

I. CATALOG INFORMATION

- A. Discipline: JOURNALISM
- B. Subject Code and Number: JOUR M10D
- C. Course Title: Student News Media Staff Editing II

- D. Credit Course units:
 Units: 3
 Lecture Hours per week: 2
 Lab Hours per week : 3
 Variable Units : No

- E. Student Learning Hours:
 Lecture Hours:
 Classroom hours: 35 - 35
 Laboratory/Activity Hours:
 Laboratory/Activity Hours 52.5 - 52.5
Total Combined Hours in a 17.5 week term: 87.5 - 87.5

F. Non-Credit Course hours per week _____

G. May be taken a total of: 1 2 3 4 time(s) for credit

H. Is the course co-designated (same as) another course: No Yes
 If YES, designate course Subject Code & Number: _____

I. Course Description:

Develops advanced leadership, innovation, planning and critical thinking abilities in coordinating and publishing student news media in all media platforms. Requires collaboration and directing of peers as fellow editors, writers, multimedia producers, and photographers. Develops advanced editing, news judgment, and news presentation skills.

J. Entrance Skills

*Prerequisite: No Yes Course(s)
JOUR M10B

*Corequisite: No Yes Course(s)

Limitation on Enrollment: No Yes

Recommended Preparation: No Yes Course(s)
JOUR M02 or ENGL M01A

Other: No Yes

K. Other Catalog Information:

II. COURSE OBJECTIVES

Upon successful completion of the course, a student will be able to:

		Methods of evaluation will be consistent with, but not limited by, the following types or examples.
1	appraise, evaluate and apply at an intermediate level the concepts of balance, accuracy and fairness in the ethical application of journalistic reporting, editing, photography, video production, and design for regular presentation for the campus student news media online, in print or broadcast.	Stories are examined for number of sources, aptness of content.
2	demonstrate mature leadership skills as top editor, editor of a section, editor of digital or photo content in positions of responsibility; coaching their peers through organizing, planning, and executing coverage of campus events, in-depth issues and campus personality profiles.	Editors are evaluated based on numbers and quality of stories, art, graphics and multimedia packages that they initiate, plan and coordinate.
3	critically analyze sources in peer stories, photography and multimedia to ensure source's reliability, accuracy and ethics before approving stories for publication or broadcast in the student news media.	Stories and other content are examined for aptness of sources and news judgment.
4	differentiate and apply the divergent concepts of writing for video, audio and print at an intermediate level.	Students' video packages produced for online are evaluated for content and aptness of script.
5	research and select subjects suited for photo essays, and evaluate and ethically apply journalistic values at an intermediate level in photojournalism, weighing the concepts of legal rights and constraints in news photography.	Students' news judgment is evaluated through examination of published stories, photographs and video packages.
6	evaluate content submitted by peers to determine suitability for publication, applying mature news judgment to balance news worthiness and ethical concerns.	Students' stories and other content is examined for aptness of content, cultural sensitivity and use of other cultural references.
7	illustrate an understanding of the fundamental concepts of news page design, news judgment and critical evaluation to ensure that stories and photos are displayed in an interesting and ethical manner in the conventions of news site and news pages for print.	Pages that students produce for print content are examined for news judgment, creativity, design and conventions of news

		page production.
8	independently apply intermediate level news judgment and ethics in the planning, design and execution of page production for the print edition, website design and video production for publication for the online edition, and broadcast-style video production for the broadcast edition, when available.	Students' work producing pages for print production are examined and assessed for aptness, creativity and design elements as they pertain to headlines, captions and other design elements.
9	organize, maintain and bill for advertising in the student news media publication.	Quizzes, projects, publication of student news, and practice in currency of response to potential advertisers.

