FAIRMONT STATE UNIVERSITY

MEMORANDUM

TO: Curriculum Committee

FROM: Jack Kirby

DATE: January 8, 2013

SUBJECT: Curriculum Proposal #12-13-19, REVISION #1
            Final Faculty Senate Approval 01/15/2013

I recommend approval of the attached REVISION #1 of Curriculum Proposal #12-13-19 from the College of Liberal Arts, Department of Language and Literature. This revision adjusts course numbers per the suggestions of the Office of the Registrar as well as providing more detail about the impact on other programs.

This proposal revises the titles and course descriptions of four existing journalism courses (JOUR 2240, 2270, 3312, and 3334) to reflect the changes in technology and industry practices.

c: Dr. Christina Lavorata
      Dr. Deanna Shields
      Dr. Van Dempsey
      Dr. J. Robert Baker
      Ms. Evie Brantmayer

MEMORANDUM

TO: Curriculum Committee

FROM: Jack Kirby

DATE: October 23, 2012

SUBJECT: Curriculum Proposal #12-13-19

I recommend approval of the attached Curriculum Proposal #12-13-19 from the College of Liberal Arts, Department of Language and Literature.

This proposal revises the titles and course descriptions of four existing journalism courses (JOUR 2240, 2270, 3312, and 3334) to reflect the changes in technology and industry practices.

c: Dr. Christina Lavorata
      Dr. Deanna Shields
      Dr. Van Dempsey
      Dr. J. Robert Baker
      Ms. Evie Brantmayer

CURRICULUM PROPOSAL (Submit one hard copy and an electronic copy to the Associate Provost by the second Tuesday of the month.)

Proposal Number:	
School/Department/Program:	College of Liberal Arts/ Department of Language and Literature/Journalism
Preparer/Contact Person:	Sharon L. Brescoach and J. Robert Baker
Telephone Extension:	x 4252 and x4260
Date Originally Submitted:	October, 2012
Revision (Indicate date and label it Revision #1, #2, etc.):	01-08-2013 REVISION #1
Implementation Date Requested:	Fall, 2013

I. **PROPOSAL.** Write a brief abstract, not exceeding 100 words, which describes the overall content of the proposal.

This proposal revises the titles, numbers, and course descriptions of four existing journalism courses (JOUR 2240, 2270, 3312 and 3334) to reflect changes in technology and industry practices.

II. **DESCRIPTION OF THE PROPOSAL.** Provide a response for each letter, A-H, and for each Roman Numeral II–V. If any section does not apply to your proposal, reply N/A.

A. Deletion of course(s) or credit(s) from program(s)

Total hours deleted. ___0___

B. Addition of course(s) or credit(s) from program(s)

Total hours added. ___0___

C. Provision for interchangeable use of course(s) with program(s)

N/A

D. Revision of course content. Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the university catalog.

Please see Appendix B.

E. Other changes to existing courses such as changes to title, course number, and elective or required status.

JOUR 2240, Reporting, will become JOUR 2245, Reporting and Multimedia News Writing.
JOUR 2270, Communication in Society, will become JOUR 2275, Media Literacy.
JOUR 3312, Publications Process, will become JOUR 3315, Multimedia Publishing.
JOUR 3334, News Photography, will become JOUR 3335, Photojournalism and Digital Editing.

Please see Appendix C for revised outlines and outcomes.

F. Creation of new course(s). For each new course

1. Designate the course number, title, units of credit, prerequisites (if any), ownership (FSU or shared) and specify its status as an elective or required course. If you are creating a shared course, attach a memo from the Deans of the affected Schools explaining the rationale for the course being shared.

N/A

2. Include, as an appendix, a course description, written in complete sentences, suitable for use in the college catalog.

N/A

3. Include, as an appendix, a detailed course outline consisting of at least two levels.

N/A

4. In order to meet the requirements as outlined in Goal One of the Strategic Plan, please include Outcome Competencies and Methods of Assessment as an appendix. Examples are available upon request from the Chair of the Curriculum Committee.

N/A. This proposal renames existing courses offered in a minor and in a teaching field for the B.A. in Education.

G. Attach an itemized summary of the present program(s) affected, if any, and of the proposed change(s).

Describe how this proposal affects the hours needed to complete this program. Specifically, what is the net gain or loss in hours? Use the format for Current and Proposed Programs in Appendix A.

