

Journalism

Program Review

Portland Community College

April 2007

It is no longer enough to simply read and write. Students must also become literate in the understanding of visual images. Our children must learn how to spot a stereotype, isolate a social cliché and distinguish facts from propaganda, analysis from banter, important news from coverage.

Ernest Boyer
Former U.S. Commissioner of Education

I have advocated for 30 years that, in order to preserve our democracy and protect ourselves against demagogues, we should have courses in schools on how to watch TV, how to read newspapers, how to analyze a speech, how to understand the limitations of each medium and make a judgment as to the accuracy or the motives involved.

Walter Cronkite
Retired news anchor for CBS television network .

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"Critical thinking is at the heart of everything I teach. My goal is to develop savvy media consumers as well as skilled media professionals."

*Alan G. Stavitsky, Professor and Associate Dean
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Introduction

The Journalism program's current configuration began in the fall of 1998. Portland Community College (PCC) had offered one or two courses in media writing for many years. We discovered that the specific courses we offered did not transfer beyond electives to any institution within the Oregon University System (OUS). We believed PCC students were interested in taking courses in Journalism, but we wanted to offer courses that were not a waste of students' time. To make sure our perception of what students wanted matched theirs, we conducted a survey of English, writing and speech communication students. Once we determined that we were on the path that students preferred, we contacted the University of Oregon School of Journalism and Communication in hopes of articulating with its program.

We found that prospective Journalism majors at the U of O are required to complete four lower division courses to apply for admission into the program: J 201, Mass Media and Society; J 202, Information Gathering; J 203, Writing for the Media; and J 204, Visual Communication for the Media. We thought we might offer the courses if they would be accepted by the University of Oregon. We developed the courses using material provided by faculty within the UO School of Journalism and Communication. In 2001, we were ready to offer all four—we had already offered J 201 twice as a 299 course. In the fall of 2001, two part-time faculty in our program visited the School of Journalism and Communication in order to discuss J 202, Information Gathering, and J 203, Writing for the Media, as well as the Visual Communication course. Once we were comfortable with course contents, we began offering all four courses at the Sylvania campus.

The program has grown significantly since these beginnings (see Appendix A, Enrollment Figures). Enrollment increased from just over 100 in 2001-02, the first year we offered all four courses, to 180 during 2004-05. Enrollment dipped to 138 in 2005-06, when we converted Journalism courses to four credits, and it has been building back up since. Significantly, all this happened without advertising.

The only major change in our discipline's offerings since 2001 has been the deletion of J203, Writing for the Media, a course we struggled with in order to keep in compliance with U of O. The problem is a grammar prerequisite that PCC cannot fulfill at this time. We decided to withdraw J 203 as a course offered at PCC, and in its place created J 200, Introduction to Writing for the Media. We did this because we believe that students want the opportunity to learn the basics of media writing. This course does not transfer to any OUS institution except as an elective.

The Journalism program was initially designed to help students who were interested in transferring to the UO School of Journalism and Communication. As we began examining the demographics of the students who enrolled in our classes and what they needed from our courses, we broadened our focus beyond students who are interested in transferring to the University of Oregon. Five years after making our courses parallel to the UO School of Journalism and Communication and offering all four courses at least once during each of those five years, we have discovered that students with other academic goals are taking the courses to satisfy a multitude of needs. This has been proven true through our 2005 student survey (see Appendix B, Student Survey). Based on our experiences over the past five years and our review of the original student survey, we have broadened the Core Outcomes for our program:

Upon completion of the Journalism program students will be able to:

1. Apply for admission into the University of Oregon School of Journalism and Communication (after completing J 203 elsewhere);
2. Critically assess verbal and visual mass media;
3. Communicate clearly and concisely;
4. Build community through written and oral communication.

We have reviewed our program in terms of how these Core Program Outcomes are addressed by our curriculum and faculty.

I. Teaching methodologies

Evaluate the Curriculum Using National and Professional Guidelines

The Accrediting Council on Education in Journalism and Mass Communications, or ACEJMC, is the agency responsible for the evaluation of professional journalism and mass communication programs in colleges and universities. Portland Community College is not a member of the ACEJMC but when they are appropriate, we follow their standards for our journalism courses. Two overarching ACEJMC standards—Curriculum and Instruction, and Assessment of Learning Outcomes—are especially relevant to our program review, given the fact we offer only a few Journalism courses and do not have a specific transfer degree in Journalism.

Curriculum and Instruction

The [program] provides a curriculum and instruction that enable students to learn the knowledge, competencies and values the Council defines for preparing students to work in a diverse global and domestic society. (ACEJMC, page 2)

One of the indicators that we are meeting curriculum standards for the ACEJMC is that the “instruction is demanding and current; achievements in teaching and learning are recognized and valued.” This can be seen in all the courses we teach, but especially in J 200, Introduction to Writing for the Media, where students study the technology of journalism as well as issues of journalistic ethics, social and

governmental pressure in journalism, and using credible resources. In J 202, Information Gathering, students use all available resources in order to find, analyze, and evaluate information and sources (see Appendix C, Course Syllabi for Journalism).

We also meet the current standards in that our program “advocates and encourages opportunities for internship and other professional experiences outside the classroom and supervises and evaluates them when it awards academic credit...” While we do not believe students are prepared to work as professional journalists after they have completed our courses, we do suggest they augment their learning through internships and Service Learning experiences. Fortunately, there has been an increase in internship opportunities for Journalism and Communications throughout Portland, as stated by George Knox, PCC Coordinator of Student Employment and Cooperative Education. According to Ron Smith, Research Analyst for PCC Institutional Effectiveness, eight students who have taken Journalism over the past five years have participated in an internship with different media (with two more participating during the current year). Mr. Knox says of our students:

They were all very successful in their internships. One has stayed in contact with me. She transferred to U of O this term (Journalism major) and will be doing another internship this summer with CNN in Russia. She also was offered a part-time job with [television station] KATU, but didn't take it as she was transferring down to Eugene.

Former students also contact us to let us know of their successes. For example, one student is a reporter for *Willamette Week*, where two of his stories were featured on the cover. Another student became a staff writer for the now-defunct *Nervey Girl*, an online ‘zine.

Finally, as attested by our current and former students through a program survey, instruction is demanding and current. As can be seen in Table 1, over 95 percent of those students who replied to our 2005 survey responded within the “satisfied” range that the courses they took prepared them for transfer to a college or university.

Table 1: Range of satisfaction that PCC Journalism courses have prepared students for transfer.

	Frequency	Percent
Very Satisfied	26	40.00
Satisfied	22	33.85
Somewhat Satisfied	15	23.08
Dissatisfied	1	5.38
Very Dissatisfied	1	5.38
N=65		

Equally impressive, Table 2 shows that students found each individual course helpful in later endeavors, be they other coursework, in meeting transfer requirements, or attaining career goals.

Table 2: Range of satisfaction of Journalism courses in preparation for other coursework, jobs or careers.

J 200	Frequency	Percent
Very Satisfied	4	33.33
Satisfied	5	41.67
Somewhat Satisfied	1	8.33
Dissatisfied	2	16.67
Very Dissatisfied	0	0.00
N=12		

J 201	Frequency	Percent
Very Satisfied	3	12.50
Satisfied	13	54.17
Somewhat Satisfied	7	29.17
Dissatisfied	0	0.00
Very Dissatisfied	1	4.17
N=24		

J 202	Frequency	Percent
Very Satisfied	9	37.50
Satisfied	8	33.33
Somewhat Satisfied	2	8.33
Dissatisfied	4	16.67
Very Dissatisfied	1	4.17
N=25		

J 203	Frequency	Percent
Very Satisfied	6	30.00
Satisfied	9	45.00
Somewhat Satisfied	3	15.00
Dissatisfied	1	5.00
Very Dissatisfied	1	5.00
N=20		

J 204	Frequency	Percent
Very Satisfied	5	41.67
Satisfied	3	25.00
Somewhat Satisfied	2	16.67
Dissatisfied	2	16.67
Very Dissatisfied	0	0.00
N=12		

Further, students' perceptions in 2005 have been confirmed by their experiences at the University of Oregon. We consulted with Dr. Kathryn Campbell, Assistant Professor of Journalism at U of O and Coordinator of Undergraduate Studies for the School of Journalism and Communication. She identified approximately 60 students who have transferred from PCC and have been admitted into the School of Journalism and Communication. She has said:

Although we have not done a thorough study of the UO records of PCC transfer students, some preliminary data show that you have been doing a fine job in preparing students to succeed at the UO. A quick review of the available data indicates that PCC students are virtually indistinguishable from their peers; some do wonderfully well, others struggle a bit, a few opt out of the program, and one or two have been encouraged to find success elsewhere. With the data I have on hand, I can detect no real correlation between the number of units completed at PCC and SOJC success as measured by GPA at the UO. (Journalism review response, March, 2007)

Assessment of Learning Outcomes

The [program] regularly assesses student learning and uses results to improve curriculum and instruction. (ACEJMC, page 8)

As we examine our assessment practices, we have to address our outcomes. The standard says that we must “define the goals for learning that students must achieve....” This can be seen in all our course outcomes, addressed below as well as stated on the Course Content Outcome Guides (see Appendix D, CCOGs for Journalism Courses). As we update course outcomes, we continually adjust them to current areas of journalism.

We use a number of strategies to assess student learning—including both direct (written and oral exams, portfolios, writing assignments) and indirect methods (surveying former students, examining transferability to U of O Journalism). Regarding direct approaches, all methods have a place in the classroom; the instructor is free to select appropriate methods. For example, in J 201, Mass Media and Society, Werkman has students complete a group research project for the term, strengthening their critical thinking skills, honing their group communication and coordination skills, and using appropriate research methods. They are to present this information in the form of some sort of media—a newspaper or a music video or a newsletter or a movie or a magazine. Students also create an individual portfolio. Exams and quizzes are also a portion of their assessment.

As for indirect measures, we have contact at times with some of our former students—via email, telephone, or office visits. This is especially true for instructor Rick Seifert, as students seek advice or recommendations from a working journalist. In addition, the questionnaire used for this Program Review

has put us in contact with former students (see Appendix B, Student Survey). We believe contact with former students should be maintained, especially a systematic contact. This can help us remain aware of the needs of current students within our courses as well as continue our assessment of program success.

Course Learning Outcomes

J 200:

- Organize researched material into journalistic format.
- Understand the responsibility inherent in providing information to the public.
- Apply basic techniques of journalistic writing and formats.

J 201:

- Understand the unique characteristics of different media for the effect each has on culture and society.
- Recognize connections between journalistic freedoms and democracy in order to make choices.
- Critically and thoughtfully respond to both the explicit and implicit communication of media.

J 202:

- Determine the amount and types of information needed in order to effectively accomplish specific journalistic purposes.
- Access needed information effectively and efficiently, employing appropriate technology.
- Evaluate information and multiple information sources in order to present balanced and accurate information.
- Understand the ethical, economic, legal, and social issues surrounding the use of public information.

J 204:

- Critically and thoughtfully respond to both the explicit and implicit communication of media.
- Understand principles of editing, layout, and visual communication.
- Recognize and read visual images in different media to evaluate the effect they have on individual choices.
- Apply visual approaches to communication.
- Evaluate current and emerging technologies of visual media for their idiosyncrasies, strengths, weaknesses and limitations in order to make the best choice for a specific project or audience.

How Students Meet Outcomes

In general students are satisfied with course content and instructor abilities. As Table 3 shows, nearly 95% of students replying to the student survey indicated some level of satisfaction for range of subject matter in all Journalism courses.

Table 3: Rate of student satisfaction in range of subject matter.

Range of subject matter	Frequency	Percent
Very Satisfied	27	52.63
Satisfied	34	44.74
Somewhat Satisfied	11	14.47
Dissatisfied	2	2.63
Very Dissatisfied	2	2.63
N=76		

Over 97% reported some level of satisfaction with instructor abilities, as can be seen in Table 4.

