Eastern Illinois University
New Course Proposal
JOU 3703, Online Journalism

Please check one:  X New course    Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000: JOU 3703
2. Title (may not exceed 30 characters, including spaces): Online Journalism
3. Long title, if any (may not exceed 100 characters, including spaces): Online Journalism
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: 2-2-3
5. Term(s) to be offered:  Fall  Spring  Summer  On demand
6. Initial term of offering:  Fall  Spring  Summer  Year: 2008
7. Course description (not to exceed four lines): In-depth study of the implications of the Internet on journalistic media and laboratory for design and production of journalistic Web sites using elements of design, photography, audio, and video as means of journalism delivery.

8. Registration restrictions:
   a. Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course).  
      None
   b. Prerequisite(s), including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.  JOU 2950 and JOU 3002. Neither prerequisite may be taken concurrently.
   c. Who can waive the prerequisite(s)?  
      □ No one  □ Chair  X Instructor  □ Advisor  □ Other (Please specify)
   d. Co-requisites (course(s) which MUST be taken concurrently with this one): None
   e. Repeat status:  □ Course may not be repeated.
      □ Course may be repeated to a maximum of hours or times.
   f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any: None
   g. Degree, college, major(s), level, or class to be excluded from the course, if any: None

9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] None

10. Grading methods (check all that apply):  □ Standard letter  □ C/NC  □ Audit  □ ABC/NC (“Standard letter”—i.e., ABCDF--is assumed to be the default grading method unless the course description indicates otherwise.)

11. Instructional delivery method:  □ lecture  □ lab  □ lecture/lab combined  □ independent study/research
      □ internship  □ performance  □ practicum or clinical  □ study abroad  □ other

Agenda Item #07-66
Effective Fall 2008
PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course: Students will be able to
   • develop effective journalistic Web sites;
   • analyze journalistic Web sites for effective storytelling;
   • evaluate effects of Internet newsgathering on journalistic media companies;
   • explain legal issues with Internet news media operations;
   • demonstrate understanding of multimedia storytelling practices;
   • assess ethical issues arising from online journalism.

   a. If this is a general education course, indicate which objectives are designed to help students
      achieve one or more of the following goals of general education and university-wide assessment:
      • EIU graduates will write and speak effectively.
      • EIU graduates will think critically.
      • EIU graduates will function as responsible citizens.

   b. If this is a graduate-level course, indicate which objectives are designed to help students achieve
      established goals for learning at the graduate level:
      • Depth of content knowledge
      • Effective critical thinking and problem solving
      • Effective oral and written communication
      • Advanced scholarship through research or creative activity

2. Identify the assignments/activities the instructor will use to determine how well students attained the
   learning objectives: quizzes, critical thinking exercises; in-class lab assignments; written examinations; Web
   site projects.

3. Explain how the instructor will determine students’ grades for the course: 10% - Participation/Attendance; 20% - written assignments; 30% - Journalistic Web Site; 20% - Examinations; 10% - HTML Quiz; 10% - Personal Web Site

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
   a. Describe how the format/technology will be used to support and assess students’ achievement
      of the specified learning objectives: NA
   b. Describe how the integrity of student work will be assured: NA
   c. Describe provisions for and requirements of instructor-student and student-student
      interaction, including the kinds of technologies that will be used to support the interaction
      (e.g., e-mail, web-based discussions, computer conferences, etc.): NA

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students
   enrolling for graduate credit. These include:
   d. course objectives;
   e. projects that require application and analysis of the course content; and
   f. separate methods of evaluation for undergraduate and graduate students. NA

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered,
   and describe how the course satisfies the criteria for the type of writing course identified. (See
   Appendix *.) NA
PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course’s content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

Each week represents two 100-minute class periods.

Week 1: Overview of Online Journalism: Where have we been? Where are we now? How do media companies use the Internet to deliver news and information?

Week 2: Issues and challenges facing traditional media companies; Introducing the Internet and the World Wide Web. Why is the Internet so important to journalism companies today? Economic challenges and cultural shifts.


Week 4: Optimizing images for the Web. Why file size is important. JPEG, GIF and PNG explained. Using images on Web pages.

Week 5: Law and the Internet: Free Speech, Copyright, Defamation and Privacy. Why a journalism Web site differs from a print publication or broadcast. Why you can’t take anything you want off the Web, and privacy issues that arise from Web-based social media.

Week 6: Planning an online site; thinking about multimedia; CSS styles for Web content. Developing a site plan; storyboarding; how CSS changed the way Web sites are built.

Week 7: Staffing and revenue for online journalism; First journalistic media site plan. How do media companies make money on the Internet? How are staffs organized for online journalism? Why print won’t be going away soon.

Week 8: Using the Internet as a reporting tool; midterm exam. Evaluating credibility of Web sites. Databases and search tools. E-mail and IM interviewing: pros and cons.

Week 9: Weblogs: a look at an emerging medium for journalism; first journalistic media site due.

Week 10: Interface Design Principles. Why journalists should care about user interaction. Basic guidelines for helping users use your content.

Week 11: Using audio in storytelling. Basic techniques for adding audio content to Web pages. HTML tags, podcasting, and audio formats.

Week 13: Integration of journalistic sites and documentary media; issues related to privacy in documentary image capture. Differences between documentary style and traditional news media formats.

Week 14: Final Media Site planning.

Week 15: Final Media Site Due; Final Exam.

PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course. This proposal combines two courses (JOU 3701 and JOU 3702) into one course.

   a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.
   b. If the course or some sections of the course may be technology delivered, explain why. NA

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions. This course was previously taught as two separate yet concurrent courses - JOU 3701 and JOU 3702. Prerequisites are introductory courses in photojournalism/design and multimedia journalism.

3. If the course is similar to an existing course or courses, justify its development and offering. Combining two separate courses (1-hour and 2-hour) into a single 3-hour course will better integrate theoretical material with practical lab exercises. JOU 3701 and JOU 3702 will be deleted if this course is approved.

   a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.
   b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled. JOU 3701 and JOU 3702 will be deleted.

4. Impact on Program(s):

   a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective. The course will be an approved elective in the journalism major and a requirement in two concentrations: new and emerging media; and photojournalism.

   b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective. NA

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.
PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned: Bryan Murley, Brian Poulter
   If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses. NA

2. Additional costs to students: $40 Course Fee (Money to be used to purchase and upgrade needed software.)
   Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President’s Council.)


PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded. A community college course will not be judged equivalent.

PART VII: APPROVALS

Date approved by the department or school: September 26, 2007

Date approved by the college curriculum committee: October 10, 2007

Date approved by the Honors Council (if this is an honors course):

Date approved by CAA: November 8, 2007

*In writing-active courses, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In writing-intensive courses, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students’ writing should constitute no less than 35% of the final course grade. In writing-centered courses (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).