Mission Statement:
Our mission is to serve as a leading center of Christian thought and action providing an excellent education from a biblical perspective and global context in pivotal professions to equip Christian leaders to change the world.

COURSE SYLLABUS

DEPARTMENT OF STRATEGIC COMMUNICATION & JOURNALISM

COM 641
DIRECTED PROJECT IN DIGITAL MEDIA
SPRING 2012
DISTANCE

INSTRUCTOR INFORMATION

Instructor: Dr. Terilyn J. Goins
Phone: (757)352-4221
E-mail: tgoins@regent.edu
Office Hours: by appointment
Office Location: COM 267

All students are required to read and have a thorough understanding of the syllabus. Any questions or concerns need to be addressed to the instructor.
RATIONALE/COURSE OVERVIEW

Course Description

This course provides a culminating experience (student’s final semester) within the context of working in a professional digital media industry. Each student will participate in one or more projects that provide technologically immersive and practical experience. Students make arrangements with a professional organization that employs digital media with assistance from the School of Communication and the Arts. Throughout the term, students consult regularly with their professor-advisor, who will monitor their progress, assign appropriate readings, and provide assistance. Assessment of the students’ work will be provided by an industry supervisor in consultation with the student’s professor-advisor.

Integration of Faith and Learning

The creative energy that called the world into existence is the word of God. This word imparts power; it begets life. Every command is a promise; accepted by the will, received into the soul, it brings with it the life of the Infinite One. It transforms the nature and recreates the soul in the image of God. ~E. G. White

Every truth known to humankind is God’s truth; apart from God, truth does not exist. As Christ followers, we have a responsibility to not only seek knowledge, but to recognize the foundations upon which knowledge is based. 2 Timothy 2:15 issues this charge, Do your best to present yourself to God as one approved, a worker who does not need to be ashamed and who correctly handles the word of truth.

Integration of faith and learning into the educational environment goes much deeper than speaking words of prayer or engaging in a daily devotional. It is the understanding that all we are, all we think, all we say, all we do, and all we aspire to be derives from who we are in Christ. As we explore the philosophical underpinnings of the human communication process, we simultaneously discover the inextricable links between God’s design, our pursuit of knowledge, and revelations of truth. These words from Our World Belongs to God: a Contemporary Testimony convey well the essence of the faith and learning endeavor:

The rule of Jesus Christ covers the whole world.
To follow this Lord
Is to serve Him everywhere,
Without fitting in,
As light in the darkness,
As salt in a spoiling world.

As we engage in our educational endeavors, we are called to further the kingdom of God. As we come to understand and integrate the truth of our faith and knowledge into our own lives, we are to convey that truth to those in need of Christ. As Matthew 5:13-16 says,

You are the salt of the earth. But if the salt loses its saltiness, how can it be made salty again? It is no longer good for anything, except to be thrown out and trampled underfoot. You are the light of the world. A city on a hill cannot be hidden. Neither do people light a
lamp and put it under a bowl. Instead they put it on its stand, and it gives light to everyone in
the house. In the same way, let your light shine before others, that they may see your good
deeds and glorify your Father in heaven.

COMMUNICATION STUDIES PROGRAM OUTCOMES

- Christian Worldview - Students will critique the worldviews commonly held by
  communication scholars and will formulate their own Christian worldview as a
developing communication scholar.
- Academics - Students will summarize and explain common ontological,
  epistemological and axiological approaches to the study of communication and will
  compose their own definition of communication based on their approach to the field.
- Christian Community - Students will contribute to the academic Christian community
  of communication scholars through their participation in on-line or on-campus
  doctoral colloquiums and academic conference gatherings with other Christian
  scholars.
- Mission Impact - Students will identify the major international organizations in the
  field of communication study and will explain their contributions to the field.

DIRECTED PROJECT IN DIGITAL MEDIA COURSE OUTCOMES

In this course, students will:

- Identify the digital media experience needed to work effectively within the media
  industry for the position or project acquired as part of this course.
  - Demonstrated in task selection and assignment, and final assessment paper.
- Explain and critically assess “digital media literacy” needed to understand how the
digital media production process functions and creates digital media forms and
  content.
  - Demonstrated in discussion with supervisor and professor, and in final
    assessment paper.
- Assess and explain how knowledge of digital communication technology affects
  one’s ability to evaluate the effects of digital media productions.
  - Demonstrated in final assessment paper.
• Assess the successes and failures of the organization in applying digital media technology to meet the needs of its customers.
  o Demonstrated in final assessment paper.