Table 4: Rate of student satisfaction with instructional competence, faculty availability, and advising.

Competence of instruction	Frequency	Percent
Very Satisfied	44	57.89
Satisfied	25	32.89
Somewhat Satisfied	5	6.59
Dissatisfied	1	1.32
Very Dissatisfied	1	1.32
N=76		
Availability of instructors	Frequency	Percent
Very Satisfied	32	44.44
Satisfied	31	43.00
Somewhat Satisfied	7	9.72
Dissatisfied	1	1.39
Very Dissatisfied	1	1.39
N=72		
Advising by instructors	Frequency	Percent
Very Satisfied	35	46.05
Satisfied	26	34.21
Somewhat Satisfied	14	18.42
Dissatisfied	0	0.00
Very Dissatisfied	1	1.32
N=76		

While the numbers in these two Tables do not convey the student mastery of course outcomes, they do indicate the student perceptions of the competence of the courses and instructors in helping them reach course outcomes.

Anecdotally, students have reported the courses have been beneficial to them. Consider statements found on the survey regarding J 201, Mass Media and Society: “It was further reaching than just a journalism class.” “It helped me to view the media differently and to have an open mind about the media.” “[I was] able to gain a lot of knowledge, gained quite a few critical thinking skills.” These statements clearly suggest that J 201 is meeting or exceeding course outcomes.

Each course has its own set of anecdotes. For example, students in J 202, Information Gathering, stated: “It puts into practice the skills needed to produce a good piece of writing; it opened doors to approaching research,” and “It opened my eyes to the amount of research I need to do.” These statements demonstrate

success of two course outcomes: “Determine the amount and types of information needed in order to effectively accomplish specific journalistic purposes,” and “Evaluate information and multiple information sources in order to present balanced and accurate information.”

A student who took J 200, Introduction to Writing for the Media, stated: “It prodded me to expand my writing skills. The courses were treated more professionally, rather than being endless discussion, we actually had to go out and research and write.” This addresses the outcome “Apply basic techniques of journalistic writing and formats.”

J 204, Visual Communication for Media, had less anecdotal information than other courses, but the outcome “Critically and thoughtfully respond to both the explicit and implicit communication of media” was addressed suggestively with the comment: “Rick Siefert’s expertise in media literacy studies [was useful].”

Other indicators of our courses meeting outcomes are reports that students are applying to and are accepted into the University of Oregon School of Journalism and Communication. As stated previously, approximately 60 PCC students have transferred into the School of Journalism and are fit in among the other students who are working toward a Journalism degree. Professor Campbell stated in her review of this program study, “I think you have done a remarkable job in trying to match your program to ours to facilitate your students’ transfer plans.”

College Core Outcomes

Communication

Graduates of Portland Community College will/should be able to communicate effectively by determining the purpose of communication; analyzing audience and context to use appropriate language and modality; and by responding to feedback to achieve clarity, coherence, and effectiveness.

Media are means of communication. In all Journalism classes’ students are learning how to critically examine and use the media. Each of our courses focuses on basic components of communication. Our application courses, J 200, Introduction to Writing for the Media, and J 202, Information Gathering, have core outcomes that specifically address audience analysis, using appropriate language, and the ethics of mass communication. J 201, Mass Media and Society, and J 204, Visual Communication, examine mass communication and its effects on our choices—choices in relationships, in society, in community, and the marketplace—and the effectiveness of communication. The successful student is more critically aware of how media communicate messages, how we internalize the messages, and what are the consequences of this internalization. As we meet the college outcome for Communication, we are also meeting program outcome two: Critically access verbal and visual mass media.

Community and Environmental Responsibility

Graduates of Portland Community College will/should be able to demonstrate an understanding of the natural and physical world and the consequences of human activity globally and locally by applying scientific, social, cultural, and political perspectives and theories.

It has been said that communication defines community. In a very real sense, then, how we communicate and how we assess and respond to communication also shape community. The same can be said about communication's impact on the environment, whose fate relies on human understanding, knowledge, and action. Taking this a step further, if communication defines community, then media reflect and guide it. Media coverage of both community and the environment are addressed directly in J 201, Mass Media and Society, with the course outcome of "Analyze the effects of mass media on culture and society." It is also addressed indirectly in J 202, Information Gathering, with the course outcome "Understand the ethical, economic, legal, and social issues surrounding the use of public information." These courses also directly and indirectly address program outcome four: Build community through written and oral communication. As students learn how media affect community and their responsibility in connection to media and community, they are better able to nurture community.

Critical Thinking and Problem Solving

Graduates of Portland Community College will/should be able to think critically and solve problems by understanding and using various methods of reasoning.

All four courses deal with critical thinking and problem solving. In J 200, students are taught that clear writing results only from clear thinking. Each writing assignment deals with the problem of how to communicate clearly, accurately and effectively. J 201 and J 204 focus critical thinking skills on media themselves, on both their strengths and their weaknesses. The courses further explore ways in which media can be improved. J 202, Information Gathering, requires students to research a public policy question by examining it critically, by exploring and evaluating numerous sources and kinds of information, and by solving research problems encountered. Through our student survey, we learned that students say they have applied the skills of critical thinking and problem solving to other courses. Research skills gained from J 202 have been beneficial to students taking other courses that require research. These address our program outcome three: Communicate through research and writing within other course work and/or the media.

Cultural Awareness

Graduates of Portland Community College will/should be able to demonstrate an understanding of the varieties of human cultures and perspectives by engaging in appropriate forms of expression and action in a multicultural setting.

Media do not exist in a vacuum. What is presented, to whom it is presented, and how it is presented draws from society and reinforces our perception of culture. Students examine our own society through national media but also find differences and similarities in international media, independent media and alternative media. J 201 and J 204 focus on the audience of the media in terms of how the audience processes verbal and visual messages, while J 200 and J 202 focus on the application of the media to the audience.

Professional Competence

Graduates of Portland Community College will/should be able to demonstrate mastery in a discipline or profession at a level appropriate to program and transfer requirements through the application of concepts, skills, processes, and technology in the performance of authentic tasks that enhance community involvement and employability.

The program's courses are modeled after lower-division courses offered at the University of Oregon School of Journalism and Communication. They are designed to teach students to the level of competence required for admission into the School of Journalism and Communication. SAC members have worked in consultation with U O School of Journalism and Communication faculty to ensure that the university's standards are presented and maintained in our courses. This consultation is an ongoing process, although we need to improve our efforts to keep current with the university. Students who do not intend to matriculate at the university will have received a basic grounding in skills that can lead them toward what they need to learn in order to meet requirements for media employment.

Self-Reflection

Graduates of Portland Community College will/should be able to be self-appraising and ethically aware by applying the knowledge and skills they have learned.

As students reach core outcomes for specific classes and the Journalism program itself, they will be able to understand their own part in creating community: ethical, reflective, effective communication.

II. Instructional quality and academic standards

A. The program's success in contributing to the college mission

According to the college mission statement, PCC's mission is to "provide quality education in an atmosphere that encourages the full realization of each individual's potential." The Journalism SAC is committed to establishing and maintaining classes that are, as stated in the PCC Catalog, "...free of sexual, cultural, racial, and ethnic stereotyping." We believe this is necessary to facilitate free and equal exchange of ideas within the classroom, which is requisite for a knowledgeable generation.

In full, PCC's mission statement says:

Portland Community College provides education in an atmosphere that encourages the full realization of each individual's potential. The College offers students of all ages, races, cultures, economic levels, and previous educational experience opportunities for personal growth and attainment of their goals.

To achieve its mission, Portland Community College offers accessible and affordable education to the residents of its 1500 square mile district and to the residents of its service districts. As a public, comprehensive, post-secondary institution, this multi-campus college offers lower division college transfer programs, occupational and technical programs, basic skill education, and community education programs. Partnerships with business, industry, labor, educational institutions, and public sector agencies provide training opportunities for the local work forces and promote economic development. Through effective teaching and supportive student services, Portland Community College prepares students for success as individuals, members of a democratic society, and citizens of a rapidly changing world.

The Journalism curriculum contributes greatly to the College mission. Ethics and critical thinking are important aspects of achieving personal growth. All of our courses ask students to examine the ethics of presenting public information. For example, a core outcome for students taking J 202, Information Gathering, states: "Understand the ethical, economic, legal, and social issues surrounding the use of public information." Students enrolled in J 200, Introduction to Writing for the Media, are expected to "Understand the responsibility inherent in providing information to the public."

Students taking J 201, Mass Media and Society, examine all media in a critical manner in order to gain skills in media literacy. Media literacy training helps us evaluate where media end and we begin, allowing us to make better choices for ourselves. A core outcome for the course states that students will analyze the effect of mass media on culture and society. Students who take J 204, Visual Communication for Media, examine the effects of visual communication. An outcome that applies to both J 201 and J 204 is to "critically and thoughtfully respond to both the explicit and implicit communication of media." These types of analysis and critical thinking help students realize their own potential.

B. Instructor qualifications

Journalism instructor minimum degree requirements:

- Master's degree in Journalism, English, Rhetoric, Writing or Speech Communication/Mass Communication
- Instructors without one of the degrees listed above could be hired on the basis of professional competence, which requires a Bachelor's degree in Journalism plus two or more years of professional experience working as a journalist.

C. Professional Development

The Journalism faculty engage in a number of professional development activities, including attending and presenting at conferences, designing web-supported courses (web-based and traditionally based combined), pursuing additional graduate coursework, writing for publications, conducting intercampus communication workshops, and maintaining memberships in professional organizations.

These different professional development activities frequently change the way each of us presents information in our courses, bringing into the classroom fresh and stimulating ideas. For example, Larry Galizio is working toward his Ph.D. in Public Administration with a focus in media. He has participated in workshops at PCC on media and politics. He has also had first-hand experience working with media as a twice-elected representative in the Oregon House of Representatives.

Doris Werkman has attended conferences that focus on media, including the Alliance for a Media Literate America (AMLA) and the Intercultural Conference on International Media. She has participated in presentations and workshops at PCC and in the community that include mass media and media literacy. In addition, she has added a service-learning option to her J 201, Mass Media and Society, class, and she requires students to create some sort of medium in order to present their work.

Bob Pryor, whose dissertation (*Reading Ideology in Discourse: The Case of the Free Newspaper Industry in the United States*) focused on print media, has continued to write articles and scholarly papers on all aspects of media.

Rick Seifert, a former print journalist and editor, writes commentaries and articles for local papers, including the *Oregonian* and the *Southwest Community Connection* (which he founded). He continues to take courses such as Dreamweaver in order to keep current in media. Seifert is also a founding board member of the Northwest Media Literacy Center. He is now developing two community websites under city provided grants. He is also producing an Internet blog.

Beyond keeping current in the community and the discipline, our faculty has had a

great deal of experience in working in media and many have won awards and honors along the way. Seifert, a member of a Pulitzer Prize-winning team for its contributions to coverage of Mount St. Helens, has continued to earn academic, community, and writing awards (e.g., Hillsdale Neighbor of the Year 2004, Spirit of Portland Award to the SW Community Connection, Oregonian Editorial Page Fellowship). He has taught Journalism at PCC and at the University of Portland for nearly 20 years, participating with PCC's Dean of Visual and Performing Arts and Design, Steve Ward, in research at UP regarding journalistic writing mechanics.

Galizio has worked within media as an author and editor of a communication textbook. His experience also includes working within other areas of media—specifically radio, television, and advertising—as he campaigned to become State Representative.

Werkman won a Faculty Teaching Excellence Award at PCC. She is a contributor and facilitator for an online discussion forum and has been a weekly staff writer for an online 'zine. Previously she was host on a community television talk show, served as editor of the PSU Marketing Association newsletter, as a staff writer for PSU's *Vanguard* newspaper, and worked as ghostwriter for County Commissioner Gladys McCoy.

Pryor, new this year to PCC, was a founding partner at radio station WEFT-FM in Champaign, IL. He hosted a weekly two-hour radio program of news and features. His papers and presentations focus on many aspects of media: radio, television, and print media.

