

COURSE SYLLABUS MMC Production - COMM 337-20E (3550)

Loyola University Chicago
FALL SEMESTER 2018

INSTRUCTORS
DR. PAMELA MORRIS & JOHN C.P. GOHEEN

CLASS LOCATION:	Water Tower - School of Communication - Room 015
OFFICE LOCATION:	Lewis Towers Room 910A
OFFICE HOURS:	DR. PAMELA MORRIS Tuesday 2:30 – 4:00 / Thursday 11:30 - 12:45 p.m. JOHN C.P. GOHEEN Tuesday 2:00 - 4:00 p.m. / Wednesday 3:00 - 4:00 p.m. or by appointment
OFFICE PHONE:	DR. PAMELA MORRIS - 312.915.6905 JOHN C.P. GOHEEN - 312.915.8537
E-MAIL ADDRESS:	Pmorris1@luc.edu Jgoheen@luc.edu Email messages from students will be answered within 48 hours. An email on Friday may not receive a response until Monday.
INSTRUCTOR WEB PAGE:	Sakai
CLASS HOURS:	Tuesday 4:15 p.m. – 6:45 p.m.
PREREQUISITE:	Intro to Video (COMM 135) or Principles of Advertising (COMM 211) or Instructor Approval

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A. COURSE DESCRIPTION

COMM 337 is an advanced video and advertising course designed to give students an introduction to various types of multimedia commercials as well as practical considerations of producing branded content, including videos and television spots. Students will be involved in all stages of the process from research and development of strategies and creative briefs, scripts and storyboards, to production and post-production of completed commercials and “pitches” or presentations and selling of the ideas and materials at each step.

The unique course will explore the process of producing different types of multimedia commercial messages, from strategic direction and concept through development to production and post-production. To complement the process, we will critically analyze a variety of multimedia commercials.

Students will need to multi-task to complete several commercial projects and practice the process of developing and executing broadcast production, as well as learn more about technology and implications of media production, and strategy and creative development, through studying, reading and engaging with the community and class peers.

B. METHOD OF INSTRUCTION

The primary design of this course will be lecture, group discussion and individual participation. Homework assignments will require students to execute the basic fundamentals being taught in the classroom.

Building a good foundation is critical to success and a clear understanding of basic standards is essential before advancing to the next level. Students will work in groups. Working as a team, students are expected to share what they know with one another in order to reach a common goal of successfully completing each assignment. Group assignments will be graded using a peer review method.

Everyone’s work will be evaluated and critiqued during class. Students will be asked to participate in the process of critiquing each other’s work. Constructive criticism should never be taken personally, understanding that filmmaking is often a collaborative process.

Hands-on training is where each student develops the physical and mental skills necessary to perform each task successfully. This may require some students to put in more time and effort to be successful. Students should reach out to those in the class who may have more knowledge, skill and a willingness to help those with less natural skill or experience.

C. COURSE OBJECTIVES

This course broadens the education and expertise of students majoring in Communication Studies, Advertising and Public Relations and Video-Film

Production by providing valuable, real-world-style opportunities not readily available otherwise. For many students their first production job may be working on low-budget television commercials or branded content for online distribution. This course will provide vital tools in the development and production of multimedia commercials. For advertising and public relations majors, this course is an opportunity to learn the details of what goes into producing a broadcast message. For film or communication majors, this course will further introduce them to the specialized world of commercial production. This course will also provide students with a more complete portfolio, allowing them to stand out from the competition when they are seeking their first jobs in the advertising or production fields.

ENGAGED LEARNING COMPONENT

To advance the mission of Loyola University Chicago to “expand knowledge in the service of humanity through learning, justice, and faith,” the Engaged Learning requirement of the Core Curriculum is designed to support the mission by embedding opportunities in courses through the many different forms of experiential learning, helping students enhance their knowledge, skills and values. All undergraduate Loyola University Chicago students will be required to complete one three (3) credit course designated as Engaged Learning as part of the Core Curriculum.

