



UT PERMIAN BASIN

COMM 3312 794

Media Writing

Spring 2025 Session 8W2

Delivery Method: Online

Instructor Information

Name: Rachel Harlow

Email: HARLOW_R@UTPB.EDU

Phone: 432-552-3319

Office Location: MB 4146

Office Hours: M-F 8:00 AM - 9:00 AM and by appointment

Course Information

Class Location: Online

Schedule a Meeting

To schedule a meeting with your instructor, click the following link: [Book time with Rachel M Harlow](#)

For assistance contact help@utpb.edu

Course Description

Explore the study and practice of preparing messages for various media. Specific topics and concentrations will vary. may be repeated for credit when topics vary.

Credits: 3. No prerequisites.

Course Learning Outcomes (CLO)

Upon successful completion of the course activities and assignments, students shall be able to do the following.

- CLO 1. Identify media occupations that require significant writing and communication skills.
- CLO 2. Identify philosophical, legal, and ethical issues related to communication as addressed in various media industries.
- CLO 3. Explain theories and principles of writing for media and of using visual communication alongside the written word.
- CLO 4. Create and develop ideas that use invention strategies effectively and ethically.
- CLO 5. Apply effective and ethical appropriate research and interview techniques to gather and attribute information in written works.
- CLO 6. Produce works that effectively and ethically apply conventions used in the converged media environment, including those related to genre, integration of media, Associated Press style, and audience-appropriate mechanics and usage.
- CLO 7. Edit and revise content for diverse forms of media.

UTPB Bookstore

[Bookstore link](#)

This link will take you directly to the official UTPB bookstore page for this course. Please note, you are welcome to make purchases from any supplier of your choice.

Course Materials

Multiple formats of identical course materials may be contained in this list (i.e. Hardcover book, Electronic Text, etc.). You may only need one of these materials. Please follow the "bookstore link" under the material to go to the official online UTPB bookstore to ensure you are selecting the format which best suits your needs.

Title: The Basics of Media Writing

ISBN: 9781506308111

Authors: Kuehn

Publisher: Sage Publications, Incorporated

Publication Date: NA

Required or Recommended: Required

Faculty - This list reflects your selections in the Follett bookstore website.

Additional Materials

Associated Press Stylebook, 57th Edition. Available on Kindle for about \$10 or in hard copy through the AP's website for about \$35.

You are responsible for identifying and finding scholarly materials in the UTPB Dunagan Library's online holdings, as well as daily newspapers, news blogs and websites, radio and television news, mass media journals, and industry magazines.

Copyright Statement

Many of the materials that are posted within UTPB courses are protected by copyright law. These materials are only for the use of students enrolled in the course and only for the purpose of the course. They may not be further retained or disseminated.

Career Readiness Skills

Students who complete this course will learn about and develop career readiness skills that support their future goals.

- **Career & self-development** is encouraged through the content of the course as students learn about their own communication practices. In addition, the format of the course provides opportunities to network with other students, to attend Career Services events, and to observe communication patterns in organizations.
- **Communication** is part of every lesson every week.
- **Critical thinking** is integrated into each lesson and each assignment.
- **Leadership skills**, including understanding motivation, using innovative thinking, and considering ethics, are integrated into the course.

- **Professionalism** is practiced in every lesson every week. In particular, effective work habits and behaviors are key to success in the course.
- **Teamwork** is introduced in this course through collaborative discussions and specific instruction and activities.
- **Technology skills** are developed in this course as you learn to navigate the institution's learning management system, student portal, email, and scheduling software.

Important Academic Dates

UTPB [Academic Calendar](#)

Graded Material

Students who take this course will participate in the following graded course activities. Each activity is designed to advance students toward the course objectives listed on the first page of this syllabus.

