

Washtenaw Community College Comprehensive Report

JRN 210 Introduction to Copy Editing Effective Term: Winter 2023

Course Cover

College: Humanities, Social and Behavioral Sciences

Division: Humanities, Social and Behavioral Sciences

Department: English & College Readiness

Discipline: Journalism

Course Number: 210

Org Number: 11300

Full Course Title: Introduction to Copy Editing

Transcript Title: Introduction to Copy Editing

Is Consultation with other department(s) required: No

Publish in the Following: College Catalog , Time Schedule , Web Page

Reason for Submission: Three Year Review / Assessment Report

Change Information:

Outcomes/Assessment

Rationale: In conjunction with a concurrently completed assessment report, changes to the assessment tools for outcomes three and five, as well as the removal of outcome four, should be enacted. This will result in a more concise, accurate master syllabus.

Proposed Start Semester: Winter 2023

Course Description: In this course, students practice editing copy for publications with an emphasis on newspapers and newspaper websites. Students write headlines; edit news articles for tone, style, and content; and exercise news judgment as it pertains to story placement, page layout, and audience with attention to legal and ethical standards.

Course Credit Hours

Variable hours: No

Credits: 3

Lecture Hours: Instructor: 45 **Student:** 45

Lab: Instructor: 0 **Student:** 0

Clinical: Instructor: 0 **Student:** 0

Total Contact Hours: Instructor: 45 **Student:** 45

Repeatable for Credit: NO

Grading Methods: Letter Grades

Audit

Are lectures, labs, or clinicals offered as separate sections?: NO (same sections)

College-Level Reading and Writing

College-level Reading & Writing

College-Level Math

No Level Required

Requisites

General Education

Request Course Transfer

Proposed For:

Eastern Michigan University
Ferris State University
Grand Valley State University
Jackson Community College
Michigan State University
Oakland University
University of Detroit - Mercy
University of Michigan
Wayne State University
Western Michigan University

Student Learning Outcomes

1. Identify and correct sentence-level errors of grammar, style, and punctuation in other journalists' work.

Assessment 1

Assessment Tool: Outcome-related exam questions

Assessment Date: Winter 2025

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: Answer key/departmentally-developed rubric

Standard of success to be used for this assessment: 70% of students will meet (2) or exceed (3) expectations on a rubric with a range of 0 - 3.

Who will score and analyze the data: Journalism faculty

2. Write accurate, engaging headlines for newspaper and web-based stories that observe appropriate conventions of style.

Assessment 1

Assessment Tool: Outcome-related exam questions

Assessment Date: Winter 2025

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: Answer key/departmentally-developed rubric

Standard of success to be used for this assessment: 70% of students will meet (2) or exceed (3) expectations on a rubric with a range of 0 - 3

Who will score and analyze the data: Journalism faculty

3. Identify and correct potential legal problems with content.

Assessment 1

Assessment Tool: Outcome-related assignment

Assessment Date: Winter 2025

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: Answer key/departmentally-developed rubric

Standard of success to be used for this assessment: 70% of students will meet (2) or exceed (3) expectations on a rubric with a range of 0 - 3.

Who will score and analyze the data: Journalism faculty

- Determine appropriate placement of stories on a news page or web page based on degree of newsworthiness to various audiences.

Assessment 1

Assessment Tool: Outcome-related assignment

Assessment Date: Winter 2025

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students

How the assessment will be scored: Answer key/departmentally-developed rubric

Standard of success to be used for this assessment: 70% of students will meet (2) or exceed (3) expectations on a rubric with a range of 0 - 3

Who will score and analyze the data: Journalism faculty

Course Objectives

- Identify characteristics of published, professional stories and headlines.
- Suggest headlines for professionally written stories.
- Apply principles of effective headline writing to publishable stories.
- Identify clichéd headlines and story leads.
- Edit headlines and story leads to avoid clichés.
- Define common grammar and punctuation errors.
- Identify and correct common grammar and punctuation errors.
- List common applications of Associated Press style (e.g. numbers, job titles, addresses, quotations, names, and courtesy titles).
- Use the AP Stylebook to identify and correct points of style error as in items mentioned above.
- List common types of content errors in news stories (e.g. missing or inappropriate source, day/date errors and factual contradictions).
- Identify ways of addressing common types of content errors in news stories.
- List characteristics of potentially libelous material.
- Identify potentially libelous material in others' work.
- Describe characteristics of privacy laws pertaining to where and how journalists can legitimately gather news.
- Identify potential privacy invasion in others' work.
- List fundamental characteristics of ethical journalism as defined by the Society of Professional Journalists.
- Identify ethically problematic content in others' work.
- Remove non-essential content from others' work to fit for space on deadline.
- List elements of newsworthiness and explain how they vary depending on audience.
- Prioritize news stories based on newsworthiness and audience.