How is Engaged Learning Defined?

The criteria to define Engaged Learning courses are those that provide all of the following:

- A core learning experience integrated into a course that engages students in learning outside the classroom, such as in a community agency, professional organization or in a research setting;
- Critical reflection on that experience through various assignments in class;
- Synthesis of the experience through a final project or portfolio.

What is expected in this course?

Service-learning – In this course students will complete 25+ hours of service work in the community or a community-based project connected to the content of the course. Course assignments and final projects synthesize classroom- and community-based learning. This engaged learning course offers students the opportunity to engage directly with and reflect on service and justice issues in the community.

Students will produce a 90 second to 2 minute video that will serve a Chicago non-profit organization they have partnered with. Each student will also be required to submit a service-learning agreement, project delivery confirmation, write a reflection paper on the experienced that will be posted and register online with LOCUS, as well as keep a record of their progress as indicated on the below link:

<http://www.luc.edu/experiential/eportfolio/engagedlearningassessment/>

Major Course Projects

Core assignments planned for the class are outlined below. Details for each will be given closer to the assignment and assignments may change depending on the needs, pace and opportunities that may arise during the semester.

#1A - Non-Profit Video / Viral Video – Erin’s Farm. Produce a 90 second to 2 minute video that can be used as determined by the client. The video will be posted on the organization’s website, YouTube and other social networks to promote their organization as they deem fit. There will also be a VIRAL video component. The most viewed spot with at least 1,000 views will earn students an additional 10 extra credit points. Any project with over 5,000 views will receive 5 extra credit points. The number of views will be determined after the Thanksgiving holiday.

#1B – Non-Profit Video / Viral Video – The Urban Canopy. Produce a 90 second to 2 minute video that can be used as determined by the client. The video will be posted on the organization’s website, YouTube and other social networks to promote their organization as they deem fit. There will also be a VIRAL video component. The most viewed spot with at least 1,000 views will earn students an additional 10 extra credit points. Any project with over 5,000 views will receive 5 extra credit points. The number of views will be determined after the Thanksgiving holiday.

#1C – Non-Profit Video / Viral Video – Imerman Angels. Produce a 90 second to 2 minute video that can be used as determined by the client. The video will be posted on the organization’s website, YouTube and other social networks to promote their organization as they deem fit. There will also be a VIRAL video component. The most viewed spot with at least 1,000 views will earn students an additional 10 extra credit points. Any project with over 5,000 views will receive 5 extra credit points. The number of views will be determined after the Thanksgiving holiday.

#1D - Non-Profit Video/ Viral Video – Student Choice. Produce a 90 second to 2 minute video that can be used as determined by the client. The video will be posted on the organization’s website, YouTube and other social networks to promote their organization as they deem fit. There will also be a VIRAL video component. The most viewed spot with at least 1,000 views will earn students an additional 10 extra credit points. Any project with over 5,000 views will receive 5 extra credit points. The number of views will be determined after the Thanksgiving holiday.

#2A – KOVAL - A Real Commercial. Produce a :30, :60 or short brand marketing video spot for this new Chicago brand. This will involve following the KOVAL company directive.

#2B – Sweet Nouveau - A Real Commercial. Produce a :30, :60 or short brand marketing video spot for this new Chicago brand. This will be produced in a very stylistic fashion as demonstrated and instructed in class.

#3A – Re-creation Spot – (To be determined). Produce a :30 or :60 spot.

#4 – Contest Assignment - Following contest rules, produce an award winning commercial that fits the contest criteria, including specific spot length and other details.

Students will need to present each stage of the projects in front of the class as if in client presentations. These pitches will be considered serious and points will be earned from them, so you must dress and **act the part**. You will also need to submit a 1-page business style memo selling your final piece. Class participation is required from each student, providing feedback, suggestions and assessment of presentation.

