

To Provost 3/22/07

JAN 19 2007

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		06-34	App 3-20-07	App 5-1-07

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Stanford G. Mukasa	Email Address Mukasa@iup.edu
Proposing Department/Unit Journalism	Phone (724) 357 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

<i>Current Course prefix, number and full title</i>	JRNL 466 COMMUNITY JOURNALISM
<i>Proposed course prefix, number and full title, if changing</i>	

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) distance education

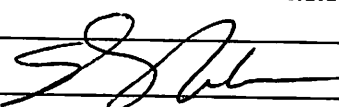
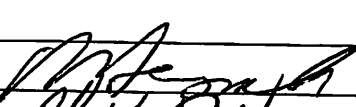

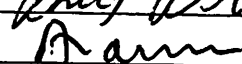
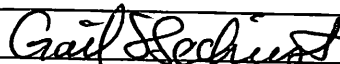
This course is also proposed as an Honors College Course.

3. Program Proposals

New Degree Program Program Title Change Program Revision

New Minor Program New Track Other

<i>Current program name</i>	<i>Proposed program name, if changing</i>

4. Approvals		Date
Department Curriculum Committee Chair(s)		1-19-07
Department Chair(s)		1-29-07
College Curriculum Committee Chair		1-24-07
College Dean		1-29-07
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs		3-20-07

Received * where applicable

Received
FEB 1 2007
Liberal Studies

Received
MAR 5 2007
Liberal Studies

Received
JAN 21 2007
Liberal Studies

06-34

Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Received

MAR 14 2007

Liberal Studies

Course: JRN466

Instructor(s) of Record: Stanford G. Mukasa

Phone: (724) 357 3097

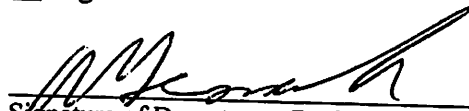
Email: Mukasa@iup.edu


Step One: Proposer

- A. Provide a brief narrative rationale for each of the items, A1- A5.
 - 1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline? **Instructor has taught high school journalism as distance education course. In addition, instructor has taught distance education courses under the IUP-AVU certificate in journalism cooperative program.**
 - 2. How will each objective in the course be met using distance education technologies? **Instructor will use DVD lectures for basic instruction; webCT, telephone, email as well as the online website, *Community Journalist*, for synchronous and asynchronous contacts with students; to grade students' assignments as well as basic interactions with students.**
 - 2. A. **Demonstrate skills in researching background information on issues and interviews with newsmakers and community leaders. Students will watch instructional DVD lectures and use a variety of sources of information, ranging from publications, the internet, and people.**
 - 2. B. **Write professionally about a variety of events in their communities. Using distance education technologies in 2 above students will write publishable stories for the online *Community Journalist* as well as, optionally, for local mass media.**
 - 2. C. **Identify and discuss with expertise issues of interest, relevance and concern to the community. Students will not only give verbal news reports through telephone or webCT chat line interaction with the instructor but also comment objectively, fairly and professionally on developing news events.**
 - 2. D. **Articulate issues and interact with community leaders or newsmakers in their communities. Based on their distance education using technologies in 2 above students will , as part of their information gathering activity, will meet and discuss issues with community leaders and public officials.**
 - 3. How will instructor-student and student-student, if applicable, interaction take place? **Primarily through the DVD lectures and also through webCT. Instructor will also use the telephone, webCT email as well as webCT chat line.**
 - 4. How will student achievement be evaluated? **The evaluation will focus on the newsworthiness of the story, style, grammar, spelling and accuracy. Evaluations will be as follows: 90 percent and above = A; 80 percent – below 90 percent = B; 70 percent – below 80 percent = C; 60 percent – below 70 percent = C; Below 60 percent = Fail**

Step Two: Departmental/Dean Approval

Recommendation: Positive (The objectives of this course can be met via distance education)
 Negative

 1-19-07
Signature of Department Designee Date

Endorsed:  1-29-07
Signature of College Dean Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: Positive (The objectives of this course can be met via distance education)
 Negative

 3/20/07
Signature of Committee Co-Chair Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

Approved as distance education course Rejected as distance education course

Signature of Provost Date

Forward form and supporting materials to Associate Provost.

