



**CAPSTONE: NEWSVISION LAB - 18048 - MJFC 460 - 01**

**Professor Jennifer Thomas**

Tuesday/Thursday - 2:10-5pm

SPRING 2018

Rm# 234 | 202-806-4833

Jennifer.thomas@howard.edu

**Office Hours:**

Tuesday & Thursday: 5- 6:30pm

Wednesday: 1pm – 8pm

& by Appointment

**Class Location:**

C.B. Powell Room 221

*\*This is a working document and will be amended.*

**Course Description**

**NewsVision** is designed to give practical, hands on experience in reporting, writing, and producing for broadcast media and online. The course will give a sense of what it's like to be a multimedia journalist and improve skills in storytelling and critical-thinking. Students will explore—through lectures, guest speakers, and case studies—how ethics impact media professionals, and how governments work and impact communities and individuals. The students will conduct news meetings and learn the intricacies of newsgathering skills and techniques. They will pitch story ideas, report, write, shoot, produce and edit reporter packages and other multimedia stories in the Howard, and Washington, DC metropolitan communities as well as Capitol Hill and the White House. NewsVisionaires will also write, produce, report and anchor (and possible direct) a (live or recorded) news broadcast(s) and promos featuring their original work. These stories and newscasts may be published in conjunction with the department's online news website, [www.hunewsservice.com](http://www.hunewsservice.com), and the university's PBS station, WHUT TV, which broadcasts to more than two million viewers. Students will also maintain ePortfolios (websites) featuring their packages, projects, and resume reels

Course Objectives and Learning Outcomes

**By the end of this semester students will be able to:**

- Apply First Amendment principles and the laws appropriate to professional practice after covering a variety of news and feature stories.

- Demonstrate how to be a truthful, ethical and professional multimedia journalist who can think critically, creatively and independently and analyze news as both gatherer and consumer.
- Acknowledge a deepened understanding of the watchdog role of journalism in a democratic society.
- Illustrate a knowledge of newsroom positions, roles and etiquette and understand how they fit into the newscast, station and organizational structure
- Understand front-timing and backtiming as it pertains to newscast production as well as the vital impact of time management in all phases of news production.
- Illustrate knowledge of current events, and local and national governments, and speak intelligently and thoughtfully on a variety of related issues.
- Explain the importance of diversity of groups in a global society and the sensitivity and professionalism required of professional journalists.
- Critically evaluate one's own work and that of others for accuracy and fairness, clarity, appropriate styles and grammatical correctness.
- Apply tools and technologies appropriate for the communications professions in which they may work.
- Understand and demonstrate the ethical use of digital communication and Social Media.
- Understand the history of broadcast news and impact of convergence in media.
- Define and employ the proper way to dress for air in the field and on set in the studio.
- Demonstrate a professional capacity to shoot, light, mic and edit stories for broadcast on traditional and converged media.
- Create a reel and ePortfolio website to prospective employers which demonstrates professional abilities and related work highlighted from the student's collegiate career.

**\*\*\*USE OF CELL PHONES, I-PODS AND/OR OTHER ELECTRONIC ENTERTAINMENT DEVICES, AND THE CHECKING E-MAILS ARE NOT PERMITTED DURING CLASS. THESE DEVICES MUST BE PUT AWAY (IN PURSE, BOOKBAG) DURING THE DURATION OF THE CLASS\*\* Usage will be allowed during breaks.**

**Required Text:**

*Writing and Producing Television News* by Schroeder, Alan (2009)

Oxford University Press ISBN 0195311930, 9780195311938 (Should be in the book store, but also available at Amazon.com)

Reassessing Journalistic Pedagogy: Howard University's Broadcast Coverage during the 2014

Midterm Election by Jennifer C. Thomas, Asia Pacific Media Educator

<http://ame.sagepub.com/content/25/2/238.full.pdf+html>

**Suggested Reading Materials:**

Another great book which is suggested but not required: *Aim for the Heart: Write, Shoot, Report and Produce for TV and Multimedia* by Al Tompkins - CQ Press/2<sup>nd</sup> edition, 2012 - ISBN # 978-1-60871-674-6