Graduate Students – Graduate students are required one additional assignment. Working as a group, they will produce the following:

PSA – Under age drinking. Produce a :30 or :60 video that addresses the issue of under age drinking on college campus. This video should be produced from the perspective that you aren't going to tell students not to drink, but to do so responsibly. The campaign should have the tag: "Be Smart" associated with the spot. Your target audience should be directed towards incoming freshman from Loyola University Chicago or other university institutions.

Students will research, write a report and lead a class discussion (using power point) on the topics of viral videos, brand journalism, and ethics in advertising.

Spelling & Grammar

All assignments must be typed (unless otherwise directed) and free of spelling and grammatical errors. Allow time for proofreading, editing and revision. Also remember that your computer's spell check program doesn't catch everything. As a student in a communications college, you have a responsibility to pay close attention to spelling and grammar. If your work contains blatant spelling or grammar errors, expect a deduction off your grade.

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D. Class Schedule – Tuesday 4:15 a.m. – 6:45 p.m.

August / September

WEEK

1 August 28	<ul style="list-style-type: none">- Introductions, course overview schedule, expectations, grading.- Review partner process, fast-track pace, multi-tasking, and spirit of cooperation requirement.- What goes into producing a multimedia commercial? Review production process, creative brief, script, storyboard formats, client approvals. Review PSA goals.- Discuss/assign groups. Review Chapter 1, complete tasks 1.1, 1.2, 1.3 and 1.6.- <u>Introduce Non-Profit Video / Viral Video Assignment.</u>- <u>Introduce Graduate Students' to Viral Videos, Brand Journalism, and Ethics in Advertising Presentation and Discussion Assignment.</u>- <u>Introduce Graduate Students' Underage Drinking Assignment.</u>- Technical demonstration...Camera and other equipment.- Discussion on making unique videos/commercials – screen episode of <i>The Pitch</i>.
2 September 4	<ul style="list-style-type: none">- Due/present – Team company names, designate leader/roles, weekly meeting/status report (p. 113).- Quiz – Technical.- Read Chapter 2, do tasks 2.1. What is creativity and branding? Discussion (7.1 in class).- Creative brief (read Chapter 7, use task 7.4, Chapter 8, do 8.1) and memo writing workshop.- Provide <i>Television</i> handout to read and be prepared to discuss 9/11.- Discuss production techniques.- <u>Introduce Editing Assignment</u>- <u>Introduce KOVAL Commercial Assignment and formulate questions for client briefing/input meeting</u>
3 September 11	<ul style="list-style-type: none">- Due – Editing Assignment.- Due/present – Non-profit creative brief.- Secure Client signed Engaged Learning Contract for Non-profit.- Quiz – Creativity, branding, strategy.- KOVAL Client Meeting – Loyola Classroom 015. Prepare by reading Chapter 3.- Discussion of television advertising terms/ techniques: purpose, process, and persuasive devices, strengths/weaknesses, storyboard/script format (Television handout).- Show how you used one of the tasks in Chapter 8.- Review sample commercials.- Talent discussion. Voice over options. Call to Action.- Skills to create commercials: camera operation, sound, lighting, writing, editing. Show examples.
4 September 18	<ul style="list-style-type: none">- Due/present – Non-profit storyboard/script and details.- Due/present – Graduate students' Underage Drinking creative brief.- Due/present – Koval creative brief.- Show how you used one of the tasks in Chapter 8.
5 September 25	<ul style="list-style-type: none">- Quiz – Television.- Due/present – Grad Students - Viral Videos, Brand Journalism, and Ethics in Advertising Assignment.- Due/present – Non-profit Rough-cut. Read Chapter 10 to prepare.- Due/present – KOVAL storyboard/script and details.- <u>Introduce Re-creation Assignment and formulate questions for client briefing/input meeting</u>

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October

WEEK

- 6**
October 2
- Due/present – Non-Profit Fine-cut
 - Due/present – KOVAL commercial Rough-cut.
 - Re-creation Meeting – Loyola Classroom 015.

