

Defense Information School

6500 Mapes Road, Fort Meade, Maryland 20755



Mass Communication Foundations Training Program of Instruction

Training Effective Date: 01 October 2025
Supersedes TPI Dated: 14 Jun 2022

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Colonel, U. S. Army
Commandant

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Change Page

Change 4: August 2025. This TPI documents changes to the course based on updates to Joint Publication 3-61, Public Affairs.

Change 3: June 2024. This TPI document contains a new training task inventory (TTI) which includes new training tasks, as well as a change to the measurement plan to include evaluation measures for the additional tasks. The new TTI was completed in Jan 2024 as a result of a series of meetings conducted during calendar 2023, during which time every task was reviewed and validated by all stakeholders. All learning outcomes have been aligned with the current Military Communication Competency Model (MCCM).

Change 2: March 2021. The TPI documents a new schedule and change in sequence of time and hours allocated to Writing, Multimedia, Photography, Video and Capstone in response to validated adjudication items, student and instructor feedback, and grading time needed for each associated type of product created by students.

Change 1: June 2019. The TPI documents changes in the measurement plan as a result of feedback from the course pilot and validation. Performance exams were consolidated, and course hours were reallocated from performance examinations to allow more practice time to prepare for exams, reduce student stress and exam fatigue.

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Course Preface

PURPOSE: To provide entry-level foundational knowledge and skills to members of the U.S. Armed Forces to fulfill duties in a multidisciplinary assignment in public affairs, visual information, and communication in support of strategic communication goals.

Reason for New Training Program of Instruction: Supports training tasks validated by the Training Task Selection Board completed in January 2024.

IMPLEMENTATION DATE: Training will begin on 1 Oct 2025.

SPECIALTY AWARDED: See individual Service documentation for specialty awarded.

TRAINING DELIVERY / COURSE LENGTH: Resident only / 87 days

COURSE DESCRIPTION: Students in Mass Communication Foundations learn and apply the multidisciplinary concepts and skills needed in their role in conveying information to both internal and external audiences. This includes gaining an understanding of the media landscape, media engagement and community relations, crisis communication, content creation, and implementing communication strategies aligned with goals and objectives using their own original writing, still photography, videography, graphic design and multimedia products.

After an introduction to communication fundamentals, students learn and use a communication framework to plan, research, and develop original content tailored to target audiences. They learn and apply human-centered design principles to question effectively, identify problems, and provide a solution-based, multidisciplinary approach to communication problems. To create content, students learn and apply the fundamentals of core communication disciplines: Writing, still photography, videography, graphic design, and multimedia. They align their content with established communication plans, marketing strategies, and branding concepts to communicate a consistent theme, message, and identity design across a variety of communication channels and platforms.

Instruction includes support for and the purpose of information, public affairs and visual information in strategic communications, including social media best practices, internal and external communications, community and media engagement, and creating and preparing content for public release in accordance with established law, policies, and professional ethics. Students use mirrorless cameras to capture still and motion media content, then use industry-standard software to create original graphic design, still imagery and motion media products and multimedia features, then write news and feature stories, all in support of a theme and message. Students apply contextual thinking and use interrelated skills to increase the scope and accuracy of their understanding of the communication problem, then use communication planning strategies to effectively plan and create all content to support a communication strategy, message, theme and campaign. Students further apply critical thinking and media literacy tools to identify misinformation and disinformation with an understanding of its importance to Department of Defense messaging and official sites, and the potential of generative AI and synthetic media to influence or counteract DoD strategic communication initiatives and strategies, and to ensure the veracity and provenance of the content created by communication specialists.

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

FUNDING: Any new resource and technology equipment requirements for this course, as identified in the development process, will be coordinated through the Directorate of Training and the Directorate of Logistics, as well as the Directorate of Plans and Technology and the Chief of Staff (as appropriate) for development of the funding strategy to support this course.

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 the Course Development Office, cdo@dinfos.edu

For registration information, contact the DINFOS Registrar, registrar@dinfos.edu

Training Task Inventory

This Training Task Inventory aligns learning outcomes with the Public Affairs Training and Education Council's Military Communication Competency Model and combines input from the Training Task Selection Boards.