SPJ Code of Ethics: <http://www.spj.org/ethicscode.asp>

NAB's Guide to Careers in Journalism:

<http://www.nab.org/documents/television/NABTelevisionCareersSecondEdition.pdf>

Whither the Black Press?: Glorious Past, Uncertain Future by Clint C. Wilson II

Ethics in media communications: Cases and Controversies by Louis A. Day

Split Image: African Americans in the Mass Media by Jannette L. Dates and William Barlow

### **Other Books, Articles, etc.**

Breaking News: A Memoir by Martin Fletcher

Don't Be Afraid of the Bullets: An Accidental War Correspondent in Yemen by Laura Kasinof

The Rum Diary by Hunter S. Thompson

Working on the Race Beat: The future of racial coverage at The New York Times and elsewhere:

<http://www.newrepublic.com/article/121170/new-york-times-and-future-medias-racial-coverage>

Remembering Alice Dunnigan, a Pioneering Black Journalist:

<http://niemanreports.org/articles/remembering-alice-dunnigan-a-pioneering-black-journalist/>

25 Useful Apps for Journalism Students:

<http://www.topuniversities.com/blog/25-useful-apps-journalism-students>

Crimes against journalists go unpunished: <http://www.aljazeera.com/humanrights/2014/11/crimes-against-journalists-go-unpunished-20141111145256359952.html>

Milestones in African American Journalism/Media History:

<http://www.huarchivesnet.howard.edu/0002huarnet/moments1.htm>

African American Media: Fact Sheet: <http://www.journalism.org/2015/04/29/african-american-media-fact-sheet/>

Racial bias and news media reporting: New research trends - See more at:

<http://journalistsresource.org/studies/society/news-media/racial-bias-reporting-research-trends#sthash.irHouqJZ.dpuf>

Other books, articles and media clips, and materials related to current events will be used to supplement classroom instruction. These items will be posted in Blackboard and/or assigned by the professor.

### **Equipment**

Students are required to purchase the following:

- (1) External hard drive with at least 300 GB of memory.
- (2) Be prepared to buy 9-VOLT batteries when you are in the field for the Beachtek (sometimes the Tech Center runs out).
- (3) News Credentials- cost is appx \$10. Prof. Thomas will pay half of this fee.

### **Tech Center Equipment**

This class will involve your shooting, editing, producing packages and other "elements" for a newscast. The following is the list of equipment that will be available for check out. **All students must sign the Statement of Responsibility and take a brief equipment test before equipment can be checked out.** All equipment is expected to be checked out and returned as agreed on the sign-out sheet. Any student who fails to return tech center equipment will receive a failing grade for the assignment(s) and possibly the course.

Beachtek or equivalent  
Canon Ti4 or Ti5  
Tripod  
Headphones  
Shotgun microphone  
Lav mic  
Handheld mic  
Spare 9-VOLT battery, if possible

### **Blackboard:**

Class announcements, online materials, lecture notes and other resources, will be available via Blackboard. This will be the primary source for the collection of assignments for this course. Please log in immediately to make sure your user name and password work and try sending an Email. Be sure to correct your Email address on the Blackboard system and check it frequently.

### **Expectations:**

Students should conduct themselves as professional journalists. They should be familiar with current local and national news and events, and be prepared to discuss in class. Professor may assign in-class papers, discussions, and quizzes regarding news stories, wires, blogs, local, regional, and national news as well as information from broadcast, print, new media and magazines. These news events are of vital importance to the chapters and news cases and events discussed in this course and to the students' global view. This class will offer practical instruction on learning basic newsroom culture, terminology and newsgathering, while also researching, writing, recording, editing and producing news stories for broadcast and digital distribution.

### **News You Can Use**

Students are expected monitor various local and national media, including live /online local and national television broadcasts such as CNN, MSNBC, FOX News, newspapers such as *The Washington Post*, *New York Times*, *theroot.com*, *Huff Post College*: <http://www.huffingtonpost.com/college>, The Hilltop, and Hilltop online <http://www.thehilltoponline.com>, *The Washington Afro American*, etc.; radio broadcasts such as National Public Radio, WTOP, WNEW; news/social media aggregate and information sites such as *Mashable*, *Storyful*; social media/news aggregators such as *Feedly*, *Flipboard*, *Pocket*, etc. These will prepare you for being up to date with the news and what's trending.