- 7**
October 9
- NO CLASS – Fall Break**

- 8**
October 16
- Due/present – Non-profit Final-cut and memo, and distribution plan of action.
 - Due/present – KOVAL Fine-cut.
 - Due/present – Re-creation creative brief.
 - Due/present – Graduate students' Underage Drinking Assignment storyboard/script and details.

- 9**
October 23
- Due/present – KOVAL commercial Final-cut and memo.
 - Due/present – Re-creation storyboard/script and details.
 - Introduce Contest Assignment.

- 10**
October 30
- Due/present – Contest creative brief.
 - Due/present – Re-creation commercial Rough-cut.

November

WEEK

- 11**
November 6
- Due/present – Re-creation commercial Fine-cut.
 - Due/present – Contest storyboard/script.
 - Due – KOVAL client delivery confirmation.

- 12**
November 13
- Due/present – Re-creation commercial Final-cut and memo.
 - Due/present – Graduate students' Underage Drinking Video Assignment Rough-cut.

- 13**
November 20
- Due/present – Contest Rough-cut.
 - Due/Present/Post – Non-profit reflection paper – submit online and provide hard copy.
 - Due/present – Graduate students' Underage Video Assignment Fine-cut.

- 14**
November 27
- Due/present – Contest Fine-cut.
 - Due/present – Non-profit viral view count evidence.
 - Due – Re-creation client delivery confirmation.
 - Due/present – Graduate students' Underage Drinking Video Assignment Final-cut and memo.

December

WEEK

- 15**
December 4
- LAST DAY CLASS MEETS**
- Due/present – Contest Final-cut and memo. Critique and suggestions for improvement offered.

- 16**
December 11
- FINALS WEEK – CLASS DOES NOT MEET**

E. TEXTBOOK AND SUPPLIES REQUIRED

Textbook: Advertising Campaigns Workbook, by Harsha Gangadharbatla, Kim Bartel Sheehan, David Koranda.

Supplies

- "AA" batteries
- Lens Cleaning Tissue
- 1 Roll of Clear Medical Tape
- 2 - Portable Hard Drives (1 recommended as a back-up drive)

There is an expectation that groups will have some additional expenses beyond that of most courses. For example, there may be expenses related to compensating talent for transportation, meals, parking or other expenses. In the past this has amounted to between \$100 and \$200 per group. It is expected each group member will share equally in this expense.

The Sony camera we are using this semester requires a Class 6 SDHC card. Sony recommends an 8 Gig card. This chart illustrates the various storage capacities for different size cards. It is **recommended each student obtain at least 160 minutes of storage** in the form of multiple cards.

Class 6 SDHC card (Required)	2 GB	4 GB	8 GB	16 GB	32 GB
Fine mode (Best Quality)	20 min.	40 min.	80 min.	160 min.	320 min.

You may currently have a drive that does not have a connection that is compatible with the MACs. If you have a drive with a Firewire 400 or 800 connection this will not work with the computers without a cable that adapts to fit the port on the iMac computers.

If you are purchasing a new hard drive it is recommended it have a USB 3.0 port. If you have an older drive with only Firewire, you will need to purchase a converter cable that converts Firewire to Thunderbolt (current port on iMacs).

The drives should meet the following specifications:

Minimum USB 3.0. It works best to not have a drive that you have to plug into external AC power. Look for a drive that powers off the computer.

Minimum of 120GB (the larger, the more versatile) Minimum 5400 RPM (7200 RPM recommended, especially for video/film concentrators).

There are many different brands that will serve you well. Some brands to consider would be Toshiba, Maxtor, Seagate, Western Digital, and Lacie.

Many online and local retailers provide these kind of drives. Local stores such as Best Buy, Apple, OfficeMax, Office Depot, etc., are good places to consider a purchase as well.

