

MEMORANDUM

To: Jennifer Montgomery

Date: February 7, 2013

From: Cheryl Mann Bacon for
the JMC Department

RE: JMC Capstone

The JMC Department made minor adjustments in our curriculum several years ago that facilitate the capstone requirement for our majors. We will not be adding a course nor making substantive changes in any existing course.

1. A 10-12 page research paper in Communication Law requires a sophisticated analysis of career relevant legal issues and precedents. Requirements for the Comm Law paper exceed those of the capstone requirements and require original sources.
2. The other requirements are met as part of the internship course, which includes: three essays on ethics, global and domestic diversity; responses to a prescribed set of questions including how the internship experience was affected by the student's faith; a resume; internship log; work product and oral presentation regarding the internship to faculty.

Copies of the syllabi are attached with relevant portions highlighted and a screen shot of the enlarged relevant portion of the Comm Law syllabus since it prints out quite small from the website. If you have other questions, please let me know.



Blackstone



Comm Law

KENNETH R. PYBUS
ASSOCIATE PROFESSORThe website for the Communication Law
course at Abilene Christian University

Policies & Statements

by KENNETH PYBUS

ACU Mission Statement

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

JMC Department Mission Statement

Our mission is to engage students in critical and creative thinking in the classroom, in the laboratory and through mentoring relationships, leading them to become exceptional, ethical and agile communicators in a rapidly changing media environment, embracing technology, valuing global diversity and embodying Christ-centered service.

Integration of Faith & Knowledge Statement

The First Amendment includes the phrases "establishment of religion" and "freedom of ... the press." And, according to the First Amendment, Congress "shall make no law" abridging the freedom of either. Thus, the Christian has more than a professional interest in studying First Amendment theory and practices. The amendment has nourished diversity and in a unique way the development of religion and the media in this culture. The 45-word sentence deserves intensive study by each informed Christian citizen.

Diversity Perspective Statement

The First Amendment was designed more than 200 years ago to protect diversity of opinion and minority viewpoints. The understanding existed that revolutionary ideas rarely begin as concepts generally accepted by society. The guarantees apply to all races, creeds, sexes and ethnic groups.

Accreditation Standards Measured

As a part of Southern Association of Colleges and Schools (SACS) and Accrediting Council for Education of Journalism and Mass Communication (ACEJMC) accreditations, learning outcomes are assessed and recorded. All of the outcomes listed previously in this syllabus are assessed as part of the students' individual learning. The following outcomes are assessed collectively:

Students will:

- understand and apply the principles and laws of freedom of speech and press, for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- think critically, creatively and independently;
- conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;

JMC Academic Integrity Policy

(From the JMC Department Web site. Link will open in a new window.)

Instructor's Academic Integrity Addendum

This means don't cut and paste. Period.

JMC Attendance and Grade Policies

Instructor's Make-up Exam Addendum

No student may make up an exam unless permission of the instructor has been granted before the exam.

ACU Dress Code Policy

Instructor's Dress Code Addendum

Men will not wear hats during Communication Law class sessions. Undergarments will not be visible during class sessions.

JMC Student Complaint Policy

JMC Diversity Policy

Racial, Sexual Harassment Policy

Racial and sexual harassment is a violation of the code of conduct as described in Section 2-02 of the ACU Student Guide and will not be tolerated during class or class-related activities. Harassment is any action, including a joke or suggestion, that creates an intimidating, hostile or degrading environment and would have such an effect on a reasonable person of the alleged victim's status. Violations of this section will be referred to Campus Life.

In-Class Behavior Policy

Mobile phones, pagers and other distracting technology will be turned off during class sessions or confiscated. Behavior that inhibits the learning of others will result in dismissal from the class period or being dropped from class if egregious or persistent as determined by the instructor.

