

**RHODE ISLAND OFFICE OF HIGHER EDUCATION
PROGRAM ASSESSMENT FORM**

Please provide brief answers. This form is intended to provide summative information for use by RIOHE/RIBGHE.
RIOHE may include this information on its Web site. Institutions may also choose to include this information on their Web sites.
More detailed information may be required by your institution's academic administrators.

Institution: University of Rhode Island

Program: **JOURNALISM**
Degree: BA
Chair: LINDA LEVIN
Academic Year Plan: ~~2008~~-2009

Student Learning Outcomes	Performance Criteria	Evidence of Intentional Commitment to Address and Assess Outcome(s) across the Program	Program-Level Assessment Method(s) and Timing
<i>Upon completion of program, students are expected to (know and be able to do):</i>	<i>List specific attributes (knowledge, skills, behaviors, etc.) you expect students to exhibit that reveal achievement of specific outcome(s) assessed during this cycle.</i>	<i>Identify the collaborative means you used to ascertain that students have multiple and varied opportunities to learn a program-level outcome or outcomes, such as through curricular mapping, an audit or review of syllabi, or an inventory of teaching, learning and assessment practices.</i>	<i>Identify the direct and indirect methods you chose or will choose to gather evidence of students' attainment of the program-level outcomes.</i>
1. Capable of entry-level news media work in one of the major's areas of emphasis	1. The ability to think critically, creatively, and independently 2. The ability to express oneself clearly, both in writing and orally. 3. The ability to carry out journalistic research and interviews 4. The ability to prepare content for news media outlets. 5. The ability to meet deadlines 6. The ability to competently use technology appropriate to the medium.	See curricular mapping	1. Department is developing an exit survey for recent grads; reviewing internship grades and evaluations, and performance in advanced skills courses
2. Informed about journalistic ethics and capable of articulating an ethical decision.	Graduates understand professional codes of ethics and can apply them to ethical dilemmas faced by journalists; employing personal as well as professional ethics, they are prepared to make thoughtful decisions from among alternatives and are capable of defending those decisions	See curricular mapping	2. Student performance in courses on the curriculum map. Faculty will regularly review student performance in journalism ethics.
3. Able to explain the importance of journalism in the United States	Graduates understand the historical and legal significance of the First Amendment, the traditional role of journalism as society's watchdog, and the rights and responsibilities of journalists.	See curricular mapping	3. Faculty will review student research and other written work in relevant courses.
4. Conversant with contemporary media issues.	Because the present cannot be discussed intelligently without an awareness or and an appreciation of the past, implicit in this standard is the graduates' understanding of their professional roots. They are familiar with the issues now facing journalists and those likely to face journalists, particularly those being written and talked about by news media practitioners, users, observers and critics.	See curricular mapping	4. Faculty will review student research and other written work in relevant courses.
5. Prepared for a diverse and multi-cultural workplace.	Graduates recognize they live in and will work in a world characterized by difference and change, and they recognize the challenges these present to themselves and to journalism.	See curricular mapping	Department is developing an exit survey.

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EXAMPLE DOCUMENT ONLY

Program: Journalism
Degree: BA
Chair: Linda Levin
Academic Year Plan: 2008-2009

Expected Level of Achievement	Actual Level of Achievement	Analysis and Interpretation of Data	Actions	Timetable for Reassessment
<i>Identify the level of norm-based or criteria-based performance you expect graduating students to achieve.</i>	<i>Identify students' actual level of achievement against the expected performance level.</i>	<i>Identify the recommendations that emerged from your interpretation of data (such as through aggregating and disaggregating data or triangulating multiple sources of data).</i>	<i>Describe the actions you have taken (or will take) with particular focus on improving teaching and learning.</i>	<i>Identify when you have reassessed or will reassess specific outcomes to ascertain the efficacy of actions you have taken or will take. If you have already reassessed, what did you find?</i>
Match each number below with numbered student learning outcomes on page 1				
Within six months of graduation, 80 percent of graduates actively seeking journalism or media work will be hired	1. To be determined	1. To be determined	1. To be determined	1. Annually, beginning spring 2009
2. 80 percent of grads will have earned a grade of B or better in JOR 410	2. To be determined	2. To be determined	2. To be determined	2. Review JOR 410 grades beginning spring 2009
3. a) JOR 115, measurement to be determined b) JOR 310, measurement to be determined c) Senior portfolio will reflect knowledge of this outcome.	3. To be determined	3. To be determined	3. To be determined	3. a) Review JOR 115 grades beginning spring 2009 b) Review JOR 310 grades beginning spring 2009 c) Implementation date for portfolio to be determined
4. Conversant about contemporary media issues and 100 percent of acceptable degree of understanding	4. To be determined	4. To be determined	4. To be determined	4. Implementation date for portfolio to be determined

