



School of Journalism and Strategic Media

Cohort Analysis Assessment Plan for the 2021-2025 Cohort

Approved May 6, 2022

School of Journalism and Strategic Media
University of Arkansas - Cohort Analysis Assessment Plan
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School of Journalism and Strategic Media

Cohort Analysis Assessment Plan for the 2021-2025 Cohort

INTRODUCTION

The School of Journalism and Strategic Media at the University of Arkansas developed a Cohort Analysis Assessment Plan at the recommendation of Dr. Trevor Brown, former dean of the Indiana University School of Journalism and an expert on assessment referred by Susanne Shaw, former executive director of the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC). The plan seeks to assess the effectiveness of our program by determining to what extent our students have learned ACEJMC's 12 professional values and competencies. Further, this plan will enable us to develop and revise our curriculum to improve teaching and to enhance student learning.

The first implementation of the plan assessed the 2011-2015 cohort of students through their four years as UA Journalism majors, followed by the second implementation in 2016-2020. Dr. Brown indicated that concentrating resources on cohort analysis results in information that is more manageable and more easily applied to effect necessary programmatic change.

Guided by the values and competencies identified by ACEJMC, the plan relies on specific procedures for measuring students' performance on these competencies, including direct and indirect methods. We discuss and update how the competencies are covered in required courses following the completion of the four-year cohort assessment. Then we update the Course Grid to reflect how the competencies are taught in classes. (Please see the file named UA SJSM Standard 2. Curriculum Competencies Tables.)

The third implementation of the plan will assess the 2021-2025 cohort of students through their four years as JOUR BA or ADPR BA majors. Adjustments have been made in the plan based on our experience with its first and second implementations. These include incorporating the GSP or Grammar Spelling Punctuation Requirement into the plan. We also developed preliminary plans for assessing performance in the new Multimedia Storytelling & Production and the revised Journalism Concentrations, as this is our first experience with assessing concentrations with flexible course choices for students in meeting requirements in the major. We will update and document any changes as we go, if needed, as we learn from this first experience in assessing flexible concentrations. We also updated the Course Grid for the ACEJMC Professional Values and Competencies.

ACEJMC Professional Values and Competencies:

<http://www.acejmc.org/policies-process/nine-standards/>

The Accrediting Council on Education in Journalism and Mass Communications requires that graduates of accredited programs be aware of certain core values and competencies and be able to:

- apply the principles and laws of freedom of speech and press, in a global context, and for the country in which the institution that invites ACEJMC is located;
- demonstrate an understanding of the multicultural history and role of professionals and institutions in shaping communications;
- demonstrate culturally proficient communication that empowers those traditionally disenfranchised in society, especially as grounded in race, ethnicity, gender, sexual orientation and ability, domestically and globally, across communication and media contexts;
- present images and information effectively and creatively, using appropriate tools and technologies;
- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work;
- effectively and correctly apply basic numerical and statistical concepts;
- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- apply tools and technologies appropriate for the communications professions in which they work.

2020-2021:

As for previous cohorts, the School spent the 2020-2021 academic year completing the assessment of the 2016-2020 cohort, considering the results of the early, midpoint and capstone assessments as well as the assessments by outside professionals, advice from the Alumni Board, and the results of alumni surveys and the employer survey, etc. Then we developed and implemented the recommendations, reviewing the curriculum, reviewing the learning objectives in courses; and reviewing the assessment documents and surveys, all based on the ACEJMC's 12 professional values and competencies. Additionally, the School instituted curricular requirements throughout the 2016-2020 assessment process, based on early, midpoint and capstone assessments, the advice of professionals and our Alumni Board, alumni surveys, etc., and recommendations from the previous accreditation site visit.

Curriculum Review:

In 2010-2011, the School developed the Course Grid to serve as an overview of the curriculum, particularly as it addresses the ACEJMC's 12 professional values and competencies. We identified the extent to which each required course teaches these values and competencies, then review the Grid after each cohort assessment. A numerical value of **3 or green** indicates that the competency is an emphasis of the class, **2 or blue** indicates that it is covered intermediately, and **1 or yellow** indicates that it is included at a basic level.

The faculty updated the Curriculum Overview Course Grid again (following pages) in spring 2022 to reflect changes to the curriculum.

CURRICULUM OVERVIEW

SCHOOL OF JOURNALISM AND STRATEGIC MEDIA

Based on the ACEJMC's 12 Professional Values and Competencies (2022)

The levels at which each course addresses each competency/value.

Coverage Level in Course	BASIC 1	INTERMEDIATE 2	ADVANCED 3
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Legend for Tables 1 - 7	Green	BLUE	YELLOW	No color
	Emphasis for the Class	Covered Intermediately	Basics Covered	Not Touched On
<p>ACEJMC Professional Values and Competencies:</p> <ol style="list-style-type: none"> 1. apply the principles and laws of freedom of speech and press, in a global context, and for the country in which the institution that invites ACEJMC is located; 2. demonstrate an understanding of the multicultural history and role of professionals and institutions in shaping communications; 3. demonstrate culturally proficient communication that empowers those traditionally disenfranchised in society, especially as grounded in race, ethnicity, gender, sexual orientation and ability, domestically and globally, across communication and media contexts; 4. present images and information effectively and creatively, using appropriate tools and technologies; 5. write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve; 6. demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity; 7. apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work; 8. effectively and correctly apply basic numerical and statistical concepts; 9. critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness; 10. apply tools and technologies appropriate for the communications professions in which they work. 				

Table 1: The Journalism Core Required Courses - 13 hours

Table 2: The Digital Requirement Courses (varies by major) – 3 hours

Table 3: UA SJSJ Cultural Diversity Courses– 3 hours (students may take one course within or outside of the School)

Table 4: ADPR BA – Advertising/Public Relations Major Required Courses (15 hours)

Table 5: JOUR BA – Journalism Major: Broadcast Concentration Required Courses (15 hours)

Table 6: JOUR BA – Journalism Major: Journalism Concentration Required Courses (9 hours)

Table 7: JOUR BA – Journalism Major: Multimedia Storytelling & Production Required Courses (6 hours)

Table 1: Required Core Courses for All ADPR BA and JOUR BA Majors – 13 hours

Table 1. Coverage of ACEJMC Competencies and Values: UA SJSJ Core Courses for ADPR BA and JOUR BA

UA SJSJ Core Courses for All Majors: ADPR & JOUR (BA)	Coverage Level in Course									
	BASIC 1			INTERMEDIATE 2				ADVANCED 3		
	1 Free Speech	2 Role of Professionals	3 Cultural Proficiency	4 Present Images// Info	5 Write Correctly & Clearly	6 Work Ethically	7 Critical Thinking / Research	8 Numerical / Statistical	9 Critically Evaluate Work	10 Apply Tools / Techniques
JOUR 1100 GSP Requirement or JOUR 1003 Journalistic Writing Skills										
JOUR 1023 Media & Society										
JOUR 1033 Media Writing										
JOUR 3633 Media Law										
JOUR 1023 Ethics in Journalism										
JOUR 4981 Journalism Writing Requirement										

Table 2: The Digital Requirement Courses (varies by major) – 3 hours

Table 2. Coverage of ACEJMC Competencies and Values: Digital Requirement Courses

Digital Requirement Courses vary by ADPR BA & JOUR BA Concentrations	Coverage Level in Course									
	BASIC 1			INTERMEDIATE 2			ADVANCED 3			
	1 Free Speech	2 Role of Professionals	3 Cultural Proficiency	4 Present Images// Info	5 Write Correctly & Clearly	6 Work Ethically	7 Critical Thinking/ Research	8 Numerical/ Statistical	9 Critically Evaluate Work	10 Apply Tools/ Techniques
ADPR BA										
JOUR 2053 Multimedia Journalism	Green	Yellow	Blue	Green	Blue	Blue	Green	Grey	Blue	Green
JOUR 2063 Media Graphics & Technology	Grey	Grey	Blue	Green	Grey	Blue	Yellow	Grey	Grey	Green
JOUR 405V Digital Content	Grey	Yellow	Green	Green	Yellow	Yellow	Green	Blue	Green	Green
JOUR 405V Videography/Editing	Yellow	Yellow	Blue	Green	Green	Yellow	Green	Blue	Grey	Green
JOUR BA - BROADCAST										
JOUR 4033 Advanced Radio News Reporting & Podcasting	Yellow	Grey	Green	Green	Green	Green	Green	Yellow	Green	Green
JOUR 405V Digital First	Yellow	Yellow	Yellow	Green	Green	Yellow	Green	Blue	Green	Green
JOUR 4883 Advanced Film & Video Feature Production	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
JOUR BA - JOURNALISM										
JOUR 2053 Multimedia Journalism	Green	Yellow	Blue	Green	Blue	Blue	Green	Grey	Blue	Green
JOUR BA - MULTIMEDIA STORYTELLING & PRODUCTION										
JOUR 2032/2031L Broadcast News Reporting I & Lab	Yellow	Grey	Yellow	Green	Green	Green	Green	Grey	Green	Green
JOUR 2053 Multimedia Journalism	Green	Yellow	Blue	Green	Blue	Blue	Green	Blue	Grey	Green

**Table 3: UA SJSM Cultural Diversity Courses
(students may take one course within or outside of the School) – 3 hours**

Table 3. Coverage of ACEJMC Competencies and Values: UA SJSM Cultural Diversity Courses

UA SJSM Cultural Diversity courses	Coverage Level in Course									
	BASIC 1			INTERMEDIATE 2				ADVANCED 3		
	1 Free Speech	2 Role of Professionals	3 Cultural Proficiency	4 Present Images / Info	5 Write Correctly & Clearly	6 Work Ethically	7 Critical Thinking / Research	8 Numerical / Statistical	9 Critically Evaluate Work	10 Apply Tools / Techniques
JOUR 4483 Multiculturalism in AD/PR	Basic	Basic	Advanced	Basic	Intermediate	Intermediate	Advanced	Basic	Intermediate	Advanced
JOUR 3263 African Americans in Film	Advanced	Advanced	Advanced	Advanced	Basic	Basic	Advanced	Advanced	Basic	Advanced
JOUR 3273 African Americans in Documentary Film	Advanced	Advanced	Advanced	Advanced	Basic	Basic	Advanced	Advanced	Basic	Advanced
JOUR 405V Asian Americans in US Media	Advanced	Basic	Advanced	Advanced	Advanced	Advanced	Advanced	Advanced	Advanced	Advanced
JOUR 405V Indian Americans in US Media	Advanced	Basic	Advanced	Advanced	Advanced	Advanced	Advanced	Advanced	Advanced	Advanced
JOUR 405V Indigenous Documentary Storytelling	Advanced	Advanced	Advanced	Advanced	Basic	Advanced	Advanced	Advanced	Basic	Advanced
JOUR 405V Minorities in Media	Advanced	Basic	Advanced	Advanced	Advanced	Advanced	Advanced	Advanced	Advanced	Advanced
JOUR 4923 History of the Black Press	Basic	Advanced	Advanced	Advanced	Advanced	Advanced	Advanced	Advanced	Basic	Advanced

**Table 4: ADPR BA – Advertising/Public Relations Major
Required Courses (15 hours)**

Table 4. Coverage of ACEJMC Competencies and Values: ADPR BA Advertising & Public Relations Core Courses

ADPR Required Core Courses	Coverage Level in Course									
	BASIC 1			INTERMEDIATE 2				ADVANCED 3		
	1 Free Speech	2 Role of Professionals	3 Cultural Proficiency	4 Present Images/ / Info	5 Write Correctly & Clearly	6 Work Ethically	7 Critical Thinking / Research	8 Numerical / Statistical	9 Critically Evaluate Work	10 Apply Tools / Techniques
ADPR 3723 Advertising Principles	1	1	1	1	2	1	2	1	1	1
ADPR 3743 Public Relations Principles	1	2	1	2	2	2	1	1	1	1
ADPR 4143 Public Relations Writing	2	1	2	2	2	1	2	2	2	2
ADPR 4423 Creative Strategy and Execution	1	2	2	2	1	1	1	1	1	2
ADPR 4453 Media Planning & Strategy	1	1	1	2	2	2	2	2	2	2
ADPR 4473 Account Planning	1	2	2	2	2	2	1	2	2	1

**Table 5: JOUR BA – Journalism Major: Broadcast Concentration
Required Courses (15 hours)**

Table 5. Coverage of ACEJMC Competencies and Values: JOUR BA – Broadcast Core Courses

Broadcast Concentration Required Core Courses	Coverage Level in Course									
	BASIC 1			INTERMEDIATE 2				ADVANCED 3		
	1 Free Speech	2 Role of Professionals	3 Cultural Proficiency	4 Present Images / Info	5 Write Correctly & Clearly	6 Work Ethically	7 Critical Thinking / Research	8 Numerical / Statistical	9 Critically Evaluate Work	10 Apply Tools / Techniques
JOUR 2032/2031L Broadcast News Reporting I & Lab	Basic	None	Basic	Intermediate	Intermediate	Intermediate	Intermediate	None	Intermediate	Intermediate
JOUR 3072/3071L Broadcast News Reporting II & Lab	Intermediate	None	Intermediate	Intermediate	Intermediate	Intermediate	Intermediate	Advanced	Intermediate	Intermediate
JOUR 4863 Television News Reporting I	Intermediate	Intermediate	Basic	Intermediate	Intermediate	Intermediate	Intermediate	Basic	Intermediate	Intermediate
JOUR 4873 Television News Reporting II	Intermediate	Intermediate	Basic	Intermediate	Intermediate	Intermediate	Intermediate	Basic	Intermediate	Intermediate
JOUR 4893 Television News Producing	Intermediate	Intermediate	Basic	Intermediate	Intermediate	Intermediate	Intermediate	Basic	Intermediate	Intermediate

**Table 6: JOUR BA – Journalism Major: Journalism Concentration
Required Courses (9 hours)**

Table 6. Coverage of ACEJMC Competencies and Values: JOUR BA – Journalism Concentration Core Courses

	Coverage Level in Course									
	BASIC 1			INTERMEDIATE 2				ADVANCED 3		
Journalism Concentration Required Core Courses	1 Free Speech	2 Role of Professionals	3 Cultural Proficiency	4 Present Images / Info	5 Write Correctly & Clearly	6 Work Ethically	7 Critical Thinking / Research	8 Numerical / Statistical	9 Critically Evaluate Work	10 Apply Tools / Techniques
JOUR 2013 News Reporting I	Green	Blue	Blue	Green	Green	Blue	Green	Blue	Blue	Blue
JOUR 3013 Editing	Green	Green	Green	Blue	Green	Yellow	Green	Blue	Green	Blue
JOUR 3123 Enterprise Journalism	Yellow	Yellow	Blue	Yellow	Green	Green	Green	Yellow	Green	Yellow

Table 7: JOUR BA – Journalism Major: Multimedia Storytelling & Production Required Courses (6 hours)

Table 7. Coverage of ACEJMC Competencies and Values: JOUR BA - Multimedia Storytelling & Production Required Core Courses

Multimedia Storytelling & Production Concentration Required Core Courses	Coverage Level in Course									
	BASIC 1			INTERMEDIATE 2				ADVANCED 3		
	1 Free Speech	2 Role of Professionals	3 Cultural Proficiency	4 Present Images / Info	5 Write Correctly & Clearly	6 Work Ethically	7 Critical Thinking / Research	8 Numerical / Statistical	9 Critically Evaluate Work	10 Apply Tools / Techniques
JOUR 2003 Storytelling for Today's Media, OR										
JOUR 2013 News Reporting I										
JOUR 2032/2031L Broadcast News Reporting I & Lab, OR										
JOUR 2053 Multimedia Journalism										

COURSE DESCRIPTIONS AND OBJECTIVES:

The School assembled descriptions of required courses and objectives for the Journalism and Advertising/Public Relations majors and concentrations. These course descriptions and objectives are based on the ACEJMC's Professional Values and Competencies and are included as Appendix A.

