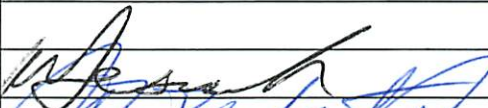
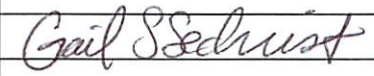


LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		10-66	App-3/29/11	App-4/19/11

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person David O. Loomis, Ph.D.	Email Address doloomis@iup.edu
Proposing Department/Unit Journalism Department	Phone 7-4411

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	
JRNL 348 The Editorial Page JRNL 348 Opinion Writing	
<u>Current Course prefix, number and full title</u> <u>Proposed course prefix, number and full title, if changing</u>	
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	
<u>Current program name</u> <u>Proposed program name, if changing</u>	
4. Approvals	
Department Curriculum Committee Chair(s)	 Date: 1-25-11
Department Chair(s)	 Date: 1-25-11
College Curriculum Committee Chair	 Date: 2/9/11
College Dean	 Date: 2/9/11
Director of Liberal Studies *	
Director of Honors College *	
Provost *	
Additional signatures as appropriate: (include title)	
UWUCC Co-Chairs	 Date: 3-29-11

Received

FEB 16 2011

Liberal Studies

Syllabus

JRNL 348 The Editorial Page

Prerequisite: Junior/Senior status

I. Catalog description

Emphasizes the writing of vigorous but thoughtful and fair editorials. Study of contemporary practice and policy on letters to the editor, columnists, cartoons, the op-ed page.

II. Course outcomes

On successful completion of this course, students should be able to:

1. Understand the evolution of the opinion function in the history of U.S. news media.
2. Understand the differences between the opinion function and the information function of media.
3. Understand the importance of the opinion function in a democratic society and the role that news media play in forming public opinion.
4. Think critically about opinion and persuasion published or broadcast in media of every kind.
5. Develop and exercise professional judgment about topics appropriate for comment in news media.
6. Research, write and edit reasoned opinions weekly on newsworthy matters of public interest employing the skills of logic and of rhetoric, the art of communicating persuasively, concisely and effectively.
7. Understand the importance of opinion writing in communities served by local news media and to apply a sense of civic engagement and of social responsibility to this understanding – in other words, to craft and propose solutions to public problems.

III. Course method

Course outcomes will be developed using the following methods:

1. Careful reading of news media, principally local and regional
2. Assigned readings in textbook
3. Socratic method, including regular oral discussion and debate of current events among class participants to stimulate critical thinking and ideation in a news and persuasion context
4. Occasional newsworthy guests, including public officials and public figures
5. Weekly assignments – and peer-editing -- of various written opinion forms, including but not restricted to editorials, columns, letters to the editor, and reviews.
6. Publication of well-crafted opinions in local news media
7. Periodic tests of assigned readings and class discussions
8. A short research paper critically analyzing the opinion function of an approved news organization
9. Final exam

IV. Course outline

Week 1: Introduction: Review of syllabus, preview of course work; the opinion function in contemporary news media

Week 2: Basic principles of logic, rhetoric, reasoning

Week 3: "Opinions for illiterates": The rise and fall of the editorial cartoon

Week 4: Research: Sources for written news opinion; methods of media research

Week 5: Critical thinking: Analysis of contemporary news opinion

Week 6: The steam valve: Editing opinion for publication

Week 7: The feedback loop: "I"-- writing personal opinion, letters to the editor, etc.

Week 8: The op-ed: Writing essays to enlighten, encourage, entertain, enrage

Week 9: The editorial: "We" -- the institutional voice

Week 10: Culture vultures: Reviews of, commentary on the arts

Week 11: New media: Opinion in cyberspace

Week 12: Opinion and media law

Week 13: Opinion and journalism ethics

Week 14: Deadline for, review of short research paper

Week 15: Course review, final-exam preview

V. Evaluation methods

Grading weights of course work will follow the basic guidelines:

Final exam	20%
Opinion writing assignments	25%
Short research paper	25%
In-class textbook quizzes, editing exercises	15%
Class participation, discussion	15%

Written and oral communication in this course will be evaluated using the following critical-thinking rubric:

LEVEL 0 -- Irrelevant

Writing that is off the subject or otherwise unscorable.

LEVEL 1 – Unilateral Descriptions

Students define terms, paraphrase information or restate the question. Information is repeated and simple "good" or "bad" statements are presented, such as "I agree," with no reason given. Nothing new is added to the issue or question.

LEVEL 2 - Simplistic Alternatives

Students make unsupported assertions or simplistic arguments. They take sides but do not explore other alternatives. They make an assertion, without evidence, often in the form of a question that modestly advances thinking or attempts to get the discussion back on track. Challenges are made to previous assertions, but without evidence to support the challenge. Previous statements are clarified. Does not address conflicts with opposing views or does not explore them.

