NEW COURSE FORM

1. **General Information.**

   a. Submitted by the College of: Agriculture   Today's Date: 9/17/2010

   b. Department/Division: Community & Leadership Development

   c. Contact person name: Dr. Randy Weckman   Email: rweckman@uky.edu   Phone: 7-3937

   d. Requested Effective Date: ☒ Semester following approval   OR   ☐ Specific Term/Year[1]: _____

2. **Designation and Description of Proposed Course.**

   a. Prefix and Number: CLD 325

   b. Full Title: Writing for Community Media

   c. Transcript Title (if full title is more than 40 characters): _____

   d. To be Cross-Listed[2] with (Prefix and Number): _____

   e. Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours[3] for each meeting pattern type.

x (3 hrs) Lecture	_____ Laboratory[1]	_____ Recitation	_____ Discussion	_____ Indep. Study
_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
_____ Seminar	_____ Studio	_____ Other – Please explain: _____		

   f. Identify a grading system: ☒ Letter (A, B, C, etc.)   ☐ Pass/Fail

   g. Number of credits: 3

   h. Is this course repeatable for additional credit?   YES ☐   NO ☒

   If YES: Maximum number of credit hours: _____

   If YES: Will this course allow multiple registrations during the same semester?   YES ☐   NO ☐

   i. Course Description for Bulletin: This 3-hour skills course will teach students how to write clearly, concisely and accurately for various community media, including print, radio, televeision and new social media. It provides a broad-based understanding of writing and communicating to community audiences.

   j. Prerequisites, if any: Major standing in CLD plus completion of ~~upper-tier~~ graduation writing requirement.

   k. Will this course also be offered through Distance Learning?   YES[4] ☐   NO ☒

   l. Supplementary teaching component, if any: ☐ Community-Based Experience   ☐ Service Learning   ☐ Both

3. **Will this course be taught off campus?**   YES ☐   NO ☒

4. **Frequency of Course Offering.**

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[1] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

[2] The chair of the cross-listing department must sign off on the Signature Routing Log.

[3] In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from *SR 5.2.1*)

[4] You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

Rev 3/09

NEW COURSE FORM

a. Course will be offered (check all that apply):   ☒ Fall   ☐ Spring   ☐ Summer

b. Will the course be offered every year?   YES ☐   NO ☒

     If NO, explain: This course will be offered every other year as part of the "additional courses" that CLD students will select from for a total of 18 hours in the program.

5. **Are facilities and personnel necessary for the proposed new course available?**   YES ☒   NO ☐

     If NO, explain: _____

6. **What enrollment (per section per semester) may reasonably be expected?**   35

7. **Anticipated Student Demand.**

   a. Will this course serve students primarily within the degree program?   YES ☒   NO ☐

   b. Will it be of interest to a significant number of students outside the degree pgm?   YES ☐   NO ☒

     If YES, explain: _____

8. **Check the category most applicable to this course:**

   ☐ Traditional – Offered in Corresponding Departments at Universities Elsewhere

   ☐ Relatively New – Now Being Widely Established

   ☐ Not Yet Found in Many (or Any) Other Universities

9. **Course Relationship to Program(s).**

   a. Is this course part of a proposed new program?   YES ☐   NO ☒

     If YES, name the proposed new program: _____

   b. Will this course be a new requirement[5] for ANY program?   YES ☐   NO ☒

     If YES[5], list affected programs: _____

10. **Information to be Placed on Syllabus.**

   a. Is the course 400G or 500?   YES ☐   NO ☒

     If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See *SR 3.1.4*.)

   b. ☒ The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached.

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[5] In order to change a program, a program change form must also be submitted.

NEW COURSE FORM

Signature Routing Log

General Information:

Course Prefix and Number: CLD 325

Proposal Contact Person Name: Dr. Rick Maurer   Phone: 7-7582   Email: richard.maurer@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Dept. Faculty	8/30/10	Rory Hansen 7-2586 rhansen@uky.edu	
UCC-COA	10/29/10	Larry Grabau 7-1885 larry.grabau@uky.edu	11/29/10
	/ /		
	/ /		
	/ /		

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision[6]
Undergraduate Council	3/23/2011	Sharon Gill *Digitally signed by Sharon Gill DN: cn=Sharon Gill, o=Undergraduate Education, ou=Undergraduate Council, email=sgill@uky.edu, c=US Date: 2011.03.24 09:16:22 -04'00'*	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

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[6] Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

Instructor: Randy Weckman
503 Garrigus
257-3937
email: rweckman@uky.edu
Office Hours: 12-2 p.m. on Wednesday, or other times with prior scheduling

Text: Harrower, Tim. *Inside Reporting.* McGraw Hill 2009, spiral bound edition.
    The Associated Press Stylebook, 2010.

Introduction: This 3-hour skills course will teach students how to write clearly, concisely and accurately for various community media, including print, radio, television and new social media. It provides a broad-based understanding of writing and communicating to community audiences.

