

# COMMUNICATION 274: WRITING FOR MASS COMMUNICATION

Chaminade University

Eiben 127A

Mondays, Wednesdays and Fridays 2:30 p.m. – 3:20 p.m.

Instructor: Kim Baxter (she/her)

E-mail: [kimberlee.baxter@chaminade.edu](mailto:kimberlee.baxter@chaminade.edu). You can expect an initial response within 48 hours.

Office Hours: Mondays and Fridays from 12-1:30 p.m.

## Course description

This class will help you build and enhance your skills of gathering and writing news and feature stories. From discussing ethical issues within journalism to writing on deadline, this course is structured to help you become better thinkers, observers and writers.

## Course objectives

- \*\*To improve your writing and grammar to being able to produce publishable work every time
- \*\*To understand the audience and how to best address/reach the audience
- \*\*To learn the art of research
- \*\*To learn how to convey – clearly and concisely – your own opinions in writing
- \*\*To understand how to utilize social media as a tool for reaching the audience and personal networking

## Text

“The Associated Press Stylebook,” current edition. You can use the print or online version ([www.apstylebook.com](http://www.apstylebook.com)).

## Attendance

While attendance for this class is not mandatory, your final grade will be severely hurt if you miss class. In-class assignments and quizzes cannot be made up if missed for a non-emergency reason. Class participation and attendance are 10% of your final grade. You are strongly encouraged to attend every class.

The syllabus is subject to change at any time, and changes will be announced in class. If you cannot attend a class, please email the instructor about anything you might have missed. If you miss a class due to an emergency (medical or family), speak with the instructor about making up the quiz and/or assignments.

## Deadlines

Deadlines are critical in the media. Barring an emergency, your grade will suffer for late papers and assignments. The first missed deadline will result in one letter grade lower on that assignment than what you would have received if you had turned it in on time. (For example, if your paper would have received a 45/50 if it was turned in on time, the late paper will receive a 40/50.) The second missed deadline will result in two letter grades lower. The third missed deadline will result in a 0.

You will have ONE WEEK after the original deadline to turn in a late assignment. After that, the assignment – regardless of whether it is a first missed deadline or the second missed deadline – will result in a 0. Most assignments will be due at the start of class. Coming to class late – even by just one minute – is a missed deadline. For assignments to be turned in by email, one minute late is a missed deadline.

If you are going to miss a deadline, contact me before the deadline.

### **Format for assignments**

Please include your name and date at the beginning of the assignment. All assignments should be typed and double-spaced and submitted with no grammatical errors or typos.

### **Quizzes**

There will be a current events quiz every **Monday** (unless otherwise noted) to test your knowledge of the assigned reading materials and the major news of the week. Since this is a mass communications course, you will be expected to consume the news and other media and know what is going on locally, nationally and internationally on a daily basis. At the very least, you should read The New York Times and the Honolulu Star-Advertiser online every day. The quizzes will also include questions from the assigned readings.

### **Academic integrity**

Fabrication, plagiarism and cheating will not be tolerated. Identify yourself properly to new sources as a Chaminade University student. Collaboration on individual assignments or extensive rewriting done by a classmate will be considered cheating. Lifting information from the Internet or any other published work without attribution is also considered plagiarism.

Fabrication, plagiarism and cheating will result in an automatic 0 for that assignment, and there is the possibility of harsher penalties for final grade in the class.

### **Credit-hour policy**

This is a three-credit-hour course requiring at least 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are expected to spend about:

- \*\*35.83 hours in class
- \*\*30 hours preparing for the current events quizzes (2 hours X 15 weeks)
- \*\*32 hours writing eight writing assignments
- \*\*5 hours preparing for the in-class presentation
- \*\*20 hours writing the final assignments
- \*\*The additional work will average about 1 hour a week.

## GRADING:

Class participation/attendance		100 points
Current Events Quizzes	10 X 10 points each	100 points
In-class writing/editing exercises	10 X 20 points each	200 points

### Writing assignments

**Intro		
**Listicle		20 points
**Blog		50 points
**Press release		50 points
**In-class presentation		50 points
**Email correspondence		10 points
**Social media		50 points
**Column		100 points
**News story		100 points
**Finals		250 points

TOTAL: 1,080 points

### BREAKDOWN:

All grades will be determined using the following points scale:

972 – 1,080 points : A : Outstanding scholarship and an unusual degree of intellectual initiative

864 – 971 points : B : Superior work done in a consistent and intellectual manner

756 – 863 points : C : Average grade indicating a competent grasp of the subject

648 – 755 points : D : Inferior work of the lowest passing grade, not satisfactory for the fulfillment of prerequisite course work

Less than 648 points : F : Failed to grasp the minimum subject matter; no credit given

# SCHEDULE OF ACTIVITIES

## WEEK 1

**Monday, Aug. 21:** Introductions, review the syllabus

\*\*Assignment: Write an introduction (300-500 words) about yourself. Post in the proper Discussion in Canvas.