5. 100 percent of portfolio will demonstrate acceptable degree of understanding senior portfolio will demonstrate an

5. To be determined

5. To be determined

5. To be determined

5. Implementation date for portfolio to be determined

Journalism Department Outcomes and Courses Relating to Each Outcome

I=Introduce R=Reinforce E=Emphasize

Capable of entry-level media work in one of the major's areas of emphasis:

Media Writing, JOR 220 I
Intro to Radio/ TV News, JOR 230 I
Public Affairs Reporting, JOR 320 R
Magazine/Feature Article Writing, JOR, 321 R
Television News, JOR 330 R
Electronic News Gathering, JOR 331 R
Public Relations, JOR/PRS 340 I
Editing for Publication, JOR 341 R
Journalism Internship, JOR 345 E
Advanced Reporting, JOR 410 E
Advanced TV News, JOR 430 E
Public Relations Practices, JOR/PRS 441 E
Editing for Publication II, JOR 442 E

Informed about journalistic ethics and capable of articulating an ethical decision:

Foundations of Journalism, JOR 115 I
Media Writing, JOR 220 I
Intro to Radio and TV News, JOR 230 I
Media Law, JOR 310 E
Public Affairs Reporting, JOR 320 R
Magazine/Feature Article Writing, JOR 321 R
Television News, JOR 330 R
Elec News Gathering, JOR 331 R
Public Relations, JOR/PRS 340 I
Editing for Publication, JOR 341 I
Mass Media Issues, JOR 410 E
Advanced Reporting, JOR 420 E
Advanced TV News, JOR 430 E
Pub. Relations Prac. JOR/PRS 441 E
Editing for Publication II, JOR 442 E

Able to explain the role of the news media in a democratic society:

Foundations of Journalism, JOR 115 I
History of Journalism, JOR 210 R
History of Broadcasting, JOR 211 R
Media Writing, JOR 220 I
Media Law, JOR 310 E

Media Criticism, JOR 311 R
Alternative Media, JOR 313 R
Public Affairs Reporting, JOR 320 R
Media Issues, JOR 410 E
Perspec on Reporting JOR 415 E
Advanced Reporting, JOR 420 E
Advanced TV News, JOR 430 E

**Conversant about
contemporary media issues:**

Foundations of Journalism, JOR 115 I
Media Writing, JOR 220 I
Intro to Radio, TV, JOR 230 I
Media Law, JOR 310 E
Media Criticism, 311 R
Alternative Media, JOR 313 R
Public Affairs Reporting, JOR 320 R
Magazine/Feature Writing, JOR 321 R
Television News, JOR 330 R
Electronic Newsgathering, JOR 331 R
Public Relations, JOR/PRS 340 R
Editing for Publication, JOR 341 R
Journalism Internship, JOR 345 E
Media Issues, JOR 410 E
Perspects on Reporting, JOR 415 E
Advanced Reporting, JOR 420 E
Advanced TV News, JOR 430 E
Pub Relations Prac, JOR/PRS 440 E
Editing for Publication II, JOR 441 E

**Prepared for a diverse and multi-cultural
world and workplace:**

Foundations of American Journalism, JOR 115 I
History of Journalism, JOR 210 R
History of Broadcasting, JOR 211 R
Free Speech in Society, JOR 215 R
Alternative Media, JOR 313 E
Media Issues, JOR 410 E
Perspectives on Reporting, JOR 415 E

The University of Rhode Island

Department of Journalism *Mission*

The study and practice of journalism require the acquisition and application of a broad base of knowledge, so Journalism majors at the University of Rhode Island pursue a course of study that is strongly grounded in the liberal arts. Along with General Education and Elective courses from other disciplines, the major requires students to explore the concepts and professional practices of contemporary journalism in a diverse society. While studying the social, historical, legal and ethical contexts of journalism, students also learn how to gather, synthesize and critically assess factual information and communicate it clearly to a variety of audiences. Journalism "skills courses" -- through individual and collaborative assignments -- focus on reporting, writing, editing and producing news. "Conceptual" courses provide students the intellectual foundation and framework necessary to be a responsible journalist. And through its General Education course offerings, the Department of Journalism provides non-majors a forum for studying the importance of journalism and the role of the mass media in society. (*revised Spring 2008*)

Instructor: John Pantalone
Phone: 874-9077

Chafee Hall 225
Email: jpant@uri.edu

Office Hours: M 10-11:30; T 2-3:30; W 10-12; and by appointment.

