Course Change Proposal  
Form A

<table>
<thead>
<tr>
<th>Academic Group (College):</th>
<th>Academic Organization (Department):</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Letters</td>
<td>Comm Studies/Journalism</td>
<td>3/16/2011</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Type of Course Proposal:</th>
<th>Department Chair:</th>
<th>Submitted by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>New ___ Change x ___ Deletion ___</td>
<td>Kimo Ah Yun</td>
<td>Mark Ludwig</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Does this course fulfill a requirement for single-subject or multiple subject credential students?</th>
<th>For Catalog Copy:</th>
<th>Semester Effective:</th>
</tr>
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<tbody>
<tr>
<td>Yes ___ No x ___</td>
<td>Yes ___ No ___</td>
<td>Fall ___ Spring ___, 2011 ___</td>
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<tr>
<th>CCE (Extension):</th>
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<tr>
<td>Yes ___ No x ___</td>
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This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number): | Yes ___ No ___ |

<table>
<thead>
<tr>
<th>If changing an existing course, should new version be considered a repeat of the original version?</th>
<th></th>
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<tbody>
<tr>
<td>If so, the same Course ID will be maintained. If not, a new Course ID will be assigned. Note: In PeopleSoft terminology, the Course ID is the unique system identifier, not the Catalog Nbr.</td>
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<tr>
<th>Change from:</th>
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<tbody>
<tr>
<td>Subject Area (prefix) &amp; Catalog Nbr (course no.):</td>
<td>Title:</td>
</tr>
<tr>
<td>Journalism 128</td>
<td>Editing &amp; Ethics</td>
</tr>
<tr>
<td>Units:</td>
<td>3</td>
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<tr>
<th>Change to:</th>
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<tbody>
<tr>
<td>Subject Area (prefix) &amp; Catalog Nbr (course no.):</td>
<td>Title:</td>
</tr>
<tr>
<td>Journalism 128</td>
<td>News Editing</td>
</tr>
<tr>
<td>Units:</td>
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**JUSTIFICATION:**

This change removes ethics as a formal part of the course content and adds a section on design for print and online publication. News design was previously part of another course that had historically low enrollment. Moving that content provides students some exposure to news design in a required course.

**NEW COURSE DESCRIPTION:** (Not to exceed 80 words, and language should conform to catalog copy. See http://www.csus.edu/um/academic/acad.htm - Guidelines for Catalog Course Description)

Instruction and practice in editing, headline writing, caption writing, and design for print and online publications.

Note:

Prerequisite: Journalism 20, 30
Enforced at Registration: Yes ___ No x ___

Corequisite:
Enforced at Registration: Yes ___ No ___

Graded: Letter ___ x ___ Credit/No Credit ___
Instructor Approval Required? Yes ___ No x ___

Course Classification (e.g., lecture, lab, seminar, discussion):
Discussion/lab
Title for CMS (not more than 30 characters)
News Editing

Cross Listed?
Yes ___ No x ___
If yes, do they meet together and fulfill the same requirement, and what is the other course.

How Many Times Can This Course be Taken for Credit? ___1___

Can the course be taken for Credit more than once during the same term? Yes ___ No x ___
FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

**Description of the Expected Learning Outcomes:** Describe outcomes using the following format: “Students will be able to: 1), 2), etc.” See the example at http://www.csus.edu/acaf/example.htm

Students will be able to:
1. Describe the functions of different levels of editors at online and print news organizations.
2. Write news stories for correct grammar, style, spelling, consistency, accuracy, clarity, fairness, organization, and thoroughness.
3. Write headlines that accurately describe stories following acceptable journalistic practice.
4. Write captions that follow acceptable journalistic practice.
5. Select and edit photographs and graphic material following principles of newsworthiness.
6. Describe how to account for diverse audiences when editing.
7. Demonstrate fundamental knowledge of principles of design for print and online news publications.

**Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean’s office, not Academic Affairs.**

**Assessment Strategies:** A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

1. Weekly graded lab assignments designed to practice editing skills
2. Midterm and final examinations
3. Periodic quizzes
4. A final project in news editing that combines all the principles taught during the semester

**For whom is this course being developed?**

Majors in the Dept _x_ Majors of other Depts ___ Minors in the Dept _x_ General Education ___ Other ___

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes _x_ No ___

If yes, identify program(s): Journalism major

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes ___ No _x_

If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any).

