

11-94
R-2/7/12
App-2/28/12
Senate-Info-3/20/12

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 120 Journalistic Writing

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 after the signature pages.

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

I have taught distance education courses for over five years now. I attended IUP IRT workshops on LMS instructional technology, notably webCT. I also learned other LMS ITs like Interwise, Elluminate and SKYPE from workshops outside IUP. These courses added to my basic skills in instructional technology applications. From 2002 to 2010, I offered distance education courses for Africa through the IUP-Africa Virtual University program. My distance education strategies included a variety of approaches such as videotaped lectures which were delivered in both VHS/DVD and streamed formats. Through the Interwise and Elluminate, I was able to interact in real-time with students in classes in several countries in Africa. I have so far trained over 300 students from Africa through distance education. I have also produced and taught four courses at IUP through distance education : JRNL 355 High School Journalism, JRNL 466 Community Journalism, PNAF 131 Introduction to Pan African Studies and JRNL 223 Photojournalism.

(ref. <mms://avs.iup.edu/emp/mukasa/JRNL466Lecture1.wmv>) and
mms://avs.iup.edu/emp/mukasa/UNDP_vol1 lec1.wmv)

In 2007 I won an IUP sponsored programs award for outstanding achievement in curriculum and instruction.

As for the discipline, I have a Ph. D. in Communications from McGill University, Canada. I have been teaching journalism at IUP since 1992.

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

Course objectives will be achieved through DVD or streamed lectures; lecture notes and assigned readings on the LMS. Students will submit their assignments and take their tests on the LMS. They will interact with the instructor through the LMS Chat line, Forum, SKYPE, email and telephone.

Objective 1

Develop skills necessary to succeed in news reporting .

Received

FEB 15 2012

Liberal Studies

Received

JAN 31 2012

Liberal Studies

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

Students will be given specific deadlines to submit their work

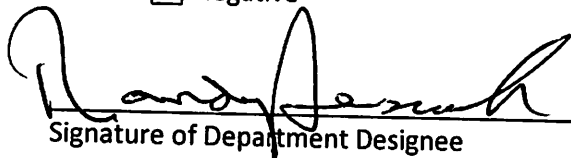
All tests and other written work will carry an academic integrity clause. Tests will be shuffled and timed. Students will be advised that papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism

- 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. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

Step Two: Departmental/Dean Approval

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

☐ Negative

 1-26-12
Signature of Department Designee Date

Endorsed:

 1/31/12
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

Gail Sedrist 2/28/12
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

James W. Denson 3/7/12
Signature of Provost Date

Forward form and supporting materials to Associate Provost.

JRNL 120 Journalistic Writing

JRNL 347 Journalism Law. Please find corrections to the above course proposals.

UWUCC comments on JRNL120 Journalistic Writing	ACTION
Provide more substance and detail in terms of how each objective will be met using distance education technology.	See IV. Course Outline. Outcomes 1 - 4
On the Distance Education syllabus the catalog description needs to match the catalog, add nonmajors/minors to the prerequisite, remove "for all news media, print and broadcast" because it is not in the catalog. This proposal cannot alter the catalog description.	Done
Remove the hours from the Distance Education syllabus because the timing in Distance Education is not as precise	Done
Under Evaluation Methods in the Distance Education syllabus the committee wonders if it should be Leads and News stories or not?	See V. Evaluation Methods.
Please alphabetize the bibliography and the Kershner entry should have the last name first to be consistent with the others.	Done
Objectives in the online syllabus do not match the syllabus of record provided--they need to be the same on the DE syllabus as the syllabus of record.	Done
Along with the module lecture you need to include an activity/assignment and/or evaluation that goes with that module.	Activities and assignments are listed under Modules. See also IV. Course Outline. Outcomes 1 - 4
UWUCC comments on JRNL347 Journalism Law	ACTION
11-95 JRNL 347 Journalism Law, distance education. Although there was more detail about each objective, the committee requests that these responses be expanded on this proposal as well.	See IV. Course Outline Outcomes 1 - 4.
Remove the hours from the Distance Education syllabus	Done
The bibliography is in better shape but the Dilts reference is in the wrong location and is not written with the last name first.	Done
On the first slide of the sample lecture the course number is incorrect.	Done

