

NEW MEDIA PRODUCTION & MANAGEMENT

COMM 2081-01 | ONLINE | FALL 2020

GINA PORTOLESE (She/ Her/ Hers) | GINA.PORTOLESE@UCDENVER.EDU



Department of Communication

COLLEGE OF LIBERAL ARTS AND SCIENCES

UNIVERSITY OF COLORADO DENVER

CU DENVER DEPT OF COMM

ADVISING:

Dr. EJ Yoder:

T/Th 11-1 in ZOOM meeting

<https://ucdenver.zoom.us/my/ejyoder>

Ej.yoder@ucdenver.edu

Dr. Yvette Bueno Olsen:

M/W 11-1 in

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olson

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Dr. Lisa Keränen, Department Chair

Starting August 26th

W 11:00 am - 12:30 pm in her Zoom

meeting room:

<https://ucdenver.zoom.us/my/lisakeranen>

Michelle Médal, MA, Program Assistant

W 11:00 am - 12:30 pm in her Zoom

meeting room:

<https://ucdenver.zoom.us/my/michellemedal>

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WELCOME!

Welcome to New Media Production and Management! In this course you will be creating, producing, distributing, and managing captivating new media content using the latest digital communication, marketing, and editing platforms: Be prepared to embrace your imagination and improve your technological skills in order to accomplish your production and management goals. This course will be challenging and rewarding, but to gain the most from it, you must deeply engage the course materials and assignments. There is no pre-requisite for this course. Upon completion of this course, you will earn 3 credit hours.

DEPT MISSION STATEMENT:

To cultivate the knowledge and ability to use communication to create a more equitable and humane world.

DEPT MISSION & VALUES & MAIN LEARNING GOALS:

We promote innovation in student learning, excellence in research, and a commitment to social justice.

We seek to: cultivate creativity and compassion, encourage civic engagement, foster diversity and global humanity, facilitate career development, and increase access to higher education.

PRODUCTION OF COMMUNICATION:

We teach how best to produce effective oral, written, virtual and mediated communication that can contribute to society. Our students engage in actual production and creation of messages using a wide range of communicative forms and technologies.

ANALYSIS OF COMMUNICATION:

We teach how to understand the underlying beliefs and values inherent in messages. Through critical thinking about communication using a variety of analytical systems, students learn to identify, understand and assess the range of options available in the construction of messages.

CREATION OF COMMUNITY/FOSTERING CIVIC ENGAGEMENT & PROMOTION OF DIVERSE COMMUNITIES:

When individuals know and care about one another, they are less likely to be adversarial or disrespectful. This skill area fosters recognition that reasonable people do sometimes disagree and that multiple interpretations of subjects exist. We help people learn the ability to discover and use various options for managing and resolving conflicts. There is a special ability found in those who can understand, evaluate and communicate effectively within social, public and professional systems that enable change to occur in ways that are civil and respectful of all perspectives. Our students learn to create, sustain and communicate effectively within these systems.

The National Communication Association's Learning Outcomes in Communication

LOC #4: Create messages appropriate to the audience, purpose, and context

- Locate and use information relevant to the goals, audiences, purposes and contexts.
- Select creative and appropriate modalities and technologies to accomplish communicative goals
- Adapt messages to the diverse needs of individuals, groups and contexts
- present messages while in the process of communicating
- critically reflect on one's own messages after the communication event

LOC #6: Demonstrate the ability to accomplish communicative goals (self-efficacy)

LOC #7: Apply ethical communication principles and practices

- Choose to communicate with ethical intention

LOC #8: Utilize communication to embrace difference

- Respect diverse perspectives and the ways they influence communication

LOC #9: Attempt to influence public discourse

Class Learning Objectives. Upon completion of this course, students will be able to...