N/A. This proposal affects a minor and a concentration in the B.A. in Education, but not a major.

III. **RATIONALE FOR THE PROPOSAL.**
A. **Quantitative Assessment**: Indicate the types of assessment data, i.e., surveys, interviews, capstone courses, projects, licensure exams, nationally-normed tests, locally developed measurements, accreditation reports, etc., that were collected and analyzed to determine that curricular changes were warranted. Quantitative data is preferred.

Students in journalism now need to learn to write in a number of formats and online media. In the field of media and cultural studies, Media Literacy has become the direction the majority of universities are switching to. The idea is that the media are the most powerful/used institutions in society, and students need to know how to critically analyze the content/messages.
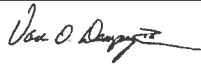
B. **Qualitative Assessment**: Based upon the assessment data above, indicate why a curricular change is justified. Indicate the expected results of the change. Be sure to include an estimate of the increased cost, or reduction in cost of implementation. FOR EXAMPLE: Will new faculty, facilities, equipment, or library materials be required?

Our journalism courses were developed when older technologies were in use. For example, JOUR 3312, Publications Process focused on print journalism, which is now steadily being replaced by digital publishing of various sorts. JOUR 3334, News Photography, is built around film, which is now rarely used in photojournalism. In order to adequately prepare students, we need to revise our courses to reflect current technologies and journalistic practices.

No new faculty, facilities, equipment, or library materials will be needed, as these have already been acquired.

IV. Should this proposal affect any course or program in another school, a memo must be sent to the Dean of each school impacted and a copy of the memo(s) must be included with this proposal. In addition, the Deans of the affected schools must sign below to indicate their notification of this proposal.

By signing here, you are indicating your college's/school's notification of this proposal.

College/School	Dean	Signature
School of Education	Van O. Dempsey, III	*Van O. Dempsey*

V. Should this proposal affect any course to be added or deleted from the general studies requirements, a memo from the chair of the General Studies Committee indicating approval of the change must be included with this proposal.

VI. ADDITIONAL COMMENTS.

APPENDIX A
B.X. Degree in XXXXXXXX
Current Program

Required Major Courses			HRS
TOTAL Required Major Courses			XX
Major Electives			XX
Minor Electives			XX

TOTAL HOURS FOR MAJOR				XX

Required General Studies Courses				
First Year Experience				15-16
ENGL	1104	Written English I	3	
ENGL	1108	Written English II	3	
INFO	1100	Computer Concepts and Applications	3	
MATH			3-4	
COMM	2200, 2201, OR 2202	Communication	3	
Scientific Discovery				8
Cultural / Civilization Exploration				9
Society / Human Interactions				6
Artistic / Creative Expression				6

TOTAL GENERAL STUDIES HOURS	XX

TOTAL FREE ELECTIVES	XX

TOTAL HOURS	XXX

B.X. Degree in XXXXXXXX
Proposed Program

Required Major Courses	HRS
TOTAL Required Major Courses	XX
Major Electives	XX
Minor Electives	XX

TOTAL HOURS FOR MAJOR	XX

Required General Studies Courses	
Attribute IA – Critical Analysis	X
Any course in IA	
Attribute IB – Quantitative Literacy	3
MATH 1107 or higher in IB	
Attribute IC – Written Communication	3
ENGL 1104	
Attribute ID – Teamwork	X
Any course in ID	
Attribute IE – Information Literacy	3
ENGL 1108	
Attribute IF – Technology Literacy	3
ENGL 1109	
Attribute IG – Oral Communication	3
COMM 2200 or 2201 or 2202	
Attribute III – Citizenship	3
HIST 1107 or 1108 or POLI 1103	
Attribute IV – Ethics	3
Any course in IV	
Attribute V – Health	3
PHED 1101 or SCIE 1000	

Attribute VI – Interdisciplinary	3
SOCY 2200 or any course in VI	
Attribute VIIA – Arts	3
Any course in VIIA	
Attribute VIIB – Humanities	3
Any course in VIIB	
Attribute VIIC – Social Sciences	X
Major Course - PSYC 1101	
Attribute VIID - Natural Science	3
Any course in VIID	
Attribute VIII – Cultural Awareness	3
Any GEOG course in VIII	
Additional General Studies hours	X
Any writing intensive course	