JRNL120 Journalistic Writing – Distance education

I Catalog Description

3 credits

Prerequisites. ENGL 101, nonmajors/minors

Emphasizes intelligent use of writing ability in a journalistic style and understanding of the why of journalism and mass media. Practices and improves writing skills.

II Course Outcomes

Students will

1. develop skills necessary to succeed in news reporting;
2. learn to write sharply focused leads and well-crafted paragraphs arranged in the so-called inverted pyramid. They will also demonstrate the ability to write in specialized forms.
3. learn to quote accurately and effectively;
4. demonstrate the ability to write in these journalistic forms with economy, clarity and a modicum of grace;
5. become proficient in the departmental word-processing software and proficient with MacLab computers.*

III Distance education requirements

1. For resource requirements and technical support, please go to <http://www.iup.edu/distance/>
2. For the class LMS, please go to <http://www.iup.edu/moodle/>. Students will be advised if a different LMS is used.

Students will need

1. A computer securely connected to the Internet,
2. PC speakers attached to, or built in, the computer,
3. A built-in microphone or free -standing microphone attached to the computer
4. (optional) students are strongly advised to download and install SKYPE a free software application that allows users to make voice calls over the Internet.
5. (optional) A PC videocam, if one is not already built in the computer.

***Assumption**

1. This course assumes the students are proficient in basic word processing.

IV Course Outline

Method: The course will be taught primarily through 10 streamed video lectures which can be accessed through the course LMS.

Each course module will consist of streamed video lectures, assigned readings and assignments.

Interaction with the instructor will be done through the chat feature, LMS email, SKYPE (optional). The IUP-issued email and telephone will also be used as needed. Students will take online tests and submit assignments.

Outcome 1: Develop skills necessary to succeed in news reporting.

For Objective 1, students will watch streamed lectures 1 – 4. The lectures will be based on the role of professional writing in society; elements of good professional writing-knowledge of issues and society, basic grammar, punctuation and style. The Instructor will send questions and assignments to students through D2L for response. Examples of questions and assignments will be: Rewrite these sentences using the correct grammar, spelling and style. Or, rewrite these sentences removing redundancies. Students will also take an on-line test.

The instructor will use the Chat line or, optionally, SKYPE, to interact with students in order assess their level of understanding of the skills they need to be professional writers. Assignments and activities under Outcomes 1 and 2 will account for 20 percent of the final grade.

Outcome 2. Learn to write sharply focused leads and well-crafted paragraphs arranged in the so-called inverted pyramid. They will also demonstrate the ability to write in specialized forms.

Students will watch streamed lectures 5 – 10. The lectures will cover practical application of writing skills, focusing on writing **leads**, the first paragraph of a story which requires the identification of the most newsworthy elements in a story, and writing the **body** of a story.

The instructor will use the Chat line or, optionally, SKYPE, to interact with students in order assess their level of understanding of their ability to identify newsworthy elements of a story and write them in a professional, objective and interesting way. Assignments and activities under Outcomes 1 and 2 will account for 20 percent of the final grade.

Outcome 3. Learn to quote accurately and effectively.

Outcome 4. Demonstrate the ability to write in these journalistic forms with economy, clarity and a modicum of grace.

Students will learn more about the development a full story, using direct, indirect and partial quotations. Students will also learn how to conduct interviews, cover meetings or speeches as part of their full story writing. Students will also take an on-line test. Assignments and activities under this objectives will account for 60 percent of the final grade.

All three on-line tests will account for 20 percent of the final grade

Outcome 5. Become proficient in the departmental word-processing software and proficient with MacLab computers.