CLO #1: understand and use online tools that can assist in regulating and manage online marketing materials for peak impact. (LOC 4)

CLO #2: produce effective textual, video, and audio media with the aid of paid and free tools. (LOC 4, 7, 8)

CLO #3: demonstrate how to create content specifically for various social media platforms and the considerations involved in choosing a social media management platform. (LOC 4)

CLO #4: identify what components play into compelling storytelling and apply them to their multimedia production to engage an audience. (LOC 4)

CLO #5: apply the knowledge gained to use the functions of industry-leading software. (LOC 6)

CLO #6: understand how production and management of new media on social media platforms can contribute to social justice efforts. (LOC 4, 7, 8, 9)

About the Instructor, Contact Information, and My Promise to Students

My name is Gina Portolese and I will be the lecturer for this course. You can call me Gina, Portolese, Gina Portolese, Ms. Portolese, Prof, I truly don't mind what it is, as long as it is not Ms. Gina. My aunt calls me that and it sounds weird when students address me this way.

This class is entirely online, as will be all forms of communication. To get in contact with me, please message me through Canvas messenger. This will be the most effective way to communicate and allow me to have one place where all student communication can occur rather than scattered between email and messaging. I will respond to your message within 2 days.

I have worked in freelance multimedia journalism since 2015. I completed my MA in Communication and have worked in photojournalism and digital publishing. I have taken photos for and helped manage social media for businesses with my knowledge of media production and management. During my MA program, I focused my work on multimedia journalism and social justice topics. These media included photography, videography, audio work in podcasting, and written pieces as well. I believe that storytelling is part of human nature and impacts our everyday lives.

COVID-19 has changed the landscape of university procedures and impacted students' learning styles. I promise to students that through modern technological tools, I will embrace different learning styles and help accommodate them to ensure that you understand and engage the course content. In order to fulfill this promise, I will be meeting online with students a couple times throughout the semester and providing video responses to everyone's work. As students, I need you to be as transparent with me about your learning styles as possible so we can work together. What does that mean? This course will be wildly fun and beneficial if we all work and collaborate together. I look forward to seeing all of your work for the semester.

CLASS EXPECTATIONS AND POLICIES

RESPONSIBILITIES:

I want everyone in the class to be aware that I take the effects that the pandemic and social justice efforts have on one's mental health seriously. Everyone reacts to these major events differently and I am here to work with you, not against. I have structured our course to be challenging yet manageable for this fall semester. If you need help with anything or need to chat about the course, please do not hesitate to reach out. When it comes to participation, I expect everyone to take part in discussions and Flip Grid videos that will be available to you via Canvas.

EXTRA CREDIT:

There will be no formal extra credit offered in this class; however, if the opportunity arises to create extra assignments, I reserve the right to offer these to students. Extra credit opportunities will be offered to the entire class, not individual students.

LATE WORK POLICY:

Discussions, quizzes, and practice assignments will be accepted up to 1 week late with a 10% grade deduction. The final project will not be accepted if turned in late. Life happens so please message me as soon as possible if you have a special case.

INCOMPLETE POLICY:

When a student has special circumstances that make it impossible to complete course assignments, faculty members may choose to award an incomplete grade. All incomplete courses are assigned a grade of Incomplete ("I"). Incomplete grades are not awarded for poor academic performance or as a way of extending assignment deadlines. A CLAS course completion agreement form or other written documentation of assignments to be completed as well as the agreed upon due dates is strongly suggested when faculty and student agree on an incomplete grade. Both parties are encouraged to keep copies of this documentation. [More information about CLAS's incomplete policy here.](#)

PLAGIARISM:

Plagiarism and cheating will not be tolerated and can lead to possible dismissal from the University. At minimum, you will receive zero points on the assignment. At the instructor's discretion, the student caught plagiarizing or cheating can be assigned an F for the course. I will provide you with information on how to cite sources and how to avoid plagiarism in your work in this course, but if you still have questions please ask. [CU Denver Code of Conduct](#).

VIRTUAL CLASSROOM CULTURE:

Going along with the Department's mission statement and my own belief that every student has a unique contribution to classroom conversations and the world beyond, this class aims to be a space where you are safe to develop your voice, and where your peers support you in doing so. I expect all of you to be aware of how your language and actions impact others. I will not tolerate inappropriate or abusive language towards students or myself. This includes and is certainly not limited to; racist, sexist, xenophobic, transphobic, homophobic, misogynistic or classist language.

