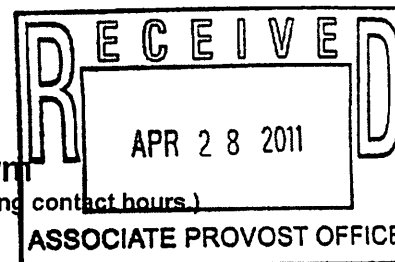


UWUCC App - 4/26/11
Senate Info - 9/13/11

10-81



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

Course: JRNL 102 Basic Journalism Skills

Instructor(s) of Record: Patricia I. Heilman

Phone: 7-4411

Email: Pheilman@iup.edu

Received

APR 14 2011

Liberal Studies

Step One: Proposer

Provide a brief narrative rationale for each of the items, A1- A5 after the signature pages.

1. **How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?**

This will be my third online course, having designed and taught JRNL250 Women and the Press in Winter Session 2010, and I am scheduled to teach JRNL105 Journalism and Mass Media in Summer 2011. I completed the IUP workshops on Developing Distance Education Workshops (Nov. 13, 2000), Using Web CT (Nov. 21, 200), Introduction to Moodle (March 3, 2010), Moodle Forum (March 31, 2010), Moodle Quizzes (May 25, 2010), Moodle Gradebook (May 26, 2010), Moodle Assignments (May 26, 2010). In my journalism classes, I have incorporated some online learning opportunities for students, including tutorials in using advanced software, online quizzes and chat rooms and the submission of news stories and essays on deadline by using email and Moodle. The discipline of journalism today is almost entirely computer-based, so my familiarity with computers as a learning environment dates back to 1988 when I helped to configure the first networked Macintosh computer classroom on campus.

Regarding my discipline: I am a Full Professor of Journalism and have taught 11 different courses across the undergraduate major, both lower and upper division. I have taught and used the material in this class in both my professional and academic careers. In my professional career, I served as editor of all IUP publications for six years, and I worked as a copy editor for a summer at The Pittsburgh Press. In my academic career, I have taught this subject matter in JRNL120 Journalistic Writing; JRNL220 Writing for the Print Media; JRNL328 News Reporting; JRNL327 Layout, Design and Production; and JRNL427 Publications. In my last five-year evaluation, more than 80% of students continued to rate my teaching Above Average/Superior, particularly in courses with a strong computer component. In addition, more than 90% felt they learned valuable skills in my classes.

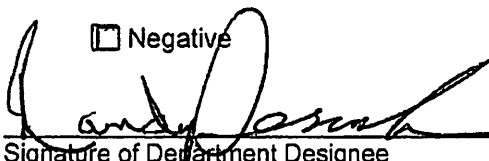
2. **How will each objective in the course be met using distance education technologies?**

In each module, students will complete a set of readings and exercises (from their textbooks as well as online readings and exercises) and then do an online quiz that will measure their mastery of the material. In addition, I will provide an online PowerPoint outline of each of the readings so students will have amplification of those readings with additional examples of the materials used in context. Students will also need to respond to questions posted on the Moodle Forums. These questions will further measure students' comprehension of key concepts.

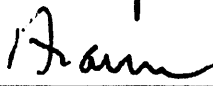
Step Two: Departmental/Dean Approval

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

☐ Negative

 4-23-11
Signature of Department Designee Date

Endorsed:

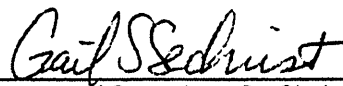
 4/19/11
Signature of College Dean Date

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

 4-26-11
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

 4/29/11
Signature of Provost Date

Forward form and supporting materials to Associate Provost.

in context. Students will also need to respond to questions posted on the Learning Management System Forums. These questions will further measure students' comprehension of key concepts.

- **Have an increased understanding of the basics of grammar**

In addition to the assigned textbooks and online quizzes, students will also review online lectures and demonstrations on correct grammar usage. Students will be directed to the practice exercises at sites such as **English Grammar Rules and Usage**
<http://www.yourdictionary.com/library/grammar.html>.

