

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		08-18	App-3/17/09	App-4/29/09

**Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee**

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Proposing Department/Unit Journalism	Phone 7-3097

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)

New Course       Course Prefix Change       Course Deletion

Course Revision       Course Number and/or Title Change       Catalog Description Change

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**JRNL400: Professional Preparation**

*Current Course prefix, number and full title*      *Proposed course prefix, number and full title, if changing*

2. Additional Course Designations: check if appropriate

This course is also proposed as a Liberal Studies Course.       Other: (e.g., Women's Studies, Pan-African)

This course is also proposed as an Honors College Course.

3. Program Proposals

New Degree Program       Program Title Change       Program Revision

New Minor Program       New Track       Other

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*Current program name*      *Proposed program name, if changing*

4. Approvals		Date
Department Curriculum Committee Chair(s)		4/14/09
Department Chair(s)		11-14-07
College Curriculum Committee Chair		4/21/08
College Dean		4/21/08
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs		3/17/09
	Received	Received
		Received

\* where applicable

JAN 27 2009

JAN 17 2009

APR 21 2008

## **I. Catalog Description**

### **JRNL 400 Professional Preparation**

**1c-01-1cr**

**Prerequisites:** Junior, Journalism major

Prepares majors for the professional world by exploring short- and long-term career goals, creating materials for self-marketing and managing the personal and behavioral transition from college to the workplace in newspapers, magazines, public relations and visual journalism.

## **II. Course Outcomes**

At the end of the course students will be able to:

1. Define career objectives and understand ethical issues within the journalism professions.
2. Research career opportunities and job requirements.
3. Develop strategies for career progression from entry-level position to editorial management positions.
4. Design a job search strategy, including journalism portfolio design and networking.
5. Execute effective interview preparation, including professional question responses, and be cognizant of appropriate workplace behaviors.

## **III. Course Method**

1. Lectures
2. In-class activities
3. Quizzes
4. Guest speakers including journalism department alumni

## **IV. Course Outline**

### **A. Introduction to Course**

**1 week**

Outline course description and goals; review syllabus; discuss assignments.  
Course overview.

### **B. Defining Career Objectives**

**1 week**

Discussion, examination and internal evaluation of individual writing, editing and design skills, experience, and talent and personality traits. External examination of newspaper, magazine and public relations job markets and discussion of short- and long-term goals. Cite resources, such as those offered through university's Career Development Center.

### **C. Resume/Cover Letter**

**1 week**

Discuss theoretical and practical functions, goals, purposes of resumes and cover letters and offer models and formats for successful presentation of portfolios.

### **D. Developing a Portfolio**

**1 week**

Examine and discuss materials and documents to be included in portfolios; stress importance of accuracy and consistency in factual information, format, style. Examine presentation formats – hard-copy paper presentation versus electronic/Web site portfolios.

Quiz 1.

### **E. Job-seeking Strategies**

**1 week**

Getting started: Discuss the importance of networking in job searches; examination of job listings in classifieds, geographical searches, Internet sites, government sites, employment services; discuss salary requirements, benefits.

**F. Job-seeking Strategies** 1 week  
Job-seeking strategies for government, non-profit; graduate school; etc. Bring list of possible employers in visual journalism, magazines, newspapers and public relations. Discussion of job fairs, services offered through university's Career Development Center, internship opportunities.

**G. Public Speaking** 1 week  
Discussion and examination of proper techniques, guidelines for public speaking; class exercise where students will view tapes of both poor and excellent public speakers and critique the performances.

**H. Interviews** 1 week  
Please dress appropriately. Class exercise will include mock interviews in which students assume roles of interviewer or interviewee in a setting designed to simulate a public relations agency or newspaper.  
Quiz 2.

**I. Sensitivity and Sexual Harassment** 1 week  
Current problems and issues in the workplace will be discussed; students will be presented with workplace scenarios and be asked to discuss these problems and offer possible resolutions.

**J. Time and Stress Management** 1 week  
Discuss issues of time and stress management especially in regard to the unending deadlines journalists face, importance of balancing professional and personal lives; organizational strategies; re-examine personal goals and priorities.

**K. Electronic Portfolio Workshop** 1 week  
Discuss pros and cons of electronic portfolios, inclusion of materials, updates and editing possibilities; assemble and edit materials to be included.  
Quiz 3.

**L. Electronic Portfolio Lab Time** 2 weeks  
Layout, design, edit electronic portfolios; discuss portfolio differences among the various media.

**M. Make-up Work** 1 week  
Course will conclude with completion of mock interviews/portfolios and discussion/examination of additional job search or workplace ethics issues.