LEVEL 3 - Basic Analysis/Reasoning

A serious attempt is made to construct an argument or to analyze multiple arguments by appealing to (simple) evidence. An assertion with explicit evidence is offered (or a reasoned challenge of another's assertion), but without a clear, logical framework. Casual observation, anecdotal evidence, an example or a datum (not data) are provided as support for an argument or assertion. An appeal to a recognized (appropriate) authority is presented. Data are presented but without analysis. One or more factors are listed as evidence but are not integrated within a logical framework. No clear conclusion or choice between alternatives is made. For example, when choosing a "best" explanation, the response is that all choices are equally valid. A measure of ambiguity or confusion is apparent.

LEVEL 4 - Theoretical Inference

Theory is used to make a cohesive argument. [See list of media theories posted on the Blackboard course Web site under "course documents."] Logical statements are made. Assumptions are identified. A key assumption of another's theory or argument is challenged. A series of logical questions are posed. A conclusion is reached, based on theory or logical argument.

LEVEL 5 - Empirical Inference

Empirical evidence is presented to strengthen theoretical argument. Analysis of appropriate historical data is presented to "test" the validity of an argument. At least an implicit logical framework is evident. Data are used to reach a clear conclusion or to choose between alternative theories or arguments. A challenge is made to a peer's empirical measure or evidence.

LEVEL 6 – Merging Values with Analysis

A move is made beyond objective analysis to incorporate subjective interests. An argument may be made that while positive evidence exists to validate a particular policy or action, there are other consequences that must be considered. A particular policy or action is selected from several that have positive evidence to support them.

Grades for written work will be based on the following scale:

90 and up = A

80 and up = B

70 and up = C

60 and up = D

Below 60 = F

VI. Undergraduate course-attendance policy

Attendance is taken every class period. Discretionary student absence is discouraged.

Absences due to illness or personal or family emergency are allowable; documentation may be requested.

Late-enrolled students who add the course during drop-add period may make up missed assignments, if any.

VII. Required texts

Required texts:

Conrad C. Fink (2004, 2nd ed.). *Writing Opinion for Impact*. Wiley-Blackwell.

Goldstein, Norm (ed.) (most recent edition). *The Associated Press Stylebook and Briefing on Media Law*

VIII. Bibliography

Chaffee, John; McMahon, Christine A.; Stout, Barbara (2004). *Critical Thinking, Thoughtful Writing: A Rhetoric with Readings*. New York: Houghton Mifflin Co.

Dickinson, William B. Jr. (1977). *The Editorial Page*. Washington, D.C.: The Washington Post Co.

Great Editorials: Masterpieces of Opinion Writing.
Northport, AL: Vision Press, 1997.

Hulteng, John L. (1973). *The Opinion Function: Editorial and Interpretive Writing for the News Media*. New York: Harper & Row, Publishers.

Kraus, Jerelle. *All the Art that's Fit to Print (and Some that Wasn't): Inside the New York Times Op-Ed Page*.
New York: Columbia University Press, 2009.

National Conference of Editorial Writers: <http://www.ncew.org/>

—. *Public Affairs Reporting: Covering the News in the Information Age*.
New York: St. Martin's Press, 1992.

Rivers, William L. *Writing Opinion, Editorials*.
Ames: Iowa State University Press, 1987.

Rystrom, Kenneth. *The Why, Who, and How of the Editorial Page*.
New York: Random House, 1994.

Sloan, W. David and Laird B. Anderson. *Pulitzer Prize Editorials: America's Best Editorial Writing, 1917-2003*. 3rd ed.
Ames: Iowa State University Press, 2003.

Strunk, William, Jr. and E.B. White.
The Elements of Style. 4th ed.
New York: Macmillan, 1999.

Titchener, Campbell B. *Reviewing the Arts*.
Mahwah, NJ: L. Erlbaum Associates, 2005.

Zinsser, William. *On Writing Well. 25th Anniversary Edition*.
New York: Harper Resource, 2001.

Write Your Heart Out: The Craft of the Personal Essay:

<http://www.newsu.org/courses/write-your-heart-out-craft-personal-essay-may-2011>

Part II: Description of Curriculum Change

1. Catalog description, with New Course Title

JRNL 348 Opinion Writing 3c-0l-3cr

Prerequisite: Junior/senior standing

Emphasizes the writing of vigorous but thoughtful and fair editorials. Study of contemporary practice and policy on letters to the editor, columnists, cartoons, the op-ed page.

2 Listing of proposed changes

New course title: JRNL 348 Opinion Writing

Old course title: JRNL 348 The Editorial Page

3 Justification for the change

The name change reflects several changes in professional and pedagogical practice since this course was created:

- a. Textbooks have expanded their scope of opinion writing to encompass media other than newspapers, the medium originally emphasized in the course.
- b. Opinion writing has grown in prevalence and importance in other forms of media, including electronic and digital.
- c. The course title's association with legacy media, particularly newspapers, may tend to depress enrollments, since prospective students may not associate print media with strong employment opportunities.
- d. Effects of opinion aired, published or posted in new media represent a growing social concern and a potentially rich field of journalism and mass-communication research inquiry.

Part III: Letters of Support or Acknowledgement

This proposed name change does not affect other academic departments as all forms of journalistic writing are the exclusive purview of the journalism department.