To complete this form, please type responses below. You will also need to provide supporting documents by adding them to the bottom of this application form or including them as attachments with your proposal. Email your complete proposal, consisting of the following items, to the Writing Across the Curriculum Coordinator:

1. This W2 Course Review application
2. A syllabus draft that covers the policies, goals, and grade breakdown for the course and includes the schedule to show deadlines and writing instruction. Your syllabus should explain to students why writing is important in this class and what they will learn.

SYLLABUS - https://docs.google.com/document/d/1s-9vH6Fk1A3mkNlx50XJVf2RwVs38z2fLa-XABPK1fc/edit?usp=sharing

COURSE SCHEDULE-
https://docs.google.com/document/d/1ZSN69_v18gislFSkgnOu1XynMHL_mXPlYSdhK5Dzzx0/edit?usp=sharing

3. Documents that demonstrate the following:
    a. writing assignments (detailed in question #2)
    b. instruction (detailed in question #3)
    c. assessment (detailed in question #4)

Please send all of these items as one single file! (PDF and Word are both fine.)

1. Instructor name:
    Toby Rosenthal

    Instructor program/school:
    Communication Studies -ARHU

    Course acronym, number, & title:
    COMM 4909 - Stories of Atlantic City Internship

2. Assignments: Fill out the table below to show what writing students will do in the course, and what students will learn about writing through those assignments. Please include at least 3 separate, distinct examples of writing assignments listed below.

Writing Assignment	Specify if the assignment is low, middle, or high stakes writing and briefly explain why	Writing-Related Learning Objectives for this Assignment
1. Capture & Caption Assignment Interns will identify and image capture 15 moments in our community. These all must be original shots/photos. This can be interesting architecture, sunsets, bay activity, ocean scenes, unique signage, and any vibrant activity. Students can use their mobile devices or borrow one from the Communication Studies lab. The second part of this project is to write accurate and engaging captions that explain or identify each moment.	**Low and Middle Stakes** The written elements of this project are divided into three parts: 1. Pitch process - this is a talk-through, large group, meeting style conversation to allow students to define their goals. They (and instructor) write down individualized goals per photo/caption. (Low) 2. Word bank creation - identify active verbs and strong nouns that they could draw upon to caption this image. (Low) 3. Draft of caption writing in active voice 4. Revision and review 5. Editing and refinement	**Identify -** What is happening in each image? Where is the location this is happening? **Apply** - using the active voice word bank guides from parts 1 and 2, students produce links between the verbs and nouns to create their work. **Create** - original content for Stories of AC social media and website
2. Social Media Scripts- Introduction Messages and Day in the Life During the first few weeks of the semester, each intern will introduce themselves on our social media pages. After that, each month, students will produce a "Day in the Life" style video with updates about what they've been working on and upcoming events.	**Middle-High Stakes** **Part One** **Students run through a detailed checklist of considering the following:** **1. Who is the intended audience?** (AC Residents, Stockton community, tourists, business owners, grant funders/stakeholders, elders, artists, national, regional, international). **2. Elements to include in your introduction script:** •Name, Major •*Why do you care about AC and Stories of AC?* •*What should the community know about you?* Must total 60 seconds or less.	**Demonstrate** - Students can follow directions and a template **Apply** - Students will consider and determine ho their identity and experiences relate to Stories of AC and its audience. **Problem-Solving -** Students will figure out how to "squeeze" significant and compelling information about themselves into a minute or less. **Create** - Students will create engaging social media content that can be used as