	Terminal Learning Objective	Competency (Knowledge/ Performance) K/P	Training Importance (High – Medium – Low)					
	- Enabling Learning Objectives		USA PA (46S)	USA VI (46V)	USAF	USN	USMC	USCG
TLO 1	Apply the conventions of written English IAW the AP Style Book	P	H	H	H	H	H	H
1.1	- Use correct grammar							
1.2	- Apply the rules of capitalization							
1.3	- Apply the rules of punctuation							
1.4	- Use active voice							
1.5	- Use correct sentence structure							
1.6	- Use correct word usage							
1.7	- Use correct spelling							
1.8	- Use correct copy-editing symbols							
TLO 2	Explain command information concepts	K	H	L	H	H	H	H
2.1	- Identify audience							
2.2	- Define command information and its goals							
2.3	- Define public information and its goals							
2.4	- Explain how to direct a message to a specific audience							
2.5	- Explain audience feedback and its benefit to the PA mission							
2.6	- Explain distribution methods for communication products							
2.7	- Explain communication goals in-theater							
TLO 3	Explain communication laws and ethics	K	H	H	H	H	H	H
3.1	- Explain the differences between the military and media cultures							
3.2	- Explain attribution and plagiarism							
3.3	- Explain libel, slander, and defamation							
3.4	- Explain professional ethics							
3.5	- Explain how to avoid conflicts of interest							
3.6	- Identify the joint ethics regulation (gifts)							
3.7	- Explain the HIPAA, Privacy Act, FOIA & Section 508 of the Rehabilitation Act as they relate to military communication							
3.8	- Explain imagery ethics							
3.9	- Explain copyright							

	Terminal Learning Objective	Competency (Knowledge/ Performance) K/P	Training Importance (High – Medium – Low)					
	- Enabling Learning Objectives		USA PA (46S)	USA VI (46V)	USAF	USN	USMC	USCG
TLO 4	Explain the guidelines for release of information	K	H	H	H	H	H	H
4.1	- Explain why the military needs guidelines							
4.2	- Explain the public's right to know versus need to know							
4.3	- Explain SAPP							
4.4	- Explain OPSEC							
4.5	- Explain the principles of information							
4.6	- Define DoD policy on releasing information							
4.7	- Define public affairs guidance							
4.8	- Identify DoD principles for media coverage							
4.9	- Identify VI policies, regulations, instructions, and directives							
4.10	- Explain the disposition of records							
TLO 5	Explain community engagement	K	H	L	H	H	H	H
5.1	- Explain why the military needs community engagement							
5.2	- Explain the types of local community engagement programs							
5.3	- Explain how to handle community engagement requests from national organizations							
5.4	- Explain DoD policy restrictions on the conduct of community engagement programs							
5.5	- Explain how military installations impact the local community (methods for dealing with community concerns and joint-basing considerations)							
5.6	- Explain special service demonstration teams request							
TLO 6	Apply communication fundamentals	P	H	L	H	H	H	H
6.1	- Identify the target audience							
6.2	- Identify the elements of mass appeal							
6.3	- Perform the role of military communicator							
6.4	- Communicate ideas clearly							
6.5	- Use the elements of the communication framework							
6.6	- Construct a story using the 5Ws							
6.7	- Develop tailored communication products							
TLO 7	Identify the elements of a story	P	L	H	H	H	H	H
7.1	- Identify the elements of a story in a written product							
7.2	- Identify the elements of a story communicated with visual mediums							
7.3	- Identify how the elements of a story align with command messages							

	Terminal Learning Objective	Competency (Knowledge/ Performance) K/P	Training Importance (High – Medium – Low)					
	- Enabling Learning Objectives		USA PA (46S)	USA VI (46V)	USAF	USN	USMC	USCG
TLO 8	Develop captions	P	H	H	H	H	H	H
8.1	- Gather required caption information							
8.2	- Develop a caption using the 5Ws							
TLO 9	Evaluate news sources for credibility, currency, accuracy, reliability, relevance, authority and purpose	P	H	H	H	H	H	H
9.1	- Define information and media							
9.2	- Explain media and information literacy and its importance to DoD communication							
9.3	- Use tools and techniques for evaluating sources							
TLO 10	Identify misinformation and disinformation	P	H	H	H	H	H	H
10.1	- Collect misinformation and disinformation for review by higher-level authority (chain of command)							
10.2	- Identify the types of misinformation and disinformation							
10.3	- Use tools for confirming facts							
TLO 11	Demonstrate media engagement	P	H	L	H	L	H	H
11.1	- Identify the guidelines for arranging media pools & embedded media							
11.2	- Use effective responses (command messages)							
11.3	- Document a media query							
11.4	- Respond to a query							
11.5	- Prepare a subject matter expert							
11.6	- Compose a media advisory							
11.7	- Conduct on-camera interview							
11.8	- Demonstrate media escort							
11.9	- Identify the types & uses of media engagement files							
TLO 12	Demonstrate public speaking	P	H	L	H	H	H	H
12.1	- Exhibit verbal communication skills							
12.2	- Exhibit non-verbal communication skills							
12.3	- Produce narration							
12.4	- Give presentations							