- **Media writer's self-perception assignment.** Complete the Media Writer's Self-Perception Scale questionnaire in the Appendix of the Kuehn & Lingwall textbook. Write a 250-500 word reflection on the results.
- **Dream job explainer and response.** You'll choose a media writing job from the resources of UTPB Career Services. You'll then write a document called an "explainer" that identifies key ideas associated with this job, and will respond to classmates' work.
- **Media law and ethics web article and response.** You'll write a web article of 500-700 words about a recent event and its implications for either media law or ethics. Use inverted pyramid structure. Include citations in APA format.
- **Copyediting practice and reflection.** I will share with you a copy of the original writing sample of one of your classmates, and you'll do a copyedit of the writing sample. You'll then spend some time revising your writing sample for resubmission and discussing how the process has affected your writing.
- **News, push media, and pull media post and response.** You'll find a news story in two versions and compare them. Then, you'll rewrite a classmate's posted story for a different medium. You'll also discuss how the choice of medium affects your writing.
- **Social media copywriting activity summary and response.** For this assignment, you'll complete a portion of a Coursera Career Academy lesson. Your grade will be based on a summary you write about what you learned, and on responses to classmates.

- **Content development activity summary and response.** For this assignment, you'll complete a portion of a Coursera Career Academy lesson. Your grade will be based on a summary you write about what you learned, and on responses to classmates.
- **Revising and reflecting.** Revise one item you've written for this class. Include a copy of the feedback you've received, and write a detailed explanation of the changes you chose to make or not make, based on that feedback. In addition, you'll write a 300-700 word blog post in which you reflect on what you've learned this term.

Course Activity	Percent of total grade	Your grade	Multiply by	=	Weighted grade
Media writer's self-perception assignment	10		.10	=	
Week 1 Writing sample assignment and response	12		.12	=	
Week 2 Dream job explainer and response	12		.12	=	
Week 3 Media law and ethics web article and response	12		.12	=	
Week 4 Copyediting practice and reflection	12		.12	=	
Week 5 How media shape content - post and responses	12		.12	=	
Week 6 Social media copywriting activity summary and responses	10		.10	=	
Week 7 Content development activity summary and responses	10		.10	=	
Week 8 Revising and reflecting	10		.10	=	
Total					

Grading Scale

Student work is not graded on a curve. Your work will be evaluated on its content, organization, writing and presentation, originality, analysis, and understanding, as described below.

Letter Grade	Description
A (93-100)	Excellence in all rubric categories. Far exceeds the requirements of the assignment.
A- (90-92)	Excellence in nearly all rubric categories. Exceeds the requirements of the assignment.
B+ (87-89)	Excellence in most rubric categories. Meets all assignment requirements and exceeds some of them.
B (83-86)	Excellence in some, but not all rubric categories. More than an adequate response

	to the assignment.
B- (80-82)	Demonstrates a moderately high level of competence rubric categories. Response to the assignment is slightly more than adequate.
C+ (77-79)	Satisfactory completion of the content, structure, and originality of the assignment. Response is adequate; meets minimal requirements with minor errors.
C (73-76)	Satisfactory completion of the content and structure of the assignment. Adequate response; meets minimal requirements but with noticeable errors.
C- (70-72)	Adequate completion of the content of the assignment, but shows a lack of understanding of some elements. Meets minimal requirements with distracting errors.
D (60-69)	A passing grade with significant errors. Poorly thought out or poorly supported concepts and response to the assignment.
F (50)	Does not adequately meet major requirements of the assignment. Substantially missed major objectives or parts of the assignment. Contains significant errors.
No credit (0)	Assignment was not submitted by the due date or was determined to violate academic integrity policies.

University Policies

Accommodation for Students with Disabilities

Students with Disabilities: The University of Texas Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides “reasonable accommodations” to students with disabilities. Only those students, who an Instructor has received an official Letter of Accommodation (LOA) sent by the Office of ADA for Students, will be provided ADA academic accommodations.