III. COURSE CONTENT

Estimated %	Topic	Learning Outcomes
Lecture (must total 100%)		
20.00%	Planning, researching and assigning stories to cover campus events, trends, topics and people	1, 2, 3, 5, 7, 8
10.00%	Evaluating and analyzing student submissions; applying editing skills in leadership roles	1, 2, 3, 4, 5, 6, 7, 8, 9
10.00%	Conceiving, reporting and writing stories for multiple platforms in text, video and audio that are balanced, ethical and newsworthy for both print and online	1, 2, 3, 4, 5, 6, 7, 8, 9
40.00%	Applying critical analysis and news judgment to design and produce pages for publication in print; producing multimedia journalistic content for online; uploading content for online	1, 2, 3, 4, 5, 6, 7, 8, 9
10.00%	Conceiving, producing and evaluating multimedia journalism packages for online; analyzing for important, accurate content, news value and ethics	1, 2, 3, 4, 5, 6, 7, 8
10.00%	Evaluating, analyzing and organizing advertising and other business aspects of the student news media	9
Lab (must total 100%)		
20.00%	Apply journalistic news judgment to independently design and produce pages for print edition or printed promotional products to bring readers to the student news media	1, 2, 3, 4, 5, 6, 7, 8, 9
30.00%	Apply journalistic news judgment and multimedia news-gathering and editing to independently produce content for online; upload content to the web for publication	1, 3, 4, 5, 6, 7, 8
10.00%	Apply peer leadership skills to organize advertising and other business aspects of the student news media	9
	Develop and implement intermediate level leadership skills in working	1, 2, 3, 4,

40.00%	with peer reporters, editors, photographers and videographers in producing the student news media	5, 6, 7, 8, 9
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IV. TYPICAL ASSIGNMENTS

A. Writing assignments

Writing assignments are required. Possible assignments may include, but are not limited to:	
1	independently and accurately critique, assess and edit, mark and return peer submissions of stories, photos, captions and web packages for revisions.
2	conceive, write, tape and coordinate photo or video coverage for intermediate level in-depth stories for self or for peers.
3	conceive and create a plan for several students on a team to report, write and shoot an in-depth profile, investigative story, or other enterprise journalistic endeavor that requires extensive peer leadership and guidance, coordination and adherence to deadlines.
4	independently plan and execute entire printed page or section, or online section, or broadcast segment of news, sports or other specific content.

B. Appropriate outside assignments

Appropriate outside assignments are required. Possible assignments may include, but are not limited to:	
1	attend and coordinate coverage of public policy meetings, campus events and people of interest for in-depth stories for publication in the student news media online and in print and, if available, for broadcast.
2	establish and attend regular meetings with campus and public officials to create rapport for future interviews and stories.
3	lead a team of writers in developing, reporting and writing or producing an investigative or 'watchdog journalism' story that requires examination of original court documents, government reports, or government meetings, which may require the filing of a Freedom of Information Act request.
4	report and gather information from multiple sources, including interviews, documents, previously published materials, with photos, video and audio to factually depict the complexities of a controversial campus or community issue.

C. Critical thinking assignments

Critical thinking assignments are required. Possible assignments may include, but are not limited to:	
1	independently envision, plan, assign and coordinate stories, photos, video and web packages, leading and coaching student writers and photographers.
2	design and produce pages for print for the full edition or for shorter 'teaser' pages, applying planning, news judgment, editing, headline and caption writing.

3	design and produce a section for online or a segment for broadcast, including web and video content; edit, upload, and publish online for the web.
4	as a leadership exercise or to resolve an existing newsroom issue, plan, write out, and facilitate the process of conflict resolution among writers or other students using the 5-step critical process by discerning the problem, analyzing its genesis, evaluating its aspects, interpreting findings, and applying the parties in problem solving by leading them in application.

V. METHODS OF INSTRUCTION

Methods of instruction may include, but are not limited to:

Distance Education – When any portion of class contact hours is replaced by distance education delivery mode (Complete DE Addendum, Section XV)

Lecture/Discussion

Laboratory/Activity

Other (Specify)

Guest speakers, lead interactive small group discussions, and facilitate group project collaboration and presentation.

