DEFENSE INFORMATION SCHOOL

6500 Mapes Road, Fort Meade, Maryland 20755

Mass Communication Foundations

Training Program of Instruction

Training Effective Date: 21 July 2022

John S. Hutcheson
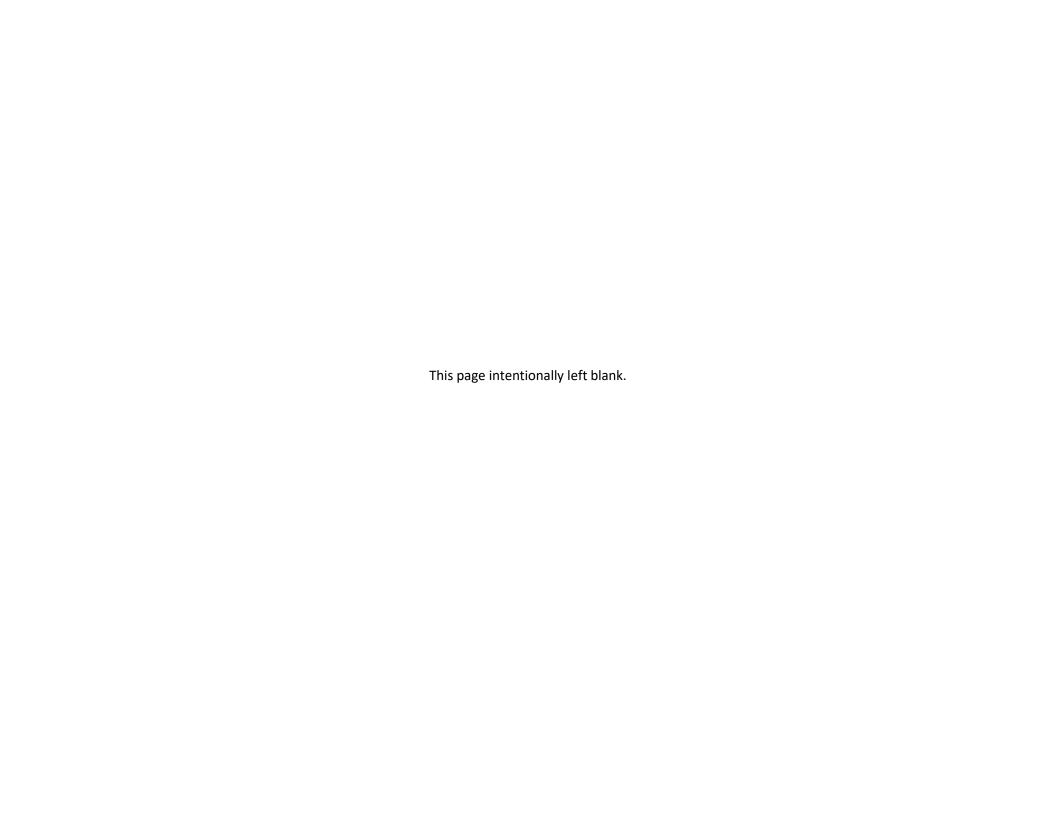Colonel, U. S. Air Force
Commandant

Change Page:

Change 1: June 2019. Number of performance exams reduced; additional practice exercises added as a result of input from the Pilot iteration. Allows students more practice time to prepare for exams and reduces student stress and exam fatigue. Hours reallocated from EP to PE. New value template created.

Change 2: July 2022: New schedule implemented: Sequence of time and hours allocated to Writing, Multimedia, Photography, Video and Capstone changed in response to validated adjudication items, student and instructor feedback, and grading time needed for each associated type of student product. Schedule change effective July 2022.

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Course Preface

PURPOSE: Provides members of the U.S. Armed Forces with knowledge and skills needed to perform duties in an entry-level multidisciplinary assignment in public affairs, visual information, and communication supporting commander's intent, themes and messages.

SPECIALTY AWARDED: See individual Service documentation for specialty awarded.

DELIVERY / COURSE LENGTH: Resident only / 108 days

REASON FOR UPDATED TPI: Documents changes in assessments and schedule identified through adjudication since the first iteration in Oct 2019.

IMPLEMENTATION DATE: Training for this course began on 1 October 2019. Change 2 to the course schedule is effective July 2022.

COURSE DESCRIPTION: Students in Mass Communication Foundations learn and apply the concepts and skills needed at the entry level in both the public affairs and visual information specialties. They learn and apply design thinking principles to question effectively, identify problems and provide a solution-based approach within a communications framework, applying the fundamentals of news writing, still photography, videography, and graphic design in their products. Beginning with an introduction to non-fiction writing, students apply the fundamentals of English and journalism to news stories, caption writing, and video scripts for use in both internal and external communication products. They also learn the purpose and use of internal and external communication products, media and community engagement, social media best practices, media literacy, and preparing information for public release in accordance with applicable policy. Using the principles of interviewing, interpersonal communications skills, and the interview process, they conduct interviews, communicate with media, and apply the purpose and guidelines for writing general news stories to writing adverse news reports. Using their knowledge of the functions of news, including the elements of mass appeal and their understanding of responding to requests for information, they gather initial available facts from credible sources, applying their writing skills and the guidelines for release to write initial and follow-up news releases. In a simulated media exercise, students will record a media query; conduct research; prepare a subject matter expert (SME); develop a response to the query, including a minimum number of command messages; and escort & facilitate media.

