

REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC # W1-10
Action App-9/13/12

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

Professor Erick Lauber Phone 7-5967

Writing Workshop? (If not at IUP, where? when?) May 15-17, 2012

Proposal for one W-course (see instructions below)

Agree to forward syllabi for subsequently offered W-courses?

TYPE II. DEPARTMENT COURSE

Department Contact Person _____ Phone _____

Course Number/Title _____

Statement concerning departmental responsibility

Proposal for this W-course (see instructions below)

TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

Professor(s) _____ Phone _____

Course Number/Title _____

Proposal for this W-course (see instructions below)

SIGNATURES:

Professor(s) Erick Lauber

Department Chairperson [Signature]

College Dean A Ann 5/30/12

Director of Liberal Studies [Signature] 9/13/12

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

- I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.
- II. Copy of the course syllabus.
- III. Two or three samples of assignment sheets, instructions, or criteria concerning writing that are given to students. Limit: 4 pages. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)

Please number all pages. Provide one copy to Liberal Studies Committee.
Before you submit: Have you double-checked your proposal against "The Liberal Studies Committee's Most Frequently Asked Questions"?

Received

MAY 31 2012

Liberal Studies

Writing Summary for Dr. Erick Lauber (sample course – Journalism 120 – Journalistic Writing)

Journalistic Writing is a sample course I am submitting in order to achieve status as a “Writing Intensive Instructor”. The course demands a large amount of writing and the assignments have been well-worked out by co-instructor, Dr. Michele Papakie. The course is for non-majors and moves fast through a wide-variety of news writing assignments.

Several different types of writing will be required for the course, but all fall within the Journalistic-style and are covered in detail in the companion textbook. The total number of writing assignments is listed on the syllabus. Only a few worksheets and scoring rubrics have been included in this application (per instructions).

Speech Story Assignment

In this 500 word assignment, students are asked to view a speech, either live or pre-recorded (with permission), and write a “speech story” appropriate for publication. Gathering, digesting and disseminating this form of information is common on many newsroom beats. Students must demonstrate attention to detail and careful preparation, but also the ability to comprehend and then explain a topic perhaps unfamiliar to them – in a brief period of time.

Obituary Writing Assignment

Many more journalists work on regular, relatively boring beats than investigate nationally important politics such as the Watergate scandal. This assignment demonstrates the attention to detail and simple fact gathering operations that consume a large part of most reporters’ day. A scoring rubric is provided and presented to students prior to the (400 word) deadline.

Covering Accidents Story Assignment

Covering accidents is a grim but necessary part of most reporters’ lives. Some critics accuse the media of sensationalizing tragedy, but most editors maintain standards for determining which incidents deserve coverage. This exercise encourages not only fact-gathering and fact-checking, but also a certain sensitivity to the topic covered as well as an opportunity to create a story from dry facts. This assignment is only 200 words but does have a standard rubric.

Opinion vs. News Writing Assignment

In this 800 word assignment, students are asked to develop specific products that exemplify the differences between writing to express an opinion and writing to inform through a news article. The topic varies by semester but generally involves a journalism controversy in order to extend the courses content learning. Post-assignment discussions in class clarify and solidify the differences in these fundamentally distinct types of assignments.

The Fog Index

Lastly, a sample of a small in-class assignment has been included. It is a demonstration of the focus on writing and skill development that is pervasive in the class. Obviously, much of this class is about writing. The Fog Index provides a quick and dirty way of assessing the reading level expected of the reader. In the larger picture it is worth only a few points in the course, but it does move the students forward in their “thinking about their writing”, or metacognition concerning writing.

Summary Chart for Writing Assignments

A. Writing Assignments					
Assignment Title	# of Assignments	# of total pages	Graded (Yes/No)	Opportunity for Revision (Yes/No)	Written Assignment represents what % of final course grade
Speech Story	1	2	Yes	Yes	10
Obituary	1	2	Yes	No	7.5
Covering Accidents	1	1	Yes	No	7.5
Fog Index and similar	5	5	No	No	0
First Time Away	1	2	Yes	No	5
Autobiography	1	4	Yes	No	7.5
Lead Writing	4	4	Yes	No	10
News Brief	1	1	Yes	No	5
Opinion vs. News	1	3	Yes	No	7.5
Interview	1	3	Yes	Yes	10
Totals		27			70

Welcome to JRNL 120, Journalistic Writing! Fall 2012

Prerequisites: ENGL 101 and enthusiasm! JRNL 120 is a course for non-majors and minors. It is writing intensive.

