



JOUR-130: JOURNALISM PRACTICUM

Effective Term

Fall 2025

BOT Approval Date

12/17/2024

Discipline

JOUR - Journalism

Course Number

130

Course Title

Journalism Practicum

Short Title

Journalism Practicum

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Activity Units**

3.00

Total Units

3.00

Hours**Activity Contact Hours**

96-108

Out of Class Hours Activity

48-54

Total Contact Hours

96 - 108

Total Out of Class Hours

48 - 54

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Catalog Description

This course teaches students to produce content for the MSJC student newspaper online, on social media, and in print. In this course, students gather news about Mt. San Jacinto College for stories, photos, videos, blogs, artwork, tweets, postings, informational graphics, and other products under deadline pressures. The course involves field work on campus to cover news about Mt. San Jacinto College.

Codes

TOP Code (CB 03)

0602.00* - *Journalism

CIP Code

09.0401 - Journalism.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Learning Objectives

Learning Objectives

Learning Objective

1. Analyze beginning news subjects and be thorough in pursuing information.
2. Create beginning news stories, insisting upon accuracy under the pressures of deadlines.
3. Facilitate teamwork necessary to produce beginning online news products and / or hard copy newspaper.
4. Differentiate between how community leaders, business, police, courts and other newsmakers operate.
5. Create beginning multimedia and mobile research and presentation.
6. Develop beginning news material that shows all sides of a story without bias.
7. Research completely the beginning news subjects, ensuring a balanced product.
8. Distinguish libel from legal and ethical journalism.
9. Evaluate privacy laws and other legal and ethical standards of journalism.
10. Apply the Associated Press Style of news presentation.

11. Implement the use of programs for newspaper production (for example: Adobe InDesign)
12. Create news content that covers topics in diversity and alternative viewpoints from varying races, genders, and sexual orientations and disabilities.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. The student will analyze newsworthy events and cover them thoroughly which include a variety viewpoints including varying races, genders, sexual orientations, and disabilities.
2. The student will create newsworthy stories in proper AP format while assembling news material accurately and fairly meeting deadlines.
3. The student will design newspaper website and printed using Word Press in proper format.

Program Learning Outcomes

Learning Outcome

Methodically find information through the Internet, public documents, and personal interviews. Assess, analyze, and interpret the quality of information gathered for news stories.

Demonstrate news judgment that identifies and develops story ideas through observation, reading, and attention to global and local events.

Create concise, clear, and accurate writing that engages the audience with engaging storytelling. Then, critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style, and grammatical correctness.

Develop cultural competence by understanding how different cultures influence perspectives, attitudes, and personal interaction with the world. Discover and utilize ethical standards and constitutional laws that guide journalism excellence.

Utilize media literacy to navigate through a rapidly changing media world, understanding media's influence on society, community and the democratic process, and also integrate the power of image in shaping society's understanding of the world.

Institutional Learning Outcomes

Aesthetic Awareness: The student will identify and evaluate how aesthetic expression leads to an appreciation of social and cultural context as well as the values of art and nature.

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Information and Technology Literacy: The student will access, interpret, evaluate, and apply relevant information sources and digital media effectively, and in an ethical and legal manner.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Civic
Personal
and Professional Responsibility

Content

Course Activity Content

- I. Beginning news and visual material gathering - Basic Newsroom Duties
 - A. Reporting assignments
 - B. Editing
 - C. Publishing
 - D. Social Media

E. History of newsrooms and inclusion and diversity of newsrooms. The importance of including a variety of voices in the newsroom so that all voices are heard including historically marginalized groups and underrepresented groups to include a variety of races, genders, sexual orientations, abilities, and other important forms of diverse voices.

