

MC 350 01: Newspaper Layout and Web Design Fall 2017

Instructor: *ADJ. PROF. Byron J. Keys*

Class Time: 6:00 pm - 8:40 pm Tuesday
O P Lowe Education Building 141

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COURSE DESCRIPTION

This course is designed to introduce students to the fundamentals of newspaper layout and design and web design. This includes developing an understanding of the role of graphics, photography, type, layout, and design as well as learning basic software skills, such as InDesign, Illustrator and Photoshop required in the news industry.

OBJECTIVES/OUTCOMES

Students will learn how to design and maintain various print news outlets as well as various web based media outlets. Specifically, the class objectives/outcomes are to:

- Introduce to and help students understand design jargon;
- expose students to the newspaper layout practices in the newspaper industry;
- motivate and challenge students to make a difference in helping to improve upon all of the aforementioned situations in mass media and in the global society;
- have a better and deeper understanding of newsworthy stories and advertisement placement;
- promote the use of quality graphics;
- promote maintain “clean” and functional websites; and
- Promote students’ ability to think critically, creatively, independently and analytically as it pertains to newspaper layout/design and website layout and web design.

And at the same time, the class will work to accomplish the Outcomes of the Department of Mass Communication

COURSE FORMAT

The course will follow a multiple pedagogical format. That is, the course content will be presented through the synthesis of lectures, readings, class and small group projects, visual recordings (e.g., web videos), and hands-on practice. For this reason, class participation is an essential and measurable commodity. Also, the professor will also assign layout and design work/projects as needed for use of required computer programs to be included in a portfolio

REQUIRED READING

- “The Newspaper Designer's Handbook” (6th Ed.) by Tim Harrower, 2008

MATERIALS

- Google Classroom
- Flash Drive or Google Drive folder

EXAMS

You will have unannounced periodic quizzes over readings in this course. Each will be based on the readings, lectures, video presentations, guest speakers, field visits and discussions. There will be no final examination; however, you are expected to attend the class during the final exam period.

COURSE REQUIREMENTS AND EXPECTATIONS

This course requires that you:

1. **Attend class.** Class starts on time and attendance will be taken every class meeting.
2. **Participate in class and group discussions.** This class will include open class discussions and small group discussions. Therefore, you are expected to attend and participate in these discussions.
3. **Complete the assigned readings** for the day they are assigned (listed) on the syllabus. Do not get behind in the readings as the pace and structure of the course make it difficult to catch up. Further, many of the lecture-discussions will supplement (not repeat) the assigned readings and thus presume that you already have read the material. In other words, you must read for this class! Please have all readings done by Tuesday of the week listed.
4. **Complete in-class design assignments.** These short assignments are designed both to encourage you to keep up with the assigned readings and to provide an opportunity to demonstrate an understanding of the course material. These in-class assignments cannot be made up!
5. **Complete Weekly homework assignments.** You will have weekly news articles that you will give your reflections on (**no less than 300 words double spaced**). These short assignments are designed both to encourage you to keep up with what’s going on in the media and to provide an opportunity to hone your writing and critical thinking skills as you matriculate through the Mass Comm program/ juniors and seniors prepare for your final year. These assignments will be posted in **GOOGLE CLASSROOM**
6. Complete periodic quizzes and a midterm examination.
7. **Complete a final project** that demonstrates skills, and practices that you have learned in this course

FINAL PROJECT

Note: While you should feel free to be as creative and innovative as you'd like for the final project, please remember that the project must demonstrate your understanding of newspaper design principles. In other words, your project should not be one that focuses putting random news articles and pictures together..

SPECIAL FEATURES

Special features for the course may include any/or all of the following events: guest speakers, listening post, video screenings, etc. All special features will be subjected to who/what is available during the months for which the class session is held (More to come on these activities). **The instructor reserves the right, at any time and with notice, to alter, cancel and substitute all assignments, due dates, and other information stated in both the course syllabus and the course schedule.**

MAKE-UP WORK

The make-up policy is that there is no such thing as make-up work. This is not high school. This is an upper-level college class for mature students who are expected to balance their lives and class work. The whole idea of this course is to work consistently and turn in your work when it is due.

CELL PHONES/TECHNOLOGY, FOOD, DRINKS, ETC. POLICY

All cell phone ringers, tones, melodies, etc., should be turned off during class. Cell phones, also, must be put away during class unless instructed by the instructor to take them out. (Put away means the object must be off your lap, away from your hands, away from your sight, in your bag.) If you are caught emailing, texting or surfing the Web during class, you will receive a 0 (zero) for all assignments or tests for that class period. You may not nap. Guest speakers and classmates and the instructor should be treated with utmost respect. No food, drinks, tobacco and alcohol products are allowed in the classroom. Please don't bring pets or children to class.

PLAGIARISM

DON'T! You must do your own work on all assignments. If you cheat, fabricate or plagiarize, you will receive a F on the assignment and may fail the course. Plagiarism is defined as presenting another person's work or ideas as one's own. This includes information from the Internet.