### **Attendance:**

Broadcast journalism is driven by deadlines and time constraints. Student journalists are expected attend **ALL classes and to be on time**. Attendance, punctuality and participation are essential for the business and for this class, as it will affect one's grade. Being absent is not acceptable unless a student has an excused absence with proper document substantiating same. **\*(ALL medical absences must be verified through the Dean of Special Services- no exceptions. For assistance contact, Dr. Elaine Health, Dean of the Office of Student Services at (202) 238-2420.) Any student with more than one (1) unexcused absences will receive a final grade of D. Three tardies equal one absence. Attendance will be taken at the beginning of each class. Students who arrive 30 minutes (or more) late will be marked "absent." Those who arrive late for a quiz/assignment will receive an automatic ZERO "0" on the quiz/assignment.**

### **Assignments:**

Students are expected to complete all required assignments which should be submitted on time, typed, proofread, and free of grammatical errors. The deadline for turning in assignments is the beginning of each class, or uploaded per the professor's instructions. **HOMEWORK SUBMITTED AFTER A GIVEN DEADLINE OR NOT SUBMITTED AS INSTRUCTED, WILL NOT BE ACCEPTED, WITH A "0"/"F" GRADE, NO EXCEPTIONS.** Students will be held responsible for all class-related assignments, activities, and announced and unannounced quizzes. Whenever an assignment is missed due to an unexcused absence, a grade of "zero" (0) will be automatically assigned. The same policy stands for students who arrive late for quizzes. If a student misses class, he or she misses any in-class assignments that count toward his or her grade, and he/she is still responsible for any homework assigned that day. The professor is NOT responsible for sharing information from class for students who are not in attendance. All out-of-class assignments should be typed or computer-generated and conform with expository or report writing guidelines. Student participation in each assigned activity is mandatory.

Students are expected to use proper grammar, spelling and punctuation according to AP Style. Mechanical errors will affect the student's grade. Students are expected to maintain personal blogs for grades, and select signature assignments should be uploaded to the student's ePortfolio website as instructed.

### **Attire:**

Students are expected to dress professionally (**at least business attire**) when in the field, or while representing Howard University, this course and professor. During classes when newscasts are being produced/aired, students are expected to dress in business attire. Anchors are expected to wear proper attire and makeup which will not interfere with virtual set backgrounds. Be dressed in a manner that is appropriate to interacting with all sorts of people that a working journalist might encounter during a day's work.

### **Class Participation:**

A newsroom is an interactive environment where ideas are exchanged, discussed and debated. Students also expected to contribute to discussions and actively participate in exercises and group projects. Professional demeanor is required.

### **Classroom Etiquette:**

Students are expected to maintain a positive learning atmosphere conducive of participatory collegiate discourse in which the opinions of others are respected. To maintain a positive learning classroom atmosphere, **\*\*\*USE OF CELL PHONES, I-PODS AND/OR OTHER ELECTRONIC ENTERTAINMENT DEVICES, AND THE CHECKING E-MAILS ARE NOT PERMITTED DURING CLASS. THESE DEVICES MUST BE PUT AWAY (IN PURSE, BOOKBAG) DURING THE DURATION OF THE CLASS\*\* Usage will be allowed during breaks.** In-class use of the Internet or electronic devices will only be allowed during designated class time as directed by the instructor. **THOSE IN VIOLATION OF THIS POLICY WILL BE GIVEN A ZERO/"0" FOR THE DAY'S QUIZ/ASSIGNMENT AND/OR MAY BE ASKED TO LEAVE THE CLASS.** No foul language or inappropriate conduct will be accepted.

**What you can expect from me.**

I will begin class on time and will be prepared with lectures, discussions and assignments. I will return assignments in a timely manner. I will keep posted office hours, and return emails and phone calls promptly. I will inform you of any changes in my schedule, the syllabus or class assignments. I will bring excitement, new ideas and my best attitude to each class.