The Department Chair’s signature below indicates that affected programs have been sent a copy of this proposal form.

**Accessibility:** Following course approval, and prior to the start of the semester in which the new or revised course will be taught for the first time, an accessibility checklist [available at http://www.csus.edu/accessibility/checklist.html] shall be completed and submitted to the appropriate Dean’s office. An accessible syllabus shall also be made available online, preferably prior to the start of that semester’s open registration period.

**Approvals:** If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

<table>
<thead>
<tr>
<th>Signatures:</th>
<th>Date</th>
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<tbody>
<tr>
<td>Department Chair:</td>
<td>9/1/11</td>
</tr>
<tr>
<td>College Dean or Associate Dean:</td>
<td>9/2/11</td>
</tr>
<tr>
<td>CPSP (for school personnel courses ONLY)</td>
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<tr>
<td>Associate Vice President and Dean for Academic Programs</td>
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</tbody>
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Distribution: Academic Affairs (original), Department Chair and College Dean. Dean’s office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

5/20/2010
CALIFORNIA STATE UNIVERSITY, SACRAMENTO
Journalism 128 / News Editing

Meets:
Professor: Mark Ludwig
Office: MND-5035
Office hours:
Office phones: 278-5814
E-mail: mdludwig@csus.edu
Course Web site (SacQT): http://online.csus.edu

Catalog description
Information and practice in editing, headline writing, caption writing, and design for print and online publications.

Prerequisites
Jour 20, Style for Media Writers. You may take Jour 20 concurrently with this course but you must pass Jour 20 in order to receive a grade for this class.

Jour 30, News Writing. If you took the equivalent of Journalism 30 elsewhere, please provide proof in the form of a transcript or grade report.

Summary
Although this course is designed to introduce you to news editing for daily publication, the skills you develop here will be useful in other media. The goal is to develop a working knowledge of the micro and macro elements of editing, and to develop the practical skills that will help prepare you for a career in journalism.

This course will emphasize critical thinking, organizational skills, clear expression, accuracy, attention to detail, careful use of English, and working under deadline pressure, all of which form the bedrock of editing. The course will introduce you to, among other things, content editing, wire service editing, copy editing, writer-editor relationships, handling graphics and photos, and editing for diverse audiences.

You also will learn about the elements of editing and what goes into being an editor, and will practice editing a variety of news articles. You will edit stories for accuracy, clarity, fairness, thoroughness, consistency, organization, style, length, grammar, spelling, syntax and punctuation.

Required books
• Creative Editing, 6th edition, by Bowles & Borden
• The Associated Press Stylebook and Briefing on Media Law (bring to class)
• A paperback dictionary, preferably Webster’s New World (bring to class)

Recommended books
• The Elements of Style, by William Strunk and E.B. White
• Sin and Syntax, by Constance Hale

Knowing the news
To learn how to be a journalist, and to continue on as an effective journalist, you should keep up with the news. For this class, you should stay current on national and world news as well as Sacramento news. Current events quizzes will be given periodically.
Course requirements and grading
This is a hands-on course and many assignments will be completed in class and/or reviewed in class. You cannot expect to do well if you are not present to do the work and receive help. You will not have the opportunity to make up missed lab work.

Unless otherwise instructed, all assignments must be typed.

Deadlines are deadlines, just like in the workplace. One of the characteristics of a good journalist is ability to meet deadline; for the purposes of this class, deadline is the start of the class on the date due. Work turned in after the start of class but before class is over will be marked down one grade. Once class is over, I will not accept it.

The four components of your grade:
Lab work & quizzes: 50 percent
Midterm: 20 percent
Final: 15 percent
Project: 15 percent

Lab work and quizzes will be both in-class work and homework and may also include reports on guest speakers. Quizzes will be on current events and style and will be given most weeks. In-class work cannot be made up, so it behooves you to come to class. However, because it's possible that you will need to miss class for legitimate reasons, you will have one opportunity to earn extra credit toward the end of the semester.

Project: You will receive a separate handout on this.

The midterm exam will cover the material from the first half of the course.
The final exam will cover material from the second half of the course.

