JOUR 1000 -- Introduction to Journalism in a Democratic Society

The purpose of the class is to introduce students to the various dimensions of traditional and online media so they will become more competent to carefully consider and criticize mass media content and policy. The course presents the study of media from a social scientific perspective with a focus on the role of ethical journalism professionals. The impact of online media on the journalism industries and journalists is also addressed. Particular attention throughout the course will be paid to mass communications issues relating to diverse racial and social communities.

Besides exploring media industries and careers, the class will also explore the societal forces that influence the media or are influenced by them. The class is equally relevant for students who choose to major in other subjects but live in a world where mass communication products and issues cannot be escaped.

COURSE GOALS:

- To increase the students’ understanding of the various mass media industries and media phenomena.
- To expose students to the demands and rewards associated with the journalism profession, including changes brought about by the rise of online media.
- To introduce students to key concepts related to mass communication.
- To increase student awareness of particular problems in mediated communications.
- To expose students to various forms of journalism in a variety of media.
- To sensitize students to their own media consumption habits and to the potential impact of media in their own lives and in the society at large.
- To provide students with both historical background and current issues raised by and about contemporary mass communication.

COURSE COMPONENTS:

- Three exams that hold students accountable for lecture and textbook materials.
- Assignments that require students to write articulately about mass communications topics. These projects ask the students to discuss the issues, facts
and concerns raised by the topics and to base the writing on materials presented in class, in the textbook and from their own research.

- Exercises that require students to explore their own media consumption habits as well as that of others.
- Exercises that build a critical examination of different forms of journalism and journalistic works that have had an impact on society.
- Exercises that provide practice or expansion of students’ knowledge relating to key concepts in mass communications.

COURSE OUTCOMES:

Students who complete JOUR 1000 successfully should:

- Be familiar with various media industries and their issues;
- Have an initial exposure to major theoretical approaches to understanding the media;
- Have an initial exposure to the important turning points of American media history;
- Understand the major factors that shape news coverage;
- Be familiar with the major criticisms of media industries and their products.
JOUR 2000/2001 -- Writing for Journalism

JOUR 2000 is for journalism majors, while its counterpart, JOUR 2010, is for non-journalism majors whose programs might benefit from such a course. For both courses, the purpose is to introduce students to media writing. As a result, the subject matter ranges from grammar and rules of style to news judgment and principles of ethical and professional behavior.

The course introduces both news concepts and the basic tools needed for effective media writing. While some attention will be given to news gathering, this course is primarily concerned with the skills needed for effective media writing.

Students will learn to keep up with news events and to pay particular attention to the media’s treatment of women, minorities and issues of cultural diversity.

COURSE GOALS:
- To teach students the basic principles of AP style and accustom them to using the AP Stylebook.
- To develop the student’s grammar skills for appropriate use in writing for journalism.
- To increase students’ understanding of how mass media work, the basic principles of media writing and basic sources of information used by journalists.
- To teach students to write the basic story forms for print, broadcast, online and public relations.
- To teach students to use a variety of story structures.
- To develop students’ basic understanding and use of professional practices, and principles of legal and ethical conduct.
- To increase students’ awareness of the importance of news issues related to diverse groups.
- To build in the students a habit of using news media on a daily basis.

COURSE COMPONENTS:
- Three standardized grammar tests to determine if students meet a 65 percent average level of grammar competency.
- Copy editing exercises and quizzes on the use of AP style.
• Exercises that allow students to practice the basic styles of effective journalistic writing.
• Exercises that require students to write basic story forms from a set of facts provided to them.
• Regular current event quizzes over stories from professional news outlets.
• Activities focused on analysis of professional media coverage concerning issues related to diverse groups.
• Activities that focus on discussion of ethical and legal obligations of the news media and develop the students’ editorial judgment in relation to these obligations.

COURSE OUTCOMES--J2000:
By the end of the semester, students will have produced the following written work:
• A minimum of five exercises on basic skills and principles of journalistic writing.
• A minimum of 15 graded stories, for a variety of media platforms. Topics will include issues related to diverse groups.
• One written assignment on ethics.
In addition, students will complete the following tests/quizzes:
• Three grammar tests with no less than a 65 percent average;
• At least five current events quizzes;
• Three quizzes on AP style.

