Media 2350.002
Media Performance
Professor Jennifer J. Bray
SPRING 2020

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Class Meeting Time & Location: R @ 4:20PM – 6:50PM in IH 163

Catalog Course Description:
This course is designed to teach students pronunciation, effective writing and on-air performance techniques for all kinds of media environments with videotaped presentations.

MEDA 2350 Outcomes:
The learning goals listed below describe the specific kinds of learning that I expect you to achieve during the semester. The learning goals of this course center both on writing and performance.

- Students will learn to apply basic composition principles to writing for all types of media. This includes consideration of audience, purpose and writing to comply with differing expectations for specific mediums. Students will learn to apply writing processes: brainstorming, drafting, revision, and peer review, before publication.
- Students will strengthen interviewing skills, both on camera and as part of the information-gathering process.
- Students will strengthen copy writing skills, including writing for feature and hard news stories.
- Students will perfect on-camera appearance, including appropriate hair, make-up and clothing.
- Students will learn basics of vocal techniques, including breathing, pace, and tone.
- Students will become comfortable in “live” reporting situations and gain valuable on-camera experience.
- Students will complete the course with projects that are suitable for use on an audition reel.

MEDA 2350 Textbook and Materials:

Required
- A YouTube account; either one created for this class, or one that is only for your professional use.
- Access to a Google Drive account.

Suggested
- Access to your Islander account, Blackboard, and One Drive.
- Notebook, pen and paper for taking notes in class, or in case the internet goes down.
Major Course Requirements (Grade Distribution: dates, nature of assignments, assignment weight)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of course grade</th>
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<tbody>
<tr>
<td>Daily Writing, Attendance &amp; In-Class Participation, Homework, Reading Quizzes, Research Log</td>
<td>10</td>
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<tr>
<td>YouTube Informative Video</td>
<td>10</td>
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<tr>
<td>“Look Live”</td>
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<tr>
<td>News Brief</td>
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<tr>
<td>Podcast</td>
<td>30</td>
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<tr>
<td>Comprehensive Digital Portfolio</td>
<td>10</td>
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<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**Daily Writing, Attendance, Homework, Research Log and In-class Participation**

Attendance is compulsory and will be measured through your daily writing and other in-class activities. Please understand that you must participate in class to earn your full daily writing/participation credit. **You will be responsible for saving all of your work for possible inclusion in your Digital Portfolio; your portfolio should represent a broad range of in-class activities, writing, and research, in addition to the completed projects you wish to highlight.** You may not make up missed class participation grades. If you do miss class, you are still encouraged to complete the posted assignments, as these assignments are designed to help you draft or revise major projects, or to refine your thoughts regarding class topics.

Homework assignments will vary but will be explicitly scheduled and explained on the online class plans on my wiki page. Because of the volume of grading I have, I will sometimes ask that you submit your homework as a printed, typed document. Please staple your homework if it is more than one page. There may be other times that you will submit your homework via BlackBoard. All homework is due at the beginning of class. I will not accept late homework assignments. Finally, you will be assigned periodic quizzes based on the assigned readings, and these quizzes will count as homework grades as well.

Scripts: all projects will require that you submit multiple scripts for each project and that you seek and provide peer feedback on your scripts. These submissions will count toward your homework average. This is a writing intensive course, and a big part of how you will be evaluated is the quality of your writing.

Finally, I ask that you create a Research Log that you keep throughout the semester. On camera performance is based on how comfortable you are with what you’re talking about. The more you know, the more you will come across on camera as credible and knowledgable. For each project, you will be required to conduct enough credible research to write your scripts and speak authoritatively on camera. Please keep a running log of all research you conduct.

**YouTube Informative Video**

We’ll begin with a project in a genre you’re already very familiar with…a YouTube video. This project requires that you choose a topic, research this topic, and write an informative script. You will be responsible for assembling any props and for choosing the location of your shoot (for example, your kitchen). You will be evaluated on how well you offer useful information, the clarity of your instructions, and your on-camera presence. You must publish your video to your professional YouTube channel. Maximum length: 4 minutes.
“Look Live”
For this project, you will be assigned an on-campus event to cover “live.” So, you will tape your report as if you are part of a live studio broadcast. You must conduct research on the event before your report. You may choose to conduct an interview as part of your report, but it’s not required. You may not edit your report; your video must be immediately uploaded to your YouTube professional channel. Maximum length: 2 minutes.

News Brief
You will be required to write a 2 minute on-camera news brief that includes at least 4 stories and an intro and outro. You may choose to produce a campus, local (Corpus Christi), state, or national news brief. But you must conduct all research and write all copy yourself. You will have access to the Island Waves newsroom and a teleprompter to tape your news brief. You may add B-roll in post production, but this is not required.

Podcast
For this project you will choose a partner and create a Podcast. The Podcast must fall under one of these possible genres: campus news, sports, politics, or social issues. You must include a guest who is interviewed live during the recording of the podcast. You will be provided studio space and microphones to record your show. You may use whatever platform you choose to publish the Podcast (many are free such as Audacity or Garage Band on Macs). You may find “Buzzsprout” useful; it has a free option. You will be responsible for post-production, though this should be minimal. You are encouraged to use music, but any music must be original or be royalty free. Finally, you must design cover art for your podcast. Maximum length: 20 minutes.