Students are introduced to narrative writing as an expansion of their writing skills. Through practice and coaching, they learn the writing process, story structure, elements of a narrative, and storytelling techniques, and apply these skills to write a non-fiction narrative story used to support a theme and message. In an introduction to photography, students learn and apply photographic theory, including optics, light and color theory, and the use of good compositional techniques, proper exposure, on- and off-camera lighting using a DLSR/Mirrorless camera to capture still imagery of both controlled and uncontrolled action, and use storyboarding and storytelling techniques to produce a photo storytelling package. Student use of proper posing and the use of and application of portable lighting techniques is evaluated in official portrait and environmental photography. In accordance with Section 508 regulations, contemporary web standards and user-centered navigation conventions, each student will design, create and package original visual products for use in various internet-based and social media platforms. These include vector- and raster-based graphic they also incorporate with other file types into mixed media products they integrate into desktop publishing products they package accordingly for use in print, browser- and social media-based platforms.

Students create infographics using data visualization tools and methods. Applying their knowledge of the principles and elements of graphic design and layout, they incorporate a variety of visual file types and text into cohesive designs to communicate a theme or message in visually, interesting and engaging ways, with consideration for the user experience and communication mediums. Application of basic layout principles, design best practices, copyright laws, and knowledge of optimizing source file types to output medium constraints are emphasized in all tasks.

Students further their camera skills by using a DLSR/Mirrorless camera to learn and apply videography fundamentals to capture motion imagery of both controlled and uncontrolled action. Students scout and identify interview locations, select equipment to properly light and prepare an interview environment, and microphone placement to collect quality audio. Using digital audio capture methods and editing techniques, they use recording tools to capture audio they edit and integrate into video sequences and other products. Students write scripts, perform voice over narration, create and use storyboards and shot lists while planning video products. Applying both video and audio editing techniques, students produce a public service announcement in support of a campaign topic and a video news story. Students then combine text, still photos, video, audio and graphics to produce an extended multimedia feature project aligned with and supporting themes and messages.

The course culminates with both individual and group capstone exercises, where each student will demonstrate their ability to integrate and apply the diverse knowledge and multi-disciplinary skills attained throughout the entire course while unifying a variety of written and visual products around a unified brand strategy supporting a campaign.

Students assemble a digital portfolio of their work, representative of the variety of written and visual products created throughout the course.

PREREQUISITES: See Army Training Requirements & Resources System (ATRRS) site: https://www.atrrs.army.mil/atrrscc/. School code 212.

COURSE DATA: The annual Service input data is a projection for FY 2023.

Course	Length	Student Maximum	Student Minimum	Annual Course Cap	Number of Iterations
MCF (FY23 +)	108 days	25	12	700	28

MANPOWER:
    Instructors required: 112

EQUIPMENT: See equipment list.

FUNDING: Funding for any new resource and technology equipment requirements to support this course, as identified in the development process, will be coordinated for development through the Directorate of Training, Directorate of Plans & Technology, and the Directorate of Logistics for development of the funding strategy.

FACILITIES: Resident iterations will be conducted in available classrooms.

BASE OPERATING SUPPORT: There are no new billeting or messing requirements.

POC: The POC for this action is Ms. Mary O'Shea, DINFOS Provost, mary.k.oshea3.civ@mail.mil

Training Task Inventory

	Terminal Learning Objective	Discipline	Competency (K/P)	Training Importance (High – Medium - Low)					
	- **Enabling Learning Objectives**		Knowledge/ Performance	USA PA	USA F	USN	USMC	USCG	USA VI
TLO 1	**Apply conventions of written English IAW the Associated Press Stylebook**	**Writing**	**P**	**H**	**H**	**H**	**H**	**H**	**H**
1.1	- Use correct grammar								
1.2	- Apply rules of capitalization								
1.3	- Apply rules of punctuation								
1.4	- Use active voice								
1.5	- Use correct sentence structure								
1.6	- Use correct word usage								
1.7	- Use correct copy-editing symbols								
1.8	- Use correct spelling								
TLO 2	**Develop captions**	**Writing**	**P**	**H**	**H**	**H**	**H**	**H**	**H**
2.1	- Gather required caption information								
2.2	- Develop a caption using the 5Ws								
TLO 3	**Develop a script**	**Writing**	**P**	**H**	**H**	**H**	**H**	**L**	**H**
3.1	- Apply fundamentals of script writing								
3.2	- Use prescribed format & style for script timing								
TLO 4	**Compose an article**	**Writing**	**P**	**H**	**H**	**H**	**H**	**H**	**H**
4.1	- Identify the functions of a lead								
4.2	- Describe how to identify the lead emphasis								
4.3	- Describe the characteristics of a summary lead								
4.4	- Use a dateline								
4.5	- Write a summary lead								
4.6	- Identify the elements of a bridge								
4.7	- Construct a bridge								
4.8	- Write a body of an article								
4.9	- Identify functions of a headline								
4.10	- Apply headline writing rules								
4.11	- Construct a headline								
4.12	- Identify key principles for using Search Engine Optimization (SEO)								
4.13	- Construct a SEO Headline								
4.14	- Integrate a command message								

