

Glassboro State College Senate Curriculum Committee

Approval Form

Proposal Title: Journalism ~~Course~~ Course: Newspaper Laboratory

Sponsor(s) Jack Gillespie Dept.: Communication Ext. 7374

Check one: [X] Course [] Specialization [] Concentration [] Minor [] Achievement Certificate [] Certification Program [] Major Program [] Minor Change (please name, deletion or credit/title/catalog change)

[X] Undergraduate [] Graduate 4 Credit Hours

Step 1 (Department) Step 2 (Receipt) Step 3 (School CC)
[] Approved [] Not Approved [] Reviewed
[] SCC# 87-88-31 Proposal Received 12/11/87 Date
Reviewed 1/26/88 [X] Approved [] Not Approved
Comments:
Dept. Chairperson SCC Chairperson School Curr. Comm. Chairperson

Step 4 (Academic Dean) Comments:
[X] Recommend [] Not Recommend [] Conditionally Recommend (see comments)
Reviewed 1/27/88 Date
The word "honors" has been removed from the title by the department. Committee + my approval is based on opinion with "honors" deleted
Signature, Dean of School

Step 5 (SCC)
Open Hearing 2/16/88 Date [X] Approved by Senate Curriculum Committee 2/26/88 Date
[] Returned to sponsor(s) for the following reasons:
Approved with minor changes - need corrected copy - OK 2/24/88

Step 6 (Senate)
Presented to Senate 2/26/88 Date [X] Approved [] Not Approved
Notification to Vice-President for Academic Affairs 3/1/88 Date
Signature, SCC Chairperson

Step 6 (Senate)

Received 3/2/88
Date

Approved YES No

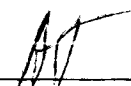
If no, reasons are as follows:

Student credit hours 4

Faculty load hours 4

Equalized credit hours 5 { 150 MIN LECTURE
150 4 LAB

Official copy and approval sheet filed 5/12/88
Date


Signature, Vice-President for Academic Affairs

Registrar

Approved course description received _____
Date

Hegis Taxonomy and Course Number assigned _____

Signature, Registrar

Date

Notification forwarded:

- Senate Curriculum Committee Chairperson
- Department Chairperson(s)
- Academic Dean(s)
- Registrar
- Sponsor(s)

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Faculty Senate Curriculum Committee

Approval Form

Proposal Title: Journalism Honors Course: Newspaper Laboratory

Sponsor(s): Jack Gillespie Dept.: Communications

Check one: [X] Course [] Specialization [] Concentration [] Achievement Certificate [] Certification Program [] Major Program [] Minor Change (please name: deletion or credit/title/catalog change)

[X] Undergraduate [] Graduate 4 Credit Hours

Step 1 (Department) Step 2 (Receipt) Step 3 (School CC)
[X] Approved 12/2/87 Date
[] Not Approved
Ben [Signature] Dept. CC Chairperson
[X] Reviewed 11/2/87 Date
David [Signature] Chairperson, Dept.
SCC# _____
Proposal Received _____ Date
_____ Chairperson, SCC
Reviewed _____ Date
[] Approved
[] Not Approved
Comments:
_____ Chairperson, School Curr. Comm.

Step 4 (Academic Dean) Comments:
Reviewed _____ Date
_____ Signature, Dean of School

Step 5 (SCC)
Open Hearing _____ Date [] Approved by Senate Curriculum Committee _____ Date
[] Returned to sponsor(s) for the following reasons:

Step 6 (Faculty Senate)
Presented to Faculty Senate : _____ Date [] Approved [] Not Approved
Notification to Vice-President Academic Affairs _____ Date
_____ Signature, SCC Chairperson

Step 7 (Vice-President for Academic Affairs)

Received _____
Date

Approved Yes No

If no, reasons are as follows:

Student credit hours _____

Faculty load hours _____

Equalized credit hours _____

Official copy and approval sheet filed _____
Date

Signature _____
Vice-President for Academic Affairs

Registrar

Approved course description received _____
Date

Hegis Taxonomy and Course Number assigned _____

Signature _____
Registrar Date

Notification forwarded: Senate Curriculum Committee Chairperson, Department Chairperson(s),
Academic Dean(s), Registrar, Sponsor(s).

Proposed Newspaper Laboratory Course

Title: Newspaper Laboratory

Sponsor: Jack R. Gillespie, Communications

Credit hours: 4

Course level: Senior

Curricular effect: We will add the course to the related elective bank within the major

Prerequisites: Copyediting and Special Journalistic Writing and instructor's permission.

Suggested time and scale of implementation: Fall 1988.

Staff, resources, library facilities and holdings, space needs:

No additional staff needed. We will meet staff needs by redeploying available faculty.

Desktop publishing equipment and wire service machines ordered under the Challenge Grant. After the three-year life of the Challenge Grant, we will need funds for desktop publishing materials, the wire service machines and maintenance.

Library facilities and holdings adequate.

Available space adequate.

