so together we can work through the challenges you may face with mindful dialogue. This is due to my use of a constructionist<sup>2</sup> lens of teaching and learning, which views knowledge as socially constructed through interactions with others and various media in given contexts by connecting, expressing, and reshaping ideas as they relate to individual experiences. As such, my approach consists of first consuming knowledge (*ex: reading and listening*), then implementing knowledge via practical application (*ex: learning by doing by producing content*), and following that with evaluation and refinement (*ex: producing and ingesting feedback*). This is an iterative process, so the work of teaching and learning is never “finished” but in various stages of progress toward a constantly evolving idealized state. Though it may not sound like it, we can accomplish this goal in exciting and interactive ways. I like to have a good time, so I invite fun, laughter, and humor into the classroom in a variety of ways, all the while adopting a critical approach to the curriculum that is sensitive to and appreciative of our various identities.

## ELECTRONIC COMMUNICATION

There are two electronic communication platforms I use that are not part of the institutional offerings. First, I will use Twitter ([@profvogts](https://twitter.com/profvogts)) to post course announcements and communications, sometimes using a hashtag comprised of the course number for this class. You

---

<sup>1</sup> Gunnell, J. G. (1996). The Genealogy of American Pluralism: From Madison to Behavioralism. *International Political Science Review / Revue Internationale de Science Politique*, 17(3), 253–265.  
<http://www.jstor.org/stable/3451629>

<sup>2</sup> Ackermann, E. (2001). Piaget’s constructivism, Papert’s constructionism: What’s the difference. *Future of learning group publication*, 5(3), 438.





can communicate with me in this fashion, especially using the direct-message functionality. This account may also be used as part of class-wide exercises and assignments when necessary. It is not my primary Twitter account, but it is the account that will be used in conjunction with my teaching. As such, it is focused on my courses and journalism and media-related issues. Second, my website ([www.profvogts.com](http://www.profvogts.com)) exists as a resource for you. It has my semester schedule, copies of all my syllabi (in their most up-to-date format), various resources and materials, a form to schedule a meeting with me, and much more. Different assignments may reference files on this site, so be aware that it exists and contains information pertinent to my courses.

The institutionally provided Learning Management System (LMS) will be used for assignments, projects, exams, and other coursework. Also, announcements may be posted on the LMS from time to time. Be sure to check the LMS often. You are encouraged to use the messaging function within the LMS to contact me as well.

Obviously, I also use my institutional email account. I make a concerted effort to read and respond to e-mail within 24 hours of receiving your message. You also may contact me via any other electronic or social media profile that I have specifically shared with you, but do not expect, necessarily, to receive a response unless it is through the institutional e-mail or a Twitter direct message (unless otherwise specified).

### **VIRTUAL OFFICE & MEETING WITH ME**

In order to facilitate one-on-one meetings virtually, I will be using Zoom. This video conferencing service allows me to send you a link to a "room" where you and I (or multiple people) can talk face-to-face. I will not be just sitting in an empty Zoom "room" all day, though.

Instead, you need to make an appointment with me. You can do so by following this link: <https://doodle.com/mm/proftoddvogts/meet-with-me>

Once an appointment is confirmed, I will email you the Zoom link. I should get a notification about any appointments that are made, so hopefully, I will respond quickly with the link. Just keep in mind that you need to book an appointment a day in advance so I can block out time to talk to you without interruption.

This is being offered as an option. Meeting with me this way is not required if you don't want or need to.

### **CONTINUING COVID-19 CLASSROOM STATEMENT**

During these unprecedented times, Sterling College is taking every step possible to keep everyone safe and learning in the classroom. It is expected that all students will comply with campus policies and instructions from their professors so we can safely have face-to-face instruction. Failure to do so will result in you being asked to leave the classroom for everyone's safety.



In the event of a quarantine, virtual attendance is required unless other arrangements have been made with your professor. At such time, a detailed plan regarding logging in, assignment completion, etc., shall be determined on a case-by-case basis. Please be aware that in the event of a student illness or quarantine, you must be in contact with your professor, as symptoms allow. Like other absences, it is your responsibility to communicate with your professor and make up missed coursework.