- **Comprehend how grammar and punctuation are interrelated**

In addition to the assigned textbooks and online quizzes, students will also review online lectures and demonstrations on grammar and punctuation. Students will be directed to the practice exercises at sites such as **Grammar Games**
<http://www.yourdictionary.com/library/grammar/games-puzzles-and-worksheets.html> and at **Punctuation sites** such as
<http://blogs.lcsd2.org/wpatterson/files/2007/09/punctuationworksheets.pdf>.

- **Use the primary rules of punctuation in their writing**

In addition to the assigned textbooks and online quizzes, students will edit and correct their own writing online, following models provided online by the instructor. Through a series of interactive edits and re-edits, students will acquire an increased attention to detail.

- **Recognize their strengths and weaknesses in spelling.**

Students will take a series of online practice spelling quizzes on commonly misspelled words, such as those at <http://grammar.about.com/od/words/a/misspelled200.htm>. Then, students will take a timed test (so spell check will not be possible) to ascertain that they have achieved mastery of the spelling of these words.

- **Appreciate the volume of pertinent and helpful information contained in the Associated Press Stylebook.**

In addition to text readings and supplementary readings provided online, students will use Learning Management System Quizzes and Forums to identify style questions and, by using AP online at Newsroom 101 (<http://www.newsroom101.com/NR2/AP1/>), students will take practice quizzes on AP style issues.

- **Know to consult the AP Stylebook as a rich and handy resource for a variety of language questions.**

In addition to text readings and supplementary readings provided online, students will use Learning Management System Quizzes and Forums to identify style questions and, by using AP online at Newsroom 101 (<http://www.newsroom101.com/NR2/AP1/>), students will take practice quizzes on AP style issues.

- **Write an acceptable, clear headline for newspapers, magazines, and public relations practitioners.**

In addition to text readings and supplementary readings provided online, students will select headlines from online newspapers such as *USA Today*, *The New York Times* and *The Indiana Gazette* and critique which headlines follow the rules of headline writing. In addition, students will participate in some interactive headline-writing forums, such as those found at **Headlines:** <http://web.ku.edu/~edit/heads.html>.

- **Feel more confident about applying the various basics of language as learned in this course to copyediting anything written.**

Students will practice their skills through editing/correcting a series of news stories containing various errors and submitting these edits through Learning Management System. After a number of practice edits, students will perform a few in a timed situation on Learning Management System to assure that they have mastered the rules of grammar, punctuation, AP Style and correct word usage.

- **Be relatively obsessed – as a journalism major or minor, as a college student, as an individual – about the vital importance of accuracy in spoken, but primarily, written communications.**

In addition to the textbook readings, students will view online lectures concerning commonly misused words and expressions. Students will master affect/effect, its/it's, composed of/comprises, etc., and demonstrate that mastery in a series of online exercises.

3. **How will instructor-student and student-student, if applicable, interaction take place?**

Students will interact with both instructor and other members of the class through Learning Management System Forums throughout the course. A schedule of Learning Management System Forums will be provided online so students will be able to schedule time for participation. Students will be required to respond to the instructor's posted questions, but may also post questions or topics of their own. As instructor, I will read and respond to posts in the forum. In addition, students may email me with any particular problems, questions or concerns. I will respond within an 8 a.m. to 9 p.m., Monday through Friday, time period.

4. **How will student achievement be evaluated?**

The course grade will be determined through quizzes, tests, homework assignments, copyediting assignments and a final exam. Percentage breakdown is as follows:

Grading:

12 quizzes	=	34%
3 tests	=	20%
6 homework assignments	=	4%
7 copyediting assignments	=	22%
Final	=	20%
TOTAL	=	100%

Grade Weights

92%+ = A 82%+=B 72%+=C 65%+=D Below 65%=F

5. How will academic honesty for tests and assignments be addressed?

Students will have only one opportunity to take the quiz and/or test for each module. The questions and order of multiple choice answers on the quizzes, tests and the final will be shuffled so students will receive different presentations of the quiz/final. Quizzes and tests will be timed, providing students with an appropriate amount of time for each quiz depending on the quiz's length. Students will have a 24-hour time period in which to take the quiz. The final will also be timed (students will have two hours to complete the final once they have logged onto the test) and a 24-hour time period during which to take the final.