SUBMISSIONS:

This is an online course that will be run entirely via Canvas. All assignments will have a submission page for you to upload content or write your entry. I will not accept assignments submitted by email.

REVISE AND RESUBMIT POLICY

Voluntary rewrites or resubmissions of assignments will not be accepted for a re-grade if the assignment is past due. In a rare circumstance your instructor may request you to revise a given assignment before a given deadline in order to receive points. If a student has a C or below I allow revisions to assignments.

TECH:

This course requires you to have access to the Internet, Canvas, laptop/phone camera, and audio. If you do not have access to these things, please let me know right away. We will be producing and managing digital media, so online access is necessary to be successful in this course. Students will participate in a survey in the first week to note what tech they have available to them.

MATERIALS

This course does not have a textbook, but we will have readings that will be provided to you via Canvas. We will be discussing and working with technology that has paid and free components. Adobe Creative Cloud is industry standard and is \$20/month for students.

<https://www.adobe.com/creativecloud/plans.html?promoid=P3KMQYMW&mv=other> If you want to dive in completely, I would highly recommend subscribing. Otherwise, we will be working with free tools as well. Most of the media you can create can be done through your smartphone, but if you want to go above and beyond, you can invest in a DSLR camera and digital creative tools such as a laptop or a tablet.

RELIGIOUS HOLIDAYS:

At the beginning of the semester let me know about any course conflicts that you may have, and we will accommodate accordingly.

COURSE ASSIGNMENT INFORMATION AND GRADING

ASSIGNMENT COMMUNICATION:

All feedback and grades will be provided to you online through Canvas within 1-3 days of turning in your work. I will provide you with notes on your assignments and discussions through Canvas's assignment notes. If you would like to respond back to my notes, please message me separately in a Canvas message. Production and Management feedback will

If you have a question about an assignment, you must message me at least 2 days prior to the due date. This will allow you to have an appropriate amount of time to make sure you understand what is being asked of you and produce better work. When you message me, please review your message for grammar and spelling errors. Provide me with all the questions you have. Based on the length of the answer, I may ask to respond to you through a ZOOM call.

As mentioned earlier in the syllabus, I do not accept assignment submissions by email. All work is submitted via Canvas.

WRITING AND STYLE REQUIREMENTS

In this course, I implore you to expand your creative horizons when it comes to media production. The style you choose for your aesthetic will be up to you. I will provide you with my feedback and what necessary adjustments should be made to your work. Media management assignments will be somewhat restrictive, and I require you to follow the assignment guidelines carefully. All written assignments, unless stated otherwise, should be written in APA format, 12-point font, Times New Roman, and double spaced.

DISCUSSIONS / FLIP GRID VIDEOS:

Each discussion will act as a mini-project that will help further your understanding of digital communication tools, course material, and allow you to share your work with the class. All of the prompts for the discussions will be on the Canvas Discussion page, and I will also mention them in the weekly video break-down. Our discussions will be conducted through Flip Grid. Flip Grid is an online video tool that will help you easily make videos for this class, provide you with easy access to hear the perspectives of your peers, and also create video responses for your peers. For every Flip Grid discussion, I expect all students to watch and respond to a minimum of 2 of their classmates. For written discussions, I expect students to write at the collegiate level, check spelling, grammar, and citations. Lastly, students should write responses to a minimum of 2 classmate's written discussions. You will be graded based on the rubric provided for all discussions found under the Student Success module in Canvas on the page named Discussion Norms & Grading. These discussions address LOC #4, 6, 7, 8, 9, and CLO #1, 4.

Each discussion will be worth 20 points. Discussions will constitute 12% of your grade.

QUIZZES:

With each section, you will have readings and tutorials to study. This course does not have a textbook, so we will be using free educational resources that will help advance your knowledge and understanding in digital production and management. Quizzes will be administered through Canvas. These quizzes will help ensure you are grasping the material. All quizzes will be due by Friday at 11:59 PM and open note. These quizzes will address LOC #6, and CLO #1, 2, 4, 5.