Instructor: Dr. Erick Lauber

Office: 724-357-5967

E-mail: elauber@iup.edu

Office Location: 420 Davis

Office Hours: TBA in class

Department Office and Hours: 434 Davis, 8 a.m. to 4 p.m.

Description: JRNL 120 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.

Objectives: By the end of this course, students will be able to: select newsworthy and important information and write in a professional way; understand the role of the professional writer in today's society; package information in a way that enhances reader interest.

Textbooks/Reference Books/Supplementary Reading:

- **Required:** Harrower, Tim. *Inside Reporting: A Practical Guide to the Craft of Journalism*. Third Edition, McGraw Hill, 2012.
- **Optional:** *The Associated Press Stylebook*
- **Optional:** *Media Writer's Handbook*
- **For Quizzes:** <http://www.newsroom101.com> and the Indiana Gazette website

Resources: All students are encouraged to use The Writing Center on campus. The phone number is 724-357-3029, and the Web address is www.wc.iup.edu. Keep in mind we use *The Associated Press Stylebook* as our guide.

Grading: Students will earn points for textbook/current event quizzes, and in-class and out-of-class writing assignments. Total earned points will be divided by total available points, and grades will be determined as follows: 100-90 = A; 89-80 = B; 79-70 = C; 69-60 = D; and 59-Below = F.

Students who score five or fewer points (*points, not percentage points*) below the next letter grade may have their grades rounded up if they have **NO** unexcused absences and **NO** incomplete assignments. **ANY** unexcused absence or incomplete assignment will disqualify a student from having his or her grade rounded up.

Students whose scores fall six or more points below the next grade will not be rounded up under any circumstance. Class participation is expected.

Assignments and Deadlines: All in-class and out-of-class writing assignments must be typed (double-spaced, 14-point font). Deadlines are critical in the real-world, so they are also critical in this class. **Writing assignments as described in class or on the assignment sheet.** Late assignments are only eligible for a maximum of half of the original point value, and they will only be accepted until noon the following day, before they become ineligible for any points.

In-Class Writing Assignments: In many class sessions, students will write news stories. The goal of these assignments is to simulate a newsroom setting, teaching students to compose effective stories under an imposed deadline at a computer. All in-class writing assignments are due by class end or when determined by the professor.

Attendance Policy: Class will meet approximately 30 times throughout the semester (two times a week for 15 weeks). Attendance is mandatory. Students will be given two allowable absences for illness or personal emergencies. **If you are going to miss class, you must contact me via e-mail or phone at least one hour prior to class.** If you do not notify me of your absence in advance, it will be considered unexcused, and points will be taken off of your course grade. Quizzes and in-class writing assignments missed for **EXCUSED** absences **only** may be made up with a new deadline.

Suggested Reading Schedule (subject to change): We will move through the chapters of our book in order, completing many of the end-of-chapter exercises. We will stay with each chapter as long as it takes the class to grasp the main concepts.

Writing Assignments:

Your First Time Away from Home – 500 words
Your Autobiography – 1000 words
The Fog Index – 100 words
Several Lead Writing Assignments – 300 words
News Brief – 200 words
Interview Story – 800 words (with revisions)
Accident Story – 200 words
Speech Story – 500 words
Opinion vs. News Story – 800 words
Obituary – 400 words
Various Reaction Papers and Journaling Assignments

Helpful Hint: Weekly quizzes will include current event questions as well as questions from each assigned reading. Quizzes and smaller assignments will total 10% of the course grade.

Tests: Tests covering class discussions and textbook material will each total 100 points. The two tests will each be worth 10% of the course grade (for a total of 20% of the total course grade). Students must take the tests on the scheduled day, during their assigned class period.

Any student who is not in class for a test, without making prior arrangements with the instructor, will not be permitted to make up the test and will be given a “0” grade unless an exception due to a documented emergency is provided to the instructor.