This course assumes the students are proficient in basic word processing. If needed, instructor will help students to be proficient in basic word processing.

Module 1. Introduction to journalistic writing

Watch streamed lectures 1 - 3 online on the following topics.

1. Course introduction
2. The role of a professional writer in today's information society
3. Elements of journalistic writing: accuracy, truthfulness, objectivity, newsworthiness, fairness
4. Elements of news: prominence, timeliness, human interest, proximity, oddity/novelty, etc.
5. Journalistic writing style: grammar, style, punctuation, spelling

Module 1 activities

1. **Forum posting.** Expect questions from the instructor on Module 1. You must answer and post the questions on the Forum within the deadline.
2. You will be given stories with errors in spelling, style, grammar, etc. You will be assigned to correct them and submit on the LMS
3. **Test 1.** Will be online and focus on spelling, grammar and style

Module 2 : Being a good journalistic writer

Watch streamed lectures 4-5 on the following topics.

1. Leads. The first paragraph of a story
2. Keeping paragraphs and sentences short
3. Avoiding slang, clichés and redundancies in journalistic writing
4. Using direct, indirect and partial quotations
5. Writing the body of a story. Organizing the story's narrative
6. Legal and ethical issues in journalistic writing

Activities for Module 2

1. **Forum posting.** You will be assigned an ethics case study. Review it and make a forum presentation. Use the following guidelines
 - A. Case study title
 - B. What was the ethical dilemma for the journalist or professional writer?
 - C. How did the write resolve the dilemma?
 - D. What justification did the writer give for the decision the writer took to resolve the dilemma?
 - E. Do you agree with the way the writer resolved the dilemma? Why? Why not?
 - F. Use the method for resolving ethical dilemmas given in the video.
2. **Assignment.** Use the information supplied in the LMS to write a series of stories according to the journalistic writing style you learned in the streamed lecture videos.
3. **Test 2.** Will be online and focus on ethics, grammar and style

Module 3 Interview-based stories

Watch streamed lecture 5 on the following topics.

1. Identifying a topic for an interview.
2. Identifying a personality for an interview
3. Steps in the interview process
4. Do and don'ts during an interview
5. Writing an interview-based story
6. Importance of direct quotes in an interview-based story

Activities for Module 3

1. Draw up a list of five possible topics and five personalities for an interview. Give a short justification, about one paragraph why they are newsworthy.
2. Write about three questions for the interview for each of the topics and personalities.
3. Write three interview-based stories based on the information in the LMS.
4. Pick one of the topics or personalities for an interview in 1 above. Do an interview and write a story based on the interview.
5. **Test 3.** Will be online and focus on grammar and style

Module 4 Writing about community events

Watch streamed lectures 6-8 on the following topics.

1. Covering speeches and meetings
2. Lifestyle writing
3. Sources and searches

Activities for Module 4

1. **Forum:** Draw up a community bulletin, or a list of events in your community. Post this list on the Forum.
2. Plan to cover two of the events, preferably a speech and a meeting. Write two stories.
3. Select two topics for your lifestyle writing. Write two stories using the format indicated in the streamed lecture.

Module 5 : Poll-based and statistical writing

Watch streamed lectures 9 - 10 on the following topics

1. Dealing with numbers in a story, e.g. school enrollments, city budget, etc.
2. Conducting a survey

Activities for Module 5

1. Write two stories based on the numbers provided for school enrollments and city budget.
2. Select a topic for a survey. Draw up a few questions, no more than five and

survey 10 – 20 members in your community. Write a story based on the survey.