II. Newsroom roles

- A. Photographers
- B. Editors
- C. Design / Layout artists
- D. Advertising sales/design
- E. Public Relations and Outreach
- F. Publisher
- G. Social Media Team
- H. Digital Media Team
- I. Keeping newsrooms diverse

III. Interviewing / News gathering and reporting practices

1. Interview Techniques
 - a. Preparation
 - b. Conducting concise, organized interviews
 - c. Asking open-ended questions
 - d. Taking effective notes/recording interviews
 - e. Using media in interviews
 - f. Understanding "on the record" and "off the record"
 - i. Quotation and attribution
 - ii. integration of quotes into writing
 - iii. source credibility and anonymity
2. Types of stories to photograph and record
 - a. Written format
 - b. Audio format
 - c. Video format
3. Beginning analysis of news multimedia reporting
4. News material for the multimedia presentation is analyzed, edited, and discussed with the individual student and the editor, often with a team of students covering a specific assignment.
5. Assignments are reviewed and analyzed to determine if the news is being covered accurately, fairly, objectively, completely, adequately, promptly, and is free of libel.
6. Stories and visual journalism will be produced for the online Talon website, other multimedia formats, and the printed Talon newspaper.
7. Students will learn to create news content that covers topics of diversity and alternative viewpoints from varying races, genders, sexual orientations, and disabilities.
8. Ethics
 - a. Ethical, legal, and responsible aspects of the multimedia newsroom
 - i. Fairness
 - ii. Neutrality
 - iii. Balance
 - iv. Associated Press Stylebook
 - v. Diversity of voices and viewpoints
 - vi. digital media literacy in the modern world, which is important to fact-finding and fact-checking
9. Standards of Journalism Writing
10. Methods utilized in the multimedia newsroom
 - a. Online
 - b. Print
 - c. video
 - d. social media
11. Design of Newspaper / and Website
 - a. Using WordPress for layout and design on the Talon Website
 - b. Page design tips and basics

- c. use of photos with proper resolution
 - i. copyright / fair use photos for production
- 12. Learning Canva for graphic production
- 13. Word Press
 - a. Using widgets for story placement
 - b. home page design / using widgets of different types and uniformity of color and categories
- 14. Social Media
 - a. Instagram
 - b. Facebook
 - c. Threads
 - d. TikTok
 - e. linktr.ee
 - f. Understanding and using Social Media Metrics
 - g. Social media ethical issues
 - h. tagging to increase engagement
 - i. engagement methods to increase readership
 - j. Using the fast-paced news cycle, keep the online public informed of current events and news
- 15. Advertising
 - a. Selling ads
 - b. Creating Contracts
 - c. Utilizing a Press Kit
 - d. Invoicing and collecting money for ads once published
- 16. Distribution
 - a. Maintenance of mailing list subscriptions and sign-ups using MailChimp
 - b. Advertising the website
- 17. Networking
 - a. The importance of using LinkedIn for networking
 - b. using a link tree for a portfolio
- 18. Using mentors for success
- 19. Research
 - a. Using search engines
 - i. Fake news
 - ii. Judging the credibility of online sources
- 20. Finding and using Objective sources and eliminating bias
 - a. ensuring that multiple viewpoints are covered, including a diversity of voices, including diversity of ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. Viewpoints should also include a diversity of life experiences and backgrounds.
 - b. Consulting experts for quotes

Methods of Instruction

Method

Activity

Integration

Examples of beginning news coverage are provided through classroom exercises, guest speakers, visits to campus settings, field trips, and email exchanges between students and the instructor. The coverage will include a diversity of experiences to include covering a large diversity of groups. These diverse groups will include different genders, ages, sexual orientations, races, ethnicities, and abilities. Examples include covering on campus events for Hispanic Heritage Month, Black History Month, Women's History Month, Pride Week and more of the diverse events held on the MSJC Campuses.

DE Adaptations for MOI

Course activity are delivered through accessible synchronous and/or asynchronous methods using the CMS and/or video conference tools. Examples of beginning news coverage are provided through accessible zoom meetings, guest speakers, virtual visits and interviews along with email exchanges between students and the instructor.

