

## Journalism Option Quality Standards

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### **JOU-120**

1. The student will prepare a minimum of five (5) pieces of media writing of multi-paragraph length and write a theme-length final paper.
  - 1.1. The student will write an in-class essay on an assigned topic during the first week of class (diagnostic).
  - 1.2. The student will write at least one additional in-class essay during the semester (graded).
2. These pieces of writing will be of the following types: writing for print, writing for the web, writing for broadcast, writing advertising copy, and writing for public relations.
  - 2.1. The student will receive guidance in planning, writing, and revising the graded essays.
3. The student will learn to revise his/her writing, concentrating on the following specific skills: modification, coordination/subordination, and punctuation; avoidance of sentence fragments, fused sentences, run-on sentences, comma splices, faulty parallelism, shifts in subject and verb, and incomplete structures; attention to accuracy, clarity, and brevity; recognition of journalistic conventions and style; compliance with AP style guidelines and media conventions.
  - 3.1. The student will learn these skills through both contextual and direct instruction.
4. The student will learn the process of media writing through various pre-writing activities and will learn to revise his/her writing concentrating on the rhetorical concepts of sentence structure and usage, organization, and paragraph development, as well as the characteristics of news stories, feature stories, web writing, broadcast copy, advertising copy, and public relations material.
  - 4.1. For several of the assignments, the student will attend a conference with his/her instructor after production of the first draft. During this conference, instructor and student will discuss concepts and characteristics relevant to the assignment.
  - 4.2. After the conference, the student will prepare a final draft of the assignment.
5. The student will learn, in part through careful analysis of readings, the function of structural features employed in media writing, including text and images, journalistic conventions and style, the inverted pyramid, the lead paragraph, and elements of advertising and public relations.
  - 5.1. The student will read textbook examples illustrating the items above.
  - 5.2. Class discussion of the items will follow.
  - 5.3. The student will receive specific guidelines for each writing assignment.
6. Through selected readings and discussions, the student will become familiar with various aspects of writing standards and media law, including ethical behavior, dishonesty, plagiarism, the First Amendment, defamation, libel, privacy, copyright and trademark, advertising, and broadcast regulation.
7. Grades for all papers will apply to the course grade.

- 7.1. The course grade may include other measures, such as quizzes over reading assignments, skill quizzes, preparation for conferences, and class participation.

## **JOU-121**

1. The student will prepare a minimum of eight (8) pieces of newswriting of multi-paragraph length and write a theme-length final paper.
  - 1.1. The student will write an in-class essay on an assigned topic during the first week of class (diagnostic).
  - 1.2. The student will write at least one additional in-class essay during the semester (graded).
2. These pieces of writing will be of the following types: obituaries, profiles/interviews, local beats, sports, public relations/news releases, business/consumer news, writing for the web, and writing for broadcast.
  - 2.1. The student will receive guidance in planning, writing, and revising the graded essays.
3. The student will learn to revise his/her writing, concentrating on the following specific skills: modification, coordination/subordination, and punctuation; avoidance of sentence fragments, fused sentences, run-on sentences, comma splices, faulty parallelism, shifts in subject and verb, and incomplete structures; attention to accuracy, clarity, and brevity; recognition of journalistic conventions and style; compliance with AP style guidelines and media conventions.
  - 3.1. The student will learn these skills through both contextual and direct instruction.
4. The student will learn the process of media writing through various pre-writing activities and will learn to revise his/her writing concentrating on the rhetorical concepts of sentence structure and usage, organization, and paragraph development, as well as the characteristics of news stories, feature stories, web writing, broadcast copy, advertising copy, and public relations material.
  - 4.1. For several of the assignments, the student will attend a conference with his/her instructor after production of the first draft. During this conference, instructor and student will discuss concepts and characteristics relevant to the assignment.
  - 4.2. After the conference, the student will prepare a final draft of the assignment.
5. The student will learn, in part through careful analysis of readings, the function of structural features employed in newswriting, including text and images, journalistic conventions and style, the inverted pyramid, the lead paragraph, and elements of public relations.
  - 5.1. The student will read textbook examples illustrating the items above.
  - 5.2. Class discussion of the items will follow.
  - 5.3. The student will receive specific guidelines for each writing assignment.
6. Through selected readings and discussions, the student will become familiar with various aspects of writing standards and media law, including ethical behavior, dishonesty, plagiarism, the First Amendment, defamation, libel, privacy, copyright and trademark, advertising, and broadcast regulation.
7. Grades for all papers will apply to the course grade.
  - 7.1. The course grade may include other measures, such as quizzes over reading assignments, skill quizzes, preparation for conferences, and class participation.

## **MKT-150**

1. Understand and describe advertising on competition and consumer choice.

2. Explore the impact of advertising on competition and consumer choice.
3. Recognize and discuss some of the legal and moral issues as well as social responsibilities facing advertisers.
4. Describe the various groups in the advertising business and explain their relationship to one another.
5. Outline the consumer perception process and explain why "perception is everything."
6. Describe how marketing and advertising plans are related as well as how a media plan helps accomplish both the marketing and advertising objectives.
7. List several techniques creatives can use to enhance their productivity.
8. Explain the use of advertising layouts and the steps in creating them.
9. Explain the process ads and brochures go through from concept through final production.
10. Explain the role of public relations and corporate advertising in relationship marketing and integrated marketing communication.

