

## COM 301, Broadcast & New Media Writing, Spring '11

Assoc. Prof. Michael H. Rand, x5076 email: m.rand@csuohio.edu Office: MU 126  
Office hours: Mondays 2p-3:30p, Wednesdays 11a-Noon & 2p-3:30p and by appointment.

**Text (suggested):** *Writing for Television and Radio*, editions 6 through 8, Hilliard, Robert L.

**Also recommended:** *How to Shoot a Movie and Video Story* (The Technique of Pictorial Continuity), 6th edition, Gaskill, Arthur L. & Englander, David A., and *ShopTalk*, M-F on-line newsletter, available at [www.mediabistro.com](http://www.mediabistro.com)

**Additional materials:** Pluggable USB storage device

### OBJECTIVES:

This course will familiarize you with various types of writing used in broadcast media, new media and allied fields. There will be special emphasis on television and radio news writing, and on writing commercials for TV and radio. We also will study the writing of PSAs (public service announcements.) You will also learn about the use of broadcast style writing in non-broadcast applications such as corporate and organizational video, some internet sites and writing for emerging media. The goal is to provide you with practical, basic broadcast style writing skills you can use in a broadcasting career, in any media which require "writing for the ear," various allied fields (such as public relations) or to simply improve your writing style.

### ASSIGNMENTS:

You are expected to stay current in readings assigned, whether from a text or other source, such as the internet. Some writing assignments will be completed in class labs. Others will be completed outside class. Assignments will be weighted to carry increasing grade value as the course progresses.

Extra credit will be considered for any broadcast or related script writing you do on your own. For example, if you are a TV news intern and one of your stories airs in a newscast you can receive extra credit. Be sure to clear all work with me in advance to make sure it is eligible for credit.

### GRADES:

***As this is Writing Across the Curriculum course, writing assignments will make up a large part of your grade. It will be necessary for you to maintain a grade of C or better on the writing component to receive a passing grade for the course. You will receive each corrected assignment draft with comments aimed at improving your writing style. With exception of the writing portions of the midterm and final exams, you will complete multiple drafts of each assignment. Each draft will increase in grade value.***

Another component of your grade will be class participation. You are expected to take part in discussions of class material and relevant current events. The midterm and final exam will address style and jargon, readings from the text, readings from assigned sources, my lectures and those of guest speakers. Each will include a writing assignment. The final exam will be worth slightly more than the midterm. Your progress will be measured. Grades will be weighted to reflect your improvement over the semester. You are only allowed three unexcused absences; more will adversely affect your grade. Six unexcused absences will result in a penalty of one letter grade. Subsequent "cuts" will have additional adverse impact on your grade. Habitual tardiness will also hurt your grade.

**GRADES:** (cont.)

These are the elements of your course grade:

Writing assignments and exam writing components	65%
Other exam components	20%
Class participation and attendance	15%
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	100%

***Writing Across the Curriculum note:***

A course approved for the WAC requirement must meet all of the following criteria:

1. Require students to write between 3,000 and 5,000 words (10-20 pages, double-spaced, in 12-point font, with 1" margins) in writing assignments (which may include drafts).<sup>1</sup>
2. Final versions of at least one assignment should total at least 2,000 words (eight pages).<sup>2</sup>
3. Teach students writing-to-learn strategies that foster students' experiences in learning and writing-to-communicate strategies that foster students' respect of readers' experiences.<sup>3</sup> Whenever possible, planning assignments (e.g. reading logs, pre-writing strategies) and peer reviews should be included.
4. Assign writing complex enough to require substantive revision for most students. The instructor should give feedback to assist students in preparing subsequent papers or drafts of papers. This feedback should not consist entirely of mechanical correction of punctuation and grammar.
5. Provide instruction in discipline-appropriate forms of texts, arguments, evidence, style, audience, and citation.
6. Assign writing throughout the semester.
7. Where appropriate, address the needs of students regarding library competency.
8. Assign writing in English unless the course is specifically geared to improving writing at the 300-level in another language.

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<sup>1</sup> The word count may only include one preliminary draft for each final draft.

<sup>2</sup> Exceptions to this criterion may be granted in disciplines or courses where students do a substantial amount of writing, but the course structure and/or content does not create opportunities for an assignment of this length.

<sup>3</sup> Writing-to-learn helps students use writing to explore many aspects of the course as well as their own reflections; these activities should foster learning at deeper levels than memorization or recitation. Writing-to-communicate emphasizes aspects of writing (style, grammatical correctness, coherence, focus) that allow a reader to navigate the writing as he or she wishes.

***Writing Across the Curriculum: Additional criteria***

9. In order to receive a C or better in the course, students must write at a satisfactory skill level (C or better). If the student's writing is weak, but shows understanding of the course material, the student may be assigned a D, in which case WAC credit will not be received for the course.
  
10. Maximum enrollment for this course is 35 or 45 with a graduate assistant.

(Communication note: this class is limited to 24, due to lab size.)

**Remember:**

**Your acceptance of this syllabus and continued enrollment in this course constitutes a contract. You are agreeing to accept the grading and other provisions outlined within the syllabus.**

My office hours are as noted and by appointment. I am willing to meet with you as my schedule allows. Email me at: [m.rand@csuohio.edu](mailto:m.rand@csuohio.edu) or call me at extension 5076 to arrange an appointment. Email is the most effective way to reach me.