ALUMNI SURVEY:

The School conducts an Alumni Survey every spring semester directed at the graduates from the previous year. The Alumni Survey was developed in spring 2016 from a survey created by Elon University, and we appreciate the generosity of Elon University in sharing this survey with us. The Assessment Committee reviews the survey periodically. It is expected that the same survey will be used in the future as long as it is appropriate, to enable year-to-year comparisons of data.

ASSESSMENT SURVEY:

The School developed an Assessment Survey to be administered to incoming first-year students of the new cohort in the fall semester and again in the spring semester. Since most journalism majors take JOUR 1023 Media and Society in their first year, we will administer this survey in the first few weeks of this course both semesters. This survey will be administered again to students in the cohort when, as seniors, they take JOUR 4981 Journalism Writing Requirement.

The current Assessment Survey was revised in spring 2016 and is reviewed periodically by the Assessment Committee. It is a direct measure comprised of 38 questions addressing the competencies in law, ethics, history and role of professionals, diversity, presentation of images and information, and the application of numerical and statistical concepts. The Assessment Survey is included as Appendix B.

ASSESSMENT SCHEDULE FOR THIRD COHORT (2021-2025):

2021-2022 - Year I:

We will administer the Assessment Survey to incoming first-year students in fall 2021 and spring 2022. We will track these students by name and ID number to establish a basis of comparison for administering the same survey in their senior year. This survey measures several of the ACEJMC's values and competencies.

Recognizing that a survey is unable to measure writing and critical thinking skills, we will evaluate these competencies through direct methods via existing measures in our Core Curriculum. We will evaluate these skills in an early, ungraded assignment administered in JOUR 1023 Media and Society and compare these results with the JOUR 4981 Journalism Writing Requirement paper completed in their senior year.

During the first or second week of classes in JOUR 1033 Media Writing, our introductory writing course, we will administer a quiz that covers journalistic writing conventions and grammar questions, which functions as a pre-test.

We established the Grammar/Spelling/Punctuation or GSP Requirement in Fall 2020, which students take prior to or concurrently with JOUR 1033 Media Writing. We also consider a summary of GSP exam results from JOUR 1100 Grammar Spelling Punctuation Requirement (the free course students may take to independently study for the GSP test, passing with a grade of 75% or higher) and JOUR 1003 Journalistic Writing Skills (the other, instructor-taught course students can take and pass with a grade of C or higher to complete the GSP requirement).

We will compare the results of the pre-test and GSP summary with the results of a similar GSP exam in their senior year. The grammar post-test will be administered in JOUR 4981 Journalism Writing Requirement. JOUR 4981 includes a component for evaluating grammar in the students' senior paper as well.

	Pre-test	Post-test
JOUR 1023 Media and Society		
Assessment Survey	X	
First out-of-class assignment [held in Assessment testing file until Year IV]		
JOUR 1033 Media Writing		
Grammar and Writing Quiz	X	
GSP Requirement (JOUR 1100 & JOUR 1003)		
Summary of GSP test results	X	

2022-2023 - Year II:

Because we didn't want to wait until our students graduate to identify issues in our program, we conduct a second- or third-year midpoint assessment to address any concerns. In their second year, JOUR BA Broadcast, Journalism, and Multimedia Storytelling & Production Concentration students take an entry-level or the second course for their concentration. Advertising/Public Relations or ADPR BA majors take their entry-level courses in the second or third year.

To establish a midpoint analysis, an evaluation instrument is administered the year(s) the cohort takes these second- or third-year courses. For the JOUR BA, the first out-of-class assignment in JOUR 2013 News Reporting I (Journalism Concentration) and JOUR 3072/3071L Broadcast News Reporting II is compared to an assignment given at the end of the semester or to the JOUR 1023 or 1033 assessment. For the new Multimedia Production & Storytelling Concentration, JOUR 2003 Storytelling for Today's Media or JOUR 2013 News Reporting I are used. For the ADPR BA, the media plan assignment from ADPR 3723 Advertising Principles and the final PR project in ADPR 3743 PR Principles are compared to the JOUR 1023 or 1033 assessment. These direct measures are not for overall comparative purposes but serve as a point of comparison from year to year. We will review the results of the midpoint assignments with an exit assignment to measure student competencies within the entry-level courses. This midpoint measure will allow us to address any concerns before the students leave our program. (See Appendix C for Course Assessment Rubrics.)

	First out-of-class assignment	Media plan and final PR project
JOUR 2003 Storytelling for Today's Media	X	
JOUR 2013 News Reporting I	X	
JOUR 3072/3071L Broadcast News Reporting II and Lab	X	
ADPR 3723 Advertising Principles		X
ADPR 3743 Public Relations Principles		X

2023-2024 - Year III:

Some ADPR BA students will complete the midpoint evaluation in their third year.

	Media plan and final PR project
ADPR 3723 Advertising Principles	X
ADPR 3743 Public Relations Principles	X

2024-2025 - Year IV:

The fourth year of our assessment plan includes several important components as our cohort prepares to complete our program. We will once again administer the same Assessment Survey that students completed in their first year to establish how well our students have mastered the ACEJMC's professional values and competencies.

The fourth year will also include an evaluation of the internship experience by collecting internship supervisor reports to assess our students' mastery of the professional competencies. The internship evaluation will be administered as an indirect method. A copy of the internship supervisor report is included as Appendix D.

The capstone courses will also be utilized to evaluate how well our students have mastered the learning objectives of our curriculum. These courses will also include an evaluation of the application of tools and technologies of the profession, given the requirements of the respective sequences and fields. This cohort is the first where majors are required to complete the Digital Requirement. Therefore, this first time through, we will also consider whether a different approach is warranted, as we plan to assess how the new digital requirement is reflected in the capstone assessments for the tools and technologies competency. This will be done through a final or major project assignment.

The 2021-2025 cohort also is the first assessed for the new Multimedia Storytelling & Production Concentration and the revised Journalism Concentration. These concentrations were designed to provide more flexibility in course choices for students as digital and professional requirements evolve. Therefore, we are using the approaches described below to learn from this first assessment of these flexible concentrations. We will select the final assignment from the capstone courses for assessment.

If we determine a different approach is better as we go, we will change these procedures and document the changes in a revised Assessment Plan for the 2021-2025 Cohort. Whether or not we change procedures as we go, we will revise the next assessment plan based on what we learn from completing the first assessment process of these new, flexible concentrations.

Journalism Concentration

The 2021-2025 cohort will include students in the News-Editorial Concentration and the revised Journalism Concentration. The News-Editorial Concentration students are included in the 2021-2025 cohort. We will include all students who enter the Journalism Concentration in Fall 2022.

1. We will collect the same first-year assessment data for Journalism Concentrations students as collected for the News-Editorial Concentration cohort, to serve as the initial assessment.
2. The required reporting course, JOUR 2013 News Reporting I, is used for the midpoint assessment.
3. We will use JOUR 3123 Enterprise Journalism and/or the few most taken 4000 level courses from the In-Depth Reporting Requirement for the capstone. We will use the final assignment from the capstone course(s) for assessment. We may also use the approaches listed below.

- 3a. If a sufficient number of Journalism Concentration students take JOUR 3023 News Reporting II and/or JOUR 4503 Magazine Journalism, we may also assess performance in these courses to allow direct comparisons between students in the old and new concentrations.
- 3b. If advice from professionals and industry or educational trends suggest that a certain set of In-Depth Reporting Requirement courses should be used for the capstone assessment, we will use those courses and document why in our assessment report.
- 3c. If we learn different assessment procedures would be better, we will switch to that approach and document what the changes were and why we made them in our assessment report.
4. We will pay special attention when assessing Journalism Concentration students for the first time to determine whether a different assessment approach is advisable. If yes, we will make and document the necessary changes in the assessment report for this cohort and the next assessment plan.

Multimedia Storytelling & Production Concentration (MULT)

The Multimedia Storytelling & Production Concentration (MULT) was not instituted until Fall 2022, a year after the cohort entered the program. However, we want to include MULT students and conduct a preliminary assessment to determine the best way to assess students in this concentration in the future.

We will identify students who enter the MULT concentration in Fall 2022 and include them in the cohort.

1. We will collect the same first-year assessment data for MULT students as collected for the cohort, to serve as the initial assessment.
2. We will assess their performance in the required reporting course taken (either JOUR 2003 Storytelling for Today's Media or JOUR 2013 News Reporting I) for the midpoint assessment.
3. We will use a few of the most taken 3000 or 4000 level courses from the Production & Storytelling Requirement for the capstone assessment. We will use the final assignment for assessment.
 - 3a. If advice from professionals and industry or educational trends suggest that a certain set of Production & Storytelling Requirement courses should be used for the capstone assessment, we will use those courses and document why in our assessment report.
 - 3b. If we learn different assessment procedures would be better, we will switch to that approach and document what the changes were and why we made them in our assessment report.
4. We will pay special attention when assessing MULT students for the first time to determine whether a different assessment approach is advisable. If yes, we will make and document the necessary changes in our assessment report for this cohort and the next assessment plan.

For all majors and concentrations, the writing, research, and critical thinking skills will be evaluated in the Journalism Writing Requirement. The capstone courses and the writing requirement are direct measures.

As an indirect measure, we will ask our graduating seniors to evaluate the quality of their education as ADPR BA and JOUR BA majors via an exit interview or senior survey. Additionally, an indicator of mastery will include our student accomplishments in external competitions; we recognize that these

competitions generally involve our best students whereas assessment measures should address the performance of all students.

	Final or major project assignment	Post-test and surveys	Collected by Internship director
Concentration or Major Capstone Courses* ADPR: ADPR 4453 Media Planning and Strategy and/or ADPR 4473 Account Planning BRD: JOUR 4873 Television News Reporting II JOUR: JOUR 3123 Enterprise Journalism or 4000 level course(s) from the In-Depth Reporting Requirement MULT: 3000 or 4000 level course(s) from the Production & Storytelling Requirement <i>*Ungraded copy of each cohort student's final project in capstone course is to be kept in Assessment file.</i>	X X X X		
JOUR 4981 Journalism Writing Requirement Grammar post-test Assessment Survey Senior Exit Survey Senior Paper		X X X	
Internship Supervisor Reports			X

These comparisons will help us determine how effective our program is in preparing our students for their future professional and/or educational endeavors

2025-2026 - Year V – Year of Analysis:

This fifth year of the assessment plan will be a year of analysis of the findings. Major questions will include:

- Has the 2021-2025 cohort mastered the learning objectives for core and sequence courses at an appropriate level?
- Did the changes introduced for the 2021-2025 cohort overcome the weaknesses identified in the 2016-2020 cohort's mastery of the learning objectives?
- What weaknesses need to be addressed and how should they be addressed?

This year of analysis will include planning for the implementation of any necessary changes in the curriculum to assure that our curriculum has the desired impact. Changes in the assessment plan for evaluating the 2021-2025 cohort and the next cohort will be applied during this year as well.

Future Indirect Measures:

An **Alumni Survey** is conducted annually to consider the preparation of all ADPR and JOUR BA graduates, allowing year-to-year comparisons (Appendix G). An **Employer Survey** (Appendix H) is also conducted three years after the cohort graduates to evaluate the effectiveness of our program in preparing our students for their professional careers.

We conduct employer surveys every three years, with the May 2018 survey conducted then on the recommendation of the site visit team (JBA Employer Survey Reports Result 6-18-18 Final). We conducted another employer survey in summer 2021 (SJSM Employer Survey Results 8-3-21 Final). The next employer survey is planned for 2024-2025, followed by the employer survey occurring three years after the cohort graduates in 2028-2029. Conducting periodic employer surveys allows us to consider the evaluations of professionals on the job performance of our graduates.