• Synthesize a faith-informed perspective of work within a digital media environment, considering the ethical challenges working within such an industry that can easily influence people with visual images.
  o Demonstrated in final assessment paper.

COURSE MATERIALS

RECOMMENDED TEXTS

Here are some excellent texts to help you to understand the implications of the digital revolution:


COURSE REQUIREMENTS AND ASSIGNMENTS

A. Class Participation
This is a self-paced class. You will be responsible for presenting an internship/project proposal, a series of three updates, supervisor and self-evaluations, and a final assessment paper.

B. Late Policy
All scheduled written assignments are due by 11:59 PM Eastern Standard Time by the deadline dates indicated on the syllabus. All assignments turned in after that time will be considered late. All late assignments will receive a deduction of one letter grade. No work will be accepted four days after the deadline. Late assignments will be graded without comment – if you are looking for feedback, please submit your work on time.

C. Extensions
Unless stated by the professor, all assignments are due no later than the date stated in the syllabus. Late assignments will be graded down one letter grade unless the student has an
approved extension. Except in cases of emergency, requests for extensions must be made to the instructor, at least twenty-four hours before the assignment is due. Be prepared to defend your reason why you need the extension.

D. Incomplete Grades
It is your responsibility to monitor your status in this class. I will not initiate a drop from class. If you find yourself unable to complete the work for the class, you must drop in a timely fashion. Failure to secure a drop will result in an "F" for the class. My experience demonstrates that 80% of students receiving "I" or "Incomplete" grades never complete the work. In an effort to spur you to complete any missed assignments in a timely fashion, I will not assign incomplete grades. In extreme circumstances, when extensions are provided to students, outstanding assignments may be completed early in the following semester and a grade change, if warranted, will be issued at that time. The only students who will be considered for extensions on end of semester assignments will be those who have completed all of the other work for the semester, and who have been diligent in their posting for the class.

E. Academic Integrity
The Regent University Graduate Catalogue notes: “A community of teachers and scholars recognizes the principles of truth and honesty as absolutely essential. The expectation at Regent University is that these principles will be rigorously followed in all academic endeavors, including the preparation of class reports and papers, giving and taking of examinations, and in protecting the validity of assigned grades. This assumes that all work will be done by the person who purports to do the work without unauthorized aids. Instructors will exercise due diligence in planning and supervising the academic program so that the principles of truth and honesty are encouraged.”

F. Plagiarism
Plagiarism occurs when a student utilizes the ideas or words of another author without appropriate citation. If you are unsure what constitutes plagiarism, look at some websites for examples. Plagiarism is a severe academic violation, and will not be tolerated. The university’s policy on plagiarism is that a first instance will result in a failure of the assignment in which it occurs. I will notify the dean of any act of plagiarism in my classes. A second instance will result in failure of the class, and a third instance may result in expulsion from the university.

In an electronic, cut-and-paste age, plagiarism is easy to do, even if you do not intend to do so. The best way to avoid plagiarism is to adopt a research regime that keeps quoted material separate from your original writing until such time as you need it. When doing research on the computer, open a separate file for every article or book you examine. At the top of the page, write in all bibliographic information, then, under that heading, type or paste quotations or paraphrases along with the page number associated with the quotation or paraphrase. Then, when you craft your paper, each time you paste a quotation or paraphrase, insert the parenthetical citation in text, and copy and paste the bibliographic information immediately into the “Works Cited” page.
A good rule of thumb is “when in doubt, cite.” I encourage students to use the “three word rule.” If you are taking three or more words verbatim from another author’s sentence, place quotation marks around them and fully cite.

ASSIGNMENTS

All essays written for this class must be double-spaced in Times New Roman, 12 point font (this assures uniformity in guidelines). All essays must conform to the Publication Manual of the American Psychological Association (APA), 6th ed.

The assignments for this course will consist of a series of five short written assignments. I know that some believe more words are better, but please adhere to the page limit guidelines. If you find yourself going over, edit the paper until you are in the proper range. Learning to “write short” is a valuable skill. Structural format for all papers should be as follows:

I. Introduction
   a. Get attention
   b. State thesis (one concisely stated declarative sentence that encompasses the essence of your essay – answers the question of what is being discussed)
   c. Preview specifically what you will discuss in the body of your essay – answers the question of how you will address the content (i.e., first, second, third, etc.).