When possible, come to class with your hard drive without any material on it. If the drive is brand new, make sure it is properly formatted before attending class. If necessary, see Andi Pacheco in tech support (SOC 004) for assistance.

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F. GRADING COMPONENTS

The following are the major areas by which each assignment will be reviewed and graded:

- Creative brief/copy platform – Is the plan well thought out?
- Concepts – Are they creative, deliver the intended message and relevant to the target audience?
- Script and storyboard – Are these prepared in the proper format and good in details?
- Camera work.
- Editing work.
- Presentation of fine cut and finished piece – Content and presentations will be evaluated.
- Memo supporting and selling finished piece – Are memos professional and use branding, strategy, and TV language?

The grading policy is subject to some change during the semester, but it will be based upon these guidelines:

Grading Plan	Passing	Non-Passing	Numerical Value	
20% In-class assignments, fine cut presentations, weekly progress reports, and participation	A 4.00	D+ 1.33	95-100% = A	77-79% = C
	A- 3.67	D 1.00	92-94% = A-	74-76% = C-
15% Quizzes	B+ 3.33	D- .67	89-91% = B+	71-73% = D+
	B 3.00		86-88% = B	68-70% = D
30% Assignments (Undergrads-3 videos; Grads-4 videos, 1 distribution plan, 1 paper/presentation)	B- 2.67		83-85% = B-	65-67% = D-
	C+ 2.33		80-82% = C+	65% > = F
35% Non-profit Assignment	C 2.00			
100%	C- 1.67			

G. CAUSE FOR DEFICIENCIES

Attendance

Regular and on time attendance is essential for the educational process to work. Loyola University expects all students to attend every scheduled class on time. Exceptions may be made for University sponsored or work related activities, illness or valid emergency situations.

You should make every effort to inform us ASAP of any absence. If you know of a conflict with a school program outside this class, please don't wait to inform us at the last minute. You will not be allowed to make up any in-class work on a day you are absent unless it is an excused absence. Remember, we are in the School of Communication...so please make an effort to communicate. More than two unexcused absences will automatically result in a lower attendance grade.

Late work or failure to complete assignment(s)

Any work turned in after the designated due date will receive a 10 point grade reduction for each week it is late, even if by one day. No work will be accepted after two weeks have passed from the due date and that assignment will receive a 0 or incomplete grade.

H. LEARNING OBJECTIVES

- Gain experience developing multimedia commercials/branded content.
- Learn to create industry standard formats and documentation for creative concepts such as storyboards, scripts, etc.
- Learn to develop ideas that match client priorities as detailed in creative briefs and to maintain these priorities beyond concepts through to production and post-production phases.
- Learn to pre-produce a television commercial.
- Understand and use common video, multimedia production, advertising and branding terms.
- Learn to audition talent for television commercials or other broadcast messages.
- Improve teamwork and collaborative skills.
- Learn to shoot commercials in the studio and field.
- Improve efficiency in managing time, money and other resources.
- Learn to complete pre-production, production, including editing video and audio, and post-production tasks required to turn concepts into finished ads and communications that deliver intended messages.
- Learn to evaluate video messages based on production attributes, such as sound, visuals, and editing, as well as strategic intent, i.e., does the spot deliver the desired message and is it relevant to the target audience.
- Learn to pitch multimedia messages to secure buy-in at every stage of the process.

Group participation

Some initial homework assignments may involve working in teams. This will require each individual to be responsible to their teammate(s) for meeting deadlines, be it to shoot an assignment or to edit an assignment. It's expected that these assignments are to be completed as a team. Inevitably, there are always individuals who show up late or not at all, and yet they expect the others in the group to "carry" the load for them. When this occurs and is brought to our attention, there will be a one-grade reduction for that assignment to the individual responsible for letting their team down. If this occurs on more than one occasion, a failing grade will be awarded to the student for that assignment.

Class Participation

Participation is always valued and is expected of all students. Each student should make an effort to contribute in all classroom discussions. Class participation will be considered as a grading criteria for your Final course grade.