Each quiz will be worth 10 points. Quizzes will make up 7% of your grade.

PRACTICE ASSIGNMENTS:

Throughout the semester, you will be completing mini-practice assignments. These assignments will be hands-on and address producing and managing your new media. You will be assessed on how well you respond to the assignment prompt based on the rubric I provide for each practice assignment. These practice assignments address LOC #4, 6, 7, 8, 9, and CLO #1, 2, 3, 4, 5, 6.

Each practice assignment will be worth 10 points. Practice assignments will make up 5% of your grade.

PRODUCTION AND MANAGEMENT SEMESTER PROJECT:

Throughout the semester, you will be developing, managing, and distributing a new media project of your own. All other work in this class will be done to help you improve upon your project and critically think about what production and management of media can do for you (do for you how?). You will be assessed on how well you follow the prompts for each part of the project in relation to the rubric. I will reach out to you regarding your work if I find that it misses the objective and/or does not comply with the prompt. I want you to embrace each of the parts you complete as opportunities to learn about the material.

For this project, you will develop a comprehensive website using the materials and content you have created. In order for students to see the breakdown of the project, below (P) refers to Production and (M) refers to Management.

(P) Part 1- Due by end of week 2: 8/30- Focus: vision, goals, formatting. Part 1 will require you to produce a FlipGrid video to communicate with me and your classmates what your vision and goals are for this project and how you plan on accomplishing them. More information is found on Project Part 1 discussion in Canvas.

(P) Part 2- Due by end of week 5: 9/20- Focus: Research, content management systems. By the end of week 5 you will have an understanding of how to conduct research and website production methods. Part 2 will require you to submit your website skeleton with color scheme and specific pages implemented. Along with the website, you will be providing information that you have researched that play a major role into the "what and why" of your project. More information is found on Project Part 2 assignment in Canvas.

(P) Part 3- Due by end of week 10: 10/25- Focus: Content production, understanding social media. By the end of week 10 you will have a well-rounded understanding of how to produce media through various channels and how to distribute and expand your reach through social media. Part 3 will require you to submit your updated website with content you created, this includes (but not limited to) media and written portions. You will submit media you created in a .zip file or a Google Drive folder that you share with me. More information is found on Project Part 3 assignment in Canvas.

(M) Part 4- Due by end of week 12 11/8- Focus: Social Media. By the end of week 12 you will have a basic understanding of social media marketing techniques. For part 4, we will be focusing on the management of media. You will develop a social media strategy plan that you will submit via PDF file. You can use the template I have provided. Please provide explanations in a separate Word or PDF file on why you selected the options you did for your strategy plan. More information is found on Project Part 4 assignment in Canvas.

(M) Part 5- Due by end of week 14 11/22- Focus: Marketing automation, SEO, analytics. By the end of week 14 you will be able to use online marketing tools and apply them to your project to expand your reach and better understand your audience. Part 5 will require you to submit a market analysis of your findings as well as your social media calendar and how it relates to the free marketing automation tools you have chosen to use. More information is found on Project Part 5 assignment in Canvas.

(P/M) Final- Due by December 13. Focus: Putting it all together. Please turn in your website filled with content you produced, links to social media that you have been promoting, final screen recordings of analytics, automation tools, back end of social media marketing- calendar and insights, and SEO tools.

This project will help you gain a comprehensive understanding of media production and management through hands-on techniques. If you take advantage of the opportunities that this project brings, you will become more marketable to possible employers and have the tools necessary to further your personal online presence.

This project addresses LOC #4, 6, 7, 8, 9, and CLO #1, 2, 3, 4, 5, 6. Each subpart will be worth 100 points and will constitute 50% of your grade. The final portion will be worth 260 points and will constitute 26% of your final grade.

GRADE BREAK-DOWN:

I have provided rubrics and breakdowns of ALL assignments in a document in Canvas that you all have access to. Grading conflicts can arise, typically minimal, but if you have a question or disagreement with your grade, please come to me and we can discuss the matter.

