# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC)PROPOSAL FORM

## Cover page scroll over blue text to see further important [instructions](#instructions): please read.

**N.B. DO NOT USE HIGHLIGHT, please DELETE THE WORDS THAT DO NOT APPLY TO YOUR PROPOSAL**

**ALL numbers in section (A) need to be completed, including the impact ones.**

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| --- | --- | --- |
| A.1. [Course or program](#Proposal) | **COMM 303 advanced reporting and interview** |  |
| [Replacing](#Ifapplicable)  |  |
| A.2. [Proposal type](#type) | **Course: creation** |
| A.3. [Originator](#Originator) | **Bonnie Lee MacDonald** | [Department](#home_dept) | **Communication** |
| A.4. [Context and Rationale](#Rationale)  | **This course is one of the three new courses for our proposed new Communication concentration in Journalism.** **This is an advanced, skills-based course that focuses on how to conduct in-depth interviews and write in-depth features for news, magazines, and the web. This course builds on the skills learned in COMM 201: Writing for News. Students learn a more in-depth style of feature news reporting. This course emphasizes in-depth interviews with multiple sources for richer, more in-depth news coverage. Students learn about the art of observation and description and apply this in their writing. The ability to tell a strong human interest story is crucial to a career in journalism.** |
| A.5. [Student impact](#student_impact) | **Will provide students with essential skills to pursue a career in journalism** |
| A.6. [Impact on other programs](#impact)  | **None** |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty):  | **We have hired one new faculty member to teach the Journalism courses.**  |
| [*Library*:](#library) | **none** |
| [*Technology*](#technology) | **none** |
| [*Facilities*](#facilities): | **none** |
| A.8. [Semester effective](#Semester_effective) | **Fall 2018** | A.9. [Rationale if sooner than next Fall](#Semester_effective) |  |
| A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include ALL relevant pages from the college catalog, and show how the catalog will be revised. (1) Go to the “Forms and Information” page on the UCC website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits. If new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all is acceptable. Send as a separate file along with this form. |

B. [NEW OR REVISED COURSES](#delete_if)  **DO NOT use highlight. Delete this whole page if the proposal does not include a new or revised course.**

|  | Old ([for revisions only](#Revisions))Only include information that is being revised, otherwise leave blank (delete provided examples that do not apply) | NewExamples are provided for guidance, delete the ones that do not apply |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  |  | **COMM 303** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  |  | **Advanced Reporting and Interview** |
| B.4. [Course description](#description)  |  | **Skills-based reporting course that emphasizes interviewing techniques, longer-form storytelling, interpersonal skills, and feature-style story telling. Requires students to bring in real-world features and long-form interviews into class.**  |
| B.5. [Prerequisite(s)](#prereqs) |  | **COMM 201** |
| B.6. [Offered](#Offered) |  | **Fall | Spring**  |
| B.7. [Contact hours](#contacthours)  |  | **4** |
| B.8. [Credit hours](#credits) |  | **4** |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  |  | **Letter grade**  |
| B.11. [Instructional methods](#instr_methods) |  | **Fieldwork | Lecture | Practicum | Seminar | Small group | Individual | Studio | Hybrid** |
| B.12.[Categories](#required) |  | **Required for major** |
| B.13. Is this an Honors course? |  | **NO** |
| B.14. [General Education](#ge)N.B. Connections must include at least 50% Standard Classroom instruction. |  | **NO** |
| B.15. [How will student performance be evaluated?](#performance) |  | **Attendance | Class participation | Exams | Presentations | Papers |** **Class Work | Interviews | Quizzes |****Projects** |
| B.16. [Redundancy statement](#competing) |  |  |
| B. 17. Other changes, if any |  |