### **ACADEMIC INTEGRITY**

Sterling College faculty and students form an academic community committed to the Biblical principles of justice and honesty and to the core values of faith, calling, learning, integrity, service, and community. With this in mind, the policy in the current Academic Catalog will be followed for this class.

### **FINAL EXAM POLICY**

The final exam is the last meeting for all classes. Instructors are not permitted to change times for class or individual examinations. Any student who has four exams in one day may request permission from the Academic Dean to reschedule one test. Students should make travel arrangements for the end of the term that will permit the taking of all examinations as scheduled. For more information visit: <https://www.sterling.edu/academics/course-finals-schedule>.

### **ACADEMIC SUPPORT OFFICE**

The Academic Support Office strives to challenge students who come from all types of academic journeys through academic mentoring with directors and SC peers. Mentoring topics include time management, study skills, testing anxiety, and more. Students struggling with certain subjects may find aid through the on-campus tutoring program (scheduled by appointment only) and 24/7 professional help via the online Tutor.com platform accessible through Canvas. The office facilitates CLEP, Accuplacer, and other SC exam proctoring. Students may contact the Academic Support Office at [academicsupport@sterling.edu](mailto:academicsupport@sterling.edu), or call 620-278-4463, to schedule an appointment.

### **STATEMENT OF NONDISCRIMINATION**

Sterling College does not discriminate on the basis of race, color, national origin, sex, disability, or age. The policy in the current Academic Catalog will be followed for this class.

### **DISABILITY ACCOMMODATIONS**

Any student with a disability who may need classroom accommodations in this course should contact the Academic Support Office, located in Mabee Library. Students may email [academicsupport@sterling.edu](mailto:academicsupport@sterling.edu), call 620-278-4463, or stop by the office. The office serves students with a wide range of documented physical and learning disabilities.



## TITLE IX STATEMENT

Sterling College is committed to providing a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free of sexual misconduct and discrimination. Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. Harassment is not acceptable. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here:

- *Sterling College, Title IX Coordinator Angie Plett, Kelsey Hall #4246, or call 620-204-0025 or email [titleIX@sterling.edu](mailto:titleIX@sterling.edu) — <https://www.sterling.edu/title-ix>*
- *Sterling College, Counseling Services, Lydia Butner, (620) 278-4297*
- *Sterling College, Chaplain, Paul Brandes, (620) 278-4341*
- *City of Sterling, Police Department (620) 278-2100*
- *24-hour Crisis Hotline (800) 701-3630*
- *Sexual Assault Victim Advocate, Heather Oden (620) 278-4232*
- *Rice County Hospital (620) 257-5173*
- *Title IX Education Brochure*  
[https://www.sterling.edu/sites/default/files/Updated%20Brochure\\_July%2017%2C%202020.pdf](https://www.sterling.edu/sites/default/files/Updated%20Brochure_July%2017%2C%202020.pdf)

## SPECIAL INFORMATION

**Dates and assignments are subject to change per instructor.** I reserve the right to change any course requirements during the course of the semester due to circumstances such as school closing due to weather, illness, or problems with scheduling. Students will be notified with either an announcement in class, via the LMS, via email, via [@profvogts](mailto:@profvogts), via [profvogts.com](http://profvogts.com), or any combination thereof. Students are responsible for knowledge of the changes. An effort will be made to post a new syllabus electronically via LMS.

## Academic Written Assignments Policy

Unless otherwise specified, all research papers or essay-orientated written work must be typed, double-spaced, Times New Roman font, size 12 point, and submitted via the LMS. Handwritten assignments will not be accepted unless otherwise specified for in-class work. All assignments are due via the LMS by the listed deadlines. I do not accept papers via e-mail, though if you are experiencing problems submitting via the LMS, I always suggest e-mailing me a copy as a backup (*to show it was, in fact, submitted on time*). Students should use APA format, which means a title page and references page will be required for all assignments unless otherwise specified. The title page and references page will not count toward any word-count requirements. Please refer to the [OWL Purdue website](http://OWL.Purdue.website) for additional help with APA style. I expect papers to be proofread, free of grammar/spelling/punctuation errors, formatted appropriately with proper citations and attributions, and to offer new/original insight free of plagiarism or other academic integrity violations that demonstrate your learning and understanding of an issue or concept.



