PURDUE UNIVERSITY
REQUEST FOR ADDITION, EXPIRATION,
OR REVISION OF AN UNDERGRADUATE COURSE
(10000-40999 LEVEL)

DEPARTMENT Communication

INSTRUCTIONS: Please check the items below which describe the purpose of this request.

1. New course with supporting documents
2. Add existing course offered at another campus
3. Expiration of a course
4. Change in course number
5. Change in course title
6. Change in course credit type
7. Change in course attributes (department head signature only)
8. Change in instructional hours
9. Change in course description
10. Change in course requisites
11. Change in semesters offered (department head signature only)
12. Transfer from one department to another

PROPOSED:

Subject Abbreviation: COM
Course Number: XXXXX
Long Title: Interviewing for Media Production
Short Title: Interviewing for Media

EXISTING:

Subject Abbreviation
Course Number
Long Title: Interviewing for Media Production
Short Title: Interviewing for Media

Abbreviated title will be entered by the Office of the Registrar if omitted. (30 CHARACTERS ONLY)

CREDIT TYPE
1. Fixed Credit: Cr. Hrs.
2. Variable Credit Range:
   Minimum Cr. Hrs. (Check One)
   Maximum Cr. Hrs.
3. Equivalent Credit: Yes

COURSE ATTRIBUTES: Check All That Apply
1. Pass/Not Pass Only
2. Satisfactory/Unsatisfactory Only
3. Repeatable
4. Credit by Examination
5. Fees: [ ] Coop [ ] Lab [ ] Rate Request
   Include comment to explain fee
6. Registration Approval Type
   [ ] Department
   [ ] Instructor
7. Variable Title
8. Honors
9. Full Time Privilege
10. Off Campus Experience

OFFICE OF THE REGISTRAR
Interviewing for Media Production
Mondays & Wednesdays 1:30-2:45pm

Catalog Description of the Course
Advanced theory and technique in interviewing in television and film production contexts. This course requires students to focus on research, development, news gathering, and production technique in the conducting of interviews over the phone, in the field, on-camera, and on-set.

Goals and Measurable Objectives of the Course
- Critically analyze media and public communication
- Demonstrate a basic understanding of the terminology of mediated and public communication
- Identify and analyze the form, structure, and techniques of mediated or public texts in their entirety, and consider how they function in a larger context.

Course Expectations
To complete the course successfully, each student is expected (1) to attend class regularly and promptly, (2) to read and be prepared to discuss the required readings as assigned, (3) participate in written, aural, and visual exercises, (4) complete all course assignments, (5) produce a final project that merits the completion of the course.

Required Materials
- 6 Sony Mini DV Tapes (The use of other types or brands of tape will result in a forfeiture of a student’s grade in the course)
- Netflix Subscription (for viewing of materials at home)
- One 1TB External Hard Drive (For Storing and Editing Materials)

Other Required Readings
Throughout the semester other readings may be made available using Blackboard on an as needed basis. In these cases, students will be made aware of the readings in class and will be responsible for the material during exams and class discussions. These readings can be retrieved at http://clelearning.jpfw.edu/.

Attendance
Students are expected to attend class regularly and promptly. When a student does not attend class, the absence is excused only if the absence is caused by illness, religious observance, participation in University activities at the request of University authorities, or compelling circumstances beyond the student’s control and verifiable in proper and authoritative documentation. Students claiming excused absence *must* demonstrate to the instructor that their failure to attend was on account of one of the four acceptable causes. Such demonstration shall take the form of a document signed by a person in a position to make an authoritative determination as to the validity of the cause of absence claimed by the student. Within the document, the cause of absence claimed by the student must be specifically affirmed by the writer. Documents related to any absence must be presented to the instructor within five calendar days of the student's return to school from that absence. The instructor reserves the right to verify the content and authority of documents, and will report any falsified documents to the university and any other relevant authorities.

