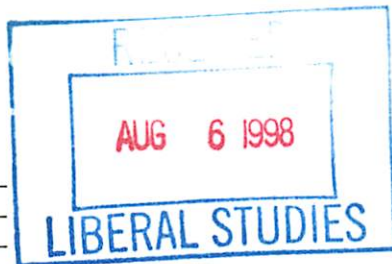


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Action-Date: _____



UWUCC USE Only
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Submission Date: _____
Action Date: _____

98-24
App 4/27/99
Senate App 9/14/99

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Stanford G Mukasa Phone 4411

Department Journalism

II. PROPOSAL TYPE (Check All Appropriate Lines)

 COURSE

 X New Course*

Suggested 20 character title

Course Number and Full Title

 Course Revision

JN455 High School Journalism

Course Number and Full Title

 Liberal Studies Approval+
for new or existing course
 Course Deletion

Course Number and Full Title

Course Number and Full Title

 Number and/or Title Change

Old Number and/or Full Old Title

New Number and/or Full New Title

 Course or Catalog Description Change _____

Course Number and Full Title

 PROGRAM: Major Minor Track

 New Program*

Program Name

 Program Revision*

Program Name

 Program Deletion*

Program Name

 Title Change

Old Program Name

New Program Name

III. Approvals (signatures and date)

Stanford G Mukasa 7-8-98
Department Curriculum Committee

Stanford G Mukasa
Department Chair

Stanford G Mukasa 7/15/98
College Curriculum Committee

Stanford G Mukasa 7/15/98
College Dean

+Director of Liberal Studies (where applicable)

*Provost (where applicable)



CATALOG DESCRIPTION

JN455 High School Journalism

3c-01-3sh

I.Prerequisite: Junior Standing OR Permission

This course is aimed at equipping students with basic skills in teaching and student media advising at high school level. The course offers a package of skills ranging from basic elements of news, news writing, editing, newspaper layout and design, student publications advising as well as legal and ethical issues in high school journalism. The course is for nonmajors.

II.Course Objectives

At the end of the course, students will have basic skills and ability to

- understand and teach the major concepts of journalism and mass communication;
- be versed in the current issues of the field;
- be proficient in the basic journalistic teaching skills: reporting, writing and editing;
- produce a publication;
- produce online publications.

III. Course Method

The course will consist of lectures, practical assignments, class presentations and a group project.

IV. Course Outline

Week 1 -Week 2

Introduction to high school journalism.

Course will acquaint students with the challenges and excitement of scholastic journalism

- Basic concepts and practices in journalism;
- Issues in high school journalism and advising;
- Teaching journalism in today's high schools;
- Producing a high school publication;
- Practicing journalism -- traditions, customs, ethics.

In-class assignments: Quiz

Week 2 - Week 3

Basic elements of journalism:

Students will gain skills in news writing/reporting , covering meetings, events, interviewing and sources and searches

- Reporting (researching, interviewing, observing)
- Writing (news, features, depth)

- Researching (library, on-line information, Internet)
- Word processing
- High school publications advising. The class will identify and discuss issues and problems in advising high school publications

Out-of-class assignments: News reporting , interviewing and researching information

Week 4- Week 5

Legal and Ethical Issues in High School Journalism

Course will focus on

- The First Amendment and media law;
- The First Amendment rights of the press and how these have historically been interpreted by the courts in as far as scholastic journalism is concerned. Will use resources at the Student Press Law Center;
- Case study: The *Tinker v. Hazelwood* decision [which granted high school principals the right to act as publishers and censors]
- Libel, ethical issues in high school journalism as well as writing in good taste.

In-class assignment: Case study presentations

First examination

Week 6- Week11

Editing, layout and design

Students will gain skills in editing, basic newspaper/magazine layout and design

- Editing
- Copy editing
- Headline writing
- Photojournalism
- Visual journalism (including infographics)
- Design and layout
- HTML (hypertext mark-up language for creating web pages)
- Page design and layout
- Graphics
- Scanning and photo enhancement
- Building pages and sites for the World Wide Web

In-class assignments Editing, writing headlines, selecting stories and pictures based on newsworthiness, and page design.

