



CM356 Web Design Syllabus Communication, Media & Theatre Arts Department

Course Number: CM356
Credit Hours: 3 Credit Hours
Meeting Place: Online

Name: Web Design
Semester/Year: Summer01 2021
Time: Asynchronous ([schedule](#))

Instructor *Name:*
 Office Location:
 Office:
 Mobile:
 E-mail:
 E-mail:
 Website:

Office Hours
Monday: online by appointment
Tuesday: online by appointment
Wednesday: online by appointment
Thursday: online by appointment
Friday: online by appointment

Texts & Readings:

- Briggs, M. (2020). *Journalism next: a practical guide to digital reporting and publishing* (4th ed.). Thousand Oaks, CA: SAGE Publications, Inc.
 - [Can be purchased via Amazon](#)
- Additional readings may be required and will be uploaded to LMS for your retrieval.

COURSE DESCRIPTION (*Should match the current catalog*)

This course will provide foundational principles for web design. Students will explore various options available to create and maintain content on the web. Students will become familiar with the basics of HTML and CSS while focusing on the development of skills aimed at creating specialized web content using various digital tools.

PERFORMANCE OUTCOMES

Course Objective	KNW, SKL, or VAL	Activities	Assessments
Understand basics of HTML.	KNW	Exercises, Assignments	Projects, Final
Understand basics of CSS.	KNW	Exercises	Projects
Have the ability to create a website for self or client.	SKL	Exercises, Assignments	Projects, Final
Understand how to obtain a domain and hosting.	KNW	Lecture	Exercises, Assignments
Learn how to optimize video, audio, and images for the web.	KNW	Exercises, Assignments	Projects, Final

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 outlines.
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
Discussion Boards (25 points each)	200
Reading Quizzes (25 points each)	200
Student Bio Website	100
Wordpress Project	50
Live Tweet Project	100
News Blog Post	50
Video Storytelling Project	100
Final Project: Product	350
Total Points Possible	1,150

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](#).

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.

The online learning environment includes technology, information, and people. Students should demonstrate professionalism and integrity in regard to all components of the learning environment. Given that students and instructors may be from anywhere in the world, learners should consider differences in time zones if telephone conversation is ever required.

Treating Other Students with Respect

Students should avoid inflammatory or offensive comments—which undermine the objective of a positive learning experience—in communicating with their peers. Most students want to get the most from their online course, which means that they expect their peers' cooperation on collaborative assignments and thoughtful participation in discussion forums.

Treating Instructors with Respect

Students can show respect to instructors by reading all announcements in a timely manner, communicating in a timely fashion about problems (technological or other) that will cause work to be turned in late, and following directions.

Respect for All Parties Who Collaborate with the Institution to Create Learning Experiences

Service, observation, and clinical practice are important components of Sterling College Online programs. The organizations and employers who cooperate with Sterling College to help students succeed do so out of kindness and social responsibility; they are not required to participate in Sterling College Online learning experiences. Sterling College values the cooperation of all parties who help students learn and grow by providing observatory and hands-on experience. Students should likewise respect the contributions of such parties.

Respecting Laws Regarding Technology and Information

Students may not use or reproduce any technology or course component for financial purposes or for the purpose of defaming the institution or individuals. Online learners should use technology for the sole purpose of learning and sharing course-related information with others in the learning community.

Technology

The use of computers or tablets is vital for successful completion of this course. You will need to utilize your Internet-connected device, various online tools, and the provided Learning Management System (LMS) to complete coursework. Failure to do so will result in students not being able to pass the class. This is a technology-focused course. Being comfortable with technology and effectively using it will prove to be vital.

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 the media are deadline-driven professions. Missing a deadline is not acceptable in the professional world. Therefore, late work is not accepted in this course.

The asynchronous nature of an online course requires that assignment deadlines be absolute and participation completed by the prescribed deadlines. This allows you to work at your own pace within the confines of the deadlines, but it also means you must be diligent and keep up with the work. A lot of this will entail writing assignments and discussion boards, as well as other more course-specific work.

If an assignment is missing, it immediately becomes a zero. There are no excuses for not completing work, even in the instance of computer hardware malfunction because you should know the tools that exist and are available to you. Simply put, there is no excuse for late work or missing assignments.