Required Textbooks:

News Reporting and Writing; The Missouri Group; 9th edition
Associated Press Stylebook & Libel Manual, 2009 edition

About The Course: For would-be news reporters and writers in related media fields, Journalism 220 is the most important class you will take this semester. In fact, it will probably be the most important class you will take in college. If you apply yourself to the course requirements and work to the best of your ability, this course will help you build the foundation you'll need to become a capable reporter or media writer of any kind. Without question, hard work is the key to success in this course just as it is in the world of news reporting. You won't improve unless you want to. You won't develop the skills needed to write a clear, coherent, interesting story unless you devote yourself to the task. Reporters must know the world around them, be able to interpret what's going on in that world, and be able to communicate that simply and interestingly to readers and audiences. You accomplish all that with hard work: research, reading, observing, practicing your skills, learning from your mistakes, dedicating yourself to being the best reporter and writer you can be. When you complete this course, the ability to recognize news, to acquire the information necessary to report it and to write it effectively will all become second nature to you. But this will only happen if you attend to the coursework faithfully. When you finish this course, you should feel confident that you have the skills and the know-how to move on to other courses that will help you tackle more complicated stories and writing tasks in the real world.

Course Goals: Upon completion of this course, you should

- 1 -- Be able to explain the characteristics of news and what gives something news value
- 2 -- Be able to write professionally acceptable basic news stories – on a computer and under deadline
- 3 -- Be able to use a stylebook and apply basic style rules when writing stories
- 4 -- Be able to use basic journalism terminology to discuss stories
- 5 -- Be able to articulate the similarities and differences between writing news for print and broadcast, and writing for public relations and be able to apply them when writing stories
- 6 -- Be able to employ basic information-gathering techniques, including interviewing
- 7 -- Be able to define libel and describe basic ethical issues faced by reporters and apply this information when reporting and writing basic stories

For details on what these goals mean, how you achieve them and how you demonstrate the extent to which you have met them, read the "rubrics" handout, which is available online at www.uri.edu/artsci/jor.

Class Format: A portion of each class will be devoted to lecture time during which reporting and writing skills will be examined and explained. Lectures will also incorporate issues that pertain to newsgathering such as research, interviewing skills, developing sources and so on. The remainder of each class will be spent working on stories, completing story exercises and practicing writing and reporting skills. Students will also be given quizzes and tests on reading material and related textbook material as well as Associated Press style rules and use of the stylebook. It is imperative that you fulfill reading assignments and other requirements contained in the attached course outline. It is assumed that you will be reading a major daily newspaper faithfully to help you with your news writing and reporting. During the course of

the semester you will be assigned stories in various categories, which must be completed by deadline at the risk of receiving an "F." Most of these stories will come from a course package given to you the first full week of class. You will be working as a reporter in a fictitious town called Pleasant Valley, and the stories you will write will come from events in that town. Near the end of the semester you will be sent out on campus to develop and write a story involving an interesting person or someone engaged in interesting activities. Start thinking about that now so you will be prepared to meet the deadline with a well-developed story. Your final story of the semester will serve as a measurement of the skills you have developed as you will work in a small group to identify campus story ideas, then choose a story topic and pursue it to completion. More information will be provided about these assignments in class.

You must have sound writing skills in order to do well in this class. If you know you have a serious writing deficiency, you must do something to correct it. Study a grammar book. Practice writing daily. Read more. Check all your punctuation, spelling and grammar. Check stories for repetitive language and structures. Follow the instructor's checklist contained below. The Academic Enhancement Center in Roosevelt Hall is the place to go for general help with your writing. Because a WRT course with a grade of B or better is a prerequisite for this course, instructors expect students to have above-average writing skills. You will know early in the semester if you should seek additional help with your writing.

