PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000: JOU 3955
2. Title (may not exceed 30 characters, including spaces): Reporting on the Arts
3. Long title, if any (may not exceed 100 characters, including spaces): Reporting on the Arts
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: 3-0-3
5. Term(s) to be offered: Fall Spring Summer X On demand
6. Initial term of offering: Fall Spring Summer Year: 2008
7. Course description (not to exceed four lines): This course introduces the student to the journalistic coverage of the arts, including film, theater, music, art, television, and book reviews. Attention will be given to reporting on the local art community, including how to write advance stories, features and news stories. Special emphasis will be given to writing reviews of performances. WI
8. Registration restrictions:
   a. Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course). N/A
   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 3000
   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): N/A
   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] Writing intensive

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
PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course: Students will be able to
   • critically analyze arts coverage and the reviewing process;
   • critically evaluate the role of the reporter in covering the arts community;
   • demonstrate the ability to write news and feature stories of the local arts community;
   • demonstrate the ability to write reviews of local performances.

   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: Students will be required to write: (1) news stories about the arts; (2) feature stories about the arts; (3) reviews about the arts; (4) an in-depth project for the semester; (5) midterm exam; (6) final exam.

3. Explain how the instructor will determine students’ grades for the course: 1) 15 percent, news stories on the arts; (2) 15 percent, feature stories on the arts; (3) 15 percent, writing reviews; (4) 15 percent, midterm; (5) 25 percent, in-depth news/feature story; (6) 15 percent, final.

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: N/A
   b. Describe how the integrity of student work will be assured: N/A
   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.): N/A

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

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 *)
   Writing intensive. About 70 percent of the course grade will be determined by the quality of the students’ writing in the news, feature, reviews and in-depth stories they must write. Several assignments will be revised by the student after they are read and commented on by the instructor.
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, 75-minute class periods

WEEK ONE: Discussion of what is art, including an examination of the difference between reviews and criticism. An overview of who and what makes up the arts community will be given. Analysis of leading art sections will be required.

WEEK TWO: Discussion of the seven lively arts and how they are covered. Examination of how the arts make news, including discussion of how to cover the arts with news stories, feature stories and reviews.

WEEK THREE: An examination of a method of reviewing will be given. An analysis of different types of reviews will be given with discussion of how to write a review, what belongs in a review and the research that needs to be done before a review. Discussion on how a journalist develops an expertise in the arts.

WEEK FOUR: An examination of the history of film will be covered. Discussion of how the news media cover the release of films and then review them will be given. A film critic will speak to the class about how he/she performs his/her job.

WEEK FIVE: Overview of the history of American theater. Discussion of how community theater is experiencing a renaissance. Analysis of how journalists cover and review theater. A local theater director will speak to the class.

WEEK SIX: Attendance at a campus theater presentation, either a dress rehearsal or performance. Discussion of the play afterward and then practice of writing a review on deadline.

WEEK SEVEN: Examination of how to get and conduct interviews of local, regional and national artists. Discussion of the types of stories that can be written with an analysis of minor and in-depth features that can be written.

WEEK EIGHT: Examination of the music industry, with discussion of both classical music and pop music. An overview about how a community symphony operates with an emphasis on what expertise is needed to review classical music.

WEEK NINE: An overview of pop music and how it is covered and reviewed. A pop music or classical music expert will be invited to speak to the class.

WEEK TEN: Examination of the in-depth arts article, including examination of writing profiles, narratives, and other story forms.
WEEK ELEVEN: Examination of television as an art form with an overview of the history of the medium. Discussion of how journalists cover the television industry, including an interview with a television critic.

WEEK TWELVE: Discussion of art and the role of the art museum. Examination of how to write features and reviews about art and how to gain an expertise in the field. A tour of the Tarble Arts Center and a discussion of its role by one of the directors.

WEEK THIRTEEN: Examination of book reviews in newspapers, with discussion of how book reviewing is a declining practice in newspapers. Discussion of the difference between a book critic and a reviewer. Analysis of what a beginner can cover in regard to book publishing with an examination of book review sections.

WEEK FOURTEEN: Discussion of other arts that can be covered, including architecture, dance, among others. Examination of features and reviews and analysis of publications that cover those fields.

WEEK FIFTEEN: Discussion of ethical and legal concerns in covering the arts. Discussion of how someone pursues a career in arts reporting.

PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course. Community and smaller publications, television stations and online publications seldom devote time to covering the arts, an important part of any community. By offering such a class, the department will teach beginning journalists how to cover the arts, how to develop expertise in covering the arts and how to improve appreciation of the arts in the communities they cover.
   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. N/A
   b. If the course or some sections of the course may be technology delivered, explain why. N/A

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions. The writing assignments will require students to have a strong grasp of how to write the basic news story so that they can handle the sophisticated approach it takes to write in-depth news and features stories and reviews.

3. If the course is similar to an existing course or courses, justify its development and offering. N/A
   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.
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. This course will be an elective in the writing and
   reporting concentration of the major.

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. N/A

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. N/A

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned: Dr. John Ryan

   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. N/A

2. Additional costs to students:
   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.)
NA

3. Text and supplementary materials to be used (Include publication dates): Titchener, Campbell B.

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 28, 2007