GRADING SCALE & BREAKDOWN

There is no class curve. Grades are not negotiable.
The grading scale in this class is:

A = 90% or higher
B = 80-89%
C = 70-79%
D = 60-69%
F = 0-59%

The grading breakdown in this class is:
30% = Final Project
20% = Attendance & Participation
20% = Reading Tests, Quizzes & Misc. assignments
30% = Midterm

ATTENDANCE

Students are expected to be in class each scheduled meeting. Only one unexcused absence per course meetings per semester will be permitted. Three unexcused absences will lower your final grade by **one letter**. Three tardies will equal one unexcused absence. Students more than 20 minutes late will be marked absent for that period. Car trouble, relationship problems, situations involving pets, traffic conditions, alarm-clock failure, a change in work schedule, work obligations papers or exams in other classes, doctors' appointments, etc., are not reasons for an excused absence. You will be unable to make up any work for a class missed because of an unexcused absence. Acceptable reasons for missing a class include your hospitalization, death in your immediate family (parents, children, siblings, spouse) with documentation, and, with prior written notice, a recognized event of a sanctioned MVSU organization of which you are a member in good standing (Team obligations). Only official excuses from the VP of Student Affairs will be accepted to excuse an absence.

Tentative Schedule (subject to change with notice)

Week 1 Aug. 21: Introductions; Syllabus review.

Week 2 Aug. 28: Read Chapter 1 "Fundamentals" in the textbook. Journal grading.

Week 3 Sep. 4: Chapter 1 quiz. Read Chapter 2 "Story Design" Introduction to InDesign and Photoshop

Week 4: Sep. 11 Read Chapter 3 "Page Design". Page Design Practice

Week 5: Sep. 18 Read Chapter 4 "Photos and Art" Page design Practice.

Week 6: Sep. 25 Read Chapter 5 "Nuts & Bolts" Review for midterm

Week 7: Oct. 2 **Midterm examination.**

Week 8: Oct. 9 Read chapter 9. Introduction to WIX

Week 9: Oct. 16 Continuing of Chapter 9. Layout practice.

Week 10: Oct. 23 Continuing of Chapter 9. Layout practice; Introduction to final project

Week 11: Oct. 30 Final Project Work

Week 12: Nov. 6 Final Project Work

Week 13: Nov. 13 Final Project Work.

Week 14: Nov. 20 **Fall and Thanksgiving Break**

Week 15: Nov. 27 **FINAL PROJECT DUE.**

Week 17: Dec. 4 **Final Examination Period:**

Rubric for Homework Writing

Criteria	weight	Exemplary Yes	Accomplished Yes, but	Developing No, but	Beginning No
Retelling of Experience	20%	<input type="checkbox"/> Detailed explanation of experience <input type="checkbox"/> Specific descriptors of observations during experience <input type="checkbox"/> Writing is highly organized with logical sequence	<input type="checkbox"/> Clear explanation of experience <input type="checkbox"/> Objective observation of experience <input type="checkbox"/> Organization is clear and easy to follow	<input type="checkbox"/> Somewhat clear explanation of experience <input type="checkbox"/> Somewhat objective observation of experience <input type="checkbox"/> Minimal organization	<input type="checkbox"/> Vague explanation of experience <input type="checkbox"/> Non-objective observation of experience <input type="checkbox"/> No organization evident; confusing
Reflections/ Personal Response	20%	<input type="checkbox"/> Reflects well on own work <input type="checkbox"/> Provides many examples	<input type="checkbox"/> Reflects on own work <input type="checkbox"/> Provides examples	<input type="checkbox"/> Some reflection on own work <input type="checkbox"/> Provides few examples	<input type="checkbox"/> Little reflection on own work <input type="checkbox"/> Provides very few or no examples
Relevance to Classroom Concepts or Personal Experience	20%	<input type="checkbox"/> Student listens well in different contexts; relates observations to classroom concepts and/or personal experiences	<input type="checkbox"/> Student listens in class; relates some observations to classroom concepts and/or personal experiences	<input type="checkbox"/> Makes minimal reference to what is heard in class or to personal experience	<input type="checkbox"/> Makes no reference to what is heard in class or personal experiences
Analysis of Experience	20%	<input type="checkbox"/> Makes many inferences <input type="checkbox"/> Comprehends deeper meanings <input type="checkbox"/> High level of critical thinking expressed	<input type="checkbox"/> Makes inferences most of the time <input type="checkbox"/> Usually comprehends deeper meanings <input type="checkbox"/> Some critical thinking expressed	<input type="checkbox"/> Some inferences are made <input type="checkbox"/> Comprehends surface level meaning <input type="checkbox"/> Minimal critical thinking expressed	<input type="checkbox"/> Few or no inferences are made <input type="checkbox"/> No comprehension or reflection on assignment <input type="checkbox"/> Little or no evidence of critical thinking
Effort on Assignment	20%	<input type="checkbox"/> Obvious, detailed effort on assignment	<input type="checkbox"/> Acceptable effort on all parts of the assignment	<input type="checkbox"/> Some effort on assignment	<input type="checkbox"/> Little or no effort on assignment

Assignment Score _____