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| B.18**. Course learning outcomes: List each one in a separate row** |
| 1. Students will demonstrate an ability to structure and write in-depth news featuree for print or web.
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| 1. Students will demonstrate an ability to write/build a rich narrative feature for the public by using real-world stats and observations.
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| 1. Students will be able to write compelling feature ledes (first sentence) and nutgrafs (an outline of the main points of the story).
 |
| 1. Students will demonstrate an ability to conduct in-depth interviews, using long-form interviewing methods.
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| 1. Students will demonstrate an ability to interview multiple sources on the same news issue.
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| 1. Students will develop a professional approach and establish comfort level when working with the public.
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| 1. Students will demonstrate an ability to condense a news situation into shorter sentences.
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| 1. Students will demonstrate an ability to proofread their own work as well as other student’s work.
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| **How will each outcome be measured?** |
| 1. Evaluation of structure and substance of five written news features.
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| 1. In-class writing exercises and news feature assignments. Evaluation based upon description and nuance.
 |
| 1. In-class writing exercises and news feature assignments. Ledes evaluated based upon conciseness and identification of essential elements of the story. Nutgrafs evaluated based upon clear statement of significance of the story.
 |
| 1. Students’ interview tapes/results submitted for review and evaluated based upon the following long form criteria: about actual events, people, and current issues, evidence of research, and explores underlying meaning and impact of issues.
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| 1. Evaluation and peer evaluation of students’ interview tapes/results based upon criteria listed in #4 above.
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| 1. Evaluation of students’ interview tapes/results based upon setup of interview, responses of interviewees, and evidence of listening skills.
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| 1. In-class writing and peer evaluation of structure and substance of five written news features.
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| 1. Evlauation of strength of student’s rewritten features (after receiving edits)
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| B.19. [**Topical outline**](#outline)**: Do NOT insert whole syllabus, we just need a two-tier outline** |
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| 1. Introduction to feature writing and in-depth interviews
	1. Read and discuss examples of news features
	2. What is a lede?
	3. What is a nutgraf?
	4. Attributes of successful ledes and nutgrafs?
2. Review of Associated Press style, building on knowledge from Comm 201: Writing for News
3. Writing a feature lede and nutgraf
	1. Practice writing feature ledes and nutgrafs in class
	2. Ongoing Assignment: Students will read 15 to 20 feature stories and identify ledes and nutgraf elements
	3. Ongoing Assignment: Students find a feature story and share with class each week
4. Structuring a feature story
	1. Read and discuss examples of news features found by classmates
	2. Students observe the typical outline of a news feature
	3. Students practice writing outlines for news features in-class with peer review
	4. Reporting on an event
5. Attending and reporting on a public event (e.g. City Council Meeting)
	1. Research prior to the event
	2. Observation and note-taking at the event
	3. Assignment: Outline for Feature 1: Reporting on an event
6. Review of Elements of Journalism, building on knowledge from Comm 201: Writing for News
	1. Working from the outline to the first draft of a news feature
	2. Assignment: First draft of Feature 1: Reporting on an event
7. Writing a feature story about an individual as a “poster chiled” for a societal trend
	1. Read and discuss examples of news features found by classmates
	2. Pitches for Feature 2 News Story about an indivisual. Why is this profile significant?
	3. Assignment: Final version of Feature 1: Reporting on an event.
8. Introduction to in-depth (long-form) interviews
	1. Learning to listen
	2. Learning to form journalistic questions
	3. Peer interviews
	4. Requesting an interview with a source
	5. Getting to know a source through multiple interviews
	6. Assignment: Outline of interview for Feature 2: News story about an individual
9. How to get the interview you need for your news feature
	1. Conducting sesearch on societal trend(s)
	2. Practice sessions for student interviews of individual
	3. Peer review of interview outlines
	4. Assignment: conduct interview and transcribe notes for news feature
10. How to use interview to craft a news feature
	1. Ethical considerations
	2. In-class writing of First draft of Feature 2: News story about an individual
	3. Peer review of First draft of Feature 2: News story about an individual
	4. Assignment: submit First draft of Feature 2 with interview tape
11. How to conduct a person-on-the-street interview
	1. Practice peer interviews
	2. Peer analysis of interview questions, pace of interview, interview skills
12. Finals Week: Online portfolio submitted. Students submit five feature stories
	1. Feature 1: Students write a feature on the same event
	2. Feature 2: Students write about an individual as a poster child for a societal trend
	3. Feature 3: Students write about a wider trend and interview four sources
	4. Feature 4: Students write a follow-up story on the same trend using a different angle and interview different sources
	5. Feature 5: Students write a final feature story on a complex issue of their choice
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## D. Signatures

* Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to curriculum@ric.edu and a printed or electronic signature copy of this form to the current Chair of UCC. Check UCC website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary prposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Anthony Galvez | Chair of Communication |  |  |
| Earl Simson | Dean of FAS |  | Tab to add rows |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
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