

WRITING FOR MEDIA
LITERARY MEDIA & COMMUNICATIONS
DUKE ELLINGTON SCHOOL OF ARTS

MR. KOYE OYEDEJI (ROOM 11)

WE WELCOME YOU TO THE DUKE ELLINGTON SCHOOL OF THE ARTS LITERARY MEDIA and COMMUNICATIONS DEPARTMENT, WHERE OUR MISSION IS:

The Literary Media and Communications Department's (LMC) goal is singular, to train its student in the different strands of communication (written, verbal and new media), considering how this translates to the marketplace. This department necessitates interdisciplinarity, including, but not limited to LMC, Theater, Museum Studies, Visual Arts, and TDP (recording studio). Our aim is to dismantle the sometimes self-indulgent, and strictly cathartic workshop model of writing and leave in its place a department that imparts to its students the notion that they are writing to work, rather than just writing to write. The department has five strands, that are product driven, products that range from performance, to print, archival, to design, research to debate, and within the strands, culminating work both within the Duke Ellington School of the Arts (copy and content for the Ellington website, developing archives of Ellington work, creating script in the areas of performance/performance marketing, writing copy and public service announcements, serving as viable extension/support mechanism of and for Ellington Fund, to name a few), and outside the context of the school.

Strand One – Research, Public Speaking, Speech, and Debate (within this formation of an interdisciplinary, Ellington Debate team that competes within the District of Columbia, eventually, nationally) -----this discipline would encompass LMC, Museum Studies, and Theater

Strand Two – Dramatic Writing and the Construction and Understanding of Character ----this discipline would encompass LMC and Theater

Strand Three – Magazine, Newspaper, and Online (borrowed from Syracuse Graduate Program in New Media studies), in addition to serving as the magazine, print and online face of Ellington, this strand could also liaison/serve the parent community through blogs, and work in conjunction with Ellington Fund to market and deliver Ellington brand to outside/funding communities – this discipline would encompass LMC, Museum Studies, and Visual Arts

Strand Four – Film and New Media, in addition to the screenwriting component, this strand could serve as the archiving entity for Ellington, pod casting that would complement strand three and also in conjunction with branding for the institution/Ellington Fund. Additionally copy/psa writing/content writing across discipline---this strand would encompass LMC, Museum Studies, and TDP, Theater

Strand Five – Internship (across discipline)

Writing for Media

Tutor: Mr. Koye Oyedeji

Room: 11

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Course Description

Students will begin the course with intense refresher weeks on the principles of writing, from grammar to composition. Students will then learn the technical approaches to writing through working on different tasks from writing resumes and cover letters to writing agendas, reports and book proposals. Students will learn how to research, structure and present each of the forms of writing the course explores, as well as how edit and revise their work.

The course will consist of a series of written assignments of which students will have the chance to revise and included in their ten-piece portfolio for final submission at the end of the semester.

Students will also be required to complete two end of semester projects, a grant proposal and a press and media kit.

FIRST ADVISORY:

- THE PRINCIPLES OF WRITING

Defining and developing your message.

Grammar.

Design and Layout.

- JOB SEARCHING

Unit includes an overview and exercises in: Resume Writing, Cover Letter, Resignation Letter.

- EMPLOYEE COMMUNICATION

Unit includes an overview and exercises in: Meeting Notes, Notices, Agenda and Minutes.

SECOND ADVISORY:

- FIRST SEMESTER PROJECT: PRESS RELEASE / MEDIA KIT

THIRD ADVISORY

- REPORTS

Unit includes an overview and exercises in: Fact Sheets, Proposals and Report Writing.

- SOCIAL

Unit includes an overview and exercises in personal and complaint letters.

- BOOK PROPOSAL

Unit includes an overview and exercise in writing a synopsis, a pitch, a breakdown and a query letter.

FOURTH ADVISORY

- SECOND SEMESTER PROJECT: GRANT WRITING / APPLICATION / PROPOSAL

COURSE REQUIREMENTS:

- Signed agreements – Class Rules, Student Information and Agreement to acquire key texts (Return of agreements goes towards Classroom Participation and Quality of contribution grading, failure to return agreements leads to deduction.)
- Current functioning e-mail address.
- Students must have a flash drive.
- Students must contribute to the class by way of verbal communication.
- Computer, Printer and Internet accessibility outside of Duke Ellington School to dialogue with instructor on ways to improve work and presentations.
- Respect for the works and classroom contributions of others and the willingness to learn how to critique constructively.
- Attendance and promptness are essential for all classes.

- Timely completion and submission of assignments, late work will not be accepted and student will be marked as failed assignment.
- Maintenance of course notebook in compliance with periodic notebook checks.
- Regular and comprehensive note-taking

THE USE / CHARGING OF CELL PHONES WILL NOT BE TOLERATED IN CLASS; ANY PHONES VISIBLY SEEN SHALL BE CONFISCATED AND DELIVERED TO FATHER PAYNE FOR COLLECTION.

MATERIALS NEEDED:

Binder with college-ruled paper
 Suitable portfolio case
 Writing instruments
 Notebook

GRADING

Students will be graded in three primary areas:

Classroom Participation and Quality of Contribution/Return of written agreements: **10%**

Writing Assignments: **30%**

Final Portfolio: **60%**

Standards

- Discussion
- Questioning, Listening, and Contributing
- Oral Presentation
- Vocabulary Development
- Text – Expository, Document and Procedural Text, Argument and Persuasive Text
- Connections
- Genre, Theme
- Fiction, Literary Nonfiction

- Poetry
- Drama
- Style and Literature
- Traditional Narrative
- Imaginative/Narrative Writing
- Revision

Methodology

The course utilizes the “Triangle Method,” a methodology of learning. The methodology references the triangle as a shape, in that all sides of a triangle are equal and equidistant, and in this methodology the sides are Character/Context, Compassion, and Citizen. The “Triangle Method” does this because it is our contention that we need to produce students who understand that knowledge, language, information, indeed art, are not privileged spaces. The idea, within the “Triangle Method” is that the student makes no decision about which part of learning, which part of the “Triangle” is more important, but rather how each, in concert, produces lifelong learners.

A Note on Grading: For Students and Parents

A grade is final. I will not change grades on the result of a discussion. I am available to discuss any concerns that you might have, but will not be able to change the grade for any work submitted and marked.

A Note on Absence and Tardiness

You will be marked tardy if you fail to show up in class before the bell rings.

It is important to note that the school has implemented a policy whereby **five unexcused instances of tardiness equal an absence** per advisory. Five unexcused absences from a class in any single advisory will **result in automatic failure of that class** regardless of the level of work submitted. **This is an automatic process that takes place on our administration system. As teachers we are in no position to overturn this process/grade.**

Five unexcused tardiness = 1 absence.

Five unexcused absences = failure.