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. However, you should not count on an allowance being made.

Missed Assignments

Missed assignments cannot be made up without my approval. I will not accept assignments sent via peers. It is your responsibility to obtain any assignments, handouts and notes that you miss. I will not contact you regarding your absence.

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 a poor performance on an assignment or in another area of the course. Therefore, do not ask for extra credit. On 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, which 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 — a teaching method and philosophy that I use to build a mindful, respectful, critical, and daring classroom climate. My teaching methods include in-class discussion, individual and group activities, 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 and together, to work through the challenges you may face with mindful dialogue. I use an ONTOLOGICAL approach to teaching, which is learning by doing (first), discussing and reading (second), then reapplying and evaluating our skills (third). As such, this class might not be structured in a familiar way. 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 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) 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:

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.

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 term that will permit 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, 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, 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 Richard Webb, Kelsey Hall #304, or call 620 204-0025 or email titleIX@sterling.edu or visit <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

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, or any combination thereof. Students are responsible for knowing the changes. An effort will be made to post a new syllabus electronically via LMS.

There may be assignments in this course where you are required to turn in your assignment to TurnItIn.com, which is a plagiarism detection service and the platform through which I will grade these assignments. In order to submit these assignments, you must register for the course at www.turnitin.com. If you already have a turnitin.com account, you may log in with that account and then enter the new class information. If you do not yet have an account, you may create one at this site: https://www.turnitin.com/newuser_join.asp. If the use of TurnItIn.com is required, more information will be given to you.

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 (<https://owl.english.purdue.edu/owl/resource/560/01/>) 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

In this digital world, it is crucial for communication professionals to understand the Internet and how to leverage its never-ending capabilities. This includes everything from building websites to creating engaging content. You don't have to be an expert in it all, but you need to be familiar with it. That's what this course aims to do, and we will do it using the lens of journalism.

This course serves as a survey of sorts. We will learn the basics of HTML coding, but we won't spend a ton of time with the material. Realistically, upon entering the workforce, you won't be asked to build a website from the ground up unless you are hired specifically as a coder or programmer. Instead, you are more likely to encounter a Content Management System (CMS), which is a framework that allows anyone — individuals through large corporations — to create and maintain a web presence without having to be an expert in code. As such, we are going to focus on that. For example, Wordpress is a CMS, and it runs nearly 30 percent of the Internet with more than 170 million websites using it as their frameworks, according to some estimates. So again, you are more likely to run into a CMS than a hand-coded, HTML site.

Of course, HTML is still helpful when it comes to a CMS. With some HTML know-how, you can mold a CMS into exactly what you want without having to start from scratch. Therefore, because a CMS takes care of a lot of the backend work, it frees up time to make visually appealing and compelling content. That will be our focus as well. We will explore methods of and practice the creation of content geared for the Internet.

Essentially, the course will be delivered in two phases. The first half will be understanding the underlying processes for website creation and maintenance. The second half will be creating content. Of course, the two phases will bleed through each other from time to time, but that division is the central idea.

With only a semester to do this, we will truly be scratching the surface. However, you will leave this course with a broad foundation of knowledge that builds upon and supplements your other course work in the communication field. This course will give you a few more tools in your proverbial communication toolbox.

Assignment Details (*applicable rubrics provided with project descriptions*)

1.) Discussion Boards (*25 points per instance x 8 instances = 200 points*) — You are required to post to the discussion board regularly. These posts should include — at a minimum — one primary post about the topic assigned for the module (assuming weekly modules, posted by Wednesday night), and two responses to your classmates' posts (assuming weekly modules, posted by Sunday night). All posts must be written using good grammar and writing conventions.

Each primary post should be at least 400 words long, providing in-depth thought and analysis of the film and the film elements. You also need to include at least one active link to an outside resource related to your discussion. These resources can include scholarly journal articles, newspaper articles, and other online sources. In addition to including the link, you need to explain why you are including it - what's the context.

Each response post should be at least 200 words long. You need to contribute to the discussion. Just saying you agree or disagree or like what they had to say or anything else just as superficial will not count. Again, in-depth thought and analysis is required.

