Proposed Form For Addition And Revision Of Courses

1. Proposing College / School: College of Liberal Arts
   Department: Department of Communication and Journalism

2. Course Prefix and Number: JRNL 1100
   3. Effective Term: Fall 2013

4. Course Title: Journalism Fundamentals
   Abbreviated Title (30 characters or less): Journalism Fundamentals

5. Requested Action:
   - [ ] Reumber a Course
   - [ ] Add a Course
   - [ ] Revise a Course

6. Course Credit:
   - Contact/Group Hours
   - Scheduled Type
     - (e.g.: Lab, Lecture, Practicum, Directed Study)
   - Weekly or Per Term?
   - Credit Hours
   - Anticipated Enrollment

   Maximum Hours (Repeatability): 3
   Contact/Group Hours: 3
   Scheduled Type: Lecture
   Weekly or Per Term?: Term
   Credit Hours: 3
   Anticipated Enrollment: 40
   Total Credit Hours: 3

7. Grading Type:
   - [ ] Regular (ABCDF)
   - [ ] Satisfactory/Unsatisfactory (S/U)
   - [ ] Audit

8. Prerequisites/Corequisites:
   Use "P:" to indicate a prerequisite, "C:" to indicate a corequisite, and "P/C:" to indicate a prerequisite with concurrency.
   None

9. Restrictions: List specific restriction in space above.
   - [ ] College
   - [ ] Major
   - [ ] Standing
   - [ ] Degree

10. Course Description:
    (20 Words or Less; exactly as it should appear in the Bulletin)
    Emphasis on Associated Press Stylebook, word usage and spelling for students interested in print, broadcast, online and public relations writing.

11. May Count Either: N/A or N/A
    (Indicate if this particular course cannot be counted for credit in addition to another)

12. Affected Program(s):
    (Respond "N/A" if not included in any program; attach memorandum if more space is required)
    Program Type (e.g.: minor, major, etc.): N/A
    Program Title (e.g.: MS in Chemistry, Performance Option, Minor in Art): N/A
    Requirement or Elective? (required or optional?): N/A

13. Overlapping or Duplication of Other Units' Offerings:
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
    - [ ] Applicable
    - [ ] Not Applicable
14. Justification:

This course is a required for journalism and public relations majors. We would like to change the name from "Newspaper Fundamentals" to "Journalism Fundamentals" to more accurately reflect the course content and our emphasis on converged media.

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources:

No additional resources are required.

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization -- i.e.: Dean -- where necessary; if no additional resources or shifting of resources will be necessary, respond "Not Applicable")

16. Student Learning Outcomes:

Journalism Fundamentals provides an overview of all types of journalism and related professions. It prepares students for the more specialized courses in the journalism and public relations programs.

By the end of this course, students will:
1. Know the importance of accuracy, objectivity and conciseness in all types of media writing.
2. Know and have command of correct grammar, punctuation, Associated Press Style and spelling.
3. Know what journalists' standard reference books are and what they are expected to look up.
4. Understand the mind-set with which professional writers and copy editors approach their work.

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:

Course schedule

Week 1
Review course syllabus & Review of "The Elements of Style" by Strunk and White

Week 2
Continue Review of "The Elements of Style" by Strunk and White

Week 3
Complete Review of "The Elements of Style" by Strunk and White. Begin Review of "Word Usage" in Course Packet

Week 4
Complete Review of "Word Usage" in Course Packet and begin Review of AP Stylebook and Stylebook in course packet.