***"EXCELLENCE WITHOUT EXCUSE!"***  
*Motto for the School of Communications*

**Incomplete Grades:**

**School of Communications  
Office of the Dean  
Policy for Assignment of Incomplete Grades**

**School of Communications Incomplete Policy**

Faculty in the School of Communications (SOC) are to assign Incomplete (I) grades only, in instances when the student has the potential to pass the course and has completed the majority of the work. In addition, the university policy must be followed with regard to considerations for assignment and implementation of "I" grades as outlined under university guidelines for *Academic Standing*. See statement below:

**Howard University Incomplete Policy**

Incomplete grades may be assigned ONLY to students who, as a result of circumstances beyond their control (e.g., illness or family emergency) are unable to complete their coursework. Although the student initiates the request for an incomplete grade, the decision to assign an incomplete grade rests solely with the instructor. If the student's request is approved, the instructor establishes and submits specific "make-up" conditions on an Incomplete Grade Processing Form (IGPF). Each incomplete designation ("I") must be accompanied by an alternative grade ("B," "C," "D," or "F"). The alternative grade will become the permanent grade, if the incomplete is not removed.

Retrieved on November 19, 2013 from <http://www.howard.edu/academics/standing.htm>

**Course Requirements: (revised)**

The requirements for this course will include and may not be limited to: audio packages, broadcast scripts, blogs, and logs of television broadcasts, assignments, quizzes, and exams.

**Journalists are the Freedom Fighters of the First Amendment, Defenders of Democracy  
& Savvy and Sophisticated Storytellers**

--- Prof. Thomas

**Course Requirements:**

**1. Attendance, Class Participation**

Students are expected to attend all classes, and be prepared to discuss current events, and in class or homework assignments. This class will have several class assignments. Students are expected to be “read in” on the day’s news and likely be assigned in-class activities. Student participation in each assigned activity is mandatory. Students are also expected to be prepared for class guests; knowing background information on guests and be prepared to ask relevant questions. Students may also be provided the opportunity for out-of-class / on-site visits.

## **2. Scripts /Production**

Students will be required to write broadcast-style scripts in class and as part of homework assignments. The scripts should be concise, factual, interesting and adhere to the journalistic objectives of this course. To successfully comprise a newscast, each team will be responsible for writing scripts, producing rundowns and executing newscasts. This will be discussed in the text, via lecture and as part of in-class lively assignments! The students will have a nuanced understanding of newscast production at the end of the semester and be proficient at writing in broadcast AP style for various forms of media. (\*Production = Newsroom roles, Meeting participation, rehearsals, pre/post production, rundowns, etc.)

## **3. Resume Reel/ Final ePortfolio Presentation**

The final portfolio presentation will highlight accumulated assignments and packages for the course along with the student’s resume, contact information, etc. Reporter reel will highlight the best of the journalist’s work from his/her tenure in this course and at the university. It will adhere to the professional standards which will be discussed and present in Blackboard

## **4. Mid-term Exam/Final Project**

There will be a written mid-term exam which may also include production. Students will also become multi-media journalists who will report, write and edit packages using pro tools, Final Cut, Adobe Premier as well as other editing suites provided by the Tech Center. Workshops with other departmental professionals may be offered to assist as refreshers for these projects. These projects will utilize the terminology, ethical standards, and scenarios learned throughout the course of this semester.

## **5. Blogs, Quizzes, Assignments**

Student journalists are expected to maintain a blog for this course on relevant topics. The blog should be as professional as possible with written and visual elements, and its content should be uploaded as assigned to the student’s portfolio. There will be regular quizzes that test your knowledge of current events, and your understanding of the reading assignments/text, or lectures. Quizzes may take place at the beginning of class and cannot be made up. They may be pop quizzes or scheduled. Tests covering content learned in class may be administered in addition to the midterm and possible final. This may include information from notes from the professor, book, or relevant class discussions or assignments. Heavy emphasis is placed on writing, and understanding the concepts of a working broadcast newsroom. In-class writing assignments cannot be made up. Students may also receive weekly homework assignments. Out-of-class assignments will also likely be given. Assignments, tests/quizzes are at the professor’s discretion.