Disability Statement

Appropriate accommodations will be provided for students with documented disabilities. Students seeking reasonable accommodations for any recognized disability must submit requests in writing to the instructor by the end of the second week of the semester. This documentation must come in writing from ACU's Alpha Academic Services, which can be contacted at 2667. The ability to consistently meet deadlines is an essential requirement of most media and media related professions. Thus, in JMC courses subsequent to this one where meeting deadlines is an inherent element of instruction, extended time for some types of testing or other assignments may not always be an option.

Course Description

Freedom and responsibility of print and broadcast media ethically and legally. First Amendment principles and legal philosophy affecting the media and employees. A writing-intensive course. Prerequisite: completion of 60 hours and JMC 102 for majors.

Upcoming Events

Tue, Sep 11 8:00 am - 9:20 am: Communication Law

Thu, Sep 13 8:00 am - 9:20 am: Communication Law

Tue, Sep 18 8:00 am - 9:20 am: Communication Law

Thu, Sep 20 8:00 am - 9:20 am: Communication Law

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Libel Case Study: Turner v. Dolloff

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ACU's Brown Library

Google Calendar

Google Docs

Broadcasting

Broadcasting & Cable: The Business of Television

U.S. Federal Communications Commission

Copyright

Library of Congress

The Copyright Website

Courts and Case Law

FirstLaw Internet Legal Resources

On the Docket

Oyez

Supreme Court of the United States

Texas Judiciary Online

Federal Agencies

Library of Congress

U.S. Federal Communications Commission

U.S. Federal Trade Commission

U.S. Patent and Trademark Office

Legal Organizations

Americans United for Separation of Church and State

Freedom of Information Foundation of Texas

Illinois First Amendment Center

Institute for Justice

Nettigation

Reporters Committee for Freedom of the Press

Society of Professional Journalists

Student Press Law Center

The Five Freedoms Timeline

The Free Expression Policy Project

The Freedom Forum

Private Law Firms

Jackson Walker

Ogden, Gibson, Brooks & Lurgans

The Rutherford Institute

Religion

Americans United for Separation of Church and State

Journal of Church and State

The Rutherford Institute

Search



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Course Expectations

by KENNETH PYBUS

Performance Competencies

After completion of the course, students – at different levels of expertise as indicated by grade – will be able to:

- Articulate the First Amendment's six guarantees.
- Identify and discuss the primary theories of First Amendment interpretation and practice.
- Interrelate Judeo-Christian roots from scripture to First Amendment principles.
- Recognize and protect against unconstitutional prior restraints of First Amendment freedoms.
- Utilize the Freedom of Information Act, Government in the Sunshine Act, state open meetings and records laws, the Sixth Amendment, and other access principles, e.g., prisons, public forums, etc.
- Discern and avoid content that could be actionable as libel, false light, intrusion, appropriation, disclosure of private facts, right of publicity, infliction of emotional distress, copyright infringement, unfair competition, deceptive advertising or legally obscene or indecent.
- Understand the scope of the regulatory powers of the FTC, the FCC, the FDO and the U.S. Office of Patent and Trademark and how Congress, the executive branch and the judicial branch check and balance regulatory law.

Grading Formula

Grading scale

A = 92-100
B = 83-91
C = 74-82
D = 65-73
F = Lower than 65

Grading calculations

Quizzes: 10%
Exams: 50% (Each counts 10%, final exam counts 20%)
Briefs: 10%
Participation: 10%
Research Paper: 20% (Major paper perspective counts 10% of that 20%)

*Semester grade will be F if paper is not submitted.

Extra credit opportunities (3 points maximum):

2 points for perfect attendance
1 point for Spring Fling (if its equivalent) attendance
Opportunities to drop low quiz grades (3 maximum):

1 per hour KACU pledge drive (2 maximum)
1 per JMC student organization or media

Assignments

Summary

- Read all online reading assignments.
- Read all current events on course website.
- View, read or listen to all supplementary material.
- Read all information in the online syllabus.
- Take daily readings quizzes.
- Read all instructor-provided supplemental material.
- Write and recite on at least three (3) case briefs and be prepared to recite in class.
- Write a 8-12 page research paper (if in course if not completed).
- Take four (4) exams, including the final. See [Sample Test Question and Answer](#).
- Check student e-mail account twice daily to keep up with any changes to expectations and assignments.
- Retain electronic copies of all assignments submitted through the dropbox and be prepared to resubmit them if necessary.
- Complete and save all written assignments in Microsoft Word format, 12-point Times New Roman or Cambria.
- Complete additional assignments as necessary.

