I. General Information
   Course Number: JOUR 101
   Title: English for Media Writers
   Units: 1
   Prerequisites/Corequisites: None
   Course Classification: Skills
   Responsible Faculty: Judith Frutig
   Terms Offered: Letter grade only (A-F)
   Prepared by: Judith Frutig
   Date Prepared: Feb. 28, 2008

II. Catalog Description (New)
   Intensive review of grammar, word usage, spelling, and the principles of clear and concise writing for student writers who seek careers in the mass media.

III. Justification
   This class is a prerequisite for JOUR 120 and JOUR 311. A letter grade of “C” or better is needed to pass this course.

IV. Course Objectives and Measurable Outcomes
   The course is designed to expose students to the most common styles and grammar usage by print and broadcast journalists and public relations experts. In compliance with university policy, final grades will be based on at least three, and preferably four, demonstrations of competence.

   By the end of this course, students will be expected to:
   • Understand the proper use and punctuation of phrases, clauses, and sentences.
   • Recognize and fix problems with noun/pronoun disagreement
   • Recognize and fix problems with subject/verb agreement
   • Understand the proper uses of different verb tenses
   • Understand the proper use of modifiers
   • Understand the various uses of punctuation marks
   • Recognize and fix problems with conjunctions
   • Be familiar with misused words and phrases
   • Develop awareness of sexism, racism and other problems that language sometimes can convey inadvertently
   • Be familiar with the rules of spelling

V. Standard Course Outline
   This is an indication of the subjects to be covered over the course of three, stand-alone, five-week sessions. The sequence of topics may vary, depending on the instructor.

<table>
<thead>
<tr>
<th>WEEKS 1-5</th>
<th>TOPIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to Class; Diagnostic Pretest</td>
</tr>
<tr>
<td>Week 2</td>
<td>Parts of Speech &amp; Sentences; Sentences and Agreement</td>
</tr>
<tr>
<td>Week 3</td>
<td>Case, Punctuation &amp; Voice</td>
</tr>
<tr>
<td>Week 4</td>
<td>Spelling, Clarity, Conciseness, Coherence</td>
</tr>
</tbody>
</table>
VI. Methods of Instruction
A diagnostic pretest will be administered during the first week. The course materials draw from academic and practical readings and application. The main text will provide the framework for study and the accompanying exercise book will offer additional information of key concepts.

Classes will be a mixture of lectures, in-class lab activities and one-on-one instruction, so students will need to read the assigned chapters in advance of the day in which they will be presented.

Corresponding assignments will include frequent quizzes, test exercises and a final, comprehensive examination.

VII. Extent and Use of Technology
The extent and use of technology will depend on the individual instructor, but should include Beach Board, and the development of familiarity with Web resources specific to the course, and assignments that involve the evaluation of Web material on the subject.

To facilitate the use of technology, it is required that the course be scheduled in a computer lab equipped with Microsoft Office, Internet access and a large projection screen.

VIII. Text books
Following is a list of textbooks that are most likely to be used in this course. Instructors may assign one of these and/or include other texts.

Required books


Student Workbook for Kessler/McDonald's When Words Collide, seventh edition (2007)


ISBN: 9780917360510

Elements of Style, fourth edition, by William Strunk and E. B. White

Recommended Books

Webster's New World College Dictionary, fourth edition

Additional online resources

Practice quizzes and tests are available at the Kessler Web site at [http://www.wadsworth.com/Kessler](http://www.wadsworth.com/Kessler)

Another useful guide, with interactive quizzes and practice exercises, is available at the University of Oregon’s “The Tongue Untied,” at [http://grammar.uoregon.edu/](http://grammar.uoregon.edu/)

IX. Methods of Assessment

The course will include a diagnostic pretest, in-class lab exercises, homework assignments, weekly quizzes and a final, comprehensive examination.

Methods of assessment may include:

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab Exercises and Homework</td>
<td>30</td>
</tr>
<tr>
<td>Quizzes</td>
<td>30</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>10</td>
</tr>
</tbody>
</table>

Grades will be based on the total numbers of points obtained throughout the five-week session. Students receiving a score of 100-90% of the total possible points will receive an A; 89-80% will receive a B; 79-70% will receive a C; 69-60% will receive a D; 59% and lower will receive an F.

Journalism majors are required to earn a grade of C or higher in this course. A student who fails to pass the first five-week session.

X. Instructional Requirements

Instructors may determine their own politics with regard to plagiarism, withdrawal, absences, and adding the course, so long as the policies are consistent with university policies as laid out in the CSULB catalog. Syllabi must refer to the appropriate sections in the catalog, lay out the precise policies for the course on attendance requirements and plagiarism, and ask students to inform instructors promptly of the need for accommodations of disabilities. It is recommended that instructors include some explanation of how they assess attendance and class participation.