ASSESSMENT PROCESS:

To assure that our goals of this plan are actively administered, the following outline reflects the responsibilities for implementing the plan. All results and reports documenting assessment measures – such as the Grammar and Writing Pre-Test, Assessment Survey, Midpoint and Capstone Assessments, and Internships – are to be posted to “Assessment” on the online cloud storage platform to build a record of the School’s reviews and actions on assessment.

Annual

- Every spring the School administration, undergraduate coordinator and staff will field email or in-person surveys to the previous year’s BA graduates. Faculty contacts with former students, data from the Fulbright College, the Career Development Center, and the UA Alumni Association, as well as social media such as LinkedIn will also be used to find current contact information for these students and their employment since graduation. This survey can be distributed to alumni by email or along with other materials advertising the events for “J-days,” the School’s annual week of activities highlighting the profession.

Year I, 2021-2022 – Cohort group identification and data-gathering

- The School administration, undergraduate coordinator and staff will identify the incoming students who constitute the cohort.
- The School administration, undergraduate coordinator and staff will field the Assessment Survey in JOUR 1023 Media and Society, both fall and spring semesters of 2021 and 2022. Results will be entered into a spreadsheet by the office staff person in charge of maintaining the cohort list. The Assessment Committee will review results from both semesters and report them to the faculty in spring 2022 or fall 2022.
- The School administration, undergraduate coordinator and staff will field the Grammar and Writing Quiz in JOUR 1033 Media Writing, both fall and spring semesters of 2021 and 2022. Results will be entered into a spreadsheet. The summary of GSP Test results for both semesters is also submitted. The Assessment Committee will review results from both semesters and present them to the faculty in fall 2022 or after.
- The initial, ungraded out-of-class assignment will be collected from the instructor of JOUR 1023 Media and Society, by the administration, undergraduate coordinator and staff. This assignment will be evaluated by a journalism graduate student with significant teaching experience or an instructor, and the assignments and evaluations will be kept in the School's office or online cloud storage. The results will be compared to results from the Journalism Writing Requirement completed in the cohort students' senior year (see Year IV below).

Year II, 2022-2023 and Year III, 2023-2024 – Midpoint data-gathering and analysis

- For the midpoint analysis, JOUR BA faculty in each concentration will assess the entry-level course for their concentration. Utilizing the rubric developed for assessing students' work, JOUR BA concentration faculty will assess the first assignment and compare results to the last assignment of the semester, or a course assignment will be compared to the JOUR 1023 or JOUR 1033 assessment. They will analyze the results to determine whether changes in the curriculum seem to have had any effect on student performance. Concentration faculty will prepare a report on these results.
- For the midpoint analysis, ADPR BA faculty will assess the Media Plan and Final PR Project from the entry-level courses. Utilizing the rubric developed for assessing students' work, ADPR faculty will assess these assignments and compare results to the JOUR 1023 or JOUR 1033 assessment. They will also consider the assessments of outside professionals for the PR project. They will analyze the results to determine whether changes in the curriculum seem to have had any effect on student performance. ADPR faculty will prepare a report on these results.

Year IV, 2024-2025 – Final data-gathering, analysis, and reporting

- As students in the cohort take the senior level JOUR 4981 Journalism Writing Requirement, the course instructor will administer the Assessment Survey to them. The data from both administrations of the Assessment Survey – in JOUR 1023 and JOUR 4981 – will be entered into a spreadsheet for statistical analysis as the cohort students take JOUR 4981; this data entry will be handled by the office staff person who is maintaining the list of students in the cohort. The Assessment Committee will analyze the results and prepare a report with recommendations.
- As students in the cohort take JOUR 4981 Journalism Writing Requirement, the course instructor will administer the Grammar Test to them. The data from both administrations of the Grammar Test – in JOUR 1033 and JOUR 4981 – will be entered into a spreadsheet for statistical analysis. The Assessment Committee will analyze the results and prepare a report with recommendations.
- School faculty, under the leadership of the instructor for Journalism 4981 Journalism Writing Requirement, will evaluate students' senior papers. The course instructor will report the results to the Assessment Committee. These results, along with those from the evaluation of the JOUR 1023 assignment (see Year I above), will be entered into a spreadsheet for statistical analysis. The Assessment Committee will analyze the results and prepare a report with recommendations based on the comparison and analysis.
- The Senior Exit Survey will be administered by the instructor in JOUR 4981 Journalism Writing Requirement, to students from the cohort as they take the course. The results will be entered into a spreadsheet for statistical analysis. The Assessment Committee will review results and prepare a report with recommendations.
- The faculty of each concentration or major has determined which course(s) will serve as the capstone course(s) for their respective program. Rubrics to evaluate these courses have been developed.
- The faculty from each concentration or major will select three professionals to be involved in the assessment process.
- In Year IV faculty from each concentration or major will review student performance in their program's capstone course; they will analyze the data, compare it to the performance by the previous cohort, consider the assessments of the three outside professionals selected, and make recommendations for any changes to the curriculum. The report should be posted to "Assessment" on the online cloud storage platform. This should be completed tentatively by May 15, 2025.
- For the internship evaluations, the internship coordinator will field surveys to internship supervisors. The internship coordinator will collect all evaluations, analyze the results, and prepare a report for submission to the Assessment Committee.

Year V, 2025-2026 – Faculty address findings from cohort analysis

- Once all the findings have been compiled in Year V, faculty in each concentration or major will meet to consider the results of all assessment measures for their students (including Assessment Survey, Grammar Test, Senior Exit Survey, Internship Supervisor Evaluations, Professional Assessments, Alumni Survey, student performance in regional and national competitions, and the Midpoint and Capstone Assessments, for example). They will develop a plan for adjusting their curriculum and courses to address assessment results and a timeline for implementing the plan, and they will detail this in a report to be posted to the online storage platform. The faculty address the findings and determine their applications to the curriculum as a whole in one or more faculty meetings.

Year VIII, 2028-2029 – Employer survey

- Three years after graduation of the 2021-2025 cohort, the School administration, undergraduate coordinator and staff administer the employer survey. The faculty will create a list of employers from information received from students as well as the information the School has about the employers or obtains from other units on campus (such as the Fulbright College, Career Development Center, and Alumni Association). These surveys will be administered by emails or personal phone calls from faculty to the employers. This process will result in the collection of the necessary information as well as maintaining a relationship between the School and the employer.
- Employer surveys are conducted every three years, with the May 2018 survey conducted on the recommendation of the site visit team. The next employer survey was conducted in summer 2021 and the results of these two surveys were considered in our cohort assessment. The next employer survey is planned for 2024-2025, followed by another survey three years after the cohort graduates in 2028-2029. Conducting employer surveys allows us to consider and compare over different points in time the evaluations of professionals on the performance of our graduates on the job.

CONCLUSION:

While this Assessment Plan attempts to gather evidence to provide accountability via direct and indirect measures, it is especially intended to strengthen our curriculum and instructional methods to assure that our students have mastered the ACEJMC values and competencies to prepare them for success in the profession. This assessment process will give us a basis for comparison for past studies (2009-2010, 2011-2015, and 2016-2020) and for future evaluation (of the 2021-2025 cohort) We have attempted to develop a specific plan, but we realize that all steps can be reviewed and strengthened in preparation for their implementation. Further, this plan will also prepare us for our next accreditation visit in 2023.

Appendix A. Required Course Descriptions

COURSE DESCRIPTIONS

GSP OR GRAMMAR SPELLING PUNCTUATION COURSES

- JOUR 1003 Journalistic Writing Skills
- JOUR 1100 Grammar Spelling Punctuation Requirement

JOURNALISM AND STRATEGIC MEDIA CORE COURSES:

- JOUR 1023 Media and Society
- JOUR 1033 Media Writing
- JOUR 3633 Media Law
- JOUR 4981 Journalism Writing Requirement

CORE COURSES IN EACH CONCENTRATION OR MAJOR

ADPR BA: Advertising / Public Relations

- ADPR 3723 Advertising Principles
- ADPR 3743 Public Relations Principles
- ADPR 4143 Public Relations Writing
- ADPR 4423 Creative Strategy and Execution
- ADPR 4453 Media Planning and Strategy
- ADPR 4473 Account Planning

JOUR BA: Broadcast Concentration

- JOUR 2032/2031L Broadcast News Reporting I and Laboratory
- JOUR 3072/3071L Broadcast News Reporting II and Laboratory
- JOUR 4863 Television News Reporting I
- JOUR 4873 Television News Reporting II

JOUR BA: Journalism

- JOUR 2013 News Reporting I
- JOUR 3013 Editing
- JOUR 3123 Enterprise Journalism

JOUR BA: Multimedia Storytelling & Production

- JOUR 2003 Storytelling for Today's Media, or
- JOUR 2013 News Reporting I
- JOUR 2032/2031L Broadcast News Reporting I and Laboratory, or
- JOUR 2053 Multimedia Journalism

GRAMMAR SPELLING PUNCTUATION REQUIREMENT
(Students complete one of the courses shown below.)

JOUR 1003 Journalistic Writing Skills

Description:

JOUR 1033 provides a functional approach to improving language and writing skills specific to journalistic writing. Covers introductory journalistic writing and correct grammar usage, the logic governing syntax and punctuation use, analysis of grammar and syntax, sentence structure, word selection to convey proper meaning and other language topics relevant to journalistic writing. Students must earn a grade of C or higher in JOUR 1003 to complete the GSP requirement.

Objectives:

Based on the ACEJMC's Professional Values and Competencies, by the end of the course the student will be able to:

- Study writing conventions to ensure the student understands the basic rules of correct grammar, spelling and punctuation. The goal is to provide a foundation for writing clearly and correctly in forms and styles appropriate for the communication professions, audiences and purposes they serve. Students learn basic grammar, spelling and punctuation rules to use when completing writing assignments in future required writing courses in the major.
- At a basic level, critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.

JOUR 1100 Grammar Spelling Punctuation Requirement

Description:

Students who do not take JOUR 1003 Journalistic Writing Skills to complete the GSP must take JOUR 1100, study for the GSP on their own and pass by earning a 75% or higher on the GSP test administered by the School of Journalism and Strategic Media. JOUR 1100 provides a functional approach to improving language and writing skills specific to journalistic writing. Covers introductory journalistic writing and correct grammar usage, the logic governing syntax and punctuation use, analysis of grammar and syntax, sentence structure, word selection to convey proper meaning and other language topics relevant to journalistic writing.

Objectives:

Based on the ACEJMC's Professional Values and Competencies, by the end of the course the student will be able to:

- Study to pass the GSP or Grammar, Spelling and Punctuation test to ensure the student understands the basic rules of correct grammar, spelling and punctuation. The goal is to provide a foundation for writing clearly and correctly in forms and styles appropriate for the communication professions, audiences and purposes they serve. Students learn basic grammar, spelling and punctuation rules to use when completing writing assignments in future required writing courses in the major.
- At a basic level, critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.

JOURNALISM CORE COURSES (REQUIRED)

JOUR 1023 Media and Society

Description:

A study of the multicultural history, role and functions of professionals and institutions in shaping our media, and media's influence and significance in society and public affairs. Current trends, issues and developments within and across media industries are studied, including print, broadcast, online media, advertising and public relations. The course emphasizes professional ethical standards of accuracy, fairness and truth in media.

Objectives:

Based on the ACEJMC's Professional Values and Competencies, by the end of the course the student will be able to:

- Understand the historical development of the print, broadcast, and web-based media industries currently operating in the United States and their cultural impacts.
- Demonstrate an understanding of the multicultural influence on the history of media professionals and institutions.
- Understand and analyze the First Amendment guarantees of free expression in the U.S. Constitution and know how the principles and laws of freedom of speech and press apply in national and global contexts
- Explain how issues of racial, ethnic, gender, and socioeconomic diversity and imbalances of power are both explored and ignored by various media outlets at different times, and in different places, and why coverage of issues related to diversity is important.
- Build basic understanding of media techniques and concepts, including the significance of demographics, audience measurement, and market research.
- Evaluate the transformative power of technology on society and build knowledge about presenting images and information effectively and ethically.
- Develop an appreciation of the significance of media law and ethics and how ethical principles apply to professionals in disciplines such as journalism, public relations, advertising and social media.
- Demonstrate understanding of key media issues in our field through written exercises and assessments and be able to express ideas in clear and effective communication appropriate to the audience and situation.
- Analyze and apply critical thinking skills to the role of media in society today, and predict future trends in media in general, and journalism in particular.
- Recognize varied forms of media as extensions of human storytelling and culture.

JOUR 1033 Media Writing

Description

JOUR 1033 Media Writing introduces students to the skills of observation, critical thinking and concise writing required in all aspects of journalism and strategic media, as well as to the technology needed in upper-level courses. This course has a required lab component and is a prerequisite for several advanced journalism courses, including JOUR 2013 (News I), JOUR 2032 and 2031L (Broadcast News I) and JOUR 4143 (Public Relations Writing). **Pre- or Corequisite:** Complete and pass the GSP or Grammar, Spelling and Punctuation test with a 75% or higher, or complete JOUR 1003 with a grade of C or better.

Objectives

Based on the ACEJMC's Professional Values and Competencies, upon completion of this course, learners will be able to:

- * Write correctly and clearly in forms and styles appropriate for the communications professions, including online/print, public relations, broadcasting and advertising.
- * Use the Media Writer's Handbook and the Associated Press Stylebook to critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.
- * Apply current tools and technologies at a basic level by posting content on WordPress.
- * Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society by studying sensitivity in the use of language and by writing stories based on diverse sources.
 - Choose words carefully and eliminate unnecessary words.
 - Effectively use a variety of quotes in journalistic writing, attributing facts and sources accurately.
 - Evaluate what makes a story newsworthy.
 - Order information in a story in a way that enhances understanding.

** indicates the learning objective is based on a standard from the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC)*

JOUR 3633 Media Law

Description:

Constitutional guarantees, statutory laws and court cases applicable to mass communications.