Stories and grading: All JOR 220 students are required to write a *minimum* of eight stories (500-1,000 words each); the exact number may vary by instructor. Required story types are: speech, meeting, accident, fire, crime, an obituary as life story and a news release. Instructors have different approaches to determining grades for written work. But the letter grades should reflect the grading rubric available online. Note that course materials refer to "professionally acceptable stories." Such stories contain at least the following, and the stories you submit for this class will be graded on the basis of how well you meet these criteria:

- Eye-catching (not ordinary or cliched) lead
- Logical story structure
- No loose ends or unexplained references
- Precise language usage
- Appropriate use of quotes and paraphrases
- No fabricated quotes or misquotes
- No factual errors
- No incorrectly spelled names of people or places
- No wrong names of people and places
- No spelling errors
- No grammatical errors
- No punctuation errors
- No wrong word usage
- No basic-style-rule errors

Your Portfolio: Keep all the work you do in this class including stories, exercises, quizzes and tests in a loose-leaf binder or similar portfolio binder. This will guard against the possibility of a mistaken grade being recorded for you. It will also allow us to conduct an evaluation of your work at the end of the semester. This evaluation will require reflection on your part to determine the extent of your effort and to identify skills you need to improve. It will also help the instructor determine if your grade should be raised somewhat because of extreme effort that resulted in marked improvement in your writing over the course of the semester. A lack of effort will show in the grades that you earn on stories, tests, quizzes and exercises because this course is all about hard work. Period!

Cleaning Your Copy -- Finding and fixing common grammar, punctuation and style errors
Get Me Rewrite: The Craft of Revision -- Make your writing clearer, sharper and more powerful

Supplies: You will want pencils for self-editing your written work. You might want a Mac-compatible "thumb drive" for saving copies of work you write in the Journalism Lab, at home or in other labs on campus. Always save backup copies of your stories and other written work on your laptop and an external drive.

Ethics Overlay: As a matter of course, the class will emphasize ethical practices, rules and decision making throughout the semester. In nearly every story exercise that students will engage in, there are potential ethics problems and clear issues to discuss. We will confront those ethics problems and discuss those issues within the context of a clear set of rules provided by the Society of Professional Journalists (SPJ.org). One of your first assignments will be to download, print and review the SPJ's code of ethics, and we will consider ethics problems and questions, guided by that code, throughout the semester.

Classroom & Lab etiquette: No food or drinks are allowed in the Classroom (Chafee 239) or the Computer Lab (Chafee 241). The classroom tables and computer workstations are furniture. If you write on the furniture at home, you may feel the urge to write on our furniture. **Do not!** Before you settle in for class, turn off your cell phone, pager, Blackberry and similar devices. The time you spend in the Computer Lab is intended for class-related work. Do not surf the Web, check email, etc.

You are allowed to print **one** copy of work produced at the computer. If at first you don't succeed, **do not** try, try again. Instead, check with your instructor.

Save your work to your own folder – not the desktop. Before you leave for the day, move stray files into your folder, then log out.

Attendance and Other Rules: You are expected to attend class. Absences not excused by legitimate documentation of an illness or emergency will count against your final grade. Chronic lateness will also result in grade point deductions. Reporters cannot be late for assigned duties, and they cannot miss work regularly. If they do so, they will be fired or exiled to a career of boring obscurity. All deadlines must be met. Failure to turn stories or assignments in on deadline in proper form will result in an "F" for that assignment. University rules pertaining to plagiarism will be observed. Anyone who does not do his or her own work will receive an "F," and will also stand to fail the class and possibly be dismissed from school. This does not mean, however, that you cannot prepare for class or accomplish assignments in a collaborative learning atmosphere. Reporters often work together on stories and series. There is a difference, however, between collaborating and letting someone else do all the work. Some assignments in this class will require collaboration in teams of three or four students. Each student will be responsible for a portion of the assignment and must complete that portion or suffer a grade penalty. Studying together, of course, is not only allowed but encouraged. This kind of collaborative learning can be very effective.

Plagiarism and Cheating: The university's policies regarding plagiarism and cheating will be adhered to. Any student caught cheating on a test will fail that test and could fail the course. A word to the wise is sufficient; you shouldn't be in college if you don't intend to pursue your education honestly. This is especially true of journalism, where ethical behavior is required and taken seriously and where ethical infractions often result in the loss of employment.

Special Needs: Any students with disabilities should make their situation known as soon as possible so that reasonable and proper accommodations can be made to assist you. You should contact the Student

Services office in the Memorial Union to determine what you can reasonably expect in terms of special accommodations such as extra testing time, notetaking, etc. I will do whatever I can to assist you in maximizing your success in this class, but it is up to you to bring any special circumstances to my attention.