Method

Discussion

Integration

Students are involved in class to discuss the topics being taught in the multimedia newsroom. These discussions will be varied in scope and include a wide variety of topics to include diversity of opinions and alternative viewpoints from varying races, genders, sexual orientation and disabilities.

DE Adaptations for MOI

Course discussion is achieved via asynchronous communication tools such as the CMS discussion board or synchronously via accessible video conferencing tools.

Method

Field Experience

Integration

Computers, online websites, digital video cameras, audio recorders, social-media networks, mobile delivery, email and other technology are utilized extensively to gather, research, produce, post and publish the beginning news.

DE Adaptations for MOI

Accessible online websites, digital video cameras, audio recorders, social-media networks, mobile delivery, email and other technology are utilized extensively to gather, research, produce, post and publish the beginning news. Field experience notes, reflections and discussions are posted to the CMS via tools such as assignments, Discussion Board and/or synchronously via accessible video conferencing tools.

Method

Group Projects

Integration

The entire course involves teamwork with classmates who combine written words and visual journalism to produce beginning packages of information for the reader. Together, students work to communicate an accurate story and powerful visual image as they learn effective journalistic skills. This also includes Peer review of stories so that students can learn from one another and collaborate to produce a finished product for audience consumption.

DE Adaptations for MOI

Group Projects will use a variety of CMS tools including but not limited to group pages, group discussion boards, and conversations. Synchronous group interactions will take place via accessible video conferencing tools. Group work is submitted via the CMS software. Students are evaluated via rubric and instructor feedback in the CMS environment.

Method

Lecture

Integration

Lectures cover multiple aspects of working in a multimedia and mobile newsroom, including recognizing news, research, writing, ethics, production, revising and critiques. These lectures will also cover voices from journalists in a diverse field including varying races, ethnicity, genders, sexual orientations and disabilities.

DE Adaptations for MOI

Written or accessible video lectures and other instructional materials are presented by the instructor in the CMS using tools such as course pages or synchronously delivered to an accessible live virtual audience via video conferencing tools.

Method

Observation and Demonstration

Integration

Faculty members and students will model correct practices in the beginning multimedia newsroom.

DE Adaptations for MOI

Observations and Demonstrations are achieved through recorded asynchronous or synchronous delivery via video conferencing tools. Recordings of student demonstrations may be uploaded to the CMS. Students will be able to access this within the assignments / peer-review area of the CMS, as well as by observing and reviewing the work of the other students in the class through the peer review process.

Methods of Evaluation**Method**

Class Performance

Integration

Student's contributions to the online news website will be used to evaluate the student's skills in recognizing beginning news, beginning research, satisfactory interview techniques, accurate writing, sharp photography or artistic skills, and attention to timeliness to meet publication standards.

DE Adaptations for MOE

Students will participate in accessible online group activities or discussion boards. Evaluation of student performance in such group activities are done by monitoring the participation of the student in the threaded discussions on the CMS. The level of involvement and quality of responses are used to evaluate these discussions. Written feedback is provided through periodic specific comments within threaded discussions and/or periodic global written evaluations made through the CMS. Rubrics/clear instructions are provided. Grading will be done through rubrics, and students will be evaluated to evaluate the student's skills in recognizing beginning news, beginning research, satisfactory interview techniques, accurate writing, sharp photography or artistic skills, and attention to timeliness to meet publication standards.

Method

Class Work

Integration

Multimedia or printed assignments will be evaluated on the completion of the assignment(s) by the deadline, with correct completion of the assignment based on the instructions given. Assignments should include a variety of diverse viewpoints to include coverage of different events with varying races, ethnicities, ages, genders, and sexual orientations as well as backgrounds.

DE Adaptations for MOE

Evaluation of student participation in such group activities are done by monitoring the participation of the student in the threaded discussions on the CMS. The level of involvement and quality of responses are used to evaluate these discussions. Written feedback are provided through periodic specific comments within threaded discussions and/or periodic global written evaluations made through the CMS. Rubrics/clear instructions are provided.