## **6. PKGS/Multimedia**

NewsVisionaries will singularly conceptualize, shoot, write, edit and report several reporter PKGs and multimedia stories for this course. Most will be done by the individual journalist; however, some will be group projects. These stories will demonstrate the course goals and objectives, while allowing the student to transition from classroom to newsroom or control room. The stories produced will be of a professional standard, with goals of being broadcast on WHUT TV, and HU News Service (HUNS). Each student must produce at least one pkg for HUNS. The professor will determine this, based on the editorial and technical quality of the story.  
\*(PKGs will be graded on a sliding scale - no extra credit will be allowed for un-submitted pkgs)

**\*Extra Credit**

Students may have the opportunity to attend special events, panels, etc. This is at the sole discretion of the professor. Extra credit grades will likely replace quiz grades.

**Final Grade Calculation**

1.	Attendance, Class Participation =	5%
2.	Scripts/Production =	15%
3.	Resume Reel /Final ePortfolio =	10%
4.	Midterm/ Final Project =	15%
5.	Blogs, quizzes, assignments =	30%
6.	PKGS/Multimedia=	25%

Total= 100%

**Food for Thought:**

***“Those who fail to plan  
Plan to fail”***

**Course Calendar**

*\*This has the first few weeks of the course calendar. It will be updated.*

## **Week 1 – Introduction to NewsVision**

Jan 16, 18

Introductions, review syllabus

Showcasing NewsVisionairies

Review final PKGs/projects/promos from last term

Blog/ ePortfolio review

Discussion of NewsVision & WHUT TV pkg projects

The First Amendment

Student Assessment Exercises

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Homework: Text (Schroeder): Ch. 1 “The Newsroom”

Homework: Interactive Blog- The Long Walk

Homework: Blog- Presidents, the Press, and the First Amendment

## **Week 2- NewsVision Dissected**

Jan 23, 25

Quiz

What is news? Impact and importance of journalism

Local vs. National Newsroom Discussion, Using CNN Newsource feeds

Reporting Review

Video shooting review

Broadcast Writing/script review

Review of newsroom terminology

Review of Prof. Thomas’ Border Patrol pkg

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In-class Assignment: NewsVision Newscast

Reading Assignment:

Homework: Text (Schroeder):

Ch. 2 – “The Language of Television News”

Ch. 3 “Writing Studio-Based News Stories”

Homework: Read Roles in the station:

<http://www.nab.org/documents/television/NABTelevisionCareersSecondEdition.pdf> (also in Blackboard)]

Homework: What is Fake News? Written assignment

Homework: 1<sup>st</sup> reporter PKG pitches (First Amendment Revisited) uploaded to Blackboard by 10pm

## **Week 3 – What is Fake News? Anatomy of Newsroom/ Station**

Jan 30, Feb 1

Quiz

Touring the NewsVision studio & WHUT TV studio -

**\*Possible Guests:** Fleeks “Butch” Hazel/ Advertising/Marketing Executive; Melinda Woolbright, NBC 4

News Planning Editor

Discuss PKG pitches

News Station/newsroom roles reviewed

History of TV News

News meeting, producing roles; front-timing, backtiming

Creating rundowns for news breaks, newscasts

Working under deadline; Covering breaking news  
In-class Assignment "Lights Out"

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Reading Assignment:

For THURSDAY: Ch. 4- "Writing News Packages" Ch. 5 "The On-Camera Journalist"

In class News Assignment

Homework: Ch. 7 "Newscast Producing"

Homework: research report on PKG #1 due **TBD**, 10pm

Homework: Group Assignment: NewsVision :30 Promo - **due TBD**

#### **Week 4 Getting the Story**

Feb 6, 8

Quiz

Getting the Story

Tour of WHUT/ Camera Boot Camp

#### **Week 5 Reporting the Story**

Feb 13, 15

Quiz

Reporter PKG Pitches

The Newsroom

National vs. Local Newscasts

Group Promos – conceptualize and shoot first group promo

ePortfolio Reviews

#### **Week 6 Philosophy & Ethics in Journalism**

Feb 20, 22

Ethical dilemmas in journalism

Historical perspective, current cases

In Class Assignment: TBD

Homework: Ethics Blog - Due TBD 10pm

Homework: **PKG #2 pitches TBD, 10pm | 2<sup>nd</sup> PKG Due TBD, 10pm**

In class assignment: NewsVision studio practice

#### **Week 7 How Social Are You?**

Feb 27, March 1

How can journalists best use social media?