### *Appropriate Research Source Material*

This class may require students to find information and sources for academic papers. College-level research requires college-level sources. Appropriate sources include scholarly and peer-reviewed journal articles, scholarly books, and well-respected news magazines and newspapers. Encyclopedia articles are acceptable only for background information and are not to be cited in your paper. Likewise, Wikipedia or random blogs on WordPress, Blogger, Medium, et cetera, are acceptable only for background information and are not to be cited in your paper. The institution's library offers a large number of appropriate sources. Find indexes to journal, newspaper, and encyclopedia articles at the “Journal Articles” tab listed under the “by title” or “by subject” links. Librarians are available to assist students in selecting and locating appropriate sources.

### **SPECIFIC EXPLICATIONS & EXPECTATIONS**

Journalism students are expected to: tell true stories, write in AP style, produce content weekly, treat subjects in a professional and courteous manner, represent Sterling College Communication, Media & Theatre department in a manner that is consistent with the values of the journalistic community.

Journalism students will report and write weekly news and sports articles while also producing visuals to accompany their coverage. This could include photographs, videos of events, interview videos, infographics, or any other type of visual created and produced by the student. Using visuals produced by anyone else is not allowed and constitutes plagiarism and copyright infringement. Special considerations will be given if and when permitted by the visual's creator provides permission for use. Ultimate judgment on allowing the use of visuals not produced by students enrolled in this course will fall to the professor.

Requirements concerning the coverage each student must produce are discussed below. Pay attention to these parameters as they feed into the goal of producing well-rounded, robust student publications. The focus of this lab is to produce the Observer print product. The online publication serves as a secondary goal.

Do note, when the concept of a “budget meeting” is brought up below, it refers to budget in terms of editorial space, not money. This is a concept found in the journalism industry. As such, we will use it as part of our efforts.

### ***Print Publishing: the Observer***

Each issue of the printed newspaper — the Sterling College Observer — comes out the first Monday of the month each semester (October through May) excluding semester breaks and is the student-run newspaper covering Sterling College. It will be a timely resource of information about the Sterling College community. It will report on news, issues, activities, academics, and athletics. It will also offer a forum for discussion, reviews, and commentary. It serves as an effective learning experience for students, who will have the final authority over what is published.



The Sterling College Observer and all subsidiary publications are designated forums of free speech. Sterling College students make all editorial decisions. It is distributed for no charge throughout the Sterling College buildings and campus, as well as the Sterling community. The opinions expressed in the Sterling College Observer editorials, columns, guest columns, reviews, advertisements, letters, or editorial cartoons are not necessarily those of the staff, faculty, student body, or the institution.

In order to publish your work in print products produced by the lab, students will need to utilize Adobe InDesign and Adobe Photoshop. Such software is available in the media lab on the provided computers. The professor will facilitate the use of the software and the creation of the printed product. This could include templates and specific instructions regarding how to use the software and to create a printed product.

The minimum page count of a print product is four (4) pages. The Observer will consist of news articles, feature articles, sports articles, photography, opinion pieces, and design attributes such as, but not limited to, pagination and infographics.

Each student will produce approximately four stories with accompanying visuals for each issue of the print product, which equates to one story per week. Specific print deadlines will be determined and monitored during the weekly budget meetings.

News, opinion, and sports stories, with accompanying visuals, must be uploaded to the LMS by the prescribed deadline. Ideally, this will be your final draft because the editor would have had the opportunity to review it by this time. When it is ready and in a Word Document, upload that Word Document to the LMS. The visuals must be uploaded in their original form as the print product requires a higher resolution file than online publication necessitates. Of course, as a print product staff, the decision might be made to utilize a different method to gather materials necessary for the print product creation. That will be determined once the class deems such a need exists.