Evaluation
In order to evaluate the students’ comprehension of the course material, the assignments that are given in this course will be used to assess both mastery and progress. All assignments are important, for that reason, failure to complete the necessary work in any single assignment category can result in a forfeiture of the student’s entire grade. A fuller description of the assignments that are part of each category can be found further down in this document. In computing final course grades, student performance on assignments will be weighted as follows:

- Development Project: 20%
- Interview Project and Plan: 10%
- Research Interview: 10%
- Broadcast Interview: 15%
- Final Project: 25%
- Final: 10%
- Participation: 10%

Grading
Grading in this course often represents a qualitative assessment of work, students should follow all assignment guidelines and directions. Each student should realize that failure to complete aspects of an assignment will represent large point deductions. Simply completing all of the assignment requirements will be considered average and thus be considered having earned a C. The ways in which a student exceeds the parameters of the assignment to display critical insight or mastery will be considered good or excellent and thus a B or even an A. Each student should be mindful of the fact that grades are not given, they are earned. Earning high marks in this course will require that students apply the material they have learned using their own critical skills.

Review of Grades
Students wishing to review their grade for a specific assignment will wait until 48 hours after the grade has been returned to them. They may then submit a written argument detailing the reasons they believe a higher grade should be considered, referencing specific portions of their assignment to be considered. The student should also recommend the grade (s)he believes (s)he deserves.

A Note on Emails
The instructor will respond to email once daily, usually during the afternoon hours. Emails will be answered in the order that they are received. Emails requesting information that was given in class or in the syllabus will be ignored. Students should consider email correspondence as an extension of office hours, with the same level of respect, thoughtfulness, and clarity of goals that (s)he would use during office hours. Emails failing to do so will also be ignored. The professor will never email course notes.

Class Participation
As indicated above, students are expected to attend class regularly and to read and be prepared to discuss required course readings. Interviewing for Media Production is a performance course which in turn requires attendance. In addition to these expectations, students are also required to participate in discussions and activities. Regular attendance and adherence to class assignments will comprise this portion of your grade.

Academic Integrity
Academic Misconduct, including plagiarism (using other people's ideas/words and not giving them credit thus implying the work is your own original work) or using your own work from a previous course without the express permission of both instructors, is taken very seriously at any learning institution. It is taken very seriously in this class. Please be aware of what behaviors constitute academic misconduct. (See Bulletin, Code of Students Rights, Responsibilities and Conduct Part II. A.) as well as the potential consequences (See Bulletin, Code of Students Rights, Responsibilities and Conduct, Part III. A.: i.e., failure of the assignment, failure of the course and/or dismissal from the university) of such behavior.

Proper Student Comportment
It is expected that students in this class will comport themselves with prudence, courtesy, and dignity in all course related activities. As a member of this class, it is your responsibility to engage in several constructive behaviors during each class meeting you attend. You should always (1) give your full attention to class activities, (2) make a genuine effort to understand the matters treated in class lectures and discussions, (3) take part in class discussions (when called upon to do so), and (4) cultivate your own thinking about the course materials. At the same time, it is your responsibility to omit any behavior that might prove destructive or discourteous. For example, you should never (1) move about the classroom without permission or instruction, (2) interfere with the person, property, or seat of another student, (3) talk or communicate with anyone without permission or instruction, (4) openly disregard class activities, or (5) arrive in class more than ten minutes late or depart early without permission or instruction. Any student behavior which--in the judgment of the instructor--requires correction or intervention during the class period will be considered a disruption of class.

Academic Assignments and Religious Observances
During this course, students will not be penalized in any way for participation in religious observances. Students will be allowed to make up academic assignments that are missed due to such absences. Any student planning to miss class for a religious observance should notify the instructor in writing within 10 calendar days of the first day of class. It is the student's responsibility to make arrangements with the instructor regarding make-up examinations, speeches, class participation assignments, and alternate essay submission dates.