**N. Final Exam** 1 week

**V. Evaluation Methods**

1. Activity or assignment	Percentage of final grade
Quizzes and tests	25%
In-class activities	25%
Term project*	50%
Total	100%

\*Term Project includes cover letter, resume, portfolio and mock interview.

## **2. Grade weights**

90%+=A    89%-80% = B    79%-70% = C    69%-60% = D    Below 60% = F

## **VI. Undergraduate Course Attendance Policy**

Students may miss one class period for illness or personal emergency without adverse reflection on their course grade.

## **VII. Require Textbook(s), Supplemental Books and Readings**

See bibliography below.

## **VIII. Special Resource Requirements**

No special resources required.

## **IX. Bibliography**

Burns, Jennifer Bobrow (2007) "Career Opportunities in Journalism." N.Y.: Facts on File.

Burns, Jennifer Bobrow (2006) "Career Opportunities in the Nonprofit Sector." N.Y.: Checkmark Books.

Dupuy, George M. and Dupuy, David H. (2004) "Career PREParation: a Transition Guide for Students." Upper Saddle River, NJ: Pearson. **Required**

Gray, Mattie E. (1988) "Images: A Workbook for Enhancing Self-Esteem and Promoting Career Preparation" (Paperback – June 1988) Sacramento: California Dept. of Education.

\_\_\_\_\_ "The Job Interview: Communicating for Business World" by AMS Inc. Career Consulting (CD-ROM).

Niblock, Sarah (1996) "Inside Journalism (Career Builders Guide)." London: Blueprint.

Post, Peggy and Post, Peter (2005) "Emily Post's The Etiquette Advantage in Business," N.Y.: Harper Collins, Second Edition. **Required**

\_\_\_\_\_ (2004) Standard Deviants School – "No-Brainers on Interviewing, Program 2- Putting Your Best Foot Forward" (Classroom Edition) by Standard Deviants School and No-Brainers (DVD – Dec. 14, 2004).

Warley, Stephen (2005) "Vault Career Guide to Journalism and Information Media." N.Y.: Natl. Book Network.

## **Course Analysis Questionnaire**

### **Section A: Details of the Course**

- A1 How does this course fit into the programs of the department? For what students is the course designed? (Majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.**

**This course is intended for juniors and seniors in journalism. Its content is not taught in any other courses.**

- A2 Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.**

**No.**

- A3 Has this course ever been offered at IUP on a trial basis (e.g. as a special topic). If so, explain the details of the offering (semester/year and number of students).**

**Fall 2007 – enrollment 23**

**Fall 2006 – enrollment 21**

**Fall 2005 – enrollment 33**

- A4 Is this course to be a dual-level course? If so, please note that the graduate approval occurs after the undergraduate.**

**This course is not intended to be dual level.**

- A5 If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?**

**The course is not intended for variable credit.**

- A6 Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).**

**Oklahoma State University, AG 3111 Career Planning and Skill Development – 1 credit;  
Point Park University, Pittsburgh, JOUR 300 Career Prep – 1 credit; Slippery Rock  
University, COMM 393 Junior Seminar – 1 credit**

- A7 Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.**

Not to our knowledge.

**Section B: Interdisciplinary Implications**

- B1 Will this course be taught by instructors from more than one department? If so, explain the teaching plan, its rationale, and how the team will adhere to the syllabus of record.**

There are no plans at present for interdepartmental teaching of the course.

- B2 What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments that clarify their attitudes toward the proposed change(s).**

There is no relationship with any other department's courses, as this course is limited to – and designed for – journalism majors.

- B3 Will this course be cross-listed with other departments? If so, please summarize the department representatives' discussions concerning the course and indicate how consistency will be maintained across departments.**

The course is not intended to be cross-listed.

**Section C: Implementation**

- C1 Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty. What will be taught less frequently or in fewer sections to make this possible? Please specify how preparation and equated workload will be assigned for this course.**

Yes. Currently, one of our faculty members teaches two lab courses in the fall at 3 to 2. The faculty member is thus under loaded by one credit. This one-credit course will place that faculty member at full load. No existing course will be affected in scheduling this course.

- C2 What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy?**

No additional resources will be needed. Students will have access to the department's computer lab as needed during the semester.

**C3 Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from Dean, Provost, etc.)**

No grant funding.

**C4 How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?**

This course will be offered each fall.

**C5 How many sections of this course do you anticipate offering in any single semester?**

One

**C6 How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?**

40. Maximum number of juniors and seniors who would be the prime candidates for this course.

**C7 Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.**

No.

**C8 If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.**

Not a distance education course.

#### **Section D: Miscellaneous**

**As the professional world of journalism has changed dramatically over the past decade, particularly with the advent of online journalism, our students need to prepare systematically for entry into the career world. This course will help them to do just that.**