COURSE OUTCOMES--J2010:
By the end of the semester, students will have produced the following written work:
• A minimum of three exercises on basic skills and principles of journalistic writing
• A minimum of eight graded stories for a variety of media platforms.
• One written assignment on ethics
In addition, students will need to have completed the following tests/quizzes:
• Three grammar tests with no less than a 65 percent average;
• At least five current events quizzes;
• Three quizzes on AP style.
**JOUR 2500 -- Reporting**

This course teaches students the basics of news reporting for a variety of media forms. The subject matter ranges from the fundamentals of news gathering to societal issues raised by media coverage of news.

It is recommended that students take this course concurrently with the 1-hour JOUR 2550 course.

Students will learn to generate story ideas, to identify and interview appropriate sources, and to write stories on deadline. In that context, particular attention will be paid to the development of news judgment and perspectives that recognize, value and respect diversity.

While the focus of the course is information gathering, students will need to pay close attention to news writing--particularly to issues of style and usage.

**COURSE GOALS:**

- To reinforce and build on students’ writing skills, AP style skills, and mechanical knowledge gained in JOUR 2000.

- To continue to hone students’ understanding of news values, objectivity, and multimedia components to news.

- To cultivate students’ news sense and to train them in generating story ideas.

- To develop students’ information gathering skills, particularly in these areas:
  1) identifying and interviewing relevant sources
  2) observation and recording skills
  3) use of library, computer and online sources
  4) perseverance in pursuit of sources and information

- To develop in students the ability to apply basic numerical and statistical concepts to reporting.

- To enhance the students’ understanding of professional behavior, particularly in these areas:
1) recognition of the Importance of ethical behavior in establishing credibility
2) reinforcing the importance of time management and meeting deadlines
3) building communication skills, particularly with an editor
4) being accountable for their work
5) understand the importance of revision and rewriting

- To build in the students a habit of using news media on a daily basis.

**COURSE COMPONENTS:**
Reporting, interviewing and observation exercises (done in and out of class) that allow the students an opportunity to focus on various parts of the reporting process.

- Series of “tip” stories —
  1) Each student chooses his or her own story idea within a broad topic area provided by the teacher. These areas include personality stories, localizing stories, and stories in the following areas: business/economics, education, science/medicine, government/politics, and an obituary described below.
  2) Students develop a tip sheet, which outlines the story’s subject, news value, art possibilities, sources -- including people, documentary and computer--publication possibilities, and an alternative story idea.
  3) Students do research, interviewing, etc. to obtain the information necessary to write complete stories.
  4) The teacher edits the story; the student rewrites if necessary. Students are encouraged to seek publication of their stories for extra credit.

- Famous Journalist Obit exercise requires students to write a two to four page story about a famous, living journalist. Students do library research, get to know about the field, and they share their findings with their peers.

- A final reporting project, which counts for twice the value of the “tip” stories, is an in-depth reporting exercise aimed at providing both the instructor and the students with concrete evidence of their growth over the course of the semester.

- Regular current event quizzes over stories from a professional news source reinforce the importance of regular exposure to news.
Quizzes get students to read the text and continue to hone their style and grammar skills.

Course Outcomes

Students who complete JOUR 2500 successfully should be able to:

- Generate ideas for news and feature stories
- Identify appropriate sources for stories
- Interview people effectively
- Draw on various types of research sources—including library and the web
- Write effective multi-source stories and news features
- Get stories published
JOUR 2550 -- Multimedia Reporting

This one-hour course is intended to be taken concurrently with JOUR 2500-- Reporting. However, it is not required that students do so. The intent is that the synergy created by simultaneously completing text-based work in JOUR 2500 and multimedia reporting in this course will be a benefit to students.

The course provides an introduction to the technical and aesthetic principles of gathering journalistic content in multiple digital forms, including audio, still photography and video. It also addresses basic techniques involved in gathering, processing and presenting multimedia content, including HTML.

COURSE GOALS

To introduce students to the technical, aesthetic and operational basics of HTML, still photography, digital audio and video for journalism.