These are the minimum requirements. Those looking to earn more than a passing grade on discussion should post more often.

2.) Reading Quizzes (25 points per instance x 8 instances = 200 points) — There is at least one quiz per module over the course readings. These quizzes are open-book. However, be sure you have read the text before you take the quiz. You will need to know the general topics and themes of the chapter readings to find the information necessary to do well on the quizzes. They are timed, and you will have 15 minutes for each quiz. There are 5 questions per quiz. In most instances, the quizzes will be open at midnight on the first Monday of each module and will close at 11:55 p.m. on the last Sunday. If you miss the deadline, you are out of luck, so pay attention to the schedule and all course announcements should the schedule shift due to holidays or other institution closures.

3.) Student Bio Website (100 points) — Using HTML, students need to set up a site with at least four parent pages, and one child page, with bio info, links and one image/photo per page. Specific requirements are presented below:

- You must code this assignment entirely in html.
- Use Notepad (Windows), TextEdit (Mac), TextWrangler (Mac), or another html editor to insert the proper html elements. Use appropriate headings to structure each of your pages.
- Site must have a total of at least four parent pages and one child page. Pages can represent separate areas of your personal site, like home, interests, contact. All the pages should be stored in one folder.
- The home page (index.html) will serve as a personal bio page which includes an image of yourself.
- Have appropriate content on each page. Each page should have at least a couple of paragraphs of content.
- Decide on an appropriate navigation strategy. Just use text links in a list.
- Include one photo per page. Don't worry about modifying the image in Photoshop yet, but you can if you so choose.
- Include at least one list other than the navigation.
- Include at least one table on the site.
- Include at least three external links to sites of interest.
- Make sure you include your email address somewhere on the site (do not have to use a mailto: link, but can if you wish – just make sure the text on the page is your actual email address).
- Make sure you save the pages with .html extension and that all file names are lowercase and do not include any spaces (index.html, contact.html, mypic.jpg).

Scores will be determined based upon [this rubric](#). This assignment will be turned by uploading a .zip file (compress the folder all of your files are in by right-clicking on the file and choosing “compress” or a similar option depending upon your computer’s operating system) via the appropriate assignment on the LMS.

4.) Wordpress Project (50 points) — Using a [Wordpress](#) site/account each student will make individually, they will create a personal portfolio site. This site will house all work created in this class. Specific requirements are listed below:

- Site must have a total of at least four pages or sections. Pages can represent separate areas of the site and should function as chapters of the story you are telling, which is a story about your work and life.
 - One page must be a combined about/bio (using information from the “Student Bio” assignment . . . but don’t try to put your html code here; just replicate the information) and contact page, on which you list (you don’t have to link it) your email address.
 - A photo of you must be used on this page.
 - You must have a blog section.
 - Other pages could be work examples, et cetera.
- Decide on an appropriate theme and navigation strategy.
 - Keep the navigation strategy flexible to allow the site to grow.
- Include appropriate photos or graphics on every page. You should include a site logo/header or something unique on the introductory page.
 - These photos must either be originals taken by you or Creative Commons images.
- Include a Carousel for a photo slideshow. Photos in a carousel must have captions.
 - This can be done using either a plugin or the photo gallery functionality native to Wordpress.
 - These photos must either be originals taken by you or Creative Commons images.
- Include at least four external links to relevant sites.
- A blog section counts as one of your required sections, but it will need an original post in it. This post should be a brief 300-350 word think-piece about journalism and the media, specifically as they relate to online and digital publishing and creation.
- Upload all associated files to your site in the media section.

The emphasis on this project is to create a space for new information and content. It should not be a hobby or promotional site. Graphics and photography should also be your original work in all possible instances.

Scores will be determined based upon [this rubric](#). This assignment will be turned by submitting your website url via the appropriate assignment on the LMS.

This url will look something like this: samplesitetitle.wordpress.com. So to get this url you must publish your site. Submitting an “edit” url (what you see while you are creating your site) will result in a zero.

5.) Live Tweet Project (100 points) — The purpose of this assignment is to write for social media and create engaging content. Pick any event prior to the deadline of this assignment (per the course schedule) to attend and live-tweet your experience. Your intentions are that of a traditional journalist—to help your audience understand a given event that you are

experiencing through neutral eyes who are experiencing something immediately as it is happening.