If you want to be successful in this course:

- Don't miss class.
- Be on time for class.
- Hand in all assignments on time.
- Take good notes.
- Reread notes/instructions as you work on assignments.
- Pay attention to detail.
- Triple check your work and be proud of what you turn in.
- Being successful doesn't necessarily mean you'll get an “A”. Success means you learned something valuable and did your best work.

Opportunities to Earn Extra Credit and Invaluable Experience: Students are encouraged to participate in the following university-wide activities. You must notify me in advance of your participation in each event.

- **Get Published in The Penn for 10 points** – attend a writers' meeting on a Tuesday evening, get an assignment, write it and have it published with a byline. (Maximum for extra credit – two stories.)
- **Six O'Clock Series presentations** are held Mondays from 6 p.m. to 7:30 p.m. in the Ohio Room at the HUB. You can earn 10 bonus points for each **NEWS ARTICLE** you write on each event. (Maximum for extra credit – two stories.) You can find a list of the presentations at www.iup.edu/sixoclockseries. Write a brief **news story** about the presentation from any angle. Writers should focus on the concepts we are covering in class that particular week. The story will be due the Tuesday following the event. Articles must be time-date stamped and put in my mailbox. They will not be accepted after 4 p.m. Tuesday.

Finally: I am willing to put in whatever time is necessary for you to grasp theories and ideas and apply what you are learning. I expect you to take the initiative to read and learn outside the classroom. When you come to class prepared, we can use class time for questions, clarification and thoughtful discussions of concepts and real-world applications. I would like our relationships to be mutually respectful. If you are serious about writing, I will help you try to get your class work published throughout the semester, so you can add professional clips to your portfolio. **IF AT ANY TIME YOU HAVE PROBLEMS, ARE CONFUSED OR FOR ANY OTHER REASON ARE UNABLE TO DO THE WORK ASKED OF YOU, LET ME KNOW DIRECTLY AND EARLY IN THE SEMESTER.** Also, if you have a learning problem of any kind, please see me during office hours or make an appointment to discuss your special needs.

Speech Story Worksheet (500 words)

Writing an article on a speech demands preparation and attention to detail. The following list of tips should help you produce an excellent product. Not all of these may be available for every speech.

Before the speech:

- 1) Research the speaker
- 2) Research the topic
- 3) Request an advance copy of the speech

During the speech:

- 1) Grab a good seat
- 2) Estimate the size of the audience
- 3) Monitor the mood of the crowd
- 4) Take along a recorder

Writing the story:

- 1) Set up the story with a compelling lead
- 2) Put the speaker's name in the lead
- 3) Avoid topic leads
- 4) Include a minimal amount of background/biographical data
- 5) Highlight the speaker's key points
- 6) Convey the tone of the speech
- 7) Beware of false or libelous statements

This assignment's due date will be announced in class. Examine the Speech Story Scoring Rubric before turning in the assignment.

Name: _____

Speech Story Scoring Rubric

- 10 **Lead – IT BETTER NOT BE A TOPIC LEAD! Set up the story with a compelling lead. Summarize the most newsworthy or provocative point usually as a paraphrase or partial quote.**
- 15 **Organization –**
Second Paragraph – powerful quote from the speech that reinforces the point in your lead
Third Paragraph – explains where, when and why the speech was given
The rest of the story – combines quotes, descriptions, background info and audience reaction to convey the speaker’s message and characterize how it was received
- 10 **The Speaker’s Name**
- 10 **Relevant Credentials/Identification**
- 20 **Quotes – direct quotes and paraphrases that convey key points made by the speaker**
- 10 **Stylebook**
- 5 **The reason for the speech – part of a series or conference?**
- 5 **The sponsor**
- 5 **The time, day, location and venue**
- 10 **Description of the audience – crowd size, type of people, their demeanor, behavior, reactions**
- 10 **Comments from those in attendance**
- N/A **Responses to critical remarks or allegations**
- N/A **The speaker’s fee**

Write a Standard News Obituary (400 words)

Refer to Pages 96-97 in your book for help!