Method

Exams/Tests

Integration

Students will respond to exam questions demonstrate beginning knowledge of journalistic material, including accuracy, fairness, neutrality, balance and timeliness.

DE Adaptations for MOE

Exams and/or Tests are submitted via the course management software and/or instructor e-mail. Mid-term and final examinations are delivered on-line. Examination and assignment grades are delivered privately to students the course management software. (Final course grades will only be available by requesting a transcript or using Eagle Advisor student access protocol.)

Method

Oral Presentation

Integration

The student will be evaluated on her or his beginning effectiveness in demonstrating fundamental public presentation skills, such as observable organization, efficient pronunciation, articulation, highlighted main points, adequate supporting evidence, concise conclusion, and appropriate content in producing material for the news website and printed newspaper.

DE Adaptations for MOE

Oral presentations are delivered synchronously or asynchronously using the CMS, email, and/or videoconferencing software and evaluated via rubric and/or individual instructor feedback. They are evaluated on content, style, and visual appeal. A rubric is used as an evaluation tool.

Method

Portfolios

Integration

The student's beginning portfolio, both in electronic and printed forms, will be evaluated on accuracy, completeness, presentation, organization and adherence to directions provided by the faculty member. The purpose of the portfolio is to demonstrate the student's accomplishments for building self-confidence, transferring to a university, scholarship applications, organizational memberships and other educational and career goals.

DE Adaptations for MOE

Portfolios are submitted through the CMS and instructor email in the course assignments area. They are evaluated via rubric and/or individual instructor feedback.

Method

Projects

Integration

Written stories and projects will reflect craftsmanship, accuracy, journalistic procedures, and an understanding of the student's target audience.

DE Adaptations for MOE

Projects are posted within the CMS with student deliverables submitted through assignment submission links. They are evaluated via rubric and /or individual instructor feedback in the CMS.

Assignments**Assignment Type**

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Write a beginning news story with photos and artwork produced for diverse audiences. Stories will be a minimum of 350 words and a maximum of 3000. The work will include analysis, research, and first, second, and third drafts by the deadline, which varies depending on the topic of the subject. The story will then be edited for publication using AP style and prepared for either online or print publication. Student writing will cover assignments of diverse student voices, including events like Black History Month

and Transvisibility Week. Students are encouraged to cover and elevate the diverse student voices on campus to include differing viewpoints, life experiences, races, ethnicities, sexual orientations, ages, and backgrounds.

How assignment will be adapted in online format

Students will submit the assignment through the CMS's assignment feature. Instructor feedback is provided through one or more CMS features within two weeks of submission. Assignments will be graded for content, correctness, grammar, spelling, and newsworthiness.

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Read the Society of Professional Journalists Code of Ethics and take notes while reading.

Then, answer the following questions: Why is a code of ethics important for journalists?

What are the four foundations of journalistic ethics, and why do they matter? Which of these codes stood out to you the most and why? How are these codes necessary in the modern world of online communication and misinformation? Your analysis will be written in APA formatting and does not need to include sources other than the readings provided. Your responses will be evaluated on your comprehension of the material and your ability to engage with the ideas presented in the readings critically.

How assignment will be adapted in online format

Information and additional readings will be provided in the Pages and Modules portion of the CMS learning system and features. Instructor feedback is provided through one or more CMS features within 2 weeks of submission.

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Take photos for stories written for publication on the Talon news website. The photos will be analyzed and processed in CMYK for use in the Talon newspaper and social media. This will include learning Photoshop to process photos in CMYK. Photos should also represent a diversity of backgrounds, including different races, ethnicities, genders, sexual orientations, ages, and backgrounds. The photos will be graded based on relevance to the story and composition.

How assignment will be adapted in online format

Photos will be submitted through the CMS assignment feature. Instructor feedback is provided through one or more of the CMS features. It will be given within two weeks of the student submission and will be included in the CMS gradebook feature. Additionally, the photos will be graded based on relevance to the story and composition.