Documented Disabilities
If you have a disability or acquire one and want to find out about what special services and accommodations are available, you may contact Services for Students with Disabilities in WALB 113. Students who have documented disabilities and who wish to discuss academic accommodations within this course should contact the instructor within 10 days of the beginning of the course with relevant materials from Support Services.

Incompletes
In this course, the mark of "I" will be granted only to a student who meets both of the following criteria: (1) the student has satisfactorily completed a major portion of the work of the course and (2) the student has been unable to complete some small portion of the work of the course because of illness or other circumstances beyond the student's control. Examples of reasons for the inability to complete course work that will not qualify a student for an "I" mark include the following: employment or volunteer commitments, social responsibilities, travel plans, and unexpected difficulties in satisfying course requirements.

Tape Recording of Lectures
Unauthorized reproduction of class lectures and other class proceedings through tape recording or any other means is an infringement of common-law copyright. No person may reproduce the class lectures and proceedings of this class without prior written permission from the instructor.

Portfolio Requirement
If you major in either or both of Interpersonal and Organizational Communication or Media and Public Communication via the 2009-2010 bulletin or a later bulletin, you will be required to create a portfolio as part of the sequence of required one-credit classes: COM 120, COM 308, and COM 480. This class offers many opportunities to fulfill these objectives. Be sure to save your work for your portfolio!

Percentage of Points to Grade Breakdown
93-100% = A
90-92% = A-
87-89% = B+
83-87% = B
80-82% = B-
77-79% = C+
73-77% = C
70-72% = C-
60-69% = D
Below 60% = F

REQUIRED COURSE ASSIGNMENTS
Developmental Projects (20% of Grade)
Throughout the semester projects will be assigned to assess the progress that the student has made in the course. These assignments can include (but are not exclusive to) in class interviews, quizzes, broadcast presentations, camera operation, or media editing. These assignments are designed to measure the distances that students have traveled in the course material and will be employed without warning. Students may be placed into teams or asked to stand alone, but each assignment will reflect the material that is currently being covered by the readings, discussions, and practice in the course. Developmental projects cannot be made up because they are a product of time spent in the classroom. Though more opportunities will be offered than will be necessary to complete this requirement, missing repeated projects will result in the loss of significant percentages of a student’s overall grade. Attached at the end of this syllabus is a sample rubric for how these activities are graded. Students should pay particular attention to how their work reflects their ability to master the particular skill that is the focus of the activity.

Interview Project & Plan (10% of Grade)
As part of this course, students will be asked to complete a complete interview based project. In order to determine the nature of those projects, students will submit proposals to the professor who (in this instance) will function as the executive producer for each project. The proposal process is designed to cultivate projects that are likely to be successful within the duration of the semester.

For these projects, each student will propose and plan his or her work. These projects often take the form of a short documentary or an investigative news project. The proposals will be approved, amended, or rejected based on the executive producer’s discretion. Students whose projects have been approved or amended will then have to consent to doing the project agreed to by the executive producer. Once agreed to, the proposal will be returned to the executive producer and treated as a contract. Once in contract, the nature of project and the agreed upon specifics cannot be changed. Students should carefully plan their projects in this pre-production phase in order to avoid unnecessary pitfalls down the line. The proposal itself will be used in grading the project and ways in which the student had deviated from the project they proposed will likely result in large point deductions.

Each of these proposals will be turned in as part of a portfolio. The portfolio will open with a cover letter similar to one that would accompany a job application and a curriculum vita that highlights their qualifications. Following the letter and C.V., any work that would support their application will be considered. Proposals will not only be evaluated based on their content. They will also be evaluated based on their presentation including writing, organization, and preparation. The more thoroughly thought through the proposal and the more meticulously presented, the more likely it is to be accepted.

Research Interview (10% of Grade)
As part of their final project, students will be required to conduct research interviews. These interviews can be conducted in-person or over the phone, but at least one will need to be recorded to be turned in for grading purposes. Each student will turn in one whole recorded interview without edits to be graded by the instructor.