ADA Officer for Students: Amber Lucero, Director of Student Emergency and Accessibility Services

Address: 4901 E. University, Odessa, TX 79762

Student Activity Center (SAC) Room #200D

Voice Telephone: 432-552-4602

Email: ada@utpb.edu

For the accessibility and privacy statements of external tools used within courses, go to [Accessibility and Privacy Statements](#).

Sexual Harassment/Sexual Misconduct Policy

The University of Texas Permian Basin (the University) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act), Violence Against Women Act (VAWA), and Clery Act. Sexual Misconduct, Retaliation, and other conduct prohibited under this Policy will not be tolerated and will be subject to disciplinary action.

The University will promptly discipline any individuals or organizations within its control who violate this Policy. The University encourages you to promptly report incidents that could constitute violations of this Policy to the Title IX Coordinator. The complete Sexual Harassment/Sexual Misconduct Policy can be found [here](#).

You may report incidents of sexual misconduct to any University employee. They are obligated to report any incident to the Title IX Coordinator or Deputy Coordinator.

You may also contact:

- The UTPB Police Department at 432-552-2786
- The Title IX Coordinator at 432-552-2697 or TitleIXCoordinator@UTPB.edu.
- The Dean of Students at 432-552-2600
- Reports can also be made via the University Complaint Portal: [UTPB Complaint Management](#)

A **confidential reporting option is available**. Please contact UTPB's Counseling Center at 432-552-3365 or 432-552-2367 or stop by MB 1150.

Scholastic Dishonesty

"Scholastic Dishonesty" is any form of cheating or plagiarism that violates the Student Code of Conduct. Scholastic dishonesty or academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, falsifying academic records, and any act designed to give unfair advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two [2] courses without the prior permission of the instructor, and providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment), or the attempt to commit such an act. The Student Code of Conduct provides students fair notice of conduct considered unacceptable at The University of Texas Permian Basin and which may be the basis for disciplinary action. This policy provides the procedures to be following when student disciplinary action may need to be implemented and outlines the appeals process. The Student Code of Conduct is available online at: <https://www.utpb.edu/life-at-utpb/student-services/dean-of-students/student-code-of-conduct>

Student Success at UTPB

UT Permian Basin offers numerous services to help you reach your academic goals. Available both in the Success Center on the 2nd Floor of the Mesa Building (<https://www.utpb.edu/academics/advising-and-support/student-success-center/index>), and online, UTPB Student Success offers the following services to all students:

- O.W .L. (Online Writing Lab) - Submit essays that need to be revised by one of our tutors to owl@utpb.edu.
- Tutoring – For both online and in person tutoring, please use EAB to create an appointment. (Utpb.campus.eab.com) Sign in using UTPB credentials.
- SI/PLTL Sessions - If available for your class, will be communicated to you by the mentor assigned to your class section and students can communicate to their SI or PL through Canvas.
- Peer Mentoring - Incoming freshmen can be paired with a peer mentor who will help you navigate your first year on campus.
- SSC Computer Lab - Come take advantage of the state-of-the-art computers available at the Student Success Center.

Please email success@utpb.edu for more information.

Student Support Services

For more information on academic, technical, and support services for UTPB students, please see the [Online Student Services](#).

Course Modalities

Both the Texas Higher Education Coordinating Board (THECB) and the Southern Association of Schools and Colleges Commission on Colleges (SACSCOC) provide standard definitions for basic course types/modalities that have informed the following adopted course definitions.

Online Courses are those in which more than 85 percent of the planned instruction occurs online/virtually (asynchronously) when students and faculty are not in the same place. A fully online course is one in which mandatory in-person meetings occur no more than 15% of the planned instructional time.

Remote Courses are ones in which students, while not required to physically come to campus to attend in-person classes, are required to “attend” virtually/remotely (synchronously) during scheduled days and times, with students expected to log in and participate in the lecture via video conferences.