COURSE COMPONENTS

The course will consist of lecture, hands-on learning, online content and field practice. The class sessions will introduce technical and aesthetic concepts of HTML, digital audio, still photography and videography in that order. Students will demonstrate mastery of class concepts by completing a series of projects of increasing complexity.

COURSE OUTCOMES:

This is designed to contribute to the following learning outcomes as specified by the Accrediting Council for Education in Journalism and Mass Communications:

1. understand and apply the principles and laws of freedom of speech and press, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
2. demonstrate an understanding of the diversity of groups in a global society in relationship to communications;
3. understand concepts and apply theories in the use and presentation of images and information; demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity; think critically, creatively and independently;
4. write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
5. apply tools and technologies appropriate for the communications professions in which they work.

Specifically, at the end of this course you should be able to:

i. Gather and edit effective digital audio of interviews and natural sound;
ii. Gather and process digital still photographs for use in journalistic storytelling;
iii. Gather and edit basic video for use on the Web;
iv. Create a basic Web page for multimedia using HTML;
v. Assemble digital media into a variety of story formats.
JOUR 3100 -- Introduction to Visual Journalism

The course introduces students to the use of photographs in newspapers, magazines and newsletters to convey news and information. The course will emphasize the use of the simple 35mm camera to take black and white pictures that are scanned, edited with a computer and reproduced with a printer.

Students are introduced to a variety of types of news photographs from posed environmental shots to natural action pictures. Students are taught to appreciate photography as an art form and as a significant field of journalism. They are taught to develop thinking skills concerning the quality of published photographs and questions of taste and ethics.

COURSE GOALS:

- To present background material, mostly through readings and lecture, about visual journalism.
- To introduce students to key concepts related to the quality of a published photograph.
- To provide students with the opportunity to take various types of photographs with a 35 mm camera and to judge the quality of those pictures.
- To increase student awareness on issues of taste and ethics in the publishing of photographs.
- To teach students to write accurate cutlines and headlines for pictures and a photo essay.
- To expose students to technology for scanning, editing and printing pictures.

COURSE INGREDIENTS:

- Critiques by the instructor of assignments which require students to take the following types of photographs: mug shot, environmental or personality photo, feature photo, spot news or general news photo (unposed), photo using different sources of available light, action sports photo and feature sports photo, and persons at work.
- Assignment requiring students to produce a photo essay of multiple pictures of differing sizes. The essay contains accurate cutlines and headlines.
- An assignment requiring students to produce color slides.
- Tests that hold students accountable for lecture and textbook materials.
- Exercises that require students to judge picture quality.
- Discussion aimed at assessing issues of taste and ethics.
J3150 -- Visual Editing

Students develop visual communications skills as well as the theoretical concepts upon which visual communication depends. Students learn how photographs, graphics and video images communicate; they learn the principles of design and graphic hierarchy/organization; how to select photographs; how to process them through cropping/sizing. They also learn how to put numbers into visual terms (make charts and infographics). In addition, they learn about some of the assignment and human resource management functions of editors.

Most importantly, students develop the ability to articulate using precise language (their intellectual, emotional and aesthetic reactions to photographs and other visual messages). This ability to critically analyze and describe visuals enhances their role in the newsroom when they are asked to make the decisions on the usage of pictures, infographics and designs.

COURSE GOALS:

- To teach basic video shooting technique (rule of thirds, etc.)
- To teach basic video editing technique (assembling shots, sequences, etc.)
- To teach the skills of a visual journalism editor, such as: picture selection, cropping, caption writing, layout and design, computer pagination, and newsroom management.
- To help students confront and understand the major issues of ethics, taste and legality that picture editors face when assigning and publishing photographs.
- To increase students’ awareness of how photographs (perhaps more powerfully than words) can perpetuate stereotypes and reinforce biases, thereby increasing their sensitivity to the feelings of people prone to be affected in this way by visual journalism.

COURSE INGREDIENTS:

- Assignments which build and evaluate basic proficiencies in each of the tool skills area.
- Written analysis and critiques to help students develop their critical visual analysis abilities.
- Assignments including practice in selection/cropping; layout and design; time-
based visual media editing; infographics preparation; and assignment/management functions.