Upon completion of the print product articles, all students will need to post their content to <https://warriorstudentmedia.wordpress.com/>, which is the online publication for the lab.

In order to publish your work, you will need to create an account on <https://warriorstudentmedia.wordpress.com/> using your Sterling College email. The professor will facilitate this as it is a specialized process. You will receive a confirmation email once your account is established. Keep in mind, this email may end up in your spam/quarantine folder. You will need to retrieve the email and confirm your account. Then your account will be activated as an author to <https://warriorstudentmedia.wordpress.com/>. This will be done during a class meeting, so, on the specified day, be sure to bring an Internet-connected device to class to facilitate the creation of these accounts.

The digital publishing of print product content must be done by the specified deadlines outlined during the weekly budget meetings. In order to earn this credit, students must upload URLs to their published work via the LMS.



### ***Online Publishing: Warrior Student Media***

In some instances, producing a print product may not be possible. In such a case, the focus will turn to online publishing as the primary publication method. This online publication also serves other aspects of student media, including podcasts and videos produced in other labs and classes, so this website aims to be the hub for student-produced media.

In order to publish your work, you will need to create an account on <https://warriorstudentmedia.wordpress.com/> using your Sterling College email. The professor will facilitate this as it is a specialized process. You will receive a confirmation email once your account is established. Keep in mind, this email may end up in your spam/quarantine folder. You will need to retrieve the email and confirm your account. Then your account will be activated as an author to <https://warriorstudentmedia.wordpress.com/>. This will be done during a class meeting, so, on the specified day, be sure to bring an Internet-connected device to class to facilitate the creation of these accounts.

When you cover an event, you need to post your story and visuals to <https://warriorstudentmedia.wordpress.com/> by the deadline prescribed during the weekly meeting, which is called a budget meeting. Generally, this will be within 1.5 to 3 hours of the conclusion of the event. After the story is posted to the website, assigned editors will go online and make any and all necessary edits. Editor positions are paid positions. If you are interested, please talk to the professor. Editors may not be hired for every semester, but having editors is the goal.

Because we are working as journalists, this type of schedule is necessary. Audience members want to read articles after an event has occurred, not days later. We live in a 24-hour news cycle where people have constant access to the content they desire. In order to be competitive in such an environment, we must produce content in a timely fashion. As such, excuses regarding other classes, homework, sleep, work or anything else will not be tolerated as you will have the opportunity to have a voice in selecting your assignments with prescribed deadlines.

### ***News Coverage***

News stories and visuals must also be uploaded to the LMS. This should be done by 11:55 p.m. each Monday at the latest (unless otherwise noted). Ideally, this will be your final draft because the editor would have had the opportunity to review it by this time. As such, you should copy and paste the version of your article that is on the website into a Word Document. Then upload that Word Document to the LMS. Alternatively, you could also submit the url of your published story on the website. To accomplish this, it is recommended you paste the url into a Word Document and upload that to the LMS, or, depending upon the LMS capabilities, you can simply paste the url into the appropriate field on the assignment.

If you are enrolled in 1 credit hour, use the (A) news assignments. If you are enrolled in 2 credit hours, use the (A) and (B) news assignments. If you are enrolled in 3 credit hours, use the (A), (B), and (C) news assignments.





### *Sports Coverage*

Sports stories and visuals must also be uploaded to the LMS. This should be done by 11:55 p.m. each Monday at the latest (unless otherwise noted). Ideally, this will be your final draft because the editor would have had the opportunity to review it by this time. As such, you should copy and paste the version of your article that is on the website into a Word Document. Then upload that Word Document to the LMS. Alternatively, you could also submit the url of your published story on the website. To accomplish this, it is recommended you paste the url into a Word Document and upload that to the LMS, or, depending upon the LMS capabilities, you can simply paste the url into the appropriate field on the assignment.

If you are enrolled in 1 credit hour, use the (A) sports assignments. If you are enrolled in 2 credit hours, use the (A) and (B) sports assignments. If you are enrolled in 3 credit hours, use the (A), (B), and (C) sports assignments.