Hybrid Courses are courses in which the majority (more than 50% but less than 85%) of the planned instruction occurs when students and instructor(s) are not in the same place. This form of instruction offers a mix of on-campus/in-person and remote/online/electronic learning.

HyFlex Courses are those which, like hybrid courses, offer a mix of on-campus/in-person and remote/online/electronic learning. These courses, however, do not require student authentication since at least 50% of the planned instruction occurs when students and instructor(s) are in the same place.

Face-to-Face/In-Person Courses are those in which more than 85 percent of the planned instruction occurs when students are in the same place with an instructor(s).

End-of-Course Evaluation & Instructor Evaluation

Every student is encouraged to complete an end of course evaluation survey provided by UTPB. During the last two weeks of class, there will be an announcement in Canvas, an email, and a button in your course navigation that will take you to any available surveys.

The survey is anonymous and your responses are confidential. Your feedback is critical to us and to your instructor as we strive to improve our offerings, and our support of you, the students.

Disclaimer & Rights

Information contained in this syllabus was to the best knowledge of the instructor considered correct and complete when distributed for use in the beginning of the semester. However, the instructor reserves the right, acting within the policies and procedures of UTPB to make changes in the course content or instructional techniques without notice or obligation. The students will be informed about the changes, if any.

Distance Education Policy

Preparation for Emergencies

Computer Crash

Not having a working computer or a crashed computer during the semester will NOT be considered an acceptable reason for not completing course activities at a scheduled time. NOTE: Identify a second computer before the semester begins, that you can use when or if your personal computer crashes. Limited Loaner Laptops are available through the J. Conrad Dunagan Library.

Complete Loss of Contact

If you lose contact with course connectivity completely (i.e. you cannot contact me via Canvas or email), you need to call the instructor, and leave a message regarding connectivity loss and your contact information.

Lost/Corrupt/Missing Files

You must keep/save a copy of every project/assignment on an external drive, UTPB Outlook 365 OneDrive, or personal computer. In the event of any kind of failure (e.g. virus infection, student's own computer crashes, loss of files in cyberspace, etc.) or any contradictions or problems, you may be required to resubmit the files.

Distance Education Courses and Student Identity Authentication Requirements and Policy

SACSCOC defines a distance education course as one in which more than 50 percent of the planned instruction occurs when students and instructor(s) are not in the same physical place. Distance education courses, therefore, include online, remote, and hybrid courses as defined above. Per SACSCOC and University policy, all distance education courses are required to follow our Distance Education Student Authentication Policy procedures (please see below), and these requirements and policies must be stated in the course syllabus. Further, any projected additional student charges associated with verification of student identity must be indicated on the courses schedule and course syllabus.

The Distance Education Student Authentication Policy does not apply to Hyflex Courses--those in which at least 50% of the planned instruction occurs when students and instructor(s) are in the same place--and Face-to-Face/In-Person Courses--those in which more than 85 percent of the planned instruction occurs when students and instructor(s) are in the same place. Student authentication and identity verification in these courses may be accomplished by in-person attendance monitoring as well as through in-class instructor proctored examinations and other assessments. These same "in-class" authentication procedures also may be employed in hybrid courses, but in the case of these defined distance education courses, they must be documented on the course syllabus as described below.

Distance Education Student Authentication Policy and Syllabus Requirements

UT Permian Basin's Distance Education Student Authentication Policy requires the University to employ processes (documented in each distance education syllabus) to verify that each student who registers for a distance education course is the same student who participates in, completes, and receives credit for the course.