- Quizzes which measure comprehension of the theoretical issues raised in the lectures and readings.

- Final project that requires students to design a complete journalistic product (either newspaper, magazine, in-depth television news story, or web site).
  1) Students are allowed to use photographs and artwork from any source.
  2) The primary objective of this assignment is for the students to demonstrate their knowledge of how to identify an audience, and then combine visual and verbal information to make an attractive, coherent and stimulating visual message which speaks to that group.
JOUR 3300 -- Introduction to Broadcast News

This course focuses on the techniques of writing, reporting and editing news for broadcast and rewriting wire copy. Students are introduced to ENG shooting and editing techniques, and the preparation and use of television graphics.

COURSE GOALS:
Students will be able to

- Identify and cultivate local news sources
- Use correct broadcast writing format and style
- Develop interviewing skills for use in broadcast media
- Critically analyze broadcast news material
- Develop an awareness of how the unique composition of broadcast media affects the news process
- Apply appropriate broadcast writing and production techniques to a variety of story types and formats
- Understand the underlying functions and organizational structures of broadcast media, and be able to perform various jobs in the broadcast media including writer, reporter, videographer, video editor, anchor, producer and assignment editor
- Understand the unique role of broadcast media in society
- Develop and maintain an awareness of current events, including developing a historical perspective on contemporary issues
- Understand and maintain professional journalistic standards and responsibilities
- Develop an awareness and understanding of ethical, economic, personal and social issues that affect broadcast news professionals

COURSE INGREDIENTS:

- Beat Assignments
- Rewriting Copy
- Critiques of Newscasts
- Projects (writing, interviewing, production)
- Quizzes (current events, class content, textbook)
- Video production/package construction
- Ethical/Legal/Societal Issues
• Final Project (news reporting assignment)
JOUR 3410 -- Principles of Public Relations (First Course)

This course explores public relations problems, policies, and practices applied to business and nonprofit organizations as well as media methods of communicating, survey research and attitude change. The course offers an overview or survey of the broad field of public relations.

COURSE GOALS:

- To discuss the history of public relations and the factors that led to its development
- To describe the practice of modern public relations and the factors which led to its development
- To explain the relationship between public relations and society
- To explain the public relations process
- To explain contemporary principles of public relations
- To describe the various roles modern public relations professionals play in business, industry, government and non-profit organizations.
- To analyze and suggest courses of action to respond to basic public relations problems
- To conceptualize a basic public relations campaign

COURSE INGREDIENTS:

- Lectures, discussions, videos, guest speakers, individual and group exercises, research projects and/or presentations focusing on public relations problems and case studies, individual and/or group projects involving the preparation of mini-campaign plans.

- Examinations, short paper, and exercises focusing on basic public relations problems, individual and/or group case studies, individual and/or group mini-campaign plans.
**JOUR 3440 --Principles of Public Relations (Second Course)**

Of all the applied skills for public relations work, writing for public communication is clearly the most important. A few practitioners have specialized jobs that seldom require them to put pen to paper, but most spend much of their time trying to communicate persuasively--usually in writing for mass communication.

Public relations writers are distinguished by their concern with the effect of their writing. Instead of simply “getting and writing a story,” they must always ask themselves: “What difference will this make? What will be the reaction? What’s the point?” To answer these questions, practitioners must first understand the principles of public relations. These principles, which include history, theory, ethics, methods, trends and issues, are taught in JOUR 3410, the first course in the Principles of Public Relations series.

This second course, JOUR 3440, is designed to sharpen the skills of students for what is clearly the single most important applied skill a public relations professional can have: the ability to write well, quickly and clearly in the proper form and style.

The public relations writer’s life has a lot of variety. Instead of specializing in just one or tow approaches to writing--such as covering a news beat or scripting the evening news on Channel 99--most PR writers must master a variety of styles. In one day they may be asked to dash off a news release (and provide versions for both broadcast and print), draft a speech for the president, work a magazine article, work on the corporate annual report and create an advertisement.