We also augment our knowledge by inviting experts from the field to speak in our classes. Some of those invited in the past include David Reinhart, associate editor for the *Oregonian*; Diana Schutz, Eisner Award-winning editor for *Dark Horse* publications; Mark Hass, Emmy-winning journalist for KATU news; Jim Mayer, reporter for the *Oregonian*; Rod Gramer, Executive News Director for KGW television, and Jane Rognlie, reference librarian at PCC.

D. Student Use of Library and Other Resources

Journalism students are encouraged to use the library, the Internet, and other outside-classroom information resources (such as service learning opportunities, interviewing, internships, personal observations) to supplement the instruction they receive in our courses. They are required to use this data to inform their carefully considered responses to issues discussed in class. This is reflected in all of our courses' CCOG Outcome Assessment Strategies.

Specifically:

J200, Introduction to Writing for the Media, students present source material in journalistic format. The course is taught in a computer-equipped classroom so that students are able to access the Internet as well as write in-class material. The course also has its own website, which facilitates communication and stimulates discussion.

J201, Mass Media and Society, students are required to analyze all forms of media. They are expected to critically examine such resources as a daily newspaper, mainstream and independent issues; radio, public and commercial; and television, broadcast, cable, and satellite; among other areas. For group research projects, students must use library and Internet sources to gain depth in subjects.

J202, Information Gathering, is a course on learning how to research. The Addendum to the Course Description states: “This course will examine planning and using search strategies, laws related to information gathering and use, efficient use of library sources with a special emphasis in reference materials and government documents, interviewing techniques, special aspects of corporate information gathering, the ways in which electronic information gathering is changing the world, how to evaluate evidence, and organizing a message from the raw materials of the information search.” Instructors rely on PCC Reference Librarians to help students find resources.

J 204, Visual Communication, has a core outcome that states, “Successful students will evaluate current and emerging technologies of visual media for their idiosyncrasies, strengths, weaknesses and limitations.” Students must use different resources in order to achieve this goal. Students also use images from the Internet in preparing projects, and some students use digital camera equipment from media services at the library.

Other Resources: Journalism Focus Award

In order to help student retention and to utilize other resources at PCC, including instructors in other disciplines, we created a Journalism Focus Award. The program award is not a formal, transcribed certificate, but students are able to earn a Journalism Focus Award in combination with a certificate or degree. The award is granted to students who have completed a set number of Journalism courses plus related liberal arts courses. Our belief is that having a well-rounded liberal arts background helps produce a knowledgeable journalist. Areas of study such as Art, Sociology, Speech Communication, Philosophy, or English give the student the beginnings of a broad educational background with which to interpret and report events (see Appendix E, Journalism Focus Award). Prior to the conversion to four credit courses, the award had gone through mostly minor changes but in 2006, a more serious revision occurred.

In the four years we have offered the award, 17 students have earned it. We do not

know how many of these students moved on to work toward a degree in Journalism. As this is not a formal, transcribed certificate, students can be presented their award as soon as they successfully complete their courses. Some students have received them during their final Journalism course in an informal ceremony. The recognition encourages more students to work toward the award.

Students confer with faculty about their progress toward meeting award criteria at any time in their tenure at PCC. The majority of students request an evaluation when they are in their final term of completion of this award. Most students who request an evaluation are highly successful in completing the award. Over the past five years, only three students who have requested an evaluation have not successfully completed all criteria for the award.

Advertising for the award comes through word of mouth from Journalism instructors as well as through college advising. As this is not a formal certificate or degree, we have decided not to promote it as something useful to a student's academic goal of earning an advanced degree. Confusion sometimes comes from students reading through the college catalog or from advisors. Some students ask if this prepares them to work as a journalist. It does in that it lays the foundation for further work in journalism, but it will not yet prepare them for a career in the field. Occasionally an adviser will request more information regarding the award for a student who is returning to school because of a disability, wanting to know if this program will allow the student to be trained for a new profession. These questions and assumptions suggest that we need to use clearer language in the catalog and when discussing the award.

III. Changing Needs of Students and the Community

Student Demographics

Students who take Journalism courses come from all walks of life and are interested in majoring in a wide assortment of subjects. The majority of students who responded to our survey indicated they were interested in studying Journalism, with Writing, Business, and earning a general transfer degree following a distant second. At the same time, the majority of these same students indicated they were transferring to Portland State University, which no longer offers a major in Journalism.

The reasons for taking Journalism courses at PCC were varied. Most students wrote a general "To learn more about Journalism." We interpret this as students wanting to pursue the subject of Journalism, but also being interested in learning how to write for the media or to gain a general understanding of media. According to student responses shown in Table 5, a substantial number of students took courses because of a general interest in the subject—nearly as many as who wanted to major in

Journalism.

Table 5: Reasons for taking Journalism courses.

	Frequency	Percent
Gen Ed Requirement	8	10.26
It sounded interesting	27	34.62
Major in Journalism	30	38.46
Other	13	16.67
N=78		

Student Feedback

Overall student feedback of all courses we offer has been positive. As noted earlier in this review, we are meeting and often exceeding student expectations in range of subject matter and competence of instructors. The students have engaged in a subject that excites them, and they cite many areas into which they want our Journalism curriculum to expand. We recognize that many of these course/subject suggestions are not appropriate for a lower-division college; the suggestions can be interpreted that student are well satisfied with the subject, our teaching abilities, and the instructors in general.

Dissatisfaction is less about instruction and more about frequency of course offerings. Feedback shows that night students are unhappy that they are not able to complete the sequences of courses because we offer only J 201, Mass Media and Society, at night. Students are unhappy that Journalism courses are not offered on campuses other than Sylvania, and students are also unhappy that we offer J 200, Introduction to Writing for the Media, J 202, Information Gathering, and J 204, Visual Communication for Media, only once a year—usually on the same schedule year after year—which limits student access.

Another area that has been difficult for students is transferability of our Journalism courses to the University of Oregon. Through Spring 2006, all courses except J 201, Mass Media and Society, were posted for PCC and U of O transfer evaluations as being accepted as an elective only. Students were discouraged from taking courses, both from PCC advisors and from U of O advisors, because of the belief that the student would have to retake J 202 and J 204 at the University before they could apply to the School of Journalism and Communication. This information was technically correct but the actual application was different. According to Al Stavinsky, Professor and Associate Dean at the University of Oregon School of Journalism, and Director of Turnbull Portland Center:

Under our accrediting guidelines, the only class we can formally accept as a direct transfer was J201. The others we accepted, from PCC and elsewhere, on a case-by-case basis....

...given the state's push for articulation, our accrediting body has said we can accept additional courses if we have a formal policy in place.... To get us started toward a policy, we entered a one-year trial articulation agreement with Mt Hood, under which we are accepting 202 and 204....

As part of this, we are drafting guidelines under which we will accept community-college courses for direct transfer... (e-mail, January, 2005)

In Summer 2006 advising changed and all our courses with the exception of J 200, Introduction to Writing for the Media, now transfer as direct matches. Students no longer have to meet with an advisor or faculty of the School of Journalism and Communication to have PCC's courses accepted. This formal articulation, in place until Fall 2008, is between Mt. Hood Community College and the University, but PCC has been included in the agreement because of our continuing close ties to the University. The University does not want to engage in a formal articulation with PCC specifically at this time, but has agreed to continue to include us in their agreement with Mt. Hood.

This agreement, as with all aspects of transfer issues with universities, is subject to change. We try to stay in regular contact with the School of Journalism and Communication, as their own program needs change. At the time of this writing, the School is considering curriculum changes that could affect our mission. According to Professor Campbell:

As our curriculum revision efforts continue, we will want to make sure that we can build on this record of successful student transfers. As you have correctly noted in your report, we are considering a substantial reconfiguration of our pre-major courses. These courses, J201-02-03-04, may be dropped, combined, and/or realigned to move their content into the major course sequences. (Journalism review response, March, 2007)

Another area that has improved transferability is an agreement with Portland State University's Department of Communication Studies. The Communication Studies Department now accepts J 201, Mass Media and Society, in lieu of their course SP 212, Mass Communication & Society. This is useful to our students because the majority of them transfer to PSU when they leave PCC.

Operational Issues

A classroom for Journalism courses must include a power podium with Internet access. This is necessary in order to bring different media to students. For example, when examining the history of television in J 201, Mass Media and Society, the instructor needs access to resources in order to discuss television. We need to view old programs, new public-access programs, and other Internet programming and websites. Advertising images need to be presented through the Internet in order to demonstrate television and web-based graphics. Otherwise we have a difficult time moving beyond print media. Students in J 204, Visual Communication for Media, must be able to see graphics both online and off, as well as data presented on websites. Students in J 202, Information Gathering, need immediate access to research via the Internet.

Beyond Internet access, students in J 200, Introduction to Writing for the Media, need individual student computer access in order to write news stories. Students need to be able to research onsite (internet access) and write onsite (individual computer access) to get the full benefit of the course.

Students are generally satisfied with the facilities and equipment for the courses they have taken as shown in Table 6. However, faculty are not always as satisfied. For

Table 6: Level of student satisfaction of facilities and classroom equipment.

Facilities	Frequency	Percent
Very Satisfied	26	34.21
Satisfied	33	43.42
Somewhat Satisfied	15	19.74
Dissatisfied	1	1.32
Very Dissatisfied	1	1.32
N=76		

Equipment quality/availability	Frequency	Percent
Very Satisfied	24	32.88
Satisfied	31	42.47
Somewhat Satisfied	17	23.29
Dissatisfied	0	0.00
Very Dissatisfied	1	1.37
N=73		

example, we often use SY CT 110 as a Journalism classroom; the power podium in

the room frequently does not work. The problem is not simply the loss of Internet access, although this is one of the problems. Other problems include the aging equipment does not always show movies on DVD or at times the audio is faulty. These can be both intermittent and chronic problems. As we do not know if the equipment will work from one class session to the next, we need to handle the equipment stress as well as the possible need for a spur-of-the-moment change to the day's lesson plan.

One way to improve this would be to maintain the equipment more frequently and to upgrade the technology on a rotating schedule. This is a responsibility of the Audio Visual Department, not of Journalism.

IV. Program Improvements

Overall, our program is working well at this time. Students are satisfied with the level and degree of subject matter, satisfied with instructors' abilities and resources. We are meeting difference levels of outcomes: course outcomes, program outcomes, and the college's. It is an ongoing process maintaining quality. We have identified a number of areas where we can and must improve:

Communication:

We need to improve our communication between other colleges and universities within the OUS, especially communication with Mt. Hood Community College and with the University of Oregon School of Journalism and Communication.

Community colleges are struggling with many issues surrounding journalism. Helping one another can only improve our programs. Secondly, communication with U of O is imperative. One outcome for our program is to aid students in applying for admittance into the School of Journalism and Communication. We must be in regular contact and keep current in the School's needs. As the university's faculty rework their curriculum, we need to adjust to these changes

We need to improve our communication with Advising at PCC and with students regarding our Journalism Focus Award. The description of this focus award must be more clear so that advisors and potential students do not believe this will earn them a Professional/Technical degree.

We need to remain in better contact with our former students. While we were aware that some PCC students transfer to the University of Oregon, we were surprised that as many as 60 had been accepted into the School of Journalism and Communication. More periodic contact with former students will help us to find what we are doing well and what we need to do to improve.

B. Course Offerings:

Students had ideas for improving our program. One area where students were highly dissatisfied was in the times of course offerings, especially in evening sections. More than 35% of students who responded to the open-ended question of “In what ways can we improve the Journalism program?” replied a variation of “add more classes,” “offer more sections,” and “improve the availability of courses.” Students were not interested in taking Saturday or weekend courses in Journalism, but were greatly interested in taking a broader selection of journalism courses at night. We need to consider offering courses beyond J 201 in the evening.