Objectives:

Based on the ACEJMC's Professional Values and Competencies, upon completion of this course, you will be able to:

- **You will gain an understanding of the principles and philosophies of media law, particularly First Amendment guarantees, and be able to demonstrate that knowledge effectively through writing and presenting legal briefs, through homework, and through a legal research assignment/paper.** Freedom of speech is at the heart of many of the social, political, and religious issues that are continuously debated in democratic societies. Through the study of state and federal cases and media regulations, you will become involved in the growing national debate over the boundaries of free speech in the United States.
- **You will learn to apply legal principles to civil cases involving free speech and mass communication.** You will demonstrate this analytical ability through the course assignments listed above. These principles will help you to understand your rights as a citizen and avoid being sued if you are a media practitioner.
- **You will learn to conduct effective legal research** through the use of technology and will demonstrate that skill through written legal briefs and the writing of a scholarly research paper.
- **You will learn to present, evaluate and critique important legal case decisions, principles, and issues related to media law and regulation,** and you will demonstrate this knowledge through writing, speaking usual visual aids and class participation. First Amendment issues are important for everyone, not only media practitioners. If you intend to become a professional communicator, issues discussed in this course are especially significant for you.
- **You will explore the concept and value of societal diversity and multicultural influences in the U.S. through the examination of legal cases dealing with free speech over the past 100 years.** Citizens from a variety of racial, religious, economic, cultural, and social backgrounds have contributed to the further development and valuing of free speech in the United States in a myriad of ways that have important implications for the present as well as the future.
- **You will further develop your critical thinking skills through the analysis of legal reasoning.** Class assignments, discussion and debate will challenge you to consider First Amendment issues in interesting ways. Should free expression be limited at all? If so, how? When? How is free speech itself defined, and who holds the power to define it? What criteria should be used? Which legal theories and precedents support various positions, and which tend to advantage or disenfranchise certain groups? What role should the media play in a democracy? By the end of this course, you will be able to describe and defend your own position on First Amendment issues.
- **You will be required to consider the ethical implications of the law and will be able to demonstrate how to use at least one analytical tool for ethical decision making.** Responsible citizens must consider ethics as well as law. What is unethical is not necessarily illegal, however. You will examine the law from a variety of perspectives in an effort to evaluate the ethics of the First Amendment.

JOUR 4333 Ethics

Description:

Critical examination of specific ethical problems confronting professionals in all areas of mass communications. Reading and writing assignments are aimed at familiarizing students with the nature of the mass media and their social responsibilities.

Objectives:

Upon completion of this course, learners will be able to:

- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.
- Understand concepts and apply theories in the use and presentation of images and information.
- Think critically, creatively and independently in evaluating a variety of case studies and ethical principles.
- Conduct research and evaluate information from case studies to develop a greater understanding of ethical standards among media professionals.
- Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic and global society in relation to mass communications.
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.

The course goals are based on curriculum competencies provided by the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC)

JOUR 4981 Journalism Writing Requirement

Description:

JOUR 4981 involves directed study under the guidance of a faculty mentor in conceptualizing, researching, and writing a major paper. It is presented online and will take students through the process of conceptualizing and writing a 10–12-page research paper that will satisfy the senior research thesis requirement of Fulbright College. Students will research different journalism or media-related topics and write a research paper about them. This research paper could involve comparative analysis, asking a question, challenging a theory or doing a historical or literature review, for example. Students must make a C or higher to satisfy the requirement.

Objectives:

This course addresses these ACEJMC competencies:

- Conduct research and evaluate information by methods appropriate to the communications professions in which they work.
- Write correctly and clearly in forms and styles appropriate for the communications profession, audiences and purposes they serve.
- Think originally, creatively and independently.
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.

ADPR BA: ADVERTISING AND PUBLIC RELATIONS REQUIRED COURSES

ADPR 3723 Advertising Principles

Description:

Advertising Principles introduces students to the broad field of advertising. It examines the role of advertising in modern society with emphasis on the extent and manner of use of advertising in traditional and nontraditional media including television and streaming, audio media, digital media, social media, in-store and point-of-purchase, sales promotion, support media, and print media.

Objectives

Course Objectives are based on the ACEJMC or Accrediting Council on Education in Journalism and Mass Communications professional values and competencies, found online at

<http://www.acejmc.org/policies-process/nine-standards/>

- To develop a basic understanding of the major concepts and theories used in the advertising profession.
- To develop a basic understanding of the major laws, concepts (e.g., deception) and regulatory and self-regulatory bodies (e.g., FTC, NAD/NARB) regarding advertising.
- To develop a basic understanding of the major ethical issues regarding advertising.
- To develop a basic understanding of the importance of diversity of gender, race and other cultural factors as related to advertising and in targeting diverse groups and perspectives in advertising.
- To develop a basic understanding of advertising design (or the basic concepts and theories in the use and presentation of images and information).
- To develop an intermediate understanding of how to research and evaluate information by using some major advertising industry reports (e.g., Mediamark/MRI, Mintel Oxygen) and digital resources.
- To develop a basic understanding of how to apply numerical and statistical concepts that are used in the advertising industry (by using reports such as Mediamark/MRI and Mintel Oxygen in developing a basic advertising plan, digital media plan, and creative brief).
- To develop a basic competency in applying the digital tools and technologies appropriate to advertising (e.g., using Excel for the digital media plan and the digital research materials).
- To develop an intermediate competency in the writing styles appropriate to advertising (by writing a basic advertising plan, a digital media plan, and a creative brief and advertisement).
- To develop a basic understanding of evaluating advertising work for accuracy, fairness, clarity, the appropriate style, and grammatical correctness.
- To develop an intermediate understanding of how to think critically, creatively and independently in an advertising context by using course concepts and appropriate technology to develop a basic advertising plan, a basic advertisement and creative brief, and a basic digital media plan.

ADPR 3743 Public Relations Principles

Description:

ADPR 3743 covers the study of theory, methods and ethics of public relations in modern society, business and communications. This course provides a general overview of the field of public relations and how it functions in organizations and in our diverse society. Students will study the professional development of the field; concepts, issues and principles in the practice of PR; models and theories guiding the practice of PR; and the application of public relations in the numerous venues of modern society, including corporations, agencies and non-profit organizations.

Objectives:

Course objectives are based on what employers want in entry-level employees and the Professional Values and Competencies of the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC), found at: <http://www.acejmc.org/policies-process/nine-standards/>
After successfully completing this course, the student will be expected to:

- Demonstrate a basic understanding of the major concepts, theories, and skills used in public relations.
- Demonstrate a basic understanding of the role of public relations that shapes perceptions of organizations in the mass communications industry.
- Demonstrate an in-depth understanding of the historical evaluation, ethics, professionalism, and professional ethical principles and work ethically in pursuit of truth, accuracy, fairness, and diversity in public relations.
- Identify diverse audiences of race, gender, generation, geography, religion, and physical ability in public relations practices.
- Evaluate multicultural media outlets to reach diverse audiences.
- Research and evaluate information used to make strategic decisions in public relations.
- Apply numerical and statistical concepts that are used in public relations.
- Apply tools and technologies appropriate to public relations (online databases, research reports, Excel).
- Demonstrate basic competency in the writing styles appropriate to public relations.
- Think critically, creatively, and independently in a public relations context by using course concepts to develop budgetary recommendations, non-traditional recommendations, and a public relations plan.

ADPR 4143 Public Relations Writing

Description:

In this class, students receive instruction and writing practice designed to develop the professional-level writing skills required of PR practitioners, with emphasis on the different approaches required for different audiences and media. Students are required to produce a high volume of quality PR-related materials, as well as preparing important job search documents, such as a resume, cover letter, LinkedIn profile and a digital portfolio. The course focuses on concise writing, research, grammar and Associated Press style.

Objectives:

Based on what employers want in entry-level employees and the Professional Values and Competencies of the Accrediting Council on Education in Journalism and Mass Communications found at <http://journalism.ku.edu/acejmc-professional-values-competencies>, students completing this course will be able to:

- demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
- demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- write correctly and clearly in forms and styles appropriate for the communication professions, audiences and purposes they serve;
- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- conduct research and evaluate that information to utilize it in creating a communications plan for an actual nonprofit client;
- apply basic numerical and statistical concepts in creating a proposal to increase diversity of students in the School of Journalism and Strategic Media and in the nonprofit client plan;
- apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world;
- understand the principles of freedom of expression and utilize them in the creation of PR materials;
- learn the history and evolution of the Public Relations industry and the role of current professional practitioners, including ethics.

ADPR 4423 Creative Strategy and Execution

Description:

This course emphasizes creative strategy development for advertising, through developing communication strategies and preparing sample messages for selected clients using various media channels. Students work to execute individual creative executions within their chosen strategy. Course focuses on acquiring an understanding of the creative conceptualizing and executional processes practiced in the field. Not an introductory course, Creative Strategy & Execution presumes knowledge of target markets, understanding of advertising objectives and the uses of various media.

Objectives:

In accordance with the ACEJMC Professional Values and Competencies, students will...

- demonstrate understanding of the terminology and systems utilized by industry professionals
- identify and accurately apply elements of historic visual style to appropriate client solutions.
- develop visual literacy through recognition, identification, and evaluation of visual information from diverse media.
- analyze, interpret, and create meaning from visual elements in diverse contexts
- apply design theory to identify and employ the fundamental elements of design in the production of comprehensive advertising concepts.
- write correctly, clearly, and concisely in the style appropriate to the context.
- conduct client research and analysis to support development of appropriate creative strategies.
- engage collaboratively and independently to produce creative and innovative advertising solutions.
- critically evaluate their work and the work of peers for clarity, design, and style.
- recognize the value of critique as an opportunity for improvement and acknowledgement of successes.
- recognize the power of diversity as a source for creativity, innovation, and collaboration.
- recognize the difference between the fair use of visuals for inspiration and the copying of original creations by choosing the best strategies for respecting copyright and intellectual property rights.
- show competence in the use of appropriate digital tools and technologies for creative conceptualization and production in advertising and public relations.
- develop skills in teamwork, time-management, leadership, honesty, reliability, curiosity, and creativity

ADPR 4453 Media Planning & Strategy

Description:

ADPR 4453 includes the study of media characteristics, market research, media strategies, media analysis, media-market measurements and the development of media plans. Emphasis is placed on the analysis of major mass media strategies, tactics and planning, especially for digital media. In other words, Media Planning & Strategy introduces you to the process of deciding where, when, and why to place advertisements in mass media. It includes the “behind the scenes” research and analysis that goes into the selection of media vehicles and development of plans to deliver advertising, promotions, and public relations messages to the target audience in the right setting, at the right time, and in the most cost-efficient manner possible. Prerequisites: ADPR 3723 & 3743 with a grade of B or better; 60 hours completed, and overall GPA of 2.5 or higher.

Objectives:

Course objectives are based on what employers want in entry-level employees and the Professional Values and Competencies of the ACEJMC or Accrediting Council on Education in Journalism and Mass Communications. By the end of the course the student will be able to:

- Demonstrate a basic understanding of the major concepts, theories and skills used in media planning.
- Demonstrate a basic understanding of the role of media planning in the industry.
- Demonstrate a basic understanding of diversity and culture in media planning, including targeting diverse segments.
- Conduct research and evaluate information used to make strategic decisions in media planning.
- Apply numerical and statistical concepts that are used in media planning.
- Apply theories in the use and presentation of images and information relevant to media planning.
- Apply professional ethical principles relevant to media planning.
- Apply tools and technologies appropriate to media planning (online databases, research reports, Excel).
- Demonstrate competency in the writing styles appropriate to media planning.
- Think critically, creatively and independently in a media planning context by using course concepts to develop budgetary recommendations, non-traditional recommendations and a media plan.
- Critically evaluate work and conduct analysis in class or in group meetings.
- When applicable, demonstrate a basic understanding of some of the major ethical, regulatory or self-regulatory problems that may be encountered in media planning. This will vary by semester depending on the client and planning situation.

ADPR 4473 Account Planning

Description:

An introduction to applied advertising research and account planning, integrating consumers' perspectives into creative strategy. A writing and data analysis course with emphasis on research for developing and evaluating advertising messages for diverse cultures.

Goal:

Students will translate research findings from quantitative data and qualitative information into meaningful, actionable consumer insights for creating innovative marketing communication.

Objectives:

By the end of the course the student will be able to

- Demonstrate an **understanding of the fundamentals, history and role of account planning** principles;
- Demonstrate an **understanding of gender, race, ethnicity, sexual orientation** and other social constructs that impact inter-cultural marketing communications
- **Understand concepts and apply visual and social theories** in the use and presentation of images and information for marketing communications;
- **Demonstrate an understanding of ethical research principles** in pursuit of truth, authenticity, creativity to avoid reinforcing negative stereotypes and use of clichés;
- **Think critically, creatively and independently in an account planning context** by developing copy platforms informed by consumer insights gleaned from research;
- **Write correctly and clearly in a range of forms and styles appropriate for account planning documents;**
- **Critically evaluate their own research work and that of others** for cultural appropriateness, accuracy, clarity and actionable recommendations;
- **Apply tools and technologies appropriate** for account planners.

JOUR BA: BROADCAST CONCENTRATION REQUIRED COURSES

JOUR 2032/2031L Broadcast News Reporting I and Laboratory

Description:

JOUR 2032 provides intensive training in the methods of gathering and writing broadcast news. Clear writing, an ability to prioritize and synthesize information, performance under deadline pressure, and producing news stories for broadcast and the Web are hallmarks of the modern-day broadcast journalist. Students in this course will learn the fundamental skills and techniques involved in writing and producing radio and television news stories. Students will learn broadcast writing style, production techniques for radio “voicers” and packages as well as TV voice-overs. Audio recording and editing and video editing will be taught. Students will learn editing on professional editing software.

Objectives:

By the end of this course, the student will be able to

- Understand and apply professional writing standards for broadcast on matters such as **truth, accuracy, fairness, objectivity, and meeting deadlines.**
- **Write clearly and accurately**, using broadcast style.
- **Think and evaluate critically** in story selection, information gathering, content development, writing and editing broadcast copy for target audiences.
- **Apply tools and technologies** appropriate for recording and editing audio and editing video, (constantly working toward professional standards.)

