



North Central Michigan College Master Course Syllabus

PART 1:

Course Name: Media Writing

Course Number: JRN 102

Credit Hrs. 3

Lecture Hrs. 3

Lab Hrs. 0

Clinical Hrs. 0

Variable Hrs. 0

Total Hours of Instruction: 3

Total Contact Hours: 52.8

(Total Contact hour's formula: (lecture hrs. + lab hrs. + clinical hrs) x 17.6)

Course Description:

Introduces students to the multimedia news writing process and concentrates on the development of writing techniques for print, broadcast and web platforms in a writing lab environment. Contemporary issues will be investigated on and off-campus and ideas influencing public affairs reporting will be analyzed.

Prerequisite (s): none

Co-requisite (s): none

Course Objectives:

Upon successful completion of this course, students will be able to:

- Collect news through observation, interviewing, reporting and the use of source materials.
- Write and interpret news for print, broadcast, and web platforms.
- Demonstrate accuracy in reporting of facts and details.
- Write and edit to deadlines.
- Prepare a professional journalism portfolio.

Reasonable accommodations can be provided for students with documented disabilities. Please contact Learning Support Services to arrange for these (231)348-6687 or (231)348-6817, Room 533 SCRC.



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PART 2:

Course Objectives and Linked Lumina DQP Outcomes

See **PART 3** of this syllabus for the complete language of each Lumina DQP outcome.

*Please identify the Lumina DQP outcome(s) supported by the course objectives. List each course objectives (from **PART 1**), followed by the corresponding Lumina DQP Outcome number(s) in parentheses.*

- Collect news through observation, interviewing, reporting and the use of source materials. (DQP #6, 8, 11)
- Write and interpret news for print, broadcast, and web platforms. (DQP # 7, 11,14)
- Demonstrate accuracy in reporting of facts and details. (DQP #3)
- Write and edit to deadlines (DQP #6).
- Prepare a professional journalism portfolio (DQP #3).



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Suggested Methods of Instruction:

Classroom lecture, newsroom lab, and group work.

Suggested Methods of Assessment and Evaluation:

- Homework
- Content, form and function outlines
- Portfolios
- Quizzes
- Peer evaluation and/or group projects

Adopted Text at Time of Course Adoption/Revision:

News Reporting and Writing, Melvin Mencher (Tenth edition)

OPTIONAL SUPPLEMENTARY MATERIALS:

Portfolio notebook and steno pads

Topics Covered During the Semester:

Sequence of topics and time allowance are at the discretion of the instructor

- WEEK 1 Syllabus review and introduction to news writing.
- WEEK 2 The writing process; principles for successful reporting; components of the story.
- WEEK 3 Community/campus news: the reporter at work.
- WEEK 4 Writing the story.
- WEEK 5 Objectivity and balance.
- WEEK 6 Feature writing.
- WEEK 7 In-depth investigation
- WEEK 8 Mid-term exam.
- WEEK 9 Finding and cultivating sources
- WEEK 10 Off campus project.
- WEEK 11 Interviewing
- WEEK 12 Quiz; accidents, disasters, and obituaries.
- WEEK 13 Education, sports and popular culture.
- WEEK 14 Police and court beats.
- WEEK 15 Quiz; journalism book review.
- WEEK 16 Multimedia presentation.

Part 1 & Part 2 approved by CRDAP on: 10/09/15

Part 2 approved by AD:

Date:

Part 2 approved by CRDAP Chair:

Date:

Rev02/15



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PART 3:

LUMINA DQP OUTCOMES – *Use this reference sheet for PART 2 of Master Course Syllabus.*

Specialized Knowledge

1. Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.
2. Illustrates contemporary terminology used in the field.
3. Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

Broad Integrative Knowledge

4. Describes how existing knowledge or practice is advanced, tested and revised
5. Describes and examines a range of perspectives on key debates and their significance both within the field and in society.
6. Illustrates core concepts of the field while executing analytical, practical or creative tasks.
7. Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.
8. Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.
9. Describes the ways in which at least two disciplines define, address and interpret the importance of a contemporary challenge or problem in science, the arts, society, human services, economic life or technology.

Intellectual Skills – Analytic Inquiry

10. Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.

Intellectual Skills – Use of Information Resources

11. Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.

Intellectual Skills – Engaging Diverse Perspectives

12. Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.

Intellectual Skills – Communication Fluency

13. Presents accurate calculations and symbolic operations, and explains how such calculations and operations are used in either his or her specific field of study or in interpreting social and economic trends.
14. Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.

Applied Learning

15. Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; applies that learning to the question; and analyzes at least one significant concept or method related to his or her course of study in light of learning outside the classroom.
16. Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.

Civic Learning

17. Describes his or her own civic and cultural background, including its origins and development, assumptions, and predispositions.
18. Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.
19. Takes an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience.

The Degree Qualifications Profile was adopted by CRDAP: April 11, 2012