C. Strengthen Connection to Practical Writing:

Students want to put their writing to work. Seventeen percent of responding students were interested in Service Learning experiences, more internships, and/or a closer connection between classes and community. This area included having more hands-on activities and more practical writing experiences. We are examining this, searching for places to connect our students with community. The lack of a student newspaper makes efforts in this area all the more crucial.

Collaboration with Other PCC Resources:

We need to explore collaboration with other media areas. PCC has a MultiMedia program, a Television Production program, and a Graphic Design program. All of these have a connection with our program; we could be very useful for one another either through guest lecturing, cross-listing courses, and/or creating dual projects. This needs to be better explored.

Students are glad we have created J 200, Introduction to Writing for the Media, but want more writing experiences and classes. A full 23% of responding students have asked for more writing or specific types of writing, such as magazines, desktop publishing, online publications, and feature writing. While these are not courses appropriate for a lower-division transfer college, we need to find ways to offer more writing experiences. According to Dr. Campbell, the writing experience “gives PCC transfer students an edge” when they arrive at the UO School of Journalism and Communication.

E. A Student Voice: A Student Newspaper:

PCC is missing a practical part of journalism: a student newspaper. Beyond serving the desire for students to have a voice, a student paper allows students to put their writing into practice. We are not advocating that the Journalism program oversee this paper—some of us would never agree philosophically to this solution based on the issue of free speech. We are suggesting it be financed through student funds, including a paid adviser for the students.

Journalism instructors at Mt. Hood Community College use their student paper, *The Advocate*, as a laboratory for journalism students. Not all students who take journalism courses work on the newspaper, but J 216, Reporting I, is the prerequisite for working on the paper. UO Professor Kathryn Campbell recently told us that

students who transfer from MHCC stand out because they are so well prepared. They are more experienced in writing. Bob Watkins, Chair of Journalism at MHCC, believes this is because of the exposure to the real world of journalism afforded by the campus newspaper.

V. Future Directions:

A recent discussion with Professor Kathryn Campbell has shown that major changes in curriculum requirements are being discussed with the school's faculty. The discussion is to move three of the four lower-division journalism courses out of pre-entry into the School of Journalism and Communication and have them become requirements for first-year students who have been accepted into the program. What this means is that our J 202 and J 204 would not be accepted as direct transfers. Dr. Campbell noted:

Although articulation is a fine and worthy goal, it seems to me that it shouldn't drive your entire program. There may be other ways for us to complement each other's efforts for the benefit of our students. (Journalism review response, March, 2007)

We have also recently found that how we teach J 202, Information Gathering, is no longer in alignment with how the U of O offers J 202. These now seem to be completely different courses. J 202 has apparently evolved over the past five years and we have not kept ourselves current. If we cannot make the courses articulate, we will need to inactivate our J 202. Dr. Campbell concurs. She wrote:

Consider dropping J202 Information Gathering, for the following reason: We are not certain whether J202 will survive as a stand-alone course. If it does, it will survive in its present form, and I'm uncertain whether PCC has the resources to teach it at the level we expect. (Journalism review response, March 2007)

If our students cannot transfer J 202 and J 204 to the U of O, we would also need to evaluate our Journalism Focus Award. We believe it would not be a strong enough award with only two journalism courses offered. This would be a loss, even though only a few students have completed our award, for it has been a useful marketing tool.

These are all aspects that we must examine. As this is written, there has been no decision from the University of Oregon. Nonetheless, we must have contingent paths to travel as we move into the next configuration of curriculum. We are at the stage of discussing the larger goals if changes need to be made. We believe if we lose transferability to the University of Oregon School of Journalism and Communication, we would need to drop the Journalism program. If that happens, what should we be doing? We know that students find the courses useful in other academic areas and that they find the subject interesting. We could eliminate the Journalism Focus Award and create a Media Studies Focus, which would include J 200, Introduction to Writing for the Media, and J 201, Mass Media and Society, and

perhaps a media literacy course. We might attempt to collaborate with Philosophy, Sociology, and Psychology to create a Media Studies award or focus. We could work more with the university in order to create courses that can transfer to prepare students for the Journalism school. Or we might drop journalism courses completely from the curriculum.

Dr. Campbell had some interesting ideas in how PCC and UO might collaborate in the future. As an example, Dr. Campbell suggested we consider building an identity for our program around opportunities for non-traditional and minority students. She said:

With our new Turnbull Center in Portland, we could certainly find ways to collaborate on weekend workshops or other innovative programs that would encourage all of your students to consider continuing their studies with us.

(Journalism review response, March 2007)

Conclusion:

We have offered a full range of lower division journalism courses for the past five years. They have been successful in students' perceptions of their own expectations, instructor abilities, and in content offerings. People take our journalism courses for a number of reasons, only one being in order to transfer to the School of Journalism and Communication at the University of Oregon. Other reasons are because they are interested in the subject, that they want to learn how to research better, and they want to learn to write in a journalistic manner. Our last three program outcomes address these goals broadly and we feel we have been successful in achieving these outcomes.

We have attempted to stay in alignment with the University of Oregon School of Journalism and Communication, but we have not been entirely successful in maintaining this connection. Further, the university faculty is in the process of changing curriculum as well as possibly entrance requirements to the School of Journalism and Communication. Even though these decisions have not been made at this point, we have begun to discuss the changes and how we might proceed with our own journalism course offerings and program. Dr. Campbell said:

I sincerely hope you will continue to offer your journalism courses. I believe PCC is filling a critical need for journalism education for every citizen and that we can work together in the future to ensure specifically that your students know of the opportunities at the University of Oregon—and continue to be well prepared to take advantage of them. (Journalism review response, March 2007)

March 30, 2007

Doris Werkman
Chair, Performing Arts
Portland Community College, Sylvania Campus
P. O. Box 19000
Portland, OR 97280

Dear Professor Werkman,

Thank you so much for the opportunity to read and comment on the Journalism Program Review for Portland Community College. You have collected and synthesized a wealth of material in a clear report that candidly assesses the strengths and weaknesses of the program, so please accept my congratulations on your achievement!

Let me note, first, that the strengths of your program far outweigh any weaknesses! And, I need to follow that comment as quickly as possible with another: Any perceived weaknesses, I believe, can be laid squarely at the feet of the complicated relationship between PCC and the four-year programs for which you are trying to prepare some of your students. After reading your report and contemplating the curricular uncertainties not only of our program here at the School of Journalism and Communication but also the systemwide issues we all face, I would like to offer some thoughts about how we can best continue our partnership as we educate and prepare our students to become successful journalism professionals.

To begin, let me comment briefly on your report. The background and history of PCC's program and its goals are well articulated; the slight change in focus from 1998 to the current terms makes perfect sense. The program's growth over the past six years shows clearly that you are meeting students' needs and filling a crucial need in the college's curriculum. Using ACEJMC standards against which to measure your program sets the bar quite high, and to do so voluntarily speaks well of your commitment to providing your students a rigorous course of study.

We all struggle with assessment of learning outcomes, and I found your methods and clear explication of specific course assessment tools quite helpful. I might note that you are far ahead of us in requiring portfolios (as part of your J 201 course), as we are just now considering how we might use e-portfolios to assess student learning. Your survey to assess student perceptions of their experience adds an important perspective; having attempted such surveys myself, I know collecting that data was not easy. I am pleased to

see the strong emphasis on the Journalism program's contribution to PCC's mission of cultural equality and exploration, and I will return to that in my recommendations. Your faculty's emphasis on helping students to develop research skills is also greatly appreciated.

Given the excellent summary you have provided, and with the details you have included that give the report its depth and meaning, I would like to offer some thoughts for your consideration. First, a (lengthy!) caveat: Although I was recently appointed as Coordinator of Undergraduate Studies for the School of Journalism and Communication, my comments certainly should not be construed as formal expressions of UO or SOJC policy. I am drawing on my experience in this position, of course, but also on accumulated knowledge as a primary instructor of J202; as an adviser to many upper-division transfer students, especially non-traditional students; as the creator of our capstone newspaper project, Mosaic; as former chair and current member of the SOJC's standing committee on diversity; as chair of the Undergraduate Affairs Committee; and finally, as an ad hoc member of the Curricular Revision Committee.

I think you have done a remarkable job in trying to match your program to ours to facilitate your students' transfer plans. You note that perhaps you could have stayed in a bit closer touch with us regarding the content of our core courses; but truthfully, we should have been much more proactive in keeping you abreast of the changes in the courses. I assure you that we will do so in the future! If Rick Seifert hadn't contacted us for an update on J202, I'm not sure how, or if, this conversation would have been reopened, so I am most grateful to you both for meeting with me last month at the Turnbull Center. I don't envy you the task of trying to keep your courses on parallel paths to the UO courses that are shifting under your feet!

At the same time, I note that a distinct minority of your students appear to take your journalism courses with the intention of transferring to the UO. Although articulation is a fine and worthy goal, it seems to me that it shouldn't drive your entire program. There may be other ways for us to complement each other's efforts for the benefit of our students.

You are correct in your assessment of the state of the SOJC curriculum: It is most definitely in flux at the moment. I can't tell you with any certainty what the current curricular revision process will produce, and I suspect we won't have it pinned down for several more months. Even after we begin to implement potential changes, I'm sure we will have several years of experimentation and refinement ahead of us. With that said, however, I want to emphasize that I see an absolute commitment among my colleagues to assuring that our program, whatever form it takes in the next iteration, is not only accessible but also attractive to transfer students from Oregon's community colleges.

Although we have not done a thorough study of the UO records of PCC transfer students, some preliminary data show that you have been doing a fine job preparing students to succeed at the UO. A quick review of the available data indicates that PCC students are virtually indistinguishable from their peers; some do wonderfully well, others struggle a

bit, a few opt out of the program, and one or two have been encouraged to find success elsewhere. With the data I have on hand, I can detect no real correlation between the number of units completed at PCC and SOJC success as measured by GPA at the UO. (It does appear, however, that PCC students have a difficult time with our J101 Grammar for Journalists, a course that may not be with us much longer.) I have included two Excel spreadsheets for your review: The first tries to correlate PCC units completed with UO GPAs and includes a line chart; the second lists the specific SOJC courses taken by PCC transfer students and the grades they earned. I did not pull this data myself, so again, it should be understood as indicative of the overall picture rather than a verified and closely researched data set.

As our curriculum revision efforts continue, we will want to make sure that we can build on this record of successful student transfers. As you have correctly noted in your report, we are considering a substantial reconfiguration of our pre-major courses. These courses, J201-02-03-04, may be dropped, combined, and/or realigned to move their content into the major course sequences. We are also considering a plan that would admit students to the major in the fall only so that we can offer a coherent multi-term program. These are the goals as we are currently considering curricular revision: Get students into “hands-on” coursework as quickly as possible; make the academic connections among courses explicit, both within the School and outside of it; ensure that each student has the opportunity to explore a diverse set of cultural experiences, professional opportunities and academic challenges; and provide ample opportunity for students to think critically and carefully about the roles they expect to fulfill as journalism professionals.

If the curricular revision does, in fact, move all or several of our current pre-major core courses into the major itself, we will make sure that we have a process in place that will allow transfer students to join their peers as seamlessly as possible. For example, we are considering packaging the new pre-major courses as an eight-week summer option for transfer students, which would allow them to move immediately into sequenced major courses in the fall.

Given the uncertainties of our current curricular revision process, and given that PCC’s mission extends far beyond preparing students for transfer to our program, I offer the following ideas for your consideration:

• Strongly consider replacing your Journalism Program Award certificate with a Media Studies certificate for the following reasons:

1. As you have noted, the current certificate is not a professional certification, although its name indicates that it could be.
2. A Media Studies certificate could allow you to package a collection of related courses that focuses on the relationship of media to society. This would allow you to prepare potential UO transfer students for the kind of integrative learning they will encounter at the SOJC. Even more important, however, such a program would engage students in an ongoing education in media literacy.
3. A Media Studies certificate might attract a more diverse group of students, especially including those interested in the cultural impact of mass media. Your

location in the Portland metropolitan area gives you opportunities to develop a diverse student body that we in Eugene struggle to find. We would be happy to work with you to make sure your students learn about our program as well.