JOUR 3072/3071L Broadcast News Reporting II and Laboratory

Description:

As the second class in the broadcast journalism concentration, Broadcast News II builds on the skills learned in Broadcast News I, related to producing, writing, shooting and editing all of the basic types of stories used in television news.

Objectives:

Based on ACEJMC values and competencies, by the end of the course the student will be able to:

- Understand and apply the principles and laws of freedom of speech and press as they relate to television news reporting, including the aesthetics of videography and editing, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances.
- Demonstrate an understanding of the history and role of professionals and institutions related to news reporting in shaping communications.
- Understand concepts and apply theories in the use and presentation of images and information used by reporters, editors and videographers in the field and studio.
- Demonstrate an understanding of professional ethical principles typically used by news reporters and work ethically in pursuit of truth, accuracy, fairness and diversity.
- Think critically, creatively and independently in ways appropriate to reporting, editing and recording for broadcast, digital or television news.
- Conduct research and evaluate information by methods appropriate to news reporting, editors and gathering images.
- Write correctly and clearly in forms and styles appropriate for news reporters as well as the audiences and purposes they serve.
- Critically evaluate their own work and that of other reporters, editors, photographers and professionals involved in producing the news for accuracy and fairness, clarity, appropriate style and grammatical correctness.
- Apply current tools and technologies appropriate for reporting, editing and filming the news for broadcast, digital and television platforms.

JOUR 4863 Television News Reporting I

Description:

Advanced techniques in broadcast journalism including: covering beats, writing and interviewing, and producing news programs for television. Television studio production including producing, directing, teleprompter, character generation, audio, lighting and camera operation are also covered. Students produce a weekly TV news program for broadcast.

Course objectives:

Based on the ACEJMC values and competencies, by the end of this course, the student will be able to:

- Understand concepts and apply theories in the use and presentation of images and information as they improve broadcast news writing and visual skills, using broadcast writing format and produce a studio-based television news program, Arkansas On Campus.
- Think critically, creatively and independently to develop and improve skills by performing these jobs: producer, technical director, Teleprompter operator, audio, camera, character generator, anchor, moderator, floor director and production assistant.
- Conduct research and evaluate information by writing stories about activities at the University of Arkansas. Cover assigned stories to acquire information for these news stories and perform work under deadlines, work with colleagues and teams in production of news programs, work under the direction of student peers and direct activities of student journalists.
- Learn to make sound, ethical editorial news decisions; demonstrating an understanding of professional ethical principles and to work ethically in pursuit of truth, accuracy, fairness and diversity in their reporting.
- Critically evaluate their own work and that of their peers as they learn, with practice, the ability to acquire and report news on a regular, on-going basis.
- Apply tools and technologies relating to improve on-camera interviewing skills, on-air talent skills and the basics of video field production to work in a digital world.
- Demonstrate an understanding of the history and role of broadcast professionals and institutions in shaping communications.
- Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to broadcast communications and news reporting, when applicable.
- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of broadcast news on society, when applicable.
- Write correctly and clearly in broadcast news form and style appropriate for the broadcast profession, audiences and purposes they serve.
- Apply basic numerical and statistical concepts in their news reporting where it is relevant to tell the story.

JOUR 4873 Television Reporting II

Description:

This advanced TV news reporting course is designed to prepare students for an entry level position as a television reporter, multimedia journalist or photojournalist. It is also designed to benefit students who desire an entry level job in TV production and should provide a solid foundation for students who desire to begin working on an advanced degree in broadcast journalism.

Objectives:

Based on ACEJMC values and competencies, by the end of the course, the student will be able to:

- Understand and apply the principles and laws of freedom of speech and press appropriate to broadcast, digital and TV news producing, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances.
- Demonstrate an understanding of the history and role of professionals and institutions related to news reporting in shaping communications.
- Understand concepts and apply theories in the use and presentation of images and information used by reporters in the field and studio.
- Demonstrate an understanding of professional ethical principles typically used by news reporters and work ethically in pursuit of truth, accuracy, fairness and diversity.
- Think critically, creatively and independently in ways appropriate to reporting for broadcast, digital or television news.
- Conduct research and evaluate information by methods appropriate to news reporting.
- Write correctly and clearly in forms and styles appropriate for news reporters as well as the audiences and purposes they serve.
- Critically evaluate their own work and that of other reporters, editors, photographers and professionals involved in producing the news for accuracy and fairness, clarity, appropriate style and grammatical correctness.
- Apply current tools and technologies appropriate for reporting the news for broadcast, digital and television outlets and to understand the digital world.

JOUR 4893 Advanced TV News Producing

Description:

This course is designed to prepare students for a position as a news producer, associate producer, writer or digital content producer for broadcast, digital and television news outlets. Each week, a team of students will structure, write and build a live television newscast. Students will receive instruction on newsroom leadership, how to work in a professional newsroom and how to work in a professional control room. They will use professional grade cameras and their cell phones to gather video for news stories and create live news broadcasts using the UATV Dejero Backpacks. Students will also be required to create content for the UATV website and various social media platforms. Students will create a portfolio that showcases the skills learned in this capstone course.

Objectives:

Based on ACEJMC values and competencies, by the end of the course, the student will be able to:

- Understand and apply the principles and laws of freedom of speech and press appropriate to broadcast, digital and TV news producing, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances.
- Demonstrate an understanding of the history and role of professionals and institutions related to news producing in shaping communications.
- Understand concepts and apply theories in the use and presentation of images and information used by producers in the field and studio.
- Demonstrate an understanding of professional ethical principles typically used by news producers and work ethically in pursuit of truth, accuracy, fairness and diversity.
- Think critically, creatively and independently in ways appropriate to producing broadcast, digital or television news.
- Conduct research and evaluate information by methods appropriate to news producing.
- Write correctly and clearly in forms and styles appropriate for news producers as well as the audiences and purposes they serve.
- Critically evaluate their own work and that of other producers, reporters, editors, photographers, production staff and professionals involved in producing the news for accuracy and fairness, clarity, appropriate style and grammatical correctness.
- Apply current tools and technologies appropriate for producing the news for broadcast, digital and television outlets and to understand the digital world.

JOUR BA: JOURNALISM CONCENTRATION REQUIRED COURSES

JOUR 2013 News Reporting I

Description:

Intensive training in the methods of gathering and writing news. This course introduces the principles of contemporary journalism by requiring students to produce a high volume of quality, hard-news journalism online, digital or in print. The course focuses on reporting, research, interviewing, grammar, Associated Press style, and concise writing. Students also will engage topics such as news bias, fairness, multi-platform journalism, ethics, social media and diversity in news gathering and reporting.

Objectives:

Based on the ACEJMC values and competencies, by the end of the course, the student will be able to:

- understand and apply the principles and laws of freedom of speech and press in the United States.
- demonstrate an understanding of the history and role of professional journalists and news organizations in shaping communications;
- demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.
- demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
- understand concepts and apply theories in the use and presentation of textual journalism;
- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity (see SPJ Code of Ethics)
- think critically, creatively and independently;
- conduct research and interviews and evaluate the information you obtain;
- write correctly and clearly in Associated Press style;
- critically evaluate your work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- apply basic numerical concepts from Associated Press style;
- apply current tools and technologies appropriate for the profession of journalism.

JOUR 3013 Editing

Description:

This three-hour course is designed to develop students' skills in copyediting, news judgment and preparation of media presentations and to give students practical experience in making creative, thoughtful and ethical news decisions. Media and Society, Media Writing and News Reporting I are pre-requisites.

Goals:

In this class you should develop:

- Skills necessary to improve copy by making work read clearly and concisely, with emphasis first on truth, accuracy and fairness.
- Ability to organize news stories and edit stories for balance, content, diversity, equity and inclusion, while following Associated Press Style.
- Understanding of news judgment, including ethical pursuit of news applying the principles and laws of freedom of speech and press.
- Basic skills in visual journalism, including page design, use of photos and social media promotion.
- Skills in headline and caption writing for print and online.

Objectives:

Based on the ACEJMC values and competencies, students should be able to:

- apply the principles and laws of freedom of speech and press, in a global context, and for the country in which the institution that invites ACEJMC is located;
- demonstrate an understanding of the multicultural history and role of professionals and institutions in shaping communications;
- demonstrate culturally proficient communication that empowers those traditionally disenfranchised in society, especially as grounded in race, ethnicity, gender, sexual orientation and ability, domestically and globally, across communication and media contexts;
- present images and information effectively and creatively, using appropriate tools and technologies;
- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work;
- effectively and correctly apply basic numerical and statistical concepts;
- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- apply tools and technologies appropriate for the communications professions in which they work.

JOUR 3123 Enterprise Journalism

Description:

JOUR 3123 pursues two goals: Identifying, reporting, and writing enterprise stories that dig deeper into the causes and impacts of daily, deadline-driven goals; and secondly, to learn the process of pitching, writing and selling those stories as freelance journalists engaged in the gig economy. Students will seek to apply the ethics, standards and practices of beat reporting to producing detailed, paced, long-form storytelling. In this class, we read and analyze some of the finest examples of enterprise reporting, making note of the differences between the standard news story and feature/depth stories, such as focusing on the human-impact of long-term trends or breaking news events, database and expert sources, the use of detail and scenes, character development, themes, ledes, and kickers.

Throughout the course, students will study and write political and social trend stories, profiles, human-interest pieces and news features, employing the techniques and devices studied in class. Students learn such reporting techniques as accumulation of sources, interviewing strategies, online resources such as database, corporate, and government-produced documents, and the use of FOIA requests.

Students are required to identify and pitch enterprise stories to the class to be workshopped, publish those stories with images and/or video on their own websites and seek to sell those stories to a reputable news outlet. Students will edit each other's work before publication.

Stories from JOUR 3123 have appeared in the *Arkansas Democrat-Gazette*, *The Arkansas Traveler*, *Fayetteville Flyer*, KUAf.com, the *Arkansas Times*, and more.

Objectives:

Based on the ACEJMC values and competencies, by the end of the course, the student will be able to

- Understand the role of reporters as purveyors of fair, truthful, accurate information that represents a diversity of experiences and identities
- Conduct research and evaluate information by methods appropriate to ethical, rigorous journalism
- Demonstrate an understanding of the importance of gender, race, ethnicity, and sexual orientation in the pursuit of a full and accurate representation in mass media of the diversity of society and experiences, while empowering those traditionally disenfranchised in society.
- Understand the principles and laws that govern freedom of speech and when appropriate, minimizing harm.
- Understand the concepts and theories in the presentation of enterprise journalism.
- Understand fundamental journalistic ethics in the pursuit of truth, accuracy, fairness and diversity of sources and story subjects.
- Understand the evolution of news reporting.
- Write clear, correct prose.
- Critically assess and provide constructive criticism in editing each other's work for accuracy, fairness, clarity, AP Style and grammar
- Apply such technologies as WordPress publication, audio and video recording, and photography.

JOUR BA: MULTIMEDIA STORYTELLING & PRODUCTION CONCENTRATION REQUIRED COURSES

JOUR 2003 Storytelling for Today's Media (or JOUR 2013—see next page)

Description:

This course is an introduction to developing content strategies that tell accurate, concise stories across multiple media platforms. It emphasizes clear, effective storytelling in media content production for print, broadcast and digital platforms, including social media, podcasting and online and video blogging. It also integrates activities on corporate social responsibility, personal branding and media entrepreneurship (building a platform).

Objectives:

Upon completion of this course, learners will be able to:

- * Write correctly and clearly in forms and styles appropriate for online publishing and multimedia.
- * Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness.
- * Apply current tools and technologies appropriate for the communications professions by creating a website and practicing online production processes for audio and video.
- *Think critically, creatively and independently in the process of telling stories within the realm of a narrowly focused topic.
- Understand how storytelling formats may differ on various media platforms: online, audio, video and social media.
- Find and develop narrative story ideas that will engage audiences.
- Develop story ideas and pitches to let editors and producers know what content is planned and when it will arrive.
- Identify best practices and tools for following laws in copyright and fair use.
- Understand how journalists and public relations professionals can use narrative storytelling to create their own personal branding strategy.

** indicates the learning objective is based on a professional value or competency from the Accrediting Council on Education in Journalism and Mass Communications (ACEJMC)*

JOUR 2013 News Reporting I

Description:

Intensive training in the methods of gathering and writing news. This course introduces the principles of contemporary journalism by requiring students to produce a high volume of quality, hard-news journalism online, digital or in print. The course focuses on reporting, research, interviewing, grammar, Associated Press style, and concise writing. Students also will engage topics such as news bias, fairness, multi-platform journalism, ethics, social media and diversity in news gathering and reporting.

Objectives:

Based on the ACEJMC values and competencies, by the end of the course, the student will be able to:

- understand and apply the principles and laws of freedom of speech and press in the United States.
- demonstrate an understanding of the history and role of professional journalists and news organizations in shaping communications;
- demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.
- demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
- understand concepts and apply theories in the use and presentation of textual journalism;
- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity (see SPJ Code of Ethics)
- think critically, creatively and independently;
- conduct research and interviews and evaluate the information you obtain;
- write correctly and clearly in Associated Press style;
- critically evaluate your work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- apply basic numerical concepts from Associated Press style;
- apply current tools and technologies appropriate for the profession of journalism.

JOUR 2032/2031L Broadcast News Reporting I and Laboratory (or JOUR 2053—see next page)

JOUR 2032/2031L Broadcast News Reporting I and Laboratory

Description:

JOUR 2032 provides intensive training in the methods of gathering and writing broadcast news. Clear writing, an ability to prioritize and synthesize information, performance under deadline pressure, and producing news stories for broadcast and the Web are hallmarks of the modern-day broadcast journalist. Students in this course will learn the fundamental skills and techniques involved in writing and producing radio and television news stories. Students will learn broadcast writing style, production techniques for radio “voicers” and packages as well as TV voice-overs. Audio recording and editing and video editing will be taught. Students will learn editing on professional editing software.