**DUE** by start of class on Wednesday, Aug. 23

**Wednesday, Aug. 23:** What is news? News judgment, news values.

\*\*Assignment: Pick a news story that interested you and break down the news values in the story. **DUE:** Friday, Aug. 25, at the start of class.

**Friday, Aug. 25:** In-class critiques of news values. AP Styleguide.

\*\*Assignment: AP editing assignment. **DUE:** Start of class on Monday, Aug. 28

## WEEK 2

**Monday, Aug. 28:** Fake news

**Wednesday, Aug. 30:** Fake news

**Friday, Sept. 1:** Writing listicles

\*\*Assignment: Top 10 listicle. **DUE:** Start of class on Wednesday, Sept. 6

\*\*Assignment: AP editing assignment. **DUE:** Start of class on Wednesday, Sept. 6

## WEEK 3

**Monday, Sept. 4:** Labor Day – NO CLASS

**Wednesday, Sept. 6:** Peer edit at least three classmates' Top 10s.

\*\*Assignment: Take note of your classmates' critiques and edit your Top 10. **DUE:** Friday, Sept. 8 by the start of class

**Friday, Sept. 8:** Fake news

\*\*Assignment: AP editing assignment. **DUE:** Start of class on Monday, Sept. 11

## WEEK 4

**Monday, Sept. 11:** Blogging

\*\*Assignment: Create two blog entries by the start of class on Monday, Sept. 18

**Wednesday, Sept. 13:** In-class writing/editing exercises #2

**Friday, Sept. 15:** Work on your blog.

\*\*Assignment: AP editing assignment. **DUE:** Start of class on Monday, Sept. 18

## WEEK 5

**Monday, Sept. 18:** Review the blogs

\*\*Assignment: Write critiques of classmates' blogs. **DUE:** Start of class on Wednesday, Sept. 20

\*\*Assignment: Continue blogging at least three more times until Monday, Sept. 25

**Wednesday, Sept. 20:** In-class writing/editing exercises #3

**Friday, Sept. 22:** Make final edits to blogs

\*\*Assignment: Blogs should have six entries. **DUE:** Start of class on Monday, Sept. 25

### **WEEK 6**

**Monday, Sept. 25:** Press releases

**Wednesday, Sept. 27:** In-class writing/editing exercises #4

**Friday, Sept. 29:** Press releases

\*\*Assignment: 500-word press release. **DUE:** Rough draft due Monday, Oct. 2

### **WEEK 7**

**Monday, Oct. 2:** Peer edit press releases.

\*\*Assignment: 500-word press release. Final draft. **DUE:** Start of class on Wednesday, Oct. 4

**Wednesday, Oct. 4:** Public speaking

**Friday, Oct. 6:** In-class writing/editing exercises #5

\*\*Assignment: A one-minute presentation. **DUE:** Wednesday, Oct. 11

### **WEEK 8**

**Monday, Oct. 9:** Indigenous Peoples Day – NO CLASS

\*\*Assignment: Critique your classmates' presentations. **DUE:** By the start of class on Wednesday, Oct. 11

**Wednesday, Oct. 11:** One-minute presentations.

\*\*Assignment: Prepare a 3- to 4-minute presentation to be given in class. **DUE:** Monday, Oct. 16

**Friday, Oct. 13:** Public speaking

\*\*Assignment: Prepare a 3- to 4-minute presentation to be given in class. **DUE:** Monday, Oct. 16

### **WEEK 9**

**Monday, Oct. 16:** In-class presentations

\*\*Assignment: Critique classmates' in-class presentations. **DUE:** Start of class on Wednesday, Oct. 18

**Wednesday, Oct. 18:** In-class writing/editing exercises #6

**Friday, Oct. 20:** In-class email and correspondence

\*\*Assignment: Email professor. **DUE:** Sunday, Oct. 22, by 11:59 p.m.