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	- Enabling Learning Objectives		USA PA (46S)	USA VI (46V)	USAF	USN	USMC	USCG
TLO 13	Compose an article	P	H	L	H	H	H	H
13.1	- Identify the functions of a lead							
13.2	- Describe how to identify the lead emphasis							
13.3	- Describe the characteristics of a summary lead							
13.4	- Use a dateline							
13.5	- Write a summary lead							
13.6	- Identify the elements of a transition							
13.7	- Construct a transition							
13.8	- Write a body of an article							
13.9	- Identify the functions of a headline							
13.10	- Apply headline writing rules							
13.11	- Construct a headline							
13.12	- Identify key principles for using Search Engine Optimization							
13.13	- Construct an SEO Headline							
13.14	- Integrate a command message							
13.15	- Use the ABCs of journalism							
13.16	- Apply the elements of attribution							
13.17	- Write an incident release							
13.18	- Identify the local angle							
13.19	- Consider the audience & platform when crafting messages							
TLO 14	Apply the fundamentals of light theory	P	L	H	H	H	H	H
14.1	- Identify lighting options							
14.2	- Apply appropriate lighting techniques							
TLO 15	Establish a lighting environment	P	L	H	H	H	H	M
15.1	- Demonstrate posing techniques							
15.2	- Apply lighting ratios							
15.3	- Demonstrate controlled lighting techniques							
15.4	- Demonstrate uncontrolled lighting techniques							

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	- Enabling Learning Objectives		USA PA (46S)	USA VI (46V)	USAF	USN	USMC	USCG
TLO 16	Perform camera operations	P	L	H	H	H	H	H
16.1	- Use and maintain a camera in a safe manner							
16.2	- Demonstrate proper use of a camera							
16.3	- Demonstrate proper lens selection							
16.4	- Demonstrate camera stabilization techniques							
16.5	- Demonstrate camera movements							
TLO 17	- Apply the fundamentals of photography	P	L	H	H	H	H	H
17.1	- Demonstrate proper photo composition							
17.2	- Demonstrate proper exposure							
17.3	- Demonstrate proper focus							
17.4	- Demonstrate awards, presentations, and group photography							
17.5	- Demonstrate uncontrolled action photography							
TLO 18	- Demonstrate product production workflow	P	H	H	H	H	H	H
18.1	- Demonstrate download of imagery							
18.2	- Demonstrate file management							
18.3	- Evaluate images for selection (copyright law, SAPP, OPSEC)							
18.4	- Use VIRIN and Vision ID							
18.5	- Apply imagery ethics							
18.6	- Demonstrate download of video							
18.7	- Evaluate video clips for selection (copyright law, SAPP, OPSEC)							
TLO 19	Edit photos	P	H	H	H	H	H	H
19.1	- Evaluate images for selection							
19.2	- Apply the policies that govern photo editing							
19.3	- Use ethical enhancements with photo editing software							
TLO 20	Perform sensitive area documentation	P	L	H	H	H	H	H
20.1	- Demonstrate macro photography							

	Terminal Learning Objective	Competency (Knowledge/ Performance) K/P	Training Importance (High – Medium – Low)					
	- Enabling Learning Objectives		USA PA (46S)	USA VI (46V)	USA F	USN	USMC	USCG
TLO 21	Input metadata	P	H	H	H	H	H	H
21.1	- Identify keywords							
21.2	-Gather required metadata information							
TLO 22	Apply visual storytelling techniques	P	L	H	H	H	H	H
22.1	- Apply photo storytelling techniques							
22.2	- Apply video storytelling techniques							
22.3	- Use gesture drawing to create a storyboard							
22.4	- Create a shot list							
TLO 23	Apply the fundamentals of videography	P	L	H	H	H	H	H
23.1	- Demonstrate proper video composition							
23.2	- Demonstrate proper exposure							
23.3	- Demonstrate proper focus							
23.4	- Set shutter speed for frame rate							
TLO 24	Edit video	P	H	H	H	H	H	H
24.1	- Use video-editing software							
24.2	- Create text graphics in video-editing software							
TLO 25	Develop a script	P	H	H	H	H	H	L
25.1	- Apply the fundamentals of script writing							
25.2	- Use prescribed format & style for script timing							
TLO 26	Demonstrate audio techniques	P	H	H	H	H	H	M
26.1	- Use microphones to collect audio							
26.2	- Collect audio							
26.3	- Adjust audio levels							
26.4	- Demonstrate mixing audio sources							
26.5	- Perform audio weaving							
26.6	- Demonstrate the use of music and sound generating elements							