Opinion Readings, Briefs and Recitations (10 percent of grade)

- Read assigned opinions. See [Brief Assignments](#). A guide to interpreting court opinions is included in the [Texas v. Johnson](#) tutorial.
- Write a one-page (8 1/2 x 11), single-spaced brief about each opinion. The document should be double-spaced between paragraphs, in 12-point Times and in Microsoft Word format. See [Sample Brief](#).
- Include in the file name the first name in the style of the case. Example: [Tinker.doc](#) for [Tinker v. Des Moines](#).
- File briefs electronically in course dropbox by 8 a.m. on recitation day. E-mail is acceptable only with prior approval. See [Brief Evaluation Criteria](#). Critiqued, graded briefs will be filed in your return box.
- Do not rely on old briefs or plagiarize from other sources.
- Prepare to stand and answer questions in class about your cases, explaining and defending your brief. Students who are absent at their recitation time (without prior notice to the professor) or are unprepared will receive a zero for that assignment.

Research Paper (20 percent of grade)

- Write a narrowly focused research paper about a First Amendment topic. See [Research Paper Issues](#). One student per topic permitted.
- Note deadline on calendar. See [Sample Research Paper Prospectus](#). Worth 10 percent of paper grade.
- Papers should be 8-12 pages. Use APA format.
- Research must focus on primary sources, which are:
 - court opinions from the reporter system
 - law journal and law review articles for opinions of legal experts
 - mass communication journals for opinions of media experts.
- Cloning of the textbook or Wikipedia will result in a letter grade reduction.
- Four spelling errors will result in a 64-grade maximum. Use dictionaries, spell checkers and proofreaders.
- See [Research Paper Evaluation Criteria](#) for further direction and Course Outline and Calendar for deadlines.
- Submit document in Microsoft Word format to course dropbox under the name [Research.doc](#).

Participation (10 percent of grade)

- Participation will be evaluated based on quality of responses to in-class questions and participation on course blog.

Daily Quizzes (10 percent of grade)

- Quizzes will take place each class period between 8 a.m. and 8:05 a.m.
- An iPhone, iPod touch, iPad or computer will be required to complete the quiz.
- Quizzes will typically be five questions based on assigned readings. The link to each quiz Google form will be e-mailed in the minutes before class starts.

Deadlines

- Each assignment has a specific deadline, often at midnight on the due date. Each brief assignment will have a specified deadline, generally 8 a.m. the day of recitation.
- Failure to turn a brief in on time will result in an automatic letter-grade drop.
- Failure to complete an assigned brief will result in a zero.
- Failure to come to class prepared to recite will result in a zero for the brief. A second zero will result in dismissal from the course.
- All assignments due in class will be due in the course dropbox by 8 a.m. on class day.

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Case Studies

Flagging Case Study: [Texas v. Johnson](#)
Live Case Study: [Turner v. Shalton](#)

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The Copyright Website

Courts and Case Law

Problems in Legal Research
On the Desktop
Clerk
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Texas Judiciary Online

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U.S. Patent and Trademark Office

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Freedom of Information Foundation of Texas
Texas First Amendment Center
Institute for Justice
National
Regimes Committee for Freedom of the Press
Society of Professional Journalists
Student Press Law Center
The Free Press Online
The Free Expression Policy Project
The Freedom Forum

Private Law Firms

Jackman Walker
Ogden, Gibson, Brinkley & Longoria
The Rutland Institute

Religion

American Union for Separation of Church and State
Journal of Church and State
The Religious Institute

Search



Blackstone



Comm Law

KENNETH R. PYBUS
ASSOCIATE PROFESSOR

The website for the Communication Law
course at Abilene Christian University

General Course Information

by KENNETH PYBUS

Primary Audience

This JMC core course is required of all undergraduate majors and minors. It is required for students in the Digital Entertainment Technology major. It is an appropriate elective for students in the pre-law track.