4.15	- Use the ABC's of journalism								
4.16	- Apply elements of attribution								
4.17	- Write an incident release								
4.18	- Identify the local angle								
4.19	- Consider audience & platform when crafting messages								
4.20	- Apply guidelines for release of information policy								
TLO 5	**Compose a narrative**	**Writing**	**P**	**H**	**H**	**L**	**H**	**H**	**H**
5.1	- Apply elements of mass appeal								
5.2	- Develop focus								
5.3	- Describe narrative structures								
5.4	- Apply storytelling techniques								
5.5	- Develop questions								
5.6	- Conduct an interview								
5.7	- Write a headline								
TLO 6	**Explain command information concepts**	**PA**	**K**	**H**	**H**	**H**	**H**	**H**	**H**
6.1	- Identify key publics								
6.2	- Define command information and its goals								
6.3	- Define public information and its goals								
6.4	- Explain how to direct a message to a specific audience								
6.5	- Explain audience feedback and its benefit to the PA mission								
6.6	- Explain distribution methods for communication products								
6.7	- Explain communication goals in-theater								
TLO 7	**Explain communication laws and ethics**	**PA**	**K**	**H**	**H**	**H**	**H**	**H**	**H**
7.1	- Explain the differences between the military and media cultures								
7.2	- Explain attribution and plagiarism								
7.3	- Explain libel, slander, and defamation								
7.4	- Explain professional ethics								
7.5	- Explain how to avoid conflicts of interest								
7.6	- Identify the joint ethics regulation (gifts)								
7.7	- Identify HIPAA, Privacy Act, FOIA and Section 508 of the Rehabilitation Act								
7.8	- Explain imagery ethics								
7.9	- Explain copyright								

TLO 8	Explain guidelines for release of information	PA	K	H	H	H	H	H	H
8.1	- Explain why the military needs guidelines								
8.2	- Explain public's right to know versus need to know								
8.3	- Explain SAPP								
8.4	- Explain OPSEC								
8.5	- Explain principles of information								
8.6	- Define DoD policy on releasing information								
8.7	- Define public affairs guidance								
8.8	- Identify DoD principles for media coverage								
8.9	- Identify VI policies, regulations, instructions, and directives								
8.10	- Explain disposition of records								
TLO 9	Explain community engagement	PA	K	H	H	H	H	H	H
9.1	- Explain why the military needs community engagement								
9.2	- Explain types of local community engagement programs								
9.3	- Explain how to handle community engagement requests from national organizations								
9.4	- Explain DoD policy restrictions on the conduct of community engagement programs								
9.5	- Explain how military installations impact the local community								
9.5a	- Explain methods for dealing with community concerns								
9.5b	- Explain joint-basing considerations								
9.6	- Explain special service demonstration teams request								
TLO 10	Demonstrate media engagement	PA	P	H	H	L	H	H	L
10.1	- Identify guidelines for arranging media pools and embedded media								
10.2	- Use effective responses (command messages)								
10.3	- Document a media query								
10.4	- Respond to a query								
10.5	- Prepare a subject matter expert								
10.6	- Compose a media advisory								
10.7	- Conduct on-camera interview								
10.8	- Demonstrate media escort								
10.9	- Identify the types & uses of media engagement files								

TLO 11	**Perform camera operations**	**Photo & Video**	P	H	H	H	H	H	H
11.1	- Use and maintain camera in a safe manner								
11.2	- Demonstrate proper use of camera								
11.3	- Demonstrate proper lens selection								
11.4	- Demonstrate stabilization techniques								
11.5	- Demonstrate camera movements								
TLO 12	**Input metadata**	**Photo**	P	H	H	H	H	H	H
12.1	- Identify keywords								
12.2	- Gather required metadata information								
TLO 13	**Edit Photos**	**Photo**	P	H	H	H	H	H	H
13.1	- Evaluate images for selection								
13.2	- Apply policies that govern photo editing								
13.3	- Use ethical enhancements with photo editing software								
TLO 14	**Apply the fundamentals of photography**	**Photo**	P	H	H	H	H	H	H
14.1	- Demonstrate proper photo composition								
14.2	- Demonstrate proper exposure								
14.3	- Demonstrate proper focus								
14.4	- Demonstrate protocol photography								
14.5	- Demonstrate uncontrolled action photography								
TLO 15	**Perform sensitive area documentation**	**Photo**	P	H	H	H	H	L	H
15.1	- Demonstrate macro photography								
TLO 16	**Apply visual storytelling techniques**	**Photo & Video**	P	H	H	H	H	H	H
16.1	- Apply photo storytelling techniques								
16.2	- Apply video storytelling techniques								
16.3	- Create a storyboard								
16.4	- Create a shot list								
TLO 17	**Apply fundamentals of videography**	**Video**							
17.1	- Demonstrate proper video composition								
17.2	- Demonstrate proper exposure								
17.3	- Demonstrate proper focus								
17.4	- Set shutter speed for frame rate								