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TLO 27	Demonstrate interviewing techniques	P	H	H	H	H	H	H
27.1	- Demonstrate interpersonal communication skills							
27.2	- Demonstrate the steps of the interview process							
TLO 28	Prepare an interview environment	P	M	H	H	H	H	M
28.1	- Determine interview location							
28.2	- Identify required equipment							
28.3	- Identify lighting options							
28.4	- Apply lighting principles							
28.5	- Apply correct microphone placement							
28.6	- Apply correct camera placement							
TLO 29	Perform digital graphic design	P	H	H	H	H	H	L
29.1	- Identify the elements of graphic design							
29.2	- Use gesture drawing to develop concepts for visual information products							
29.3	- Create vector graphics							
29.4	- Create raster graphics							
29.5	- Perform layout and design							
29.6	- Create an infographic							
29.7	- Use graphics to display information on screen							
23.3	- Demonstrate proper focus							
23.4	- Set shutter speed for frame rate							
TLO 30	Compose a feature story	P	H	L	H	H	H	H
30.1	- Apply the elements of mass appeal							
30.2	- Develop focus							
30.3	- Describe story structures (story arc)							
30.4	- Apply storytelling techniques							
30.5	- Develop questions							
30.6	- Conduct an interview							
30.7	- Write a headline							

	Terminal Learning Objective	Competency (Knowledge/ Performance) K/P	Training Importance (High – Medium – Low)					
	- Enabling Learning Objectives		USA PA (46S)	USA VI (46V)	USA F	USN	USMC	USCG
TLO 31	Develop audience specific content	P	L	H	H	H	H	H
31.1	- Explain how to set up livestream productions (ie: change of command, drug offloads, crisis events/press conferences, etc)							
31.2	- Employ different types of acquisition techniques for social media (ie: aspect ratio, vertical vs. horizontal, etc)							
31.3	- Develop content for social media dissemination							
TLO 32	Perform social media operations	P	H	M	H	H	H	H
32.1	- Identify the policies that govern social media use							
32.2	- Identify social media best practices							
TLO 33	Create a multimedia product	P	H	H	H	H	H	M
33.1	- Identify the elements of multimedia products							
33.2	- Produce multimedia products							
33.3	- Package multimedia products for distribution to multiple platforms							

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Course Outline

The outline illustrates the course organization, the projected instructional hours by module and includes a brief overview of the content used to help students meet the level of competency identified by the Terminal Learning Objectives listed in the Training Task Inventory.

Module 1: Communications and Media Studies

Academic Hours: 282

Unit 1: Communication Fundamentals

Students are introduced to their role in DoD communications strategies, and will learn and apply the fundamentals of core communication mediums - writing, photography, videography, graphic design, and multimedia – to convey information with purpose, accuracy, clarity and consistency. They learn and apply human-centered design principles to question effectively, identify problems, and provide a solution-based, multidisciplinary approach to communication problems. They use a communication framework to research, plan, ideate and develop/create content and products tailored to various target audiences. In their role as content creators, students learn to align their content with established communication plans, marketing strategies, and branding concepts to communicate a consistent theme, message, and identity design across a variety of communication channels and platforms. Students also learn and apply social media policy and best practices, identify and learn how to engage with the audience for various platforms, and apply brand standards to maintain brand identity and tone consistently across all products in support of organizational goals, themes and messages. They learn to leverage traditional and social media to support their unit's media presence with the goal of interacting, engaging, and sharing information supporting communication strategies with target audiences.

Unit 2: Communication Policy and Strategy

Students are introduced to communications law and ethics, including defamation, privacy, copyright, news accuracy and veracity in all content they create. They learn media literacy as a competency and develop the tools to apply critical thinking to analyze media and sources for accuracy and credibility. They broaden their experience with and foster their creative and contextual thinking as they create content aligned with themes and messages, with a better understanding of mass media, the specific qualities of each communication channel, and the potential for misrepresentation and/or manipulation. Students are introduced to emerging technologies such as generative AI and synthetic media, recognize their importance to DoD messaging and official sites, and further apply critical thinking and media literacy tools to identify misinformation and disinformation, which may influence or counteract DoD strategic communication initiatives and strategies.

Unit 3: Information Management

Students learn and develop their ability to manage visual information resources, processes, and product production workflow, including creating an organized file management structure, writing correct captions and metadata for all products, and submitting content for historical preservation to the National Archives in compliance with laws, policies and regulations. They learn and use verbal and non-verbal communication skills to demonstrate effective public speaking, and gain confidence making presentations to a variety of audiences, including oral proposals to senior leaders to explain how their concepts align with a communication plan and branding, with considerations for capturing and leveraging content and multiple distribution platforms to reach target audiences.