Objectives:

By the end of this course, the student will be able to

- Understand and apply professional writing standards for broadcast on matters such as truth, accuracy, fairness, objectivity, and meeting deadlines.
- Write clearly and accurately, using broadcast style.
- Think and evaluate critically in story selection, information gathering, content development, writing and editing broadcast copy for target audiences.
- Apply tools and technologies appropriate for recording and editing audio and editing video, (constantly working toward professional standards.)

JOUR 2053 Multimedia Journalism

Course Description:

Provides students with the skills of visual literacy including audio processing, video editing and web publishing. Good writing will be emphasized. The course examines basic aesthetic principles in visual composition and techniques applicable to audio, video and web production.

Goals:

Students will develop an understanding of the interaction of the complex factors involved in publishing digital information for the public, and of steps in the process of assembling the final published product. These factors include an understanding of the audience, the cost and revenue issues, the challenge of finding quality content, visual literacy and aesthetics, writing and the production and presentation of visual and audio content.

Course Objectives:

- understand and apply the principles and laws of freedom of speech and press and privacy in the United States.
- demonstrate an understanding of the history and role of audio, video, and the Internet in shaping communications;
- demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications.
- demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
- understand concepts and apply theories in the use and presentation of audiovisual journalism;
- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- think critically, creatively and independently;
- conduct research and interviews and evaluate the information you obtain;
- Assemble stories with a mind for audiovisual production values;
- critically evaluate your work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- apply current tools and technologies, specifically the Adobe Premiere Suite, appropriate for the profession of journalism.

Appendix B. Assessment Survey

ASSESSMENT SURVEY QUESTIONS

Name: _____ ID# _____

- 1) In which of the following countries does the government closely monitor the media and the Internet?
 - A. Great Britain
 - B. United States
 - C. China
 - D. Japan
 - E. Australia

- 2) Who was the first African-American woman to change the afternoon talk show format by hosting her own program and also publishing a successful woman's magazine?
 - A. Star Jones
 - B. Soledad O'Brien
 - C. Robin Roberts
 - D. Oprah Winfrey
 - E. Daisy Bates

- 3) According to the Global Media Monitoring Project, gender equity is no longer a problem in global media coverage.

TRUE or FALSE

- 4) There are currently no countries that operate under the authoritarian theory of the press.

TRUE or FALSE

- 5) Which of the following is a true statement about the First Amendment to the U.S. Constitution?
 - A. It prohibits editors of privately owned newspapers such as The New York Times or
 - B. The Wall Street Journal from censoring information and opinion in their papers.
 - C. It prohibits the government from imposing a prior restraint on the news media, even if the publication would threaten the national security.
 - D. It allows the public access to whatever information the government has in its
 - E. possession.
 - F. It provides news reporters an absolute right to refuse to testify in court or before a grand jury to protect their confidential sources of information.
 - G. None of the above.

- 6) Libel refers to the publication of statements injuring someone's reputation and lowering the person's esteem in the community. To win a libel suit against a newspaper, which of the following must the plaintiff who is a public official prove?
- A. The defamatory language was published so that it would be available to at least 10 per cent of the population in the county in which the plaintiff resides.
 - B. The plaintiff was identified by name.
 - C. The plaintiff suffered monetary harm.
 - D. The defendant must have known the language was false or he recklessly disregarded the truth when he published it.
 - E. None of the above.
- 7) Copyright laws allow "fair use" of some copyrighted material without the permission of the copyright holder. Which of the following is a true statement about fair use?
- A. If the material was used on the World Wide Web, it can be used under Fair Use.
 - B. If the user gives credit to the copyright holder in the publication, the material can be used under Fair Use.
 - C. If the person using the material is a teacher, it can be used under Fair Use.
 - D. If the person using the material is not making money from the use, it is Fair Use.
 - E. None of the above.
- 8) A copyright holder who has made available for sale a musical album has the right to prevent others from posting the music online. What is the doctrine called that protects the copyright holder and gives the album owner certain rights?
- A. Moral rights doctrine
 - B. First sale doctrine
 - C. Parody doctrine
 - D. Fair use doctrine
- 9) Regulations on broadcast are stricter than on other media for all of the following reasons EXCEPT:
- A. Broadcast is disseminated on a limited spectrum.
 - B. Broadcast is uniquely accessible to children.
 - C. Broadcast is pervasive, according to the Supreme Court.
 - D. Broadcasters must pay to disseminate information on the airwaves.
 - E. None of the above
- 10) The First Amendment protects a reporter's right to cover public trials, but it is up to the judge to control what information gets to the media. Which of the following would be an unconstitutional act by a judge in a courtroom?
- A. Telling the witnesses that they may not talk with the press until the trial is over.
 - B. Locking up the jurors at night so they cannot have access to the media.
 - C. Telling the media they cannot report something heard in the courtroom.
 - D. Closing the courtroom during the testimony about a trade secret.
 - E. None of the above.

11) This 1440s Gutenberg invention opened the print wave of mass communication:

- A. a steam-powered press
- B. ink
- C. movable metal type
- D. paper
- E. None of the above

12) One significant effect of the Penny Press was

- A. it made newspaper printing more affordable.
- B. it established advertising as the basis for revenue for newspapers.
- C. It gave readers a voice by printing letters to the editor.
- D. it was the first newspaper to cover sports events.
- E. it caused the U.S. Treasury to have to mint more pennies.

13) This invention enabled rapid communication over distances for the first time:

- A. photography.
- B. the telegraph.
- C. film.
- D. the telephone.
- E. radio.

14) The Internet began as

- A. a file system for Mediterranean recipes.
- B. a broadband.
- C. a U.S. Defense School link of computers of contractors and researchers (ARPA net).
- D. a university communication system.
- E. Morse code.

15) What is new journalism?

- A. mixing fiction-writing techniques with nonfiction
- B. non-journalists writing about their everyday lives
- C. Internet based media
- D. reporting without adjectives
- E. creating blogging sites

16) Diversity in the media is important because it

- A. represents fairness to all audience members
- B. adheres to political correctness
- C. is legally required
- D. is in the constitution
- E. All of the above

17) The following are components of diversity:

- A. socio-economic class**
- B. ethnicity**
- C. religion**
- D. sexual identification**
- E. All of the above**

18) What is the most important reason for using the phrase “people with disabilities”?

- A. It is the most current terminology.**
- B. It is most appropriate for the profession.**
- C. It emphasizes the person instead of the disability.**
- D. It is politically correct.**
- E. None of the above.**

19) To achieve diversity, journalists may interview

- A. someone who is uninformed.**
- B. someone who is unrelated to the story.**
- C. any member of a minority group.**
- D. someone who is informed and a member of an underrepresented group.**
- E. All of the above**

20) The following professionals must demonstrate an understanding of and respect for values and beliefs of other cultures:

- A. local news reporters**
- B. advertisers**
- C. international journalists**
- D. All of the above**
- E. None of the above**

21) Advertising messages should reflect the diversity of a community

- A. only if there are large numbers of a particular group.**
- B. even if there are not large numbers of a particular group.**
- C. only if the product targets a particular group.**
- D. All of the above**
- E. None of the above**

22) The use of images can be traced to cave drawings as ways of telling and enhancing stories. Images and visual information can be employed to tell all stories across media.

- A. There is no such connection.**
- B. Images have little to do with telling stories.**
- C. Stories are told by words alone.**
- D. Images are used solely to enhance page design.**
- E. Images are critical to telling stories.**

- 23) Images and information can be presented easily without adherence to composition and framing.
- A. That statement applies only to still photographers.**
 - B. The statement applies to all photographers and videographers.**
 - C. The statement is incorrect.**
 - D. The statement is correct.**
 - E. Information can be presented, but with great difficulty.**
- 24) Photos of disasters, accidents and crime scenes aid in telling those stories. Presentation of such photos is unrestricted, and they can be published without limits on content.
- A. This statement is true.**
 - B. This statement is false.**
 - C. This statement is true, but with qualifiers.**
 - D. News organizations are prohibited from depicting crime scenes.**
 - E. None of the above.**
- 25) School children are irresistibly cute and photogenic. Therefore, depictions of children are unrestricted.
- A. This statement is true.**
 - B. This statement is false.**
 - C. This statement is true, but with qualifiers.**
 - D. News organizations should not depict school scenes**
 - E. None of the above**
- 26) The Valentine's Day party photo/video taken at the senior center includes one image of an elderly man squeezing the buttocks of a woman as they danced. This image can accompany a Valentine's Day story.
- A. I agree that this photo can be used.**
 - B. This photo cannot be used; it invades privacy.**
 - C. There's no question of privacy, but one of legality.**
 - D. All of the above statements are true.**
 - E. The only question is one of news judgment.**
- 27) The annual Gay Pride parade comprised more than 200 participants; two of them chose to dress across gender. Their photograph/video can be the lead art for the story.
- A. I agree that this photo can be used.**
 - B. This photo cannot be used; it invades privacy.**
 - C. There's no question of privacy, but one of legality.**
 - D. All of the above statements are true.**
 - E. The only question is one of news judgment.**

- 28) The photographer/videographer arrived just five minutes after the mayor and City Council members cut the ribbon to the new municipal building. The photographer should ask the group to repeat the action for the camera.
- A. I agree that the repeat photo should be used.**
 - B. This photo cannot be used; it violates news ethics.**
 - C. There's no question of ethics, but one of good manners.**
 - D. All of the above statements are true.**
 - E. The staged photo should not be used.**
- 29) A local farm family has grown the largest pumpkin ever recorded in Washington County. The whole family gathers in front of the pumpkin for photographs. Two of the four family members have severe tooth loss, and their smiles detract from the happy image that the story suggests. You have Photoshop, and can improve the appearance of those smiles.
- A. The story is what matters. Fix the photo and run it.**
 - B. Journalistic ethics prohibits publication of doctored photos.**
 - C. All photos are reviewed by the subjects (the people in the photograph) prior to publication. If they like the doctored photo, you can run it.**
 - D. It is illegal to run doctored photos.**
 - E. A and D above are true.**
- 30) It is acceptable for a writer to:
- A. plagiarize a story**
 - B. fabricate material for a story**
 - C. make up sources for a story**
 - D. All of the above**
 - E. None of the above**
- 31) Journalism majors sometimes report that the pressure of deadlines in their skills courses on top of the pressures in other courses, in extracurricular activities and jobs, and in their private lives, causes them to violate certain ethical requirements in their journalism courses. Under these circumstances, it is acceptable to:
- A. copy and paste documents from the Internet**
 - B. make up information and quotations**
 - C. use a paper written by someone else**
 - D. All of the above**
 - E. None of the above**

- 32) If a source who wants to remain anonymous approaches a news outlet (like the *New York Times* or CBS News) and wants to give them classified secret government documents, the news outlet should do which of these:
- A. Accept the classified documents and publish them immediately without further investigation, before the competition publishes them first.**
 - B. Refuse to even talk to the source.**
 - C. Report the source to the appropriate authorities for having unauthorized documents in his possession.**
 - D. Take time to investigate the documents, to see what's in them, whether the information deserves to be classified, and whether it is something the public needs to know.**
 - E. All of the above**
- 33) A 16-year-old boy steals his father's gun and holds up a "Stop-and-Go" service station. During the holdup, the boy shoots and kills the clerk. He is arrested immediately by a policeman who was filling up his car. The local television station news team is on the scene immediately and finds out the name of the shooter from a bystander. How should they handle the story?
- A. The news team should report the story including the name of the boy who was arrested at the scene.**
 - B. The news team should wait to find out if the arrested boy is charged with the crime.**
 - C. Like other news outlets, the news team follows the policy of never reporting the names of juveniles involved in a crime.**
 - D. All of the above**
 - E. None of the above**
- 34) When quoting sources providing facts and figures,
- A. reporters are not responsible for their accuracy.**
 - B. reporters should verify the facts and figures and report the accurate figure.**
 - C. reporters should always put facts and figures in quotes.**
 - D. reporters should avoid doing their own math.**
 - E. None of the above**
- 35) The United Way of Northwest Arkansas' fund-raising goal for last year was \$3 million. The goal for this year is \$6 million. This represents
- A. a 3 % increase**
 - B. a 50 % increase**
 - C. a 100 % increase**
 - D. a 200 % increase**
 - E. None of the above**

- 36) A national political poll has a margin of error of + or – 3 percentage points. Candidate A leads candidate B in the poll by a margin of 62 percent to 38 percent. Which of the following is the largest possible lead Candidate A could say she had, when the margin of error is factored in?
- A. A=68%; B=32%
 - B. A=65%; B=35%
 - C. A=59%; B=35%
 - D. A=59%; B=41%
 - E. None of the above
- 37) Two years ago, the university chancellor cut faculty salaries by 5 percent. This year, he called a press conference to announce the good news that he's giving the faculty a 5 percent salary increase. Assuming no other salary adjustments, faculty salaries are now:
- A. More than they were two years ago before the cut.
 - B. Less than they were two years ago before the cut.
 - C. The same as they were two years ago before the cut.
 - D. The same as they were after the cut.
 - E. None of the above
- 38) The following temperatures were recorded during one really cold week last winter: 10 degrees, 2 degrees, 8 degrees, 4 degrees and 6 degrees. The temperature of 6 degrees is:
- A. only the mean of the temperatures
 - B. only the mode of the temperatures
 - C. only the median of the temperatures
 - D. both the mean and the median of the temperatures
 - E. None of the above
- 39) Of the 657 journalism majors, 215 are males. What percentage of journalism majors are males?
- A. 45%
 - B. 67%
 - C. 33%
 - D. 215%
 - E. 38%

Appendix C: Grammar Test

Grammar Pre-Test and Post-Test

1. Which sentence is correct?

- *a. The argument was between her and me.
- b. The argument was between her and I.