Second examination

Week 12 - Week15

Class project

Students will produce a paper. This will involve selecting newsworthy stories, editing , writing headlines and cutlines, selecting pictures and graphics, cropping and scaling them, using PageMaker/QuarkXpress to design the paper and place stories and graphics. Part of this editorial process will have been accomplished during Weeks 6-11.

Third (Final) examination.

V. Evaluation Methods

Students will be evaluated for assignments as well as the class project at the end of the semester. There will also be three examinations.

VI. Grading

In-class assignments	15 percent of the final grade
Out-of- class assignments	20 percent of the final grade
Project	20 percent of the final grade
Three examinations	40 percent of the final grade
Class participation	05 percent of the final grade

Weights

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

VI. Required textbook(s)

- English, Earl, Clarence Hach, Tom E. Rolnicki . 1996. Scholastic Journalism 9th Edition Published by Iowa State University Press.
- Goldstein, Norm .ed. 1996. The Associated Press Stylebook and Libel Manual Associated Press 6th Edition Published by Addison-Wesley Pub Co

There will be additional reading assignments.

VII. Special Resource requirements. NONE

VIII. Bibliography. The following articles were researched in preparing the course.

--- 1993. Reviews and Commentary for Communications Law : Liberties, Restraints, and the Modern Media (Wadsworth Series in Mass Communication and Journalism) Booknews, Inc. ,

Baskette ,Floyd K., Jack Z. Sissors, Brian S. Brooks 1996 The Art of Editing 6th Edition . Published by Allyn & Bacon November

Cappon ,Rene J. Word. 1997. AP Guide to News Writing Associated Press Best Newspaper Writing, Associated Press

Cohen, Elliot D. Ed. 1998. Journalism Ethics : A Reference Handbook (Contemporary Ethical Issues) Published by Abc-Clio

Crone, Tom. 1995. Law and the Media : An Everyday Guide for Professionals : Journalism Media Manual (Focal Press Media Series). 3rd EditionPublished by Focal Pr:

Dvorak, Jack, Larry Lain, and Tom Dickson. 1994. Journalism Kids Do Better : What Research Tells Us About High

SchoolJournalism. Published by Eric Clearinghouse-Reading & Communication Skills

Edward Ingelhart, Louis. 1993. Student Publications : Legalities, Governance, and Operation Published by Iowa State University Press.

English, Earl, Clarence Hach, Tom E. Rolnicki . 1997. Teacher's Manual : To Be Used With Scholastic Journalism by Earl English, Clarence Hach, Tom Rolnicki 9th Edition Published by Iowa State University Press

English, Earl, Clarence Hach, Tom E. Rolnicki . 1996. Scholastic Journalism 9th Edition Published by Iowa State University Press.

Goldstein, Norm .ed. 1996. The Associated Press Stylebook and Libel Manual Associated Press 6th Edition Published by Addison-Wesley Pub Co

Harrington, Walt ,ed. 1997. Intimate Journalism : The Art and Craft of Reporting Everyday Life Published by Sage Pubns

Iggers, Jeremy 1998. Good News, Bad News : Journalism Ethics and the Public Interest (Critical Studies in Communication and in the Cultural Industries). Published by Westview Pr (Trd)

Ingelhart, Louis, E. 1985. Freedom for the College Student Press : Court Cases and Related Decisions. Defining the Campus Fourth Estate Boundaries Hardcover. Published by Greenwood Publishing Group

Lauterer. Jock 1995 Community Journalism : The Personal Approach Published by Iowa State University Press

Westfall, Patricia. 1993. Beyond Intuition : A Guide to Writing and Editing Magazine Nonfiction. Published by Longman Pub Group