Unit 4: Writing Fundamentals

In an integrated approach, students leverage a refresher on the conventions of written English as a through line for all products they create during the course. Beginning with writing clear and correct sentences as a basis for storytelling, students generate captions and learn writing for social media. 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. After selecting suitable topics to support themes and messages, they apply interviewing techniques to collect relevant information, and then organize, write, and revise news stories for use in print and web-based platforms. They apply writing skills to social media content, including using their brand voice and style, and keeping their writing engaging and accessible to their audience.

Unit 5: Photography and Videography Fundamentals

Using an interwoven approach, students learn the technical aspects of camera operations, including lens selection, lighting, exposure and composition. They use a mirrorless camera as a multi-purpose device to gain experience in basic photography and videography skills. They learn to create storyboards, plan and organize shoots in a variety of conditions, and capture, mix and edit images and video into visual content in support of communication themes and messages. They explore how lens perspective is used to capture and enhance visual impact and variety and create a photo storytelling package. Students learn video fundamentals, including framing, shot sequences, field of view, shooting strategies, and effective lighting techniques to capture controlled and uncontrolled action.

Unit 6: Design and Composition

Students are introduced to the principles of design and layout and design elements and their application to visual information products. They apply these principles, with consideration for the user-centered experience, to design, create, and package original visual content for use in print and in browser-based and social media platforms. Application of design fundamentals, color management, copyright laws, and optimizing source file types to output medium constraints are emphasized in all tasks. Students use a communication framework to identify the communication problem, then use the design process to create thumbnail sketches, roughs, and finished layout and design products to meet a client's needs and support themes and messages.

Unit 7: Vector-Based Graphic Design

Students are introduced to the fundamentals of vector-based graphics as a design form that creates clean designs that scales at multiple sizes with functionality for print and responsive adaptability to varying screen sizes for web pages and social media platforms. Vector based designs can stand alone or be integrated into other digital products. They learn about logos as a key element of brand identity, and the importance of design choices including color, typography, balance, versatility, and scalability. They apply their knowledge of design and layout and vector-based graphic design techniques to produce an original logo they integrate into the content they create throughout the course.

Unit 8: Media Engagement

Students respond in writing to queries from media organizations and select appropriate media types for communication of timely, accurate information to specific publics. Students apply the purpose and guidelines for writing general news stories to write adverse news reports as part of crisis response and media queries. Using their knowledge of the functions of news and the elements of mass appeal, they accurately record requests for information, gather initially available facts from credible sources, and then apply their writing skills and the guidelines for public release to write initial and follow-up news releases. Students use photographic fundamentals and effective use of flash and portable lighting to document crime scenes and investigative scenarios using established policies and procedures.

Module 2: Applied Writing and Creating Content

Academic Hours: 232

Unit 1: Article Writing

Students are introduced to news writing as a unique writing format and their responsibility to provide concise and factual information in a style accessible to any reader. They practice identifying and prioritizing facts, using interviewing to gather facts and supporting quotations, writing informative and catchy headlines, and avoiding jargon in their stories. Using the rules and structure of news writing, students apply the fundamentals of written English and their writing skills to inform on local stories and to rewrite national or global stories for the local audience.

Unit 2: Raster-Based Graphic Design

Students learn the difference between raster- and vector-based graphic design, and the purpose and application of each type of product. They learn to use non-destructive editing and raster-based graphic design techniques to create combine digital photographs and computer-generated raster graphics in a two-dimensional photo illustration designed to communicate a theme and message. They learn how lossy and loss-less compression is used to manage file size, and balancing compression and preserving image quality for the intended output. Students apply the principles of design and color management in all products, which will be integrated into their layout and design products later in the course.

Unit 3: Applied Photography

Students gain further knowledge and skills on exposure and lighting in a variety of settings, then select a suitable topic aligned with a provided theme and message. They identify and develop a story concept, create a storyboard to visualize the story, then use photographic techniques in uncontrolled environments to capture still images to support the photo story. Using image editing and raster-based graphic design software, they produce a photo storytelling package designed to visually communicate a theme and message for use in print, web-based, and social media platforms.

Unit 4: Applied Videography

Students apply the principles of video documentation and production to capture video of controlled and uncontrolled action. They learn scriptwriting and storyboarding for shot sequences for the planning, shooting and editing process. Students plan, storyboard and script a concept to present and explain their concept and its alignment with client needs. After learning digital audio principles, they use various recording devices to effectively capture audio and natural sound, then capture video, natural sound and record narration. Using video and audio editing techniques, they use industry-standard software to integrate motion media and digital audio into sequences in support of campaigns, themes and messages. With consideration for the product's end-use, they create and export the final products for distribution in multiple platforms.