Comprehensive Digital Portfolio
For your final exam in this class, you will construct an on-line Digital Portfolio of your work in this class and make this available via a Google Folder. The only new piece of writing that is required in a portfolio is an extensive reflective overview, which is a piece of writing that presents the portfolio contents to readers / evaluators and that explains why particular contents were chosen and what they are meant to show. A strong portfolio will not include “everything” you’ve done in this class, but rather highlight significant learning experiences. In other words, if you endured a failure in a project, you may want to include that project and discuss how you learned from your mistake and moved on. The portfolio should demonstrate your writing and research processes that were used to produce your projects.

Classroom/Professional Behavior
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

In-class Conduct
In general, treat each other and me with respect and follow standards of common courtesy. Media is definitely a team sport. (“There’s no “I” in team” was my former newsroom’s motto!). My hope is that we grow into a true community of writers and media folk. Here are a few specifics:
• Please use electronic devices appropriately. This means that cell phones or other electronic communication devices should be turned off and placed out of sight during lectures and
class activities. Obviously, it’s ok to bring out your phone to use for class work…such as typing an assignment into your calendar. You may also listen to music during daily writing or workshops, so long as you wear ear buds, and your music isn’t audible to your neighbor. I’ll abide by these same rules. Bottom line, just be polite.

- Be a thoughtful and empathetic peer editor to your fellow writers. This means that you consider their ideas respectfully, provide substantive and thoughtful feedback to their writing and project critiques, and encourage their progress as a writer and as a media professional.

- Do not use your time in Media 2350 to work on assignments for other classes.

- You are encouraged to bring your laptops since we won’t be in a computer lab. However, your computers are to be used for Media 2350 work only. Is is very distracting to your fellow students is you are watching videos or sports, or shopping online in class. Use your time in class productively.

Attendance

Like anything else, writing and media performance improve with practice. That’s why it’s essential that you attend class every meeting. To earn daily, in-class writing points, you must be on time, come to class prepared (including bringing any required homework assignments), participate in all class activities, and remain in class for the entire period. If you have to miss a class, please email me and let me know about your circumstances. If you miss more than two classes, I will ask that you come visit me during office hours so we can discuss your situation. The class is designed so that you can earn a good grade even if you aren’t an Ernest Hemingway or Diane Sawyer, but you do have to show up and do the work.

Late Work

Late work is not accepted. Media professionals live and die by deadlines. If you miss a class, you may not make up missed Daily Writing or Homework assignments, unless you have a major, catastrophic event for which you provide documentation. Major writing projects and portfolios will not be accepted late unless you have an approved extension.

Extensions

Extensions on major projects will be considered by the instructor if the student has requested an extension in writing via email 48 hours before the due date. The approval of an extension is entirely at my discretion. If you will be missing a photo shoot, you are responsible for arranging a new photo shoot on your own. In your email, you MUST specify the new TIME and DUE DATE you will be submitting your work, and how you will be handling production. It is the student’s responsibility to provide documentation of the granted extension (i.e. the printed emails) and include these with the late submission. Work that is submitted late without documented proof of an extension will not be accepted, even if you received an extension. No extensions will be granted for the Digital Portfolio due to time constraints with grading at the end of the semester.

Documentation

We will abide by the Associated Press Style Guide for all scripts.

Student Success

If there is a unique situation that arises that prevents you from turning in a major assignment or that causes you to miss a great deal of class, please email me and come see me during my office hours so I can be aware of your situation and possibly help you find resources you might need. Additionally, I am willing to adjust the weight (percentage) of major assignments based on your situation. These arrangements will vary and you must see me in person to pursue this option.

Attending office hours is a key to success in higher education, especially in writing intensive courses. I expect that you utilize office hours for one on one feedback on your writing and
performances, and to be able to address your learning needs on an individualized basis. Because of FERPA regulations, we cannot discuss grades in the classroom; this must be done during office hours. I am happy to answer specific questions re. projects via email. However, I will not provide any detailed feedback on your scripts via email. Please come and see me face to face.

**Blackboard**

Like all tools, BlackBoard has advantages and limitations. Our University’s version of Bb has some definite limitations, in my opinion. We will mostly use shared google docs for daily writing activities, and for some homework assignments. Either way, the instructions will be explicit on our weekly class plans. I know you are worried about your grades. I will do my best to update grades that are submitted via Bb, and to post major assignments in the grade book. Please understand that grades in Bb are not reflective of your course averages! If you have a concern about grades, please come and see me during office hours.

**Support for Basic Needs**

Insufficient basic needs—food, a safe living space—can affect your performance in classes and make your university experience more challenging. If you have difficulty affording groceries or accessing sufficient food, or you lack a safe and stable place to live, you might consider several resources on campus.