4. A Media Studies certificate might attract more students interested in public relations and advertising, which are the two largest of the SOJC majors.

5. A Media Studies certificate might allow us to fast-track students who have earned it, getting them into our major courses early.

- **Consider dropping J202 Information Gathering**, for the following reason:

We are not certain whether J202 will survive as a stand-alone course. If it does, it will survive in its present form, and I'm uncertain whether PCC has the resources to teach it at the level we expect.

- **Consider adding a newspaper production course**, for the following reasons:

1. One of our goals is to get students involved in professional work as soon as possible. With a pool of potential instructors in the professional community in Portland close at hand, a newspaper production course (such as our Mosaic course) could be quite successful and give PCC transfer students an edge when they arrive at the UO to pursue staff positions at campus publications, internships, and other special opportunities where experience counts.

2. Given the absence of a daily or weekly campus newspaper at PCC, a once-a-term newspaper could give students an exceptional learning experience under the guidance of a faculty member.

3. A faculty-led "theme" newspaper issue could provide a forum for tackling topical, engaging and challenging issues for the PCC campus community. For example, the 2005 issue of Mosaic looked at diversity in campus newsrooms throughout the Pacific Northwest, and the 2006 issue reported on the promise of socioeconomic mobility through education; the 2007 issue will look at sustainability and the environment. This kind of publication is well-regarded by AEJMC, which offers an annual Newspaper Division Newspaper Project Award for the best such newspapers in the nation. (I am naturally quite proud that Mosaic's 2005 edition took first place!)

4. A lab-based newspaper project offers opportunities for students to sell and produce advertising, to create online audio and video components, and perhaps even to convene the campus community to carry on the conversation that the journalists begin.

- **Consider building an identity for your program around opportunities for non-traditional and minority students** for the following reason: A vibrant partnership between PCC and the UO in this area could benefit us both, as well as our respective student bodies. With our new Turnbull Center in Portland, we could certainly find ways to collaborate on weekend workshops or other innovative programs that would encourage all of your students to consider continuing their studies with us.

I sincerely hope you will continue to offer your journalism courses. I believe PCC is filling a critical need for journalism education for every citizen and that we can work together in the future to ensure specifically that your students know of the opportunities

at the University of Oregon—and continue to be well prepared to take advantage of them.

Again, my sincere thanks for the opportunity to learn about your program in such depth. I would be happy to continue this conversation at any time, and I hope you will call on me to do so.

Warmest regards,

Kathryn B. Campbell, Ph.D.
Coordinator of Undergraduate Studies
Assistant Professor of Journalism

Appendix A

Enrollment Figures for Journalism Spring 2000 through Winter 2007

Academic Year	Fall	Winter	Spring
1999-2000			J 299: 26 students
2000-01			J 299: 21 students
2001-02	J 201: 26 students	J 202: 24 students *J 203: 16 students	J 201: 21 students *J 203: 14 students J 204: 7 students
2002-03	J 201: 48 students (two sections)	J 202: 27 students *J 203: 17 students	J 201: 26 students *J 203: 15 students J 204: 24 students
2003-04	J 201: 26 students	J 201: 45 students (two sections) J 202: 21 students *J 203: 18 students	J 201: 28 students *J 203: 21 students J 204: 24 students
2004-05	J 201: 43 students (two sections)	**J 200: 14 students J 201: 39 students (two sections) J 202: 24 students	**J 200: 14 students J 201: 20 students J 204: 26 students
***2005-06	J 201: 43 students (two sections)	**J 200: 13 students J 201: 18 students J 202: 19 students	J 201: 21 students J 204: 24 students
2006-07	J 201: 43 students (two sections)	**J 200: 17 students J 201: 25 students J 202: 18 students	

*J 203 has class limit of 18 students.

**J 200 has a class limit of 18 students.

***Converted to four credits.

Appendix B

Student Survey

February 4, 2005

Dear former Journalism student:

We need your help—and we are not asking for money! You are the only ones who can provide us in the Journalism program at Portland Community College with the vital feedback we need.

We would like to know how effective we have been in teaching the concepts and theory of Journalism. We are sending this survey so you can tell us. Please fill it out and return it to us as soon as possible in the enclosed self-addressed stamped envelope. Your input will help us strengthen future courses we offer to students.

Please note that we do not ask for your name on either the survey or the return envelope. Only group results will be used for reporting purposes. Your comments in response to the open-ended questions may be used in reports that go to administrators and departments, but will not identify you by name since all surveys are anonymous.

Please take a few minutes to fill out the survey and get it back to us. If you have any questions, contact me at my office at PCC at 503-977-4854

Thank you,

Doris Werkman
Chair, Performing Arts
Instructor, Speech Communication & Journalism

**Portland Community College
Survey of Journalism Students**

Please answer the following questions by checking the answer that is correct for you or by writing in the space provided. Your feedback is very important to us, and will remain confidential and anonymous.

1. What is your primary reason for attending PCC?
(please check only one answer)
- Upgrade skills to keep current job or get a better one
 - Take classes that would transfer to a 4-year college
 - Take classes for personal interest
 - Prepare for a new career
 - Other (please specify)_____
2. What is your major field of study at PCC?

3. Why did you take Journalism course(s) at PCC?
- It fulfills a general education requirement
 - It sounded interesting
 - I am planning to major or minor in Journalism at a 4-year college or university
 - Other reason (please specify)_____
4. Which Journalism courses have you taken at PCC? How satisfied are you, in terms of how well each of the courses prepared you for other coursework, jobs or careers? Please use the following scale when responding:
- | | |
|------------------------|-----------------------|
| 5 = Very Satisfied | 2 = Dissatisfied |
| 4 = Satisfied | 1 = Very Dissatisfied |
| 3 = Somewhat Satisfied | |
- | | | | | | |
|---|---|---|---|---|---|
| J 200-Introduction to Writing for the Media | 5 | 4 | 3 | 2 | 1 |
| J 201-Mass Media and Society | 5 | 4 | 3 | 2 | 1 |
| J 202-Information Gathering | 5 | 4 | 3 | 2 | 1 |
| J 203-Writing for the Media | 5 | 4 | 3 | 2 | 1 |
| J 204-Visual Communication | 5 | 4 | 3 | 2 | 1 |
- 5a. If you have left PCC, have you attended or do you plan to attend another educational institution? If so, name of school_____
- 5b. How satisfied are you that the Journalism courses you took at PCC prepared you for transfer?

Very Satisfied Satisfied Somewhat Satisfied Dissatisfied Very Dissatisfied

6. What were your goals upon entering the Journalism course(s) you took?

7. Did your goals for the class change as you learned more about the subject matter?

___ Yes ___ No If yes, explain:

8. Which Journalism courses were most beneficial to you? Why?

9. Journalism classes are offered at various times. How likely are you, or how likely would you have been, to take a Journalism course if it were offered as:

An evening class

- ___ Very likely
- ___ Likely
- ___ Somewhat Likely
- ___ Unlikely
- ___ Very unlikely

A Saturday class

- ___ Very likely
- ___ Likely
- ___ Somewhat Likely
- ___ Unlikely
- ___ Very unlikely

10. If we expand our Evening and Saturday offerings, please check the additional courses you would be interested in taking. Circle the time you would be most likely to take it.

J 200-Intro. to Writing for the Media	Evenings	Saturdays
J 201-Mass Media and Society	Evenings	Saturdays
J 202-Information Gathering	Evenings	Saturdays
J 204-Visual communication	Evenings	Saturdays

(J 203, Writing for the Media, is no longer being offered at PCC)

11. Of the topics studied in your Journalism course(s), are there any that you feel need to be explored in greater depth by offering a specific course? Please list topics desired for further study:

12. Please rate your level of satisfaction regarding the quality of your PCC Journalism course(s) experience in the following areas. Use the following scale and circle the appropriate number for each area.

5 = Very Satisfied
 4 = Satisfied
 3 = Somewhat Satisfied

2 = Dissatisfied
 1 = Very Dissatisfied

Availability of classes when needed	5	4	3	2	1
Range of subject matter	5	4	3	2	1
Class size	5	4	3	2	1
Competence of instruction	5	4	3	2	1
Availability of instructors outside class	5	4	3	2	1
Facilities	5	4	3	2	1
Equipment quality/availability	5	4	3	2	1
Advising by instructors	5	4	3	2	1

If you marked any of the above areas in the dissatisfied area, please indicate below how it could be improved.

13. Do you plan to take another Journalism course at PCC?

- Yes
- No
- Not sure, but probably not
- Not sure, but would like to

14. In what ways can we improve the Journalism program?

Appendix C

Course Syllabi for Journalism

Journalism 200
Introduction to Writing for the Media
Winter 2007

TTh 9:00 a.m. to 10:50 a.m.
ST 205

Instructor: Rick Seifert
e-mail: rick.seifert@pcc.edu
On-line course home page on MyPCC

Reading

Required:

“Reporting for the Media”—Fedler, Bender, Davenport, Drager.
Occasional handouts: editing symbols, spelling lists, articles, terminology etc.

Recommended:

“Associated Press Stylebook and Libel Manual”
The New York Times and The Oregonian, on-line or printed

Readings for the week are listed at the beginning of the week. **Readings should be completed by the beginning of class Tuesday. You may be quizzed on the readings.**

You will be expected to follow current events. Read The Oregonian and The New York Times in print or on-line.

Course overview

J-200 is designed to introduce you to media writing and its conventions. Students will be introduced to several kinds of writing: news stories, features, editorials, press releases, criticism and broadcast and web writing. Because information is at the heart of all communication, particular emphasis will be placed on its veracity and on your conveying it clearly, concisely and accurately. The course also will explore larger questions about the rights and responsibilities of those who write for the media.

Our classroom has computers. We will use the computers frequently for in-class exercises. Handwritten work will NOT be accepted, but minor, hand-written editing is permissible, and required if needed.

Work may be submitted to the instructor via MyPCC.

Copy Preparation

Unless otherwise indicated, work must be done on a word processor. All work should

follow standard copy format. See pages 2-4 of the text for proper formatting.

Deadlines

Media writing requires that deadlines be met **without exception**. Stories and assignments that are not handed in **at the beginning of the class** on the day they are due will have their grades dropped by a letter for each day they are late. **Note: an assignment handed in at the end of class, will have its grade dropped a letter grade.** If you have a serious, **unavoidable** problem inform the instructor before class by e-mail.

Grading

Most of your grade will be determined by the quality of your written work. There will be a final examination.

Attendance will be taken and count toward your final grade. It has been shown that attendance correlates strongly student performance. Note that if you miss classes in which graded written work is done at the computers, you will receive no credit for that missed work unless you have notified the instructor **in advance** with a satisfactory reason for your absence. You will be required to make-up work.

Prompt attendance is crucial. Coming to class late is distracting and forces you to play catch-up.

NOTE: You will be expected to do your own work. The penalties for plagiarism in college and the professional world are immense. Students presenting the work of others as their own will receive failing grades for the course.

Grading will be based on professional standards, which will apply to organization, clarity, accuracy and style as well as punctuation, grammar and usage.

Grades for the entire course will be awarded based on points accumulated on a 1000-point scale.

A (900 or above) Excellent work. Content, clarity and organization of material are in the upper 10 percent of expected student performance. On the whole, work is free of mistakes such as typos, misspellings and errors of grammar. 900-1000 points.

B (800-899) Above average work. Content, clarity or organization can use moderate improvement. Occasional errors result more from proofreading problems than mastery of the mechanics of grammar, spelling and usage. 800-899.

C. (700-799) Average but acceptable work. Meets basic expectations for content, clarity and organization. Errors indicate the need for improvement in grammar, spelling and usage. 700-799.

D. (600-699) Weak, unfocused work. Organization is below average; more than a few grammar and spelling errors. The work may reflect a lack of understanding of

the assignment or a lack of effort. 600-699.

