



APPROVAL FORM

- 1) An approval Form must accompany each proposal.
- 2) A proposed catalogue description of the course must accompany the proposal as a separate page.
- 3) Results of all consultations must be attached to the proposal.

Proposal Title Journalistic Sources of Information

Sponsor(s) Gillespie and Rainbolt Dept. Communications

Check One { Course X Credit/Level/Title Change or deletion Other \_\_\_\_\_  
 Concentration \_\_\_\_\_ Specialization \_\_\_\_\_ Major Program \_\_\_\_\_ Certification \_\_\_\_\_

Graduate \_\_\_\_\_ Undergraduate X No. of Credits 3

REVIEWS (SEE ATTACHED LETTER)		
Department Curr. Comm.	Division Curr. Comm	Dean of Division
Reviewed <u>10-29-79</u> Date	Reviewed <u>Jan 30, 1980</u> Date	Reviewed _____ Date
Approved _____ <del>Not Approved</del> <u>10-29-79</u> Date	Approved _____ <del>Not Approved</del> _____ Date	_____
<u>[Signature]</u> Chairperson Dept. Curr. Comm.	<u>[Signature]</u> Chairperson Div. Curr Comm.	<u>[Signature]</u> Signature
Department Chairperson		

SENATE CURRICULUM COMMITTEE

SCC # 77-80-13 Proposal Received 10/30/79 Open Hearing Held 2/11/80

Returned to the department for the following reason(s):  
With conditions noted.

Approved by the Curriculum Committee: Date 2/11/80

Presented to Executive Committee of the Faculty Senate as information: Date \_\_\_\_\_

Notifications forwarded: Vice President for Academic Affairs: Date 2/11/80

Signature: [Signature] Chairperson, Senate Curriculum Committee

VICE PRESIDENT FOR ACADEMIC AFFAIRS

Official copy and approval sheet filled

Course approved Yes  No

Date

Signature

If no, reasons are as follows:

- 1.
- 2.
- 3.

Student credit hours assigned \_\_\_\_\_

Faculty load hours \_\_\_\_\_

Equalized credit hours \_\_\_\_\_

REGISTRAR

Approved course description received and Hegis Taxonomy Number assigned  
by Registrar Yes  No

Hegis Taxonomy Number \_\_\_\_\_

Signature: Registrar \_\_\_\_\_

Date \_\_\_\_\_

ACADEMIC DEAN

Yes Budget, faculty library allocations and Academic Support Services  
are adequate for immediate implementation.

No Constraints do not permit implementation. The earliest the proposal  
might be implemented would be \_\_\_\_\_

Signature: Academic Dean \_\_\_\_\_

Date \_\_\_\_\_

Copies forwarded: Senate Curriculum Committee Chairperson, Department Chairperson,  
Registrar

Course Proposal  
Communications Department

- I. Title: Government Sources for Journalists  
Department: Communications  
Sponsors: Jack Gillespie and William Rainbolt
- II. Essence:
- A. Undergraduate
  - B. 3 s.h.
  - C. Junior-senior level
  - D. State and Local Government or instructor's permission
  - E. The course would be one of five essential courses under a revised curriculum for journalism majors. It is specialized and would be restricted to journalism majors. It would not be recommended as an elective.
  - F. If approved, the course would first be offered in the fall 1980 semester and every fall semester thereafter.
- III. Details:
- A. No additional staff or resources would be required. The Savitz Government Publications section would provide most materials needed. Other publications needed - state, county and local directories, for example - can be obtained free of charge.
  - B. For seven years, the journalism faculty has spent 50 percent of the time in the News Reporting II course teaching students about the wide variety of state, county and local records and other sources they will need to find and use in reporting. This means only 50 percent of the time can be spent teaching the writing of stories. This course would provide students with basic information about government records and other sources. Thus, they would enter News Reporting II prepared to begin writing stories and would, in fact, be immediately assigned to a "beat." As a result, students would get twice as much experience in writing stories, a strong determining factor in helping them to get jobs when they graduate.
  - C. Students taking this course would:
    - 1. Know where to find state, county and local records available to journalists.
    - 2. Know what information is available to journalists from state, county and local public records.
    - 3. Know what officials, elected and appointed, can provide the journalist with information.
    - 4. Know the journalist's legal and ethical responsibilities in using government records and sources.
  - D. Students would be evaluated by:
    - 1. Taking a series of unit tests on the location and use of state, county and local records and government officials as sources.
    - 2. Being required to write stories using state, county and local records and government officials as sources.
    - 3. Performing field work that would require locating and using records and sources.

IV. Topical Outline:

- A. Locating and using state records helpful to the journalist.
- B. Locating and using county records helpful to the journalist.
- C. Locating and using local records helpful to the journalist.
- D. The Sunshine Law and what it means to the journalist.
- E. Identifying and developing elected and appointed officials as sources.
- F. Understanding the journalist's legal and ethical responsibilities in using state, county and local records and government officials as sources.

