

Syllabus Fall Semester 2017-2018

COMM 252.1 — Writing for Digital Media

Room: St. Joseph's Hall 250

Day/Time: TR 11-1215 p.m.

Course Hours: 3



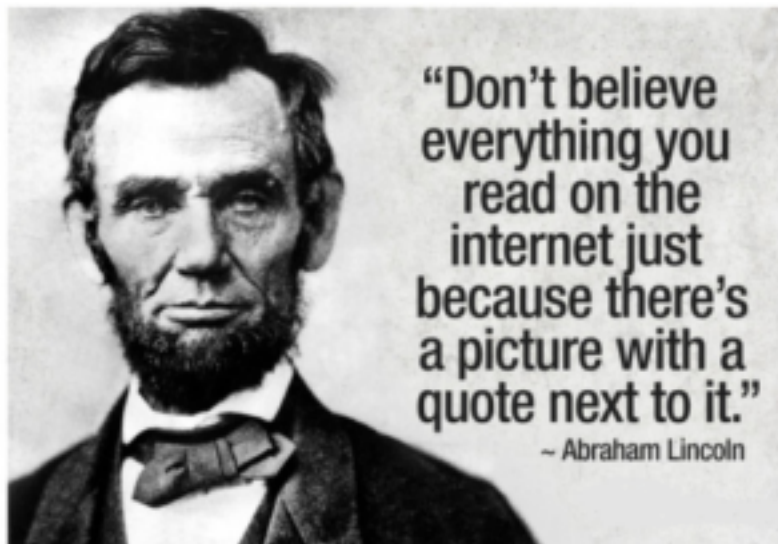
**CHESTNUT
HILL
COLLEGE**

Instructor: Dr. Myles Ethan Lascity

Office: DeSales 2

Office Hours: 2-4p M; 2-3p T

Email: LascityM@chc.edu



About This Course

Required Readings

Jarvis, Jeff (2014) *Geeks Bearing Gifts: Imagining New Futures for News*. CUNY Journalism Press. eBook.

<https://www.amazon.com/Geeks-Bearing-Gifts-Imagining-Futures/dp/1939293731/>

Recommended Readings

Duffy, Brooke Erin (2017) *(Not) Getting Paid to Do What You Love: Gender, Social Media and Aspirational Work*. Yale University Press.

Jenkins, Henry, Ford, Sam and Green, Joshua (2013) *Spreadable Media: Creating Value and Meaning in a Networked Culture*.

Course Description

Explores persuasive techniques for web writing including online journalism, public relations, corporate communication and other online media. Course is writing intensive.

Purpose of this Course

The purpose of this course is to give students practice writing in digital spaces, including online publications and social media channels and the theoretical readings to understand digital production This class will be half discussion-based and half-workshop with extensive writing involved.

Course Objectives

Upon successful completion of the course, students will (1) understand the digital media environment, (2) be able to creatively brainstorm and write a variety of articles, (3) have a portfolio of their writing and (4) be able to critique contemporary industry trends and practices.

Student Learning Outcomes

Chestnut Hill College has adopted ten Students Learning Outcomes that we believe should be an integral part of every CHC student's education. The following will be emphasized in this course: Communication, Critical and Creative Inquiry and Integrative Learning.

Methods of Evaluation

Your grade will be graded out of 900 points.

Attendance and Participation — 150 pts

Attendance and participation are extremely important in this class. This means regular and prompt attendance, coming to class having done the assigned readings, contributing to discussion and respectfully listening to others.

From the Undergraduate Studies Catalog (p. 59): There is a relationship between the academic success of the student and class attendance. The School of Undergraduate Studies expects its students to accept their responsibility to attend class regularly and promptly. An Instructor may lower a student's grade because of absences from class. It is the responsibility of the Instructor to set forth in writing at the beginning of a course any special conditions regarding absence in the course.

A student who finds it necessary to be absent from class should, if possible, inform the Instructor in advance of the absence. If absences occur, it is the student's responsibility to make up whatever work has been missed. Permission to make up laboratory assignments, studios, quizzes, and examinations may be granted at the discretion of the Instructor. When an Instructor determines that a student's progress is being seriously impeded by excessive absences from class or by other difficulties, the Instructor will refer the student to the Office of Student Success.

Each class you will be given five (5) points for coming to class. Contributing to the discussion will be worth up to an additional five (5) points. Being late to class, not paying attention to the discussion or actively disrupting class will result in a loss of participation points.

You are allowed **one (1)** unexcused absences from class. **Missing five (5) or more "discussion classes" without a valid excuse will result in a failure of the course.**

Note: The instructor reserves the right to (a) assign and include pop quizzes into your participation grade and (b) give additional points for outstanding attendance and participation.

Discussion Questions — 150 pts

For each **discussion class**, students should question three **thoughtful** discussion questions prior to the start of class. For full credit, questions should be posted by 9 am. Questions posted between 9a and 11a will received partial credit. **No credit will be given for questions posted after the start of class.**

Written/Production Assignments/PDE — 500 pts

Students will be broken into small groups to create an online publication that they will be updating three times a week. More details will be discussed in class, but there will be **10 writing/production assignments** students must meet.

Written assignments will be workshopped once a week. A draft *must* be submitted by the end of our workshop day.

Final Portfolio — 100 pts

During finals week, you will submit a digital portfolio along with a page-long memo describing your portfolio's contents. Further details will be discussed throughout the term.

Plagiarism and story fabrication is a serious issue within the communication field. As such any instances of plagiarism or fabrication will result in a failing grade for the assignment and failing grade in the course. There are no exceptions to this rule. Please refer to the college's policies on academic honesty in your student handbook and online. Students will also be reported to the dean of SUS.