TOTAL GENERAL STUDIES HOURS	**39**
TOTAL FREE ELECTIVES	**XX**
TOTAL HOURS	**120**

JOUR 2240   Reporting.   3 hrs.
Comprehensive study of fundamental writing forms, styles and mechanics for both print and web, including school publications. This course gives students practical experience in basic writing styles used in scholastic, collegiate and professional mass media. Valuable as a test of writing ability and for making students into more discerning media consumers. open to second-semester freshmen and above, to first-semester freshmen with previous high school journalism experience, or to those exempt from ENGL 1104. Three hours of lab required. (enroll in both Journalism 2240 and Journalism l240.)   Pr: ENGL 1104, 1108.

JOUR 2270 Communications in Society.   3 hrs.
Writing Intensive
Survey of mass media in a democratic society and an introduction to mass media as it pertains to our current life styles and the ways in which the media has developed over the decades. This course will look at traditional media as well as the growing trend of social media. Students will explore the various types of media from print to electronic.   Fall semester. PR: ENGL 1108.

JOUR 3312 The Publications Process.   3 hrs.
Writing Intensive
Deals with the practical concerns typical to production of publications; may be of interest particularly to teachers who may supervise a student newspaper, yearbook, magazine or handbook. Students will be encouraged to work on various college publications, since hands-on knowledge of the skills necessary for publication production will be emphasized. Course topics include editing, proofreading, layout, typography, photo selection, graphic design, desktop processing, and staff assessment and supervision. PR: ENGL 1108.

JOUR 3334 News Photography.   3 hrs.
This complete course in digital photography will give the student an overview of electronic photography as it applies to use in the news media. It will show the student how to use the digital camera. Students will be shown various photographic techniques and how to process the acquired images. Also, students will learn how to retouch and organize photos using current industry software as well as how to use scanners and to print, share and store photos for use in print and electronic media. A camera is required.

PROPOSED COURSE TITLES & DESCRIPTIONS

JOUR 2245   Reporting and Multimedia News Writing.   3 hrs.
This course teaches students the basics of news reporting and writing for a variety of media forms. Students will review basic grammar, learn AP Style, and learn how to apply them to news writing for media from print, broadcasting, and online forums.
PR: ENGL 1108.

JOUR 2275   Media Literacy.   3 hrs.
Writing Intensive
This course teaches students not only the historical background of media, but to critically analyze media content and how it affects society as a whole. Issues addressed are media conglomeration and deregulation, media bias, stereotypes in the media, media as it relates to democracy, as well as other major concepts in the field.
PR: ENGL 1108.

JOUR 3315   The Publications Process   3 hrs.
This course will teach students the basics of digital media design. It will familiarize students with a variety of software related to print design, photography, logo design, and web design. Terminology related to all forms of media will be addressed.
PR: ENGL 1108

JOUR 3335   Photojournalism and Digital Imaging
          3 hrs.
Students will not only be taught the basics of photography, but will also learn the ethical conflicts and often the dangers facing photojournalists. Since film is no longer used, students also learn how to upload and manipulate photos digitally.

Appendix C
Journalism Course Title Changes and
Course Outlines and Learning Outcomes

JOUR 2245: Reporting and Multimedia News Writing
Course Outline:
    I. Media Convergence
        A. Old vs. new journalism
        B. Covering on-the-spot news
        C. Participatory journalism

    II. Basic Elements of News Writing/Reporting
        A. Basic grammar/style issues
        B. New reporting research methods
        C. Differing writing styles (AP, etc.) for different

    III. Multimedia Packaging & Audiences
        A. Digital storytelling & packages
        B. Digital design & data
        C. Context, tone, words, pictures, and sound
        D. How to get audiences what they want

    IV. Law & Ethics
        A. Producing and disseminating news
        B. Understanding copyright law
        C. Understanding libel law

Learning Outcomes. Students will:
- Demonstrate a cross-media way of journalistic thinking that blends the values and approaches from traditional media into planning, gathering, organizing, and producing news for a fast-paced, multitasking, and mobile audience.
- Select an easy and adaptive way of using words to get news and information across to audiences who have varying amounts of time to read and absorb it, as well as visuals to get news and information across to audiences who want to experience it.
- Assess when visuals are useful and necessary, and how to capture, select and organize them to effectively enhance the understanding of a story.
- Prepare various elements of storytelling (writing, audio, moving and still pictures) for a journalistic experience the audience ultimately controls.