### **WEEK 10**

**Monday, Oct. 23:** Writing for social media

**Wednesday, Oct. 25:** In-class writing/editing exercises #7

**Friday, Oct. 27:** Writing for social media

\*\*Assignment: Write social media blurbs. **DUE:** Start of class on Monday, Oct. 30

### **WEEK 11**

**Monday, Oct. 30:** Writing columns

**Wednesday, Nov. 1:** In-class writing/editing exercises #8

**Friday, Nov. 3:** Rough draft of columns

\*\*Assignment: 500-word column. **DUE:** Start of class on Monday, Nov. 6

### **WEEK 12**

**Monday, Nov. 6:** News writing

**Wednesday, Nov. 8:** Rough draft of news story

\*\*Assignment: 300-word news story. **DUE:** Start of class on Monday, Nov. 13

**Friday, Nov. 10:** Veterans Day – NO CLASS

### **WEEK 13**

**Monday, Nov. 13:** Work on news story

\*\*Assignment: 300-word news story. **DUE:** Start of class on Wednesday, Nov. 15

**Wednesday, Nov. 15:** In-class writing/editing exercises #9

**Friday, Nov. 17:** Finals

### **Week 14**

**Monday, Nov. 20:** Work on finals

**Wednesday, Nov. 22:** In-class writing/editing exercises #10

**Friday, Nov. 24:** Thanksgiving recess – NO CLASS

### **Week 15**

**Monday, Nov. 27:** Work on finals

**Wednesday, Nov. 29:** In-class final

**Friday, Dec. 1:** In-class final

### **Finals**

**Wednesday, Dec. 6:** Finals due in Canvas by 11:59 p.m.

*Please note: This syllabus is not set in stone and is subject to change. It is imperative you attend class as changes will often be announced in class. Please contact the professor with any questions.*

## **Marianist Values**

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

## **Native Hawaiian Values**

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Olelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Olelo No'eau 203) All knowledge is not taught in the same school.

## **Technical Assistance for Canvas Users:**

- Search for help on specific topics or get tips in Canvas Students
- Live chat with Canvas Support for students
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this video to get you started
- Online tutorials: click on "Students" role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu) or call (808) 735-4855

## **Tutoring and Writing Services**

Chaminade offers free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (include, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors.

Please check Kōkua 'Ike's website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe.

Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua 'Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

### **Course Expectations**

Your final grade will be based on your performance on exams and quizzes, speech assignments, class participation, professionalism, and attendance.

- The average student can expect to spend approximately 6-9 hours per week preparing for this class.
- Active student participation in all required discussions and weekly assignments is required.
- Honest communication with me personally or via e-mail is expected if any unexpected changes occur in your life.

Note: In case of class cancellation, you will be notified via Canvas and your Chaminade email.

### **Disability Access**

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information ([ada@chaminade.edu](mailto:ada@chaminade.edu)).

### **Title IX Compliance**

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

### **Attendance Policy**

The following attendance policy is from the 2019-2020 Academic Catalog (p. 54-55). Faculty members should also check with their divisions for division-specific guidelines.

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make an arrangement to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from



the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu Tutor Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

### **Academic Conduct Policy**

From the 2019-2020 Undergraduate Academic Catalog (p. 39):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the [Student Handbook](https://chaminade.edu/wp-content/uploads/2019/08/NEW-STUDENT-HANDBOOK-19-20-Final-8.20.19.pdf)

(<https://chaminade.edu/wp-content/uploads/2019/08/NEW-STUDENT-HANDBOOK-19-20-Final-8.20.19.pdf>)

### **General Student Rights (Student Handbook, page 6)**

1. Students have the right to pursue educational, recreational, social, cultural, and residential activities within the basic philosophies, goals, and guidelines of Chaminade University.
2. Students have the right not to be discriminated against in employment or educational pursuits based upon the student's religious affiliation, gender, sexual orientation, skin color, ethnic or racial background, national origin, age, physical or mental challenges, marital status, change in marital status, pregnancy, or parenthood.
3. Students have the right to pursue educational endeavors free of harassment of any kind.
4. Students have the right to organize and join associations to promote interests held in common with other students within the limits of university policy and our Catholic, Marianist values.
5. Students have the right to services of the faculty, staff, and administrative officers of Chaminade University.
6. Students have the right to fair and impartial academic evaluations.
7. Students have the right to have the university maintain and protect the confidential status of their education, student conduct, and health records (for exceptions, see Privacy & Confidentiality in the DISCRIMINATION AND HARASSMENT PROCEDURES AND RESOURCE GUIDE)

8. Students have the right to a clean environment, reasonable access to facilities provided by the university, and freedom to read and study without undue interference, unreasonable noise, and other distractions.

9. Campus life is a unique situation requiring the full cooperation of each individual. For many, Chaminade is not only a school, but a home and a place of work as well. That makes it a community environment in which the actions of one student may directly affect other students. Therefore, each person must exercise a high degree of responsibility. Any community must have standards of conduct and rules by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.