This assignment is from beyond the grave. I am dead. It's been real ... honor my memory in the form of a Standard News Obituary.

Below are the basics. You will need to seek out additional information (Google me?) and quotes to complete the article. **YOU MUST QUOTE TWO PEOPLE WHO ACTUALLY KNEW ME.**

You can be creative in killing me off, but that's the only place you can fictionalize! **DO NOT MAKE UP QUOTES OR LONG NARRATIVES TO EXPLAIN THE CAUSE OF DEATH.** With the exception of the cause of death, **ALL OTHER** material must be factual.

Erick Joseph Lauber

Associate professor in the journalism department at Indiana University of Pennsylvania – 8 years
Director of the Digital Media Institute at IUP – 7 years
Former Faculty Advisor IUP-TV – 4 years
Former Owner of Wolf Lane Productions (Athens, GA) – 4 years
Former faculty University of Georgia – 7.5 years

Date of Birth: 11/08/64

Date of Death: 11/28/2012

Home address: 301 South Third Street, Indiana, PA 15701

Graduate of Archbold High School, OH, 1983
Graduate of Northwestern Univ., Physics with Honors, 1987
Graduate of Univ. of Michigan, Psychology, M.S. – 1991, Ph.D. - 1995

Survivors: Betsy G. Lauber (wife)
Casey J. Lauber (son)
Emily A. Lauber (daughter)
Jesse D. Lauber (son)
Edward J. and Bonnie R. Lauber (father and mother)
Sean T. and Arin L. Lauber (brothers)
Bene't Rupp (sister)

Services:

Viewing 2 p.m. to 4 p.m. and 7 p.m. to 9 p.m. Dec. 2 at Bence-Mihalcik Funeral Home, 965 Philadelphia St., Indiana, Pa.

Funeral Mass: 1 p.m. Dec. 3 at St. Thomas More Catholic Church, Indiana, Pa.

Memorial Service at 11 a.m. Dec. 5 on the fourth floor of Davis Hall on the IUP campus

No flowers. The family requests donations be made to: The Erick J. Lauber Memorial IUP Scholarship Fund for Aspiring Journalists

Name: _____

Obituary Scoring Rubric

- 10 Lead

- 5 Name

- 10 Identification

- 5 Age

- 5 Day of Death

- 5 Place of Death

- 5 Cause of Death

- 5 Birthdate

- 5 Birthplace

- 10 Background

- 10 Survivors

- 5 Funeral/Burial Information

- 10 Stylebook

- 5 Quotes

Covering Accidents Story Worksheet (200 words)

This assignment's due date will be announced in class. Here are the facts provided by the Benson County Sheriff's Office. Write this up as a news brief. . Examine the Covering Accidents Story Scoring Rubric before turning in the assignment.

WHEN: 10 a.m. Saturday, Nov. 17

WHERE: U.S. Highway 111, as it winds through mountains five miles west of Butteville.

WHO: Cooper Black, male, 16 of Green Lake in Benson County. Ariel Bookman, female, 14, of Green Lake. Geneva Franklin, female, 16, of Green Lake. Gill Sans, male, 13, of Green Lake.

WHAT HAPPENED: Black and Sans were riding together on an all-terrain vehicle. Black was driving. Both were wearing helmets. Heading east on Highway 111, they encountered ice on a curve on the bridge at milepost 23. Their vehicle skidded into the edge of the rock cliff east of the bridge, then hit a tree 20 feet below, which subsequently dislodged both individuals, who fell another 80 feet to the rocky creek bed.

Following in a second ATV were Franklin and Bookman. Franklin was driving; both reported wearing helmets. Their vehicle also skidded on the bridge but stopped at the edge of the cliff. Seeing her friends unconscious in the creek bed below, Franklin ran for help and called police from a telephone in a house one mile west on Highway 111. Sans attempted to climb down to the creek but fell, injuring her leg.

Rescue crews arrived at 11:13am. Backup workers with ropes and harnesses were immediately requested to access the victims. By 3 p.m., all three victims had been extricated to the roadside, where Black and Sans were pronounced dead. Bookman was treated for a fractured leg and taken by helicopter to Providence Hospital in Dawson. She is currently listed in satisfactory condition.