What are the best apps/aggregate sites for journalists?

Using social media during breaking news

Having an effective social media profile

2<sup>nd</sup> pkg pitch

For THURSDAY: Ch. 4- "Writing News Packages" Ch. 5 "The On-Camera Journalist"

Homework: Ch. 6- "News Judgments"

*Dealing with Ethical & Moral Journalistic Dilemmas in a Digital World.*

In Class Lab: App Assignment

Homework: <http://www.spj.org/ethicscode.asp>

**Week 8 – Script reviews/ Midterm**

March 6, 8

Scriptwriting review

In-class assignment

Former NewsVisionaries – then and now

Midterm Prep

Midterm

**Week 9 – Spring Break University Closed**

March 13, 15

**Week 10 – News Meetings / Newscast Production**

March 20, 22

In-Class Group assignment: PKG/Print assignment “A Conversation with Cathy Hughes”

In-class assignment: News Meetings

Rundown creator and Newsource review

Create first group newscast

**Week 11- Studio Rehearsals / Production**

March 27, 29

News Meetings are conducted in real time and day-of assignments given

Mini- newscast prepped and presented

Homework: Text- (Schroeder) Ch. 8 – “Television News on the Web”

**Week 12- Production/ Blogs/ ePortfolio Updates**

April 3, 5

Homework: Blog on guest/topic

Newscast production/ live shots/ special assignments

In-Class Group Multimedia Assignment: HU Student Protest

**Week 13- Production/HU Research Week**

April 10, 12

NewsVisionaries cover 2018 HU Research Week

Newscast rehearsals

**Week 14 – Newscast preparation/final rehearsals**

April 17, 19

**Week 15 – Final Newscast/ ePortfolio Presentations**

April 24, 26

**Important Dates**

April 27 - Formal Classes END

April 27 - Senior's Grades due

April 27 - Grades due for Graduating seniors

April 30, Monday – Last day to clear incomplete grades with instructors

**HU Commencement - May 12, 2018**

*To be successful in this business, you must be:*

*Polite, Professional, Prepared, Passionate*

--- Prof. Thomas

### **HU STATEMENT ON ADA PROCEDURES**

Howard University is committed to providing an educational environment that is accessible to all students. In accordance with this policy, students in need of accommodations due to a disability should contact the Office of the Dean for Student Services for verification and determination of reasonable accommodations as soon as possible after admission to the University or at the beginning of each semester. Additional information regarding student services is available online

at: [http://www.howard.edu/specialstudentservices/Disabled Students.htm](http://www.howard.edu/specialstudentservices/DisabledStudents.htm)

For assistance contact, Dr. Elaine Bourne Heath, Dean, Student Services at (202) 238-2420.

### **STATEMENT ON INTERPERSONAL VIOLENCE**

Howard University takes sexual assault, dating violence, domestic violence, stalking and sexual harassment seriously. If a student reveals that he or she needs assistance with any of these issues, all responsible employees, which includes faculty, are required to share this information with the University Title IX Office (202 806-2550) or a student can be referred for confidential services to the Interpersonal Violence Prevention Program (IVPP) (202 238-2382) or University Counseling Services (202 806-6870). For more information about these services, please go to: [www.CampusSafetyFirst.Howard.Edu](http://www.CampusSafetyFirst.Howard.Edu).

### **CETLA WRITING MATTERS CAMPAIGN**

Writing is an essential tool for thinking and communicating in virtually every discipline and profession. Therefore, in this course I expect you to produce writing that is not only thoughtful and accurate, but also organized, clear, grammatical, and consistent with the conventions of the field. If your writing does not meet these standards, I may deduct points or ask you to revise. For assistance

with your writing, go to the student section of the Writing across the Curriculum (WAC) website:  
<http://www.cetla.howard.edu/wac/students.aspx>.