I. LOYOLA'S POLICY ON ACADEMIC DISHONESTY

Loyola Students are called upon to know, to respect, and to practice a high standard of personal honesty.

Plagiarism is a serious form of violation of this standard. Plagiarism is the appropriation for gain of ideas, language, or work of another without sufficient public acknowledgement and appropriate citation that the material is not one's own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the deliberate taking and use of specific words and ideas of others without proper acknowledgement of the sources.

The faculty and administration of Loyola University Chicago wish to make it clear that the following acts are regarded as serious violations of personal honesty and the academic ideal that binds the university into a learning community:

Submitting as one's own:

- Material copied from a published source: print, internet, CD, audio, still photos, video, etc.
- Another person's unpublished work or examination material.
- Allowing another or paying another to write or research a paper, shoot or edit a video for one's own benefit.
- Purchasing, acquiring, and using for course credit a pre-written paper or video story.

The critical issue is to give proper recognition to other sources. To do so is both an act of personal, professional courtesy and of intellectual honesty.

Plagiarism on the part of a student in academic work or dishonest examination behavior will result minimally in the instructor assigning the grade of "F" for the assignment or examination. In addition, all instances of academic dishonesty must be reported to the chairperson of the department involved. The chairperson may constitute a hearing board to consider the imposition of sanctions in addition to those imposed by the instructor, including a recommendation of expulsion, depending upon the seriousness of the misconduct.

J. ILLEGAL ACTIVITY

Documenting with either audio or video, being present at an illegal activity or knowingly violation of any local, state, or federal laws related to the execution of any assignment will automatically exclude it from being accepted for a grade. In addition, the same exclusion applies if you learn after the fact that your actions were of an illegal nature.

Incorporating the use of nudity and or other socially unacceptable images or audio into your work will automatically exclude it from being accepted for a grade.

K. CLASSROOM RULES OF CONDUCT

Please turn off cell phones and other electronic devices such as iPods before entering class.

You will not need a personal laptop for this course, so please do not bring it to class unless you have your own editing software on that computer with the intention of using it for that purpose. Once class has started, do not sign onto a classroom computer unless instructed to do so. Non-compliance will have a negative impact on your participation grade. Be respectful of other people's opinion in discussions.

Do not take naps or fall asleep during class. It is disrespectful toward the other students and the instructor. If you sleep during class you will be asked to leave and your participation grade will be negatively affected.

Do not leave class early. Do not come to class to take a quiz and then leave. If you foresee that you will not be able to stay the whole class, let us know beforehand.

If you have any questions or concerns, let us know as soon as possible.

L. SPECIAL NEEDS

Students are urged to contact us should they have questions concerning course materials and procedures. If you have a special circumstance that may have some impact on your course work and for which you may require accommodations, please contact us early in the semester so that arrangements can be made with the Services for Students with Disabilities (SSWD). Additional information about the services available at Loyola, including eligibility for services, is on the SSWD website:

<http://www.luc.edu/sswd/index.shtml>

M. LIABILITY ISSUES

Students will be instructed prior to their first assignment on the general nature of privacy and trespassing laws. From time to time students may find themselves in a position where someone may not approve of them capturing their image. In cases such as this, it is best to honor the wishes of this person. Even though you may very well be within your rights to gather this information to include both audio and video, it would be best if students "walk away" from the situation before it escalates.

In the event something does occur, please do the following:

- Contact faculty advisor
- Contact the department head

N. EQUIPMENT USE

Loyola University prides itself on providing state-of-the-art equipment for its students to learn the craft of visual story telling.

The School of Communication provides cameras, tripods, microphones, lighting and editing equipment that can be checked out from the Equipment Room in SOC 004.