Syllabus of Record

JRNL 466 Community Journalism

(3c-01-3cr)

Prerequisites: Junior standing, permission

I. Catalog Description. Emphasizes practical knowledge and skills in identifying, covering, and writing professionally about community issues and events including local government, public affairs, the courts and breaking news. Students will also learn how to interview community leaders and use a variety of sources to access relevant information.

II. Course Outcomes. At the end of the course students will be able to;

1. Demonstrate skills in researching background information on issues.
2. Demonstrate interviews skills with newsmakers and community leaders.
3. Write professionally about a variety of events in their communities.
4. Identify and discuss with expertise issues of interest, relevance and concern to the community.
5. Articulate issues and interact with community leaders or newsmakers in their communities.

III. Detailed Course Outline.

Units 1 - 2. Introduction to community journalism.

1. Lectures will focus on the role of community-based journalists in helping the community to address and/or find answers/solutions to local problems. A key question to be addressed is: How well do the community journalists know about the communities they are writing about?
2. In elements of community journalism students will learn about networking, developing interest in local organizations and events.
3. Introduction to the information society. Students will learn about the impact of information in today's communities.

Activity: Students will explore major issues and problems facing their communities as well as events and programs in the communities. These will form the background information resource for students' news stories and news features.

Outcome. Students will demonstrate a deeper and analytical understanding of the issues and problems facing their communities as well as discussing and commenting on them with a degree of expertise.

Unit 3. Basic elements of news.

Students will learn

1. how to use sources and searches in news reporting.
2. to put ideas and information into a publishable news story.
3. to use the Internet and other sources for both information and communication. For example, use of discussion groups and emails to contact experts or sources of information.
4. to identify some good local and interesting news stories.
5. to use a variety of sources to collect information. These will include the mass media, magazines, the internet, people, and personal observation of breaking news, community leaders, and public records.

Activity: Students will write newsworthy stories, bringing in a fresh angle and insights.

Outcome. Students will be able to identify newsworthy events, research background information and write professionally and insightfully.

Units 4 - 6. Covering meetings: local government, civic groups, and protests. Public affairs reporting: health, economy, education, etc.

Students will learn how to

1. report on local government and other community meetings and public affairs;
2. identify and interview community leaders and public officials.

Activity. Students will attend meetings of local government, community civic groups and other activities involving public action, like rallies. Students will write news and news features.

Outcome. Students will be able to interact formally with community leaders, identify and discuss with expertise issues of interest, relevance and concern to the community. Students will be able to write objectively, fairly and professionally on issues and newsworthy events.

Test. First webCT test

Units 7- 8. Interviews and features.

Students will learn how to

1. conduct interviews and surveys
2. write interview-based news features and analyses.

Activity: Students will select topics or issues for interviews or surveys. They will write interview or survey- based features and news analyses.

Outcome: Students will reconnect with the public, a key element of community journalism, and be able to write professionally and knowledgeably about community issues.

Units 9 - 11. Statistical reporting.

Students will learn how to

1. cover the budget and social statistics on education, health, economy, crime and the environment.
2. use a spreadsheet to analyze statistical information.

Activity: Students will obtain the local government budget, or any other statistics from the local school district, police, fire department or agency. They will enter the data on a spreadsheet and make basic calculations. Students will write stories based on statistical information.

Outcome: Students will demonstrate skills in using social science methods, use of statistics, to write stories.

Test. Second webCT test

Units 12 - 13. Specialized reporting on culture, the arts, entertainment, sports, community history, tourism, business, agriculture.

Student will learn how to report on specialized topics. They will also have an opportunity to explore and write about areas of their choice and interest, e.g. community history, the arts, etc.