	3. Return to class meeting prepared to articulate: How does your script reflect your credibility and authenticity of interest related to Stories of AC? Consider your student status at Stockton University, living local to the area, personal connections to city, similarities to your hometown. *Revise to be broadcast-style, active voice, and conversational!*	personalized mass communication.
Resilient Restaurant Profiles Report on how AC high end/high volume dining is functioning in the age of COVID-19. Example: https://storiesofatlanticcity.com/resilient-restaurants-remain-open-in-atlantic-city/	**High Stakes** **This is a multistep storytelling process that includes the following milestones:** 1. Set up interviews/research homework 2. Create interview questions & Get them approved 3. Conduct interviews 4. Take Photos 5. Write up 1st draft of story -- first draft 6. Submit for review 7. Create follow-up questions/Second draft **Reporting Parameters** 1. Interviewing in person, first choice. 2. 300-500 words for each restaurant 3. Interview at least two people about the restaurant, with at least one being a leader (owner, chef, manager) of the restaurant (the other should be a regular customer or an employee)	**Demonstrate** - Students can follow directions and a template **Compose -** Students will compose questions for interviewing. And also compose ideas into text drafts of stories about resilient restaurants in AC. **Organize** - Students will sort and prioritize useable content from the rest. **Respond**- Through the revision and editing process, students will respond to peer and instructor review.

	4. Not first person writing -- always third person 5. Quotes from interviewees 6. Using last name of individuals after using full name once 7. AP style -- https://owl.purdue.edu /owl/subject_specific_ writing/journalism_an d_journalistic_writing/ ap_style.html	

3. Writing Instruction: In addition to identifying what you will teach, we are also interested in how you will teach writing in this course. For this section, please include documentation demonstrating how students will learn the skills that the course is designed to teach. Please include at least 2 separate, distinct examples.

Examples might include one or more of the following:
- handouts or worksheets that walk students through particular writing skills
- teaching notes or a lesson plan that demonstrate how you teach writing
- sample teaching slides used in the classroom
- sample papers that you distribute to students to show them applied examples of the skills
- a summary or synopsis of a writing skills textbook or other "how to write" resources that you assign
- screenshots of interactive digital lessons on writing skills
- a description of a skill-building writing activity that you assign to students
- assignment sheets or instructions for assignments that make clear which skill(s) the student is learning and how the assignment will cultivate those skills
- a writing workshop worksheet.

Whatever examples you choose to include, please make sure the committee can see how you'll use those materials in your class. So, for example, if you include a handout of writing tips or a sample paper, please also add a note telling the committee how you use those materials in your instruction.

Note: The WAC committee is particularly interested in how the lesson plans will align with your learning objectives, the writing assignments, and/or how you will assess student writing.

learning objective	how you're teaching it/class activity
Identify, Apply, Create	Slides https://docs.google.com/presentation/d/1rcHtrkGRJcqmpJsvF6Ocib7P2XwxtKy9quvMgR6H4Fs/edit?usp=sharing Word Bank Assignment Exercise (This exercise can be repeated for most writing assignments) https://docs.google.com/document/d/1Yly17Pijj8s0H3kvQGJMOVTq9Eqwsu0c4uHmf34rBvs/edit?usp=sharing
Identify, Apply, Create	Identify the center of the story: https://docs.google.com/document/d/10GSSMDt15FzjlDhbLavT4oVcqEfHY8_BC1b85NCuZv4/edit?usp=sharing

4. Assessment: Explain your method for responding to student writing. What kinds of feedback do you give on drafts and final papers or projects? What areas do you focus on as you comment on student writing? You can include a sample rubric and/or feedback to demonstrate.

Note: The WAC committee is interested in how your method of assessment contributes to the teaching and learning of writing in the class, not simply as a means of ranking and assigning grades

I use Google docs for all submissions and make "suggestions" vs. direct edits. As this is a newer course, I had been reluctant to do rubrics aside from meeting progress criteria. As this has recently transitioned in course "identity" as more of a writing focused experience, I am including a rubric that I will use for profile stories, like Resilient Restaurants https://docs.google.com/document/d/1TX-8Kdk3T3J8aCr4WcEZ_7i_Ac7G1RNcyClzdEC8woI/edit?usp=sharing.