The homework and copyediting assignments will provide the instructor a benchmark for each student's performance level. Students who perform well on quizzes/tests but poorly on homework and copyediting assignments will receive a private email and may be issued a separate quiz/test. In addition, each student will be required to read the Academic Integrity Policy and sign a statement to that effect.

B. Submit to the department or its curriculum committee the responses to Items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson.

I. Catalog Description

Required for journalism majors and minors. Emphasizes accuracy in copyediting based on grammar, punctuation, spelling, the Associated Press Stylebook and headlines.

II. Course Outcomes

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

1. Have an increased understanding of the basics of grammar.
2. Comprehend how grammar and punctuation are interrelated.
3. Use the primary rules of punctuation in their writing.
4. Recognize their strengths and weaknesses in spelling.
5. Appreciate the volume of pertinent and helpful information contained in the Associated Press Stylebook.
6. Know to consult the AP Stylebook as a rich and handy resource for a variety of language questions.
7. Write an acceptable, clear headline for newspapers, magazines and public relations publications.
8. Feel more confident about applying the various basics of language as learned in this course to copyediting anything written.
9. Be relatively obsessed – as a journalism major or minor, as a college student, as an individual – about the vital importance of accuracy in spoke, but primarily, written communications.

III. Course Methods

1. Lectures (online Powerpoint and online sites)
2. Learning Management Systems Forums (for discussion of problem principles, rules and eccentricities of the English language).
3. Quizzes based on lectures, textbooks and online readings and practice exercises.
4. Tests based on lectures, textbooks and online readings and practice exercises.
5. Homework to assist in mastery of course content.
6. Copyediting assignments to assist in mastery of course content.
7. Final Exam.

IV. Course Outline

A. Topic I: Introduction

1. Introduction to copyediting and its importance (online lecture)
2. Diagnostic grammar test (via Learning Management System; to ascertain each student's level of grammar knowledge)
3. Importance of accuracy (online lecture and demonstration of common errors in news stories)

B. Topic 2: Grammar: Parts of Speech

1. Readings: Elliott: Chapter One.
2. Parts of Speech with practice exercises
3. **Homework 1** on parts of speech completed online
4. Review of homework
5. **Quiz 1** online on Parts of Speech.

C. Topic 3: Grammar: Clauses and Prepositions

1. Readings: Elliott: Chapter Two
2. Online lecture on phrases and clauses
3. **Homework 2:** Online practice exercises on phrases and clauses
4. **Quiz 2** online on phrases and clauses
5. **Homework 3:** Online practice exercises on prepositions
6. **Quiz 3** online on prepositions

D. Topic 4: Grammar: Verbs/Sentences/Spelling

1. Practice spelling test online:
(<http://grammar.about.com/od/words/a/misspelled200.htm>).
2. **Quiz 4:** timed spelling test online
3. Lecture (online) on conjunctions
4. Active verbs used in news writing (online lecture and examination of online news stories)
5. **Test 1:** (online) on Parts of Speech, Phrases and Clauses, Prepositions, Spelling.

E. Topic 5: Grammar: Sentences/Subject-Verb Agreement

1. Readings: Elliott: Chapter Three
2. Lecture on subject/verb agreement (textbooks plus variety of online sites)
3. **Homework 4:** Practice exercises online on subject/verb agreement
4. **Copyediting Assignment 1:** Subject/Verb agreement and spelling.
5. **Quiz 5:** (online) on subject/verb agreement
6. **Copyediting Assignment 2:** active versus passive verbs
7. **Quiz 6:** active verbs

F. Topic 6: Punctuation

1. Lecture on Punctuation with uploaded PDF on the use of the comma in journalism
2. Punctuation Study Guide provided online
3. **Homework 5** on punctuation usage
4. **Quiz 7:** Punctuation

G. Topic 7: Commonly misused words and expressions

1. Readings: Elliott: Chapter Four
2. PDF plus online sites that examine commonly misused words and expressions:

- a. <http://www.enchantedlearning.com/dictionary/wordentry/twowords/>
 - b. <http://english-zone.com/index.php?ID=25>
- 3. **Quiz 8:** Commonly misused words and expressions
- 4. **Test 2:** Subject/Verb Agreement, Punctuation, Commonly misused words and expressions.