Cancelled Classes: Should the university cancel classes for any reason, students should assume that whatever was scheduled for the course on the day of the cancelled class will take place during the next scheduled class session. In other words, if class is cancelled on the day of a scheduled test, the test will be given during the next class session. If class is cancelled on the final class day prior to a scheduled test, the test will be postponed one class session. Please do not email the instructor to ask about the schedule in case of a cancelled class. Follow the plan detailed above.

Class Schedule: Media Writing is all about skill development. These skills are interrelated, and to be a successful media writer you must develop some degree of competency in all the skills. You cannot learn these skills in a vacuum, nor can you begin to master them without **lots of practice**.

This schedule tells you what you need to read each week. It also indicates some of your assignments and when major assignments and exams are scheduled. It also shows when topics will be introduced. But it is important that you understand that many topics will be discussed throughout the semester and, indeed, in subsequent "skills" courses.

Sept. 3- Course Introduction and Diagnostic Test

Sept. 8-10- Writing News Leads and Structuring Stories; AP Style Rules

Read chapter 7

First story assigned

Sept. 15-17- Leads and Structure; Using Quotes; Covering Meetings

Read chapters 4 and 12

Second story assigned

AP Style Quiz

Sept. 22-24- Writing Style; Other Basic Stories

Read chapters 8 and 13

Third story assigned

AP Style Test

Sept. 29-Oct. 1- Covering Crime & Beats

Read chapter 14

Fourth story assigned

Chapter Quiz

Oct. 6-8- Ethics in reporting; polishing stories

Read chapter 23

Fifth story assigned

AP Style Quiz

Oct. 15 (No class Oct. 13)- Libel and other legal Issues; polishing stories

Read chapter 22

Sixth story assigned

Oct. 20-22—Midsemester.

Midterm exam Oct. 22.

Oct. 27-29- Reporting on budgets, taxes, etc.

Read chapter 6

Seventh story assigned

Nov. 3-5- Other styles of writing; Web & Convergence; Profiles & Obits

Read chapters 9 and 10

Eighth story assigned

AP Style Test

Nov. 10 (No class Nov. 12)- Profiles & Interviewing

Read chapter 3

Nov. 17-19- Writing for Broadcast

Read chapter 19

Broadcast exercises

Nov. 24-26- Writing for Public Relations

Read chapter 11

PR Exercise assigned

Dec. 1-3- Profiles and PR

PR Exercise

Dec. 8- LAST DAY OF CLASS- Final Assessment

Profiles Due

Dec. 17- FINAL EXAM, 8 a.m.-11 a.m.

JOR 220 - Media Writing Goals (Competencies)

Competency	What it means	Some ways to acquire it	How to demonstrate it
A. Recognize and fully understand the characteristics of news and what gives something news value	1. Can identify the commonly used news criteria	a. Lectures b. Readings c. Exercises d. Reading newspapers	Class discussions Quizzes & Exams Written news stories
	2. Can explain how reporters and editors apply these criteria to judge potential news stories	a. Lectures b. Readings c. Exercises d. Reading newspapers	Class discussions Quizzes & Exams Written news stories
	3. Can analyze an event for its news value	a. Lectures b. Readings c. Exercises d. Reading newspapers	Class discussions Quizzes & Exams Written news stories
	4. Can generate story ideas that have significant news value/interest	a. Class discussion of potential stories b. Analyzing news value of published stories c. reading newspapers and magazines and watching TV news d. small-group discussion e. Exercises	Generating useable story ideas
B. Be capable of basic information-gathering techniques, including interviewing	1. Can use basic reference materials that reporters rely on regularly: dictionary, almanac, atlas, telephone directory, government manuals as well as specific online resources	a. Lectures b. Readings c. Exercises d. In-class use of reference works	Quizzes & Exams Written work
	2. Are familiar with meeting agendas and basic public records and reports (police and fire records, planning & zoning records) and where to find them	a. Lectures b. Exercises	Quizzes & Exams Written work
	3. Are familiar with how a community functions (institutions, agencies, offices, funding processes, lines of authority)	a. Lectures b. Readings c. Story exercises d. Class discussions	Quizzes & Exams Written work
	4. Can prepare appropriate questions, supported by background research	a. Practice interviews	Quizzes & Exams Written work Generating questions for specific interviews
	5. Can prepare appropriate questions, supported by background research	a. Practice interviews	Writing stories with thorough information based on personal interviews
	6. Can conduct a basic face-to-face interview	a. Practice interviews	Writing stories with thorough information based on personal interviews
	7. Can ask follow-up questions based on responses	a. Taking notes in class b. In-class instruction on skills c. Attending public events to practice note-taking	Writing stories with thorough information based on personal interviews
C. Be able to write basic news stories that are publishable	1. Can write publishable basic news stories including meetings, speeches/lectures/press conferences, accidents/fires/crimes, obituaries	a. In-class instruction b. Exercises c. Reading d. Reporting on a campus event	Writing stories
	2. Can correctly use the terminology/jargon that applies to each type of story	a. Reading b. Lectures c. Class discussions	Quizzes and exams Class discussions
	3. Can write a proper summary lead for a news event story	a. Instruction b. Exercises c. Reading text d. Reading & analyzing published stories	Writing leads Writing stories Quizzes and exams
	4. Can properly organize and write an inverted pyramid news	a. Instruction b. Exercises c. Reading text	Writing leads Writing stories Quizzes and exams