2. Which sentence is correct?

- *a. Because parents weren't volunteering their free time to run the nursery, Central Ministries has changed its policy concerning child care.
- b. Because parents weren't volunteering their free time to run the nursery, Central Ministries has changed their policy concerning child care.
- c. Because parents weren't volunteering there free time to run the nursery, Central Ministries has changed its policy concerning child care.
- d. Because parents weren't volunteering their free time to run the nursery, Central Ministries has changed it's policy concerning child care.

3. Which sentence is correct?

- *a. The Flamingo and Caesars Palace, where many vacationers spend their time, sit across from each other on the Las Vegas strip.
- b. The Flamingo and Caesars Palace, where many vacationers spend their time, sits across from each other on the Las Vegas strip.
- c. The Flamingo and Caesars Palace, where many vacationer's spend their time, sits across from each other on the Las Vegas strip.
- d. The Flamingo and Caesars Palace where many vacationers spend their time, sit across from each other on the Las Vegas strip.

4. Which sentence is correct?

- *a. He had sat in the sun all afternoon, and the hamburger he had eaten for lunch began to make him sick.
- b. He had sat in the sun all afternoon, and the hamburger he had ate for lunch began to make him sick.
- c. He had sat in the sun all afternoon, and the hamburger he had eaten for lunch begun to make him sick.
- d. He had sat in the sun all afternoon and the hamburger he had ate for lunch begun to make him sick.

5. Which sentence is correct?

- *a. We parents should work together on our presentation for the school principal.
- b. Us parents should work together on our presentation for the school principal.
- c. We parents should work together on our presentation for the school principle.
- d. Us parents should work together on our presentation for the school principle.

6. Evaluate the following sentence: The firefighters responded to a three-alarm blaze that was the work of an arsonist.

- *a. The sentence is correct as written.
- b. The hyphen should be deleted from three-alarm.
- c. Three-alarm should have quotation marks around it.

7. Evaluate the following sentence: Have you seen the movie “House of Gucci”?

- *a. The sentence is correct as written.
- b. The question mark should go inside the closing quotation mark.
- c. There should be a comma after movie.

8. Evaluate the following sentence: Although he had been a highly decorated soldier during World War II and fought many battles for the losing cause of liberalism in Congress.

- *a. Although should be deleted and He should be capitalized.
- b. Highly decorated should be changed to highly-decorated.
- c. Place a comma after World War II.
- d. The sentence is correct as written.

9. Evaluate the following sentence: Emily, who failed the last exam, said, “I should rethink my strategy, I need to find a study partner.”

- *a. The comma after strategy should be changed to a period.
- b. Delete the comma after exam.
- c. Delete the comma after Emily.
- d. The sentence is correct as written.

10. Evaluate the following sentence: He was afraid he would loose his role in the play regardless of his hard work.

- *a. Loose should be changed to lose.
- b. Regardless should be changed to irregardless.
- c. The sentence is correct as written.

11. Evaluate the following sentence: The contest judges would not concede that they were bias.

- *a. Bias should be changed to biased.
- b. Concede should be changed to conceed.
- c. Judges should be changed to judge's.
- d. The sentence is correct as written.

12. Evaluate the following sentence: The effect of technology in journalism is much more noticeable then it was 15 years ago.

- *a. Then should be changed to than.
- b. Effect should be changed to affect.
- c. The sentence is correct as written.

13. Evaluate the following sentence: “Is there a possibility that the evidence was stolen”? the detective asked.

- *a. The question mark should go inside the closing quotation mark.
- b. Add a comma after possibility.
- c. The sentence is correct as written.

14. Evaluate the following sentence: Some students are piercing their navals when they start college.

- *a. Navals should be changed to navels.
- b. The sentence is correct as written.
- c. College should be changed to collage.
- d. Piercing should be changed to peircing.

15. Evaluate the following sentence: Debate over the size of the new roads became mute when legislators denied the funding.

- *a. Mute should be changed to moot.
- b. The sentence is correct as written.
- c. Became should be changed to become.
- d. Legislators should be changed to legislators.

16. Evaluate the following sentence: The dog lied in the sun all day yesterday.

- *a. Change lied to lay.
- b. The sentence is correct as written.
- c. Change lied to laid.
- d. Change lied to layed.

17. Evaluate the following sentence: “I’m taking a risk with this new policy,” the mayor said, “I know I likely will be fired if it fails.”

- *a. Change the comma after said to a period.
- b. The sentence is correct as written.
- c. Move the period after fails to outside the quotation marks.
- d. Move the comma after policy to outside the quotation marks.

18. Evaluate the following sentence: The multi-colored stationary was an appropriate gift because he likes to write letters.

- *a. Stationary should be changed to stationery.
- b. The sentence is correct as written.
- c. Letters should be changed to letter’s.

19. Definition: To make different without changing into something else.

- *a. Alter
- b. Altar

20. Definition: Advice given, especially as a result of consultation.

- *a. Counsel
- b. Council
- c. Consul

21. Definition: To be at rest or in a recline position

- *a. Lie
- b. Lay
- c. Laid

22. Definition: A building in which a state legislative body meets; the building in which the United States Congress meets in Washington.

*a. Capitol

b. Capital

23. Definition: Most important, consequential, influential.

*a. Principal

b. Principle

24. Definition: Arid land with usually sparse vegetation; a desolate or forbidding area.

*a. Desert

b. Dessert

25. Definition: An expression of esteem, respect, affection or admiration; and admiring remark.

*a. Compliment

b. Complement

Appendix D. Course Assessment Rubrics

Advertising/Public Relations (ADPR BA) Midpoint and Capstone Assessment Form

Midpoint: ADPR 3723 Media Plan Assignment & ADPR 3743 Final PR Project

Capstone: ADPR 4453 Media Plan & ADPR 4473 Account Planning Project

Cohort Student Name(s) _____

Rate all competencies from 1 = Poor to 5 = Excellent

Poor 1 2 3 4 5 Excellent

**Midpoint | Capstone
Score | Score**

I. Competency in Ad-PR Writing Styles

Rationale/Writing Style for Assignment/Project/Plan _____ | _____

Grammar/Spelling/Punctuation/Formatting/Typographical Errors, etc. _____ | _____

II. Competency in Using Numbers and Numerical Concepts

Accuracy in Calculating Prices, CPMs, Costs, GRPs, GIs, or Totals, etc. _____ | _____

Assignment/Plan/Project Achieves Goals (used good numerical logic, interpreted and used statistics/charts/graphs/data correctly, etc.) _____ | _____

III. Competency in Use/Evaluation/Application of Research

Research Sources Interpreted and Used Correctly
(online databases, quality internet sources, demographic data, lifestyle and psychographic data, budgeting/spending data, etc.) _____ | _____

Application of Research to Develop Effective Strategy
(quality analysis and logical, good application to strategy) _____ | _____

IV. Competency in Using/Applying Tools and Technologies

Excel (calculation and formula functions used correctly, data are presented professionally, etc.) _____ | _____

Online Information/Databases/Sources
(obtained and used quality sources, information and/or articles) _____ | _____

Digital Tools/Applications/Technology
(if applicable, used the digital resources appropriately) _____ | _____

Advertising/Public Relations Sequence Midpoint and Capstone Assessment p. 2

V. Competency in Critical/Creative/Original Thinking and Analysis

Provided Logical Strategic Recommendations _____ | _____
(appropriate for the client, situation, objectives and target market)

Exhibited Independent/Original/Creative Thinking or Analysis _____ | _____

VI. Other (Assess Only if Used/Applicable to the Project/Plan/Assignment)

Principles/Laws Freedom of Speech/Commercial Speech _____ | _____

History/Role of Professionals _____ | _____

Diversity/Gender/Race/Ethnicity/Sexual Orientation _____ | _____

Concepts/Theories in Use/Presentation of Images/Information _____ | _____

Understanding of Professional Ethical Principles _____ | _____

Critically Evaluate Their Own/Others' Work for Accuracy/Clarity, etc. _____ | _____

Comments (please add any comments regarding any or all parts of the assessment below).

JOUR BA: Broadcast Concentration Assessment Rubric

BROADCAST SEQUENCE ASSESSMENT RUBRIC

Scores: **5-Excellent** **4-Good** **3-Average** **2-Weak** **1-Poor**

Writing (Basic)

- 1. Correct writing mechanics, including grammar and spelling _____
- 2. Written in broadcast style: conversations; active voice, attribution, etc. _____
- 3. Good leads _____
- 4. Story is focused and well organized _____

Writing (Intermediate)

- 5. Interviews are used effectively _____
- 6. Sources identified, good lead-ins to soundbites _____
- 7. Good use of nat sound, soundbites, and narration _____

Writing/Producing (Advanced)

- 8. Evidence of research employing critical thinking _____
- 9. Story is told creatively and engages the audience _____
- 10. Story is fair, balanced, and ethical _____
- 11. Story is representative of the diversity in the community _____
- 12. Story demonstrates good use of graphics _____
- 13. Story uses numbers and statistics effectively _____

Performance

- 14. Engaging voiceovers _____

Technical (Audio Basics)

- 15. Clean audio _____
- 16. Mix and audio edits are good _____
- 17. Audio cuts are clean and accurate _____
- 18. Pace of audio edits is natural _____

Technical (Video Basics)

- 19. Video has good focus, color, and exposure _____
- 20. Images are well-composed _____
- 21. Good camera movement—tripod vs handheld _____
- 22. Video edit is clean with no flash frames _____

Technical (Advanced)

- 23. Audio edits blend VO, soundbites & nat sound smoothly _____
- 24. Good lighting throughout the story _____
- 25. Images are creative & memorable. Visual beginning and close _____
- 26. Story uses visual sequences, edited for continuity _____
- 27. There is a strong link between visuals and the audio _____

JOUR BA: Journalism Concentration Assessment Rubric

Scale for scoring:

5 – Excellent 4 – Good 3 – Average 2 – Weak 1 – Poor

JOUR 2013 / News Reporting I JOUR 3123 Enterprise Journalism Advanced Reporting Course

- | | | | |
|---|---|---|--|
|  |  |  | 1. Story is written using conventions of standard English with correct writing skills, including grammar, spelling, punctuation and AP Style. skills, including grammar, spelling, punctuation and AP Style. |
|  |  |  | 2. Story is written correctly (for News or Magazine) including: Direct sentence order Active voice Accurately and fairly Correct and appropriate attributions. |
|  |  |  | 3. The lede captures the story, including presenting the most important information, and gets readers' attention. |
|  |  |  | 4. The story has a clear focus and is well-organized, from the beginning through the end. |
|  |  |  | 5. Interviews, research used effectively to tell the story. |
|  |  |  | 6. Sources are identified clearly and transitions flow into quotes. |
|  |  |  | 7. Stories are reported and written without bias and reflects students' understanding of journalistic tenets of fairness, balance, accuracy and ethics. |
|  |  |  | 8. Stories demonstrate evidence of research and fact-finding, employing critical thinking to address larger issues. |
|  |  |  | 9. Stories engage the audience. |
|  |  |  | 10. Stories show diversity of sources and viewpoints. |

Rubric will be completed for targeted assignments in...

- News Reporting I: First Original Story & Final Original Story
- Enterprise Journalism: Last story in the semester
- Advanced Reporting Course: Indicate assignment here: _____

JOUR BA: Multimedia Storytelling & Production Concentration Assessment Rubric
 (To be updated/revised as needed through the first assessment of students in this new concentration.)

Scale for scoring:

5- Excellent 4- Good 3- Average 2- Weak 1- Poor

Title of 3000 or 4000-Level Course from the Production & Storytelling Requirement:

understand and apply the principles and laws of freedom of speech and press; 

demonstrate an understanding of the history and role of professionals and institutions in shaping communications; 

demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications. 

demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society; 

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; 

conduct research and evaluate information by methods appropriate to the communications professions in which they work; 

write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve; 

critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness; 

apply basic numerical and statistical concepts; 

apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world. 

Appendix E: Internship Supervisor Evaluation Form

University of Arkansas School of Journalism and Strategic Media Internship Evaluation

NAME OF INTERN: _____

EVALUATOR: _____

EMPLOYER: _____

ADDRESS: _____

On a scale of 1-5, please evaluate your intern on the characteristics below, where **5 is superior, and 0 is poor**. If you do not know about a certain characteristic, or if it is not applicable to the intern's responsibilities, please **enter X**.

Professional Skills:

The intern's handling of the tools and technologies appropriate for the profession of this internship.

- ____ Ability to conduct research and evaluate information using appropriate methods.
- ____ Ability to write correctly and clearly in required forms and styles.
- ____ Ability to critically evaluate his/her own work and that of others for accuracy and fairness, clarity, style and grammatical correctness.
- ____ Ability to use numbers and statistical concepts.
- ____ Ability to use photographs, maps, graphs or other visuals as needed.
- ____ Understanding of professional ethical principles, and ability to work ethically in pursuing truth, accuracy, fairness and diversity.
- ____ Ability to think critically, creatively and independently.

Work Habits:

- | | |
|--------------------------|--|
| ____ Promptness | ____ Willingness to learn |
| ____ Maturity | ____ Working well with clients, sources and colleagues |
| ____ Interest in the job | ____ Working well under deadline pressure |
| ____ Organization | |
| ____ Accepts criticism | |

Your Opinions

Do you think this student will succeed in the business?

What do you consider the intern's most significant strength?

How could the intern improve his/her performance?

If your organization had an opening for a person with the background of this intern, would you hire him/her?

Briefly, why or why not?

What grade do you think this intern earned? **A** **B** **C** **D** **F**

Would you be interested in having another intern in the future?

Any other feedback?

