Syllabus for

Capstone: Professional Production for Publication
JMC 4400:0002 • Spring 2021
Tuesday/Thursday 9:30 – 10:45 a.m. • W332AJB

Charles Munro, Instructor
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- Office: E328 AJB
- Virtual office:
- Drop in hours (either in person or virtual): Tue/Thu 1:00-3:00 p.m or by appointment

Purpose:
The purpose of this course is to provide students the opportunity to work collaboratively to create professional quality, commercially viable content for multiple media.

The central focus of this course output.

► This is a class in which students produce real, practical “stuff” of value in our competitive commercial world that demands high quality products to inform, persuade or entertain.

Success:
Successful careers in professional fields related to journalism, strategic communication, or mass marketing depend on people who demonstrate mastery of storytelling across media. Thus, this course is ideal for those who wish to produce products that have viability in the real world and who bring with them an understanding of still, video, audio, text, and visual design techniques.

► Students who will perform best in this course are those who 1) have ideas, 2) thrive when collaborating in a team setting to develop them, and 3) are individually disciplined enough to meet a semester-end requirement for high value output.

Approach:
The course builds upon knowledge gained in previous SJMC courses and focuses it on creating content of potential interest to businesses beyond the university. Student work is subject be to critical judgments from experienced professional and their own peers.
Structure:
This class will be structured in a workshop-like manner where independent teamwork and innovation define not only our semester’s output, but also provide students with a solid foundation from which to pursue post-collegiate careers.

Instructor’s vision:
My vision is to create a class environment where students comfortable in collaborating in a highly-challenging, long-term assignment that will be subject to critical assessment by professionals. I want students to feel empowered to unleash creative, even controversial ideas for stories that they bring to life across multiple media platforms.

Student aspirations:
This course is ideal for students who...
- get excited about stories and wish to tell them effectively consistent with accepted industry techniques and best practices;
- wish to weave together their narrative-writing and audio/visual audio production skills into powerful short-form documentaries;
- realize that those who make the best visual presentations will be the ones who move the quickest and farthest in non-media industries;
- are entrepreneurial whose ideas includes the use of media.

Learning outcomes:
The School of Journalism and Mass Communication (SJMC) is committed to your academic and professional success. In line with this commitment we have identified particular learning outcomes that every student should obtain by the time they earn an SJMC degree. You can find more information about these learning outcomes at the following link: [http://clas.uiowa.edu/sjmc/undergraduate-programs/assessment](http://clas.uiowa.edu/sjmc/undergraduate-programs/assessment).

We regularly assess the curriculum to determine whether students are achieving these outcomes. This course has content to help you achieve proficiency in two areas specific to the SJMC learning outcomes.

1. **Media Literacy Learning Goal**
   Understand the principles of media literacy and develop the skills necessary to access, analyze, evaluate, and create media messages across multiple media domains.
   - **Learning Objective 1.** Students will demonstrate knowledge of the basic tenets of media literacy and how media literacy relates to their personal media habits and professional development.
   - **Learning Objective 2.** Students will develop critical thinking skills to analyze and interpret media messages through an understanding of media practices and institutions.
   - **Learning Objective 3.** Students will learn how to create and disseminate media messages in various forms.
2. **Writing and Storytelling Learning Goal**  
Understand that clear, concise, correct writing is at the heart of journalistic expression and that reporting and communicating it effectively requires a knowledge and achievement of the highest, professionally-accepted standards in all work.

**Learning Objective 1.** Students will demonstrate the ability to gather factual story elements, and to evaluate and express them in logical, narrative forms for multiple media and audiences.

**Learning Objective 2.** Students will display the ability to access and analyze data, report facts accurately, research and edit information responsibly and in a manner commensurate with professional standards.

**Learning Objective 3.** Students will demonstrate the ability to apply above concepts in a manner that is sensitive to audiences across all media.

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**How you earn your grade:**
The class is work performance based. There are no tests. Your course grade will be determined how well you perform in the categories listed below. Grades are based on a 100-point scale. Note how each is weighted in determining final course grades.

1. **ATTENDANCE (20%).** Each class session is a unique learning opportunity the experience of which cannot be made up. Sessions are designed to provide valuable time for class discussions and workshops, the value of which you miss if you are not there or if you arrive late. You are responsible for signing the attendance roster for each class.