F. (0-599) Unacceptable. Serious problems in one or more areas. Problems with inaccuracies, grammar, organization, news judgment, misspelling the name of a subject or inclusion of wrong dates and locations. 0-599.

Each assignment will receive a numerical grade for purposes of computing your final grade. If the letter grade equivalent isn't apparent or given, please ask about it.

Some assignments may be rewritten for a higher grade after they have been graded. Usually this option will be presented when work shows promise and is especially worthy of the extra effort. Only in exceptional cases will the higher grade be more than one letter grade above the original.

Tentative point allocation by assignment

- Attendance, participation and lab work (50 points)
- Quizzes (Two at 50 points each=100 points total.)
- Weekly exercises (250)
 - Five assignments @ 50 points each
- Writing assignments (350)
 - In-class Interview stories (Two at 100 points each=200 points)
 - Comparison of two stories about the same news event (50)
 - Response to a letter to a senator/corporation (50)
 - An editorial (50)
- Exam (250) Covering readings. Many questions will be taken directly from the textbook. You will be asked to write a story from a fact sheet.

J 201/SP 228 Mass Media and Society 4 credit hours
5:30-9:30 T CT 233 Fall 2006 Werkman

Office: CT 216 **Phone:** 977-4854 **Email:** dwerkman@pcc.edu

Hours: 11-12 MW, 4-5 T, 9-10 Th, drop-in other times/days or make an appointment

TEXT: Media Today, 2nd ed, Joseph Turow

WEBSITE: <http://spot.pcc.edu/~dwerkman/dorJ201.html>

COURSE CONTENT: This course is a survey of the various media of mass communication and their effects on society. It is an introduction to the history and development of mass communication systems and their role within society. We will analyze such aspects of mass communication as media literacy, media ethics, history of print, broadcast media, advertising, public relations, and the Internet.

COURSE OBJECTIVES:

At the end of this course,

- 1) You will be able to identify different aspects of Mass Communication.
- 2) You will begin to be able to analyze the effect of Mass Media on culture and society.
- 3) You will be able to utilize media literacy tools.
- 4) You will be able to recognize connections between journalistic freedoms and democracy.

COURSE REQUIREMENTS:

- 1) **Attendance and participation:** The College assumes that students attend classes in which they are registered; so do I. Your participation not only improves your own learning, it helps your classmates. It is assumed that the readings assigned for each day will be done prior to the class. Lectures are intended to build from readings and it is assumed you bring the background from the readings.
- 2) **Use the Media:** You are required to use media....read a daily (mainstream) newspaper such as *The Oregonian* or *The New York Times*. This can be accomplished online, but be aware that at times an online story is truncated....watch television....listen to the radio....read magazines....go to the movies....totally immerse yourself into media so that you can analyze it. Start paying attention to advertising. Take media seriously for the next 10 weeks.
- 3) **Portfolio:** In a notebook—either a small (1”) three-ring binder or a three-pronged folder—you will turn in the following as you build a portfolio:
 - **Personal use of media:** For three consecutive days during the term you will log your media consumption. It will include commentary analysis of different aspects of the media. See handout for specifics and logging form.
 - **Workbook/Journal:** There will be three workbook assignments—each at least 2 or 3 typed (double-spaced) pages in length—due during the term on specific topics. These topics are specific and will require citing your textbook as a reference. See handout for specifics.
 - **One point assignments:** There will be four one point assignments due during the term. See handout for specifics of assignments and due dates.

- **Extra credit:** You can earn up to five points extra credit. See handout for specifics.
- 4) **Small Group Project**— You will work within a specific small group throughout the term. As a group, you will decide on an aspect of the media to examine. You will research it and create some type of mass media that discusses your findings. You will present your medium and the finding of your research to the class on finals day. See handout for specifics.
 - 5) **Quizzes:** I reserve the right to give chapter quizzes if I feel you are not reading the material thoroughly. There will be no notice of a pending quiz.

GRADING CRITERIA:

Attend & Part	5	_____
Portfolio		
Media Log	10	_____
Workbook assign 1	16	_____
Workbook assign 2	20	_____
Workbook assign 3	20	_____
Effect of Media	1	_____
Newspapers	1	_____
Radio Assignment	1	_____
Group Analysis	1	_____
Group Project	20	_____
Members grading	5	_____
Extra credit	5	_____
Total	100	_____

100-90	A
89-80	B
79-70	C
69-60	D

OTHER:

- This class has a prerequisite of successful completion of WR 115 or concurrent enrollment in WR 121. In order to remain in this class, you must have fulfilled this prerequisite. If you have not, you will be denied a space in the class.
- There will be no cell phones used in the classroom. This includes text messaging. Do not forget to turn them off. If you have children and need to stay connected, I will allow you to have your cell on vibrating.
- Late papers will be graded down regardless of the reason. Assignments must be handed in at the beginning of class on the due date in order to be “on time.” Late one-point assignments may receive partial credit.
- No papers will be accepted via email unless stated as such. All assignments must be turned in and stay included within your portfolio.

- If you require specific instructional accommodations, please notify me early in the course. A request for accommodation may require documentation of disability through the Office for Students with Disabilities at 977-4341.
- In order to earn an "Audit" for the term, you must complete the one-point assignments and have attended 2/3 of the class sessions. If you have begun within a small group, I expect you to fulfill your group responsibilities. Please notify me by the end of the 8th week for an Audit or P/NP grade.

Journalism 202

CNR 122429

Information Gathering

Winter 2007

TTh 1 p.m. to 2:50 p.m.
HT 324

Instructor: Rick Seifert
e-mail rick.seifert@pcc.edu

I will stay after class or be available in CT 216. Ask at the front desk for directions to where I am.

Required text:

"Find It Fast" (FIF) by Robert Berkman

Reference Librarian Jane Rognlie and I will post references and other materials on our class MyPCC page.

Some readings will be handed out in class.

Also required

Read *The Oregonian* and *The New York Times* daily, either imprint or on-line.
Be informed.

Credits: Four credit hours. Credit will be earned by attendance, class participation, quizzes, assignments, class presentations, and completion of the term project.

Term Project: Each student will research a public policy issue and present a section of the research to the class. Research projects will take the form of an annotated bibliography (see separate handout). The project will be handed in on March 21 at 1 p.m.

Grade breakdown: (1000 points total)

Class attendance and discussions: 50

Assignments (Seven at 50 points each) 350

Class presentation: 50

Quizzes on readings and current affairs: 50

Annotated Bibliography 500 (See attached description)

Assignment descriptions and course materials will be posted on our MyPCC course site.

“Information is power.”

Anonymous

“Look for the answer inside your question.”

Jelaluddin Rumi, 13th century Sufi poet,

Course Description

This course is designed to help you learn to find and organize accurate, relevant, timely information using the library, Internet, other media and interviews. The course will focus on thinking critically about your sources, evaluating them for accuracy and relevance, crediting them and using research to support and inform your writing.

Course Objectives

After completing this course, you should be familiar with and be able to discuss orally or in writing the following:

- Creation and use of search strategies.
- Important legal limitations on information for reporters doing their job.
- Use of library sources in research.
- Use of interviewing in the research process.
- Use of information resources from and about corporations and businesses.
- Use of computer-assisted information.
- Evaluation of information from all sources.
- Citation and application of information in a published story

Academic Integrity

All written work **must** be the student's unless otherwise clearly and properly stated. All sources should be credited. Plagiarism will result in an F for the course.

Accommodations

Any student requiring specific instructional accommodations should notify me as soon as possible.

Syllabus
J 204 Visual Communication for the Media

Spring Term, 2006
Portland Community College

Rm. TCB 214
Tuesdays and Thursdays, 1 p.m. to 2:50 p.m.
4/4-6/15

Instructor:

Rick Seifert
Phone: 503 680-9372
e-mail: rick.seifert@pcc.edu

Reading/viewing

Required Texts:

Seeing is Believing by Arthur Asa Berger
Occasional handouts
Selections from books, tapes and DVDs on reserve

Readings for the week are listed at the beginning of the week. **Readings should be completed by the beginning of class Tuesday. You may be quizzed on the readings.**

The course will have a MyPCC home page. Please check it two or three times a week.

Course overview

J-204 is designed to prepare you for continued work in journalism and mass communication. Because credit is given for the same course at the University of Oregon, it is generally modeled after the J-204 that is taught on the Eugene campus.

We are exposed to thousands of media images each day. The list is endless: billboards television ads, beer bottle labels, graphs, web pages, typography and photography.

In this course we will study how these images are made and what they are made to do. We will consider how they affect us.

The course will base its approach on five principles of media literacy. The principles as applied to visual media are:

- All media images are constructions. How and why are they constructed as they are? What principles are employed?
- No two people see the same image in the same way. Why is that? What are the ramifications of the principle?
- All media use unique “languages,” techniques, formats and conventions. What are they? How have they changed and how do they differ one from another? We will experiment with some of these aspects to see how we can use them to communicate.
- Visual media have commercial value. What is that value? How are the images designed and spread to maximize value? Consider the costs of production, promotion and dissemination.
- Media images have embedded values, subtexts and points of view. How can we identify them? How do covert subtexts enhance the overt purpose of the image?

Course Policies

You must attend classes regularly. It has been shown that class attendance correlates strongly with how well students do in class. Take good notes in both visual and verbal form. More than three unexcused absences may result in your being dropped from the class.

Prompt attendance is crucial. Coming to class late is disruptive and forces you (and me) to play catch-up. Note that if you miss classes in which graded work is done or due, you will receive no credit for that work.

Material on quizzes will either be covered during class or in the reading assignments or both.

All assignments are due at the beginning of the class. If you are ill and unable to meet deadlines, notify me IMMEDIATELY.

All work MUST be your own. The penalties for plagiarism in college and the professional world are immense.

It is EXTREMELY IMPORTANT that you keep all work that is returned to you and keep copies of all written material submitted by you.

We will use the MyPCC course homepage periodically for notices, messages and postings. Check the site at least once every other day.

Grading

Grading will be allocated as follows although adjustments may be necessary:

Portfolio assignments (5): 50 percent (500 points, 100 points each)

Quizzes: (3) 15 percent (150 points)

Term project/presentation: 20 percent (200 points)

Final exam: 15 percent (150 points)

How grades are determined:

A (900 points or more)=Work exhibits excellent effort, vision, clarity, creativity, initiative, thoughtfulness and effort. The writing demonstrates careful editing so that it is free of grammar and spelling errors.

B (800-899)=Work exhibits good effort, vision, clarity, creativity, initiative, thoughtfulness and effort. The writing demonstrates careful editing so that it is virtually free of grammar and spelling errors.

C (700-799)=Work exhibits average effort, vision, clarity, creativity, initiative, thoughtfulness and effort. The writing demonstrates a level of editing ensuring that no obvious grammar and spelling errors occur.

D (600-699)=Work demonstrates serious effort to fulfill the assignment but the result is barely adequate. May be given when an assignment is incomplete.

F=(0-599) Work does not fulfill assignment goals and demonstrates unacceptable effort and results. May be given when an assignment is incomplete.

Appendix D

Course Content Outcome Guides for Journalism Courses

Date: February 9, 2004

Course Number: J 200

Course Title: **Introduction to Writing for the Media**

Credit Hours: 4

Lecture Hours per week: 4

Number of Weeks: 10

Course Description for Publication:

Introduction to the basic process and practice of writing for the media. Discussion of style and story structure for print and electronic media and the rights and responsibilities of the public communicator. An emphasis on journalistic style and format, accuracy and clarity in writing.

Prerequisite: WR 121

Recommended: Concurrent enrollment in J 202, Information Gathering

Intended Outcomes for the Course:

Students will be able to:

- Organize researched material into journalistic format.
- Understand the responsibility inherent in providing information to the public.
- Apply basic techniques of journalistic writing and formats.

