



**BACHELOR OF APPLIED ARTS (MEDIA STUDIES)  
DIPLOMA IN MEDIA COMMUNICATIONS**

**Winter 2015**

**MDST 4210: Media Practices, Sections 01, 02, 03, 04**

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<b>Course Title:</b>	Media Practices
<b>Pre-requisite(s):</b>	17.0 credits
<b>Co-requisite(s):</b>	MDST 4500: Applied Research Project
<b>Restriction(s):</b>	Restricted to the B.A.M.S (Media Studies) program.
<b>Credits:</b>	1.0
<b>Course Website (If applicable):</b>	<a href="http://www.onlineguelphhumber.ca/">http://www.onlineguelphhumber.ca/</a>
<b>Method of Delivery:</b>	3-3 Lecture-Lab

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### **Calendar Description**

Through a multi-platform, multi-disciplinary approach this course exposes students to the full breadth of media in the 21<sup>st</sup> century. Working within their area of emphasis students will collaborate with students in other media disciplines on a major media endeavour. This course will reflect the consolidation and vertical integration of media in the twenty-first century while providing students with an immersive media environment.

### **Course Learning Outcomes**

On completion of this course the student will be able to:

1. **Analyze a multi-platform, multi-discipline project**, evaluating components and understand how those components contribute to the whole media endeavour.
2. **Develop a cutting-edge media project** that is creative, challenging and is deliverable on a number of different platforms while employing the disciplines that reflect the areas of emphasis.
3. **Work independently** as well as understanding the synergistic potential of being part of a tightly-knit team.
4. **Demonstrate fluency** in choosing the appropriate modality for telling a story and communicating it on different platforms to different target audiences.
5. **Demonstrate superior communication skills** in a challenging environment involving multiple disciplines within media practice as well as adhering to a variety of timelines and deadlines.
6. **Problem solving** through the vagaries of shepherding a complex multi-platform, multi-discipline assignment to completion.
7. **Fill the various roles** connected to today's media environment.
8. **Understand the relationship between media disciplines.**

**Notes:**

1. Media Practices focuses on a multidiscipline, multiplatform project branded “Emerge.” Students will work on individual projects reporting to instructors overseeing those projects, with specific schedules, timelines and activities tailored to each.

2. Since the Media Awards, Emerge Conference, Emerge Magazine and other projects culminate during the third week of April, 2015, work will continue until that date.

**Course Schedule**

<b>Week/ Date</b>	<b>Topic</b>	<b>Activities</b>
1 Jan. 6	<b>Introduction</b> A. Introduction to Media Practices 4210 <i>All sections, room 425/426</i>  B. Team/Project meetings: kick-off	Review of past projects and materials, production schedules and workbacks
2 Jan. 13	<b>Team meetings, mentoring and oversight</b>	See specific team schedules and workbacks for all weekly activities
3 Jan. 20	<b>Team meetings, mentoring and oversight</b>	
4 Jan. 27	<b>Team meetings, mentoring and oversight</b>	

<b>Week/ Date</b>	<b>Topic</b>	<b>Activities</b>
5 Feb. 3	<b><u>A. GROUP UPDATE</u></b> <i>All sections, room 425/426</i>  <b>B. Team meetings, mentoring and oversight</b>	5-minute reports from all team leaders  Q&A
6 Feb. 10	<b>Team meetings, mentoring and oversight</b>	
FEB. 17	<b>NO CLASS – READING WEEK</b>	
7 Feb. 24	<b>Team meetings, mentoring and oversight</b>	
8 March 3	<b><u>A. GROUP UPDATE</u></b> <i>All sections, room 425/426</i>  <b>B. Team meetings, mentoring and oversight</b>	5-minute reports from all team leaders  Q&A
9 March 10	<b>Team meetings, mentoring and oversight</b>	
10 March 17	<b>Team meetings, mentoring and oversight</b>	
11 March 24	<b>Team meetings, mentoring and oversight</b>	
12 March 31	<b><u>A. GROUP UPDATE</u></b> <i>All sections, room 425/426</i>  <b>B. Team meetings, mentoring and oversight</b>	5-minute reports from all team leaders  Q&A
Subsequent weeks	<b>Team meetings as required</b>	
<b>CONFERENCE DATE: APRIL 21, 2014</b>		

## Evaluation and Due Dates

Students will be evaluated in this course through:

Midterm grade	25%
Peer evaluation (teams)	15%
Final grade	50%
Participation & professionalism	10%

Total 100%

**NOTE:** All final exams are 2 hours in length and will be scheduled by Registrarial Services and available online at <http://guelphhumber.ca/registrar/schedules>

## Instructor Notes

### Academic Policies

#### **Important University of Guelph-Humber Academic Regulations**

It is the student's responsibility to be familiar with the University's Policies and Academic Regulations. These policies can be found at: <http://www.guelphhumber.ca/registrar/policies>

**NOTE:** The University of Guelph-Humber Undergraduate Calendar states "Students need to remain aware that instructors have access to and the right to use electronic and other means of detection."

Accordingly, instructors may decide to use originality checking services, such as Turnitin.com, to ensure that submitted work conforms with the university's Academic Misconduct policy. Students will be notified of such a requirement in advance by the instructor. More information on Academic Misconduct is included below in this outline.