These deadlines are spread out more throughout the semester. Reference the course schedule for specifics about when they are due. Keep in mind, though, this listed due date does not necessarily mean all students' sports stories will be done during the same week. Students will be assigned sports stories along the way during the weekly class budget meeting. The listed due dates simply indicate all students will be required to complete one sports story by that time.

### *Notes of Interest*

If the focus falls to online publishing as described above, point values will be adjusted.

Working ahead may be acceptable in the rarest instances, though it is unlikely. Discuss options with the professor if you feel the need. Deadlines for posting to <https://warriorstudentmedia.wordpress.com/> will be determined during weekly class budget meetings.

Sports stories can replace the required news stories. However, news stories cannot replace required sports stories. Sports are a focus on a college campus, so providing coverage beyond the minimum requirements should be the goal of the staff.

Opinions, reviews, and columns can be written. They will be worth 5 extra credit points maximum per week. However, writing these types of stories does not replace any news or sports coverage requirements. Prior to writing such a type of article, you must discuss the method of such writing with the professor. In addition, you must pitch the topic to the professor prior to writing and publishing. Most topics will be approved outright. However, a discussion must take place prior to help ensure no legal or ethical issues will be at play.

### **Assignment Details**

This class is structured with the idea of a monthly print product in mind. Assignments have been prescribed based on enrollment in 1 credit hour of enrollment in this syllabus. If you are enrolled in 2 credit hours of service, you will simply multiply the number of articles by 2; 3 credit hours by 3, and so on.





### **Story Counts**

Each student will need to produce approximately four stories with accompanying visuals for each issue of the print product. This number may require adjustment depending upon the total number in the class. At the end of the day, there must be enough content produced to fill the available space of the monthly print product. Therefore, students may be asked to produce extra content. In such instances, the professor may or may not allow extra content to count toward other class requirements. That will be determined on a case-by-case basis.

### **Attendance**

Attendance is required. Please refer to the Attendance Policy above for questions regarding how points will be earned.

## **STORY & PRODUCTION REQUIREMENT**

### **Content Guidelines for Stories**

Writers will cover sports, campus life, human interest, and other newsworthy events throughout campus, while also keeping the pulse of the community and surrounding areas. Students are encouraged to discover newsworthy stories and events to cover on their own. Each story should include a minimum of three sources, meaning interviews with people were conducted and quotes included as part of the article. Furthermore, appropriate visuals (photos, graphics, etc) must accompany each story. Producing extra content does not necessarily count for future requirements.

### **Blog**

You will be required to keep a personal blog of subjects you will cover, research completed for each subject, notes taken prior to conducting your journalistic work, interview questions, and other information from your journalistic work. This must also discuss legal and or ethical issues encountered throughout the course of the semester. Even during weeks when you have no journalistic work due, you still need to post to your blog. You can discuss upcoming work, reflections on journalism in general, your thoughts on the professional media, or anything else that could relate to your work as a journalist. Your final blog post of the semester should include a reflection of the semester and the work you have done, being analytical about your effort and quality of journalistic pieces produced. This blog should be posted to at least once per week by each Sunday at 11:55 p.m. (unless otherwise noted). You should utilize a free service such as WordPress, Wix, or Weebly to set up your blog. A link to your blog should be posted in the appropriate discussion forum on the LMS by the prescribed deadline. Also, you will post direct links to each blog post in the LMS. All links relating to your blogging will be posted in the appropriate discussion forums as well.

*NOTE:* You need to address the topics outlined above in this section. Failure to do so will result in the loss of points. Each weekly post needs to be at least 350 words in length. Your final reflection post needs to be at least 500 words in length. In addition, you are encouraged to post



your journalistic pieces with accompanying visuals to your blog. This will help you have a portfolio of sorts from this course.

### **Slack**

In order to communicate as a staff, we will utilize the professional messaging service called Slack. It is, according to [www.slack.com](http://www.slack.com), “a cloud-based set of proprietary team collaboration tools and services.” Many professional news and media organizations utilize this service. Therefore, to further replicate the real world in this course, we will use it.