This equipment passes through the hands of many students and in order to assure that the equipment remains in good working order, treat it like your own. **You** are financially responsible for all of the equipment you use and should treat it with great care. This kind of equipment is not indestructible and it is susceptible to various environmental situations such as a dirt, dust, rain, snow, water, and heat. Caution should be taken when transporting all equipment as this equipment is fragile and can easily be damaged. Be aware of your environment and where you are at all times. This type of equipment is popular with thieves and can easily be pilfered if you are not paying attention. Do not rely on others to be the one responsible for “watching” the equipment.

In the event something should happen, everyone in the group will be considered a responsible party.

Do not leave equipment in a parked vehicle where it can easily be stolen from the backseat. If you do have to leave equipment in your car, do so by placing in the trunk. But again, as a reminder, do not let the equipment roll around uncontrollably.

You may use your own equipment, but first clear this with me before any assignment.

SCHOOL OF COMMUNICATION - PRODUCTION FACILITIES WATER TOWER CAMPUS SOC 51 E. PEARSON Audio and Visual Production
Coordinator: Andi Pacheco 312.915.8830 or apacheco@luc.edu

FACILITY AND EQUIPMENT RULES

- Schedule all equipment use through Andi Pacheco. When individuals request use of the equipment outside of class time, the request should be made 5 working days in advance of the desired time. Andi will schedule requests for equipment and facilities in person, by phone, or by e-mail. Do not assume equipment is reserved unless you have confirmation from Andi. Equipment and use of facilities are available on a first come first serve basis anytime they are not being used for classes.
- Whenever possible, students should telephone Andi well in advance of their scheduled equipment pick-up or facility appointment should they anticipate a problem in arriving at the scheduled meeting time. Anyone more than 15 minute late for equipment pick-up may forfeit the use of the equipment at that time. Students who are repeatedly delinquent may lose their equipment privileges.
- Audio and video equipment is checked out on a 24 hour basis during the week and Friday to Monday on weekends. Equipment must be signed out in room SOC 004 with authorized personnel. Students will responsible for returning

equipment and materials within 24 hours and in their original condition. Students must report immediately any damage or theft of equipment. Failure to do so may result in a suspension or loss of equipment privileges.

- Students may bring additional crew members, if needed, to the lab for production.
- There is no smoking in any lab space. No eating or drinking at any work/edit station.
- Students are responsible for careful handling of all equipment, and for abiding by all rules and regulations governing the use of the facility.

O. SUGGESTIONS FOR SUCCESS

Treat the class like a job	Show up on time	Do the work
Come to class prepared	Pay attention	Communicate
Stay for the entire class period	Make no excuses	Be resourceful
Be fully engaged in class	Take good notes	
Don't be afraid to ask for help	Take the initiative to learn and succeed	
Don't wait until the last minute	to do the assignment	

P. INSTRUCTOR BIOS

Dr. Pamela Morris worked for nearly 20 years in the advertising industry. In 2004, after returning to school, she earned her PhD in Mass Communications from Syracuse University. Having managed accounts such as California Milk Advisory Board, Kellogg's, Mattel Toys, and Universal Studios Tour, Dr. Morris brings significant advertising industry experience to the classroom.

She has also researched and published articles exploring pedagogical methods, issues, and best practices specifically for teaching advertising and advertising creative, in attempt to best prepare students for professional careers. Her other scholarship investigates advertising visuals across cultures and has been published in international journals.

John C.P. Goheen has been an award-winning broadcast television journalist and documentary filmmaker for over 35 years. He has traveled the world documenting major news events and sharing stories with all the major American television networks and international clients. He continues to shoot and produce for various domestic and international organizations.

He has received over 300 local, national and international awards with work he has produced for a variety of U.S. television networks, local TV stations and international broadcasters. He has received virtually every major broadcast award there is, to include over a dozen Emmys, as well as being honored three times with the most prestigious award a television photojournalist can receive, the National Press Photographer's Association Television News Photographer of the Year.

He has produced dozens of documentary films, many having received top awards at various film festivals from across the United States.