**COURSE GOALS:**

- To provide students with practice in persuasive writing for mass media including news releases, broadcast news and VNRs, public service announcements, feature stories, media kits and other publication articles.
- To review and promote the use of journalistic style in public relations writing.
- To teach students how to manage public relations programs and campaigns from research, program planning and evaluation through news conferences, special events, speech writing and advertisements.
- To provide students with coping strategies in a crisis public relations situation.
- To teach students use of audio visual materials in public relations program or campaign.
COURSE INGREDIENTS:

- In-class assignments consisting of short writing exercises.
- Take-home assignments that focus on the written message.
- Quizzes designed to test knowledge of AP Style Manual and assigned class readings.
- Client project that requires the students to work with one client in a small agency setting. Grades for the project are based on the instructor’s evaluation of the students individual performance with the group, the client’s evaluation of the agency’s project and presentation, and teammates evaluation of the individual students contribution to the overall success of the agency.
JOUR 3450 -- Media Publication and Design

This course has evolved into the department’s desktop publishing course. Students learn all aspects of desktop publishing, such as writing, design theory, color theory, layout, typography, and infographics. Students learn to use graphic software packages such as PageMaker and QuarkXPress and Photoshop. The class deals most prominently with the creation and publication of printed materials such as brochures, business cards, letterhead, newsletters, and resumes.

COURSE GOALS

- To give students a firm grasp of a powerful design software program such as PageMaker or QuarkXPress.
- To increase students’ visual awareness through swap files, design analysis and design make-overs.
- To teach students the basic principles (i.e. layout, design, manuscript preparation) involved in producing specialized publications.
- To produce “real life” publications for actual clients.

COURSE INGREDIENTS:

- In class exercises which allow students hands-on practice and production using a Macintosh desktop publishing system.
- Out-of-class assignments focused on collecting samples, analyzing layout and design, and re-designing existing publications.
- Attendance policy that penalizes students for missing class and does not allow for the makeup of missed exercises.
- Four major desktop publishing project. They may include creating a resume, business communications for a client, a four-page newsletter, a tri-fold brochure and web page design.
- Midterm and final exams, which measure comprehension of theory and concepts.
JOUR 3550 -- Online Journalism

Reporting, writing, and editing news for interactive media, particularly the Internet. Special emphasis on the unique attributes of interactive media, and how these attributes affect content. The course focuses on usability, web site design and HTML authoring.

This course examines the so-called “New Media”-particularly the Internet-and how they can and will change the way journalists work. The course begins by looking at some theoretical ideas about how the Internet has the potential to change journalism, then looks at some of the ways the Internet is already being used as a journalistic medium. Finally, the course puts those ideas into practice by requiring students to produce journalistic web sites of our own.

COURSE GOALS:

- To build students’ understanding of how characteristics of media affect how Journalistic content is produced for those media
- To introduce students to the concepts of usability and web design and to allow them to demonstrate understanding of these concepts through hands-on work
- To prompt students to “think outside the box,” using the web’s unique attributes to expand their perception of how Journalistic content can be produced
- To introduce students to the concepts of web authoring, and prepare students for advanced study and work in this important field.

COURSE INGREDIENTS:

- Report on Journalistic website: student chooses a journalistic web site (on which contains “news” content and is updated at least daily) and reports on the features it contains, particularly advanced interactive features. In a short (5-10 minute) accompanying presentation, the student demonstrates the web site to the class.
- Usability Report: students are assigned a single web site and each student writes a report in which he or she critiques its usability and design.
- Final Project: each student produces a web-based journalistic story, including original content and at least twenty contextualized web links.
- Quizzes provide an opportunity for students to demonstrate their understanding of course material.

COURSE OUTCOMES:
Student is able to

- Critically assess issues of usability and design on existing web pages and create web pages that demonstrate good design and usability characteristics (3, 4, 6, 8, 9, 11).
- Create web-based content using an authoring program such as Macromedia Dreamweaver (4, 6, 7, 8, 9, 10, 11).
- Apply appropriate journalistic practices to web-based media (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11).
- Use the unique attributes of web-based media, notably the ability to use non-linear links, to produce advanced journalistic content (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11).
JOUR 4000 -- Field Experience

The purpose of these credits is to provide a supervised experience in a professional journalism setting.