You will be invited to join, and then you will be prompted to create a free account. You can access Slack online or via apps for all major mobile platforms. It is suggested that you download the app to your phone, log in, and turn on your notifications. This will be done during a class meeting, so, on the specified day, be sure to bring an Internet-connected device to class to facilitate the creation of these accounts.

All communication for this course will be conducted via this platform. This includes updates about coverage opportunities, meeting details and/or cancellations, and other pertinent information. If I need to tell you something regarding this course, I primarily will use Slack. Likewise, if you need to contact me for this course, you primarily should use Slack. As such, using Slack is the expectation. Failure to be aware of the information shared via Slack is your responsibility. No excuses for not checking Slack will be accepted.



## COURSE SCHEDULE

The instructor reserves the right to make changes to the schedule or adjust the course outline to meet important needs as deemed necessary or reasonable. Any changes will be announced in class; students who are absent are responsible to become informed of such changes/adjustments. Any changes will be first made on the provided LMS and then on the syllabus, which can be found on the [live syllabi page](#) of the professor's website.

Week	Date	Schedule	Assignments
1	1/10	Weekly Meeting Agenda: <ul style="list-style-type: none"> <li>Syllabus &amp; Expectations</li> <li>Slack Setup</li> <li><i>Budget Meeting — February 2022 Issue</i></li> </ul>	Deadlines: <ul style="list-style-type: none"> <li>Blog Creation (11:55 p.m., 1/16)</li> </ul>
2	1/17	Weekly Meeting Agenda: <ul style="list-style-type: none"> <li>WordPress Setup &amp; Use</li> <li>Progress Update</li> </ul>	Deadlines: <ul style="list-style-type: none"> <li>Deadline #1 (11:55 p.m., 1/18)</li> <li>Blog Post #1 (11:55 p.m., 1/23)</li> </ul>
3	1/24	Weekly Meeting Agenda: <ul style="list-style-type: none"> <li>Progress Update</li> </ul>	Deadlines: <ul style="list-style-type: none"> <li>Deadline #2 (11:55 p.m., 1/25)</li> <li>Blog Post #2 (11:55 p.m., 1/30)</li> </ul>
4	1/31	Weekly Meeting Agenda: <ul style="list-style-type: none"> <li>Progress Update</li> <li><i>Budget Meeting — March 2022 Issue</i></li> <li><u>Press Deadline: noon, 2/4</u></li> </ul>	Deadlines: <ul style="list-style-type: none"> <li>Deadline #3 (11:55 p.m., 2/1)</li> <li>Blog Post #3 (11:55 p.m., 2/6)</li> </ul>
5	2/7	Weekly Meeting Agenda: <ul style="list-style-type: none"> <li>Progress Update</li> <li><b>Distribution: February 2022 Issue</b></li> </ul>	Deadlines: <ul style="list-style-type: none"> <li>Deadline #1 (11:55 p.m., 2/8)</li> <li>Blog Post #4 (11:55 p.m., 2/13)</li> </ul>
6	2/14	Weekly Meeting Agenda: <ul style="list-style-type: none"> <li>Progress Update</li> </ul>	Deadlines: <ul style="list-style-type: none"> <li>Deadline #2 (11:55 p.m., 2/15)</li> <li>Blog Post #5 (11:55 p.m., 2/20)</li> </ul>
7	2/21	Weekly Meeting Agenda: <ul style="list-style-type: none"> <li>Progress Update</li> <li><i>Budget Meeting — April 2022 Issue</i></li> </ul>	Deadlines: <ul style="list-style-type: none"> <li>Deadline #3 (11:55 p.m., 2/22)</li> <li>Blog Post #6 (11:55 p.m., 2/27)</li> </ul>
8	2/28	Weekly Meeting Agenda: <ul style="list-style-type: none"> <li>Progress Update</li> <li><u>Press Deadline: noon, 3/4</u></li> </ul>	Deadlines: <ul style="list-style-type: none"> <li>Deadline #4 (11:55 p.m., 3/1)</li> <li>Blog Post #7 (11:55 p.m., 3/6)</li> </ul>
9	3/7	Weekly Meeting Agenda: <ul style="list-style-type: none"> <li>Progress Update</li> <li><b>Distribution: March 2022 Issue</b></li> </ul>	Deadlines: <ul style="list-style-type: none"> <li>Deadline #1 (11:55 p.m., 3/8)</li> <li>Blog Post #8 (11:55 p.m., 3/13)</li> </ul>
10	3/14	<b>NO CLASS — SPRING BREAK</b>	Deadlines: <ul style="list-style-type: none"> <li>n/a</li> </ul>