The policy requires faculty members teaching distance education courses to employ at least two methods of verification to ensure student identities. The first method of verification is accomplished by the student logging into Canvas, our learning management system. To access all UTPB courses, students must login to Canvas uniqueness personal identifying username and secure password. This is the primary method of student identity verification. The Distance Education Student Authentication Policy requires at least one additional student identification method within the distance learning course that has been determined and approved by the faculty or academic program. The second method of authentication must be explicitly stated in the syllabus. The second method of student authentication maybe:

- Proctored exams using an approved photo ID*.
- Presentation of approved photo ID through a webcam and optional levels of proctoring during assessment.
- Field or clinical experiences using an approved photo ID.
- Synchronous or asynchronous video activities using an approved photo ID.
- In hybrid distance education courses, which have an in-person meeting component, the secondary method of student authentication may be accomplished (as is it may be done in hyflex and face-to face-courses) by in-person attendance monitoring as well as through required in-class instructor proctored examinations and other assessments.
- Other Technologies or procedures, etc. (which must be detailed in the syllabus).

If faculty require secondary method of verification for which students are charged a fee(e.g. face-to-face proctoring at an off-campus site that charges a fee), this notification must be stated on the course schedule and in the course syllabus as well.

*Approved photo identifications include passports, government issued identification, driver's licenses, military ID from DoD; dual credit and early college high school students use school district identifications.

Students' identities are validated through a question on the syllabus quiz. You must upload a copy of your photo ID, with your name clearly visible on the ID.

Course Policies

Communication and Assignment Feedback

Your instructor generally grades course activities within seven days after the set due date. You can check your grades by clicking the Grades link in Canvas navigation. If you note any problem with your

grade, contact me through Canvas Inbox within one week. I will review your work and respond through tracked changes or in the grading notes area of the Canvas assignment. I may also offer general feedback in the performance of the course activity, but I will protect your identity in such a case.

Canvas Inbox is the best point of contact for your instructor. I check my email regularly during normal business hours; I may check email once on weekends, but be prepared to wait up to two full business days for responses to course messages.

Method of Instruction

This class is delivered online; you are responsible for reading, watching, or listening to the materials your instructor has provided for each week of the course. In addition to those presentations, you will interact with peers, your instructor, and your academic coach in weekly discussions and in other written assignments.

Dr. Rachel Martin Harlow is responsible for all instruction in the course. She will interact with you on the discussion boards and will grade those discussion boards and other assignments. Dr. Harlow provides the course content, resolves all disputes in the course, and is responsible for assigning your final grade.

Attendance and Class Participation

Regular and active participation is essential to your success in this online course. All students are expected to read all of the assigned materials as well as all of the public discussion materials, to do the work assigned, to notify the instructor when emergencies arise, and to submit assignments on or before their respective due dates. Your instructor may use the Canvas course management system's tracking feature, which records how often and when students login, access specific items, visit specific pages, and submit assignments.

If your instructor is to be away from the course for more than 72 hours, you will receive an email in advance.

Your Communication program faculty are committed to upholding the principles of free speech. We also are responsible for protecting the rights of all students, for creating a safe learning environment, for helping students improve the quality of their discourse, and for helping students acknowledge the consequences of that discourse (for both good and ill). Students in Communication courses spend substantial time interacting with other students and the instructor. I expect all students to do so respectfully, and to extend to others the same courtesy and grace they wish to receive. Please ensure that all your communication in this course is appropriate to the learning environment.

Computer Skills, Technical & Software Requirements

This course is designed as a web-based class, which requires students to be able to use Canvas, to create and upload documents and images, save files, and submit files. Students can use cloud version of Word, PowerPoint and other Microsoft products through use of their UTPB Outlook 365 and UTPB email address. For more information refer to the [UTPB Office 365 web page](#).

For specific computer technical requirements, see the UTPB [Technical Requirements](#) web page.

Use of AI in the Course

The use of generative AI tools, such as ChatGPT, Grammarly, Copy.ai, Jasper, Anyword, Sudowrite, and others, is a current concern in media writing. These tools are not a substitute for writing skill; rather, they're helpers we can use to make specific tasks easier or more effective. A calculator is most useful when the user understands the math concepts relevant to the problem they're solving; similarly, generative AI writing tools are most useful when you, the user, have a strong grasp of the principles of effective writing.