Optional Field Trips

Required Field Trips

VI. METHODS OF EVALUATION

Methods of evaluation may include, but are not limited to:

Essay Exam Classroom Discussion Skill Demonstration

Problem Solving Exam Reports/Papers/Journals Participation

Objective Exams Projects Other (specify)

Students are evaluated based on demonstrated leadership in independently executing continuous publication of the student news online and occasional print publications. In addition, students are evaluated through observations of their peer critiques and their final edited work as measured by a department rubric. Students are also evaluated on the quality and quantity of stories, photos and video packages they plan, coordinate, edit and produce for publication in the student news media. Portfolio checks at midterm and at course completion are also evaluated according to a department rubric.

VII. REPRESENTATIVE TEXTS AND OTHER COURSE MATERIALS

Harrower, Tim. Inside Reporting: A Practical Guide to the Practice of Journalism. 3rd ed. McGraw-Hill, 2012.

Missouri Group, et al. News Reporting and Writing. 10th ed. Bedford, 2010.

Rich, Carole. Writing and Reporting News: A Coaching Method. 7th ed. Cengage, 2012.

VIII. STUDENT MATERIALS FEES

No Yes

IX. PARALLEL COURSES

College	Course Number	Course Title	Units
American River College	JOUR 404	Editing and Production	3
Sacramento City College	JOUR 404	Editing and Production	3
Santa Barbara City College	JOUR 215	Editorial Board	1

X. MINIMUM QUALIFICATIONS

Courses Requiring a Masters Degree:

Master's degree in journalism or communication with a specialization in journalism OR bachelor's degree in either of the above AND master's degree in English, history, communication, literature, composition, comparative literature, any social science, business, business administration, marketing, graphics, or photography OR the equivalent. comparative literature, any social science, business, business administration, marketing, graphics, or photography OR the equivalent.

XI. ARTICULATION INFORMATION

A. Title V Course Classification:

1. This course is designed to be taken either:

- Pass/No Pass only (no letter grade possible); or
 Letter grade (P/NP possible at student option)

2. Degree status:

Either Associate Degree Applicable; or Non-associate Degree Applicable

B. Moorpark College General Education:

1. Do you recommend this course for inclusion on the Associate Degree General Education list?

Yes: No: If YES, what section(s)?

- A1 - Natural Sciences - Biological Science
 A2 - Natural Sciences - Physical Science
 B1 - Social and Behavioral Sciences - American History/Institutions
 B2 - Social and Behavioral Sciences - Other Social Behavioral Science
 C1 - Humanities - Fine or Performing Arts
 C2 - Humanities - Other Humanities
 D1 - Language and Rationality - English Composition
 D2 - Language and Rationality - Communication and Analytical

Thinking

E1 - Health/Physical Education

E2 - PE or Dance

F - Ethnic/Gender Studies

C. California State University(CSU) Articulation:

1. Do you recommend this course for transfer credit to CSU? Yes: No:

2. If YES do you recommend this course for inclusion on the CSU General Education list?

Yes: No: If YES, which area(s)?

A1 A2 A3 B1 B2 B3 B4

C1 C2 D1 D2 D3 D4 D5

D6 D7 D8 D9 D10 E

D. University of California (UC) Articulation:

1. Do you recommend this course for transfer to the UC? Yes: No:

2. If YES do you recommend this course for the Intersegmental General Education Transfer Curriculum (IGETC)? Yes: No:

IGETC Area 1: English Communication

English Composition

Critical Thinking-English Composition

Oral Communication

IGETC Area 2: Mathematical Concepts and Quantitative Reasoning

Mathematical Concepts

IGETC Area 3: Arts and Humanities

Arts

Humanities

IGETC Area 4: Social and Behavioral Sciences

Anthropology and Archaeology

Economics

Ethnic Studies

Gender Studies

Geography

History

Interdisciplinary, Social & Behavioral Sciences

Political Science, Government & Legal Institutions

- Psychology
- Sociology & Criminology

IGETC Area 5: Physical and Biological Sciences (mark all that apply)

