Originating Course Information

Offering of Education: Teaching & Learning 5341: Journalism and New Media in the 7-12 Classroom
Fiscal Unit/Academic Org School of Teaching & Learning - D1275
Requirement/Elective Designation Not A General Education course

General Information

Type of Request Flexibly Scheduled
Term of Offering Summer 2012 - Seven Week Summer Session
Level/Career Graduate, Undergraduate
Rationale for proposing this offering During this transition year, we need to accommodate full student schedules by offering this licensure requirement in abbreviated form.
Description for this offering Designed for the English Master of Education (MED) student who plans to teach English language arts and possibly school newspaper, yearbook, broadcast and news media in a middle school or high school (grades 7-12).

Attachments

• 5341 flex form.doc
  (One Time Form Supplement. Owner: Mercerhill,Jessica Leigh)
• Journalism and NM Syllabus.doc
  (Syllabus. Owner: Mercerhill,Jessica Leigh)

Comments

• Approved by GSC 4/3/12 (by Mercerhill,Jessica Leigh on 04/04/2012 01:36 PM)

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
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<tr>
<td>Submitted</td>
<td>Mercerhill,Jessica Leigh</td>
<td>04/04/2012 01:36 PM</td>
<td>Submitted for Approval</td>
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<tr>
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<td>Unit Approval</td>
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<td>Pending Approval</td>
<td>Achterberg,Cheryl L Blount,Jackie Marie Zircher,Andrew Paul</td>
<td>04/04/2012 01:36 PM</td>
<td>College Approval</td>
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</tbody>
</table>
A. **One-time Request Information** (This section is required for all one-time offering requests)

1. Requested Room Capacity (if university pool classroom is being requested) __RA 009__________
2. Enrollment Capacity 30
3. Waitlist Capacity 0
4. Final Exam:
   - Yes
   - No
   - Last Class (Note: per faculty rules, this option is **NOT** available for the Undergraduate career)
   a. Exam Seat Spacing ______________
5. Special Instructions or Additional Information

________________________________________________________________________

________________________________________________________________________

Class Search Title (18 character limit) **Journal&NewMedia**

Display in Class Search:

- Yes
- No

8. Credit Hours 2

9. Course Components (check all that apply):

- Clinical
- Field Experience
- Laboratory
- Lecture
- Independent Study
- Recitation

10. Graded Component (check one):

- Clinical
- Field Experience
- Independent Study
- Laboratory
- Lecture
- Recitation

11. Campus of Offering (check all that apply):

- Columbus
- Marion
- Newark
- Lima
- Mansfield
- Wooster (ATI)
12. Prerequisites and Exclusions  
   Admission to the M.Ed program in English Education

13. Permission to Enroll in this course:  
   □ No Consent needed  □ Department Consent  
   □ Instructor Consent

C. Flexibly Scheduled/Off Campus/Workshop Request Information  
   (This section is required for flexibly scheduled / off-campus / workshop requests only)

1. Start Date and End Date  
   June 18 – Aug 10

2. Previous quarter(s) of offering and enrollment  
   N/A

3. Expected enrollment for proposed quarter of offering  
   30

4. Attach the course syllabus that includes the topic outline of the course, student learning outcomes 
   and/or course objectives, methods of evaluation and off-campus field experience.

5. Off-Campus Site

6. Will course be taught in distance learning format:  
   □ Yes  □ No

7. Complete the following for courses offered for less than term length or for Workshops:

<table>
<thead>
<tr>
<th>Level and Credit Hours:</th>
<th>Present Offering</th>
<th>Proposed Offering</th>
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<tbody>
<tr>
<td></td>
<td>Graduate 3 hours</td>
<td>Graduate 2 hours</td>
</tr>
<tr>
<td>Class/Lab Contact Time:</td>
<td>165 minutes</td>
<td>220 minutes/week</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Admission to M.Ed. English program</td>
<td>Admission to M.Ed. English program</td>
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<table>
<thead>
<tr>
<th>Exclusion or Limiting</th>
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<table>
<thead>
<tr>
<th>Grade Options (Check)</th>
<th>Letter</th>
<th>S/U</th>
<th>Progress</th>
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<tr>
<td>X</td>
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<table>
<thead>
<tr>
<th>Number of Hours of out-of-class preparation required:</th>
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</table>

<table>
<thead>
<tr>
<th>Total hours of class meetings:</th>
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<tbody>
<tr>
<td>25</td>
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</table>

<table>
<thead>
<tr>
<th>Length of each class:</th>
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<tbody>
<tr>
<td>110 minutes</td>
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ATTACHMENT TYPES that may be needed for this form:

Cover Letter  
Syllabus
Study Tour Academic Plan
Study Tour Administrative Plan
Concurrence Letters / Forms
GE model curriculum compliance statement
GE course assessment plan
Memo of Understanding
Appeal statement
Other supporting documentation
Components (Sections): Complete as needed