V Evaluation Methods

Activity	Percentage of final grade
Spelling, grammar, style, leads and ethics assignments	20
3 tests	20
New stories	60
Total	100

Grade weights

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

VI Required Textbook

Associated Press. (2011) *The Associated Press Stylebook and Briefing on Media Law 2011*. Publisher: Basic Books; Forty-fifth Edition

VII Academic Dishonesty: Plagiarism will not be tolerated. Academic dishonesty (plagiarism, falsification of information, cutting and pasting from web-based resources without acknowledgement, etc.) is a serious violation and will result in consequences that affect grades and/or may result in disciplinary charges. Plagiarism is defined as “copying another’s work or portions thereof and/or using ideas or concepts of another and presenting them as one’s own without giving proper credit.”

Turnitin: Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

VIII Bibliography

Associated Press. (2011) *The Associated Press Stylebook and Briefing on Media Law 2011*. Publisher: Basic Books; Forty-fifth Edition

Friedlander, Edward Jay, John D. Lee. (2010) *Feature Writing: The Pursuit of Excellence* (7th Edition). Allyn & Bacon; 7 edition

Kershene, James W. (2011) *Elements of News Writing* (3rd Edition) Allyn & Bacon

Kovach, Bill, Tom Rosenstiel (2007) *The Elements of Journalism: What News People Should Know and the Public Should Expect*. Three Rivers Press.

Lieb, Thom (2008) *All the News: Writing and Reporting for Convergent Media*, Allyn & Bacon

Mencher, Melvin (2010) *News Reporting and Writing*. McGraw-Hill Humanities/Social Sciences/Languages; 12 edition

Rich, Carole. (2009) *Writing and Reporting News: A Coaching Method (Writing & Reporting News: A Coaching Method)* Wadsworth Publishing

Stoval, James G. (2011) *Writing for the Mass Media* (8th Edition) Allyn & Bacon

JN 120 Journalistic Writing

3 hrs

Prerequisite: EN101 Nonmajors/Minors. Majors need permission to enroll.

Emphasis on intelligent use of writing ability in a journalistic style and understanding of the why of journalism and the mass media. This course practices and improves writing skills for all news media, print and broadcast.

Assignments

Will include in-class and out-of-class assignments.

Course Objectives

1. Students will develop skills necessary to succeed in writing.
2. Students will learn to write sharply focused leads and well-crafted paragraphs arranged in the so-called inverted pyramid. They will also demonstrate the ability to write in specialized forms.
3. Students will learn to quote accurately and effectively.
4. Students will demonstrate the ability to write in these journalistic forms with economy, clarity and a modicum of grace.
5. Students will become proficient in the departmental wordprocessing software and proficient with the MacLab computers.

Texts

Hough, George. News Writing, 5th ed. (Boston: Houghton-Mifflin Co.), 1995

Hough, George. Practice Exercises in News Writing, 5th ed. (Boston: Houghton Mifflin Co.), 1995

Grammar Book

Dictionary

Reading Schedule (all readings from the text, News Writing)

Week 1 Chapter 1 - News and the News Industry

Chapter 2 - Gathering the News

Weeks 2-4 Chapter 3 - Writing the Lead

- Week 5 Chapter 4 - Style and the Stylebook
- Weeks 6-8 Chapter 5 - Writing the Story
- Week 9 Chapter 6 - Be Clear, Complete and Accurate
- Week 10 Chapter 7 - Writing the Story II
- Week 11 Chapter 8 - Editing, Revising, Rewriting
- Week 12 Chapter 9 - Quotation
- Week 13 Chapter 17 - Numbers in the News
- Week 14 Review

Material

Blank computer disks (two to three, 3 1/2", DD, DS)

Students frequently will need to leave a disk with the instructor. Disks should be labeled with student's last name. CAUTION: Write on label before attaching to disk.

Tests

Midterm:

Final:

Grading

In-class assignments/quizzes:	25%
Out-of-class assignments:	50%
Midterm:	25%

JN120 Journalistic Writing

Being a good writer

- Self-edit your work
- Be accurate. Get names right
- Double check facts

Being a good writer

- **Know grammar.** Use traditional English. Avoid slang English
- Use simple words
- Use right words.
- **Wrong word.** Her work will compliment our plan
- **Correct word.** Her work will complement our plan

Keep sentences short.