Keep in mind, you should not live-tweet in places where you are not allowed to use your cellphones, such as a theatre's musical production or a movie. **Ideally, you will have your event approved by Professor Vogts in advance to ensure you are selecting a fitting event to cover.**

Be sure to include a variety of content. You will want to include:

- short clips of video
- images
- frequent tweets updating your audience on developments
- others' perspectives (i.e. interviews)
- RTs and Favs of other individuals or news organizations' content that is posted about the same event (if available)
- Gifs (if appropriate – content and situationally)
- Memes (if appropriate – content and situationally)

You should have at least one of each of the above types of content for your event. In the instance that you are missing video, images, or an interview, you will receive a 5% deduction for the assignment.

When tweeting, you must use the following hashtag: #scwd2021summer. You need to tweet at least 20 times about your given topic. Here is [the rubric](#) that will be used for this assignment.

To submit this assignment, you will need to provide your Twitter handle and screenshots of all of your tweets. You can upload these via the LMS individually or pasted into a Word document. Making them into a PowerPoint slideshow would work too. Don't have a Twitter account? You need to make one, and you should do so with your actual name as the handle. Also, include an actual picture of yourself as your profile picture. The goal is professionalism, after all.

6.) News Blog Post (50 points) — The purpose of this assignment is to practice mobile journalism. Understanding how aspects of communication, research, and basic mobile journalism influence the way a story comes together is anticipated. You will need to attend and cover a news event (a news event can be anything of interest to your audience). Write a 400-500-word story appropriate for online publication, which means including digital components such as links, embeds, videos or audio clips. Also, include at least three human interviews and appropriate visuals. The expectation is that you will answer the questions who, what, where, when, why, and how in your story. Journalists are the eyes and ears for readers – be sure that you capture all aspects of your story.

This can be treated as a news column, in which you use some personal reactions and more informal forms of storytelling (for example, using first-person instead of third-person in

your writing). Still, they should be written according to journalistic and AP Style. Proper grammar and other writing conventions must be adhered to as well.

Specifically, you need to include at least five (5) photos with captions and either a video clip or an audio clip of at least 30 seconds that has a caption explaining what it is. You also need to include at least five links to other pieces of information.

You should also use your phone's camera to capture visuals to accompany your reports. They should be embedded in the post, and one should also be uploaded as the "featured image" before you publish your report. Having visuals with your writing is crucial in the online publishing world. You can shoot either vertically or horizontally, but horizontal images tend to work best as the featured image.

This post should be made on your website in an appropriate blog category. The default category is "uncategorized," so, at least, you need to change the name of the default category to "news" or "general" or something of that nature.

Here is [the rubric](#) that will be used for this assignment.

This assignment will be turned by submitting your website url via the appropriate assignment on the LMS. This url will look something like this:
<http://samplesitetitle.wordpress.com/2020/04/15/sterling-journalists-win-awards/>.

So to get this url you must publish your post. Submitting an "edit" url (what you see while you are creating your post) will result in a zero.

7.) Video Storytelling Project (100 points) — The purpose of this assignment is to produce a video that will be viewed online. It needs to tell a compelling story that highlights a person or news event of interest.

You will be able to choose the focus of your piece, and the final product needs to be a 30-90-second story that contains at least one human source.

Since this is being produced primarily for use on mobile devices shared via your website and social media, there are a few things you need to consider. First, when you have spoken words, you might need on-screen text to caption what is being said. You have to assume people will be watching it without having their sound on. So that also means there needs to be text on the screen in conjunction with a VO (voice over) you do. Second, if this will be primarily viewed on a handheld device, you might want to record the video vertically. However, if you are going to repurpose the video for other uses, you will want to shoot it horizontally. You need to make that decision. In your editing software, you can crop horizontal footage vertically. Of course, if you can film in a square, that would be the best of both worlds. Third, because this video is only 30-90 seconds long, you need to decide on the tempo, tone and scope. This must match the subject of the video.

Don't forget, you can use images/photos/graphics as well as video and on-screen text. That's a decision left up to you, the producer.