COURSE GOALS:
- To provide opportunity for students to apply skills learned in classes (writing, reporting, production, planning) in a supervised, real world situation.
- To provide opportunity for students to develop and practice professional norms learned in classes, including meeting deadlines; turning in accurate, well-edited work; working in teams; meeting differing standards of individual supervisors, such as editors, publishers, producers and office heads.
- To provide opportunity for students to produce, collect and display work produced under deadline pressure for professional organizations for their portfolios.

INTERNSHIP INGREDIENTS:
- Student produced reports during the semester that summarizes their activities in the internship at that point and potential problems so that internship adviser can facilitate changes if necessary.
- End of internship report written by students, which describes organization for which they worked, their responsibilities in that organization, a self-evaluation of their work, justification for the required 120 hours of work during the semester, evaluation of the internship as a learning experience.
- Portfolio of work produced during the internship.
- Evaluation by intern’s professional supervisor at end of semester.
- End of semester interview with internship adviser, which includes evaluation of the final report, evaluation of the portfolio, evaluation of supervisor’s evaluation.
JOUR 4100 -- Advanced Visual Journalism

The course is an extension of the Introduction to Visual Journalism course. It requires students to take a more sophisticated look at photojournalism, and to tackle more complicated assignments. In addition, students make a formal presentation to the class and assemble a portfolio of their work.

COURSE GOALS:

- To provide students with the opportunity for mastery of new perspectives and the more complex multiple-picture assignments.
- To expose students to the use of more color images, more multiple images, and more images to illustrated specific text.

COURSE INGREDIENTS:

- Assignment requiring students to examine a variety of books and readings from different perspectives.
- Six assignments requiring students to create two photos to illustrate a poem, select two different photos of one subject that compliment each other, do the same as assignment number two, take two different photos using studio light for photo illustration, take two different street photographs, take two different fashion photographs.
- A variety of photo assignments requiring new approaches and more than one image.
- Completion of a portfolio by each student of photographs taken throughout the semester.
- Formal class presentation by students designed to showcase their work to their classmates.
JOUR 4300 -- Advanced Broadcast News

This course focuses on writing, editing, producing and anchoring for broadcast. Emphasis is placed on ENG shooting and editing, field reporting and studio production. Research on issues affecting broadcast journalists is also covered.

COURSE GOALS:
*Students will be able to*

- Identify and cultivate local news sources
- Use correct broadcast writing format and style
- Develop interviewing skills for use in broadcast media
- Develop an awareness of how the unique composition of broadcast media affects the news process
- Apply appropriate broadcast writing and production techniques to a variety of story types and formats
- Understand the underlying functions and organizational structures of broadcast media, and be able to perform various jobs in the broadcast media including writer, reporter, videographer, video editor, anchor, producer and assignment editor
- Understand the unique role of broadcast media in society
- Develop and maintain an awareness of current events, including developing a historical perspective on contemporary issues
- Understand and maintain professional journalistic standards and responsibilities
- Develop an awareness and understanding of ethical, economic, personal and social issues that affect broadcast news professionals

COURSE INGREDIENTS:

- Newscast production technique (assembling stories, etc.)
- Production of newscasts (5 per semester)
- Anchoring of newscasts (5 per semester)
- Producing news packages (5 per semester)
- Discussion of legal/ethical/social issues
• Research Project (involving a contemporary issue in broadcast journalism)
JOUR 4400 -- Public Relations Campaigns

One of the best ways to learn about public relations work is to practice it. This course is an intensive experience in dealing with the real public relations problem situation. Students will draw on everything they have learned before--in the Department of Journalism and elsewhere--to diagnose and propose solutions to that problem.

COURSE GOALS:

- To provide students an authentic public relations work experience that has students working as teams similar to small “public relations agencies.”
- To challenge students’ critical thinking and decision making skills in diagnosing a client’s public relations problems and in proposing solutions to those problems.
- To teach students through experience the critical importance of professional values such as teamwork, goal-setting, budgeting of time and resources, solid research, and creative problem solving.