In order to get credit for this class you must get a C- or higher. A = 94% or above; A- = 90% or above; B+ = 87% or above; B = 84% or above; B- = 80% or above; C+ = 77% or above; C = 74% or above; C- = 70% or above; D+ = 67% or above; D = 64% or above; D- = 60% or above; F = 59% or below.

ASSIGNMENT	POINTS
Discussions – Total of 6	120
Quizzes- Total of 7	70
Semester Project	
Part 1- (P) Vision/Goals	100
Part 2- (P) Research/Website	100
Part 3- (P) Content	100
Part 4- (M) Social Media	100
Part 5- (M) Market Analysis	100
Final	260
Practice Assignments- Total of 5	50
TOTAL	1,000

STUDENT RESOURCE HIGHLIGHTS

THE WRITING CENTER:

The Writing Center is available to do online consultations with students. The staff is available for daytime and evening appointments. The resources provided on the Center's page are useful and handy: everything from how to write essays, to citations, and even grammar and syntax with video tutorials. You can find this and more here: <https://clas.ucdenver.edu/writing-center/>

CAREER CENTER:

The career center works to assist students with navigating various fields of work and can do it remotely. The staff works to help students create career plans, resumes, and cover letters, and even helps with interviewing. You can find more resources and how to connect with staff here: <https://www1.ucdenver.edu/services/career-center>

COUNSELING CENTER:

The staff at the counseling center have been providing telehealth/online video calls and regular phone calls for students who need counseling services. They have a variety of helpful and useful resources for students from one-on-one counseling to suicide prevention programs, and have a friendly staff to assist you in any way possible. You can find these resources and plenty more here: <https://www.ucdenver.edu/counseling-center>

EMERGENCY COVID-19 RESOURCES

CU Denver is offering a handful of resources to students during the pandemic. You can find free resources for food assistance, housing/eviction, rent and utility assistance, and information for the undocumented community. You can find all the information here: <https://www.ucdenver.edu/wellness/matters/food-pantry/emergency-covid-19-resources#undocumentedcommunity>

AURARIA LIBRARY:

In this course, you will be conducting research that requires review of scholarly literature. The library has a vast number of databases to skim through, citation information, and librarians that you can chat, text, e-mail and call for assistance in your research. You can find this information and more here: <https://library.auraria.edu>

THE PHOENIX CENTER AT AURARIA:

The Phoenix Center is a response service that focuses on education and facilitate dialogue related to interpersonal violence in the Auraria community. The services are free and confidential. You can find more information here: <https://www.thepca.org>

TUTORING AND STUDENT LEARNING RESOURCE CENTER:

CU Denver has a team of current and former students who work to help ensure you are understanding course materials. This may not be precisely applicable for this course, but it may help you in others. You can schedule online tutoring and learn more here:

<https://www.ucdenver.edu/learning-resources-center/tutoring><https://www.ucdenver.edu/learning-resources-center/tutoring>

DISABILITY RESOURCES CENTER:

The university provides accommodations, documentations, resources, and assistance with transition issues for students with disabilities. For more information on everything they have to offer, find more information here: <https://www.ucdenver.edu/student-services/resources/disability-resources-services/Pages/disability-resources-services.aspx>

UNIVERSITY POLICIES

DISABILITY ACCESS STATEMENT:

The faculty at the University of Colorado system have both a legal and moral obligation to provide reasonable accommodations to students with disabilities. To be eligible for accommodations, students must be registered with the UC Denver Office of Disability Resources and Services (DRS) – Student Commons 2116; 303-315-3510). The DRS staff has experience to assist faculty in determining reasonable accommodations and to coordinate these accommodations. If a student is given accommodations, they must be followed. If a student chooses not to accept the accommodations set forth by the DRS, they MUST complete all assignments and do all course work in the same manner as all other students. No exceptions or alternate forms of evaluation can be used except those mandated by the DRS. Faculty cannot arbitrarily decide to give a student extra time, extra assistance or other forms of aid unless it is formally mandated by the DRS.