   **Attendance policy:** There is no such thing as an “excused” or “unexcused” absence. You earn one percentage point for each class you attend. You earn a “0” percentage for each class you miss. If you are unable to attend for any of the following reasons you earn 0.80 percentage point:

   - **You are ill.** Notify me as soon as you can that you will not be attending a class. (I generally leave this to your discretion, but I may request a written verification.)
   - **You have a family emergency.** Notify me as soon as you are able.
   - **You are attending a UI-sanctioned event.** Notify me in advance with the dates you will need to be away.
   - **You have a religious obligation.**

   [See also “Accommodations for Disabilities” below.]

If you miss a class for any reason you should first contact one of your teammates or another classmate. Watch for changes in ICON “Announcements.”

▶ Remember that you are responsible for material covered in class that you miss for any reason!
2. **ENGAGEMENT (10%).** In addition to attending, students are expected to participate actively in the course process both when meeting in teams and together as a class. That means engaging in class discussion sessions, offering frequent and honest comments on classmates’ work, and listening to constructive comments to improve your own work.

*Community Channel.* To ensure that course content is contemporary and that students stay engaged with the outside world, all members of the class will be required to seek out and post items on a discussion site titled, “Community Channel.” Items can cover any of a broad range of topics intended to spark discussion. Examples they can include relevant articles on the status of media, media/tech business trends, noteworthy news items, critiques of published content, research of interest or a personal take on a news event. To earn full points score students should plan to post at least one Community Channel item every four weeks – a total of 4 posts for the semester.

3. **PEER REVIEW (10%).** At times during the semester teams will be asked to review each other. These are done on a confidential basis intended to provide feedback on how well teams are collaborating (see p 5). The feedback is intended both to offer constructive comments and to promote team interaction.

4. **JUDGES’ PANEL (60%).**
   This course is project based. Projects must be of a “publishable standard” in three media each making up a third of the final grade. In the second week of the course students will meet five professionals with experience in these media. These professionals will discuss best practices for ensuring the final projects are of the highest quality. In the final two weeks of the semester the same professionals will sit as a panel to judge and score your semester’s work.

**Determining your letter grade:**
Each assignment is graded with a 100-point scale. The equivalent point/letter grades are:

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<tr>
<th>From %</th>
<th>To %</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100</td>
<td>99</td>
<td>A+</td>
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<tr>
<td>98</td>
<td>93</td>
<td>A</td>
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<tr>
<td>92</td>
<td>90</td>
<td>A-</td>
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<tr>
<td>89</td>
<td>87</td>
<td>B+</td>
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<tr>
<td>86</td>
<td>83</td>
<td>B</td>
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<tr>
<td>82</td>
<td>80</td>
<td>B-</td>
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Collaboration:
Your final project is collaborative. In the first week of the semester we will agree upon and write the accountabilities for each member of a team. This is intended to apportion work so each student contributes equally to the final project. Peer reviews will include both self-evaluation, group evaluation and a review of this equality or the lack of it. Since the final project carries the heaviest weight of the course grade, any students who misrepresents themselves as an equal partner in the collaboration but who are actually letting others do the bulk work will be reported to the College for academic dishonesty. If you have questions, it is your responsibility to ask them.

Planning your time:
University policy sets a weekly standard of two hours outside of class work for every course hour. Understand that That includes out-of-class work time. Therefore, you should expect up to 6 hours per week of course work. When working with classmates in a team, you must coordinate your availability with your teammates.

Communicating with the instructors and complaints:
We regard student communication as my highest priority. No student should ever feel constrained, intimidated, or in any way discouraged from using any of the following means to communicate concerns or complaints about this course:

- **Remain after class.** Never leave a course session with an unanswered question
- **Drop by during office hours** (see page one) to discuss questions about the course content, procedures, standards, your grade, or to discuss a matter of personal concern.
- **Communicate with me anonymously.** Post your concern on the ICON folder titled, “Back Channel,” which is set up so that any student can communicate with me and not have to identify themselves. This is useful to express concern about teamwork.
- Scheduling an appointment or drop in during office hours.
- Telephoning the numbers on page one. Leave voicemail. We *always* call back!