Rationale:

Evaluators who examined the journalism program in spring 1986 noted the lack of a newspaper laboratory course as a weakness. In fact, journalism is the only track in the Communications Department that does not offer students an opportunity to produce a product. Both the public relations and advertising majors have student-run agencies that serve clients. The radio/TV/film majors have studios that allow them to practice their craft.

A laboratory experience that simulates the newspaper production process will combine decision-making and problem-solving with production. Students will hone many skills as they generate and select ideas, find information and sources and use the technology.

As they do so, they will apply information learned in liberal arts courses and consult with and interview professors in other disciplines and other experts to produce story material.

Desktop publishing has grown tremendously since its inception two years ago. Hundreds of newspapers of the size our students will start their careers on now use desktop publishing equipment. To compete in the job market, our students will need the skills they will learn in this course.

Essence of the course:

Students who complete this course will be able to:

- a. Synthesize the interrelationships of journalism and liberal arts to produce a newspaper more relevant to the lives of readers.
- b. Use desktop publishing equipment that will allow them to employ bold graphics, larger pictures, color and other devices to produce newspapers that will be less difficult and more pleasurable to read.
- c. Apply design principles and news concepts to produce modern newspaper pages.
- d. Manage the newspaper production process.
- e. Select appropriate subjects and conduct interviews and do applied research on them.
- f. Expand coverage of situations that bear on the lives of readers, from the galloping popularity of the latest fad to the hazards of industrial waste.
- g. Departmentalize subjects, making it easier for readers to find categories of information that interest them.

Topical Outline

During the first three weeks of the course, students will use class and laboratory time to:

- a. Learn to use the relevant software and operate the 286i computer, the PC-30 computer, the laser printer and the Microtek scanner.
- b. Organize a newspaper staff (managing editor, news editor, editorial page editor, wire editor, photo editor, copy editors and reporters). The jobs will rotate from issue to issue.
- c. Select and design a nameplate for the laboratory newspaper.

During the next four weeks of the semester, students will produce two four-page laboratory newspapers, one each two weeks.

For the rest of the semester, students will produce a four-page laboratory newspaper each week.

Students will be expected to supplement all wire service stories they decide to publish with sidebars that consist of interviews with professors on campus or area experts or applied research. Some examples:

- a. For a story on the Iran-Iraq war, interview a history professor or a consul member in Philadelphia for a backgrounder on the roots of the conflict.
- b. For a story on stock market record, interview a business or economics professor or an area stock broker to get data that will help explain why the record was set.

c. For a story on a record-setting price paid for a painting, interview an art professor or a gallery owner to get background data on the painter and the investment potential.

d. For a story on corruption in government, interview a philosophy and religion professor and an area politician to get a sidebar on the ethical and moral considerations involved.

Students also will be expected to produce local stories through interviews and research both on and off campus.

The course will stress going beyond the mere facts of a story to add depth that will help readers understand the issues of the day and the effects they may have on them.

Students in editorial positions will be expected to function as newsroom managers, making assignments, directing production and handling any conflicts.

Evaluation and Grading Procedure of Students

During the first three weeks of the semester, students will receive grades for a series of test assignments on each step in the process of learning to use the technology. Some examples:

- a. Writing and editing stories and photo captions
- b. Scaling and marking photos
- c. Selecting and using graphic devices, such as boxes, rules, borders, illustrations, etc.
- d. Designing pages

The production phase of the course will require the instructor to grade students based on the assignments their jobs require. Some examples:

- a. Managing editor: Assigning tasks and managing production
- b. Editorial page editor: Writing editorials
- c. News editor: Assigning stories and designing pages
- d. Wire editor: Selecting stories and assigning tasks to copy editors
- e. Photo editor: Selecting and cropping photos
- f. Copy editors: Editing copy and writing cutlines and captions
- g. Reporters: Writing stories and conducting interviews and research

Course Evaluation

A committee of two journalism professors and one area newspaper professional will examine the newspapers produced in the course and evaluate both content and design. The course instructor will not serve on the committee. The committee report will include any suggestions for improvement.

Students will evaluate the course at the end of the semester, using a checklist that covers the level and difficulty of assignments, the grading system, availability of equipment and supplies, the instructor's competence, etc.

Consultations

Professor Denis Hurley, College of White Plains, Pace University - Transcript of phone conversation attached.

Professor Robert Craig, School of Journalism and Mass Communication, University of Minnesota - Letter attached.

Professor Henry Schulte, dean of the School of Journalism, University of South Carolina - Transcript of phone conversation attached.

Also sent attached letter to each college department. Received replies from 18 departments listing 94 professors willing to grant interviews.

Catalog Description

Newspaper Laboratory - This 4-credit laboratory course teaches students to use desktop publishing equipment and modern design principles to produce a newspaper. The course emphasizes interview and research techniques. It stresses using concepts learned in liberal arts courses to go beyond the mere facts of a story to add depth that will help readers understand the issues. Students function as editors, making assignments and directing production. Prerequisites: Copyediting and Special Journalistic Writing. Instructor's permission required.