- No more than 30 words per sentence.

Use great quotes

- Quotes bring life to story.

Example.

- The mayor of Indiana yesterday accused the council of "needless" delays in helping families whose homes were destroyed by floods.
- "For Christ's sake! Those are humans, too, and they need our help now."

Listen during interviews

- Listen carefully and take notes.

Be creative

- Use creative language to make story interesting.
- But do not embellish.

Style for Good Writing

Nouns

- Sentences must be more specific. Powerful nouns make stories interesting, e.g.
- **Weak:** The woman shot the man in the room
- **Strong:** The mayor shot the burglar in her office.

2. Plurals

- - are formed by adding -s or -es.
- watch out for apostrophes used to form plurals, e.g.
- **Wrong :** lobster's for sale
- **Correct:** lobsters for sale

Verbs

- - must agree with their subjects, i.e. singular verbs take singular subjects; plural verbs take plural subjects.
- **Wrong:** Everyone must play their part.
- **Correct:** Every one must play his or her part.
- Or, All must play their parts.

Contractions

- Contractions must not change rules of agreement, e.g.
- **Wrong:** There's so many things to do and so little time...
- **Correct:** There are so many things to do and so little time...

Media

- "Media" is always plural.
- **Wrong:** The media has no regrets about damaging the mayor's reputation.
- **Correct:** The media have no regrets about damaging the mayor's reputation.

Collective nouns

- Collective nouns take singular verbs when referring to a group as a single unit, e.g. The Indiana borough council is in session.

Number

- The number takes a singular verb, but a number takes a plural verb.

examples

- The number of female students at IUP is increasing faster than...
- A number of female IUP students are helping the poor and homeless in Indiana.

Gender

- Use gender neutral words as much as possible, e.g.
- Each student must bring his own track shoes.
- Change to: Students must bring their own track shoes.

Gender

Original: He said no student would be left on his own.

Change to: He said no students would be left on their own.

Transitive verbs

Distinguish between lie and lay.

examples:

I will lie (not lay) down in a few minutes.

She lays the baby down when she wants to phone her friends.

Possessive pronouns

do not require apostrophes

Wrong: Who's dog is that? Its lost it's collar.

Correct: Whose dog is that? It's lost its collar.

Your

Your is a possessive when used as Your house is burning.

Wrong: Your not going to get it.

Correct: You're (or you are) not going to get it.

Who and that

- Who, whose and whom refer to people. That and which refer to animals or things, e.g.
- **Wrong:** Indiana has many people that need our support.
- **Correct:** Indiana has many people who need our support.

Who and whom

- Who is a subject. Whom is an object.
- **Wrong:** Whom do you think will win the election?
- **Correct:** Who do you think will win the election?

Adverbs and adjectives

- Adverbs modify verbs. Adjectives modify nouns.
- Distinguish between the two, e.g.
- **Wrong:** Smith said he wished he could have worked closer with his deputy
- **Correct:** Smith said he wished he could have worked more closely with his deputy.

Style

- Style is a set of conventions used by a newspaper on the use of abbreviations, courtesy titles, numbers, names and places, etc.

Elements of style

1. Active versus passive verbs

Use active rather than passive verbs unless object is the major news element.

examples:

Police arrested two Indiana women in connection with an armed robbery at ST Bank.

Five men were injured when the vehicle they in collided with a garbage truck on Route 22.

2. Redundancy

Avoid redundancy. e.g. 6 a.m. in the morning, completely destroyed, free gift, invited guest

Correct the following.

He reminded us three different times that he had lived in town for the past 20 years.

The reason we see so many movies is because our personal friend owns his own video store.

3. Quotes

Avoid unnecessary quotes.

Quotes must express important parts of a speech or elements of speech that will add color and mood to the story, bringing the reader closer to the speaker.

Quote feelings rather than facts. Quotes must be unique statements.