5. Optional. Please note any other information the Advisory Council might find useful.

Fall 2021
COMM 4900 - Stories of Atlantic City Internship
Syllabus
***Live* Schedule [Linked Here](#)**

Class Meeting Information:
Tuesdays and Thursdays - 12:30 - 2:20 PM
Galloway Campus - F Wing 120

Prof. Toby Rosenthal
Toby.Rosenthal@stockton.edu
Ph: 609-626-3167
Office: K118
Office Hours: Tuesday and Thursdays - 2:30 - 3:30 PM on Zoom or by appointment
Zoom Link:
https://stockton.zoom.us/j/92451180450?pwd=bWJvVkZlSGhJR0VMNjA4R0JZMUd4dz09
   Password: 532047

Welcome and Summary:
Welcome to the Stories of Atlantic City academic internship! In partnership with the SOAC organization and community, interns will serve as multimedia content producers. Over the course of the semester, producers will create original content for social media and web-based communication using a variety of software packages. Another focus of this professional experience is to develop networking skills and authentic trust-based relationships while building the brand of Stories of Atlantic City.

With a focus on community engagement, producers will gain storytelling skills and have their work published through Stories of Atlantic City. To develop such skills, multimedia content producers will mobilize independently and work collaboratively in teams. As a critical component of professional development and preparing you for the marketplace, this internship highly values deadlines and preparedness.

In your role as a multimedia content producer on the SOAC team, you will gain experience in the following areas:
•Research

•Interviewing
•Promotion and marketing
•Media creation and publishing
•Networking and building connections within different communities

Stories of Atlantic City is a collaborative project focused on telling restorative, untold stories about the city and its people. Stories of Atlantic City is supported by Stockton University with funding from the Geraldine R. Dodge Foundation and the NJ Local News Lab Fund at the Community Foundation of New Jersey, a partnership of the Dodge Foundation and Democracy Fund.

Essential Learning Outcomes
- *Communication Skills* -- The ability to create and share ideas and knowledge effectively with diverse audiences and in various formats.
- *Creativity and Innovation* -- The ability to generate ideas, take risks, and recognize opportunities in problem-solving, relationships, or self-expression.
- *Teamwork and Collaboration* -- The ability to join with others to achieve a common goal.

Duties & Responsibilities:
Students will work 10 -12 hours per week on the production of multimedia content for Stories of Atlantic City. In addition, students will:
- Attend the twice weekly face-to-face production meetings on Tuesdays and Thursday from 12:30 - 2:20 pm.
    - Plan to arrive on time and ready to engage in our meetings and ready to work.
    - Chronic lateness (more than 2 times beyond 5 minutes late) will count against your participation grade.
- Become an expert on Stories of Atlantic City - the project and its function in the community.
- Develop an Atlantic City network and strategies to create content with community members.
- Create and execute engaging social media campaigns for TikTok, Instagram, Twitter and Facebook.
- Produce profile and short-form stories linked to the project.
- Produce multimedia long-form content for a blog-like platform like Sway
- Communicate with team members using the Slack platform. Click here to join with your @Stockton.edu account.
- Capture photos and video for use in publications (web and newsletters).
- Serve as a student ambassador and promoter of Stories of Atlantic City.
- Attend and participate in all Stories of Atlantic City events.

Deliverables & Grading Breakdown

Production Meetings Attendance	1500 points

Weekly Worklogs	14 X 50 points = **700 points**
AC Must List	**100 points**
Introductory & Day in the Life Social Videos	100 points X 4 **= 400 points**
Capture & Caption AC - Photo Project	**200 points X 2 = 400 points**
A Perfect Day in AC - Profiles with Photos	**500 points**
Resilient Restaurants	**500 points**
Resume & Professional Development	**100 points**
Event Prep & Attendance	**500 points**
	5000 possible points

*Your final grade for the course is calculated out of **5,000 points**. To figure out your grade, enter in a **calculator** the number of **points** you have earned and then divide by the number of possible **points**. You must earn the points to earn the grade.

Production Meetings Attendance - 1500 points
Most weeks, there will be two face-to-face production meetings. These meetings are required, and SOAC expects students to attend and participate. The attendance policy for this course is strict. If students miss two production meetings, this will be reported to Stockton's CARE Office and will be docked points for each missed class. During our production meetings I will be looking for the following from interns: punctuality, preparation, active listening and participation, and distraction-free behavior that you would expect in a professional meeting.