New Resources for Course

None.

Course Textbooks/Resources

Textbooks

Brooks, Brian and James Pinson. *The Art of Editing in the Age of Convergence*, 11th ed. Pearson, 2018, ISBN: 978-11386787.

Manuals

Associated Press, The. The Associated Press Stylebook, The Associated Press, 01-01-2022

Periodicals

Software

Equipment/Facilities

Level III classroom

<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
Faculty Preparer: <i>David Waskin</i>	<i>Faculty Preparer</i>	<i>Apr 25, 2022</i>
Department Chair/Area Director: <i>Carrie Krantz</i>	<i>Recommend Approval</i>	<i>Apr 27, 2022</i>
Dean: <i>Scott Britten</i>	<i>Recommend Approval</i>	<i>May 19, 2022</i>
Curriculum Committee Chair: <i>Randy Van Wagnen</i>	<i>Recommend Approval</i>	<i>Aug 22, 2022</i>
Assessment Committee Chair: <i>Shawn Deron</i>	<i>Recommend Approval</i>	<i>Aug 31, 2022</i>
Vice President for Instruction: <i>Victor Vega</i>	<i>Approve</i>	<i>Sep 01, 2022</i>

Washtenaw Community College Comprehensive Report

JRN 210 Introduction to Copy Editing Effective Term: Winter 2019

Course Cover

Division: Humanities, Social and Behavioral Sciences

Department: English & College Readiness

Discipline: Journalism

Course Number: 210

Org Number: 11300

Full Course Title: Introduction to Copy Editing

Transcript Title: Introduction to Copy Editing

Is Consultation with other department(s) required: No

Publish in the Following: College Catalog , Time Schedule , Web Page

Reason for Submission: Three Year Review / Assessment Report

Change Information:

Outcomes/Assessment

Rationale: Slight wording changes as a result of updated rubric and course assessment report completed in 2017.

Proposed Start Semester: Winter 2019

Course Description: In this course, students practice editing copy for publications with an emphasis on newspapers and newspaper websites. Students write headlines; edit news articles for tone, style, and content; and exercise news judgment as it pertains to story placement, page layout, and audience with attention to legal and ethical standards.

Course Credit Hours

Variable hours: No

Credits: 3

Lecture Hours: Instructor: 45 **Student:** 45

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Repeatable for Credit: NO

Grading Methods: Letter Grades

Audit

Are lectures, labs, or clinicals offered as separate sections?: NO (same sections)

College-Level Reading and Writing

College-level Reading & Writing

College-Level Math

No Level Required

Requisites

General Education

Request Course Transfer

Proposed For:

Central Michigan University
Eastern Michigan University
Ferris State University
Grand Valley State University
Jackson Community College
Michigan State University
Oakland University
University of Detroit - Mercy
University of Michigan
Wayne State University
Western Michigan University

Student Learning Outcomes

1. Identify and correct sentence-level errors of grammar, style, and punctuation in other journalists' work.

Assessment 1

Assessment Tool: Exam

Assessment Date: Winter 2020

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students enrolled at time of assessment

How the assessment will be scored: Answer key/rubric developed by journalism faculty

Standard of success to be used for this assessment: 70% of students will meet (2) or exceed (3) expectations on a rubric with a range of 0 - 3

Who will score and analyze the data: Journalism faculty

2. Write accurate, engaging headlines for newspaper and web-based stories that observe appropriate conventions of style.

Assessment 1

Assessment Tool: Exam

Assessment Date: Winter 2020

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students enrolled in course at time of assessment

How the assessment will be scored: Answer key/rubric developed by journalism faculty

Standard of success to be used for this assessment: 70% of students will meet (2) or exceed (3) expectations on a rubric with a range of 0 - 3

Who will score and analyze the data: Journalism faculty

3. Identify and correct potential legal problems with content in other journalists' written work, as well as issues such as continuity errors, inappropriate or lack of sources, and potential ethical concerns.