## SPC-122

1. **Comprehend what constitutes interpersonal communication by understanding:**
  - 1.1. The types of needs that communication can satisfy.
  - 1.2. The elements and characteristics of the transactional communication model.
  - 1.3. The differences between impersonal and interpersonal communication.
  - 1.4. The principles and misconceptions of communication.
  - 1.5. The content and relational aspects of messages.
  - 1.6. The concept of metacommunication.
  - 1.7. The characteristics of effective communication.
2. **Appreciate the significance of communication and the self by understanding:**
  - 2.1. How the self-concept is defined.
  - 2.2. How the self-concept develops.
  - 2.3. Five characteristics of the self-concept.
  - 2.4. Four reasons why the self-concept is subjective.
  - 2.5. Differences between public and private selves.
  - 2.6. The role of self-fulfilling prophecies in shaping the self-concept and influencing communication.
  - 2.7. Four requirements for changing the self-concept.
  - 2.8. The ethics of impression management.
3. **Be able to recognize the significance of perception by understanding:**
  - 3.1. How the processes of selection, organization and interpretation operate in the perception process.
  - 3.2. The physical, cultural, social roles, gender roles, occupational roles, and self-concept variables that influence the perceptual process.
  - 3.3. Four factors that influence the accuracy and inaccuracy of our perceptions.
  - 3.4. Requirements for developing empathy to improve the accuracy of perceptions.
4. **After comprehending the importance of emotions concerning interpersonal relationships be able to:**
  - 4.1. Identify the components of the emotions you experience.

- 4.2. Recognize the emotions you experience and the circumstances and consequences surrounding them.
- 4.3. Distinguish true feeling statements from counterfeit expressions of emotions.
- 4.4. Distinguish between debilitating and facilitative emotions and label the emotions.
- 4.5. Express facilitative emotions you experience clearly and appropriately by using the guidelines for sharing feelings.
- 4.6. Minimize your difficult/debilitating emotions.
5. **Recognize the language can be a barrier and bridge in relationships. Understand/be able to:**
  - 5.1. The symbolic nature of language.
  - 5.2. That language is rule-governed.
  - 5.3. That meanings are in people, not words.
  - 5.4. The various types of troublesome language.
  - 5.5. That language describes events at various levels of abstraction.
  - 5.6. The problems that occur when overly abstract language is used.
  - 5.7. Identify the gender variables of language.
  - 5.8. Identify the culture variables of language.
6. **Recognize that nonverbal communication is messages without words and understand:**
  - 6.1. The importance of nonverbal communication.
  - 6.2. The six characteristics of nonverbal communication.
  - 6.3. The six functions of nonverbal communication.
  - 6.4. The twelve types of nonverbal communication described in this chapter.
  - 6.5. The differences between verbal and nonverbal communication.
7. **Appreciate the significance of listening and understand:**
  - 7.1. Seven types of nonlistening.
  - 7.2. The reasons why people listen poorly in most circumstances.
  - 7.3. The characteristics of informational listening as they are used to gather information.
  - 7.4. Seven styles of listening that can be used to help others with problems, and the strengths and drawbacks of each.
8. **Understand how intimacy and distance effect relationships.**
  - 8.1. The Altman-Taylor model of social penetration.
  - 8.2. Five variables affecting interpersonal attraction.
  - 8.3. The ten stages of interpersonal attraction.
  - 8.4. How self-disclosure is defined.
  - 8.5. How the Johari Window represents the relationship between self-disclosure and self-awareness and how it can describe self-disclosure in a dyadic relationship.
  - 8.6. How the four types of self-disclosure affect breadth and depth in a relationship.
  - 8.7. Seven guidelines for self-disclosure
  - 8.8. The alternatives to self-disclosure.
9. **When endeavoring to improve communication climates you should understand:**
  - 9.1. How confirming and disconfirming messages create positive and negative communication climates.
  - 9.2. The relationship between a communicator's self-concept and his or her defensive reaction to a message.
  - 9.3. How defense mechanisms operate when a communicator perceives attacking messages.
  - 9.4. How and why Gibb's defensive and supportive behaviors can minimize or increase defensive responses to your messages.
  - 9.5. How seeking more information from a critic and agreeing with the criticism can minimize a communicator's defensive responses.

**10. In managing interpersonal conflicts you should understand:**

- 10.1. That conflict is natural and inevitable.
- 10.2. Five personal styles of conflict:
- 10.3. nonassertive
- 10.4. direct aggression
- 10.5. passive aggression
- 10.6. indirect communication
- 10.7. assertion
- 10.8. The characteristics of three types of conflict resolution:
- 10.9. win-lose
- 10.10. lose-lose
- 10.11. win-win

**Math elective, Social Science elective, (6 credits-2 different disciplines) Science elective.**