

**Tompkins Cortland Community College**  
**Master Course Syllabus**

**Course Discipline and Number: COMM 100**

**Year: 2018-2019**

**Course Title: Creating Online Media**

**Credit Hours: 3**

**Attendance Policy:** *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

**Services for Students with Disabilities:** *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

### **Course Description**

This course introduces students to the fundamentals of producing online media. The creation and positioning of web sites is examined, as well as the creation of interactive web site content. Journalism skills and writing for online media are emphasized, along with design for digital media. Other topics covered include legal and ethical problems emerging in online media and media convergence. Prerequisites: MATH 090 and RDNG 099 if required by placement testing; ENGL 099 or prior completion or concurrent enrollment in ESL 120, 121, and 122 (or prior completion of ESL 103) if required by placement testing. 3 Cr. (3 Lec.) Fall and spring semesters.

### **Course Context/Audience**

This course is designed for students in the Communication and Media Arts program, as well as for students in the Photography, Graphic Design, and New Media programs. Others who would benefit from the course include anyone who would like to improve their webpage writing and design skills.

### **Basic Skills/Entry Level Expectations**

**Writing:** W2 Student should have completed ENGL 099 (if needed). The course requires short written responses and/or short papers without documentation, particularly personal reflection or narrative.

**Math:** M2 Completed MATH 090 (if needed) - Course requires only the use of basic mathematical skills.

**Reading:** R2 Before taking this course, students must have a C or better in RDNG 099 or assessment indicating that RDNG 099 was not required.

### **Course Goals**

Students who successfully complete this course will be able to:

To master basic Internet skills including browsing, searching, newsgroups, discussion boards, chat, basic HTML, Web editors, and file transfer

To plan and create a simple Web site including the development of appropriate content, revenue streams and site positioning

To apply basic journalistic skills to online media

To understand how to write for online media (nonlinear stories in layers)

To understand legal and ethical issues related to online media

## Course Objectives/Topics

Objective/Topic	% Course
Navigating and searching the Internet	5%
Electronic bulletin boards and news groups	5%
History of the Internet	5%
Internet terms	10%
HTML: how to create documents (home page, resume and a Web site) using Hypertext Markup Language	10%
Using a Web editor to create a Web page	15%
Site contest: analysis of good and bad online sites	5%
Creating a source book (a list of sites useful to one's career)	5%
Planning and creating a Web site (including design concepts of online sites)	20%
Legal and ethical issues	5%
Economic aspects -- advertising	5%
Online writing: reporting and experiments with new forms. Planning a nonlinear story	5%
Online style	5%

## General Education Goals - Critical Thinking & Social/Global Awareness

CRITICAL THINKING OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<p>Students will be able to</p> <ul style="list-style-type: none"> <li>➤ develop meaningful questions to address problems or issues.</li> <li>➤ gather, interpret, and evaluate relevant sources of information.</li> <li>➤ reach informed conclusions and solutions.</li> <li>➤ consider analytically the viewpoints of self and others.</li> </ul>	<p>Students will be creating websites for non-profit organizations (such as the Cortland Chapter of the American Red Cross). They will work with the organization to create user friends and accessible websites.</p> <p>Students apply knowledge gained from lectures, readings and web safaris to help them make informed decisions about planning and developing an online media site.</p> <p>In addition, students will develop problem solving skills such as team building, effective collaboration and creative brainstorming as they complete hands-on course projects.</p> <p>Students will be critiqued on their writing and design work. They will work in groups and will be collaborating on project development</p>
SOCIAL/GLOBAL AWARENESS OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<p>Students will begin to understand how their lives are shaped by the complex world in which they live.</p> <p>Students will understand that their actions have social, economic and environmental consequences.</p>	<p>Students explore creative works in art, music, and literature as possible sources of online content.</p> <p>The student websites are open to anyone. Therefore much time will be spent on appropriateness, legal and ethical issues and consequences.</p>

### Instructional Methods

Appropriate methods for this course are discussions (both in class and online), online activities and exercises, and team and class projects,  
Discussions (both in class and online)  
Online activities, exercises, and tests  
Team and Class Projects

### Methods of Assessment/Evaluation

Method	% Course Grade
Tests	instructor's discretion
Final Exam	instructor's discretion
Group projects	20%
Individual projects	40%
Attendance and participation	10%

### Text(s)

Building Basic News Sites, Thom Lieb, Latest Edition, © 2001 McGraw-Hill  
Recommended but not required

Editing for Clear Communication, Thom Lieb, Latest Edition, © 2001 McGraw-Hill  
Recommended but not required

### Bibliography

Lowery, Joseph W. Dreamweaver 2 Bible. Chicago: IDG Books, © 1999.

Morkes, John, and Jakob Nielsen. Applying Writing Guidelines to Web Pages. Useit.com. Sun Microsystems. © 1998. Online. 5 May 2000.

Morkes, John, and Jakob Nielsen. Concise, Scannable, and Objective: How to Write for the Web. Useit.com. Sun Microsystems. © 1997. Online. 5 May 2000.

Scanlan, Christopher, Reporting and Writing, Basics for the 21st Century. New York: Harcourt, © 2000.

### Other Learning Resources

<b>Audiovisual</b> Cameras and audio recorders
<b>Electronic</b> Computers loaded with web creation software like Dreamweaver  <a href="http://www.useit.com/papers/webwriting/rewriting.html">http://www.useit.com/papers/webwriting/rewriting.html</a>  <a href="http://www.useit.com/papers/webwriting/writing.html">http://www.useit.com/papers/webwriting/writing.html</a>  Internet Advertising Bureau. <a href="http://www.jab.net">www.jab.net</a>  The Poynter Institute for Media Studies. <a href="http://www.poynter.org">http://www.poynter.org</a> .
<b>Other</b> No resources specified