Students will use previously acquired skills and knowledge to research and write professionally on a variety of topics

Activity: Each student will choose a topic for a specialized report and write an in-depth story for publication.

Outcome. Students will demonstrate the skills to research and write professionally on a variety of topics in a specialized way.

Unit 14. Covering and writing news analyses on accidents, disasters, crime.

Students will learn to write beyond hard news by giving a context to the stories they write. A news analysis develops a context within which the public may understand and react to an event.

Activity. Students will select news events, breaking or previously published, and develop them into news analyses. For example, in case of a fire gutting a building the student will check with the fire department to determine trends in incidences of fires destroying buildings, fire safety enforcement laws, etc. This will give a context to understanding a recent event.

Unit 15. Culminating activity. Students will write a community news reviews where they will

summarize major news events they covered as well as use their knowledge of the community and news judgment to discuss the community implications of those events. The community news reviews will be graded among the 10 news stories students are required to write. Students will finish incomplete news assignments.

Outcome: Students will demonstrate their knowledge of the community in which they live and work as well as be able to discuss with a degree of expertise issues and problems confronting the community.

Test. Third webCT test

IV. Course method.

Course assignments and activities will consist of:

1. **Lectures**
2. **Story assignments.** Students will write 10 stories on different topics throughout the semester.
3. **WebCT.** Students will be tested on their knowledge about community journalism as taught through lectures.
4. **Enterprise.** Students will be expected to take initiatives that include attending local community meetings, interviewing local community leaders, interviewing members of the public and attending and participating at local government meetings.
- 5.

V. Evaluation Methods.

Activity or assignment	Percentage of the final grade
10 news stories	60
3 webCT based tests	20
Enterprise	20
Total	100

Grading Scale

90 and above = A 80 - 89 percent = B 70 - 79 percent = C
60 - 69 percent = D Below 60 percent = F

VI. Undergraduate Course Attendance Policy.

The university expects all students to attend class.

Individual faculty members may define attendance standards appropriate to each course and the consequences of not meeting those standards, within the following guidelines:

1. Each policy must be distributed in writing during the first week of the course. Normally, it is expected that the information dealing with class attendance standards will be distributed with the Semester Course Syllabus.
2. Each policy must recognize students' need to miss class because of illness or personal emergency.

Each policy must define some limited level of allowable absence, normally at least a number of clock hours equal to course semester [credit] hours.

VII. Required Textbook(s), Supplemental Books and Readings.

Lauterer, Jock, Community Journalism Relentlessly Local. University of North Carolina Press. Third Edition 2006

VIII. Special Resource Requirements. No special resources required.

IX. Bibliography.

Community Journalism (Paperback) by Jock Lauterer Marion Street Press, Inc.
(September, 2004)

Straight Scoop: Expert Guide to Great Community Journalism (Paperback)
by Bruce DeSilva (Editor) Hartford Courant, the (April 1, 1996)

Covering the Community : A Diversity Handbook for Media (Journalism and
Communication for a New Century) (Paperback)
by Leigh Stephens Aldrich Pine Forge Press (March 22, 1999)

Community journalism on the line: Ideas about the field of weekly and small daily
news papering in Colorado from 75 interviews (Unknown Binding)
by Walter H Stewart Elmarry Pub (1985)

Civic Journalism: Six Case Studies

A Joint Report by The Pew Center for Civic Journalism and The Poynter Institute for Media Studies. Edited by Jan Schaffer and Edward D. Miller. Reported by Staci D. Kramer

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.

Community Journalism is an advanced upper level course. It will add a practical dimension to journalism education with a focus mostly on public affairs reporting. Existing courses do not cover in-depth local government, news analysis and public affairs.