TLO 18	**Prepare an interview environment**	**Video**	P	H	H	H	H	M	H
18.1	- Determine interview location								
18.2	- Identify required equipment								
18.3	- Identify lighting options								
18.4	- Apply lighting principles								
18.5	- Apply correct microphone placement								
18.6	- Apply correct camera placement								
TLO 19	**Demonstrate audio techniques**	**Video**	P	H	H	H	H	M	H
19.1	- Use microphones to collect audio								
19.2	- Collect audio								
19.3	- Adjust audio levels								
19.4	- Demonstrate mixing audio sources								
19.5	- Perform audio weaving								
19.6	- Demonstrate use of music and sound generating elements								
TLO 20	**Edit Video**	**Video**	P	H	H	H	H	H	H
20.1	- Use video-editing software								
20.2	- Create text graphics in video-editing software								
TLO 21	**Apply fundamentals of light theory**	**Photo & Video**	P	H	H	H	H	H	H
21.1	- Identify lighting options								
21.2	- Apply appropriate lighting techniques								
TLO 22	**Demonstrate product publication workflow**	**Photo & Video**	P	H	H	H	H	H	H
22.1	- Demonstrate download of imagery								
22.2	- Demonstrate file management								
22.3	- Evaluate images for selection								
22.3a	- Apply copyright law								
22.3b	- Apply SAPP and OPSEC								
22.4	- Use VIRIN and Vision ID								
22.5	- Apply imagery ethics								
22.6	- Demonstrate download of video								
22.7	- Evaluate video clips for selection								
22.7a	- Apply copyright law								
22.7b	- Apply SAPP and OPSEC								

TLO 23	**Establish lighting environment**	**Photo & Video**	P	H	H	H	H	M	H
23.1	- Demonstrate posing techniques								
23.2	- Apply lighting ratios								
23.3	- Demonstrate controlled lighting techniques								
23.4	- Demonstrate uncontrolled lighting techniques								
TLO 24	**Perform digital graphic design**	**Multimedia**	P	H	M	H	H	M	H
24.1	- Identify elements of graphic design								
24.2	- Use gesture drawing to build a storyboard								
24.3	- Create vector graphics								
24.4	- Create raster graphics								
24.5	- Perform layout and design								
24.6	- Use graphics to display information on screen								
TLO 25	**Create a multimedia product**	**Multimedia**	P	H	H	H	H	H	H
25.1	- Identify elements of multimedia products								
25.2	- Produce multimedia products								
25.3	- Package multimedia products for distribution to multiple platforms								
TLO 26	**Demonstrate public speaking**	**Comm**	P	H	H	M	H	H	M
26.1	- Exhibit verbal communication skills								
26.2	- Exhibit non-verbal communication skills								
26.3	- Produce narration								
TLO 27	**Apply communication fundamentals**	**Comm**	P	H	H	H	H	H	H
27.1	- Identify target audience								
27.2	- Identify elements of mass appeal								
27.3	- Perform the role of military communicator								
27.4	- Communicate ideas clearly								
27.5	- Use elements of the communication framework								
27.6	- Construct a story using the 5Ws								
27.7	- Apply service policies that govern social media use								
27.8	- Identify social media best practices								
TLO 28	**Demonstrate interviewing techniques**	**Comm**	P	H	H	H	H	H	H
28.1	- Demonstrate interpersonal communication skills								
28.2	- Demonstrate the steps of the interview process								

Course Outline

Functional Area narratives describe how the course is organized to meet the level of student competency as identified by the Terminal Learning Objectives (TLO's) listed in the TTI and also include the projected instructional hours for each functional area.

FUNCTIONAL AREA 1 WRITING AND COMMUNICATION FUNDAMENTALS	ACADEMIC HOURS: 113

Students explore the concept of communication and its forms, functions, model and elements. They identify types of mass communication and their functions, the purpose and practice of developing content for intentional messaging to a spectrum of target audiences, and apply communication theory and methods to create original work. They practice active listening and note-taking skills, how to apply these skills to interviews and presentations, and also demonstrate an understanding of effective file management, organization and production workflow. They learn and apply critical and design thinking to identify and understand a problem, conduct research, ideate solutions, develop and create content, and evaluate a product's effectiveness in communicating themes and messages.

Students are introduced to the role of a communicator and content creator to make them more knowledgeable and engaged producers and consumers of media and distribution mediums, and how to identify, use and package content for an intended audience and to achieve communication goals. As both producers and consumers in the digital environment, students learn about mis- and disinformation, recognizing credible sources, and their responsibilities for posting content in both official and personal domains in accordance with official policy, ethical and legal standards and guidance. Students learn ethical use of social media as a messaging tool, including understanding the digital audience, including consistency, purpose and action in messaging, defining the reason to using social media platforms, and understanding that social media is a two-way communication channel to talk, listen and engage with digital audiences to inform, reinforce and amplify the intended themes and messages.