Weekly Worklogs - 14 X 50 points = **700 points**
All interns are required to keep weekly work logs. Please copy and paste the worklog template (found on our Blackboard page and linked here) into your Google drive and work on your individual sheet each day of the week that you work. Please track all of your working hours, including which communication skills you used. You may include our production meetings and all research and production time. This should total 10-12 hours per week. Some weeks may be busier than others, just like in the marketplace. It is the student's responsibility to manage their own hours and speak up if they feel they're over-working or under-working. For the entire

semester, interns should submit these every Sunday by the end of day to Blackboard. Please look at the feedback I provide on Blackboard. This requirement not only assures me (and you) that you're meeting standards but this documentation can be used to enhance your resume creative specific narratives surrounding your internship experience with SOAC. Because SOAC is a deadline-oriented organization, late worklogs will lose 10 points per day, up to four days.

AC Must List - 100 points For this assignment, imagine that you are talking to someone who knows very little about Atlantic City. It's your job to give them an overview of AC in 10 bullet points. Plan to research and fact-check your answers.

Introductory & Day in the Life Social Videos - 100 points X 4 **= 400 points**
During the first few weeks of the semester, each intern will introduce themselves on our social media pages. After that, each month, students will produce a "Day in the Life" style video with updates about what they've been working on and upcoming events. We expect all interns to share posts to their networks through social media. More information about this will follow.

Capture & Caption AC - Photo Project - 200 points X 2 = 400 points
Interns will find and capture 15 moments in our community. These all must be original shots taken during this Fall 21 semester. This can be cool architecture, sunsets, bay, ocean, signage, and vibrant activity. Students can use their mobile devices or borrow one from the Communication Studies lab. The second part of this project is to write accurate and engaging captions that explain or identify each moment. We will talk more about this in class.

A Perfect Day in AC - Profiles with Photos - 500 points
These are three profile stories that serve a double purpose: to introduce a community member to our audience and also to introduce different AC locations (can be restaurants, businesses, etc) to our audience. These pieces are written in 3rd person, but should follow a chronological template of morning, afternoon, and evening. Each story should include 3 photos and supporting photo credit information.

Historical Mapping - 500 points
Students will research and collect images and information surrounding a list of various Atlantic City landmarks, including parks, firehouses, and historical buildings. These elements will be used in an interactive story map, as part of a long-term SOAC project.

Resume & Professional Development - 400 points
SOAC values our interns' professional development and would like to support our students to work this experience into resumes and create meaningful narrative surrounding SOAC.
This will entail:
•Viewing resume resources, updating and submitting your current resume
•Updating current resume to reflect Stories of AC experience
•Presentation elements (on camera, voice, media writing, and messaging)

Event Prep & Attendance - 500 points

We expect our interns to attend and participate in our events over the course of the semester. Attendance issues will result in point deductions for your evaluations. SOAC expects interns to promote our events to your networks - friends, family, community, etc.

Please block out the following times in anticipation of your commitment to this project:
•*This list is not exhaustive, but this is what we are planning to attend*

Get Involved Fair - Tabling	September 21st and 22nd, 10 am - 3pm •Select two hours
COMM Meet and Greet - Tabling	Thursday, September 23rd, 4:30 - 5:45pm
Latino Festival	September 25th, 12- 5 pm •Select two hours
Boardwalk Hall - AC Free Public Library Exhibit & Organ Tour	October 1st - Morning - exact times TBD
COMM Speaker Spotlight, Co-hosted by Stories of AC	Thursday, November 4th, 4:30 - 5:45 pm

The Communication Studies program fully endorses and supports the mission of Career Education and Development, which is to educate students about the career development process and guide them through the formulation and execution of meaningful educational and career plans.

Pandemic Safety

Student health and safety is a high priority. When we are on campus, social distancing as well as wearing a face covering is required and will be enforced. **Faculty and students will wear a face covering at all times in the classroom/lab and maintain 6 feet of distance from others**. Review the Stockton FAQ website for updated information.

Students should notify the course faculty in writing as soon as possible to make plans related to attendance, class learning and the completion of course work during the following circumstances:

·   The student contracts COVID-19 or another illness
·   The student is informed by public health officials or medical personnel of the need to quarantine where compliance with quarantine limits access to course participation.