Broadcast Interview (15% of Grade)
Also as part of their final project, students will be required to conduct interviews for broadcast. These interviews can be conducted in the field or in studio and one will need to be recorded to be turned in for grading purposes. Each student will turn in one whole recorded interview without edits to be graded by the instructor.

Final Project (25% of Grade)
The students in this course will be required to complete a final project of their own design. This project will represent what the student has learned in the course and will be graded based on how it reflects a mastery of skills such as storytelling and technical proficiency. These projects must take audio/visual form and should conform to the grammar of the specific genre of production. There are three parts to this project; the first is a plan that the student submits to the instructor (in this instance, the instructor framed as the executive producer). That project will be approved, amended, or rejected based on the producer’s discretion. Once approved, there is no changing the project so students should carefully plan their projects in this pre-production phase. The proposal itself will be used in grading the project and ways in which the student had deviated from the project they proposed will result in point deductions. The second part of the project is the completion of the proposed project. This is to be turned into the professor on a DVD that is viewable on a typical television in 16:9 format. Finally, the student with present their project to the class on the day that it is due. There is no means for making up this project seeing as it is a semester long work that will be turned in at the end.

Final Exam (10% of Grade)
The final examination will be cumulative and offered during the scheduled examination period. Please note specifically that previously made travel plans are not an acceptable excuse for changing the date of the final examination. Examination items will be drawn from all course materials (including lectures, audio/visual materials, and required readings) which have been covered up to the time of each examination. It is the responsibility of the student to be informed of the date and time of the final examination. The examination will be graded objectively; that is, for any examination item (essay question, short answer question, multiple choice question, true/false question, or the like), responses will be awarded points to the degree that they correspond to a predetermined ideal or correct answer. A missed examination may be made up only if the student demonstrates that absence from the examination was due to excused absence (as defined above under Attendance). Requests for make-up examinations will be considered for approval only if they are presented to the instructor within three calendar days of the student's return to school from the excused absence at stake in the request.

Participation (10% of Grade)
The criteria for what a student receives for the participation portion of their grade is left to the discretion of the instructor. Unwillingness to participate in classroom discussions, lack of attendance, and disruptiveness are just a few of the ways in which points will be deducted from this area. Television work is largely completed in groups and this part of the student's grade is designed to assess how that student contributed to a productive and efficient working environment.