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). **Community Journalism was offered as a special topic course about six years ago.**

A4 Is this course to be a dual-level course? If so, please note that the graduate approval occurs after the undergraduate. **The 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). **CMN 374 DePaul Universities, University of MN, University of Kentucky, University of Wyoming**

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. **This course will meet one or more requirements of the Association for Education in Journalism and Mass Communication**

The Accrediting Council on Education in Journalism and Mass Communications requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies.

Units must develop curricula that ensure students learn the mission and responsibilities of journalism and mass communications in a diverse and democratic society. Units must also ensure that students learn to communicate effectively in such a society. These requirements call for programs to develop curricula that lead to students acquiring the knowledge, values and competencies and be able to:

- **demonstrate an understanding of the diversity of groups in a global society in relationship to communications;**
- **understand concepts and apply theories in the use and presentation of images and information;**
- **think critically, creatively and independently;**
- **conduct research and evaluate information by methods appropriate to the communications professions in which they work;**
- **apply basic numerical and statistical concepts;**

Source: <http://www2.ku.edu/~acejmc/>

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). **None**
- 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**

online Course Syllabus

JRNL 466 Community Journalism

Prerequisites: Junior standing, permission

(3c-01-3cr)

I. Catalog Description. Emphasizes practical knowledge and skills in identifying, covering, and writing professionally about community issues and events including local government, public affairs, the courts and breaking news. Students will also learn how to interview community leaders and use a variety of sources to access relevant information.

II. Course Outcomes. At the end of the course students will be able to:

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2. Demonstrate interviews skills with newsmakers and community leaders.
3. Write professionally about a variety of events in their communities.
4. Identify and discuss with expertise issues of interest, relevance and concern to the community.
5. Articulate issues and interact with community leaders or newsmakers in their communities.

III. Detailed Course Outline.

Week 1. Introduction to community journalism.

1. Lectures will focus on the role of community-based journalists in helping the community to address and/or find answers/solutions to local problems. A key question to be addressed is: How well do the community journalists know about the communities they are writing about?
2. In elements of community journalism students will learn about networking, developing interest in local organizations and events.
3. Introduction to the information society. Students will learn about the impact of information in today's communities.

Activity: Students will explore major issues and problems facing their communities as well as events and programs in the communities. These will form the background information resource for students' news stories and news features.

Outcome. Students will demonstrate a deeper and analytical understanding of the issues and problems facing their communities as well as discussing and commenting on them with a degree of expertise.

Basic elements of news.

Students will learn

1. how to use sources and searches in news reporting.
2. to put ideas and information into a publishable news story.
3. to use the Internet and other sources for both information and communication. For example, use of discussion groups and emails to contact experts or sources of information.
4. to identify some good local and interesting news stories.
5. to use a variety of sources to collect information. These will include the mass media, magazines, the internet, people, and personal observation of breaking news, community leaders, and public records.

Activity: Students will write newsworthy stories, bringing in a fresh angle and insights.

Outcome. Students will be able to identify newsworthy events, research background information and write professionally and insightfully.

JRNL481 Community Journalism

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Week 2. Covering meetings: local government, civic groups, and protests. Public affairs reporting: health, economy, education, etc.

Students will learn how to

1. report on local government and other community meetings and public affairs;
2. identify and interview community leaders and public officials.

Activity. Students will attend meetings of local government, community civic groups and other activities involving public action, like rallies. Students will write news and news features.

Outcome. Students will be able to interact formally with community leaders, identify and discuss with expertise issues of interest, relevance and concern to the community. Students will be able to write objectively, fairly and professionally on issues and newsworthy events.

Interviews and features.

Students will learn how to

1. conduct interviews and surveys
2. write interview-based news features and analyses.

Activity: Students will select topics or issues for interviews or surveys. They will write interview or survey- based features and news analyses.

Outcome: Students will reconnect with the public, a key element of community journalism, and be able to write professionally and knowledgeably about community issues.

First test

Week 3. Statistical reporting.

Students will learn how to

1. cover the budget and social statistics on education, health, economy, crime and the environment.
2. use a spreadsheet to analyze statistical information.