Class Format

Mass Communication Law will follow loosely the tradition of Socratic instruction in legal study. Students will stand to recite their cases and to answer instructor questions. Participation in and contribution to class discussion will be reflected in each student's grade.

Nature and Purpose of the Course

- To stress centrality of the U.S. First Amendment in which diversity of competing ideas about its systems of constitutional government, communication, race, religion and culture is protected under the Marketplace of Ideas theory of the amendment's practice.
- To relate ethical, Christian principles to media issues.
- To further develop the student's analytic skills via exposure to the adversarial method of information processing, logical thinking and ethical systems.
- To equip the communicator with the lay knowledge necessary to operate safely in professional contexts.

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Institute for Justice
Intelligence
Reporters Committee for Freedom of the Press
Society of Professional Journalists
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The Rutherford Institute

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Journal of Church and State
The Discernment Institute

Search



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Law

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Research Paper Evaluation Criteria

by KENNETH PYBUS

1. Research: Does the paper reveal the student explored the necessary, relevant literature? Does student use a sufficient number of primary and total sources?
2. Outline and Structure: Is an outline obvious in the text? Is the presentation and structure logical in the paper's progression?
3. Student's Thesis: Is the thesis or purpose of the student stated clearly? Is the subject well defined and properly focused, revealing thoughtful analysis? Is thesis or purpose adequately supported?
4. Unity/Cohesion: Does paper read logically and smoothly, including a strong introduction and conclusion? Is unity enhanced with skillful transitions? Does paper show first draft symptoms?
5. Originality: Does paper reveal original thinking, or is it a mere bead stringing of others thoughts? Any plagiarism in paper?* Is style creative, fresh, cliché-free? Are allusions and metaphors used?
6. Clarity: Is the writing clear? Do sentences, paragraphs and sections possess the virtue of clarity? Or must evaluator read between the lines to understand writer?
7. Accuracy: Does paper include any inaccuracies in the use of fact or implication? Is the paper thorough or skimpy?
8. Format and Style: Are pages properly typed? Are justified margins avoided? Are quotes of four lines or more single spaced and indented?
9. Attribution/Footnotes: Is attribution used appropriately? Is paper profusely verified with attribution? Are information notes effectively used?**
10. Spelling, Etc.: Did student use correct grammar, spelling,* syntax and punctuation; use AP Stylebook and Webster's New World Dictionary? Was first person avoided?

*Four spelling errors will cause grade of 64 or lower.

**Information notes are used to include material that would interrupt the logical discourse about the subject.

Research Paper (20 percent of grade)

- Write a narrowly focused research paper about a First Amendment topic. See **Research Paper Ideas**. One student per topic permitted.
- Note deadline on calendar. See **Sample Research Paper Prospectus**. Worth 10 percent of paper grade.
- Papers should be 9-12 pages. Use APA format.
- Research must focus on primary sources, which are:
 - court opinions from the reporter system
 - law journal and law review articles for opinions of legal experts
 - mass communication journals for opinions of media experts.
- Citation of the textbook or Wikipedia will result in a letter grade reduction.
- Four spelling errors will result in a 64-grade-maximum. Use dictionaries, spell checkers and proofreaders.
- See **Research Paper Evaluation Criteria** for further direction and Course Outline and Calendar for deadlines.
- Submit document in Microsoft Word format to course dropbox under the name Research.doc.