Unresolved complaints procedure:
You may take a complaint (or suggestion) involving course content, class material, grading, or instruction that you feel is not resolved to your satisfaction to the Director of the UI School of Journalism and Mass Communication, Dr. David Ryfe either by visiting him in room E305 AJB, by phone at 319-335-3486, or by sending an email to david-ryfe@uiowa.edu. If still unresolved, students may next bring the issue to the College of Liberal Arts and Sciences. See this page for more information: [https://clas.uiowa.edu/students/handbook/student-rights-responsibilities](https://clas.uiowa.edu/students/handbook/student-rights-responsibilities).
Absences and Attendance
Students are responsible for attending class and for contributing to the learning environment of a course. Students are also responsible for knowing course absence policies, which vary by instructor. All absence policies, however, must uphold the UI policy related to student illness, mandatory religious obligations, including Holy Day obligations, unavoidable circumstances, and University authorized activities (https://clas.uiowa.edu/students/handbook/attendance-absences). Students may use the CLAS absence form to aid communication with the instructor who will decide if the absence is excused or unexcused; the form is located on ICON within the top banner under "Student Tools."

Academic Integrity
All undergraduates enrolled in courses offered by CLAS have in essence agreed to the College's Code of Academic Honesty. Academic misconduct affects a student's related grade and is reported to the College which applies an additional sanction including suspension. Outcomes about misconduct are communicated through UI email (https://clas.uiowa.edu/students/handbook/academic-fraud-honor-code).

Accommodations for Disabilities
UI is committed to an educational experience that is accessible to all students. A student may request academic accommodations for a disability (such as a mental health, attention, learning, vision, and a physical or health-related condition) by registering with Student Disability Services (SDS). The student is then responsible for discussing specific accommodations with the instructor. More information is at https://sds.studentlife.uiowa.edu/.

Administrative Home of the Course
The College of Liberal Arts and Sciences (CLAS) is the administrative home of this course and governs its add/drop deadlines, the second-grade-only option, and related policies. Other UI colleges may have different policies for courses offered by that college. CLAS policies may be found here: https://clas.uiowa.edu/students/handbook.

Classroom Expectations
Students are expected to comply with University policies regarding appropriate classroom behavior as outlined in the Code of Student Life (https://dos.uiowa.edu/policies/code-of-student-life/). This includes related UI policies and procedures that all students have agreed to regarding the COVID-19 pandemic. Particularly, each student must wear a face mask when in a UI building, including a classroom. The density of seats in classrooms has been reduced, and in some instances, this will allow 6 feet or more of distance while other cases, it may be less. Regardless, wearing a face mask and maintaining as much distance as is possible are vital to slowing the spread of COVID-19. In the event that a student disrupts the classroom environment through the failure to comply with a reasonable directive of an instructor or of the University, the instructor has the authority to ask that the student to leave the space immediately for the remainder of the class period. Additionally, the instructor is asked to report the incident to the UI Office of Student Accountability, with the possibility of additional follow-up with the student. Students who need temporary alternative learning arrangements (TALA) for a future semester related to COVID-19 should
visit this website for more information: https://coronavirus.uiowa.edu/temporary-alternative-learning-arrangements-tala.

Class Recordings: Privacy and Sharing
Some sessions of a course could be recorded or live-streamed. Such a recording or streaming will only be available to students registered for the course. These recordings are the intellectual property of the faculty, and they may not be shared or reproduced without the explicit written consent of the faculty member. Students may not share these sessions with those who are not enrolled in the course; likewise, students may not upload recordings to any other online environment. Doing so is a breach of the Code of Student Conduct and in some cases is a violation of the Federal Education Rights and Privacy Act (FERPA).

Communication and the Required Use of UI Email
Students are responsible for official correspondences sent to the UI email address (uiowa.edu) and must use this address for all communication within or with UI (Operations Manual, III.15.2).

Final Examination Policies
The final exam schedule is announced around the fifth week of classes; students are responsible for knowing the date, time, and place of a final exam. Students should not make travel plans until knowing this information. No exams of any kind are allowed the week before finals with a few exceptions made for particular types of courses such as labs or off-cycle courses: https://registrar.uiowa.edu/final-examination-scheduling-policies.

Nondiscrimination in the Classroom
The University of Iowa is committed to making the classroom a respectful and inclusive space for people of all gender, sexual, racial, religious, and other identities. Toward this goal, students are invited in MyUI to optionally share the names and pronouns they would like their instructors and advisors to use to address them. The University of Iowa prohibits discrimination and harassment against individuals on the basis of race, class, gender, sexual orientation, national origin, and other identity categories set forth in the University’s Human Rights policy. For more information, contact the Office of Equal Opportunity and Diversity (https://diversity.uiowa.edu/eod; +1 319 335-0705 or (diversity.uiowa.edu)

Sexual Harassment
Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community must uphold the UI mission and contribute to a safe environment that enhances learning. Incidents of sexual harassment must be reported immediately. For assistance, please see https://osmrc.uiowa.edu/.