A student does not need to disclose any specific medical diagnosis to the faculty in these circumstances. Faculty may complete an Early Alert form that will permit a member of the Care & Community Standards team to contact a student to assist with

relevant needs. Students may choose to initiate contact with Care & Community Standards.

Expectations for Technology Use

Technology is an essential delivery method of course instruction and part of our learning environment. However, when used inappropriately, technology may hinder learning. If sharing your computer screen during a scheduled videoconference session, only display information pertaining to the course content. Students may not share videoconference session information with anyone who is not a member of the course. Inappropriate use of technology can be distracting to your peers, causing negative effects on the learning environment. Respect for your peers and faculty is expected. For information about online netiquette, review https://coursedesign.colostate.edu/obj/corerulesnet.html.

Technology may not be used to record class material without prior approval of the faculty or your peers. Recorded video or audio may be permitted for a student with appropriate accommodations and may not be shared in any public manner. Materials recorded for personal use are to be deleted at the end of the semester unless written permission is provided by the faculty.

Academic Calendar and Policies

Students should review the academic calendar (https://stockton.edu/registrar/academic-calendar/fall-2020.html) to prepare for attending class and precepting (advising) sessions. The academic calendar also provides important dates to drop and add classes or withdraw from a course.

Additional policies students should review are available at: https://stockton.edu/academic-affairs/agreements/index.html. Refer to these policies as needed.

Campus Support

The following campus resources are available to assist you in succeeding at Stockton. Please contact the appropriate office for assistance.

Office	Contact Information

Academic Advising	The Center for Academic Advising oversees the Degree Works evaluation system, transfer credit articulation, graduation clearance, and placement testing, which aids students in achieving their educational, personal, and career goals. The Center welcomes students during regular campus operating hours, either as walk-ins or by appointment. https://stockton.edu/academic-advising (609) 652-4504 Main Campus - Campus Center-242
Bursar's Office	The Bursar's Office manages student financial information. Please refer to the 'Bursar' tab in the goStockton portal to view important announcements released from our office. Student can also view their bill, check holds, make payments, make deposits, enroll in a payment plan, view important dates and deadlines, and submit a request to add funds to their Osprey card through our tab in the goPortal. https://stockton.edu/bursars (609) 652-4597 Main Campus - Campus Center-202
Campus Police	The Stockton University Police Department (SUPD) is dedicated to developing partnerships with students, staff and faculty to enhance the goal of providing quality higher education in a safe and secure atmosphere. Through these partnerships, the SUPD endeavors to provide public safety services that promote a safe living and learning environment. The department supports academic freedom, respect for diversity, fair and equal treatment to all, and an open exchange of ideas. https://www.stockton.edu/police/index.html Non-emergencies dial (609) 652-4390 Emergencies dial 911 Main Campus

Care & Community Standards	The Care & Community Standards Office (formerly the Office of Student Rights & Responsibilities) helps students navigate crisis, emergencies, and personal difficulties by coordinating resources, providing supportive measures, and success planning. The office also oversees Community Standards for students involving the Campus Conduct Code, Campus Hearing Board, and conflict mediation. https://stockton.edu/care-cs/ (609) 626-3585 care.cs@stockton.edu Main Campus – F-107
Career Education & Development (Career Center)	Career Education & Development assists with exploring majors or careers, searching for jobs and internships, applying to graduate and professional schools, and connecting with employers and alumni. https://stockton.edu/career-center (609) 652-4650 Main Campus - Campus Center-104
Community Engagement	The Office of Community Engagement facilitates community-based experiential learning and civic engagement for students and provides opportunities for student fellowships. https://stockton.edu/community-engagement/ (609) 652-4535 Main Campus - B-108
Dean of Students	The Dean of Students' office prepares students for future professional growth, personal development and global challenges. Click the link for more information on Student Success Services (individualized mentoring to organize and manage educational demands and develop academic and career goals), EOF program (assistance to students with educational and/or financial challenges), emergency loan program, food assistance, and Sankofa (initiative for minority male students to help you transition to college). https://stockton.edu/dean-of-students (609) 652-4645 Main Campus – Campus Center-243