JMC 495 Internship: Fall 2012 syllabus

Tuesdays at noon for the first eight weeks of the semester, Don Morris Room 320

Doug Mendenhall, internship program director

Office: Don Morris Center, Room 314

Phone: 674-6675 (o) or 325 280-7460 (cell)

Email: doug.mendenhall@acu.edu

Office hours: Tues/Thurs, 9:30 a.m. to noon; Mon/Wed/Fri, 8-9 a.m., 10-11 a.m.; weekdays, 1:30-2:30 p.m. Contact me at any time by text, email or Facebook, or by phone until 10 p.m.

JMC internship website: <http://blogs.acu.edu/jmcinternships/>

JMC internships on Facebook: JMC Internships & Careers

University mission

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Department mission

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Catalog descriptions

JMC 495 Internship. On-the-job training for a minimum of 120 hours under the internship adviser and a supervisor at the internship site.

Application and search procedures

Final responsibility lies with the student for locating an internship with a mass medium, agency, corporation or other entity. The intern must, however, consult the ACU internship director prior to starting an internship for approval. Help is available on the course website (see address above) and ACU's Career Link service. JMC faculty also may assist students in identifying suitable internships. If a student desires to do an internship where already employed, the job must be different from the current job.

Prerequisites

These criteria must be met before the intern's first workday. Please note that all internships must be approved in advance by the internship director.

1. Completion of at least 75 hours of college classes, including appropriate JMC skills courses.

2. A minimum major GPA of 2.0 and 2.25 overall.

3. A letter or email message to the intern director describing the proposed internship and seeking approval.

4. A signed contract returned to the internship director (usually the teacher of this course) before the student's first day on the job; the form is a part of this syllabus and is also available online on the blog and Facebook sites.

5. A professional supervisor with academic training and/or significant professional experience in the field in which you will intern. In other words, journalism students must generally report to an editor or other appropriate newsroom supervisor, and Ad/PR majors must report to a public relations, advertising or marketing vice president, director, manager or supervisor. This professional supervisor must have significant face-to-face contact with the intern throughout the internship (this rules out virtual or online internships). We also do not accept internships where you would work for your spouse, parent, grandparent, aunt/uncle or sibling or other close relative.

Important note: Internships will not be approved retroactively for work done during the previous summer or semester, if the student did not follow the steps outlined above.

Course objectives

The intern will be appropriately prepared in skills, work habits, ethics and readiness:

1. To rehearse entry-level job search experience and initiate his or her networking.
2. To introduce intern to workplace expectations.
3. To give intern professional mentoring.
4. To test intern's real and assumed proficiencies, to improve seriousness of senior-year learning experience.
5. To help the intern explore career options.
6. To contribute to the sponsor's productivity.

Competencies

Two professional evaluations and academic evaluation of the portfolio will measure:

1. Ability to explore and secure a job.
2. Clearer analytical view of career options.
3. Job survival skills.
4. Sharpened professional skills.

Requirements

1. Seminar participation – The intern will participate in a once-a-week seminar/class at noon on Tuesdays during the semester he/she is enrolled in JMC 495 (Important: see "Attendance Policy").

2. 120 hours – The intern will work for a professional supervisor for a minimum of 120 hours in not less than four weeks.

3. Attendance and deadlines – The intern will perform in a professional manner, including punctuality and meeting of deadlines. Students should plan to be at work, on time and alert, every day of their internship. Students must handle emergency absence requests directly with their professional supervisors.

4. Outside reading, quizzes and discussion – Reading and discussion of the textbook, *When Reality Hits: What Employers Want Recent College Graduates To Know*, by Nancy Barry (Brown Books Publishing Group, Dallas, 2007) and other assigned readings that may be distributed in class or posted on the course blog site. Quizzes or short papers may be required on some of the outside readings.

5. Textbook papers – Write four short reports (at least 250 words each) summarizing what you learned from reading the textbook, *When Reality Hits: What Employers Want Recent College Graduates to Know*. Like all work for this class, these papers must be typed and will be graded in part on the student's use of good grammar, correct spelling and logical thinking. Check the class schedule for due dates for these papers. Failure to submit all four of these papers disqualifies a student from receiving an "A" for this course.