After an introduction to grammar and mechanics, students are given practice modules to help improve their ability to demonstrate correct use of written English in accordance with the AP Stylebook in their writing assignments. They examine the types of stories used in publications and how information is obtained for those stories, then apply this knowledge to assess the newsworthiness of events and situations. Students apply communication theory and conduct pre-writing research, use critical thinking to identify credible sources, develop interview questions, and conduct interviews with subject matter experts in support of their stories. Students identify the purpose, guidelines and practice writing effective headlines, leads, bridges, and transitions, and apply information gathering and writing techniques to gather content, organize, write, and localize news stories for both internal and external audiences via multiple platforms.

FUNCTIONAL AREA 2 PHOTOGRAPHY FUNDAMENTALS	ACADEMIC HOURS: 120

Students learn basic photographic principles, including optics, light and color theory, as well as lighting techniques, composition, focus, depth of field and exposure. Using a professional DSLR or mirrorless camera, they learn and use proper camera settings, various lenses, and basic lighting techniques to capture correctly focused, exposed and color balanced still imagery while learning to master shooting in manual mode. Students apply all photographic principles and techniques to capture imagery in both controlled and uncontrolled environments and scenarios. They learn and apply image capture and input methods, workflow, and using industry standard digital imaging software to perform ethical image editing and image management. Emphasis is on photography as a form of visual communication and storytelling, and producing and packaging in various formats matched to a mixture of distribution mediums. Students correctly prepare all imagery and products for accessioning and archiving, including metatags, and write accurate, grammatically correct, and properly formatted captions in accordance with DoD policy and the Associated Press Stylebook.

FUNCTIONAL AREA 3 GRAPHIC DESIGN FUNDAMENTALS	**ACADEMIC HOURS: 80**

Students are introduced to the fundamentals of graphic design, including basic terms, elements, principles and processes of design, and apply these principles in the development of roughs, thumbnail sketches, and finished layout and design products. They apply design thinking and implement problem solving methodologies to produce mixed media products using industry standard graphic design software. Several creative methods, both traditional and digital, are explored to develop a strong understanding of the creative process and its impact on effective communication. Students develop good practices and workflow and apply the principles of design and the layout process to produce solid visual solutions combining typography, graphics and images into various products to communicate themes and messages. The study of typography includes the anatomy and categories of type, how to choose type appropriate to a product, as well as the fundamentals of text layout to good design. Using vector-based techniques and software, students apply layout and design fundamentals and the psychology of color to produce an original logo design they integrate as basic branding into various products they create throughout the course. Emphasis is placed on the application of basic layout, design fundamentals, color theory, as well as how the elements work together to create visually appealing designs that communicates the intended message to the end user in a variety of output mediums.

Students learn raster-based graphic design terms and techniques and use industry standard software to create raster and mixed media products for both print and online use. Students use non-destructive image editing techniques, including the proper use of color modes, color adjustments, image/data compression techniques and file formats to produce products that engage with the intended audience. Students apply their problem-solving skills to create an original infographic to educate and communicate a message. Emphasis is placed on basic layout, design fundamentals, color theory and output mediums, as well as student ability to apply their knowledge of copyright protection to perform ethical image editing techniques in compliance with policy and regulations in all products.

After learning basic desktop publishing terms, principles and techniques, students use industry standard desktop publishing software to combine text, graphics and imagery in various formats, applying basic layout and design principles to produce original products to communicate themes and messages. Students also match file types and export and package digital products for use in web and social media platforms. Application of basic layout principles, design fundamentals, color theory, Section 508 compliance and copyright law, and knowledge of the constraints of various output mediums are emphasized.

FUNCTIONAL AREA 4: VIDEO FUNDAMENTALS	**ACADEMIC HOURS: 120**

Students apply the fundamental principles of video documentation to capture video and audio of both controlled and uncontrolled action using DLSR/Mirrorless cameras. Fundamentals include video camera operations, framing, shot sequences, field of view, shooting strategies, and effective lighting techniques used to capture both controlled and uncontrolled action. To effectively use video as a storytelling medium, students also learn scriptwriting and create and use story boards as a means for ideation, revision and for shot sequences in the shooting and editing process. Students further hone their technical skills using current video software and applications, and gain practical experience with a variety of options and techniques for audio capture, audio mixing, audio weaving, and audio editing. They learn the principles of interviewing, interpersonal communications skills, and the interview process, then scout and identify interview locations, select equipment to properly light and prepare an interview environment, and microphone placement to collect quality audio. To further demonstrate audio principles and techniques, they use various recording devices to capture natural and unnatural sound in controlled and uncontrolled environments for use in video and multimedia products. Students write and use scripts to produce narration for voice over and other use in video products. Students learn and apply the theory, role, scope, and practice of video editing and methods to edit and format video content, with an understanding of software abilities and limitations. Applying their knowledge of script writing, video and audio capture and editing, students produce a video news story incorporating a vector graphic within the lower thirds in support of themes and messages.