Outcome Assessment Strategies:

Forms of assessment will be determined by the individual instructor and may include:

Qualitative examinations	Quantitative examinations
Essays	Journals
Research papers	In-class participation
Portfolios	Projects
Oral presentations	Group work

Course Content:

Themes, Concepts, and Issues:

Language and writing issues
Writing in various media to inform
Writing in various media to persuade
Building a story
Ethics, responsibilities and values
Inverted pyramid
The 5 W's
Objectivity
Similarities and differences among media

Date: June 10, 2004 Prepared by D. Werkman
Course Number: J 201
Course Title: **Mass Media and Society**
Credit Hours: 4
Lecture Hours per week: 4
Number of Weeks: 10

Course Description for Publication:

Survey of the various media of mass communication and their effects on society. An introduction to the history and development of mass communication systems and their role in society. Analysis of print and broadcast journalism, advertising, public relations, television and film.

Prerequisite: Placement into WR 121

Intended Outcomes for the Course:

- Understand the unique characteristics of different media for the effect each has on culture and society.
- Recognize connections between journalistic freedoms and democracy in order to make choices.
- Critically and thoughtfully respond to both the explicit and implicit communication of media.

Outcome Assessment Strategies:

The forms of assessment will be determined by the individual instructor.

Assessment strategies may include:

Qualitative examinations	Quantitative examinations
Essays	Journals
Research papers	In-class participation
Portfolios	Projects
Oral presentations	Group work

Course Content:

Themes, Concepts, and Issues:

Histories and growth of different media
Connections between types of media
Print media
Radio
Electronic media
Persuasive Professions
International Media
Connection between media and society

Competencies and Skills:

Students will:

- Be able to analyze the functions of mass communication systems and their effect on society.
- Be able to explain the histories and connections between different media.
- Be able to see how the dissemination of information influences individual perceptions.
- Be able to identify the differences and similarities in the broad range of mass media.

Date: December 14, 2000

Course Number: J 202

Course Title: **Information Gathering**

Credit Hours: 4

Lecture Hours per week: 4

Number of Weeks: 10

Course Description for Publication:

Surveys methods and strategies for acquiring information for the various mass media. Examines records, databases, sources and interview methods.

Prerequisite: Successful completion of WR 121

Addendum to Course Description: This course will examine planning and using search strategies, laws related to information gathering and use, efficient use of library sources with a special emphasis in reference materials and government documents, interviewing techniques, special aspects of corporate information gathering, the ways in which electronic information gathering is changing the world, how to evaluate evidence, and organizing a message from the raw materials of the information search.

Intended Outcomes for the Course:

- Determine the amount and types of information needed in order to effectively accomplish specific journalistic purposes.
- Access needed information effectively and efficiently, employing appropriate technology.
- Evaluate information and multiple information sources in order to present balanced and accurate information.
- Understand the ethical, economic, legal, and social issues surrounding the use of public information.

Outcome Assessment Strategies:

The forms of assessment will be determined by the individual instructor.
Assessment strategies may include:

Qualitative examinations	Quantitative examinations
Essays	Journals
Research papers	In-class participation
Portfolios	Projects
Oral presentations	Group work
Journalistic pieces	Bibliographies
Research	Write evaluations

Course Content:**Themes, Concepts, and Issues:**

- Validity
- Ethical use of information
- Acknowledgement of sources
- Data base
- Multiple authorship
- Information
- Bias
- Tone/voice
- Point of view
- Form/structure
- Historical and cultural context

Competencies and Skills:

- close reading of sources
- collaboration
- revision
- writing in journalistic forms
- interviewing
- evaluating visual and numerical information such as graphs and statistics
- analysis and synthesis

Date: June 10, 2004

Prepared by R. Seifert

Course Number: J 204

Course Title: **Visual Communication for Mass Media**

Credit Hours: 4

Lecture Hours per week: 4

Number of Weeks: 10

Course Description for Publication:

Theory and application of visual communication in newspapers, magazines, television news, advertising, and public relations. May include a Service Learning component.

Intended Outcomes for the Course:

Students will be able to:

- Understand principles of editing, layout, and visual communication.
- Recognize and read visual images in different media.
- Apply visual approaches to communication.
- Understand how visual images affect communication.
- Evaluate current and emerging technologies of visual media for their idiosyncrasies, strengths, weaknesses and limitations.

Outcome Assessment Strategies:

Students may be required to participate in a service learning component involving assisting in the production of some journalistic venue. Other forms of assessment will be determined by the individual instructor and may include:

Qualitative examinations	Quantitative examinations
Essays	Journals
Research papers	In-class participation
Portfolios	Projects
Oral presentations	Group work

Course Content:**Themes, Concepts, and Issues:**

Visual language	Typography
Visual ways to think and convey information	Different visual media
Character and content of visual literacy	Design principles
Composition structures	Proofreading
Editing	Layout
Photography	Video imagery and graphics
Web design	Visual movement and composition

Competencies and Skills:

Students will be able to:

- Use visual language—e.g., "parts of sight," design principles, composition, typography.
- Use visual strategies and principles in different media.
- Understand why visual literacy is especially important to journalism and communications fields.
- Define and use the five basic design principles: balance, proportion, sequence, emphasis (contrast) and unity.

- Apply elemental form of linear structure, framing, lead-ins, triangular composition, suggested motions--repetition, pattern, motif, rhythm, shadow and form, reflection, contrast, texture
- Differentiate between type classifications groups.
- Apply concepts of composition and form to different media.
- Evaluate design, style, and composition of photography and video.
- Understand the effectiveness and limitation of emerging technologies such as the Internet.

Appendix E

Journalism Award Program Notification

Students who have completed the Journalism Award Program must notify the Journalism department. This can be accomplished by returning this notice to your Journalism instructor or by bringing it to the office for Visual and Performing Arts and Design, SY CT 216, ATTN: Doris Werkman

Name: _____ **ID#:** G _____

Journalism Award Program Requirements

Students must successfully complete (with a "C" or better) 24 credit hours of approved courses to receive an award, including the following:

Required Courses

Students must complete a minimum of 3 classes from these specific Journalism courses:

- J 200* Introduction to Writing for the Media
- J 201 Mass Media and Society
- J 202 Information Gathering
- J 204 Visual Communication for Mass Media

*Students who have taken J 203 Writing for the Media will substitute that course for J 200 Introduction to Writing for the Media.

Plus, students are required to take an additional 4 courses from the selection listed below:

Elective courses:

- ATH 103 Introduction to Cultural Anthropology
- ART 204 History of Western Art
- ART 205 History of Western Art
- ART 206 History of Western Art.
- EC 200 Principles of Economics: Intro, Institutions and Philosophies.
- ENG 195 Film as Literature (Film as Art
- ENG 196 Film as Literature (Great Directors)
- ENG 197 Film as Literature (Contemporary Cinema)
- ENG 240 Introduction to Native American Literature
- ENG 253 Survey of American Literature
- ENG 254 Survey of American Literature
- ENG 256 African American Literature
- ENG 257 African American Literature
- ENG 258 African American Literature
- HST 201 History of the United States: Colonial Period to , 1840
- HST 202 History of the U. S.: 1840 to 1914
- HST 203 History of the U. S.: 1914 to Present
- HST 204 History of Women in the U.S.: Colonial to , 1848
- HST 205 History of Women in the U.S.: 1848 to 1920
- HST 206 History of Women in the U.S.: 1920 to Present
- PHL 197 Critical Thinking: Television and The Presentation of Reality
- PS 211 Peace and Conflict
- PS 201 U.S. Government: Foundations and Principles
- PS 202 U.S. Government: Institutions and Policies
- PS 203 State and Local Government
- PSY 216 Social Psychology
- SOC 204 General Sociology: Sociology in Everyday Life
- SOC 205 General Sociology: Social Change and Social Institutions
- SOC 206 General Sociology: Social Problems
- SOC 215 Global Studies: Social Issues and Movements
- SP 100 Introduction to Speech Communication
- SP 140 Introduction to Intercultural Communication
- SP 237 Gender and Communication
- WR 240 Creative Writing—Non-fiction
- WR 248 Advanced Creative Writing—Non-fiction
- WS 101 Introduction to Women's Studies

Appendix F

Student Responses to Survey

2005

Q1: What is your primary reason for attending PCC?

	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Upgrade skills	4	5.13	4	513
Take transfer classes	62	79.48	66	84.62
Take personal interest classes	6	7.69	72	92.31
Prepare for a new career	4	5.13	76	97.44
Other	2	2.56	78	100

Number: 78

Q2: What is your major field of Study at PCC?

Anthropology	1	
Biology	4	
Business	5	
Communications	2	
EET	1	
Economics	1	
English	2	
French	2	
General	2	
General Studies	2	
Graphic Design	1	
History	2	
Journalism	23	
Japanese programs/ International Business	1	
Library Science	1	
Marketing	2	
Mathematics	1	
Media	1	
Paralegal	1	
Photography	1	
Political Science	1	
Psychology	2	
Special Ed.	1	
Sociology	1	
Speech Communications	1	
Theater Arts	1	
International Studies	1	
Web Design	2	
Writing	9	
None	2	
Other		
Liberal Arts	1	
Associate transfer degree	1	1
Undecided	1	
Oregon transfer	8	
Don't have one yet	1	

Q3: Why did you take Journalism course(s) at PCC?

	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Gen Ed Requirement	8	10.26	8	10.26
It sounded interesting	27	34.62	35	44.87
Major in Journalism	30	38.46	65	83.33
Other	13	16.67	78	100

Number: 78

Q4: Which Journalism courses have you taken at PCC? How satisfied are you, in terms of how well each of the courses prepared you for other coursework, jobs or careers?

J 200	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Very Satisfied	4	33.33	4	33.33
Satisfied	5	41.67	9	75
Somewhat Satisfied	1	8.33	10	83.33
Dissatisfied	2	16.67	12	100
Very Dissatisfied	0	0	0	0

Number: 12

J 201	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Very Satisfied	3	12.5	3	12.5
Satisfied	13	54.17	16	66.67
Somewhat Satisfied	7	29.17	23	95.83
Dissatisfied	0	0	23	95.83
Very Dissatisfied	1	4.17	24	100

Number: 24

J 202	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Very Satisfied	9	37.5	9	37.5
Satisfied	8	33.33	17	70.83
Somewhat Satisfied	2	8.33	19	79.67
Dissatisfied	4	16.67	23	95.83
Very Dissatisfied	1	4.17	24	100

Number: 24

J 203	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Very Satisfied	6	3	6	3
Satisfied	9	45	15	75
Somewhat Satisfied	3	15	18	90
Dissatisfied	1	5	19	95
Very Dissatisfied	1	5	20	100

Number: 20

J 204	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Very Satisfied	5	41.67	5	41.67
Satisfied	3	25	8	66.67
Somewhat Satisfied	2	16.67	10	83.33
Dissatisfied	2	16.67	12	100
Very Dissatisfied	0	0	12	100

Number: 12

Q5a: If you have left PCC, have you or do you plan to attend another educational institution? If so, name the school.

N/A	1
Blank	27
Undecided	1
Unknown	1
NO	3
Still at PCC	3
OSU	2
PSU	18
U of O	8
Univ. of Portland	1
U of Washington	1
Fresno City	1
Mesa Community College	1
UC Davis	1
Ohio State	1
Brigham Young University	
Sophia University or Temple University (Tokyo)	1
Loyola University	1
University of Hawaii at Monoa	1
Temple University	1

Q5b: How satisfied are you that the Journalism courses you took at PCC prepared you for transfer?

	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Very Satisfied	26	40	26	40
Satisfied	22	33.85	48	73.85
Somewhat Satisfied	15	23.08	63	96.92
Dissatisfied	1	5.38	64	98.46
Very Dissatisfied	1	5.38	65	100

Number: 65

Q6: What were your goals upon entering the Journalism Course(s) you took?