For this class, the use of generative AI tools is permitted for the following activities:

- Invention activities in which you generate and refine ideas and research questions.
- Finding raw information you can transform into evidence.
- Drafting outlines (not paragraphs) to organize your ideas.
- Checking grammar and style.

Generative AI tools may not be used in this class for the following purposes, among others:

- Substituting for your original writing or speech in discussion boards, assignments, project group work, or assessments.
- Writing a draft of any written assignment; writing full sentences, paragraphs, or papers you represent as your own work.
- Writing summaries or paraphrases of assigned readings.

You are responsible for the accuracy and legality of any and all information you use that results from an AI query: ensure that such information does not violate intellectual property laws, convey inaccurate information, or contain unethical content. Any and all use of AI tools must be properly documented and cited to ensure you are compliant with UTPB's academic integrity requirements. Follow the citation guidelines offered by the APA at <https://apastyle.apa.org/blog/how-to-cite-chatgpt>. The AP Stylebook also includes limited guidance. When in doubt about what is acceptable use, please ask me.

Any assignment that is found to have used generative AI tools in unauthorized ways may earn a grade of zero, and a pattern of such use is grounds for failing the course.

Submission of Course Assignments

To earn credit for your course activities, you must submit them through their respective submission areas of Canvas. Keep in mind the following practices for submission of assignments:

- Submit assignment files in .jpg, .mp4, .m4a, .doc, .docx, or rich text format (.rtf). I cannot reliably open HEIC images or Apple file formats.
- Any time you link to content on the open web (such as a YouTube video), include both a working URL link and a proper citation of those materials.
- Always keep a copy of all the work you submit and a copy of the confirmation page generated by Canvas.
- Be aware that the server may slow down as you approach the end of a due date. A slow server does not excuse late submissions.

Make-Up/Late Submission Policy

Because students are made aware of the due dates of all assignments well in advance, I do not typically accept work that is not turned in by the date and time noted in the syllabus. Timeliness is one component of professionalism, and your learning and your classmates' learning depend on your timely participation. Assignments submitted after the deadline delay your progress in the course and can diminish your classmates' learning opportunities.

If there is any discrepancy between the due date listed in the syllabus and the due date listed in Canvas, assume that the syllabus is correct and notify me as soon as possible so I can correct the error. You are welcome to submit work early; however, any work submitted early will be graded with the other submissions for that assignment. If the assignment allows for multiple submissions, I will grade the submission with the latest date unless you request otherwise in writing.

Please do not ask for individual extra credit or make-up assignments. I do occasionally offer extra credit to the entire class when I can do so fairly and consistently.

Course Incomplete/Withdrawal/Grade Appeal

All students are required to complete the course within the semester they are signed up. Incomplete grades for the course are rarely given, will only be granted if the student provides a valid, documented excuse for not being able to complete the course on time, and has contacted the instructor prior to the scheduled last class to request an extension. The student signs a contract that includes the incomplete course activities and the new due dates.

Find information and dates regarding drops and withdrawals consult the University web sites for [Drops and Withdrawals](#) and [Appeal Process](#).

Changes to the Syllabus

Your instructor reserves the right to change the terms of the syllabus as she believes necessary. All changes will be announced once to the class. Changes to any part of the syllabus or failure to enforce

the policies of the syllabus in any particular instance are at the discretion of the instructor and will not modify that or any other provision of the syllabus except as explicitly outlined by your instructor.

Time and Effort Commitment

The time commitment for college courses is substantial, whether the course is in person or online. No matter what modality is used, the amount of credit you earn is based on the semester credit hour (SCH), which is generally 50 minutes of instructional time (lectures, class discussions, or other time with the instructor) per week for a total of 16 weeks. In addition, the same student should expect 2-3 hours per SCH of homework (reading, studying, research and writing, meeting with groups, and such) in preparation for class. In a 3-SCH, 16-week class, a student will spend an average of 150 minutes each week in instruction and 6-9 hours of independent work outside of class.