FUNCTIONAL AREA 5: APPLIED PHOTOGRAPHY   ACADEMIC HOURS: 80

Students apply layout and compositional strategies to still imagery and storytelling. They select a suitable story, create a storyboard to visualize a planned shot sequence, set up a photo shoot, and capture still imagery in uncontrolled environments. Using image editing and raster-based software, they produce a picture story designed to visually communicate themes and messages for use in print, web-based and social media platforms. Emphasis is placed on ethical masking, blending modes, and advanced compositing techniques. Students also apply photographic fundamentals and learn how to effectively use multiple flash and portable lighting to document crime scene and investigative scenarios in accordance with established policy and procedures.

In a further application of lighting fundamentals, students practice using multiple flash lighting and portable lighting in a controlled environment, effectively learning how to control and paint with light. In a studio setting, students apply photography fundamentals, multiple lighting techniques, and proper posing for portraiture while capturing both official and environmental portraits. Emphasis is placed on lighting and posing arrangements and combinations where a dedicated space for controlled lighting is not available, and adhering to DoD VI standards and policy for ethical image enhancement, captioning, and release.

FUNCTIONAL AREA 6: NARRATIVE WRITING AND APPLIED COMMUNICATION   ACADEMIC HOURS: 80

Students apply the purpose and guidelines for writing general news stories to writing adverse news reports. Using their knowledge of the functions of news, including the elements of mass appeal and their understanding of responding to requests for information, they gather initial available facts from credible sources, applying their writing skills and the guidelines for release to write initial and follow-up news releases. In a simulated media exercise, students will record a media query; conduct research; prepare a subject matter expert (SME); develop a response to the query, including a minimum number of command messages; and escort & facilitate media.

In a further expansion of their writing and storytelling skills, students are introduced to narrative writing. They learn the writing process, story structure, elements of a narrative, and storytelling techniques, and apply these skills to write a non-fiction narrative used to support a theme and message. Students deconstruct a story to identify structure, and the core elements of a headline, lead, and conclusion needed for a complete story. They learn how to develop a story focus, and use basic interviewing skills and questioning techniques to collect information, quotes and anecdotes they incorporate into their narrative. Through practice, coaching and performance, students use literary devices to write a narrative aligned with a theme or message in a way that evokes a connection with the character, the story, and the audience.

FUNCTIONAL AREA 7: MULTIMEDIA STORYTELLING   ACADEMIC HOURS: 200

Students create infographics using data visualization tools and methods. Applying their knowledge of the principles and elements of graphic design and layout, they incorporate a variety of visual file types and text into cohesive designs to communicate a theme or message in visually, interesting and engaging ways, with consideration for the user experience and communication mediums.

Students must apply their knowledge of storyboarding and scriptwriting, demonstrate visual storytelling through the fundamentals of videography, demonstrate production workflow through audio and video editing techniques, and produce a 15-45 second a controlled action public service announcement video supporting a campaign. The video will be prepared for dissemination via social media, must be properly captioned and include meta tags.

After an introduction to multimedia production, students apply their technical skills and knowledge of storytelling techniques to produce a multimedia feature. Using design and critical thinking, they combine graphics, text, still images, video and audio into both a multimedia presentation and a social media teaser to support a communication strategy or campaign. With consideration for the product's end-use, they design and export the final products for distribution via multiple platforms, applying ethical standards and copyright protection. Students assemble a digital portfolio of their work, representative of the variety of written and visual products created throughout the course.

FUNCTIONAL AREA 8: COMMUNICATIONS CAPSTONE (INDIVIDUAL & GROUP CAMPAIGN PROJECTS)

ACADEMIC HOURS: 54

Instruction culminates in a capstone exercise designed for students to demonstrate their ability to integrate and apply the diverse skill sets, critical and design thinking attained throughout the course. In scenario-based exercises under short-fused deadlines, students assess the goals, initiatives, missions, and messages, and work individually and in teams to create both written and visual products around a unified brand strategy in support of a campaign for delivery in both print, web and social media. The application of design and layout principles, appropriate use of color, graphic design techniques, as well as ethics, copyright laws, and knowledge of output medium constraints are emphasized in all tasks. The capstone culminates in each team's oral and visual presentation of their product package to instructors and peers, including an explanation of how their products and design choices support the campaign, followed by both peer and instructor feedback.

FUNCTIONAL AREA 9: ADMINISTRATION   **ACADEMIC HOURS: 17**

Students are required to complete various administrative tasks necessary for effective course management, including in-processing and orientation, equipment issue and turn-in, out-processing, providing course feedback and participation in graduation activities.

Total Course Hours: 864

Measurement Plan

1. This Measurement Plan establishes events and procedures for evaluating student achievement of objectives in the Media Communication Foundations (MCF) course. All tasks will be evaluated. All assessments are a permanent part of each student's academic record and count toward their final grade. Each assessment is weighted to indicate its relative importance to the overall course grade.

2. **Evaluation methods**. Knowledge-based tasks that support the planning or execution of a graded performance-based task may be assessed using formative assessments such as quizzes, homework, case studies, or small group exercises. For grading and reporting purposes, student progress is measured by the following evaluation devices:
   a. Written (Knowledge) exams   and   b. Performance exams

3. **Minimum academic standard**. The minimum passing score for **each evaluated item** is 70 percent. The maximum score on a re-administered exam meeting the minimum standard is a score of 70 percent. Students must achieve a minimum passing score on **each assignment** before progressing in the course.