Grade	Average	lass Points	4.0 Scale
A	93-100	837-900	4.0
A-	90-92	810-828	3.67
B+	87-89	783-801	3.33
B	83-86	747-774	3.0
B-	80-82	720-738	2.67
C+	77-79	693-711	2.33
C	73-76	657-684	2.0
C-	70-72	630-648	1.67
D+	67-69	603-621	1.33
D	60-66	540-594	1.0
F	59 and below	Less than 531	0.0

Academic Policies

Academic Integrity

Every student who enrolls in any course taught at CHC is required to abide by the CHC Academic Integrity Policy. Specific instructions from each faculty member may be added to the course requirements as well.

Special Accommodations/Disability Policy

Americans with Disabilities Act: Any student whose disability falls within ADA guidelines and has accommodations authorized by the Chestnut Hill College Disability Committee should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. This is presented to the instructor in the form of an Accommodations Letter provided by the CHC Disability Committee. If a student feels he/she may need an academic accommodation based on the impact of a disability (eg. sensory, learning, psychological, medical, mobility), he/she should contact the Disability Resource Center to arrange an appointment for assistance in verifying your eligibility for academic accommodations. Contact Kristin Tracy, Director of the Disability Resource Center, 331 St. Joseph Hall, Phone: 215-753-3655, Fax: 215-242-7748, TracyK@chc.edu.

College Policy for Withdrawal

From the Undergraduate Studies Catalog (p. 47): Students are permitted to withdraw from a course with the approval of a Faculty Advisor. A student who wishes to withdraw from a course or courses must complete the Change of Registration Form. If a student completes a Change of Registration Form before the deadline indicated on the Academic Calendar a non-punitive grade of “W-Withdrawal” is recorded on the transcript; the GPA is not affected. After the deadline, a grade of “WF- Withdrawal/Failing” is assigned and the GPA is affected. Students are responsible for all outstanding debts to the College regardless of the grade assigned.

College Policy for Incomplete Grade

From the Undergraduate Studies Catalog (p. 49): Students having earned at least 24 academic credits may take up to 4 credits per semester of electives on a Pass/Fail (P/F) basis. The total number of P/F courses taken may not exceed 18 credits. Electives are defined as any course not required for a major or minor or the core curriculum. A course may be taken P/F (even a course in the major department), but it will count as an elective and will therefore not be counted toward the requirements for the major or the minor. The only P/F credits that may be counted towards a major or minor requirement are those earned for fieldwork,

internships or practica at the discretion of the department.

Requests to change the grading option must be received in the Office of the Registrar by the deadline published in the Academic Calendar. The Instructor's permission is required to change the grading option of a course after the drop/add deadline as published in the Academic Calendar.

Class Schedule

This is a working schedule. Any changes will be made between the instructor and the class. You are responsible for knowing about any alterations to the syllabus if you are not in class when the changes are discussed.

Wk 1	8/29	Class Introduction
	8/31	Journal Basics <i>Harrower, Newswriting Basics & Digital Journalism</i>
Wk 2	9/5	Thinking About the Internet <i>Carr, Is Google Making Us Stupid?</i> <i>O'Neil, Is the Internet Making Us Dumber ...</i> <i>Sehgal, The Internet Makes Us Stupid ...</i>
	9/7	Early Internet Media Forms <i>Gilmore, From Thomas Paine ...</i> <i>Deuze, The Web and its Journalisms ...</i> <i>Reese et al, Mapping the Blogosphere</i>
Wk 3	9/12	Journalism Changes Jarvis, Introduction Jarvis, No Mas Mass Media Jarvis, Content vs. Service
	9/14	Jarvis, News as Platform Jarvis, Ecosystems and Networks Jarvis, Journalist as Organizer... <i>Singer, Journalism in a Network</i>
Wk 4	9/19-21	Group Work
Wk 5	9/26	Jarvis, The Article is Dead — Long Live the Article Jarvis, Process Over Product Jarvis, Curation <i>Coll, Finding new ways to follow the story ...</i> <i>*Cummings, 10 Tools to tackle common problems ...</i>
	9/28	Workshop Day
Wk 6	10/3	Jarvis, Data as News Jarvis, Mobile=Local=Me Jarvis, Reinventing TV News Jarvis, Untapped Technologies

	10/5	Workshop Day
Wk 7	10/10	No Class — Fall Break
	10/12	<i>Jenkins, Ford & Green, Why Media Spreads</i>
Wk 8	10/17	<i>Jenkins, Ford & Green, Designing for Spreadability</i>
	10/19	Workshop Day
Wk 9	10/24	<i>Uberti, Facebook wants you to think ... Hermida, Twittering the News</i>
	10/26	Workshop Day
Wk 10	10/31	<i>Gourarie, So you want to start a podcast? Hepworth, ... how to create a powerful podcast Li, How journalists can use Anchor ...</i>
	11/2	Workshop Day
Wk 11	11/7	<i>Getting Critical Jarvis, Digital First — What Then? Jarvis, Bear Businesses as Building Blocks ... Jarvis, The Pricing Paradox of Information</i>
	11/9	Workshop Day
Wk 12	11/14	<i>Jenkins, Ford & Green, Where Web 2.0 Went Wrong</i>
	11/16	Workshop Day
Wk 13	11/21	<i>TBA</i>
	11/23	No Class — Thanksgiving Break
Wk 14	11/28	<i>Jarvis, Advertising, the Myth of Mass Media ... Jarvis, Native Advertising: Fiend or Foe?</i>
	11/30	Workshop Day
Wk 15	12/5	<i>Jarvis, The Link Economy and Creditright Duffy, (Not) Just for the Fun of It</i>
	12/7	Class Wrap-up
Portfolio Due During Finals Week		