Regardless of the stylistic choices you make, you need to produce this video by primarily using your phone. All videos and photos should be taken with your phone. Then, you can either email/download the content to a computer to use video-editing software (I'm recommending iMovie in this instance simply because it is a quick video production tool for Mac, but Windows has a similar option), or you can use Adobe Premiere Rush, iMovie, or any other video editing application available on your phone. Yes, if you don't have an iPhone, iMovie is not an option, but Premiere rush is an option.

When you are done, you need to upload your video to [YouTube](#) (so you might need to create an account). You can make it an "unlisted" video to prevent others from just stumbling across it, if you would like. Once it is on [YouTube](#), you need to get the necessary code and embed it on a page or post on your website. Then, to submit your project, upload a direct url to the page/post where you embed your project on your website.

If this is not submitted properly or the video will not play for any reason, a zero will be given.

Here is [the rubric](#) that will be used for this assignment.

8.) Final Project (350 points) — Using the Wordpress sites/accounts established in class, students will continue to build their personal sites. This site will continue to house all work created in this class, in addition to new content that will be created specifically for this project. All existing pages and content should continue to be live on the site. Specific requirements are listed below:

- Site must have a total of at least six pages or sections, which means at least two new pages must be created. Pages can represent separate areas of the site, and should function as chapters of the story you are telling, which is a story about your work and life.
 - One page still must be a combined about/bio (using information from the "Student Bio" assignment . . . but don't try to put your html code here; just replicate the information) and contact page, on which you list (you don't have to link it) your email address.
 - A photo of you must be used on this page.
 - You must have a blog section.
 - Other pages could be work examples, multimedia content, et cetera.
- Decide on an appropriate theme and navigation strategy.
 - The navigation strategy has to grow in order to account for new pages.
- Include appropriate photos or graphics on every page. You should include a site logo/header or something unique on the introductory page.
 - These photos must either be originals taken by you or Creative Commons images.
 - The site logo should be created using [Canva](#), which is a service you can use to create graphics and is free.

- Include a second Carousel for a photo slideshow. Photos in a carousel must have captions.
 - This can be done using either a plugin or the photo gallery functionality native to Wordpress.
- Include at least three additional external links to relevant sites.
- Your “News Blog Post” assignment should still be present.
- Your “Video Storytelling Project” should still be included as either a post or page.
 - Videos will be hosted on [YouTube](#) and embedded on your page.
 - This should have already been done earlier, so this shouldn’t cause any extra work for you.
- Each student must write at least one (1) new 350-word article/story for their site, based off of interviews and of a journalistic nature, that will be posted in the blog section.
 - This article should not be done at the last minute. There should be a reasonable time between the posting of it and the due date of this project.
 - The article should be topical and newsworthy.
- Site must include two (2) additional multimedia components. For each multimedia component, include a few lines of text describing what the multimedia component is about.
 - At least one (1) 30-second Voice-Over package.
 - Videos should have the reporter narrating over b-roll footage.
 - This should be a news or feature (public relations orientated) package.
 - Videos will be hosted on [YouTube](#) and embedded on your page.
 - At least one (1) 5-minute audio piece of an interview.
 - Students should use [Anchor](#) to record and embed the piece.
- Site must include a social media widget showcasing your Twitter feed.
 - This should allow a site user to view the “Live Tweet Project” you completed previously.

The emphasis on this project is to create new information and content. Graphics and photography should also be your original work in all possible instances.

Scores will be determined based upon [this rubric](#). This assignment will be turned by submitting your website url via the appropriate assignment on the LMS.

This url will look something like this: samplesitetitle.wordpress.com. So to get this url you must publish your site. Submitting an “edit” url (what you see while you are creating your site) will result in a zero.

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 made first on the provided LMS and then on the syllabus, which can be found on the [live syllabi page](#) of the professor's website.