Signature: _____

Date: _____

Appendix F: Journalism Writing Requirement

Writing Requirement Evaluation Form

Student _____

STATEMENT OF PURPOSE _____ (10)

Purpose of the paper is clearly written with questions to be addressed.	9-10 points
Purpose of the paper is mentioned but not clearly defined with questions.	7-8 points
Purpose of the paper is vague and not clearly stated.	6-7 points
Purpose of the paper is not stated.	Less than 5 points

CONTENT QUALITY _____ (20)

Sufficient research has been done on the topic. Important/relevant issues are addressed fairly. Student does not express his/her opinion in presenting the research. Quotations are appropriate and add insight into the questions being addressed.

Exceptional, strong content	18-20 points
Good content	16-17 points
Average content	13-15 points
Below average content	8-12 points
Weak content	7 or less

ORGANIZATION AND WRITING QUALITY _____ (20)

Presentation of ideas and research is well organized with a logical flow. Transitional sentences are used to introduce new directions, and the writing builds to a conclusion. Writing is clear and concise, with good sentence structure and accurate word usage.

Excellent organization and writing	18-20 point
Above average	16-17 points
Average organization and writing	13-15 points
Below average	8-12 points
Unorganized, poorly written	7 or less

CONCLUSION—ANALYSIS _____ (10)

The conclusion effectively analyzes the research. It is more than just a summary of the information.

Strong, analytical conclusion	9-10 points
Some analysis, mostly summary	7-8 points
More summary, little analysis	6-7 points
No analysis	5 or less

CONCLUSION—RELATED TO PURPOSE _____ (10)

Conclusion is clearly related to the purpose of the paper. Questions posed in the beginning are addressed.

Strong relation to purpose	9-10 points
Some relation to purpose	7-8 points
Weak relation to purpose	6-7 points
No relation to purpose	5 or less

GRAMMAR/SPELLING/PUNCTUATION _____ (10)

Paper starts with 10 pts. Subtract ½ point per error.

APA STYLE _____ (10)

Paper follows APA style guidelines including correct citation of sources at the appropriate points, correct attribution of quotations, and correct style for bibliography.

No errors	10 points
2 or less errors	8-9 points
3 to 5 errors	6-7 points
More than 5 errors	5 or less points

SOURCES _____ (10)

Sources are credible, avoiding Wikipedia and ideological blogs. Selection of sources is balanced, and relevant to subject.

Strong, balanced, relevant sources	10 points
Average credibility and relevance	8-9 points
Some weak sources	6-7 points
Sources not credible, or relevant	5 or less points

TOTAL _____ (100)

Graded by Adviser _____ Date _____

(This form is also used for assessment evaluation of freshman-level papers. Exclude items 6 and 7.)

Items are based on AEJMC competencies: ability to conduct research and evaluate information; ability to write correctly and clearly; ability to evaluate one's own work for accuracy and fairness, clarity, appropriate style and grammatical correctness; ability to think critically, creatively and independently.

Appendix G. Senior Exit Interview or Survey

Senior Exit Survey

Please circle the number of your response

- 1) **How would you rate the overall quality of instruction in the School of Journalism and Strategic Media?**

5 excellent | 4 good | 3 average | 2 below average | 1 poor

- 2) **How would you rate the teaching ability of the School of Journalism and Strategic Media professors as compared to professors in other University of Arkansas Schools?**

5 excellent | 4 good | 3 average | 2 below average | 1 poor

- 3) **How would you rate the knowledge of the School's professors compared to professors in other University of Arkansas Schools?**

5 excellent | 4 good | 3 average | 2 below average | 1 poor

- 4) **How would you rate the content of the School's courses as compared to courses taught in other University of Arkansas Schools?**

5 excellent | 4 good | 3 average | 2 below average | 1 poor

- 5) **How effective was the quality of instruction in developing your writing skills?**

5 excellent | 4 good | 3 average | 2 below average | 1 poor

- 6) **How effective was the quality of instruction in developing your research skills for your projects in the School of Journalism and Strategic Media?**

5 excellent | 4 good | 3 average | 2 below average | 1 poor

- 7) **How effective was the quality of instruction in developing your technical skills?**

5 excellent | 4 good | 3 average | 2 below average | 1 poor

- 8) **How effective was the quality of instruction in developing your skills in multimedia (creating content by writing, designing, shooting, editing stills, video and audio, and posting information online or on mobile)?**

5 excellent | 4 good | 3 average | 2 below average | 1 poor

- 9) **How effective was the quality of instruction in developing your skills in ethical decision making?**

5 extremely involved | 4 very involved | 3 involved | 2 somewhat involved | 1 not involved

10) How involved were you with extracurricular activities (i.e. Student Media, PRSSA, Ad Club, SPJ)

5 extremely involved | 4 very involved | 3 involved | 2 somewhat involved | 1 not involved

11) How would you rate the classrooms in the School?

5 excellent | 4 good | 3 average | 2 below average | 1 poor

12) How would you rate the library services for the School?

5 excellent | 4 good | 3 average | 2 below average | 1 poor

13) How would you rate the computer labs in the School?

5 excellent | 4 good | 3 average | 2 below average | 1 poor

14) How would you rate the photo/video equipment in the School?

5 excellent | 4 good | 3 average | 2 below average | 1 poor

15) How available were the School's professors to meet with you?

5 very available | 4 mostly available | 3 available | 2 somewhat available | 1 not available

16) How would you rate the academic advising you received?

5 excellent | 4 good | 3 average | 2 below average | 1 poor

17) How could the quality of instruction in the School be improved? (Please write your comments on a separate piece of paper, but there is no need to identify yourself.)

Appendix H: Alumni Survey of Graduates

UA JOUR BA Alumni Survey

We are interested in your experience while you were a student in the School of Journalism and Strategic Media. Please answer all of the following questions.

Q1 Year of Graduation (type in year you graduated)

Q2 Area of Concentration (check all that apply)

- Advertising/Public Relations
- Broadcast Journalism
- Journalism (formerly News-Editorial)
- Multimedia Storytelling & Production
- English/Journalism
- Political Science/Journalism

Q3 The following characteristics are valued in communications professions. How much did the program contribute to your development in each of these areas? Valuing truth, accuracy & fairness:

- Very Little (1)
- Some (2)
- Quite a Bit (3)
- Very Much (4)

Q4 Valuing freedom of expression:

- Very Little (1)
- Some (2)
- Quite a Bit (3)
- Very Much (4)

Q5 Valuing ethical ways of thinking

- Very Little (1)
- Some (2)
- Quite a Bit (3)
- Very Much (4)

Q6 Valuing history & roles of media in society:

- Very Little (1)
- Some (2)
- Quite a Bit (3)
- Very Much (4)

Q7 Valuing diversity of audiences and sources:

- Very Little (1)
- Some (2)
- Quite a Bit (3)
- Very Much (4)

Q8 The following competencies are useful to professions in news, advertising and public relations. How much did the program contribute to your development of skills in each of these areas?

Writing clearly and accurately:

- Very Little (1)
- Some (2)
- Quite a Bit (3)
- Very Much (4)

Q9 Using the tools of technology:

- Very Little (1)
- Some (2)
- Quite a Bit (3)
- Very Much (4)

Q10 Applying theories in presenting images & information:

- Very Little (1)
- Some (2)
- Quite a Bit (3)
- Very Much (4)

Q11 Engaging in research and critical evaluation:

- Very Little (1)
- Some (2)
- Quite a Bit (3)
- Very Much (4)

Q12 Using and interpreting numbers:

- Very Little (1)
- Some (2)
- Quite a Bit (3)
- Very Much (4)

Q13 Thinking creatively and analytically:

- Very Little (1)
- Some (2)
- Quite a Bit (3)
- Very Much (4)

Q14 Speaking clearly and confidently:

- Very Little (1)
- Some (2)
- Quite a Bit (3)
- Very Much (4)

Q15 Which of the following student media activities did you participate in while a student (check all that apply)?

- Arkansas Traveler (1)
- UATV (3)
- KXUA 88.3 (6)
- Hill Magazine (7)
- Razorback Yearbook (4)
- Main Hill Media (8)

Q16 Which of the following school organizations did you participate in while a student (check all that apply)?

- Ad Club (4)
- NABJ (6)
- NPPA (5)
- PRSSA (2)
- RTDNA (3)
- SPJ (1)
- Center for Ethics in Journalism Media Workshops (7)

Q17 The School of Journalism and Strategic Media offers internship assistance for students. Overall, how would you evaluate your internship experience?

- Very Valuable (1)
- Valuable (2)
- Somewhat Valuable (3)
- Not valuable (4)

Q18 What is your current employment situation? (Please write in your job title and place of employment, if employed.)

Q19 Please check any graduate or advanced academic study (including a Master's or doctoral program, law school or an MBA program) since completing your undergraduate degree.

- Earned a graduate degree (1)
- Currently enrolled in graduate program (2)
- Attended a graduate program, but did not complete (3)

Q20 If you have completed a graduate degree, please provide information about the institution you most recently attended, and the type of graduate or advanced degree you earned.

Q21 Please feel free to include any additional comments you have about the School of Journalism and Strategic Media.

Appendix I: School of Journalism and Strategic Media Assessment Survey

UA JOUR/ADPR BA Assessment Survey – Use starting in 2022 Graduates Survey and After

We are interested in your experience while you were a student in the School of Journalism and Strategic Media. Please answer all of the following questions.

Q1 Year of Graduation (select the year you graduated)

- 2022
- Other (type in year below) _____

Q2 Area of Concentration or Major (check all that apply)

- Advertising/Public Relations (1)
- Broadcast Journalism (2)
- Journalism (formerly News-Editorial) (3)
- Multimedia Storytelling & Production (4)
- English/Journalism (5)
- Political Science/Journalism (6)

Q3 The following characteristics are valued in communications professions. How much did the program contribute to your development in each of these areas?

Valuing truth, accuracy & fairness:

- Very Little (1)
- Some (2)
- Quite a Bit (3)
- Very Much (4)

Q4 Valuing freedom of expression:

- Very Little (1)
- Some (2)
- Quite a Bit (3)
- Very Much (4)

Q5 Valuing ethical ways of thinking

- Very Little (1)
- Some (2)
- Quite a Bit (3)
- Very Much (4)

Q6 Valuing history & roles of media in society:

- Very Little (1)
- Some (2)
- Quite a Bit (3)
- Very Much (4)

Q7 Valuing diversity of audiences and sources:

- Very Little (1)
- Some (2)
- Quite a Bit (3)
- Very Much (4)

**Q8 The following competencies are useful to professions in news, advertising and public relations. How much did the program contribute to your development of skills in each of these areas?
Writing clearly and accurately:**

- Very Little (1)
- Some (2)
- Quite a Bit (3)
- Very Much (4)

Q9 Using the tools of technology:

- Very Little (1)
- Some (2)
- Quite a Bit (3)
- Very Much (4)

Q10 Applying theories in presenting images & information:

- Very Little (1)
- Some (2)
- Quite a Bit (3)
- Very Much (4)

Q11 Engaging in research and critical evaluation:

- Very Little (1)
- Some (2)
- Quite a Bit (3)
- Very Much (4)

Q12 Using and interpreting numbers:

- Very Little (1)
- Some (2)
- Quite a Bit (3)
- Very Much (4)

Q13 Thinking creatively and analytically:

- Very Little (1)
- Some (2)
- Quite a Bit (3)
- Very Much (4)

Q14 Speaking clearly and confidently:

- Very Little (1)
- Some (2)
- Quite a Bit (3)
- Very Much (4)

Q15 Which of the following student media activities did you participate in while a student (check all that apply)?

Arkansas Traveler (1)

UATV (2)

KXUA 88.3 (3)

Hill Magazine (4)

Razorback Yearbook (5)

Main Hill Media (6)

Q16 Which of the following school organizations did you participate in while a student (check all that apply)?

Ad Club (1)

NABJ (2)

NPPA (3)

PRSSA (4)

RTDNA (5)

SPJ (6)

Center for Ethics in Journalism Media Workshops (7)

Q17 The School of Journalism and Strategic Media offers internship assistance for students. Overall, how would you evaluate your internship experience?

- Very Valuable (1)
- Valuable (2)
- Somewhat Valuable (3)
- Not valuable (4)

Q18 What is your current employment situation? (Please write in your job title and place of employment, if employed, such as reporter at the Arkansas Democrat-Gazette in Little Rock, AR; producer at KNWA-TV in Fayetteville, AR; account coordinator at CJRW in Little Rock, AR, etc.)

Q19 Please check any graduate or advanced academic study (including a Master's or doctoral program, law school or an MBA program) since completing your undergraduate degree.

- Earned a graduate degree (1)
- Currently enrolled in a graduate program (2)
- Attended a graduate program, but did not complete (3)
- Not applicable - I did not enter a graduate program (4)

Q20 If you have completed a graduate degree, please provide information about the institution you most recently attended, and the type of graduate or advanced degree you earned (e.g., MBA at University of Arkansas; MA in Advertising at University of Texas; Ph.D. in Journalism at University of Oklahoma, etc.).

Q21 Please feel free to include any additional comments you have about the School of Journalism and Strategic Media.

Appendix J: Survey of Employers of Graduates after Three Years

Employer Survey Questions for Assessment

(Rating Scale: Five-point scale and N/A added)

- 1 - Strongly Agree**
- 2 - Agree**
- 3 - Neutral**
- 4 - Disagree**
- 5 - Strongly Disagree**
- N/A - Not Applicable**

- 1) The U of A graduate was well-prepared for an entry-level position. _____
- 2) The U of A graduate has strong writing skills. _____
- 3) The U of A graduate demonstrates strong analytical and/or problem-solving skills. _____
- 4) The U of A graduate demonstrates a mastery of the technical and/or digital skills necessary for the job. _____
- 5) The U of A graduate demonstrates ethical behavior at work. _____
- 6) The U of A graduate works well collaboratively and independently. _____
- 7) The U of A graduate effectively communicates with diverse colleagues and audiences. _____

Please share any other comments you have about how well prepared the UA graduate was for an entry-level position at your firm, or any other comments you wish to share.