Begin Component 1

1. Component (Section) Type (Choose 1):
   - [ ] Clinical
   - [ ] Field Experience
   - [ ] Independent Study
   - [ ] Lab
   - [ ] Lecture
   - [ ] Recitation
   - [ ] Seminar
   - [ ] Workshop

2. Instruction Mode. (Choose only ONE):
   - [ ] Clinic Field Experience
   - [ ] Computer taught
   - [ ] Distance Learning
   - [ ] Flexibly Scheduled
   - [ ] In Person
   - [ ] Video Taught

3. Meeting Pattern
   - [ ] MON [ ] TUE [ ] WED [ ] THR [ ] FRI [ ] SAT [ ] SUN

4. Meeting start time: ___________
5. Meeting end time: ___________

6. Instructors. Provide at least 1 primary instructor.

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Role</th>
<th>Access</th>
<th>Print name in schedule?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td></td>
<td>Yes</td>
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</table>

7. Central classroom pool facility or department room: [ ] Pool [ ] Dept

8. Room Characteristics. Specify up to 5 in priority order.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Characteristic</th>
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<tbody>
<tr>
<td>1</td>
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<tr>
<td>2</td>
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<td>4</td>
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<td>5</td>
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</tbody>
</table>

9. Notes: ______________________________________________________________

   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After

End Component 1
1. Component (Section) Type (Choose 1):
   - [ ] Clinical
   - [ ] Field Experience
   - [ ] Independent Study
   - [ ] Lab
   - [ ] Lecture
   - [ ] Recitation
   - [ ] Seminar
   - [ ] Workshop

2. Instruction Mode. (Choose only ONE):
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   - [ ] Flexibly Scheduled
   - [ ] In Person
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3. Meeting Pattern
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9. Notes: ______________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After
1. Component (Section) Type (Choose 1):
   - [ ] Clinical
   - [ ] Field Experience
   - [ ] Independent Study
   - [ ] Lab
   - [ ] Lecture
   - [ ] Recitation
   - [ ] Seminar
   - [ ] Workshop

2. Instruction Mode. (Choose only ONE):
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   - [ ] Computer taught
   - [ ] Distance Learning
   - [ ] Flexibly Scheduled
   - [ ] In Person
   - [ ] Video Taught

3. Meeting Pattern
   - [ ] MON
   - [ ] TUE
   - [ ] WED
   - [ ] THR
   - [ ] FRI
   - [ ] SAT
   - [ ] SUN

4. Meeting start time: ___________
5. Meeting end time: ___________

6. Instructors. Provide at least 1 primary instructor.

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</table>

9. Notes: ______________________________________________________________
    ____________________________________________________________________
    ____________________________________________________________________
    ____________________________________________________________________

9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After

End Component 3
Description/Rationale:
This graduate course is designed for the English Master of Education (MED) student who plans to teach English language arts and possibly school newspaper, yearbook, broadcast and news media in a middle school or high school (grades 7-12). A major focus of this course will involve class activities and individual and group projects on communicating with a mass audience through newspapers, television and other media. Students will learn approaches to factual and persuasive writing in a variety of formats, as well as visual approaches to information presentation.

Our objective is to enable pre-service teachers in supporting high school students to start a campus newspaper, or improve an existing newspaper, and enhance the teaching of journalism and First Amendment issues. Participants will focus on the essential values of journalism and the skills needed to produce a successful scholastic newspaper. We also will provide the context for understanding the press' role in society and, as importantly, provide direction on how to teach the material presented. Specifically, during the school year, participants will be assigned a field-based teaching experience that includes their use of course materials and lectures to develop a curriculum guide that will allow them to plan, organize, outline and teach secondary students how to produce a classroom-based newsletter.

Relationship to Other Courses/Curricula:
This course will be an introduction to school-based journalism and will also offer the participants the opportunity to explore new media venues and programs – both related to teaching Journalism, as well as all areas of English Language Arts and the Humanities. This course will add a dimension to the pre-service teachers’ knowledge of writing pedagogy in that they will consider teaching writing within the context of school publications and issues of media literacy; it will also teach pre-service teachers the use of computer software for support of school publications.
Objectives:

- Producing Integrated language arts teachers who are better informed about the operations, practices, news values and ethical decision-making in the craft of journalism.
- Imparting or enhancing the writing, editing, layout, photo and graphics skills that teachers need to better advise students and to start or strengthen a school newspaper. In addition, the business-side skills to enable a student newspaper to operate independently will be discussed.
- Extending the focus of many high school newspapers to fair and balanced news reporting and writing beyond the traditional concerns with essay writing, public relations and opinion pieces.
- Instilling a greater understanding of, and appreciation for, the First Amendment.
- Discovering new media venues for use in the secondary English classroom.