XI. Selected Bibliography


*Reporting for the Media, 8th edition,* by Fred Fedler, John R. Bender, Lucinda Davenport & Michael W. Drager (2005)
Random House Webster's Pocket Grammar, Usage, and Punctuation by Random House (2001)

Grammar and Usage Simplified by Dorothy Rubin (2005)


Write right!: A Desktop Digest of Punctuation, Grammar, and Style by Jan Venolia (2001)

On Writing Well by William Zinsser (2006)

XII. Additional Supplemental Material

Following is a sample syllabus that offers, as an example, a schedule of assignments drawn from the Kessler and McDonald textbook and student workbook:

<table>
<thead>
<tr>
<th>Weeks 1-5</th>
<th>Topic</th>
<th>Reading</th>
<th>Homework Exercises and Lab Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: Day 1</td>
<td>Introduction to Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 2</td>
<td>Diagnostic Pretest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 3</td>
<td>Parts of Speech</td>
<td>Chaps. 1-3</td>
<td>Ex. 2, 10</td>
</tr>
<tr>
<td>Week 2: Day 1</td>
<td>Parts of Speech</td>
<td>Chaps. 4</td>
<td>Ex. 3, 4</td>
</tr>
<tr>
<td>Day 2</td>
<td>Sentences</td>
<td>Chaps. 5</td>
<td>Ex. 5, 6, 7</td>
</tr>
<tr>
<td>Day 3</td>
<td>Sentences</td>
<td>Chaps. 5</td>
<td>Ex. 8, 9</td>
</tr>
<tr>
<td>Week 3: Day 1</td>
<td>Agreement</td>
<td>Chaps. 6</td>
<td>Ex. 12, 13, 14</td>
</tr>
<tr>
<td>Day 2</td>
<td>Case</td>
<td>Chaps. 7</td>
<td>Ex. 15, 16</td>
</tr>
<tr>
<td>Day 3</td>
<td>Punctuation and Voice</td>
<td>Chaps. 8</td>
<td>Ex. 17, 18</td>
</tr>
<tr>
<td>Week 4: Day 1</td>
<td>Spelling</td>
<td>Chaps. 9</td>
<td>Ex. 20, 21, 22</td>
</tr>
<tr>
<td>Day 2</td>
<td>Clarity, Conciseness, Coherence</td>
<td>Chaps. 10</td>
<td>Ex. 24, 25</td>
</tr>
<tr>
<td>Day 3</td>
<td>Style</td>
<td>Chaps. 11-12</td>
<td>Ex. 29, 30</td>
</tr>
<tr>
<td>Week 5: Day 1</td>
<td>Catch-up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 2</td>
<td>Exam Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 3</td>
<td>FINAL EXAMINATION</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
COURSE – NEW – LOWER DIVISION

JOUR 101. English for Media Writers (1)

Intensive review of grammar, word usage, spelling, and the principles of clear and concise writing for student writers who seek careers in the mass media.
Letter grade only (A-F). May be repeated in different semesters.
(1 hour skills.)
1 unit @ C4

Course Catalog Guidelines:
Line 1 – Catalog Title Line – Prefix; Course Number with period; Course Title; Units in parentheses
Line 2 – Short Title Line – Max 30 spaces or leave blank for Enrollment Services to provide Short Title
Line 3 – Prerequisite(s); and Corequisite(s):
Line 4 – Course Description – forty words maximum
Line 5 – Course Supplemental Information – Grading, Repetition, Fees, Multiple Offering (Double space between lines 5 and 6)
Line 6 – Classification – Units @ Classification
Line 7 – Articulation Statement

Example:
ART 243B. Advanced Wheel Throwing (3)
Advanced Wheel Throw
Prerequisites: ART 241B or consent of instructor.
Advanced studies in ceramic form employing the potter’s wheel.
Letter grade only (A-F). Course fee may be required.
(6 hours activity)
3 units @ C-7
Articulation wanted, transfer course may meet goals.

Please fill out the following information.

REPLACEMENT – Is this new course replacing an existing course in degree requirements?
No, new course NOT replacing existing course.
If "yes", which course will it replace? Prefix and Course Number:

GRADING – (Delete all but the appropriate information. If ‘Letter grade only (A-F)’ or ‘Credit/No Credit grading only’, include in supplemental information on Line 5.)
Letter grade only (A-F).

COURSE REPETITION – (Delete all but the appropriate information. If course “may be repeated,” fill in the blank to reflect appropriate units and include in supplemental information on Line 5.)
May be repeated to a maximum of ___1___ units in different semesters.

COURSE FEES - (Delete all but the appropriate information. If fee has been approved, include in supplemental information on Line 5. If initiating a new course fee, please attach the approved "Request to Establish a Course Fee" form.)
Not applicable.

MULTIPLE OFFERING (CROSS-LISTING) - (Delete all but the appropriate information. If cross-listed, include in supplemental information on Line 5. Notify other participating department of change. To request cross-listing, the same GE status must already be established.)
Not applicable.

UNIT/CATEGORY –
1 units at C or S C4 (1st shaded box: units, outlined square: C or S, 2nd shaded box: classification)
   and unit at C
   and unit at C
(If units or classification is changing, include the new classification on Line 6. If contact hours exceed units, include that information in supplemental information on Line 5 – ex. "Lecture 2 hours, Lab 4 hours")

ARTICULATION – (Delete all but the appropriate information. Include chosen articulation statement on Line 7. For a new articulation request or if review is required, staple a standard course outline to this form.)

No articulation, transfer course does not meet goals.

SPECIAL BEGIN DATE
SPECIAL END DATE
(DEFAULTS: July submissions effective following Spring – December submissions effective following Fall)

*****************************************************************************

Recommended: 

Chair / Director Date Associate Dean Date

FILENAME: JOURA101.CLA
Filename Format: Course Prefix (2-4 spaces) A (for NEW Course) Number (include suffix) . (a period)
College Abbreviation (3 or 4 spaces) - Example: ENGLA270A.CLA