Name: _____ **Covering Accidents Scoring Rubric**

10 Lead

10 Organization

10 Stylebook

10 Victims – names, ages, addresses

10 Extent of injuries/Causes of death – name hospitals where victims were taken

5 Location/Time/Date

5 Circumstances – road conditions/weather conditions

5 Vehicles – number, type, not exact make/model, brief description of damages

5 Acts of heroism – or dramatic rescues

N/A Arrests or citations made by police

N/A Comments from police/eyewitnesses/victims/passengers

N/A Relevant facts about drivers' destinations, reason for travel, driving histories

N/A Cause of accident – according to police, not bystanders

Personal Opinion and News Article Assignment (800 words)

Address the question, “Should Newspapers Sponsor Blogs Written by Reporters?”
I want **TWO separate things** from you.

1. I want a **minimum** of 500 words about what YOU, PERSONALLY, think about the topic. This can be written in first person. Make sure you research the topic to make an informed decision. Cite specific reasons why you think the way you do and make the argument to me.
2. The second thing I want from you is a **NEWS ARTICLE** about the same topic. Here is an example of one:

“Should Newspapers Sponsor Blogs Written by Reporters?” by David Kesmodel,
The Wall Street Journal Online
http://online.wsj.com/public/article/SB112112943151382925-2BA_S1382M6mnOHvwzP7qfXByqQ_20060711.html?mod=blogs

Here is the link to the newspaper blog we looked at in class. It is referenced in the story above.

The Dallas Morning News blog
<http://dallasmorningviewsblog.dallasnews.com/>

I want you to write a news article addressing this question.

- Find **at least five sources** and list them at the end of your paper.
- Quote appropriately. **DO NOT PLAIGAIRIZE!**
- Find at least one person affiliated with a newspaper and interview him or her about his or her opinion on the topic. Reporters are easily accessible! Present yourself professionally and honestly. Ask thoughtful questions. Make a good impression (you never know, you might get an internship or a job from this person down the road!).
- **Don’t use first person in this article.** It should be written in the style we’ve been discussing all semester.
- **Present an objective dialogue on the subject.** Present the facts and allow your reader to come to his/her own conclusion. Be fair.
- Use everything we’ve learned all semester to write your story.
 - Lead
 - Body/Development
 - Conclusion

Hint: you might want to use the circle or shish-kabob organizational style!

Watch your GRAMMAR, STYLE, SPELLING AND PUNCTUATION! Copy-edit for each other!

More tips:

- Think before you write.
- Organize your ideas.
- Plan your story with a quick outline, visualizing a mental image or brainstorming with someone – develop a roadmap for your story to follow.
- Maybe use this style of development:
 - The problem/issue.
 - What it means.
 - What happens next?

Or try this:

- Look – this person has a problem.
- U-OH – the problem is everywhere.
- What the experts say.
- What the future holds.
- What it all means for the person at the beginning of the story.

Pour your stories into these casts. That's what writers at The Wall Street Journal do.

- Keep paragraphs short.
- Write one idea per paragraph.
- Add transitions.
- Be objective, truthful and fair.
- Be factual.
- The facts tell the story, and READERS DRAW THEIR OWN CONCLUSIONS!
- Copy-edit, rewrite. (more in class on my expectations about the draft and re-write)

The Fog Index Worksheet

Is your writing murky? Dense? Too wordy and complex?

Test it and see. The Fog Index, developed by Robert Gunning 50 years ago, measures readability of your prose. It assumes that the longer your sentences are, and the bigger words you use, the tougher your stuff is to read.

Here's how to calculate your Fog Index:

- 1) Find a typical sample of your writing, one that uses around 100 words.
- 2) Count the average number of words you use per sentence.
- 3) Now count the total number of "hard" words you use – those with three syllables or more (not counting proper names).
- 4) Add those two figures together.
Example: if you average 12 words per sentence and use 10 big words, $12 + 10 = 22$.
- 5) Multiply that sum by 0.4.

The resulting number is your Fog Index: the number of years of schooling a reader needs to understand what you've written.

Turn in your writing sample (from your "First Time Away From Home" essay) and your scoring by the assigned date.