## ACADEMIC CODE OF STUDENT CONDUCT

*(Revised January 4, 2017)*

*Approved by the Board of Trustees, June 29, 2010*

*Retrieved on December 13, 2016 from: <https://www.howard.edu/students/hbook/H-Book.pdf>*

Howard University is a community of scholars composed of faculty and students both of whom must hold the pursuit of learning and search for truth in the highest regard. Such regard requires adherence to the goal of unquestionable integrity and honesty in the discharge of teaching and learning responsibilities. Such regard allows no place for academic dishonesty. To better assure the realization of this goal any student enrolled for study at the University may be disciplined for the academic infractions defined below.

### Definitions of Academic Infractions

1. **Academic Cheating**—any intentional act(s) of dishonesty in the fulfillment of academic course or program requirements. This offense shall include (but is not limited to) utilization of the assistance of any additional individual(s), organization, document, or other aid not specifically and expressly authorized by the instructor or department involved. (Note: This infraction assumes that with the exception of authorized group assignment or group take-home assignments, all course or program assignments shall be completed by an individual student only without any consultation or collaboration with any other individual, organization, or aid.)
2. **Plagiarism** is a reprehensible offense. It is an act of dishonesty and undermines the credibility that is essential to all professional communicators. The Howard University H-Book for Academic Offenses (Section II.1.b) defines plagiarism as: “to take and pass off as one's own the ideas, and writings of another, without attribution (without acknowledging the author).” *Note: Also, included in the CHSOC policy is **self-plagiarism** - the reuse of one's own writing taken from another written document (published or unpublished) without acknowledgement. Self-plagiarism has also been identified in cases of ‘duplicate publication,’ and consists of a person re-purposing their own written material or creative media (i.e., video, audio, presentations, etc...) without citing the source of the original content (Approved by CHSOC Faculty 12/13/16).*

The copying does not have to be exact to be plagiarism. Shuffling the order of ideas, moving paragraphs around, or changing a word here and there does not mean you have made the work your own.

Students are expected to do original analysis, reporting and writing. Students are expected to explicitly cite the sources of any information that is not derived from their own analysis, reporting and writing.

Here's a rule to live by: If you have any doubt about the need to cite a source, cite the source. Err on the side of over-attribution.

3. **Copy Infringement**—Copy infringement occurs when a copyrighted work is reproduced, distributed, performed, publicly displayed, or made into a derivative work without the permission of the copyright owner.

### **Administration of the Code**

This Academic Code of Student Conduct applies in all schools and colleges. In professional schools and colleges that have adopted honor codes, the honor code may supersede this Code. The authority and responsibility for the administration of this Academic Code of Conduct and imposition of any discipline upon any particular student shall vest in the Dean and faculty of the School or College in which the student is enrolled but may be delegated by the faculty to the Dean of the School or College in which the student is enrolled. The Dean shall be assisted in this responsibility by any faculty members and administrative officers in the School or College the Dean shall consider appropriate. Any student accused of an infraction of this Code shall have a right to a limited hearing, as described herein, of the charges against him before a committee of faculty members, at least three in number, none of whom shall be the accuser or witness to the alleged infraction. The committee may be either a standing of the School or College, whose responsibilities are considered appropriate by the Dean to conduct a hearing under this code, or a committee appointed by the Dean for the special purpose of conducting only a particular hearing or all such hearings that may arise during an annual period. The hearing committee shall be chaired by a member designated by the Dean and the chairperson shall have the right to vote in cases of a tie vote.

### **Procedure**

#### Informal Process

Any faculty member who has knowledge of an infraction of this Code shall assemble all supporting evidence and identify any additional witnesses to the infraction and make this information known [first to the Department Chair per CHSOC policy within] ten (10) business days of the infraction. [Then the student meets with the chair and the faculty member for the resolution. The results are reported to the Dean or the Dean's designee].

#### Formal Appeal Process

1. Any faculty member who has knowledge of an infraction of this Code shall assemble all supporting evidence and identify any additional witnesses to the infraction and make this information known [first to the Department Chair per CHSOC policy within] ten (10) business days of the infraction. [Then the student meets with the chair and the faculty member for the resolution. The results are reported to the Dean or the Dean's designee]. If the resolution is appealed, then the formal process would proceed.]
2. The Department Chair shall notify the alleged offender of the charge(s) against him/her together with a designation of a hearing time and place where the accused may respond to the charge(s). The hearing date shall be no later than ten (10) business days after notification to the accused of the charge(s) against him/her. The [Chair] shall similarly notify the hearing committee members of the time and place of the hearing together with identification of the accuser and accused.