4. **Recycle**. Students who are recommended for recycle will retain grades from all Functional Areas in which they have successfully met the minimum academic standard for every assessment in the Functional Area. Because of the integrated approach to training, it is possible the foundational training for the failed assessment begins earlier in the course than the Functional Area and unit including the assessment. They will be recommended for recycle back into the course on the day where the training supporting the failed assessment begins. Ex: A student successfully passes FA 1, but fails the Uncontrolled Action performance exam in FA2 because of problems with exposure. For the student to receive the foundational training, practice and feedback in exposure, they may be recommended for recycle back into the course on training day 18, but retain grades from Functional Area 1.

				Overall Course Weight
Functional Area 1 – Communication Fundamentals				**FA 001 Weight = 10 %**
Assessment	**Performance Outcome**	**TLOs Tested**	**Prior Learning TLOs**	
Public Affairs 1	**Written Exam 1** Students will demonstrate comprehension by completing a multiple-choice examination. Minimum passing grade is 70 percent.	Explain command information concepts / Explain communication laws and ethics / Explain guidelines for release of information		**1 %**
Writing 3	**Article Writing** Given a data sheet, students will complete the CSW and write an article for external release. The article must include a lead and a bridge. Students will organize the story and attribute information as appropriate, and spell all names correctly on first reference. Students must demonstrate writing fundamentals, including grammar, punctuation, spelling, and adhere to AP and local style. The minimum passing score is 70 percent IAW the rubric.	Compose an article (Article Writing)	Apply communication fundamentals / Apply conventions of written English IAW AP Stylebook / Explain command information / Explain guidelines for release of information	**4 %**

Comm 3	**Scenario-Based Social Media Mini-Capstone** Students will work in groups of 3-4 to use social media in a simulated emergency situation. They will create a social media campaign to effectively engage with and keep the target audience informed about the emergency. All group members will have an active role in the exercise. The minimum passing score is 70 percent IAW the rubric.	Apply communication fundamentals	Apply communication fundamentals Apply conventions of written English IAW AP Stylebook Compose an article Explain command information Explain guidelines for release	**5 %**

Functional Area 2 – Photography Fundamentals	FA 002 Weight = 10 %

Photo 3	**Uncontrolled Action Photography** The student will demonstrate the fundamentals of uncontrolled action photography. All photos must demonstrate good focus, exposure, composition, technique and include a caption. Students will shoot, upload, select, caption and submit all required images with metadata. The minimum passing score is 70 percent IAW the rubric.	Apply fundamentals of photography	Apply communication fundamentals Apply conventions of written English IAW AP Stylebook Perform camera operations Apply fundamentals of photography Demonstrate product publication workflow Develop captions Input metadata Apply fundamentals of light theory Explain guidelines for release	**5 %**
Photo 4	**Controlled Action Photography (Awards & Presentations)** The student will demonstrate the fundamentals of controlled action photography by documenting awards & presentations ceremonies. All imagery must demonstrate good focus, exposure and composition. Each student will shoot, upload, select, caption and submit all required images. The minimum passing score is 70 percent IAW the rubric.	Apply fundamentals of photography	Apply communication fundamentals Apply conventions of written English IAW AP Stylebook Perform camera operations Apply fundamentals of photography Demonstrate product publication workflow Develop captions Input metadata Apply fundamentals of light theory Apply visual storytelling techniques Explain guidelines for release	**5 %**

Functional Area 3 – Graphic Design Fundamentals			FA 003 Weight = 10 %	
Graphic Design 1	**Recreate a Logo** Students will re-create a provided logo using vector-based software. They must demonstrate use of vector tools and design techniques, including vector shapes, gradients, and compound paths; use of typography and related tools, including type on a path, tracking, kerning and leading; object alignment; grouping multiple objects, use of strokes, and proper file saving to match the intended output. The minimum passing score is 70 percent IAW the rubric.	Perform digital graphic design	Apply communication fundamentals	**5 %**
			Apply conventions of written English IAW AP Stylebook	
			Explain command information	
			Explain communication law and ethics	
			Explain guidelines for release of information	
Graphic Design 2	**Raster Graphic** Students will create a raster-based poster for print production. They will create a composite layout using non-destructive editing and raster-based design techniques. Students must demonstrate non-destructive image editing; blending; clean selects; ethical image adjustments and enhancements using adjustment layers; layer clipping; text hierarchy, text legibility and clarity; within the printable margins, and proper file saving to match the intended output. The minimum passing score is 70 percent IAW the rubric.	Perform digital graphic design	Apply communication fundamentals	**5 %**
			Apply conventions of written English IAW AP Stylebook	
			Explain command information	
			Explain communication law and ethics	
			Explain guidelines for release of information	
Functional Area 4 – Video Fundamentals			FA 004 Weight = 10 %	
Video 1	**Short Form Video with Matching Action, Script & Audio** Each student will produce a 90-second short-form video focusing on an aspect of the DINFOS mission. The video must include the minimum required elements of matching action, a soundbite, a script audio and a lower third. The minimum passing score is 70 percent IAW the rubric.	Develop a script	Demonstrate public speaking	**10 %**
			Apply communication fundamentals	
		Apply the fundamentals of videography	Demonstrate interviewing techniques	
			Develop captions	
			Perform camera operations	
		Demonstrate audio techniques	Apply fundamentals of light theory	
		Prepare an interview environment	Demonstrate product production workflow	
		Establish lighting environment	Perform digital graphic design	
		Edit video	Apply visual storytelling techniques	
			Input metadata	
			Explain guidelines for release	