Ethical conduct
The online readings include a link to the Society of Professional Journalists' Code of Ethics. You are expected to be familiar with the Code of Ethics and conduct yourself accordingly.

Plagiarism
Plagiarism involves the copying of another's work without attribution or citation and is an affront to both journalism and university study. The Communications Studies Department policy on plagiarism follows:

Any student proved guilty of plagiarism in this course will be failed for the entire course, not just for the piece of work in which the plagiarism occurs. It is important, therefore, to understand exactly what plagiarism is.

Plagiarism is literary thievery: the use of somebody else's material as your own in a speech, film, or research paper without giving credit to the author. It includes, particularly, the following:
1. Use of somebody else's exact wording, whatever the material, without indication of the source and quotation marks or other accepted typographical devices. Changing a few words here and there is not sufficient to avoid plagiarism.
2. Borrowing the whole pattern of organization and points of view of a source without giving credit via standard in-text written citation.
3. Borrowing facts, figures, or ideas which originated with and are the property of a particular source, rather than a matter of common information available in many sources.
4. Collaborating with other students to the extent that two or more assignments are identical in pattern of organization, points of view, or wording.

And I add this note: In addition to failing you for the class, I will send your case to Student Affairs for disciplinary review. The university can expel you for plagiarism and other acts of academic dishonesty.

You also should be familiar with the university's policy on academic dishonesty, which you can
find here:
http://www.csus.edu/admbus/umanual/UMA00150.htm

SacCT & E-mail
Part of this course will be conducted on SacCT. You access SacCT at http://online.csus.edu. Online tutorials on how to use SacCT are available if you’re unfamiliar with it.

To contact me regarding the course, please use the e-mail tool within SacCT. If you need to contact me regarding another matter, use my university email account. This will help me to keep the mass of information that comes at me sorted. If I need to contact you outside of class, I will use the university's SacSend system. This allows me to send email to everyone in the class (and multiple classes, for that matter). SacSend delivers mail to your university e-mail address, so you should get into the habit of checking your Saclink account.

Classroom conduct:
Treat this class as a job. I expect you to come to class and to be on time. Some other things worth noting:

1. Technology has provided marvelous ways to enhance education, but it also has provided new distractions. Please turn your cell phones to silent or off. Please do not answer your phone in class. Please do not text-message friends, enemies, or relatives, or anybody else during class. If you use a computer in class, please limit its use to material/applications relative to what we're discussing. (By that I mean, it's OK to take notes or visit Web sites relevant to class discussions; it's not OK to be checking or sending e-mail or instant messaging or watching YouTube or browsing Facebook or otherwise surfing the Web.) All of these things are a distraction not only to me, but more importantly to those sitting near you in class. If these things are more important to you than class, please take them somewhere else.

2. Please do not chat with others while class is going on. Again, this is a distraction to those sitting near you.

Accommodations
Students requiring special accommodations should document their needs with the SSD office and let me know privately in advance of any quiz or test as required by university policy.

Author, author!
Finally, if somewhere down the line you write a book, I would love to have an autographed copy for my collection of works by former students.
SCHEDULE
Readings are to be done ahead of class.

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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Textbook</th>
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<tbody>
<tr>
<td>1</td>
<td></td>
<td>Intro to editing; style boot camp</td>
<td>1</td>
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<td>2</td>
<td></td>
<td>Review of grammar</td>
<td>2</td>
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<td>3</td>
<td></td>
<td>Style &amp; usage</td>
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<td>4</td>
<td></td>
<td>Fact checking; math for journalists</td>
<td>4</td>
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<tr>
<td>5</td>
<td></td>
<td>Putting it all together</td>
<td>5</td>
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<tr>
<td>6</td>
<td></td>
<td>Headlines</td>
<td>8, 9</td>
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<td>7</td>
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<td>Visuals</td>
<td>10</td>
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<tr>
<td>8</td>
<td></td>
<td>Design &amp; Layout</td>
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<td>9</td>
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<td>Editing, the law, and ethical practice</td>
<td>67</td>
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<td>10</td>
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<td>Editing the wires</td>
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<tr>
<td>11</td>
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<td>Lab &amp; project work</td>
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<td>12</td>
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