After an introduction to the purpose of a public service announcement, students are provided a topic and use a communication framework to develop a concept using video to create a PSA aligned with a theme and message. Using planning and research to narrow their focus, they storyboard and plan their shoots, then capture audio and video supporting their idea. Students then use video and audio editing techniques to create their PSA, then present the PSA for peer and instructor feedback. They explain how the PSA supports the issue, aligns with the intended message, creates awareness, conveys information, and may foster discussion or persuade the target audience to act.

Unit 5: Infographics and Data Visualization

Students are introduced to infographics as a means to simplify and visually communicate complex information that might otherwise be lost in a written form. They use data visualization and design and layout principles to combine text, graphics and digital images to create infographics that easily and clearly present complex information and messages in various print, web-based and social media platforms as part of a communication strategy.

Unit 6: Social Media Communications

Students apply social media concepts and strategy as part of implementing their communication plan. They learn to leverage the power of social media as part of a larger communication strategy, promoting brand identity and communicating themes and messages within the government and to external customers. Building on branding and social media campaigns, they learn to integrate traditional and social media approaches to communicate themes and messages. Best practices for using social media as a learning and collaboration tool within organizations and in a professional networking and expertise-sharing capacity are also discussed and established. Learners will develop the skills to assess and identify the suitability of social media platforms, the importance of ethical and respectful communication in building professional relationships, the delivery of outstanding customer service and an understanding of the importance of networking with professionals via social networks.

Module 3: Multimedia Storytelling and Production

Academic Hours: 160

Unit 1: Feature Story Writing

Students are introduced to feature story writing, a more complex form of writing focused on storytelling and engaging readers emotionally about a topic, theme, or message. They go beyond the “who, what, when, where, and why” of news writing to explore the “how” and “why” in depth and offer a unique perspective or angle on a story. Students learn to write good questions and develop interviewing techniques to gather content. Using the writing process, they create an outline and use storytelling techniques to compose non-fiction feature stories built along a story arc. These stories will be used in both internal and external communication written and media products to convey themes and messages.

Unit 2: Portrait Photography

In conjunction with their feature story, students creatively apply their knowledge of composition, exposure, lighting and lighting ratios to capture an environmental portrait. They learn and practice using smaller apertures and greater depth of field to control the background, an essential and integral part of the portrait. They apply verbal and non-verbal communication skills to help a subject feel comfortable in their surroundings to illuminate their character and personality in a portrait aligned with their feature story. Students also apply fundamental photography techniques and the effective use of multiple flash lighting in a studio setting. They learn and apply the fundamentals of portraiture, and use lighting ratios, portable lighting, and multiple flash techniques to capture official portraits, adhering to standards and policy for ethical image enhancement, captioning, public release and archiving.

Unit 3: Layout and Design

Students are challenged to use their creative and critical thinking ability to research, conceptualize and use their multiple skillsets and industry-standard graphic design software to create mixed-media multi-page layouts aligned with a brand identity and supporting a theme and message. Using the communication framework, they research the communication problem, create dummy layouts and roughs to plan the layout, with consideration for integrating their imagery, vector- and raster-based graphic products into the layout. They apply branding, design and layout principles to ensure consistency across the pages within their product, with consideration for usability and function. They learn to make good typography choices, arrange text using layout principles to ensure readability and balance with selected images, being mindful of the user experience. They apply color management principles throughout the production workflow to ensure colors remain consistent as intended, a critical competency in visual content distributed in multiple mediums and devices, and package their layouts for print and as interactive products in browser-based platforms.

Unit 4: Multimedia Feature

In a pseudo capstone project designed to challenge students to think critically, solve complex problems, and apply all their fundamental knowledge and skills, students use industry-standard software and best practices to demonstrate their ability to integrate and apply the multi-disciplinary skills attained throughout the course by creating a multimedia package combining text, visuals, sound and motion media to create an interactive, engaging experience for the target audience. Their product incorporates content captured with acquisition techniques for a variety of dissemination channels and includes a social media teaser video packaged for use in multiple browser-based platforms. Students prepare and give a comprehensive communication strategy presentation to illustrate their plan to broadly reach their target audiences and communicate the intended themes and messages.

Module 4: Administration and Homework

Hours: 40

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: 714

Measurement Plan

This Measurement Plan establishes events and procedures for evaluating student ability to meet objectives in the Mass 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.

