Document N: Course and Program Development: IMPACT AND APPROVAL SIGNATURES

See Course and Program Development Policy and Procedures (www.ubalt.edu/provost) for instructions.

SCHOOL: LAW  MSB  CAS  CPA

CONTACT NAME: Cheryl Wilson  PHONE: x5203

DEPARTMENT/DIVISION: School of Communications Design  DATE PREPARED: 9/1/13

PROPOSED SEMESTER OF IMPLEMENTATION:  fall  spring  YEAR: 2014

TYPE OF ACTION:  add (new)  deactivate  modify  other

LEVEL OF ACTION:  noncredit  undergraduate  graduate  other

ACTION BEING REQUESTED (select one category, either Course Actions or Program Actions):

○ COURSE ACTIONS

Original Subject Code/Course Number: WRT332

Original Course Title: Introduction to Journalism

Select one or multiple actions from one of the lists below (review the list of necessary documents and signatures):

1. Experimental Course
2. Course Title
3. Course Credits
4. Course Number
5. Course Level
6. Pre- and Co-Requisite
7. Course Description
8. New Course
9. Deactivate Course
22. Other

PROGRAM ACTIONS

10. Program Requirements
11a. Undergraduate Specialization (24 credits or fewer)
11b. Master’s Specialization (12 credits or fewer)
11c. Doctoral Specialization (18 credits or fewer)
12. Minor (add or delete)
13. Closed Site Program
14. Program Suspension
15. Program Reactivation
16a. Certificate Program (UG/G) exclusively within existing degree program
16b. Certificate Program (UG/G) outside of or across degree programs (12 or more credits)
17. Off-Campus Delivery of Existing Programs
18a. Undergraduate Concentration (exceeds 24 credits)
18b. Master’s Concentration (exceeds 12 credits)
18c. Doctoral Concentration (exceeds 18 credits)
19. Program Title Change
20. Program Termination
21. New Degree Program
22. Other

ADDITIONAL DOCUMENTATION (check all appropriate boxes of documents included; review the list of necessary documents and signatures):

☑ summary proposal (O)  ☑ course definition document (P)  ☑ full five-page MHEC proposal (Q)

☐ financial tables (MHEC) (R)  ☐ other documents as may be required by MHEC/USM (S)  ☐ other (T)
### IMPACT REVIEW (review the list of necessary signatures):

<table>
<thead>
<tr>
<th>Impacted Entity</th>
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### APPROVAL SEQUENCE (review the list of necessary signatures):

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<td>B. General Education (for No. 7, 8)</td>
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<td>C. Final Faculty Review Body Within Each School (Chair)</td>
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<td>D. Dean</td>
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<td>E. University Faculty Senate (Chair)</td>
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<td>F. University Council (Chair)</td>
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<td>G. Provost and Senior Vice President for Academic Affairs</td>
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<td>2/19/14</td>
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<td>H. President</td>
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<td>L. MHEC (approval)</td>
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<td>M. Middle States Association notification</td>
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<td>![ ] Required only if the University's mission is changed by the action</td>
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</table>

1 University Council review (for recommendation to the president or back to the provost) shall be limited to curricular or academic policy issues that may potentially affect the University’s mission and strategic planning, or have a significant impact on the generation or allocation of its financial resources.
Document O: Course and Program Development: SUMMARY PROPOSAL

See Course and Program Development Policy and Procedures (www.ubalt.edu/provost) for instructions.

SCHOOL: O LAW O MSB O CAS O CPA

CONTACT NAME: Cheryl Wilson PHONE: x5203

DEPARTMENT/DIVISION: School of Communications Design DATE PREPARED: 9/1/13

PROPOSED SEMESTER OF IMPLEMENTATION: O fall O spring YEAR: 2014

ACTION BEING REQUESTED (select one category, either Course Actions or Program Actions):

O COURSE ACTIONS

Original Subject Code/Course Number: WRIT332

Original Course Title: Introduction to Journalism

Select one or multiple actions from one of the lists below (review the list of necessary documents and signatures):

1. Experimental Course
2. Course Title
3. Course Credits
4. Course Number
5. Course Level
6. Pre- and Co-Requisite
7. Course Description
8. New Course
9. Deactivate Course
22. Other

For changes to existing courses:

OLD TITLE

NEW TITLE

SUBJECT CODE/COURSE NO. CREDITS

PROGRAM ACTIONS

10. Program Requirements
11a. Undergraduate Specialization (24 credits or fewer)
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19. Program Title Change
20. Program Termination
21. New Degree Program
22. Other
DESCRIBE THE REQUESTED COURSE/PROGRAM ACTION (additional pages may be attached if necessary):

New course: WRIT332 Introduction to Journalism

SET FORTH THE RATIONALE FOR THIS PROPOSAL:

Both student interest and market demand suggest the need for a course specifically devoted to journalism. Although several of our courses, such as WRIT211: Popular Writing, WRIT316: Creative Writing Workshop: Creative Journalism, and WRIT317: Techniques of Popularization have elements of journalistic writing, the program lacks a course specifically devoted to this topic. This new course will introduce students to forms of journalistic writing as well as to new trends (backpack journalism, writing for media) in the field.
DOCUMENT P: COURSE DEFINITION


1. DATE PREPARED

9/1/13

2. PREPARED BY

Jon Shorr, Cheryl Wilson

3. DEPARTMENT/DIVISION

School of Communications Design

4. COURSE NUMBER(S) with SUBJECT CODE(S)

WRIT 332

5. COURSE TITLE

Introduction to Journalism

6. CREDIT HOURS

3

7. CATALOG DESCRIPTION

An introduction to journalistic writing and an overview of trends and developments in the field. Students learn to research, write and present various kinds of basic news stories for traditional and digital media. Throughout the course, they consider the civic, social and ethical responsibilities of the profession.