Transcript of Phone Conversation With Professor Denis Hurley, College of White Plains, Pace University

The laboratory newspaper is a one-credit practicum attached to the basic news reporting course. Tuition from the one-credit course funds an adjunct to teach an editing course. The adjunct also helps teach the practicum.

All students enrolled in the news reporting course must take the practicum.

They publish two issues per year. One is an election day issue. The other contains general news about the local area. Students write and edit stories and photo captions, compose headlines, take photos and design pages. The advisor coaches the editor to handle most of the problems that arise.

The news reporting course meets once a week for three hours. No hours are set for the students in the practicum, which meets 10 a.m. each Monday. But students know they must complete tasks even if they don't attend all the practicum sessions.

At the end of the year, staff names are added to a plaque and they hold a small ceremony to mark the event.

The payoff: Prospective employers tend to hire students who have had the practical experience of putting out the newspaper.



UNIVERSITY OF MINNESOTA
TWIN CITIES

School of Journalism and Mass Communication
111 Murphy Hall
206 Church Street S.E.
Minneapolis, Minnesota 55455-0418

Professor Jack Gillespie
Journalism Program Coordinator
Communications Dept
Glassboro State

Dear Professor Gillespie,

Thank you for your kind note about the quality of the Murphy Reporter.

Your assumption about the Reporter being set up as a course is incorrect. We give a first rate graduate student a $\frac{1}{2}$ time T.A. position to be the editor for a year or two. When it is possible, we give the post to a student who has news experience.


The editor works with myself, the Director of the School and an administrative assistant to decide what kinds of stories, events and issues are covered. The editor then assigns stories and photos to students who are looking for practical experience. She edits the copy and gives it to the Director for a final edit. She and I then do the dummy. We send the copy and dummies to a commercial printer for typesetting and keylining. The editor then does the final copy editing.

The School also produces an annual magazine. This is set up as a course. It is team taught--a faculty member from each media speciality, including: editorial, photo and graphics. This class meets for 10 weeks (far too short). Before the term begins, the staff is chosen by faculty in each of the areas...we try to keep it to around the best 25 to 30 of our students, half being editorial. The students choose a topic for the magazine. They carry out all phases of production, except printing. 4 course credits are given for this elective. The class is scheduled for late afternoon, twice weekly. Faculty get partial credit for the course (this is a bone of contention because it seems that everyone puts in enough work for a full course or more...depending of course on the quality and motivations of the students for a given year.

The major problem with both courses is maintaining professional standards when you are working with a lot of undergraduates with little direct media experience. The key is choosing an editor who is organized and who you think will be committed to perfection.

Good luck with your venture.

Sincerely,


Robert Craig
SJMC

Transcript of phone conversation with Henry Schulte, dean of the College of Journalism, University of South Carolina

The course is a senior semester course that consists of from 14 to 20 students each semester. Prerequisites are Copyediting and Advanced Reporting, a course just like your News Reporting II course.

I get a full 12-credit load to teach the course. I also have an assistant who gets 9 credits for this course and teaches one other 3-credit course.

We spend the first three weeks of the course reviewing writing skills, interviewing, notetaking and using documents. We also provide some assertiveness training. We also teach headline writing and page design. During that period, students also collect information and write stories.

After the third week, the professors choose a news editor, a city editor, an assistant city editor, an editorial page editor and a photo coordinator.. Half the remaining students serve as copy editors and the rest as reporters. After five weeks, we select new editors. The remaining students who worked as copy editors become reporters and the reporters become copy editors. Those who served as news editor, city editor, assistant city editor, editorial page editor and photo coordinator may become either a copy editor or a reporter.

We hold their hands a lot during the first nine weeks of production (we put out 10 issues each semester). During the 10th week, the students are on their own and must make all their own decisions.

We produce all the copy on an antiquated I-Tech system that was donated to us. Each week, a different area newspaper prints the 4,500 copies we distribute by mail or leave at key points in Columbia. The students handle the mailing and distribution.

A course like this hones the skills students have learned in other courses and certainly improves their chances of getting a job. As you know, editors count heavily any kind of real-world experience. They especially like the idea of a course that fosters newsroom management skills.

(Letter sent to departments)

The Communications Department has purchased desktop publishing equipment and designed a newspaper laboratory course for journalism majors. This is one aspect of the Challenge Grant program.

As part of the newspaper laboratory process, we plan to have journalism students interview professors to get background information and opinions on a wide range of topics related to the wire service stories we will use in the newspapers we produce.

We also plan to have the students produce stories locally by interviewing professors.

The number of interviews we plan should not burden any one department unnecessarily. We would like to know which of your department members will be available for interviews and their specific field of expertise.

I'd appreciate it if you will complete the attached form and return it to me.

If you have any questions, call me at 7374.

Cordially,

Jack R. Gillespie
Journalism Program Coordinator