*****The instructor reserves the right to modify the course schedule or syllabus throughout the semester.*****

COURSE CALENDAR
<table>
<thead>
<tr>
<th>Week</th>
<th>Subject</th>
<th>Materials Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introductions &amp; Syllabus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Goals &amp; Expectations</td>
<td>Chapter One: The Interview</td>
</tr>
<tr>
<td>2</td>
<td>Interviews</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Research</td>
<td>Chapter Two: Research</td>
</tr>
<tr>
<td>4</td>
<td>Research</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Getting Started</td>
<td>Chapter Three: Getting Started</td>
</tr>
<tr>
<td>6</td>
<td>Keeping Safe</td>
<td>Chapter Ten: Keeping Safe</td>
</tr>
<tr>
<td>7</td>
<td>Breaking the Ice</td>
<td>Project &amp; Plan Due</td>
</tr>
<tr>
<td>8</td>
<td>Breaking the Ice</td>
<td>Chapter Four: Breaking the Ice</td>
</tr>
<tr>
<td>9</td>
<td>The Questions</td>
<td>Research Interview Due</td>
</tr>
<tr>
<td>10</td>
<td>Print</td>
<td>Chapter Five: The Questions</td>
</tr>
<tr>
<td></td>
<td>Print</td>
<td>Chapter Six: Print Interviews</td>
</tr>
<tr>
<td>11</td>
<td>Broadcast Interviews</td>
<td>Chapter Seven: Broadcast Interviews</td>
</tr>
<tr>
<td>12</td>
<td>Telephone and Email</td>
<td>Chapter Eight: Telephone and Email</td>
</tr>
<tr>
<td>13</td>
<td>Using Information</td>
<td>Broadcast Interview Due</td>
</tr>
<tr>
<td></td>
<td>Using Information</td>
<td>Chapter Nine: Using Information</td>
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<tr>
<td>14</td>
<td>Workshop</td>
<td></td>
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<tr>
<td>15</td>
<td>Workshop</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Final Projects</td>
<td>Final Projects Due</td>
</tr>
<tr>
<td></td>
<td>Final Exam</td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Development Projects</th>
<th>Poor</th>
<th>Weak</th>
<th>Average</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Mastery of Skill</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. Time</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. Attention to Detail</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. Preparedness</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. Ability to Work with Others</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Notes:
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization - Story</td>
<td>Establishes a purpose early on and maintains a clear focus throughout.</td>
<td>Establishes a purpose early on and maintains focus.</td>
<td>There are a few lapses in focus, but the purpose is fairly clear.</td>
<td>It is difficult to figure out the purpose.</td>
</tr>
<tr>
<td>Clips / Images</td>
<td>Images create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism and/or metaphors.</td>
<td>Images create an atmosphere or tone that matches some parts of the story. The images may communicate symbolism and/or metaphors.</td>
<td>An attempt was made to use images to create an atmosphere/tone but it needed more work. Image choice is logical.</td>
<td>Little or no attempt to use images to create an appropriate atmosphere/tone.</td>
</tr>
<tr>
<td>Sound Track / Audio Track</td>
<td>Microphones are positioned optimally to ensure that important sounds and dialogue are captured. The student has made every attempt to anticipate and filter out unwanted ambient noise in the recording.</td>
<td>Microphones are positioned optimally to ensure that important sounds and dialogue are captured. Music stirs a response that somewhat matches the story line.</td>
<td>At least one microphone (in addition to that on the camera) is used to ensure that dialogue is captured. Music is ok, and not distracting, but it does not add much to the story.</td>
<td>Little attention was paid to ensuring quality sound during the shoot. Music is distracting or inappropriate.</td>
</tr>
<tr>
<td>Editing</td>
<td>The story is told with exactly the right amount of detail throughout. It does not seem too short nor does it seem too long.</td>
<td>The story composition is typically good, though it seems to drag somewhat OR need slightly more detail.</td>
<td>The story seems to need more editing. It is noticeably too long or too short in more than one section.</td>
<td>The story needs extensive editing. It is too long or too short to be interesting.</td>
</tr>
<tr>
<td>Originality</td>
<td>Project shows originality and inventiveness. The content and ideas are presented in a unique and interesting way.</td>
<td>Project shows some originality and inventiveness. The content and ideas are presented in an interesting way.</td>
<td>Project shows an attempt at originality and inventiveness in part of the presentation.</td>
<td>Project is a rehash of other people's ideas and/or images and shows very little attempt at original thought.</td>
</tr>
<tr>
<td>Content - Accuracy</td>
<td>All content throughout the presentation is accurate. There are no factual errors.</td>
<td>Most of the content is accurate but there is one piece of information that might be inaccurate.</td>
<td>The content is generally accurate, but one piece of information is clearly flawed or inaccurate.</td>
<td>Content is typically confusing or contains more than one factual error.</td>
</tr>
<tr>
<td>Content - Completeness</td>
<td>The Project Focus is fully and clearly completed. Numerous examples and specifics were given to show the answer. Direct and indirect connections are made between the Constitution and the historical traditions.</td>
<td>The Project Focus is fully and clearly completed. Some examples and specifics are given to show the answer. Direct, but not indirect connections are made between the Constitution and the historical traditions.</td>
<td>The Project Focus is addressed but not fully. Some significant piece or step is missing or unclear. Few if any examples or specifics are used. Only general connections are made between the Constitution and the historical traditions.</td>
<td>The Project Focus is not addressed or the content is confusing and incomplete. No useful examples or specifics are used. No connections are made between the Constitution and the historical traditions.</td>
</tr>
</tbody>
</table>