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LSC: App-9/25/14

UWUCC App-9/30/14

Senate: App 11/4/14

REVISION APPROVAL COVER SHEET FOR CONTINUATION OF W-DESIGNATION

TYPE I PROFESSOR COMMITMENT

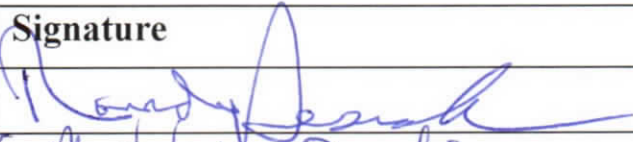
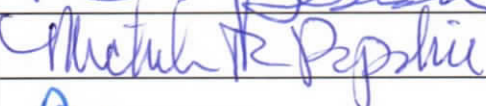

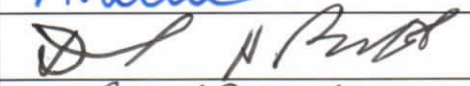

Professor Randy Jesick

Department Journalism

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Please provide answers to these questions on the next page:

1. List up to three of the W courses that you have taught since your appointment as a Type I professor.
2. Using your most recent W course, discuss what the writing activities are intended to accomplish. You do not need to describe the amount of writing, frequency of assignments or fill out the summary chart for writing assignments.

Approvals:	Signature	Date
Professor (s)		9-10-14
Department Chair		10 SEPT 2014
College Dean		9/22/14
Director of Liberal Studies		9/26/14
UWUCC Co-chair(s)		9/30/14

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Liberal Studies

TYPE I PROFESSOR COMMITMENT

PROFESSOR Randy Jesick

DEPARTMENT Journalism

List up to three of the W courses that you have taught since your appointment as a Type I professor.
JRNL 220/Writing for Media (previously called Writing for Print Media; also: Journalistic Writing)
JRNL 490/Public Relations Writing (previously called Public Relations II)
JRNL 345/Sports Journalism

Using your most recent W course, discuss what the writing activities are intended to accomplish. You do not need to describe the amount of writing, frequency of assignments or fill out the summary chart for writing assignments.

I'll comment on Writing for Media and Public Relations Writing because I taught both courses in the 2014 spring semester. The ultimate objective for each of these writing courses is to develop among my students a greater level of self-confidence in writing and a higher level of proficiency in a variety of types of writing. I work with my writing students to help them to become better writers: better in style, in content, in accuracy, in speed and in confidence.

In these courses, I have asked my students to experience (meaning, to write) straight news stories, advance news stories, speech stories, features. I ask them to write news stories (whether they be called straight news stories or news releases) from a variety of perspectives and from a variety of organizations. They also have a opportunity to write lengthier feature stories that require their interviewing and research and editing skills as well as the writing itself.

My records show that students in all my writing classes have to complete approximately 30 separate writing assignments during the semester and as part of the final-exam assignment. Throughout the semester, I also require them to experience the pressure of writing to deadlines. This means that at least once a week in class they have to write to a tight deadline. In addition, there is usually another story that must be written outside of class time but also which must meet a deadline. Plus, with longer feature stories, there usually is a three-week time period, ending with a deadline. In a few cases, students will have up to six weeks to do all that is required to fulfill all requirements for a longer, more-involved assignment.

Here is a sampling of some other types of assignments that have challenged my writing students: public service announcements, institutional advertisements, photo captions, speeches, publications copy, newsletters, letters, fact sheets, blogs, organizational histories, memorandums, essays, biographies, surveys, reports, hometown news releases.