Functional Area 5 – Applied Photography				FA 005 Weight = 15 %
Photo 5	**Official Portraits** The student will demonstrate the fundamentals of portable lighting and official portrait photography. Each student will submit one (1) photo from each listed category in accordance with minimum requirements. All photos must demonstrate good focus, exposure and composition. The minimum passing score is 70 percent IAW the rubric.	Establish lighting environment	Demonstrate public speaking Apply communication fundamentals Develop captions Perform camera operations Apply fundamentals of light theory Demonstrate product production workflow Input metadata Explain guidelines for release	**7.5 %**
Photo 6	**Storytelling Package** Students will create a photo story covering a human interest, personality, or news feature. All photos must demonstrate good focus, exposure and composition. The minimum passing score is 70 percent IAW the rubric.	Apply visual storytelling techniques	Apply communication fundamentals Develop captions Perform camera operations Apply fundamentals of light theory Demonstrate product production workflow Input metadata Explain guidelines for release	**7.5 %**
Functional Area 6 – Applied Communication				FA 006 Weight = 5 %
Public Affairs 2	**Media Exercise** In a simulated media exercise, students will record a media query; conduct research; prepare a subject matter expert (SME); develop a response to the query, including a minimum number of command messages; and escort & facilitate media. The minimum passing score is 70 percent IAW the rubric.	Demonstrate media engagement	Explain guidelines for release Apply communication fundamentals Compose an article Demonstrate public speaking	**4 %**
Public Affairs 3	**Written Exam 2** Students will complete a written exam consisting of multiple-choice questions. The minimum passing score is 70 percent.	Explain community engagement		**1 %**

Functional Area 7 - Multimedia Storytelling				FA 007 Weight = 32%
Graphic Design 4	**Infographic** Students will create an infographic supporting an assigned topic or campaign, which must include minimum required elements and saved in a file according to assigned output. Students must demonstrate effective use of the fundamentals of design, color, typography, and save files in the format for the intended output. The minimum passing score is 70 percent IAW the rubric.	Perform digital graphic design	Apply communication fundamentals Apply conventions of written English IAW AP Stylebook Explain command information Explain communication law and ethics Explain guidelines for release of information	6.4 %
Writing 6	**Narrative Writing** Students will write a 3- to 5-page narrative related to their campaign topic. The story must contain the elements of a narrative and use storytelling techniques. Each student must conduct at least one interview and complete a Focus Statement Worksheet (FSW). The minimum passing score is 70 percent IAW the rubric.	Compose an article	Apply communication fundamentals Apply conventions of written English IAW AP Stylebook Explain command information Explain guidelines for release of information	6.4 %
Video 2	**Controlled Action Video** Each student will produce a 15-45 second controlled action video on a topic of their choice. Students must apply their knowledge of storyboarding and scriptwriting, demonstrate visual storytelling through the fundamentals of videography, demonstrate production workflow through audio and video editing techniques, and prepare the video for dissemination via social media. Videos will be properly captioned and include meta tags. The minimum passing score is 70 percent IAW the rubric.	Apply the fundamentals of videography	Apply communication fundamentals Develop captions Perform camera operations Apply fundamentals of light theory Demonstrate product production workflow Perform digital graphic design Apply visual storytelling techniques Input metadata Explain guidelines for release Develop a script Demonstrate audio techniques Establish lighting environment Edit video Edit Photos	9.6 %

Multi Media 1	**Multimedia Feature with Social Media Video** Students will produce a 90-second to 3-minute multimedia feature on their campaign topic. Each student will also create a 15-45 second social media teaser video on the same topic and a social media post to accompany the social media video. Students must apply their knowledge of storyboarding and scriptwriting, demonstrate visual storytelling through the fundamentals of videography, demonstrate production workflow through audio and video editing techniques. Written products will adhere to basic English skills. All products will be properly captioned and include meta tags. The minimum passing score is 70 percent IAW the rubric.	Create a multimedia product	Apply communication fundamentals	9.6 %
			Demonstrate interviewing techniques	
			Develop captions	
			Perform camera operations	
			Apply fundamentals of light theory	
			Demonstrate product production workflow	
			Perform digital graphic design	
			Apply visual storytelling techniques	
			Input metadata	
			Explain guidelines for release	
			Develop a script	
			Apply the fundamentals of videography	
			Demonstrate audio techniques	
			Prepare an interview environment	
			Establish lighting environment	
			Edit video	
			Edit Photos	

Functional Area 8 – Communications Capstone				**FA 008 Weight = 8%**
IC1	**Individual Capstone**	Perform the role of a communicator	All	5.6 %
GC1	**Group Capstone**	Perform the role of a communicator	All	2.4 %

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