Assessment 1

Assessment Tool: Exam

Assessment Date: Winter 2020

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students enrolled at time of assessment

How the assessment will be scored: Answer key/rubric developed by journalism faculty

Standard of success to be used for this assessment: 70% of students will meet (2) or exceed (3) expectations on a rubric with a range of 0 - 3

Who will score and analyze the data: Journalism faculty

4. Edit other journalists' written work for brevity.

Assessment 1

Assessment Tool: Exam

Assessment Date: Winter 2020

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students enrolled at time of assessment

How the assessment will be scored: Answer key/rubric developed by journalism faculty

Standard of success to be used for this assessment: 70% of students will meet (2) or exceed (3) expectations on a rubric with a range of 0 - 3

Who will score and analyze the data: Journalism faculty

5. Determine appropriate placement of stories on a news page or web page based on degree of newsworthiness to various audiences.

Assessment 1

Assessment Tool: Exam

Assessment Date: Winter 2020

Assessment Cycle: Every Three Years

Course section(s)/other population: All sections

Number students to be assessed: All students enrolled at time of assessment

How the assessment will be scored: Answer key/rubric developed by journalism faculty

Standard of success to be used for this assessment: 70% of students will meet (2) or exceed (3) expectations on a rubric with a range of 0 - 3

Who will score and analyze the data: Journalism faculty

Course Objectives

1. Identify characteristics of published, professional stories and headlines.
2. Suggest headlines for professionally written stories.
3. Apply principles of effective headline writing to publishable stories.
4. Identify cliched headlines and story leads.
5. Edit headlines and story leads to avoid cliches.
6. Define common grammar and punctuation errors.
7. Identify and correct common grammar and punctuation errors.
8. List common applications of Associated Press style (e.g. numbers, job titles, addresses, quotations, names, and courtesy titles).
9. Use the AP Stylebook to identify and correct points of style error as in items mentioned above.
10. List common types of content errors in news stories (e.g. missing or inappropriate source, day/date errors and factual contradictions).
11. Identify ways of addressing common types of content errors in news stories.
12. List characteristics of potentially libelous material.
13. Identify potentially libelous material in others' work.
14. Describe characteristics of privacy laws pertaining to where and how journalists can legitimately gather news.
15. Identify potential privacy invasion in others' work.
16. List fundamental characteristics of ethical journalism as defined by the Society of Professional Journalists.
17. Identify ethically problematic content in others' work.
18. Remove non-essential content from others' work to fit for space on deadline.
19. List elements of newsworthiness and explain how they vary depending on audience.
20. Prioritize news stories based on newsworthiness and audience.

New Resources for Course

None.

Course Textbooks/Resources

Textbooks

Brooks, Brian and James Pinson. *The Art of Editing in the Age of Convergence*, 10th ed. Pearson, 2013, ISBN: 9780205060351.

Manuals

Associated Press, The. The Associated Press Stylebook, The Associated Press, 01-01-2005

Periodicals

Software

Equipment/Facilities

Level III classroom

<u>Reviewer</u>	<u>Action</u>	<u>Date</u>
Faculty Preparer: <i>David Waskin</i>	<i>Faculty Preparer</i>	<i>May 14, 2018</i>
Department Chair/Area Director: <i>Carrie Krantz</i>	<i>Recommend Approval</i>	<i>May 17, 2018</i>
Dean: <i>Kristin Good</i>	<i>Recommend Approval</i>	<i>May 18, 2018</i>
Curriculum Committee Chair: <i>Lisa Veasey</i>	<i>Recommend Approval</i>	<i>Jul 26, 2018</i>
Assessment Committee Chair: <i>Shawn Deron</i>	<i>Recommend Approval</i>	<i>Jul 26, 2018</i>
Vice President for Instruction: <i>Kimberly Hurns</i>	<i>Approve</i>	<i>Jul 27, 2018</i>