Students in accelerated 8-week courses receive the same amount of instructional time per credit hour, but that time is spread across only 8 weeks instead of 16. In effect, this means that in this class, you should expect to spend about 6 hours per week in the Canvas classroom, watching videos, reading Canvas modules, doing the activities requested of you, and participating in discussions. Thus, in this class you should be prepared to spend 12-18 hours each week doing homework, reading, doing research, and so on.

Regular and active participation is essential to your success in this online course. As in face-to-face courses, the quality of your participation in the class depends on your regular attendance. Logging into Canvas one day per week is like showing up to class one day per week; it will produce similar results. Your instructor uses the Canvas course management system's tracking feature, which records how often and when students login, access specific items, visit specific pages, and submit assignments.

If you have concerns about the workload, please talk with your professor or with your faculty advisor to ensure that your schedule permits this level of commitment.

Course Schedule

Required readings for each week are listed below. In addition, I have supplied optional resources in the assignments. Those are not required but can be a great deal of help; keep this in mind when you're planning your work for the week.

Week	Date	Topic	Read	Turn In
1	3/17-3/23	The writer as communicator	K&L Ch. 1	Media writer's self-perception assignment Week 1 Writing sample assignment and response

2	3/24-3/30	Media writing foundations	K&L Ch. 2-3 Read What is an explainer? Read Corfman, How to write better explainer stories	Week 2 Dream job explainer and response
3	3/31-4/6	Media law and ethics	McKee & Porter article Reed, choose one chapter.	Week 3 Media law and ethics web article and response
4	4/7-4/13	Copyediting	K&L Ch. 7 Read Chapter 8: Technical Editing	Week 4 Copyediting practice and reflection
5	4/14-4/20	How media shape content	K&L Ch. 4 (optional) K&L Ch. 5-6	Week 5 How media shape content - post and responses
6	4/21-4/27	Social media copywriting	K&L Ch. 9-10 OR Begin Coursera Social Media Management course	Week 6: Social media copywriting activity summary and responses
7	4/28-5/4	Writing content for PR	K&L 11-12 Begin Coursera Content Development course	Week 7: Content developer activity summary and responses
8	5/5-5/9	Writing content for PR	Continue Coursera Content Development course, module 2	Week 8 discussion

Meta/Coursera. [Social Media Management course](#), modules 1-2

Microsoft/Coursera. [Content Development and Management course](#), module 1, "Introduction to PR Content Types"

Google/Coursera. Writing Engaging Social Media Content, in [From Likes to Leads: Interact with Customers Online](#).

[How to create a good explainer, explained.](#)

Jacobowitz, J. L., & Browning, J. G. (2023). *Legal ethics and social media : A practitioner's handbook, second edition*. American Bar Association. Available through UTPB library.

Reed, C.S. (2022). *Digital Media Law: A Practical Guide for the Media and Entertainment Industries* (1st ed.). Routledge. <http://ezproxy.utpb.edu/login?url=https://doi.org/10.4324/9781003197966>. Available through UTPB library.

McKee, H.A. & Porter, J.E. (2018). Digital Media Ethics and Rhetoric (Chapter 37). In Alexander, J., & Rhodes, J. (Eds.). (2018). The Routledge Handbook of Digital Writing and Rhetoric (1st ed.). Routledge. <http://ezproxy.utpb.edu/login?url=https://doi.org/10.4324/9781315518497>

Reardon, T., Powell, T., Arnett, J., Logan, M., and Race, C. (2024) Kennesaw State University Open Technical Communication. [8: Technical Editing](#) is shared under a [CC BY](#) license and was authored, remixed, and/or curated by [Tiffani Reardon](#), [Tammy Powell](#), [Jonathan Arnett](#), [Monique Logan](#), & [Cassie Race](#).

Sample Syllabus