H. Topic 8: Stylebook/Copyediting

- 1. Readings: Elliott: Chapter Five
- 2. Intro to AP Stylebook
- 3. **Copyediting Assignment 2:** fact checks (using online sources, students will ascertain the factual accuracy of statements in a news story).
- 4. Review of AP Stylebook A's
- 5. **Quiz 9:** Stylebook A's.

I. Topic 9: AP Stylebook/Copyediting

- 1. **Quiz 10:** AP Stylebook B-E
- 2. **Copyediting assignment 3:** AP Stylebook errors A-E.
- 3. **Quiz 11:** AP Stylebook F-L
- 4. **Copyediting assignment 4:** Punctuation and AP Stylebook errors A-L
- 5. **Copyediting assignment 5:** AP Stylebook errors M-Z

J. Topic 10: Headlines

- 1. Lecture (online) on headline writing
- 2. Textbook readings on headline writing
- 3. Different types of headlines (online examples)
- 4. Review of good and bad headlines (links to good and bad headlines)
- 5. Practice exercise on writing headlines (online)
- 6. **Copyediting assignment 6:** editing headlines

K. Topic 11: Headline/Copyediting

- 1. **Homework 6:** writing headlines for news stories
- 2. **Quiz 12:** Writing headlines for news stories

L. Topic 12: Copyediting

- 1. Comprehensive practice exercises on copyediting
- 2. **Test 3:** AP Stylebook, Copyediting, Headline Writing
- 3. **Copyediting assignment 7:** News story with errors that must be copyedited for spelling, grammar, punctuation, AP Style, factual errors, word usage, AND students must write a headline for the story.

M. Topic 13: Final

V. Evaluation Methods

The course grade will be determined through quizzes, tests, homework assignments, copyediting assignments and a final exam. Percentage breakdown is as follows:

Grading:

12 quizzes	=	34%
3 tests	=	20%
6 homework assignments	=	4%
7 copyediting assignments	=	22%
Final	=	20%
TOTAL	=	100%

Grade Weights

92%+ = A 82%+=B 72%+=C 65%+=D Below 65%=F

VI. Undergraduate Course Attendance Policy

Traditional attendance policies are not applicable for distance education courses. Students will have a 24-hour period in which to log on and take quizzes and tests. Assignments can be done in advance and turned in via Learning Management System.

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

Christian, Darrell, Sally Jacobsen and David Minthorn, editors. *The Associated Press Stylebook*, 2010. ISBN 978-0-917360-54-1 Online subscription is also available.
Elliott, Rebecca. *Painless Grammar*, 2nd ed. NY: Barrons, 2006.

VIII. Special Resource Requirements

No special resources required.

IX. Bibliography: Books

Allen, Robert (2008) "Pocket Fowler's Modern English Usage." New York: Oxford UP.

Anderson, Lauren Killen (2006) "McGraw-Hill's Proofreading Handbook." New York: McGraw-Hill.

Bard, Rachel (1980) "Newswriting Guide, 3rd ed." Tacoma, Wash.: R&M Press.

Brooks, Brian. S., James L. Pinson, Jean Gaddy Wilson (2003). "Working with Words, 5th ed." New York: Bedford.

Freeman, Morton S. (1990) "The Wordwatcher's Guide to Good Writing and Grammar." Cincinnati: Writer's Digest Books.

Gordon, Karen Elizabeth (1993). "The New Well-Tempered Sentence." New York: Ticknor & Fields.

-----"The Deluxe Transitive Vampire" (1993). NY: Ticknor & Fields.

Lederer, Richard & Richard Dowis (1999). "Sleeping Dogs Don't Lay." New York: St. Martin's Press.