#### **Drop Box Policy**

If late submissions are permitted by the late policy of this course outline, such assignments submitted after the due date must be electronically date stamped and placed in the secure assignment drop box, located on the second floor in the Learning Commons.

#### **Academic Integrity / Academic Honesty**

Academic misconduct is behaviour that erodes the basis of mutual trust on which scholarly exchanges commonly rest, undermines the University's exercise of its responsibility to evaluate students' academic achievements, or restricts the University's ability to accomplish its learning objectives.

The University takes a serious view of academic misconduct and will severely penalize students, faculty and staff who are found guilty of offences associated with misappropriation of others' work, misrepresentation of personal performance and fraud, improper access to scholarly resources, and obstructing others in pursuit of their academic endeavours. In addition to this policy, the University has adopted a number of policies that govern such offences, including the policies on Misconduct in Research and Scholarship and the Student Rights and Responsibilities regulations. These policies will be strictly enforced.

It is the responsibility of the University, its faculty, students and staff to be aware of what constitutes academic misconduct and to do as much as possible through establishment and use of policies and preventive procedures to limit the likelihood of offences occurring. Furthermore, individual members of the University community have the specific responsibility of initiating appropriate action in all instances where academic misconduct is believed to have taken place. This responsibility includes reporting such offences when they occur and making one's disapproval of such behaviour obvious.

University of Guelph-Humber students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students should also be aware that if they find their academic performance affected by medical, psychological or compassionate circumstances, they should inform the appropriate individuals, (instructors, Program Advisor) and follow the available procedures for academic consideration outlined in the University's calendar.

### **Grading Procedures**

Feedback to students on work completed or in progress is an integral part of teaching and learning in that it allows students to measure their understanding of material and their progress on learning objectives. Feedback often goes beyond grading—an indication of the standard achieved—to include comments on the particular strengths and weaknesses of a student's performance. While the nature and frequency of such feedback will vary with the course, the University of Guelph is committed to providing students with appropriate and timely feedback on their work. Instructors must provide meaningful and constructive feedback prior to the 40th class day. This may include but is not exclusive to returning papers, assignments, in-class or laboratory quizzes, laboratory reports, or mid-term examinations prior to the 40th class day. In research and independent study courses, instructors must provide students with a realistic idea of their performance by discussing progress directly with the student and, if necessary, identify specific areas for improvement. This may include the assessment of a research plan, literature review, annotated bibliography, oral presentation or other assessment tools.

### **Grades**

The assignment of grades at the University of Guelph-Humber is based on clearly defined standards, which are published in the Undergraduate Calendar for the benefit of faculty and students. The definitions for each of the numerical grade range (letter grades) follow:

80 - 100 (A) Excellent. An outstanding performance in which the student demonstrates a superior grasp of the subject matter, and an ability to go beyond the given material in a critical and constructive manner. The student demonstrates a high degree of creative and/or logical thinking, a superior ability to organize, to analyze, and to integrate ideas, and a thorough familiarity with the appropriate literature and techniques.

70 - 79 (B) Good. A more than adequate performance in which the student demonstrates a thorough grasp of the subject matter, and an ability to organize and examine the material in a critical and constructive manner. The student demonstrates a good understanding of the relevant issues and a familiarity with the appropriate literature and techniques.

60 - 69 (C) Acceptable. An adequate performance in which the student demonstrates a generally adequate grasp of the subject matter and a moderate ability to examine the material in a critical and constructive manner. The student displays an adequate understanding of the relevant issues, and a general familiarity with the appropriate literature and techniques.

50 - 59 (D) Minimally Acceptable. A barely adequate performance in which the student demonstrates a familiarity with the subject matter, but whose attempts to examine the

material in a critical and constructive manner are only partially successful. The student displays some understanding of the relevant issues, and some familiarity with the appropriate literature and techniques.

0 - 49 (F) Fail. An inadequate performance

### **Missed Final Exams / Deferred Privileges**

When students do not write a required final examination, complete a final assignment, or complete a work term report prior to the last class date, they must request Academic Consideration to be considered for a deferred privilege. When granted, a deferred privilege allows a student the opportunity to complete the final course requirements after the end of the semester, but during established timelines.

Please note that faculty members do not grant deferred privileges. Faculty can only grant academic consideration for work that is due during the semester and cannot grant extensions beyond their deadline for submission of final grades.

The nature of the deferred privilege may take the form of either a deferred condition or a deferred examination. The Admissions and Academic Review Sub-Committee grants deferred privileges on the basis of **medical**, **psychological** or **compassionate** consideration. Please see your Admission and Program advisor for details.

### **Accommodation Procedures**

Students will identify themselves to Services for Students with Disabilities and, where required, provide appropriate documentation of their need. Where appropriate, students will inform individual instructors of their disabilities and academic accommodations required, by distributing the "**Memo to Faculty**".

#### **When students require test accommodations, they will:**

- Remind instructors at least **one week in advance** of each test or as soon as possible, that they require test accommodations
- Book the test date and time in the DS office or make the appropriate arrangements to write in the Test Centre at least one week in advance of each test, or as soon as possible.

Students with special needs are accommodated through Humber ITAL Services for Students with Disabilities. Students should make themselves familiar with the policies relating to special accommodations by visiting the website at: <http://www.humber.ca/disabilityservices/>