I will be happy to provide approved accommodations, once you provide me with a copy of DRS's letter. Please visit the [Office of Disability Resources and Services website](#) for further information.

CLAS GRIEVANCE POLICY:

If you disagree with a grade or have a grievance, please follow these steps:

1. Discuss concerns with your instructor. I personally take all student's viewpoints into consideration and am willing to work with students. If you have a complaint against another student, please notify me as soon as possible.
2. If the issue is not resolved after a discussion, discuss concerns with the Department Chair.
3. If the issue is not resolved after a conversation with the Department Chair, discuss concerns with the Associate Dean for Student Success.

NON-DISCRIMINATION POLICIES:

The University of Colorado does not discriminate on the basis of race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation, or political philosophy in admission and access to, and treatment and employment in, its educational programs and activities. The university takes action to increase ethnic, cultural, and gender diversity, to employ qualified disabled individuals, and to provide equal opportunity to all students and employees. Qualification for the position and institutional need shall be the sole bases for hiring employees, and the criteria for retaining employees shall be related to performance evaluation, assessment of institutional need, fiscal constraints, and/or, in the case of university staff, the rational exercise of administrative prerogative. All students shall have the same fundamental rights to equal respect, due process, and judgment of them based solely on factors demonstrably related to performance and expectations as students. All students share equally the obligations to perform their duties and exercise judgments of others in accordance with the basic standards of fairness, equity, and inquiry that should always guide education.

SEXUAL MISCONDUCT POLICY:

What is Sexual Misconduct?

Sexual misconduct includes the following:

1. Sexual assault-non-consensual sexual intercourse;
2. Sexual assault - non-consensual sexual contact;
3. Sexual exploitation;
4. Intimate partner abuse (including domestic or dating violence);
5. Gender/sex-based stalking;
6. Sexual harassment; and
7. Retaliation as related to any form of sexual misconduct listed above.

Responsible Employees Must Report Sexual Misconduct

Any faculty or staff member who is considered a responsible employee, as defined below, who witnesses or receives information regarding any possible sexual misconduct prohibited herein is required to promptly report to the Title IX Coordinator or designee all known details about the alleged sexual misconduct, including:

1. Name of the alleged victim;
2. Name of alleged perpetrator;
3. Name of any alleged witnesses; and
4. Any other relevant facts, including the date, time and specific location of the alleged incident.

Responsible employee means any employee who:

1. has the authority to hire, promote, discipline, evaluate, grade, formally advise or direct faculty, staff or students;
2. has the authority to take action to redress sexual misconduct; and/or
3. has been given the duty of reporting incidents of sexual violence or any other misconduct by students to the Title IX Coordinator.

Note: This definition does not include any medical, mental health, counseling or ombuds office personnel.

ACADEMIC HONESTY AND STUDENT CODE OF CONDUCT

Students are expected to know, understand, and comply with the ethical standards of the university, including rules against plagiarism, cheating, fabrication and falsification, multiple submissions, misuse of academic materials, and complicity in academic dishonesty. Please see the [Student Code of Conduct](#).

Plagiarism is the use of another person's ideas or words without acknowledgement. The incorporation of another person's work into yours requires appropriate identification and acknowledgement. Examples of plagiarism when the source is not noted include: word- for-word copying of another person's ideas or words; the "mosaic" (interspersing your own words here and there while, in essence, copying another's work); the paraphrase (the rewriting of another's work, while still using their basic ideas or theories); fabrication (inventing or counterfeiting sources); submission of another's work as your own; and neglecting quotation marks when including direct quotes, even on material that is otherwise acknowledge.

Cheating involves the possession, communication, or use of information, materials, notes, study aids, or other devices and rubrics not specifically authorized by the course professor in any academic exercise, or unauthorized communication with any other person during an academic exercise. Examples of cheating include: copying from another's work or receiving unauthorized assistance from another; using a calculator, computer, or the internet when its use has been precluded; collaborating with another or others without the consent of the professor; submitting another's work as one's own.

Fabrication involves inventing or counterfeiting information—creating results not properly obtained through study or laboratory experiment. Falsification involves deliberate alteration or changing of results to suit one's needs in an experiment or academic exercise.