V. Rationale:

As mentioned earlier in this proposal, there has long been a need for a course of this type to reduce the amount of time that must be spent in News Reporting II on these essential topics. Under the present system, access to records and the use of government officials as sources do not get the emphasis they need, nor does the actual writing of government-related stories. This course would permit the needed emphasis for both, with one being stressed in this course and the other in News Reporting II. Entry-level jobs for our graduates are invariably covering local or county governments. To successfully compete for jobs, our graduates need all the background and experience we can give them in covering stories that require the use of state, county and local records and government officials as sources. We are convinced this course would increase their chances of getting an entry-level position.

VI. Results of Consultation:

- A. In December 1977, we hired Melvin Mencher, professor at the Columbia University School of Journalism, to evaluate the journalism curriculum. Among other observations, he agreed that we are trying to accomplish too much in the News Reporting II course, with the result that both things we are trying to do are getting short shrift.
- B. See attached consultations from Charles C. Reynolds, editor and publisher, The Press; Richard Bilotti, editor, The Gloucester County Times; John V.R. Bull, assistant to the managing editor, The Philadelphia Inquirer; and Dr. Eva Aronfreed, professor, Public Administration, Glassboro State College.

# The Press

SERVING SOUTHERN NEW JERSEY

1900 ATLANTIC AVENUE  
ATLANTIC CITY, N. J. 08404  
AREA CODE 609/345-1111

October 17, 1979

Mr. Jack R. Gillespie  
Communications Department  
Glassboro State College  
Glassboro, NJ 08028

Dear Jack:

I am happy to endorse the proposed course to be added to your journalism curriculum. The outline you sent me indicates that it should be a most useful course for anyone who hopes to become a newspaper reporter.

I have found that many graduates with writing skills and a high degree of intelligence simply do not know how to go about obtaining information when they are assigned to a situation by a city editor. Your course should go a long way toward rectifying that deficiency. I think the course could well be copied by other journalism schools.

Sincerely,



/lu



The Times  
**Advertiser**

*Two Papers Forming a Unique Partnership  
to Reach Every Household.*

October 12, 1979

Mr. Jack R. Gillespie  
Glassboro State College  
Communications Department  
Glassboro, N. J. 08028

Dear Mr. Gillespie:

I have looked over your Course Proposal for Journalistic Sources of Information and I believe it would be a very useful addition to the present communications curriculum. As you noted in the proposal, most entry level positions for young journalists are those of covering local and county governments. Familiarizing a perspective working journalist with such records can do nothing but enhance that person's credentials.

Sincerely,

Richard Bilotti  
Editor

RB/tmg

**The Philadelphia Inquirer**

400 North Broad Street, Philadelphia, Pa., 19101

John V. R. Bull  
Assistant to the Managing Editor  
(215) 854-2518

October 11, 1979

Mr. Jack R. Gillespie  
Communications Department  
Glassboro State College  
Glassboro, NJ 08028

Dear Jack:

I think it's generally a good idea to teach students how to use source material, particularly if your focus is going to be on the state and local levels.

It's amazing how much information is in the public domain and how much you can obtain if you only know where to look for it. I spent the first six months of my journalism career just learning my way around the courthouse.

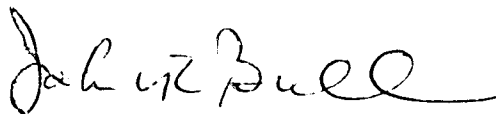
I should think any such course, however, should include a lot of field work, primarily in courthouses, aimed at county clerk and surrogate offices. But state agencies, particularly licensing bureaus, should not be overlooked, either.

Then, there is a wide range of information-gathering agencies that should be studied, too, whether they be local economic commissions, the state farm bureau, or health-related outfits.

Then, when you study the Sunshine Law, you might also look at the federal FOI registration, as well. And you should teach students how they should go about getting information from reluctant officeholders or agency heads.

This surely seems a worthwhile course that will serve your prospective journalists well.

Sincerely,



John V. R. Bull  
Assistant to the Managing Editor

JVRB:jeh



State of New Jersey  
GLASSBORO STATE COLLEGE  
GLASSBORO, NEW JERSEY 08028

ADMINISTRATIVE STUDIES  
DEPARTMENT  
(609) 445-6025

October 18, 1979

To: Professor Jack Gillespie and William Rainbolt  
From: Dr. Eva Aronfreed, Professor, Public Administration  
Re: Course Proposal - Journalistic Sources of Information

The above course proposal is an interesting course and a most needed one for prospective journalists.

I have, however, two suggestions:

- 1) The course title should identify the Journalistic Sources as government sources since your course appears to focus in that area.
- 2) Before taking this course, your students should have some knowledge of state and local government - institutions, functions, and intergovernmental relationships. Therefore, I wish to recommend that, prior to taking your course, your students should study state and local government. Thus, as journalists, they would not only be more familiar with the governmental institutions they will be working with but also be able to interpret the materials from governmental sources with more understanding.

Best of luck with this course.

EA/bhp

## Catalogue Description

### Government Sources for Journalists (0602, 318)

This course will examine state, county and local government records used as sources by the journalist. Students will learn how to identify and to deal with elected and appointed officials as sources for stories.