Newman, Edwin. "A Civil Tongue" (1976). Indianapolis: Bobs-Merrill.

-----, "Strictly Speaking" (1974). Indianapolis: Bobs-Merrill.

Shaw, Harry. "Dictionary of Problem Words & Expressions" (1975). New York: McGraw Hill.

Truss, Lynne. "Eats, Shoots & Leaves." (2003) New York: Gotham Books.

Wallraff, Barbara. "Word Court." (2000) New York: Harcourt.

Walsh, Bill. "Lapsing into a Comma." Chicago: Contemporary Books, 2000.

Winokur, Jon. Advice to Writers. NY: Pantheon Books, 1999.

Zinsser, William. On Writing Well. NY: Harper & Row, 1976.

Bibliography: Websites

- Big Dog's Grammar
- Grambo: A Test of the Emergency Grammar System – John Russial's site from the University of Oregon.
- Sentence Diagrams by Eugene R. Moutoux
- Common Errors in English by Paul Brians
- <http://owl.english.purdue.edu/owl/> (Purdue online writing lab)
- Grammar Guides <http://home.comcast.net/~garbl/writing/grammar.htm>
- Grammar Gorillas <http://www.funbrain.com/grammar/index.html>
- Grammar Blast http://www.eduplace.com/kids/hme/k_5/grammar/
- Grammar Games <http://www.yourdictionary.com/library/grammar/games-puzzles-and-worksheets.html>
- English Grammar Rules and Usage
<http://www.yourdictionary.com/library/grammar.html>

SAMPLE LESSON (Topic 6: Punctuation)

The Comma

Rule 1: To avoid confusion, use commas to separate words and word groups with a series of three or more.

Example: My \$10 million estate is to be split among my husband, daughter, son, and nephew.

Omitting the comma after son would indicate that the son and nephew would have to split one-third of the estate.

Rule 2: Use a comma to separate two adjectives when the word *and* can be inserted between them.

Example: He is a strong, healthy man.
We stayed at an expensive summer resort. You would not say *expensive and summer resort*, so no comma.

Rule 3: Use a comma when an -ly adjective is used with other adjectives. NOTE: To test whether an -ly word is an adjective, see if it can be used alone with the noun. If it can, use the comma.

Example: Felix was a lonely, confused boy.
I get headaches in brightly lit rooms. *Brightly* is not an adjective because it cannot be used alone with *rooms*; it is an adverb describing *lit*. Therefore, no comma is used between *brightly* and *lit*.

Rule 4: Use commas before or surrounding the name or title of a person directly addressed.

Example: Will you, Aisha, do that assignment for me?
Yes, Doctor, I will. **NOTE: Capitalize a title when directly addressing someone.**

Rule 5a: Use a comma to separate the day of the month from the year and after the year.

Example: Kathleen met her husband on Dec. 5, 2003, in Mill Valley, California.

Rule 5b: If any part of the date is omitted, leave out the comma.

Example: They met in December 2003 in Mill Valley.

Rule 6: Use a comma to separate the city from the state and after the state in a document.

Example: I lived in San Francisco, California, for 20 years.

Rule 7: Use commas to surround degrees or titles used with names. Commas are no longer required around *Jr.* and *Sr.* Commas never set off *II*, *III*, and so forth.

Example: Al Mooney, M.D., knew Sam Sunny Jr. and Charles Starr III.

Rule 8: Use commas to set off expressions interrupting sentence flow.

Example: I am, as you have probably noticed, very nervous about this.

Rule 9: When starting a sentence with a weak clause, use a comma after it. Conversely, do not use a comma when the sentence starts with a strong clause followed by a weak clause.

*Examples: If you are not sure about this, let me know now.
Let me know now if you are not sure about this.*

Rule 10: Use a comma after phrases of more than three words that begin a sentence. If the phrase has fewer than three words, the comma is optional.

*Examples: To apply for this job, you must have previous experience.
On Feb. 14 many couples give each other candy or flowers.
OR
On Feb. 14, many couples give each other candy or flowers.*

Rule 11: If something or someone is sufficiently identified, the description following it is considered nonessential and should be surrounded by commas.