- Contact the Division of Student Engagement and Success for support. Specifically, the office of Student Assistance provides consultations, resource management, and institutional support for “extenuating circumstances.” Their website is here: [http://studentaffairs.tamucc.edu/StudentAssistance.html](http://studentaffairs.tamucc.edu/StudentAssistance.html). The Student Assistance Coordinator is Kristeen Gonzalez. UC318, M-F 8AM-5PM. 361-825-2612
- If you do not have access to or cannot afford sufficient food, be aware that “Izzy’s Food Pantry” provides on-campus access to food. Find more information here: [http://seas.tamucc.edu/FoodPantry/](http://seas.tamucc.edu/FoodPantry/)
- If you feel comfortable doing so, please talk with me and/or your other professors. We may be able to assist.

**Writing Center**

The CASA Writing Center at TAMUCC, located in Room 112 of the Glasscock Student Success Center, provides free help for students at any stage of their writing process. Writing Consultants are trained to support writers in planning, outlining, drafting, organizing, and/or revising their writing and are also knowledgeable in citing sources in various documentation styles used in academic writing. It offers both face-to-face and online appointments for both undergraduate and graduate students. The Writing Center works closely with faculty across the TAMUCC campus to understand writing in different disciplines and to help students meet these expectations. The Writing Center encourages students to make a 30-minute appointment; however, if Writing Consultants are available, they do accept walk-in appointments. Visit [casa.tamucc.edu/wc.php](http://casa.tamucc.edu/wc.php) to create an account using your @islander.tamucc.edu email address. Once you have an account, you can log-on to make an appointment.

**Academic Honesty/Plagiarism**

The University will not tolerate plagiarism or any other form of intellectual or academic dishonesty. Violations of academic honesty will be processed under the Procedure for Academic Misconduct Cases 13.02.99.C3.01 (see [http://ses.tamucc.edu/grievances.html](http://ses.tamucc.edu/grievances.html) and the Student Code of Conduct [http://judicialaffairs.tamucc.edu/assets/2013-2014StudentHandbook.pdf](http://judicialaffairs.tamucc.edu/assets/2013-2014StudentHandbook.pdf)). All cases of academic misconduct are recorded in the student’s file. Consequences are determined by the faculty member and/or the Academic Integrity Hearing Panel.

**Definition:** In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers. Most current discussions of plagiarism fail to distinguish between:
1. Submitting someone else’s text as one’s own or attempting to blur the line between one’s own ideas or words and those borrowed from another source, and
2. Carelessly or inadequately citing ideas and words borrowed from another source.

Such discussions conflate plagiarism with the misuse of sources. Ethical writers make every effort to acknowledge sources fully and appropriately in accordance with the contexts and genres of their writing. (Quoted from “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices”)

It is sometimes difficult to understand what plagiarism actually is. Students sometimes commit unintentional plagiarism (not citing sources properly, for example), because they are unaware of the standards that apply. Plagiarism includes

- using the work of another as your own,
- downloading or purchasing ready-made essays off the web and using them as your own,
- using resource materials without correct documentation,
- using the organization or language of a source without using quote marks and proper citation, or
- turning in a researched paper without citing sources in an appropriate documentation style.

Be aware that there are many ways to plagiarize. English 1301 and 1302 courses and the Writing Center at CASA will review rules of academic citation. Information about academic citation is available at the Purdue University’s OWL: [http://owl.english.purdue.edu/](http://owl.english.purdue.edu/) and/or from our local Writing Center at CASA.

**Grade Appeals Process**

As stated in University Procedure 13.02.99.C0.03, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C0.03, Student Grade Appeal Procedures. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost. These documents are accessible through the University Rules Web site at: [http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.c0.03_student_grade_appeals.pdf](http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.c0.03_student_grade_appeals.pdf).

**Academic Advising**

The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center (or in the Advising Center responsible for your major). The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466. For more information on contacting your major advisor, see [http://www.tamucc.edu/academics/academic_advising.html](http://www.tamucc.edu/academics/academic_advising.html).

**Disability Services**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room #116.
If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**Dropping a Class**
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Please be aware that you are allowed 6 drops in your entire undergraduate career, so these decisions must be made carefully. **Friday, April 10** is the last day to drop a class with an automatic grade of “W” this term.

**Provisional Course Outline**
Please see the course website for the most updated plans and deadlines.

- **Week 1:** Introduction to Media Performance
- **Week 2:** Drafting/The Writing Processes/Take Head Shots
- **Week 3:** YouTube as a Genre/Story Idea Due/Research Log entry
- **Week 4:** YouTube Projects Due/Form Podcast Teams/Research Look Live Topic/Interviewing Part I
- **Week 5:** Shoot Look Lives
- **Week 6:** Broadcast News Writing
- **Week 7:** Stacking a Show
- **Week 8:** Final Scripts for News Brief due /On Cam Practice
- **Week 9:** Shoot News Briefs
- **Week 10:** Podcast Basics/Finalize your Genre
- **Week 11:** Podcast Critiques/Interviewing II
- **Week 12:** Podcast Scripts Due
- **Week 13:** Podcast Rehearsals
- **Week 14:** Tape Podcast
- **Week 15:** Digital Portfolio Due