Activity: Students will obtain the local government budget, or any other statistics from the local school district, police, fire department or agency. They will enter the data on a spreadsheet and make basic calculations. Students will write stories based on statistical information.

Outcome: Students will demonstrate skills in using social science methods, use of statistics, to write stories.

Week 4 Specialized reporting on culture, the arts, entertainment, sports, community history, tourism, business, agriculture.

Student will learn how to report on specialized topics. They will also have an opportunity to explore and write about areas of their choice and interest, e.g. community history, the arts, etc. Students will use previously acquired skills and knowledge to research and write professionally on a variety of topics

Activity: Each student will choose a topic for a specialized report and write an in-depth story for publication.

Outcome. Students will demonstrate the skills to research and write professionally on a variety of topics in a specialized way.

Second test

Week 5. Covering and writing news analyses on accidents, disasters, crime.

Students will learn to write beyond hard news by giving a context to the stories they write. A news analysis develops a context within which the public may understand and react to an event.

Activity. Students will select news events, breaking or previously published, and develop them into news analyses. For example, in case of a fire gutting a building the student will check with the fire department to determine trends in incidences of fires destroying buildings, fire safety enforcement laws, etc. This will give a context to understanding a recent event.

Culminating activity. Students will write a community news reviews where they will summarize

JRN481 Community Journalism

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major news events they covered as well as use their knowledge of the community and news judgment to discuss the community implications of those events. The community news reviews will be graded among the 10 news stories students are required to write. Students will finish incomplete news assignments.

Outcome: Students will demonstrate their knowledge of the community in which they live and work as well as be able to discuss with a degree of expertise issues and problems confronting the community.

Third test

IV. Course method.

A. Lectures

Lectures will be delivered through 10 DVDs/CDs.

Once enrolled in the course each student will receive

1. 10 lecture DVDs
2. webCT ID and password for webCT
3. Press card issued from the department

The course webCT will contain assignments, tests, electronic calendar, chat line, webCT email, student's grades.

B. Assignments

1. **Story assignments.** Students will write 10 stories on different topics throughout the semester.
2. **WebCT.** Students will be tested on their knowledge about community journalism as taught through lectures.
3. **Enterprise.** Students will be expected to take initiatives that include attending local community meetings, interviewing local community leaders, interviewing members of the public and attending and participating at local government meetings.

V. Evaluation Methods.

Activity or assignment	Percentage of the final grade
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Grading Scale

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Community Journalism

Covering meetings



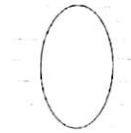
A.. Meetings.

- Meetings are an important source of information for reporters.



Arrive at meeting in time in order to:

- Draw a seating chart
- Get a copy of the agenda,
- Find a front row seat for yourself



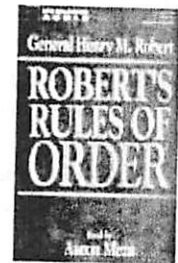
Chart

- Draw a seating chart and get names of councilors before meeting starts.
- You will need to identify councilors when they speak.



Rules of meeting

- Journalists must be familiar with Robert's Rules of Order, or parliamentary procedures, about how meetings are conducted.



Public participation.

- Potentially newsworthy. Council invites members of the public to ask questions or comment on issues of public interest.

Adjournment

- Not important., unless meeting adjourns later than usual.

Reporting a meeting

- In reporting a meeting remember that a definite decision on an issue is usually worth more reporting than a discussion that leads to no definite outcome.

Votes

- Look out for issues that are voted upon.
- Votes have a news value. They reflect a division among participants.

Committee reports

- Organizations usually operate through committees. Journalists should listen attentively to committee reports and take notes on any reports that spur debate by the organization as a whole.

During and after a meeting

- a. Listen for the points during the discussion. Keep a broad perspective
- b. Do not use quotes liberally....use quotes that have a news strength.