Assignment Type

Other



In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Discuss assignments in class weekly. This discussion should include a verbal outline of the topic, interview information, research progress, and challenges. Students will also critique their classmates' work and the newspaper each time they publish it.

How assignment will be adapted in online format

Discussions are submitted through the CMS's discussion or assignment features. Instructor feedback is provided through one or more CMS features within two weeks of submission. Discussions will be graded for synthesis and understanding of course concepts as well as for spelling and grammar.

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Organize social media campaigns. These will include attending events and posting several photos, stories, and live posts to the Talon social media.

How assignment will be adapted in online format

Campaigns and links can be submitted through the CMS's assignment feature. Instructor feedback is provided through one or more CMS features within two weeks of submission. Campaigns will be graded according to visual appeal, audience analysis, and composition.

Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Create a portfolio. The portfolio will be saved on a thumb drive or cloud. It demonstrates beginning journalistic accomplishments that provide the student with tangible proof of their experience, bolstering self-confidence. The portfolio can be utilized for transferring to a university, scholarship applications, organizational memberships, and other purposes.

How assignment will be adapted in online format

The portfolio can be created in a web-based or virtual portfolio program and submitted through assignments in the CMS. Instructor feedback is provided through one or more CMS features within two weeks of submission.

Course Materials

Textbooks

Fromm, M., Hall, H., and Manfull, A. (2015). Student Journalism & Media Literacy Mc-Graw Hill. ISBN: 1477781323
Briggs, Mark (2019). Journalism Next CQ Press. ISBN: 1544309449
Craft, S. and Davis, C. (2016). Principles of American Journalism Routledge. ISBN: 9781138910317

Other Resources

The Associated Press Stylebook and Briefing on Media Law. Basic Books , (2022)

Open Educational Resources

<https://uen.pressbooks.pub/writingforelectronicmedia/front-matter/introduction-2/>
<https://pressbooks.pub/webliteracy/front-matter/updated-resources-for-2021/>

Class Size Information

Class Size

30

Class Size Category

D - Individualized instruction/group learning/student presentations 30

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

The course revision includes content that has explicit language detailing more diversity and inclusion in course materials and in the discussion areas, specifically as it pertains to race, gender identity, sexual orientation, and cultural differences. Specific language has been included in the course to be inclusive of these items through awareness of audience and differences when gathering and writing news. As students are gathering and learning how to report on their news stories it is important to include all applicable voices into their stories, this is covered extensively in the COR and the course materials.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Students will be able to choose the news stories that they feel represent the diverse voices, in so doing they will bring to life content from a variety of diverse learning perspectives. Additionally, students are encouraged to be inclusive in their language and writing in order to promote diversity in their news gathering.

Interactions

Explain how the course will incorporate student-to-student interaction.

This course will require the use of discussion posts to facilitate student-to-student interaction. Additionally, peer-reviewed assignments for each news story will allow students to collaborate on editing and improving each news story. This requires a great deal of student-to-student interaction. Substantive teamwork takes place in getting a story posted and into production, as well as coordinating photographers and peer reviews.

Explain how the course will incorporate instructor-to-student interaction.

The instructor interacts with each student regularly to guide them on the progress of their story. The instructor will provide weekly announcements, which will also be emailed to each student. These emails can be text announcements or video announcements. Certainly, there will be instructor-to-student interaction in the form of feedback on student work. Additionally, having the instructor roam the room face-to-face during student groups is a great opportunity for instructor-to-student engagement. Finally, there will be office hours available and email questions and answers.

Explain how the course will incorporate student-to-content interaction.

Students will be engaged in the peer review process which requires understanding and applying the content to the editing process of their peers. Additionally, the discussions will allow for student elaboration on the course content.

Explain how the course will incorporate student-to-self interaction (metacognitive).

The portfolio allows the student to take a look at how far their work has come over time. The students will be asked to self reflect on their writing and assignments after peer reviews in order to assess their abilities and their learning. They will also be able to do so in self reflections.



Key: 1967