Examples: Freddy, who has a limp, was in an auto accident. Freddy is named, so the description is not essential.

The boy who has a limp was in an auto accident. We do not know which boy is being referred to without further description; therefore, no commas are used.

Rule 12: Use a comma to separate two strong clauses joined by a coordinating conjunction – *and*, *or*, *but*, *for*, *nor*. You can omit the comma if the clauses are both short.

Examples: I have painted the entire house, but he is still working on sanding the doors.

I paint and he writes.

Rule 13: Use the comma to separate two sentences if it will help avoid confusion.

Example: I chose the colors red and green, and blue was his first choice.

Rule 14: A comma splice is an error caused by joining two strong clauses with only a comma instead of separating the clauses with a conjunction, a semicolon, or a period. A run-on sentence, which is incorrect, is created by joining two strong clauses without any punctuation.

Incorrect: Time flies when we are having fun, we are always having fun. (Comma splice)

Incorrect: Time flies when we are having fun we are always having fun. (Run-on sentence)

Correct: Time flies when we are having fun; we are always having fun.

OR

Time flies when we are having fun, and we are always having fun.

Rule 15: If the subject does not appear in front of the second verb, do not use a comma.

Example: He thought quickly but still did not answer correctly.

Rule 16: Use commas to introduce or interrupt direct quotations shorter than three lines.

Example: He actually said, "I do not care."

"Why," I asked, "do you always forget to do it?"

Rule 17: Use a comma to separate a statement from a question.

Example: I can go, can't I?

Rule 18: Use a comma to separate contrasting parts of a sentence.

Example: That is my money, not yours.

Rule 19: Use a comma when beginning sentences with introductory words such as *well*, *now*, or *yes*.

Example: Yes, I do need that report.

Well, I never thought that I'd live to see the day . . .

Rule 20: Use commas surrounding words such as *therefore* and *however* when they are used as interrupters.

Examples: I would, therefore, like a response.

I would be happy, however, to volunteer for the Red Cross.

Rule 21: Use either a comma or a semicolon before introductory words such as *namely*, *that is*, *i.e.*, *for example*, *e.g.*, or *for instance* when they are followed by a series of items. Use a comma after the introductory word.

Examples: *You may be required to bring many items, e.g., sleeping bags, pans, and warm clothing.*

OR

You may be required to bring many items; e.g., sleeping bags, pans, and warm clothing.

Practice Exercise: Correct any comma errors. Place a check mark in front of sentences that are correct.

1. I took Angie the one with the freckles to the movies last night.
2. Jeremy, and I, have had our share of arguments.
3. You are I am sure, telling the truth.
4. She left Albany, New York on January 18 of that year.
5. I need sugar, butter, and eggs, from the grocery store.
6. Please Sasha, come home as soon as you can.
7. Although you may be right I cannot take your word for it.
8. We will grant you immunity if you decide to cooperate with us.
9. I am typing a letter and she is talking on the phone.
10. She finished her work, and then took a long lunch.
11. Mae said "Why don't you come up and see me sometime?"
12. You said that I could go, didn't you?
13. To apply for this job you must have a Social Security card.
14. He seems to be such a lonely, quiet man doesn't he?
15. She wore a brightly colored dress.
16. She has a good healthy attitude about her work.

Feedback

Students will receive feedback on this exercise after they have completed it. If students choose to insert a comma(s) in an incorrect place, the feedback will instruct them on why that placement is incorrect. If students neglect to place a comma(s) where one is required, the feedback will explain why the comma placement is necessary. Also, the feedback will provide students with the particular "Rules of Commas (21 in all)" that they need to review for mastery.

Low-Fat Orange Vinaigrette

Ingredients

1/4 cup fresh orange juice
2 tbsps. balsamic vinegar
1 tbsp. Dijon-style prepared mustard
2 tsp. honey
1/8 tsp. black pepper

Methods/steps

Add all ingredients into a small jar with a tight-fitting lid. Cover and shake until the ingredients are mixed well. The dressing will keep for up to 1 week in the refrigerator. Shake well before serving.