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
- b. Performance exams

Academic Standard

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

Recycle. Students who are recommended to recycle may not automatically restart at the start of a module. Because of the integrated approach to training, it is possible the foundational training for a failed assessment begins earlier in the course than the module and unit that includes the assessment. Recycling will occur to the point necessary to either retake the failed EP or to the point where the training supporting the failed assessment begins, as determined by the Academic Director. Only grades received up to the point they were recycled back to will be retained, even if a student is recycled back into a previous module.

Module 1 – Communications and Media Studies				
Assessment	TLOs Evaluated		Performance Outcome	Weight
Controlled Action Photo Performance Examination	Apply conventions of written English IAW AP Style Book.	Apply communication fundamentals.	Controlled Action Photography Students will apply the fundamentals of photography and videography to controlled action by capturing imagery of awards & presentations for historical documentation. Each student will shoot, upload, select, caption, and submit all required images and video with metadata IAW established standards. Students will consider the end use of their imagery, write a social media post aligned with a provided command message, and post their imagery to a provided social media platform. The minimum passing score is 70% IAW the rubric.	5 %
	Develop captions.	Perform camera operations.		
	Apply fundamentals of photography.	Demonstrate product production workflow.		
	Input metadata.	Apply the fundamentals of videography.		
	Perform social media operations.	Develop audience specific content.		
Uncontrolled Action Videography Performance Examination	Apply conventions of written English IAW AP Style Book.	Apply communication fundamentals.	Uncontrolled Action Videography Students will demonstrate the fundamentals of videography and photography to capture and edit still and video imagery and audio to produce a controlled action video with a military tie. Their shooting and capture methods will be with the audience and distribution method in mind. The video will include still imagery, video sequences and an audio element. Students will caption and submit their finished video with metadata IAW established standards. The minimum passing score is 70% IAW the rubric.	5 %
	Develop captions.	Apply fundamentals of photography.		
	Edit photos.	Demonstrate product production workflow.		
	Input metadata.	Apply visual storytelling techniques.		
	Apply the fundamentals of videography.	Edit video.		
Scenario-based Media Exercise Performance Examination	Apply conventions of written English IAW AP Style Book.	Apply communication fundamentals.	Scenario-based Media Exercise In a simulated scenario-based media exercise, students will demonstrate media engagement. They will do a media advisory, record a media query, and using public affairs guidance and briefing cards, they will conduct research; prepare a subject matter expert (SME); develop a response to the query (including a minimum number of provided command messages); escort and facilitate media. Students will monitor comments on social media and use credible sources to help identify misinformation and disinformation. In response to an incident, they will complete a crisis response, including an initial and follow-up release. They will demonstrate photography and macro photography to capture sensitive area documentation. The minimum passing score is 70% IAW the rubric.	13 %
	Evaluate news sources for credibility, currency, accuracy, reliability, relevance, authority and purpose.	Identify misinformation and disinformation.		
	Demonstrate media engagement.	Demonstrate public speaking.		
	Perform camera operations.	Apply the fundamentals of photography.		
	Demonstrate product production workflow.	Perform sensitive area documentation.		
Public Affairs Knowledge Examination	Explain command information concepts.	Explain communication laws and ethics.	Public Affairs Exam Students will demonstrate comprehension of multiple learning objectives by completing a multiple-choice examination. The minimum passing score is 70%.	1 %
	Explain the guidelines for release of information.	Explain community engagement.		