Multiple submissions involve submitting academic work in a current course when academic credit for the work was previously earned in another course, when such submission is made without the current course professor's authorization. Misuse of academic materials includes: theft/destruction of library or reference materials or computer programs; theft/destruction of another student's notes or materials; unauthorized possession of another student's notes or materials; theft/destruction of examinations, papers, or assignments; unauthorized assistance in locating/using sources of

information when forbidden or not authorized by the professor; unauthorized possession, disposition, or use of examinations or answer keys; unauthorized alteration, forgery, fabrication, or falsification of academic records; unauthorized sale or purchase of examinations, papers, or assignments.

COURSE CALENDAR

The following table contains everything that we will be going over this semester. As someone who hopes to provide you with knowledge in not only media production and management but also time management, I would highly suggest putting all assignments in your agenda so that you know when it is coming. More on student success can be found in the module “Student Success” in Canvas. This agenda is subject to change and the instructor reserves the right to adjust as needed. For more information of the Communication Department visit, Clas.ucdenver.edu/communication and find us on social media @CUDenverCommunication

Other important dates to keep in mind are listed through the CU Denver Fall 2020 academic calendar which can be found at: <https://www.ucdenver.edu/student/registration-planning/academic-calendars/fall-2020>

DATE	AGENDA	TO DO
WEEK 1: 8/17-8/23 (Introduction)	Go over syllabus Overview of digital workplace	Due: Introduction Video Project Production and Management Survey Videos: Lecture
WEEK 2: 8/24-8/30 (Production)	PR, research, and communication: SurveyMonkey , hands on research, interviewing	Due: Project Part 1 Quiz 1 Readings: Brand Research and Consumer Insights (Juska, J. M.

		<p>(2017). <i>Integrated Marketing Communication : Advertising and Promotion in a Digital World</i>. Routledge.)</p> <p>Sound Reporting (Recommended for interviewing-not mandatory)</p> <p>Art of the Interview</p> <p>Interviewing Principles</p> <p>How to do Market Research</p> <p>Videos:</p> <p>Lecture</p> <p>SurveyMonkey Essential Training</p> <p>Library Tutorials</p> <p>Library Marketing Research</p> <p>10 Ways to Have a Better Conversation</p>
<p>WEEK 3: 8/31-9/6 (Production)</p>	<p>PR, research, and communication: Constant Contact, MailChimp</p>	<p>Due:</p> <p>Discussion #1</p> <p>Practice Assignment #1</p> <p>Readings:</p> <p>How the Web has Changed the Rules of Marketing and PR CHP 1, 2, 3. (David Meerman Scott. (2020). <i>The New Rules of Marketing and PR : How to Use Content Marketing, Podcasting, Social Media, AI, Live Video, and Newsjacking to Reach Buyers Directly: Vol. Seventh edition</i>. Wiley.)</p> <p>You Are What You Publish: Building Your Marketing and PR Plan CHP 10. (David Meerman Scott. (2020). <i>The</i></p>

		<p><i>New Rules of Marketing and PR : How to Use Content Marketing, Podcasting, Social Media, AI, Live Video, and Newsjacking to Reach Buyers Directly: Vol. Seventh edition. Wiley.)</i></p> <p>Market Research Guide Customer Persona Worksheet</p> <p>Videos: Lecture</p>
<p>WEEK 4: 9/7-9/13 (Management/ Production)</p>	<p>Digital content management systems and website builders: SharePoint, Wix, Weebly, SquareSpace</p>	<p>Due: Quiz 2</p> <p>Readings: Digital Media Environments (Juska, J. M. (2017). <i>Integrated Marketing Communication : Advertising and Promotion in a Digital World.</i> Routledge.) The Content Rich Website (David Meerman Scott. (2020). <i>The New Rules of Marketing and PR : How to Use Content Marketing, Podcasting, Social Media, AI, Live Video, and Newsjacking to Reach Buyers Directly: Vol. Seventh edition. Wiley.)</i> What is a CMS How to Create an Effective Website 10 Tips for a Good Website</p>