Assessment Measures
    May include but are not limited to Class Discussions, Exams, Presentations, Papers, and News Stories. Standard departmental rubrics for each measure are available in TaskStream.

JOUR 2275: Media Literacy
Course Outline

    I. Development of Mass Media Industries
        A. Media economics/ownership/deregulation
        B. Historic media development– print, broadcast, digital
        C. Infotainment/entertainment media vs. journalism

    II. Critical Analysis of Mass Media
        A. Media literacy – informed media consumers
        B. Content vs. reality
        C. Current media trends
        D. Persuasive media – advertising, PR, political strategies, etc.

    III. Audience and Effects
        A. Special audiences – demographics, children, etc.
        B. Individual vs. industry perspectives
        C. Media theory and effects research

Learning Outcomes. Students will:
- Demonstrate critical thinking skills to analyze media's influence.
- Create a daily news habit to keep informed of current events.
- Compare media theories and the process of mass communication.
- Demonstrate knowledge of the history, structure, and functions of American mass media.
- Demonstrate knowledge of the legal and ethical considerations concerning the role and responsibility of media in a democratic society.
- Assess personal media habits and reflect on media's influence in your everyday life.
- Apply media literacy strategies to use media to their best advantage and empower themselves in the participatory digital democracy.

Assessment Measures
    May include but are not limited to Class Discussions, Exams, Presentations, Papers, and Blogs.
Standard departmental rubrics for each measure are available in TaskStream.

JOUR 3315: Multimedia Publishing
Course Outline

I. Basic Design Principles
    A. Visual impact
    B. Graphic design principles (balance, color, etc.)
    C. Typography and color
    D. Software introduction – (InDesign, Photoshop, etc.)

II. Multimedia Components
    A. Designing for print
    B. Designing for Internet
    C. Storyboarding
    D. Images, animation, audio, etc.

III. Designing for the Web
    A. Software use
    B. Web sites and interactive media
    C. Audience

Learning Outcomes. Students will:
- Demonstrate an understanding of the core concepts, terms, tools, and methods used to create digital illustrations.
- Create and layout documents, web sites, and web based multimedia content.
- Apply the processes of digitizing, manipulating, and preparing photographic files for print and web publication.
- Create, implement, test, and manage multimedia tasks.
- Create a website portfolio that showcases individual multimedia competencies.

Assessment Measures
    May include but are not limited to Class Discussions, Exams, Presentations, Papers, and Computer Design Exercises. Standard departmental rubrics for each measure are available in TaskStream.

JOUR 3335: Photojournalism and Digital Editing
Course Outline

I. Photojournalism Defined
    A. Famous photojournalists
    B. Ethical implications of photojournalism
    C. AP Techniques for better pictures
    D. Photography that tells a story

II. Elements of Photography
    A. Composition, framing, rule of thirds
    B. Types of cameras
    C. Camera operation
    D. Types of photography

III. Digital Imaging
    A. Types of images – (raw images, .jpg, etc.)
    B. Use of Photoshop
    C. Ethics of photo manipulation
    D. Application for the web

Learning Outcomes. Students will:
- Apply their understanding of the theory and history of digital art and design to the analysis and evaluation of artistic creations and commercial design productions in a variety of cultural contexts and settings.
- Demonstrate proficiency in up-to-date computer skills such as Adobe Creative Suite: digital imaging, digital illustration, layout, web design, and interactive design to produce artistic/design work.
- Explain their personal visions through creative art and design and explain that vision effectively to multiple audiences, in various situations, and through diverse channels of communication.
- Utilize performance and communicate effectively as professional artists/designers in both individual and collaborative settings to propose, manage, and complete design projects.
- Compile an effective professional portfolio suitable for career applications in the design industries or for admittance into highly competitive graduate programs in the arts.

Assessment Measures
    May include but are not limited to Class Discussions, Exams, Presentations, Papers, and Photoshop Exercises. Standard departmental rubrics for each measure are available in TaskStream.