- Physical Science Lab or Physical Science Lab only (non-sequence)
- Physical Science Lecture only (non-sequence)
- Biological Science
- Physical Science Courses
- Physical Science Lab or Biological Science Lab Only (non-sequence)
- Biological Science Courses
- Biological Science Lab course
- First Science course in a Special sequence
- Second Science course in a Special Sequence
- Laboratory Activity
- Physical Sciences

IGETC Area 6: Language other than English

- Languages other than English (UC Requirement Only)
- U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)
- U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)

XII. REVIEW OF LIBRARY RESOURCES

- A. What planned assignment(s) will require library resources and use?

The following assignments require library resources:

Reporting and writing assignments that require research using the Library's print and online resources.

- B. Are the currently held library resources sufficient to support the course assignment?

YES: NO:

If NO, please list additional library resources needed to support this course.

XIII. PREREQUISITE AND/OR COREQUISITE JUSTIFICATION

Requisite Justification for JOUR M10B

- A. Sequential course within a discipline.

1. apprise, evaluate and apply the concepts of balance, accuracy and fairness in the ethical application of journalistic reporting and editing, in the composition of written, multimedia, broadcast and photographic content for publication in the campus student news media.

2. demonstrate leadership skills in roles as section, online, or chief

editors through organizing, planning, and executing continuing and deadline news, issues and events coverage with coordinated photography or videography of campus events, in-depth issues, and personality profiles for publication in the student news media.

3. critically evaluate and analyze sources in writers' and editors' written, photographic, multimedia and broadcast stories to discern the quality and reliability of sources.

4. differentiate and apply the divergent concepts of writing and editing for video, audio, online and print.

5. evaluate, apply and demonstrate news judgment and critical evaluation in page design to ensure that stories, photos, headlines and captions are displayed in an interesting, ethical and news-worthy manner in the conventions of news pages for print publications.

6. understand and apply necessary skills and informed news judgment to keep current the online edition of the student news media.

7. assess and evaluate the business and monetary value of advertising in the student news media and execute leadership to organize, maintain and bill for advertising in the student news media publication.

8. evaluate, apply and demonstrate news judgment, journalistic ethics, media law awareness and critical evaluation in creating photographic, text, multimedia, video and broadcast stories for publication in the student news media.

- B. Standard Prerequisite or Corequisite required by universities.
- C. Corequisite is linked to companion lecture course.
- D. Prerequisite or Corequisite is authorized by legal statute or regulation.
Code Section: _____
- E. Prerequisite or Corequisite is necessary to protect the students' health and safety.
- F. Computation or communication skill is needed.
- G. Performance courses: Audition, portfolio, tryouts, etc. needed.

XIV. WORKPLACE PREPARATION

Required for career technical courses only. A career technical course/program is one with

the primary goal to prepare students for employment immediately upon course/program completion, and/or upgrading employment skills.

Detail how the course meets the Secretary of Labors Commission on the Achievement of Necessary Skills (SCANS) areas. (For a description of the competencies and skills with a listing of what students should be able to do, go to:

<http://www.ncrel.org/sdrs/areas/issues/methods/assment/as7scans.htm>)

The course will address the SCANS competency areas:

1. Resources: the students will identify story content, plan coverage, and manage time effectively to allocate sufficient attention to stories and art in order to meet specified deadlines.
2. Interpersonal: the students will actively participate as a member of the student news team working to produce news online and in print; as well as mentoring staff writers, demonstrating leadership in assessing news value, assigning subjects and deciding emphasis on news pages and sites.
3. Information: the students will gather information through written and electronic sources, past publications and interviews, organizing material into cohesive, factual stories and artwork for publication online and in print.
4. Systems: the students will understand the dynamics of teamwork as well as the social and professional implications of public praise and private criticism; as an editor, will contribute to program improvement by implementing alterations in online and print products, suggesting and implementing new procedures and organizational systems.
5. Technology: the students will select the appropriate technology for reporting and producing stories, art and multimedia, depending on the best medium to tell the particular story; master word processing, become proficient at video shooting and editing and the use of software to design and produce print pages for publication.