	<p>story</p> <p>5. Are familiar with other lead styles, including delayed, descriptive and anecdotal leads</p> <p>6. Are familiar with other ways of structuring news stories, including chronological and combination structures</p> <p>7. Can exercise news judgment by including all necessary details in a story</p> <p>8. recognize when to quote a source directly and when to paraphrase</p> <p>9. Can properly present direct quotes and paraphrases, including punctuation and attribution</p> <p>10. Be able to write a publishable story on a computer and under deadline</p>	<p>d. Reading & analyzing published stories</p> <p>a. Instruction b. Exercises c. Reading text d. Reading & analyzing published stories</p> <p>a. Instruction b. Exercises c. Reading text d. Reading & analyzing published stories</p> <p>a. In-class instruction b. Reading text c. Analyzing published stories d. Reviewing news criteria</p> <p>a. In-class instruction b. Reading text c. Analyzing published stories d. Exercises</p> <p>a. In-class instruction b. Reading text c. Analyzing published stories d. Exercises</p> <p>a. Skills developed during semester</p>	<p>Quizzes and exams Producing stories with alternative lead styles</p> <p>Quizzes and exams Stories</p> <p>Writing publishable stories</p> <p>Quizzes and exams Writing publishable stories</p> <p>Quizzes and exams Writing publishable stories</p> <p>Exam: can write a publishable story of 750-1,000 words about a basic news event in an hour, with no basic style errors</p>
D. Be able to use a stylebook and apply basic newspaper style rules	<p>1. Written stories contain no basic style rule errors</p> <p>2. Can use the AP Stylebook as a reference tool in order to present information in the proper form</p>	<p>a. Reading b. In-class instruction c. Exercises d. Studying the Basic Rules List e. Memorizing basic style rules pertaining to the use of: numerals (quantities, ages, dimensions and percentages), money, time, addresses, titles, geographical locations</p> <p>a. In-class instruction b. Studying stylebook c. Using stylebook</p>	<p>Quizzes and exams Writing publishable stories</p> <p>Quizzes and exams Writing exercises Stories Final Exam</p>
E. Be familiar with basic journalism terminology	<p>1. Are familiar with the basic jargon of reporting and can communicate effectively with a reporter or editor about stories</p>	<p>a. Reading text b. Class discussions c. Lectures d. Memorizing Basic Terminology List</p>	<p>Quizzes and exams Class discussions</p>
F. Be able to articulate the similarities and differences between reporting and writing news for print, broadcast and online, and writing for public relations	<p>1. Can explain the differences between writing for reading and writing for speaking; and can condense a fully developed print story into a useable broadcast story</p> <p>2. Can explain the differences between writing to inform and writing to persuade; and can write a useable press release</p>	<p>a. Reading text b. Lectures c. Class discussions d. Exercises</p> <p>a. Reading text b. Lectures c. Class discussions d. Exercises</p>	<p>Quizzes and exams Writing a basic news story for broadcast</p> <p>Quizzes and exams Writing a basic press release</p>
G. Have been introduced to libel and basic ethical issues faced by reporters	<p>1. Can define libel and demonstrate a familiarity with defenses against a libel suit</p> <p>2. Can demonstrate a familiarity with ethical violations that reporters might commit, including fabrication, misrepresentation, staging, conflict of interest and improper use of anonymous sources</p>	<p>a. Reading text b. Lectures</p> <p>a. Reading text b. Lectures</p>	<p>Quizzes and exams</p> <p>Quizzes and exams</p>