SECTION	READINGS/DISCUSSIONS/ASSIGNMENTS
<p>Module 1 — 5/24-5/30</p>	<ul style="list-style-type: none"> ● Read: <ul style="list-style-type: none"> ○ Welcome ○ Explication ○ Briggs, Introduction ○ Briggs, chapter 1 ● Discussions: <ul style="list-style-type: none"> ○ Introduce Yourself Discussion (<i>due 11:55 p.m., 5/30</i>) ○ Module #01 Discussion (<i>due 11:55 p.m., 5/30</i>) ● Exercises/Activities: <ul style="list-style-type: none"> ○ Complete the “Build An HTML Page Quickly” exercise starting on pg. 22 ● Assignments: <ul style="list-style-type: none"> ○ Student Bio Website (<i>assigned</i>) ○ Module #01 Quiz (<i>due 11:55 p.m., 5/30</i>)
<p>Module 2 — 5/31-6/6</p>	<ul style="list-style-type: none"> ● Read: <ul style="list-style-type: none"> ○ Explication ○ Briggs, chapter 2 ● Discussions: <ul style="list-style-type: none"> ○ Module #02 Discussion (<i>due 11:55 p.m., 6/6</i>) ● Assignments: <ul style="list-style-type: none"> ○ Wordpress Project (<i>assigned</i>) ○ Module #02 Quiz (<i>due 11:55 p.m., 6/6</i>) ○ Student Bio Website (<i>due 11:55 p.m., 6/6</i>)
<p>Module 3 — 6/7-6/13</p>	<ul style="list-style-type: none"> ● Read: <ul style="list-style-type: none"> ○ Explication ○ Briggs, chapter 3 ○ Briggs, chapter 9 ● Discussions: <ul style="list-style-type: none"> ○ Module #03 Discussion (<i>due 11:55 p.m., 6/13</i>) ● Assignments: <ul style="list-style-type: none"> ○ Live Tweet Project (<i>assigned</i>)

	<ul style="list-style-type: none"> ○ Module #03 Quiz (<i>due 11:55 p.m., 6/13</i>) ○ Wordpress Project (<i>due 11:55 p.m., 6/13</i>)
<p>Module 4 — 6/14-6/20</p>	<ul style="list-style-type: none"> ● Read: <ul style="list-style-type: none"> ○ Explication ○ Briggs, chapter 4 ● Discussions: <ul style="list-style-type: none"> ○ Module #04 Discussion (<i>due 11:55 p.m., 6/20</i>) ● Assignments: <ul style="list-style-type: none"> ○ News Blog Post (<i>assigned</i>) ○ Final Project (<i>assigned</i>) ○ Module #04 Quiz (<i>due 11:55 p.m., 6/20</i>) ○ Live Tweet Project (<i>due 11:55 p.m., 6/20</i>)
<p>Module 5 — 6/14-6/20</p>	<ul style="list-style-type: none"> ● Read: <ul style="list-style-type: none"> ○ Explication ○ Briggs, chapter 5 ○ Briggs, chapter 6 ● Discussions: <ul style="list-style-type: none"> ○ Module #05 Discussion (<i>due 11:55 p.m., 6/20</i>) ● Assignments: <ul style="list-style-type: none"> ○ Video Storytelling Project (<i>assigned</i>) ○ Module #05 Quiz (<i>due 11:55 p.m., 6/20</i>) ○ News Blog Post (<i>due 11:55 p.m., 6/20</i>)
<p>Module 6 — 6/21-6/27</p>	<ul style="list-style-type: none"> ● Read: <ul style="list-style-type: none"> ○ Explication ○ Briggs, chapter 7 ● Discussions: <ul style="list-style-type: none"> ○ Module #06 Discussion (<i>due 11:55 p.m., 6/27</i>) ● Assignments: <ul style="list-style-type: none"> ○ Module #06 Quiz (<i>due 11:55 p.m., 11/15</i>) ○ Video Storytelling Project (<i>due 11:55 p.m., 6/27</i>)
<p>Module 7 — 6/28-7/4</p>	<ul style="list-style-type: none"> ● Read: <ul style="list-style-type: none"> ○ Explication ○ Briggs, chapter 8 ● Discussions: <ul style="list-style-type: none"> ○ Module #07 Discussion (<i>due 11:55 p.m., 7/4</i>) ● Assignments: <ul style="list-style-type: none"> ○ Module #07 Quiz (<i>due 11:55 p.m., 7/4</i>) ○ Final Project (<i>due 11:55 p.m., 7/4</i>) ○ Final Quiz (<i>due 11:55 p.m., 7/4</i>)