11	3/21	Weekly Meeting Agenda: <ul style="list-style-type: none"><li>Progress Update</li><li><i>Budget Meeting — May 2022 Issue</i></li></ul>	Deadlines: <ul style="list-style-type: none"><li>Deadline #2 (11:55 p.m., 3/22)</li><li>Blog Post #9 (11:55 p.m., 3/27)</li></ul>
12	3/28	Weekly Meeting Agenda: <ul style="list-style-type: none"><li>Progress Updates</li><li><u>Press Deadline: noon, 4/1</u></li></ul>	Deadlines: <ul style="list-style-type: none"><li>Deadline #3 (11:55 p.m., 3/29)</li><li>Blog Post #10 (11:55 p.m., 4/3)</li></ul>
13	4/4	Weekly Meeting Agenda: <ul style="list-style-type: none"><li>Progress Update</li><li><b>Distribution: April 2022 Issue</b></li></ul>	Deadlines: <ul style="list-style-type: none"><li>Deadline #1 (11:55 p.m., 4/5)</li><li>Blog Post #11 (11:55 p.m., 4/10)</li></ul>
14	4/11	<b>No Class Meeting (re: KCM)</b> <i>Applies to this course only. The institution is still open. Assignments may still be due.</i>	Deadlines: <ul style="list-style-type: none"><li>Deadline #2 (11:55 p.m., 4/12)</li></ul>
15	4/18	Special Note: <ul style="list-style-type: none"><li><b>No Class — Easter Break</b></li></ul> Weekly Meeting Agenda: <ul style="list-style-type: none"><li>n/a</li></ul>	Deadlines: <ul style="list-style-type: none"><li>Deadline #3 (11:55 p.m., 4/19)</li><li>Blog Post #12 (11:55 p.m., 4/24)</li></ul>
16	4/25	Weekly Meeting Agenda: <ul style="list-style-type: none"><li>Final Thoughts</li><li><u>Press Deadline: noon, 4/29</u></li></ul>	Deadlines: <ul style="list-style-type: none"><li>Deadline #4 (11:55 p.m., 4/26)</li><li>Blog Post #13 (11:55 p.m., 5/1)</li></ul>
17	5/2	<b>Finals Week — Distribution: May 2022 Issue // No “Class” or Deadlines</b>	
<b>REMINDER:</b> The print product must be sent to the printer the Friday after the last deadline for each issue. There is no room for error or not hitting deadlines.			
<i>** Denotes a deviation from the normal schedule to accommodate for special schedule circumstances. Note: The publication schedule may be altered depending on the capacity of the class. This outline was created with a minimum of 8 journalists on staff in mind.</i>			
<b>SPECIAL NOTE:</b> <i>During this academic year, I have been chosen to serve on a Federal Grand Jury. We convene at least once per month. Generally, I have to report on Tuesdays, but there may be occasions when the work also will require cases to be heard on Wednesdays. When that occurs, adjustments will be made to this schedule. Please check the LMS regularly and pay attention to in-class announcements to stay informed on any course schedule changes that may arise.</i>			



**FINAL EXAM POLICY:** *The final exam is the last meeting for all classes.* Instructors are not permitted to change times for class or individual examinations. Any student who has four exams in one day may request permission from the Academic Dean to reschedule one test. **Students should make travel arrangements for the end of the term that will permit the taking of all examinations as scheduled.**

**Evening Courses:** Finals for evening classes will be at their usual class time during finals week.  
**ED 490:** The final exam for ED 490 will be M 6:30 to 8:30.