COURSE INGREDIENTS:

- The main ingredient is the formal presentation of the proposed public relations plan of each of the agencies at the end of the semester.
  1) The agencies submit a written proposal and present a 25-minute oral proposal.
  2) These proposals are judged by a group consisting of the client, the instructor, and a public relations professional (usually a graduate of the program who works in PR in the Toledo area)
  3) The areas considered essential for the proposal form the judging criteria. These areas are: research (both quantitative and qualitative), strategies (articulation of the client’s primary problem and suggestions for improvement), evaluation (methods of measuring the effectiveness of their proposal),
  4) Students must evaluate themselves and complete a group evaluation.

- Beyond the formal presentation, individual assignments throughout the semester including memos, research activity and quizzes over the reading material.
JOUR 4500 -- Journalism Law and Ethics

This course covers the laws and ethics that restrict and facilitate the gathering and dissemination of news and opinions to minimize ethical problems in the newsroom. Students will also learn the basics of freedom of expression, understand the judiciary, note how media law changes, and understand how appellate courts make policy.

COURSE GOALS
- To explore 12 areas of study: basic freedom of expression, state and federal courts, prior restraint, libel, privacy, privilege, access to government, access to the media and broadcasting, free press and fair trial, obscenity, and copyright.
- To bring students up-to-date by covering recent court decisions and Ohio laws affecting journalists.

COURSE COMPONENTS
- Textbook chapters and lectures in conjunction with other material as appropriate.
- Quizzes or tests to encourage timely reading of the material.
- Class discussions and position papers that require students to apply legal material from the text and lectures.
- Four multiple-choice exams designed to test for mastery and application of the legal principles covered in the 12 areas.
JOUR 4550 -- Diversity Issues in the Media

This course focuses on the news media image of racial and ethnic minorities, women and other under-represented social groups as well as their participation in the media industries.

COURSE GOALS:

- To develop sensitivity to racial, ethnic, cultural, sexual and other forms of diversity.
- To understand why an awareness of diversity is important for journalists and other media practitioners
- To recognize stereotypes of women and other diverse groups in news media
- To determine how language, text and pictorial images within news media can discriminate against certain groups of people and perpetuate stereotypes
- To identify discriminatory media practices against women and other diverse groups in terms of employment and production.
- To devise strategies to challenge such practices within media industries.
- To formulate strategies to check whether prejudice and discrimination are present in your own journalistic work.
- To learn of the alternative media produced for and by women and other diverse groups.
- To learn of major contributions made by women and other groups to the journalism industry.

COURSE INGREDIENTS:

- Readings that highlight each of the areas presented in the course goals.
- Reaction papers that require students to analyze and synthesize the class readings in regard to media content and/or media industry practices.
- Media monitoring journal that requires students to observe the media they use in a way that systematically looks for the presence of women and other diverse groups, how they are portrayed in the media content and their presence in the production of that content (through bylines, credits, on-air talent, etc.) This journal also requires students to comment on what they observe based in light of
what has been covered in class, thus integrating the class materials with real-world observations.

- Group presentations and papers, which allow students to learn more in-depth about a particular social group and how they are portrayed in media content and their role in the media industries.
JOUR 4650 -- American Journalism History

This course explores the forces that have shaped American journalism history as well as the forces that have shaped our understanding of that history. The course focuses attention on the mainstream press as well as the press that served divergent cultural and ethnic audiences. Students will work with newspapers from several different periods in American history.

While a historiography is not a major focus of the class, it does sneak in...we think different types of history sources, we also think about how who the historian is shapes the history, as well as who is and is not included in the history books. AND I try hard to expand the history to make sure that we are reading, talking and considering race, gender and ethnicity.

The goal is to get students to understand that history is a living text that changes and the consumers are as responsible as the produces for its shape and texture.

COURSE GOALS:

- To develop critical thinking skills about American media -- at same time see media as players in much larger drama
- To learn about development of American media -- particularly recurrent trends & conflicts -- particularly their cyclical nature: objectivity vs. involvement, sensationalism vs. intellectualism, perpetual interplay of media economics and decisions about media content, interaction of audience needs and content, etc.,
- To have students see for themselves how American media evolve the newspaper they analyzes come from years that are deliberately chosen so that they see similarities and differences as technological, demographic, industrial trends impact papers and country
- To encourage students in the lifelong process of thinking history can be fun to learn.