Emergency Preparedness	Click link provided below for information on emergency preparedness. Students may register for the emergency text notification system to receive text message notification of school closings or emergencies on campus. https://www.stockton.edu/be-prepared/index.html
Financial Aid	The Office of Financial Aid at Stockton University assists students in finding the best options to help them in affording the cost of a quality education. We assist students with all aspects of the financial aid process, including applying for federal, state and institutional aid programs. Learn more about the financial aid process at stockton.edu/fafsa https://stockton.edu/finaid (609) 652-4203 Contact Us: stockton.edu/contactfinaid Main Campus - Campus Center-201
First Ospreys	First Ospreys is a retention initiative that supports, celebrates, and prepares first-generation students within the Stockton community. Our programs and initiatives serve to promote strong sense of belonging among first-generation students as well as academic and post-graduate success. https://stockton.edu/first-ospreys/ FirstOspreys@stockton.edu
Global Engagement	The Office of Global Engagement assists students in accessing international resources, exploring options for education abroad and participating in global learning activities. https://stockton.edu/global-engagement (609) 626-5532 Main Campus - F-101-Q
Graduate Studies	Graduate studies offers assistance to students interested in exploring graduate programs and opportunities at Stockton. https://stockton.edu/graduate (609) 626-3640 Main Campus - F-101

Institutional Diversity & Equity	The Office of Institutional Diversity and Equity handles concerns and complaints related to discrimination and supports diversity and inclusion efforts. https://stockton.edu/diversity/index.html (609) 652-4693 Main Campus - L-214 ide@stockton.edu
Information Technology Services (ITS)	ITS assists students with educational computer and technology issues. The ITS Help Desk is available to assist with accounts/passwords, Network/Wi-Fi issues, email, Blackboard, supported software and computer labs. The website offers student tutorials and important technology information. https://its.stockton.edu (609) 652-4309 HelpDesk@stockton.edu Main Campus - D-121 Atlantic City – AC-219
Military and Veteran Services	The Stockton community offers military students a variety of services to promote academic success. https://stockton.edu/veteran-affairs (609) 652-4315 Main Campus - F-107
Residential Life	View the Residential Life website to learn more about the variety of housing options available in Atlantic City and on or near the Main Campus. https://stockton.edu/residential-life/ (609) 652-4697 Main Campus - Housing I Building 82 (Upperclassman Dorms) (609) 652-4332 Main Campus - Housing II – A-100 (Freshman Dorms) (609) 761-1232 Atlantic City Campus – AC Dorm 127

Richard E. Bjork Library	**Research Resources** The Richard E. Bjork Library provides on-demand digital resources to help students conduct research. The student resources web page has subject research guides, copyright and plagiarism resources, citation style manuals, and numerous tutorials. Librarians are available via e-mail, appointment, and live online chat to assist students in using these resources. https://library.stockton.edu/studentresources (609) 652-4346 Main Campus – E-Wing
Service Learning	The Office of Service-Learning provides a variety of opportunities for students to learn in the community. View the website to learn about Bonner Leaders and Changebuilders. Courses with the SLRN attribute have a service-learning component in the course. https://stockton.edu/service-learning (609) 652-4256 Main Campus - B-106
Student Affairs	Student Affairs facilitates student engagement and development, inclusion and wellness, career education, student success services, residential living and other services. https://stockton.edu/student-affairs/index.html (609) 652-4225 Main Campus – D-116
Student Development	The Office of Student Development oversees student organizations, fraternities, and sororities promoting student leadership, education, and social opportunities. Check out Osprey Hub for campus events. https://stockton.edu/student-development (609) 652-4205 Main Campus - Campus Center -240