Diversity: This course addresses diversity in two ways. First, with regard to a culturally and economically diverse student population, the approach to school publications, to models of technology use, and to media literacy studied in the course are those that have been used and tested in classroom with such student populations. The second way that this course addresses diversity is by providing students opportunities to design their major projects in a way that addresses a diverse student population. Thus, they will have to take into consideration the diverse backgrounds, abilities, interests, and needs of their students in terms of gender, culture, economics, sexual orientation, special needs, etc. There are a large number of internet resources for students with various cultural backgrounds that students will be asked to explore.

Technology: The explicit purpose of this course is to engage pre-service teachers with technology for the purposes of supporting students in the production of school publications. The pre-service teachers will explore the uses of computer technology for doing so often during the course. This will include the use of new, advanced software for editing and producing, and developing their own in-class newsletter and developing techniques for teaching students how to engage in multimodal composition.

Topical Outline:

(Week 1: Class 1): Introductions and overview of course syllabus
Establish small groups/discuss themes
What is High School Journalism?

(Week 1: Class 2): Introduction to ethics in journalism and the First Amendment
Discussion of course readings

(Week 2: Class 1): Continuation of ethics; introduction to censorship

(Week 2: Class 2): Introduction to diversity and the media
Advertisements and diversity
(Week 3: Class 1): Tools for teaching school journalism
Teaching interviewing techniques

(Week 3: Class 2): Tools for teaching school journalism
The genre of news reporting

(Week 4: Class 1): Tools for teaching journalism
The genre of news writing: features and headlines

(Week 4: Class 2): The tools for teaching journalism
The genre of news writing: editorials

(Week 5: Class 1): The tools for teaching journalism
Political cartoons, satire, and humor

(Week 5: Class 2): Creating school newspapers and yearbooks:
Pulling it all together; designing graphics and spaces

(Week 6: Class 1): Photojournalism
Types of media for reporting news and information

(Week 6: Class 2): Photojournalism
Ethics and subject rights: using pictures to tell the story

(Week 7: Class 1): Blogging and the “New Media”

(Week 7: Class 2): Digital representations of news and information

(Week 8: Class 1): Presentation of Assignments in Small Groups

(Week 8: Class 2): Panel discussion with teachers and students involved in school publications: Management and production issues
Principles of yearbook management, including the important business aspects of advising, as well as yearbook production, design, writing and legal and ethical issues relevant to yearbook supervision and advising.
Final Project: Classroom-Based Newsletter in the Context of Field Experience
See attached sheet

Course Requirements/Evaluation:
Attendance and Participation. We expect that everyone will come to class each day of the course.

Evaluation
Attendance and Participation…………………………………………………………20%
In-class/out-of-class mini-assignments………………………………………………30%
Final Lesson Plan Project…………………………………………………………….. 50%

Final grades will be either Satisfactory (S) or Unsatisfactory (U). Marks will be assigned according to guidelines for ranges of quality as described in the Ohio State University Bulletin. Students need to attain 85% or higher in order to receive an “S.”

*Students will receive an incomplete grade at the end of the (Summer Quarter) course with S or U assigned at the completion of the classroom-based newsletter during the Autumn Quarter.

Policies
The final project should be turned-in by Wednesday, August 11th.

Incompletes are given in only extreme circumstances. Students are expected to complete all work on the dates given above. Failure to do so may result in a “U.”

Required Readings
Course packet of articles

Statement of Student Rights: Any student with a documented disability who may require special accommodations should inform the instructor as early in the quarter as possible to receive effective and timely accommodations.

Web Sites
High School Journalism
This Web site, maintained by the American Society of Newspaper Editors, has information for students, teachers and editors involved with high school journalism. It includes links to high school newspapers, award and program information, links to journalism schools, links to scholastic journalism organizations and some journalism resources as well as other information.
**Reporter.org**
This page has links to several journalism organizations such as Asian American Journalists Association, the Science Journalism Center or the Society of Environmental Journalists. Students writing on a particular topic might find some good resources on one of these Web sites. Also, this page includes a link to the IRE Beat Resources, a good source for finding Web sites on a particular subject or beat.

**The Journalist's Toolbox: High School Journalism**
This site includes a link to a publication from the Radio and Television News Directors Foundation about using the Internet for high school journalists. It also includes links to Web sites on a variety of topics/beats, and several organizations aimed at high school journalists.

**Campus Web-lines**
A site by The New York Times focused on assisting high schools in building online newspapers. Includes information on reporting and editing standards.

**Freedom of Information Center**
Serves the media and general public on questions regarding access to government information. Hosts collection of more than 1 million articles and documents on access at all levels of government.