II. Body
   a. Discuss previewed point one
      i. Transition to point two – tie together points one and two
   b. Discuss previewed point two
      i. Transition to point three – tie together points two and three
   c. Discuss previewed point three
      i. Transition to conclusion

III. Conclusion
   a. Review what you’ve discussed
   b. Restate thesis
   c. Offer concluding remarks for further consideration

Assignment 1. Proposal
By the beginning of week two, you need to secure an internship or take on a new project with an appropriate organization or company that will enable you to grow in your ability to understand and utilize digital media. The proposal should include: The name of the organization, the name and contact information for the intern’s immediate supervisor, a general description of the duties/projects, skill sets expected to be employed/learned, and expected outcomes. This proposal should be 3-4 pages in length. It is okay to have bulleted items within your essay format.

Assignments 2-4. Progress Updates
Once monthly, the student will provide a 2-3 page narrative update chronicling the progress of the internship. Appropriate topics include new or enhanced skill sets, problems presented/overcome, challenges, and innovations.
Assignment 5. Final Assessment
At or near the end of the semester, the student will submit a final 6-8 page report. The body of the report should include, but is not limited to, the following topics: initial expectations of the internship, areas of key growth, areas still needing development, project evaluation, and assessment of the internship experience.

Supervisor Evaluation.
The student must request a letter of evaluation be sent to the professor postmarked no later than April 24th. IMPORTANT: Have all supervisor evaluations written on company letterhead and mailed to: Dr. Terilyn J. Goins, 1000 Regent University Drive Virginia Beach, VA 23464.

Evaluation and Grading
A. Weight –

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Proposal</td>
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<tr>
<td>Progress Papers</td>
<td>10% each</td>
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<tr>
<td>Final Assessment</td>
<td>40%</td>
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<tr>
<td>Supervisor</td>
<td>10%</td>
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B. Scale

<table>
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<tr>
<td>A-</td>
<td>93-95</td>
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<tr>
<td>B+</td>
<td>90-92</td>
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<td>B</td>
<td>85-89</td>
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<td>B-</td>
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<td>C+</td>
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<td>C</td>
<td>75-77</td>
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<td>F</td>
<td>74 or less</td>
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COM 641 -- ASSIGNMENT SCHEDULE

Turning in Your Assignments
The writing assignments MUST be completed on time to move the semester forward. All papers are to be submitted via Blackboard within the assigned timeframe. To submit your paper, go to the appropriate week, click on the assignment link, and upload your document.

Critical Dates and Deadlines
January 14    Proposal due – sooner is better
February 11   Progress Update 1 due
March 11    Progress Update 2 due
April 8     Progress Update 3 due
April 24    Supervisor Evaluation postmark deadline
April 26    Final Assessment due

DEPARTMENT RESOURCES

Useful links:
National Communication Association: http://www.natcom.org/
American Rhetoric (a good catch-all source): http://www.americanrhetoric.com/

UNIVERSITY POLICIES AND RESOURCES

Please review the following links for important information on University policies:

- Academic Calendar/Registrar Information
- Bookstore
- Honor/Plagiarism Policy
- Regent Library
- Student Services (includes links to student handbook, disability services, University calendar, University Writing Center, etc.)
- Technical Support – University Helpdesk
- Disability Statement – the student is responsible for contacting the assistant director of Student Services at 757.352.4486 to request accommodations, provide necessary documentation, and make arrangement with each instructor. The following website is designed to help our disabled students learn of their rights and responsibilities with regard to disability services. The site also has resources for faculty to become better informed of their responsibilities toward the disabled students in their classes.
  www.regent.edu/admin/stusrv/student_life/disabilities.cfm

Student Course Evaluations
Students will be given opportunity to provide the instructor, as well as the college administration with written feedback and evaluation of the course structure and its conduct. However, students should feel free to bring any concerns to the attention of the instructor at any time during the semester.

Last Updated: 11/26/2012

At times, due to unforeseen circumstances, course content may be subject to change. Please check with your professor to insure you have the most recently updated Syllabus for this course.

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