Course Goal: The goal of this course is to hone writing skills and to develop them into material that community audiences want to read, view or hear.

 Student Learning Outcomes: By the end of the semester, a successful student in the course will be able to:
    *organize material in a comprehensible fashion for popular audiences.
    *write clearly, concisely and accurately for various community media platforms.
    *transfer stories written for print media into electronic media, including radio, television and social media.
    *write to specific audiences.

Method of Evaluation
Your final grade will be calculated using the following formula:
    Quiz grade averages: 20 percent
    Handed in assignments average: 50 percent
    In-class assignments average: 30 percent
The grading scale will be 90-100–A; 80-89–B; 70 to 79–C; 60-69–D; less than 60–E.

Remember: assignments will be graded in part on the structure of the piece as well as grammar, punctuation, spelling and style. (For style, we will be using the Associated Press Style Manual.)

Students will be provided with a Midterm Evaluation based on percentage of work completed in the class by the midterm date.

Attendance: Class attendance and participation are keys to learning. Class attendance is taken very seriously, as is attendance in the workplace. Although I will not take attendance, I expect you to be here for class because we have in-class discussions and activities.

Classroom and Learning Accommodations

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Academic Honesty
Academic dishonesty is not tolerated. All assignments and projects are to be your original work for the project assigned. You may build on a body of research or topical research area; however, you are not to reuse papers from previous courses, assignments, or other scholarly projects, or turn in the same paper for two courses you are taking simultaneously. To do so constitutes cheating. The minimum penalty is zero on an assignment for the first offense; an additional penalty of extra work, reduced letter grade, or E may be imposed. There is a minimum penalty of E for offenses subsequent to a "minor" offense. There is a minimum penalty of suspension for offenses subsequent to a major offense.

You should read the official University policy on plagiarism at the site listed below. See Part II, Section 6.3.0 of "The Student Code of Conduct" at the following website:
http://www.uky.edu/StudentAffairs/Code/part2.html
You should also read the paper: "Plagiarism: What is it?" at the Academic Ombud website:
http://www.uky.edu/Ombud/Plagiarism.pdf
There is also an online tutorial on plagiarism entitled "How to avoid plagiarism" at the Ombud website that will help you understand what plagiarism is and how you can avoid this problem.

Excused Absences
Attendance at scheduled classes and participation in class activities and discussions is at the heart of learning. While I will not take attendance, I expect you to attend and participate in classes unless you have a legitimate excuse. See the following website: http://www.uky.edu/StudentAffairs/Code/part2.htm and specifically Section 5.2.4.2, Excuses Absences for the University's policy on excused absences. This section notes: "Students missing work due to an excuses absence bear the responsibility of informing the instructor about their excused absence within one week following the period of the excused absence (except where prior notification is required), and of making up the missed work. The instructor shall give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in the absence occurred."

Late Assignments
I expect all assignments to be completed on time. For the purposes of this class, this means you must turn in papers by midnight of the day the assignment is due. For each 24 hour period that the assignment is late, I will deduct 5 points from your grade for that assignment. If you have an excused absence you will, of course, be able to submit an assignment late without this penalty.

Course Outline and Readings
Week One: Introductions, review of syllabus.

Week Two: Harrower, Chapter 7, Law and Ethics, pages 136-152.

Defining news.

Week Three: Harrower Chapter 1, The Story of Journalism, 6-14; Chapter 3, Newswriting
        Basics, 34-62.Practice writing lead paragraphs. **(This is an in-class assignment.)**

Week Four: Harrower, Chapter 4, Reporting Basics pages 66-88.   Writing a community
"precede" story. **This is an out-of-class assignment.**

Weeks Five- Six: AP style book. Knowing it and understanding how to use it in practice.

        Test on AP Style. (This quiz will be given several other times during the semester so
that students who do poorly can study and improve their knowledge of the material.)

Week Seven: Writing a news event story. **(Students will write a community news story** from
an event.) Students will present their story to the rest of the class for critique.

Weeks Eight-Ten : Harrower Chapter 9, Broadcast News. **(Students will write and produce a
community broadcast news story**. First, they will conceptualize the story, then they will
practice video journalism to illustrate it.)

Weeks 11-13: Learning about Social Media.

        What constitutes social media? How can writing for social media be compelling, but not
blathering or trite? How do writing forms for community social media differ from writing for
conventional media? How can community be built using social media?

        We will look at various forms during these weeks and analyze what we see, including
what works and what needs to be reworked to build a sense of community.

        The **out-of-class assignment** will be to select a community social media form and write
or video a compelling piece for it. This may be **an individual or team-of-two assignment**.

Weeks 14-15: Course wrap up will include a discussion of the need to hone skills continuously.
Discussion also will focus on the changing nature of community media and whether newer
community media forms supplement and complement older community media forms. **A short
paper** about the new media forms and community will be the last assignment of this course.
This will be an out-of-class assignment.