Student Records	The Office of the Registrar is responsible for academic records including course registration, transcript requests, final grade entry, awarding diplomas, transfer credit evaluation, and official name, address and social security number changes.
	https://stockton.edu/registrar (609) 652-4235 Main Campus - Campus Center -203
Tutoring Center	Students may "drop in" during scheduled hours or schedule an appointment to receive assistance with math, science or written work related to coursework.
	https://stockton.edu/tutoring-center/ (609)-652-4441 Main Campus - J-105 Atlantic City Campus – Residential Building Room 217
Wellness Center	The Wellness Center encourages the pursuit of healthier lifestyles in an environment that fosters positive changes and integrates wellness. Services include: alcohol and drug education, counseling, disability services, health education, health services, Women's, Gender & Sexuality Center, peer education, suicide prevention, and more.
	Please note that the Counseling Center schedules appointments and offers walk-in hours from 9:00 am to 4:00 pm on weekdays.
	https://stockton.edu/wellness-center/ (609) 652-4701 Main Campus - J-204

Sexual Misconduct

The Stockton Student Senate has requested that all faculty include the following important information on our syllabi. If you find yourself a victim of sexual misconduct, including sexual assault, domestic violence, dating violence, and/or stalking, the following resources are available to you at Stockton and in Atlantic County.

CONFIDENTIAL RESOURCES:

WGSC Hotline	609-849-8473

Counseling Center	609-652-4722
Avanzar (**www.avanzarnow.org**)	1-800-286-4184
The county domestic violence/sexual assault program	

NON-CONFIDENTIAL RESOURCES:

Stockton Police	609-652-4390
Care & Community Standards	609-626-3585
Title IX Coordinator, Valerie Hayes	609-652-4693

Fall 21 - Tentative Schedule
<mark>Last Updated - Nov. 18, 2021</mark>

WEEK & THEME	TUESDAY	THURSDAY	Events, Assignments & Other Links
W1 **INTROS - SOAC TEAM & AC**	**9/7** **No Class Meeting**	**9/9** •Introductions •What is SOAC? •Why do we need Stories of AC? •Why are we doing this work? Media Reparations •Restorative Journalism One AC example: https://rtforty.com/a-weekday-night-at-mr-steak/ Find and chart sample of restorative narrative •What should the community know about you? •Start scripts for social media intros	**DELIVERABLES:** **Worklog #1** •Pre-Internship Assessment Due 9/13 <mark>20 mins</mark> •Follow all SOAC media pages - Due 9/13 <mark>20 mins</mark> •Join Slack Channel and respond to Week 1's Questionl -Due 9/13 <mark>10 mins</mark> Review "Who We Are" folder <mark>45 - 60 mins -</mark> Due 9/13 Script for social media introductions <mark>30-45 mins</mark> ● Script Template Linked Here ● Examples of Past Work: ○ Instagram - Malikah (April 6th), Samirah (March 30th)
W2	**9/14** **AUDIENCE & COMMUNITY**	**9/16**	**DELIVERABLES:** **Worklog #2**

SOCIAL MEDIA STORYTELLING BASICS & AC MUSTS	•Design thinking
	•Review and finalize social media scripts
	
	•Making the most of your mobile phone camera.
	
	•Lighting & Filling the frame
	
	•Tips for recording videos
	  -*Teleprompter app*
	  -*video dimensions*
	  -*background scenery*
		•NO CLASS for Yom Kippur	•**AC Must List** (Due 9/20) <mark>60 - 90 mins</mark> Link here: https://docs.google.com/document/d/123GVIn00yo-SeGIZCU58ajcFdyq5k8nhQTAgZArR
			
			•**First draft of introduction video** (Due 9/20) <mark>60 mins</mark>
			
			•**SLACK Engagement** (Due 9/20) <mark>**20 mins**</mark>

W3 CONTENT CREATION ESSENTIALS: **STORYTELLING ELEMENTS** **WRITE TIGHT/ ACTIVE VOICE CAPTURING THE MOMENT**	**9/21** •Get Involved Fair	**9/23** **WRITE TIGHT/ ACTIVE VOICE** •Word Banks •Captions **CHARACTERS** **COMM Meet & Greet - 4:30 PM**	**DELIVERABLES:** **Worklog #3** •**Final draft of introduction video** (Due 9/27) <mark>60 mins</mark>
W4 TRUST IN MEDIA **Capturing the story**	**9/28** SOCIAL MEDIA POST PRODUCTION	**9/30** **TRUST IN NEWS Media and Racism**	**Friday, 10/1 Worklog #4** **AC Visit - Boardwalk Hall**