**Seniors:** Please note that Assessment Testing is *required* of all graduates. Contact the Associate VP for Academic Affairs in Kelsey Hall with any questions.

	<b>FINAL EXAM SCHEDULE</b>			
<b>CLASS MEETING TIMES</b>	<b>EXAM DAYS</b>			
<b>MWF, MTWThF or any combination of MWF</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>
7:30 a.m.	8:00-10:00 a.m.			
8:00 a.m.	8:00-10:00 a.m.			
9:00 a.m.			8:00-10:00 a.m.	
10:00 a.m.	6:30-8:30 p.m.			
11:00 a.m.			11 a.m. – 1 p.m.	
Noon	2:00-4:00 p.m.			
12:35	2:00-4:00 p.m.			
1:00	11 a.m.-1 p.m.			
2:00			2 – 4 p.m.	
2:25			2 – 4 p.m.	
3:00			6:30-8:30 p.m.	
<b>T-Th</b>				
7:50		8 – 10 a.m.		
8:15		8 – 10 a.m.		
9:15				8 – 10 a.m.
9:40				8 – 10 a.m.
10:40		11 – 1 p.m.		
11:00		11 – 1 p.m.		
12:00				11 a.m. - 1 p.m.
1:00		2 – 4 p.m.		
2:00				2 – 4 p.m.
2:35				2 – 4 p.m.

### The Purpose of the Final Exam Schedule and Policy is...

1. ... to establish the official last meeting for all classes;
2. ... to establish and communicate exam dates/times to students for all courses at Sterling College;
3. ... to avoid overlaps in exam dates/times;
4. ... to avoid situations where a student has more than 3 exams in one day;

### Special Instructions for Faculty...

1. *Faculty are not permitted to change times for class or individual examinations, without express written approval from the Academic Dean.*
2. *Final exam dates/times must be posted in all syllabi, and for all courses, for each term they are offered... and addressed with students during the first week of classes when the syllabus is distributed.*
3. Instances where students should be forwarded to the Academic Dean for exceptions...
  - a. Four or more exams scheduled on one day;
  - b. Two (or more) exams scheduled and overlapping on the same day/time;
  - c. Requests to reschedule based on flight arrangements;
  - d. Requests to reschedule based on other valid and extenuating circumstances.

### Special Instructions for Students...

1. *Students should make travel arrangements for the end of the term that will permit the taking of all examinations as scheduled.*
2. Potential exceptions...
  - a. **Four or more exams on one day**
    - i. Any student who has four exams in one day may request permission from the Academic Dean to reschedule one exam.
    - ii. This request should be made by (1) a personal visit with the Academic Dean; or (2) via an email to the Academic Dean, listing the reason for the request along with the four course names, instructors, and exam times.
  - b. **Overlap of final exams**
    - i. Any student who has exams that overlap on a given day/time may request permission from the Academic Dean to reschedule one of those exams.
    - ii. This request should be made through (1) a personal visit with the Academic Dean; or (2) via an email to the Academic Dean, listing the reason for the request, along with the two course names, instructors, and exam times.
  - c. **Flight arrangements**
    - i. Any student that has an exam conflict due to outgoing flight arrangements, may request permission from the Academic Dean to reschedule that exam.
    - ii. This request must be made through a **personal visit with the Academic Dean.**



- iii. At this meeting, *a copy of the plane ticket must be produced by the student to verify the conflict, and reasoning why this flight arrangement was made in conflict with the Final Exam Schedule policy.*
- d. **Other extenuating circumstances**
  - i. If a student has extenuating circumstances that are in conflict with a scheduled exam date/time, the student may request permission from the Academic Dean to reschedule that exam.
  - ii. This request must be made through a **personal visit with the Academic Dean.**
  - iii. At this meeting, **proper information and evidence of a valid conflict with the scheduled date/time must be produced, for a potential exception to be approved.**