Reacting Safely to Severe Weather
In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue if possible when the event is over. For more information on Hawk Alert and the siren warning system, visit the Department of Public Safety website.
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JMC 4400:0002 ● Spring 2021

Course plan

Phases:
FOUNDATION ► IDEATION ► PREPARATION ► PRODUCTION ► CRITIQUE ► EVALUATION

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics</th>
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<tbody>
<tr>
<td>1</td>
<td>Tue/ Thu 1/26 &amp; 1/28</td>
<td>Phase I – FOUNDATION</td>
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<tr>
<td></td>
<td></td>
<td>Introductions</td>
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<td>Overview of semester (what we will be doing and how we will get it done)</td>
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<td>Project description, scope, and desired outcome</td>
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<td>Explain teams</td>
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<td>Professional panel and jury</td>
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<td>Equipment checkout procedure</td>
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<td>Take survey</td>
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<td>2</td>
<td>Tue/Thu 2/2 &amp; 2/4</td>
<td>Phase I – FOUNDATION (cont.)</td>
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<td>Form teams</td>
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<td>Discuss team standards</td>
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<td>Distribute team tasks</td>
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<td>Establish and agree upon individual accountabilities</td>
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<td>Discuss project management</td>
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<td>Determine scope and media</td>
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<td>Video examples</td>
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This plan is subject to change as class dynamics evolve during the course. Check ICON “Announcements” regularly.
| 3 | Tue/Thu 2/9 & 2/11 | **Phase II – IDEATION**  
Discuss Community Channel posts  
Introduction of professional panelists.  
- Lyle Muller (found Iowa Watch – retired)  
- Sarah Watson (Executive Editor, *Daily Iowan*)  
- Brooke Bierhaus (independent feature film maker)  
- Jeff Grisamore (founder and president of EGR Int’l)  
- Katelyn Harrop (talk show producer, Iowa Public Radio)  
Develop project ideas. |
|---|---|---|
| 4 | Tue/Thu 2/16 & 2/18 | IDEATION (cont.)  
Discuss Community Channel posts  
Introduction of professional panelists (cont.)  
Research ideas  
Determine resource needs.  
Workshop: team update of progress on research |
| 5 | Tue/Thu 2/23 & 2/25 | **Phase III - PREPARATION**  
Discuss Community Channel posts  
Develop outline and storyboard  
Determine shooting schedule.  
Written workflow for multiple media  
Finalize multiple media distribution plan. |
| 6 | Tue 3/2  
Thu 3/4 | **INSTRUCTIONAL BREAK**  
PREPARATION (cont.)  
Discuss Community Channel posts  
Determine scope of project!  
Begin to gather video and writing!  
Sharpen outline and revise workflow as necessary! |
<table>
<thead>
<tr>
<th></th>
<th>Tue/Thu</th>
<th>Phase IV – PRODUCTION</th>
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</table>
|    | 3/9 & 3/11 | Discuss Community Channel posts  
|    |           | Work in teams: shooting, editing and writing. |
| 8  | Tue/Thu  | PRODUCTION (cont.) |
|    | 3/16 & 3/18 | Discuss Community Channel posts  
|    |           | Work in teams |
| 9  | Tue-Thur | PRODUCTION (cont.) |
|    | 3/23 & 3/25 | Discuss Community Channel posts  
|    |           | Work in teams  
|    |           | Peer review |
| 10 | Tue-Thur | PRODUCTION (cont.) |
|    | 3/30 & 4/1 | Discuss Community Channel posts  
|    |           | Work in teams |
| 11 | Tue/Thu  | PRODUCTION (cont.) |
|    | 4/6 & 4/8 | Discuss Community Channel posts  
|    |           | Work in teams |
| 12 | Tue/Thu  | PRODUCTION (cont.) |
|    | 4/13 & 4/15 | Final edits |
| 13 | Tue/Thu  | PRODUCTION (cont.) |
|    | 4/20 & 4/22 | Peer Review |
| 14 | Tue/Thu  | Phase V – CRITIQUE |
|    | 4/27 & 4/29 | Revise  
|    |           | Submit all team projects for professional panel of judges. |
| 15 | Tue/Thu  | Phase VI – EVALUATION |
|    | 5/4 & 5/6 | JUDGES PANEL  
|    |           | Course ends |