The course also addresses the SCANS skills and personal qualities:

1. Basic Skills: the students will locate and navigate written and electronic data sources, as well as conduct personal interviews, exercising listening skills as well as speaking thoughtfully to lead a subject to provide needed information.
2. Thinking Skills: the students will think critically and evaluate information in order to organize and create balanced, ethical, thoughtful, written, electronic and photographic stories.
3. Personal Qualities: the students will understand and demonstrate a high level of responsibility and self-motivation, beginning work in a timely fashion to complete it in time for weekly deadlines, maintaining a reputation for fairness, accuracy and integrity.

XV. DISTANCE LEARNING COURSE OUTLINE ADDENDUM

1. Mode of Delivery

Online (course will be delivered 100% online)

Online with onsite examinations (100% of the instruction will occur online, but examinations and an orientation will be scheduled onsite)

Online/Hybrid (a percentage of instruction will be held online and the

remaining percentage of instruction will be held onsite)

Lab activities will be conducted onsite

Televideo (Examinations and an orientation will be held onsite)

Teleconference

Other

2. Need/Justification

Improve general student access.

3. Describe how instructors teaching this course will ensure regular, effective contact with and among students.

Using the approved course management system, the instructor and students meet in weekly synchronous news meetings to determine new stories for the week, under the guidance of the instructor. The instructor holds weekly office hours for instructor/student exchanges. The instructor provides discussion prompts, and comments on student posts. Using the approved course management system, students access all course material remotely, including recorded lectures, assignments and discussions. Students also exchange information with each other through discussion, chat and mail.

4. Describe how instructors teaching this course will involve students in active learning.

Students are actively involved through discussion and assessment, and particularly through assignment. Each student must confirm an assignment, send it for peer comment, revise and repost. Peer editors post their comments publicly, so all students interact with each other, the course and the instructor.

5. Explain how instructors teaching this course will provide multiple methods of content representation.

Instructional content is posted online, where students can access lecture with voice over PowerPoint. In addition, students post to discussions and assignments, and receive feedback from instructor and other students in text. In the discussion forum, students interact with peers to post, edit and copy edit story assignments, photos and graphic elements.

6. Describe how instructors teaching this course will evaluate student performance.

Student performance is evaluated based on whether the students performed the tasks described in the syllabus and according to a course rubric.

XVI. GENERAL EDUCATION COURSE OUTLINE ADDENDUM

JOUR M10D: Not Applicable

XVII. STUDENT MATERIALS FEE ADDENDUM

JOUR M10D: Not Applicable

XVIII. REPEATABILITY JUSTIFICATION TITLE 5, SECTION 55041

JOUR M10D: Not Applicable

XIX. CURRICULUM APPROVAL

Course Information:

Discipline: JOURNALISM

Discipline Code and Number: JOUR M10D

Course Revision Category: New Course

Course Proposed By:

Originating Faculty Joanna Miller 01/30/2013

Faculty Peer: _____

Curriculum Rep: Carmen Leiva 12/02/2013

Department Chair: _____

Division Dean: Carmen Leiva 12/02/2013

Approved By:

Curriculum Chair: Mary Rees 03/07/2013

Executive Vice President: Lori Bennett 01/17/2014

Articulation Officer: Letrisha Mai 12/04/2013

Librarian: Mary LaBarge 02/01/2013

Implementation Term and Year: Fall 2014

Approval Dates:

Approved by Moorpark College Curriculum Committee: 12/10/2013

Approved by Board of Trustees (if applicable): 02/11/2014

Approved by State (if applicable): 02/13/2014