		Videos: Lecture SharePoint Essential Training
WEEK 5: 9/14-9/20 (Production)	Applying Digital content systems	Due: Discussion #2 Project Part 2
WEEK 6: 9/21-9/27 (Production)	Content production: Understanding and mapping out media production, composition, methods, techniques	Due: Practice assignment #2 Quiz 3 Readings: Creative Development (Juska, J. M. (2017). <i>Integrated Marketing Communication : Advertising and Promotion in a Digital World</i> . Routledge.) The Psychological Power of Storytelling Importance of Visual Storytelling Image Production Basics Videos: Lecture How Ideas Spread Pick One: How Photography Connects Us How to Fight Injustice with Raw Video Out on the Wire Art that Brings Words to Life
WEEK 7: 9/28-10/4 (Production)	Content production: Adobe/Avid	Due: Discussion #3 Videos: Lecture Photoshop Getting Started

		Photoshop Essential Training Lightroom Getting Started Lightroom Essential Training Illustrator Getting Started Illustrator Essential Training InDesign Getting Started InDesign Essential Training Premier Pro Getting Started Premier Pro Essential Training Pro Tools Pro Tools Essential Training Pro Tools Tutorial Library
WEEK 8: 10/5-10/11 (Production)	Content production: Free tools Adobe Spark , VSCO , GIMP , PIXLR , Canva	Due: Set up time for meeting through Canvas messaging Practice Assignment #3 Videos: Lecture
WEEK 9: 10/12-10/18 (Management)	Understanding Social Media Marketing	Due: Meeting check-in Discussion #4 Quiz 4 Readings/Documents: Social Networking Technologies and Social Movements (Anastacia Kurylo, & Tatyana Dumova. (2016). <i>Social Networking : Redefining Communication in the Digital Age</i> . Fairleigh Dickinson University Press.) Social Media Strategic Plan Calendar Example Pros and Cons Videos: Lecture

		Social Media Marketing Foundations
WEEK 10: 10/19-10/25 (Production)	Content production: PR & Social Media	<p>Due: Project Part 3 Practice Assignment #4</p> <p>Readings: Producing and Publishing Social Media Content How to Craft an Effective Social Media Strategy</p> <p>Videos: Lecture</p>
WEEK 11: 10/26-11/1 (Management)	Applying Social Media Marketing	<p>Due: Discussion #5 Quiz 5</p> <p>Videos: Lecture</p>
WEEK 12: 11/2-11/8 (Management)	Marketing automation: Braze , Marketo	<p>Due: Project Part 4 Quiz 6</p> <p>Readings: New Marketing Automation Hits the Mark (Del Rowe, S. (2016). New Marketing Automation Hits the Mark. (Cover story). <i>CRM Magazine</i>, 20(4), 24–27.) What is Marketing Automation Marketo Marketing Automation</p> <p>Videos: Lecture Marketing Automation Intro</p>
WEEK 13: 11/9-11/15 (Management)	Applying Marketing automation & SEO: Google Adwords	<p>Due: Discussion #6 Practice Assignment #5</p> <p>Readings:</p>

		Beginners Guide to SEO SEO Step-by-Step Guide Videos: Lecture SEO for Social Media SEO Foundations Google Adwords Essential Training
WEEK 14: 11/16-11/22 (Management)	Marketing analytics: Hubspot , Google Analytics , Facebook Insights	Due: Set up time for meeting through Canvas messaging Project Part 5 Quiz 7 Readings: Target Audiences and Market Segmentation (Juska, J. M. (2017). <i>Integrated Marketing Communication : Advertising and Promotion in a Digital World</i> . Routledge.) What are Marketing Analytics and Why Does it Matter? Videos: Lecture Google Analytics Essential Training Hubspot Essential Training Facebook Insights #8
WEEK 15: FALL BREAK		
WEEK 16: 11/30-12/6 (Production) (Management)	Work & collaboration week	Due: Final check-in
WEEK 17: 12/7-12/13	Present final project components	Due: Website, videos, and links