6. Required forms – The intern is responsible for seeing that his or her internship supervisor completes and submits a contract, mid-term evaluation form and final evaluation form by the appropriate deadlines. Copies of these forms are included with this syllabus and are available on the course website. Please note that the mid-term and final evaluation forms MUST be mailed to the internship director's attention (that's Doug Mendenhall) from the supervisor, preferably in a sealed company envelope. It is the student's responsibility to ensure that these forms are submitted by the supervisor in a timely manner. Late forms may negatively impact a student's grade in this class.

7. Portfolio – Each student will prepare an internship portfolio. The portfolio should be professionally bound using plastic or wire spiral binding, a clear plastic front cover and a solid plastic back cover. It MUST include these elements:

a. Title page – The title page should include your name, where you did your internship (company and city) and the date of your internship. Many students choose to use color and graphic design to make an attractive title page but this is not required.

b. Introduction – A one-page description of the assigned work, an explanation of duties, identity of professional supervisor, and a description of pre-internship expectations.

c. Executive summary – A one-page narrative summary of the learning experience.

d. Daily journal – Students must maintain a typed journal that chronicles their daily experiences on the internship, including a review of key tasks, analysis and observations. This journal should be maintained on a daily basis and may be requested for viewing at any time during the internship by the JMC department's

internship director. A printed copy of the journal must be included in the final portfolio.

e. Work product – Work can be presented in the portfolio in a variety of formats. For students who write media stories, news releases or other documents, photocopies of your work are acceptable. You may include radio, TV, podcast and video projects in CD or DVD formats, but please include a plastic pocket designed to hold the disk so that it won't get separated from your portfolio; include your name on the CD or DVD. Samples of photography may also be included. Ad/PR students may include samples of research, internal planning documents, or samples of finished public relations, media relations or creative work.

f. Post-Fieldwork Response form – Type answers that respond to the questions in the list shown in the post-fieldwork response form, which is included with this syllabus and is available online on the course website. See the form for instructions.

g. Senior essays – Each student must write three essays (1,000 words each) that cover global diversity, domestic diversity and ethics. These essays are due at the same time as the internship portfolio.

9. Oral presentation – You must make an oral presentation about your internship experience and the series of essays submitted with your portfolio. This presentation will be made to a panel of JMC department faculty. One of the most common formats for this presentation has been a 15-minute PowerPoint or other visual display covering the major points included in the portfolio, followed by a 15-minute question-and-answer session with two or three JMC faculty members. A sign-up sheet will be made available in class.

10. Deadline – Internship portfolios must be submitted within four weeks of the final day of fieldwork as an intern. Please note that (1) You will NOT receive credit for this course and cannot graduate from the university until the portfolio is submitted and approved, (2) Late portfolios WILL result in a lower final grade, and (3) The portfolios, once submitted, are property of the university and are kept on file for accreditation purposes. If you want to keep a portfolio for your own use, please make a personal copy. You are also encouraged to keep electronic copies in your computer of your introduction, daily log, responses to the "post fieldwork response form" and your executive summary until you have received a grade for this class on your transcript, in the event that your portfolio is lost after being submitted.

Attendance policy

The internship seminar (class) meets only once a week from noon to 12:50 p.m. on Tuesdays. Please make every effort to be in class every time, on time. Students who miss more than one session will not qualify for a grade of "A" in the course. Students who miss more than two sessions will either be required to take the course again in a future semester or do additional work outside of class with the advance approval of the instructor. Students who are more than five minutes late for class are counted as absent.

Important university deadlines

ACU's academic policies require that students who take the internship class must complete their internship and submit all required paperwork for approval no later than two full semesters after taking the class. In other words, students taking JMC 495 in the fall semester must complete their internship, including their portfolio and other required paperwork, no later than the following fall. Students taking JMC 495 in the spring must complete their internship, including their portfolio and other required paperwork, no later than the following spring semester. Students are encouraged to start their internship as quickly as possible.