Week 5
Continue review of AP Stylebook and Stylebook in course packet

Week 6
Continue review of AP Stylebook and Stylebook in course packet

Week 7
Continue review of AP Stylebook and Stylebook in course packet

Week 8
Review for Spelling Quiz 1 and take Spelling Quiz 1

Week 9
Review for Strunk-Word Usage Quiz 1, Return Spelling Quiz 1 and take Strunk-Word Usage Quiz 1
Week 10
Tuesday: Review for AP Style Quiz 1 and return Strunk-Word Usage Quiz 1
Thursday: AP Style Quiz 1

Week 11
Review for Comprehensive Quiz 1, return AP Style Quiz 1 and take
Comprehensive Quiz 1

Week 12
Return Comprehensive Quiz 1, review for Spelling Quiz 2 and take
Spelling Quiz 2

Week 13
Review for Strunk-Word Usage Quiz 2, return Spelling Quiz 2 and take
Strunk-Word Usage Quiz 2

Week 14
Review for AP Style Quiz 2, return Word Usage-Strunk Quiz 2 and take AP
Style Quiz 2

Week 15
Review for Comprehensive 2 Quiz, return AP Style Quiz 2 and take
Comprehensive 2 Quiz

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)

18. Assignments / Projects:

Textbooks:
These two books, along with the three handouts in the course packet
(Spelling, Strunk-Word Usage and AP Style), will constitute the texts for this
class. Course handout packet is available at local bookstores.

Exams:
Students are required to take four exams. The spelling, word usage and AP
Style exams will come directly from the three related handouts in the course
packet. The comprehensive exam will include questions on spelling, word
usage and AP Style. Students may take one or more of the exams a
second time. The score the second time will be used in determining your
course grade. Each of the first four exams will be given only once, at the
class meeting time and on the date specified. No makeups will be given on
the first four exams regardless of the excuse. A university-approved excuse
(discussed with the instructor in advance) will be required for a student to
get a makeup on a second-round quiz.

(List all quizzes, projects, reports, activities and other components of the course grade -- including a brief description of each
assignment that clarifies its contribution to the course's learning objectives)

19. Rubric and Grading Scale:

Grading scale:
A: 93.00-100
B: 87.00-92.99
D: 83.00-86.99
F: Below 83.00

You must make 83.00 or better on exams covering all four segments to
pass the course:
You must make:
83.00 or better on Spelling exam (counts 20 percent)
83.00 or better on Word Usage exam (counts 20 percent)
83.00 or better on AP Style exam (counts 20 percent)
83.00 or better on Comprehensive exam (counts 40 percent)
20. Justification for Graduate Credit: N/A

(Include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Student Policy eHandbook, Faculty Handbook, or any existing university policy.)

POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please consult the Student Policy eHandbook for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g.: hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 944-2096 (V/T).
Approvals

[Signatures and dates]

College / School Dean

Dean of the Graduate School (for Graduate Courses)

Assoc. Provost for Undergraduate Studies (for Undergraduate Courses)

Contact Person: Jennifer Adams
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October 17, 2012

To: University Curriculum Committee
Through: CLA Curriculum Committee
From: Jennifer Adams
Re: Grading Scale in JRNL 1100

The justification for the grading scale for JRNL 1100 Journalism Fundamentals is as follows:

JRNL 1100 develops writing skills in spelling, punctuation, word usage, grammar and Associated Press Style. These are critical skills required of professional journalists and public relations practitioners. Students must demonstrate mastery of these skills to be successful in higher-level journalism courses. The rigorous application of these skills ensures that students are prepared to succeed in their first journalism writing class, JRNL 2210 Newswriting, and all subsequent journalism courses.

In JRNL 1100, students must make a minimum grade of 83 or better on each of the four components of the course before they may take other classes in the journalism curriculum.
Here is the breakdown of the tests:

83.00 or better on Spelling exam (counts 20 percent)

83.00 or better on Strunk-Word Usage exam (counts 20 percent)

83.00 or better on AP Style exam (counts 20 percent)

83.00 or better on Comprehensive exam (counts 40 percent)

The grades on all four tests are not averaged. The Comprehensive exam always counts 40 percent. The other three are 20 percent each. Students have the opportunity to retake each of the four exams to make an 83 percent or higher.

Journalism 1100 was developed almost 30 years ago. It is a required course for journalism and public relations majors. The course is nationally recognized as a good precursor for students pursuing the journalism or public relations major. The course is widely respected by employers in our field. It has been our long-time, department standard that students must make an 83 percent or better in the course to pass.