Yapp, Nick 1998. 150 Years of Photo Journalism, Volume 1. Published by Koneman

Zeletzny, John D. 1996. Communications Law : Liberties, Restraints, and the Modern Media (WadsworthSeries in Mass Communication and Journalism) Published by Wadsworth Pub

Details of course

- A1. Course helps especially education and English majors who plan to teach in high schools to understand the dynamics of high school journalism. It also helps high school teachers enroll especially in summer to improve their journalism teaching skills.
- A2. No.
- A3. No. Will initially be offered in Summer, 1999, as JN481
- A4. NO.
- A5. Course is not intended to be taken for a variable credit
- A6. Similar courses/workshops taught/held at Institute for the Teaching of Scholastic Journalism, University of Alabama; Indiana University's High School Journalism Institute; Marietta (Ohio) College Mass Media Department; Eastern Illinois University, Department of Journalism University of North Carolina, Chapel Hill
- A7. No formal requirement from either SPJ or AEJMC. The Pennsylvania Scholastic Press Association (PSPA) is campaigning for greater involvement by universities and colleges in high school journalism training and teacher certification of journalism. IUP's journalism department has PSPA's support and encouragement to establish regular courses and occasional workshop for scholastic journalism. The chair of the journalism department is a member of the Advisory Board of the PSPA.

Interdisciplinary implications

- B1. No team teaching is planned.
- B2. No conflict anticipated with other courses offered at IUP.
- B3. Yes

Implementation

- C1. Yes.
- C2. No other resources needed
- C3. No
- C4. Once a year. The course will be taught in summer, fall and spring, depending on scheduling factors.
- C5. One
- C6. 20. Can be more if necessary.
- C7. No

Miscellaneous.

Indiana University of Pennsylvania

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Indiana, Pennsylvania 15705-1080

724-357-2180
Fax: 724-357-5505
Internet: <http://www.inp.edu>

July 21, 1998

NOV 27 1998

Dr. Stanford Mukasa, Chairperson
Journalism Department
Indiana University of PA
Davis Hall
Indiana, PA 15705

Dear Dr. Mukasa:

I am writing to congratulate you and your department on the creation of JN455, High School Journalism. I am pleased that your department has chosen to develop a course opportunity for preservice or inservice teachers who are interested in becoming better prepared for the tasks involved in advising a high school newspaper, year book or other publication. There is no special certification required by the State Department of Education for this special assignment. It may be assigned to any teacher at the discretion of the school administration. Consequently, there is no need for further action by the Teacher Education Coordination Council in support of the proposal.

I appreciated the opportunity to discuss this proposal with you at several points during its development. I sincerely hope the University Wide Curriculum Committee approves it and expect it will be another elective course that can be taken by secondary teachers-to-be to enhance their resume and opportunities for employment.

Sincerely,



John W. Butzow, Dean
College of Education

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Indiana University of Pennsylvania

Department of English
Leonard Hall, Room 110
421 North Walk
Indiana, Pennsylvania 15705-1094

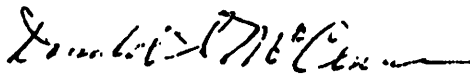
724-357-2261
Fax: 724-357-2265
Internet: <http://www.iup.edu>

13 July 1998

The English Department endorses Journalism 455 High School Journalism as a course which may be elected by prospective and current high school English teachers. High school English teachers frequently find themselves assigned to teach Journalism and supervise the school paper's production or the yearbook, requiring them to learn journalistic principles quickly on their own. JN 455 will provide a theoretical and practical foundation within the larger context of general journalistic practices.

JN 455 will not affect our majors' certification or be included as a specific elective in their program. However, any English Secondary Education graduate whose transcript includes JN 455 should find the course an asset in the job market.

We also applaud the idea of offering JN 455 as a summer course or workshop, or between regular terms. English Secondary Education majors have very little freedom to schedule elective courses during regular academic semesters; innovative scheduling will allow them to add journalistic skills to their repertoire.



Donald S. McClure
English Department Chair

No additional information necessary.