The university also will not allow students to participate in graduation ceremonies with an "IP" (in progress) or "I" (incomplete) grade on their transcript. This means you must both complete this course and complete your internship, including the portfolio and all other required paperwork, before your expected graduation date.

Integration of faith and learning

Christians can exert a positive and powerful influence in our culture, and that is nowhere more true than in the fields of journalism and mass communication. This course is based on the premise that great journalism and communication work can and should be based on sound ethical, moral and aesthetic standards – traits that are compatible with the Christian life.

Academic integrity policy

Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the policy. While the university enforces the policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff and student body is responsible for protecting the integrity of learning, scholarship and research. The policy is available for review at the provost office website (<http://www.acu.edu/campusoffices/provost>) and the following offices: provost, college deans, dean of campus life, director of student judicial affairs, director of residential life education and academic departments.

The JMC Department has developed additional guidelines that reflect the distinctive roles and functions of students in the mass communication fields. You may view these on the JMC Department's website (see "policies"). Copying and pasting someone else's words and submitting them as your own work is not acceptable. Violators of this policy will be disciplined in accordance with the guidelines in the university and departmental academic integrity policies.

Disability statement

Appropriate accommodations will be provided for students with documented disabilities. Students seeking reasonable accommodations for any recognized disability must submit requests in writing to the instructor by the end of the second week of the semester. This documentation must come in writing from ACU's Alpha Academic Services, which can be contacted at 674-2667.

Racial, sexual harassment statement

Racial and sexual harassment is a violation of the code of conduct as described in Section 2-02 of the ACU Student Guide and will not be tolerated during class or class-related activities. Harassment is any action, including a joke or suggestion, that creates an intimidating, hostile or degrading environment and would have such an effect on a reasonable person of the alleged victim's status. Violations of this section will be referred to Campus Life.

Internship seminar schedule for fall 2012

This schedule is subject to change; please watch for class announcements

Aug. 28	Discuss syllabus; explain seminar and internship program; introduction to textbook and course website. <i>Assignment for the next class: read textbook, chapters 1, 2 and 3, and bring typed summary to class.</i>
Sep. 4	Discussion from the textbook and discussion about employer expectations for interns and entry-level employees; search tips for finding internships and entry-level JMC jobs.
Sep. 11	Guest speaker: Skype conversation with Whitney Puckett, recent JMC grad who is an account assistant in the corporate communications practice area at Mitchell Communications Group – they put the “Mitchell” in Morris & Mitchell. <i>Assignment for next class meeting: Read articles from course website about resumes and cover letters.</i>
Sep. 18	Discussion on resume writing and cover letters. <i>Assignment for the next class: Résumés due at start of class next week.</i>
Sep. 25	Guest speaker: Jill Fortson, ACU Career Center. We will meet at the Career Center, on the second floor of the Hunter Welcome Center. Please be prompt. Resumes due today at start of class. <i>Assignment for the next class: read textbook, chapters 4, 5 and 6, and bring typed summary to class.</i>
Oct. 2	Discussion of business etiquette and other career topics from textbook. <i>Assignment for next class period: Read textbook, chapters 7, 8 and 9, and bring typed summary to class</i>
Oct. 9	Career topics: LinkedIn, networking and online portfolios. <i>Assignment for the next class: read textbook, chapters 10, 11 and 12, and bring typed summary to class.</i>
Oct. 16	Discussion of portfolio and essay requirements.
Oct. 23	Deadline for letter addressed to internship director and contract signed by the intern and the on-the-job supervisor, or letter (email message is fine) to internship director explaining what steps you are taking to secure an internship and when you plan to complete your internship.

Looking ahead: May and August graduates, if you intend to participate in commencement ceremonies, you must have successfully completed the internship class AND the internship fieldwork and submitted all required paperwork at least three weeks before Finals Week.