Module 2 – Applied Writing and Creating Content					
Assessment		TLOs Evaluated		Performance Outcome	Weight
Article Writing Performance Examination	Apply conventions of written English IAW AP Style Book.	Apply communication fundamentals.	Article Writing Using provided data; students will write an article for targeted release using the conventions of English IAW AP Style. They will identify and include all story elements, organize the story, attribute information as appropriate, and include an SEO-friendly headline. Command messaging will be high in the story. Students will select still images suitable for social media that support and align the story with the message. Using provided social media platforms and target audiences, they will post a link to the story on a social media platform appropriate to the audience. The minimum passing score is 70% IAW the rubric.	4 %	
	Identify the elements of a story.	Compose an article.			
	Edit photos.	Perform social media operations.			
Visual Media Storytelling Package Performance Examination	Apply communication fundamentals.	Develop captions.	Visual Media Storytelling Package Students will apply visual storytelling techniques and the fundamentals of photography and videography to create a photo storytelling package using visual variety supporting a command message. Students will capture audio, create a script and produce narration for a video reel. They will caption and submit their finished storytelling package with metadata IAW established standards. Students choose the appropriate social media platform for the target audience, then write a social media post, a justification for the platform/post, and post the gallery. The minimum passing score is 70% IAW the rubric.	8 %	
	Apply the fundamentals of photography.	Demonstrate product production workflow.			
	Apply visual storytelling techniques.	Apply the fundamentals of videography.			
	Edit video.	Develop a script.			
	Perform social media operations.				
Infographic Performance Examination	Apply conventions of written English IAW AP Style Book.	Apply communication fundamentals.	Infographic Students will perform digital graphic design, applying layout principles, design elements, and data visualization to create an infographic supporting their assigned topic. After researching their topic and identifying current and credible sources, they will use gesture drawing and visual storytelling techniques to plan their concept. They will incorporate their vector and raster graphics, images, text and graphs, and save files in the format for the intended output. They will present their design concept, explaining their design choices and how the concept supports and aligns with the intended message. Students will caption and submit their finished product with metadata IAW established standards. The minimum passing score is 70% IAW the rubric.	10 %	
	Develop captions.	Demonstrate public speaking.			
	Input metadata.	Perform digital graphic design.			
	Demonstrate product production workflow.	Perform social media operations.			
Controlled Action Videography Performance Examination	Apply conventions of written English IAW AP Style Book.	Apply communication fundamentals.	Controlled Action Videography Each student will apply the fundamentals of videography, lighting, and audio to edit and produce a 15-45 second controlled action video aligned with a command message. Students must identify the elements of the story and include a storyboard. They must demonstrate audio and editing techniques, and visual storytelling techniques and prepare the video for dissemination via social media. Students will determine the appropriate social media platform for the audience and write a post as a link to the video. Students will caption and submit their finished video with metadata IAW established standards. The minimum passing score is 70% IAW the rubric.	10 %	
	Develop captions.	Apply fundamentals of photography.			
	Edit photos.	Demonstrate product production workflow.			
	Input metadata.	Apply visual storytelling techniques.			
	Apply the fundamentals of videography.	Edit video.			
	Demonstrate audio techniques.	Perform social media operations.			

Module 3 - Multimedia Storytelling and Production				
Assessment		TLOs Evaluated		Performance Outcome Weight
Portrait Performance Examination	Apply conventions of written English IAW AP Style Book.	Apply fundamentals of light theory.	Portrait Students will set up and use portable lighting to establish a lighting environment, apply controlled lighting techniques and lighting ratios and use posing techniques to capture a portrait. They will also apply photography fundamentals to capture still images using capture techniques designed to distribute the imagery in various mediums. Students will caption and submit their finished portraits with metadata IAW established standards. The minimum passing score is 70% IAW the rubric.	8 %
	Develop captions.	Establish a lighting environment.		
	Apply the fundamentals of photography.	Demonstrate product production workflow.		
	Edit Photos.	Input metadata.		
	Perform social media operations.			
Feature Story Performance Examination	Apply conventions of written English IAW AP Style Book.	Apply communication fundamentals.	Feature Story Students will apply the conventions of written English IAW the AP Style Book and write a feature story aligned with their assigned topic and command messaging. The story must contain the required elements of a feature story, demonstrate story organization, including a central focus and story arc, and the effective use of writing techniques. The minimum passing score is 70% IAW the rubric.	10 %
	Demonstrate interviewing techniques.	Compose a feature story.		
Multimedia Feature Performance Examination	Apply conventions of written English IAW AP Style Book.	Apply communication fundamentals.	Multimedia Feature Students will produce a 90-second to 3-minute video feature that highlights the mission and vision of the Defense Information School (DINFOS). Students must identify the elements of the story and include a storyboard. The product must contain all of the required elements to qualify as a multimedia product, including use of a script and narration. Each student will also create a 15-35 second social media teaser video on the same topic, then write a social media post to accompany the teaser. Students will caption and submit their finished multimedia product and video with metadata IAW established standards. The minimum passing score is 70% IAW the rubric.	13 %
	Develop captions.	Demonstrate product production workflow.		
	Input metadata.	Apply visual storytelling techniques.		
	Apply the fundamentals of videography.	Edit video.		
	Demonstrate audio techniques.	Prepare an interview environment.		
	Perform social media operations.	Create a multimedia product.		
Layout & Design Product Performance Examination	Apply conventions of written English IAW AP Style Book.	Apply communication fundamentals.	Layout and Design Students will apply their knowledge of layout and design to produce a multiple page magazine style layout and design product aligned with a topic and communicating command information. They will use gesture drawing to develop concepts for their layout, apply layout principles, and use design elements, including vector and raster graphics, images, and text to create their layout. They will package their product as an interactive pdf, then caption and submit the finished product with metadata IAW established standards. The minimum passing score is 70% IAW the rubric.	13 %
	Develop captions.	Demonstrate public speaking.		
	Input metadata.	Perform digital graphic design.		
	Create a multimedia product.	Demonstrate product production workflow.		
	Perform social media operations.			

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