

## Course Syllabus



### Course Description

In this course students will learn skills necessary in communicating in the print/electronic media with emphasis on writing, but including interviewing, observing, and reporting. Students will become intelligent consumers of the mass media and learn legal, moral, and ethical responsibilities inherent in the free press. The student will learn the elements of lead writing, inverted pyramid, news story construction, attribution, and appropriate newspaper style.

### Learning Outcomes

The main objective of this course is to have students think like journalists. The goal is to help students understand what they are doing and why. After the successful completion of Journalism 1 the student will:

- have skills necessary in communicating in the print media with emphasis on writing, interviewing, observing, reporting, reacting and synthesizing;
- become an intelligent consumer of the mass media;
- understand the legal, moral and ethical responsibilities inherent in a free press;
- develop responsibility for meeting deadlines;
- understand the necessity of research to add validity, emphasis and depth to writing;
- have an awareness of the world around him, both social and political.

**Textbook Required: Journalism Today** -- Donald L. Ferguson, Jim Patten, Bradley Wilson  
National Textbook Company, 6th edition

ISBN 0658004042

### Description of Course Methodology

- Students will read assigned text material each week. One chapter is assigned per Unit except for Unit 3 when two chapters are assigned. This course, Introduction to Journalism, will cover approximately one half of the textbook.
- Students will participate weekly with fellow students through discussion sessions and on line chat sessions.
- Students will complete assignments that include written responses to text activities and other posted materials.
- Students will read an additional book and write a book project as assigned.
- Students will produce and present a final project that will be the cumulative semester final.

## Assessment

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One Time Assignments	
Assignment	Points
Pretest	10
Book Project	25
Final Project	45

Overall Assignments		
Assignment	Points per Unit	Total (8 Units)
Participation	5	40
Weekly Assignments	10	80

200 points possible: for a passing grade, you must earn 120 points or higher

Grading Scale	
Letter Grade	Points
A	200 – 180
B	179 – 160
C	159 – 140
D	139 – 120
F	119 – 0

## Course Procedures, Required Activities, and Assignments

You should plan to participate in this course by logging on a minimum of 3 times each week of the eight week period. The asynchronous (not in real time) nature of the course activities and assignments will permit you to take part at times most convenient to you. The most important thing to remember is that you are responsible for reading the material and completing the assignments for each week. Late work will not be accepted so it is imperative for you to schedule your time wisely to complete all necessary assignments in a timely manner.

All assignments are due by Friday of each week. You will submit homework assignments to the Blackboard posting as indicated. Post your response to the Discussion Board by Wednesday of each week. Then go back and respond to one or more of your classmate's responses by Friday of that week.

Active participation for this course means posting your response to the discussion question(s) asked, reading other posted responses, and responding back to your classmates work in a way that furthers the discussion and/or provides additional resources relating directly to the topic under discussion. Discussion responses should be submitted to the appropriate weekly forum in the Discussion Forum of the Discussion Board of the classroom. Please remember to be courteous and appropriate in your replies to you fellow classmates.

NOTE: Please be mindful of online netiquette. Posts should be in short digestible paragraphs. Quality of the response is what is important.

Please avoid drive-by postings. Drive-by postings are those made by students once a week. The student logs in, reads the discussion questions/responses, and the responds to them all, all at once. The student is not seen again for a week. Drive-by posters are not contributors to the flow of the discussion and have not vested in becoming members of the class community. Points will be deducted for drive-by posters.

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**Rubric for  
Participation  
Grade**

5 points:

- Student has responded to at least the two required questions and to one classmate
- Comments/questions were responsive to the discussion question
- Comments or questions significantly enhanced the equality of discussion (i.e. illustrated a point with examples, suggested new perspectives on an issue, asked questions that helped further discussion, etc.)
- Provided constructive feedback to classmates
- Comments/questions provided evidence that the student has read and considered a substantial number of classmates' postings before responding

3-4 points:

- Student has posted a minimum of two times to the discussion board
- Comments/questions were reasonably responsive to the discussion
- Comments/questions enhanced the quality of discussion (i.e. illustrated a point with an example, suggested new perspectives on an issue, asked questions that helped further discussion, etc.)
- Provided constructive feedback to classmates
- Comments/questions provided evidence that the student has read and considered at least some classmates' postings before responding

1-2 points:

- Student has posted a minimum of one time to the discussion board
  - Comments/questions were reasonably responsive to the discussion board
  - Comments/questions provided evidence that the student has read and considered at least some classmates' postings before responding
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