8. PREREQUISITES

none

9. COURSE PURPOSE (how the course is to be used in the curriculum; e.g., required for the major, elective, etc.)

Fills a requirement for the Applied Rhetoric Specialization also an elective for other English, Digital Communication, and Integrated Arts majors; general elective for other undergraduates.

10. GENERAL EDUCATION AREA (if applicable; e.g., social sciences, humanities, mathematics, etc.)

Communication

11. COURSE TYPE/COMPONENT (clinical, continuance, discussion, field studies, independent study, laboratory, lecture, practicum, research, seminar, supervision, thesis research, tutorial or workshop; this must match PeopleSoft 9.0 coding, so check with your dean's office if you are unsure of the correct entry)

Summer 2010
12. FACULTY QUALIFIED TO TEACH COURSE
Betsy Boyd, Roger Friskey, Arthur Magida, Jon Shorr, Marian Winik

13. CONTENT OUTLINE

1. Introduction to and History of Journalism
2. The Basics
   a. Identifying and utilizing primary and secondary news sources
   b. Basic news story structures
3. Writing for and presenting in Diverse media
   a. Print
   b. TV/radio
   c. online
4. Ethical and Industry Considerations

14. LEARNING GOALS

• Address a range of audiences effectively; develop and organize focused and coherent messages, and use verbal and visual rhetorical strategies for informing and persuading
• Acquire a critical disposition to thinking, reading, and writing; understand writing as a process; and increase competence in rhetorical conventions
• Use verbal and visual rhetorical strategies for informing and persuading
• Acquire a critical disposition to thinking, reading, and writing
• Understand writing as a process
• Increase competence in rhetorical conventions

15. ASSESSMENT STRATEGIES

Papers, quizzes, presentations

16. SUGGESTED TEXT(S) and MATERIALS (e.g. textbooks, equipment, software, etc., that students must purchase)

Will vary according to instructor, but may include: Subscriptions to print/online news media (i.e. Baltimore Sun, New York Times); Carole Fleming, An Introduction to Journalism; Helen Sissons, Practical Journalism; Tony Harcup, The Ethical Journalist

17. SPECIAL GRADING OPTIONS (if applicable)

none

18. SUGGESTED CLASS SIZE

22

19. LAB FEES (if applicable)

None
Communication
General Education Course Approval Form

Course Name: Introduction to Journalism
Course Number: WRIT332
Department/School/Division: School of Communications Design
Contact: Cheryl Wilson

Date: 9/13

Section I
List the proposed course's learning objectives.

- Address a range of audiences effectively; develop and organize focused and coherent messages, and use verbal and visual rhetorical strategies for informing and persuading
- Acquire a critical disposition to thinking, reading, and writing; understand writing as a process; and increase competence in rhetorical conventions
- Use verbal and visual rhetorical strategies for informing and persuading
- Acquire a critical disposition to thinking, reading, and writing
- Understand writing as a process
- Increase competence in rhetorical conventions

Section II: Please check all that apply and attach a course syllabus highlighting how or through what assignments/activities the learning objectives are met. If the syllabus does not specify how the course demonstrates compliance with the learning objectives, please attach supplemental assessment materials. Additional details about how the course meets the learning objectives should be indicated on Document 0: Course and Program Development: SUMMARY PROPOSAL

The UB learning objectives for Communication are listed below. Required learning objectives are in bold.

1. Address a range of audiences effectively; develop and organize focused and coherent messages, and use verbal and visual rhetorical strategies for informing and persuading. X

2. Acquire a critical disposition to thinking, reading, and writing; understand writing as a process; and increase competence in rhetorical conventions X

For Speech/Oral Communication Requirement (3-8):
3. Identify the variables of the communication process

4. Select appropriate forms of verbal and nonverbal communication and proper channels of communication
5. Explain and use primary variables that affect oral delivery

6. Explain strategies for projecting confidence and decreasing anxiety

7. Identify obstacles to effective listening

8. Discuss issues relating to the ethical responsibilities of communicators

**For Writing Requirement (9-11):**

As they progress through UB's writing program course sequence students should

9. Acquire a critical disposition to thinking, reading, and writing
   a. Use writing and reading for inquiry, learning, thinking, and communicating
   b. Understand a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate sources
   c. Integrate their own ideas with those of others

10. Understand writing as a process
    a. Be aware that it usually takes multiple drafts to create and complete a successful text
    b. Develop strategies for generating, revising, editing, and proofreading texts
    c. Use a variety of informational and research technologies

11. Increase competence in rhetorical conventions
    a. Develop knowledge of genre conventions (structure, paragraphing, tone, mechanics)
    b. Practice appropriate means of citation and documentation
    c. Control surface features