COURSE INGREDIENTS:

- Students read a book by a journalist or about a journalist usually from the past/though from them pretty recent can count as “history” write about it -- not only book report but also assessment of why reading it would show up as an assignment in a history class.
• Students write four papers for which they must analyze original newspapers -- a paper from the 1700s, a paper from 1860, a paper from 1920, a paper from the year of their own birth important part of exercise is sharing their findings with their classmates.

• Students take mostly essay tests -- to make sure they read and come to class and attempt to process and absorb (-- they get to rewrite later with books and notes if they need to, to pass)

• The instructor incorporates PowerPoint, web pages, etc., discussions, etc. lecture but also get to know them all and try to engage them....
JOUR 4750 – Perspectives on International Media

The goal of this class is to provide students with an opportunity to explore how the American press system fits into the larger global media environment. To achieve that end, the class will explore how media systems differ, how other media systems function, and how American media interact with the rest of the world.

Students will know more about other countries in the world, be more sensitive to how differently people in other countries view press issues and be a more educated consumer of American news coverage of the rest of the world.

COURSE GOALS:

- Students will be able to analyze media systems using criteria based on political, economic, and cultural interactions with the media.
- Students will be able to apply these analytic criteria to media systems as defined by national boundaries, regional interests and transnational interests.
- Students will recognize the influence those systems (political, economic, language and cultural) have on the media and the influence the media have on those systems.
- Students will understand what forces influence press ownership and press control, and will know that although often linked and mutually influential, ownership and control are separate concepts.
- Students will know how private media ownership, state ownership, and public ownership (in particular, broadcasting) have been configured in the United States and in other countries.
- Students will understand the role that more dominant systems have in influencing other systems. They will understand the role of the U.S. media system has influencing other media systems. They will also recognize that other systems have also had great influence.
- Students will understand the role alternative and dissident media have in national, regional and transnational contexts.

COURSE INGREDIENTS:

- Country reports that allow students to study the political, economic and cultural context of a particular media system.
• Lectures, readings and discussions that address each of the above goals.

• Tests that evaluate the students’ understanding of the texts presented in class.

• Book reports that give students more in-depth knowledge of a certain aspect in international media that interests them in particular.

• Final projects that allow students to explore more in-depth an issue in international media that interests them in particular.

• Out-of-class activities that expose students to cultures from outside the U.S. These might include reading books, attending lectures or concerts, participating in discussion groups with foreign students, attending events sponsored by the various international students associations, and watching foreign films.
JOUR 4850 – Media and Society

This course varies a lot depending on who is teaching the course. The emphasis might be on economics, political communication, legal communication, or a variety of issues that face media today. The knowledge and particular objectives may vary from semester to semester. The following objectives, however, would cut across them all.

COURSE GOALS:
*After the successful completion of this course, students will be able to:*

- Analyze media content in relationship to societal issues.
- Understand the external and internal influences that affect media content.
- Understand that those influences are not only national but also international.
- Analyze production practices of media industries.
- Be more sophisticated and critical citizens in regards to their understanding of the media and the political, economic and cultural systems in which they are embedded.
- Be more sophisticated and critical consumers of the media.
- Understand the overt and covert forces which influence their own media content production, if they work in media outlets or industries.
- Understand that media content and media industries influences are not monolithic and differ among groups of people based on age, gender, education, class, race, ethnicity, sexual orientation and other demographic/social factors as well as regional differences.
- Understand that the way the media are organized and perform in the United States today is not the only alternative for the United States or other countries.
- Understand the role and influence of alternative and dissident media.

COURSE INGREDIENTS:

- Lectures, readings and discussions that address each of the above goals.
- Tests that evaluate the students’ understanding of the texts presented in class.
- Book reports that give students more in-depth knowledge of a certain aspect in media and society that interests them in particular.
- Final projects that allow students to explore more in-depth an issue in media and society that interests them in particular.