3. The “limited hearing” authorized by this Code is not an adversarial proceeding. Constitutional principles of “due process” are not applicable to these proceeding. [The faculty member and the student] shall be allowed to present witnesses and evidence in support of their positions concerning the charge(s). However, no legal counsel for either side shall be allowed. The members of the hearing committee may question the accused and the accuser and examine all evidence presented. The standard of proof for the proceeding under this Code shall be the standard of “substantial evidence.” The proceedings may be tape recorded but will not be transcribed.
4. After the hearing of the charge(s) against the accused, the hearing committee shall, in closed session, vote by secret ballot to sustain or reject the charge(s). If the charges are sustained, the committee shall transmit the results and recommendation of the hearing committee to the Dean five (5) business days after the hearing.
5. Upon receipt of the results and recommendations of the hearing committee, the Dean may sustain the recommendation of the Committee concerning the penalty or may reduce or increase the severity of the penalty, and shall, within five (5) business days, notify the student of the Dean’s determination. The student may appeal directly to the Provost and Chief Academic Officer or Senior Vice President for Health Sciences (Health Science students) for reconsideration of any disciplinary penalty. The student shall have five (5) business days to make such appeal from date of receipt of notification.
6. After hearing any appeal from a student, the Provost and Chief Academic Officer or Senior Vice President for Health Sciences shall make a decision that shall be communicated to the student within ten (10) business days. This decision shall be final.
7. A copy of all relevant paperwork shall be kept in the CHSOC. One by the chair of the department and another in the Dean’s office.

### **Penalties**

The disciplinary penalty imposed upon a student for the first infraction will be a score of “0” on the course assignment or examination. In the event of a second occurrence of academic dishonesty and/or plagiarism, the student will receive a final course grade of “F” (FAIL). All infractions of academic policies shall be reported to the department chair in writing who will then send a memo of inform the Dean of the CHSOC (Approved by CHSOC Faculty 12/13/16).

However, a more severe penalty, such as suspension from the University, may be imposed depending upon the nature and extent of the infraction(s). (Approved by the Board of Trustees on June 29, 2010). See the guidelines set forth in the 2016-17 H-Book Academic Policies pp. 13.

### **FORGERY, FRAUD, DISHONESTY POLICY**

“Forgery, Fraud, Dishonesty Forging the name of a University employee, another student or any other person or entity, altering or misusing any official Faculty, Staff or University forms, documents, records, stored data, electronic data bases, websites, webpages, University enterprise systems, or knowingly furnishing false information to University Officers, Officials, Faculty and/or employees or providing such information involving or referring to the University in off campus organizations, institutions, or individuals is strictly prohibited. Making false statements in public or private, including knowingly filing false charges under the Code is also a violation. Aiding and abetting another individual in any of the

conduct referenced above also constitutes a violation of this provision. Unauthorized and unsanctioned use of the University name, logo and/or seal are also strictly prohibited under this Code.

The University has registered its name, logo and seal as trademarks; therefore, they are property of the University and protected under applicable federal and local laws. Students may not use the seal, logo(s), motto, trademarks, or other intellectual property of the University without express written permission from the University's Office of General Counsel. Authorized student organizations must be pre-approved by the office of Licensing and Vending to reproduce these marks and/or to have a manufacturer reproduce the University trademarks on merchandise for sale or distribution. The use of the University seal is restricted and can only be used to authenticate the highest level of official University documents and be displayed during major ceremonies. On very rare occasions, exceptions to this general rule regarding the University seal are made. All requests to use the seal are considered on a case-by-case basis, only after a formal written request and justification for use are submitted to the Office of the President or the Office of the Secretary, and a written response granting use is supplied to the requesting party." (pp. 121)

### **Penalty**

Cases of forgery, fraud, and dishonesty are adjudicated by the Office of Student Services.

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