To learn about journalism 16
 To learn the basics of news writing 6
 To learn journalism writing 1
 To test whether journalism might be a major interest for me 10
 To get exposure to journalism course with a sociological emphasis 3
 To pick up journalism courses not offered at PSU 2
 To learn TV news 1
 To learn PR 1
 To be a sports writer 1
 To be a good writer 6
 To learn about mass media 7
 To learn about media here and in other countries. To keep an open mind. 1
 To learn more about media in society 2
 To learn about both mass media and journalism 1
 To learn research methods 2
 To broaden my knowledge 2
 To learn 4
 To learn new skills 3
 To upgrade skills 1
 To pick up credit 2
 To fulfill pre-major requirement (no mention of what) 5
 Blank 3
 None 2

Q7: Did your goals for the class change as you learned more about the subject matter?

	Frequency	Percent	Cumulative Frequency	Cumulative Percent
YES	27	36	27	36
NO	48	64	75	100

Number: 75

Q8: Which Journalism courses were the most beneficial to you? Why?

J 200—1

Why:

- Rick Siefert gave a thorough and instructive overview of journalism

J 201—27

Why:

- Good big picture of the history and current applications of media
- able to gain a lot of knowledge, gained quite a few critical thinking skills
- very interesting with lots of discussion and valuable information
- opened my eyes to many issues facing us
- see how the world is affected by media
- It makes you aware of what is being told to us on the news it make me want to get into the advertising aspect of journalism
- It was critical, open and thought provoking
- it gave me a good start on my major
- I learned a lot about the business of media, it's effects on society, and alternative views on mainstream media
- Teacher was originally from UK so that brought a unique perspective in addition to the course work
- great overview of the media
- teacher worked really well with us
- very beneficial to learn about the intentions and influence held by media conglomerates
- Opened mind to marketing strategies
- It was farther reaching than just a journalism class
- I learned a lot about ethics, business structure, and laws regarding journalism
- Great class at examining and doing a close reading of the news
- a great foundation
- I really enjoyed the class
- a very interesting class
- helped me to view the media differently and to have an open mind about the media

J 202—11

Why:

- how to gather info
- it puts into practice the skills needed to produce a good piece of writing opened doors to approaching research
- research was the most helpful and I was very appreciative of the teacher bringing in the outside speakers and librarian. It helped tremendously. Considering that the O of U outline for that class is different and unclear, he did well interpreting it with minor exceptions of page length
- teacher worked really well with us
- focus on databases and methods of research
- opened my eyes to the amount of research I need to do
- The process of research for media is vital

J 203—8

Why:

- learned the basic format of journalistic writing
- feedback on written work
- great practice and good feedback
- research and Interviewing skills
- helped me understand different aspects of media
- prodded me to expand my writing skills. The courses were treated more professionally, rather than being endless discussion, we actually had to go out and research and write

J 204—3

Why:

- helped me understand different aspects of media
- Rick Siefert's expertise in media literacy studies

Q9: Journalism classes are offered at various times. How likely are you, or how likely would you have been, to take a Journalism course if it were offered as:

Evening	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Very Likely	30	38.46	30	38.46
Likely	15	19.23	45	57.69
Somewhat Likely	14	17.95	59	75.64
Unlikely	8	10.26	67	85.90
Very Unlikely	11	14.10	78	100

Number: 78

Saturday	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Very Likely	5	7.04	5	7.04
Likely	6	8.45	11	15.49
Somewhat Likely	15	21.13	26	36.62
Unlikely	18	25.35	44	61.97
Very Unlikely	27	38.03	71	100

Number: 71

Specifically:

J 200	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Evening	31	86.11	31	86.11
Saturday	5	13.89	36	100

Number: 36

J 201	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Evening	20	86.96	20	86.96
Saturday	3	13.04	23	100

Number: 23

J 202	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Evening	33	86.84	33	86.84
Saturday	5	13.16	38	100

Number: 38

J 204	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Evening	39	86.67	39	86.67
Saturday	6	13.33	45	100

Number: 45

Q 10: If we expand our Evening and Saturday offerings, please check the additional courses you would be interested in taking. Circle the time you would be most likely to take it.

Course	Evenings	Saturdays
J 200-Intro. to Writing for the Media	31	5
J 201-Mass Media and Society	20	3
J 202-Information Gathering	33	5
J 204-Visual communication	39	5

Number: 50

Q11: Of the topics studied in your Journalism course(s), are there any that you feel need to be explored in greater depth by offering a specific course? Please list topics desired for further study:

- Tying media and government
 - Media as a political outlet (how blurred the lines can get)
 - Propaganda/governmental influence
 - government/political influence
- News editing
 - News editing
 - Editing
- I think editing would be a good additional class with a focus on grammar, syntax and AP style
 - Grammar is usually it's own class, so we kind of brushed over it. AP style could have had more focus
 - Grammar for writers
 - Grammar
- Writing
 - Online publication
 - A publishing course might be interesting
 - Magazine writing
 - More technical writing for public policy

- Desktop publishing
- Submitting for publishing
- Practice! Give back the writing class
- Writing for the Media
- I wish writing for the media was still offered
- I have to say more on magazines as a type of print media. I'm planning to take journalism major with a focus on magazines when I transfer to UO
- More about how to write for the media.
- Feature writing
- Literary non-fiction writing
- Communication law
- Field trips for hands on learning
- Incorporate graphic design
- Legal aspects/risks/responsibilities of the journalist
 - Journalistic ethics
 - The ethics of journalism and the philosophy of journalism (explore the assumptions of journalism and the journalist, etc)
 - Ethics
- Use of computers and software in print media.
- More on print media
- Guidelines/considerations one might want to think about to know if they want to pursue journalism
 - What it's actually like to go out and write, how to write a proper query letter, how to know what kind of journalism is right for you(broadcast, print, sports, literary, music, etc) And how to really start the career w/journalism experience from a two year college and how to prepare for a four year
 - More emphasis on career prep
 - Getting published, presentations to potential editors
- Sports journalism
- Critical evaluation of advertising/demographics
- Photo journalism
- Self-censorship
 - Self censorship
- Corporate influence
- Perhaps look at the many ways a story can be told and how the meaning changes with each different approach
 - Lies in the news
- Maybe more on disseminating information and finding reliable news sources
 - Interviewing and possibly gathering statistics would be beneficial to learn
- Also maybe more about alternative news/info sources
- More about free media and how to convert our media in the US to be free
- Public relations
- Collaboration with other areas

- Visual media touched on film and media techniques. It would be great to somehow involve the resources for the video production internship program into another course. Doesn't PCC have a television studio of some sort? This seems like it could be a great resource for journalism students
- Maybe a specific course in how to approach different topics- ethics and writing
- Maybe making it into several classes, like a newspaper/magazine, and a separate TV/radio class so you could cover more about each type and students could focus on the one they're personally more interested in
- Radio, magazines (especially sports/fitness), newspaper
- Broadcast journalism classes
- Money issues
- Media literacy
 - Media literacy
- I would like to see a realistic class on how hard it is to be an ethical journalist in 2005 given the pressures of media consolidation and the current political climate
- Politics and economics of journalism, especially as it pertains to current affairs, ie, explore the economic and political structure of the mass media: who owns what, how many major media conglomerates control the media, what alternatives do we have to the corporate media.
- Current state of journalism in the world (Good, bad, ugly)

Q12: Please rate your level of satisfaction regarding the quality of your PCC Journalism course(s) experience in the following areas.

Availability of classes	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Very Satisfied	21	28	21	28
Satisfied	19	25.33	40	53.33
Somewhat Satisfied	22	29.33	62	82.67
Dissatisfied	8	10.76	70	93.33
Very Dissatisfied	5	6.67	75	100

Number: 75

Range of subject matter	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Very Satisfied	27	52.63	27	52.63
Satisfied	34	44.74	61	80.26
Somewhat Satisfied	11	14.47	72	94.74
Dissatisfied	2	2.63	74	97.37
Very Dissatisfied	2	2.63	76	100

Number: 76

Class size	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Very Satisfied	35	46.05	35	46.05
Satisfied	30	39.47	65	85.52
Somewhat Satisfied	7	9.21	72	94.74
Dissatisfied	2	2.63	74	97.37
Very Dissatisfied	2	2.63	76	100

Number: 76

Competence of instruction	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Very Satisfied	44	57.89	44	57.89
Satisfied	25	32.89	69	90.79
Somewhat Satisfied	5	6.59	74	97.37
Dissatisfied	1	1.32	75	98.68
Very Dissatisfied	1	1.32	76	100

Number: 76

Availability of instructors	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Very Satisfied	32	44.44	32	44.44
Satisfied	31	43	63	87.5
Somewhat Satisfied	7	9.72	70	97.22`
Dissatisfied	1	1.39	71	98.61
Very Dissatisfied	1	1.39	72	100

Number: 72

Facilities	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Very Satisfied	26	34.21	26	34.21
Satisfied	33	43.42	59	77.63
Somewhat Satisfied	15	19.74	74	97.37
Dissatisfied	1	1.32	75	98.68
Very Dissatisfied	1	1.32	76	100

Number: 76

Equipment quality/availability	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Very Satisfied	24	32.88	24	32.88
Satisfied	31	42.47	55	75.34
Somewhat Satisfied	17	23.29	72	98.63
Dissatisfied	0	0	72	98.63
Very Dissatisfied	1	1.37	73	100

Number: 73

Advising by instructors	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Very Satisfied	35	46.05	35	46.05
Satisfied	26	34.21	61	80.26
Somewhat Satisfied	14	18.42	75	98.68
Dissatisfied	0	0	75	98.68
Very Dissatisfied	1	1.32	76	100

Number: 76

Q13: Do you plan to take another Journalism course at PCC

	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	25	32.47	25	32.47
No	25	32.47	50	64.94
Probably not	11	14.29	61	79.92
Would like to	16	20.78	77	100

Number: 77

Q14: In what ways can we improve the Journalism program?

- Expand the program and focus in on the types of classes that could interest reporters in Portland area, like news, pub policy, technical. Expand by a jt-venture w/U of O. Have U of O at PCC Journalism program. They have a good program and need to market it better for older adults, second careers, etc. Lobby the U of O board and Portland businesses too
- Add more classes
 - Offer classes more often
 - Offer more classes every term
 - Add more courses
 - Offer more courses
 - Offer more times to take courses
 - More classes—one a term is not helpful
 - More evening classes
 - More classes offered
 - More classes available

- Offer more classes
- Offer more morning classes
- Offer classes on MWF as well as TR
- More class times
- Offer classes at RC campus
- More evening classes
- More classes
- More classes
- Improve availability of courses offered
- More classes added to the program
- More classes
- Increase the frequency of classes
- Offer more courses
- More classes
- Create a degree program for those not going on to UO School of Journalism and Communication
- Have guest speakers talk about their profession
 - Invite guest speakers
- Add a sports Journalism course
- Bring back J 203 Writing for the Media
 - Media writing needs to be covered
 - Need writing for the Media, not watered down version
 - More instruction on writing
 - More writing required
- Make classes more specific in order to tell the difference between them
- More varied course offerings, more specific such as PR, Television, Radio
 - Explore variety of media
- Require one Journalism course for graduation
- More instructors
 - More instructors
 - More instructors with experience in the field
- More classes offering a variety of issues such as different media and media literacy
- Second term of Mass Media and Society to include more practical applications
- Offer field trips
- Improve the equipment/facilities
- Incorporate service learning/hands-on into the writing portion
 - More hands-on experiences
 - More practical writing experience
 - Create internships with local media
 - Offer real-world experience with internships
 - More hands-on activities: writing more articles, interactive class activities
 - Work directly with college newspaper
 - Have the courses connected to the school newspaper for practical experience

- Get Journalism department directly involved in the Bridge for students experience
- Some work in the field
- Writing intensive projects in the field
- Integrate the school newspaper into the program
- More instructors who create an open environment
- Make classes transferable to other Journalism programs
 - Make sure classes transfer
 - Wants courses to transfer to UofO
 - Make all courses transferable
 - Have courses transferable
- More funding
 - Keep funding for Journalism
- Too much work for J 202
- More demanding courses
- Less politics and criticism of media
- More advertising of classes