		•Tulsa Massacre Discuss Capture & Caption Assignment **CAPTURING THE MOMENT** Mood & Tone •What's the difference between a moment and a photo?	**DELIVERABLES:** •**Four Square Assessment** (Due 10/5)
W5 **POWER IN STORYTELLING** **Capture and Caption**	10/5 •**Basic Needs Hierarchy** **POWER IN STORYTELLING** Power Flower Exercise **TRANSPARENCY** •process, behind the scenes •How can we build trust in our community and networks?	10/7 **Adobe Spark** •Infographics Find an infographic you find aesthetically appealing. Why does it draw you in? Bad Infographics vs. good infographics •Introduce Spark	**DELIVERABLES:** **Worklog #5** •**Capture 15 captivating shots in AC** (Due 10/10) 4 hours Checkout this graphic designer's story. "I decided to find a way to increase diversity and empathy in the design industry." https://www.vocaltype.co/story-of

W6 **INTERVIEWING BEST PRACTICES, NETWORKING & COMMUNITY ORGANIZING**	**10/12** **Adobe Spark** •The importance of Interpersonal skills and building relationships	**10/14**	**DELIVERABLES:** **Worklog #6**
W7 **RESILIENCE & RESISTANCE**	•Best practices for interviewing and reporting about folks in marginalized communities (and in general) https://docs.google.com/document/d/1Q0iAcv2SCwZFwSVdBM9MWfXHIhzwe1Jwj_7asa2eavQ/edit •Capture & Caption BRING IT ALL TOGETHER •Caption Your Top 3 in Class	•**Social Media Update - (due 10/21) - Listicle** Create Interview Questions **What does it mean to be resilient?** **What is resistance? What are different forms of resistance?** **Resilient Restaurants** Research Begins: Vegans Are Us Tony Baloney's Tony's Baltimore Grille Weather the Storm Yayla's Catering	**DELIVERABLES:** Interview another intern on Zoom or in-person- 1.5 - 2 hours **Maggie & Sam Lauren & David** **Practice Sway with interviews** (1.5- 2 hour) **Watch:** **Microsoft Sway Tutorial** https://drive.google.com/file/d/1jJJWsmKepMVo0xTkRMv3kiZ1Ajh3xMQJ/view?usp=sharing **Worklog #7** •Submit your captioned social media posts with correct

		Leavander's Soul Food	attribution and spelling.
		Quotes & Attributions	First Draft of Resilient Restaurants text and images (due 11/2) 6 hours
		•**Social Media Update - EOD**	
W8	**10/26** **Precepting Advising** **No Class Meeting**	**10/28** •**News writing basics** **What is the nut graph** •**Killing the cliches and empty words** •**Proofreading/editing**	**DELIVERABLES:** **Worklog #8** First Draft of Resilient Restaurants text and images (due 11/2) 6 hours
Week 9 **Revisions, Editing and Reflections**	**11/2** **Review and Reflect on 1st Draft -Resilient Restaurants**	**11/4** COMM Speaker Spotlight	**DELIVERABLES:** **Worklog #9**
Week 10 **Perfect Day in AC**	**11/9** **Production**	**11/11** **Production**	**DELIVERABLES:** **Worklog #10** **Social Media Update - (due 11/16) - What I have learned about AC this semester - and what YOU should know.**

Week 11 Story Mapping	11/16 **Edit Final Sways Before Publishing**	11/18 **SOAC & Story Maps** **Google journalism tools** **Data, following the $**	DELIVERABLES: Worklog #11
Week 12	11/23	11/25 Thanksgiving - No class!	DELIVERABLES: Worklog #12
Week 13	11/30 **Review and Reflect on 1st Draft -Perfect Day in AC**	12/2 **Final - Due EOD**	DELIVERABLES: Worklog #13 •**Final - Social Media Update (due 12/7) Gratitude and highlights**
Week 14 Historical Mapping	12/7 AC's Parks & Firehouses	12/9	DELIVERABLES: Worklog #14
Week 15	12/14 Final Class Meeting	12/16	