



JOUR-131: INTERMEDIATE JOURNALISM PRACTICUM

Effective Term

Fall 2025

BOT Approval Date

12/17/2024

Discipline

JOUR - Journalism

Course Number

131

Course Title

Intermediate Journalism Practicum

Short Title

Intermediate Journalism

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 intermediate content for the MSJC student newspaper online, on social media, and/or 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 an editing and leadership component that will build on the skills learned in the Journalism 130 course.

Requisites

Prerequisite(s)

Prerequisite(s) (must be taken before)

JOUR-130 (with a grade of C or better).

Recommended Preparation

Recommended Preparation (note that students can enroll in the class even if they haven't take the recommended course)

JOUR-110.

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. Define relevant news content.
2. Develop intermediate news stories, that are accurate under the pressures of deadlines.
3. Evaluate and edit basic and advanced news and information into publishable form, with attention to accuracy, clarity, thoroughness, fairness, AP style, and media law and ethics
4. Evaluate privacy laws and other legal and ethical standards of journalism.
5. Develop leadership and management skills as an editor.
6. Create effective design/layout for story presentation.
7. Create intermediate news and feature stories through written, visual, audio, video or other multimedia formats.
8. Build a portfolio of completed projects for student media that demonstrates a range of advanced storytelling formats/styles.
9. Facilitate leadership and teamwork necessary to produce intermediate online news products and/or the printed newspaper.
10. Develop intermediate news material that shows all sides of a story without bias that elevate the diverse student voices on campus to include differing viewpoints, life experiences, races, ethnicities, sexual orientations, ages, and backgrounds.

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 design newspaper website using Word Press in proper format as a Talon leadership.
3. The student will edit stories in proper AP format while assembling news material accurately and fairly meeting deadlines.

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.

Scientific Awareness: The student will apply the scientific method of inquiry to assess potential solutions for real-life challenges by employing science-based knowledge and methodologies in daily life.

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. Intermediate news and visual material gathering - Intermediate Newsroom Duties

1. Intermediate reporting assignments
2. Copy Editing
3. Publishing / Setting up Publishing Schedule
4. Social Media Management
5. History of newsrooms and inclusion and diversity of newsrooms.

II. Intermediate Interviewing/news gathering and reporting practice

1. Intermediate Interview Techniques
 - a. Preparation
 - b. Conducting concise, organized interviews
 - c. Asking open-ended questions
 - d. Taking compelling 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. Intermediate analysis of news multimedia reporting
4. Editing of News Multimedia Reporting
5. Production of stories for the Talon
6. Creating news content on topics of diversity and alternative viewpoints from varying races, genders, sexual orientations, and disabilities.
7. Ethics
 - a. Intermediate 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 is essential to fact-finding and fact-checking
8. Standards of Journalism Writing / Editing and Management of Newsroom
9. Methods utilized in the multimedia newsroom
 - a. Online
 - b. Print
 - c. Video
 - d. Social media management and analytics
10. Management 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
11. Learning Canva for graphic production

12. Word Press Management and Editing
 - a. Using widgets for story placement
 - b. Home page design / using widgets of different types and uniformity of color and categories
13. Social Media Management / Managing Social Media teams
 - a. Instagram
 - b. Facebook
 - c. Threads
 - d. TikTok
 - e. Linktr.ee
 - f. Understanding and using Social Media Metrics and management
 - 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
 - k. Management and analysis of analytics for management of interaction and tailoring of future campaigns based on engagement
14. Advertising and Sponsorship Management
 - a. Selling ads / soliciting sponsorship opportunities
 - b. Creating Contracts with sponsors
 - c. Utilizing a Press Kit
 - d. Invoicing and collecting money for ads once published
15. Distribution Management
 - a. Maintenance of mailing list subscriptions and sign-ups using MailChimp
 - b. Advertising the website
16. Networking / Tabling Community events
 - a. The importance of using LinkedIn for networking
 - b. Utilizing a link tree for a portfolio
17. Using student mentors for success
18. Research
 - a. Using search engines
 - i. Fake news
 - ii. Judging the credibility of online sources
19. 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

Assignments are covered in the field and produced in the classroom with the instructor guiding the work. Students work together on projects, often dividing the work into multiple segments, such as writing, producing videos, or photography. The students will work on their assigned segment(s) and collaborate with their peers to complete the assigned project. Intermediate news coverage includes 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 and 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 diverse events held on the MSJC Campuses.

DE Adaptations for MOI

Course activities are delivered through accessible synchronous and/or asynchronous methods using the CMS and/or video conference tools. Examples of intermediate news coverage are provided through accessible video conferences, guest speakers, virtual visits, and interviews, along with email exchanges between students and the instructor. Lab time can be done asynchronously online, with the student producing, writing, and sending materials back and forth, or it can be completed with accessible live video conference meetings and coordination via accessible programs like Discord or Slack chat and audio for collaboration and group work.

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 diversity of opinions and alternative viewpoints from varying races, genders, sexual orientations, 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 extensively utilized to gather, research, produce, post, edit, oversee and publish intermediate 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, edit, and publish intermediate news. Field experience notes, reflections, and discussions are posted to the CMS via tools such as assignments, Discussion Boards, 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 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, ethnicities, 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 used in the beginning multimedia newsroom.

DE Adaptations for MOI

Observations and Demonstrations are achieved through recorded asynchronous or synchronous delivery via video conferencing tools and will be accessible. Recordings of student demonstrations may be uploaded to the CMS, and will be accessible.

Methods of Evaluation

Method

Class Participation

Integration

Students' contributions to the online news website will be used to evaluate their skills in recognizing intermediate news, intermediate research, satisfactory interview techniques, accurate writing, sharp photography or artistic skills, and attention to timeliness to meet publication standards. Additionally, students will work on leadership and editorial skills.

DE Adaptations for MOE

Students will participate in accessible online group activities or discussion boards. Student performance in such group activities is evaluated by monitoring the student's participation 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 within two weeks of submission and using accessibility guidelines. Rubrics/clear instructions are provided.

Method

Class Work

Integration

Multimedia or printed assignments will be evaluated on completing the assignment(s) by the deadline, with correct completion 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

Student participation in such group activities is evaluated by monitoring the student's participation 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 within two weeks of submission. Rubrics/clear instructions are provided.

Method

Portfolios

Integration

Portfolios will include the student's written news stories, photos, video stories, and social media posts written and created according to AP format and in proper journalistic style. The student's intermediate 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 in 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. They are evaluated via rubric and/or individual instructor feedback within two weeks of submission and will meet accessibility guidelines.

Method

Projects

Integration

Written stories, photos, and social media posts created will reflect craftsmanship, accuracy, journalistic procedures, and an overall understanding of the learning outcomes.

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 within two weeks of submission and will meet accessibility guidelines.

Assignments**Assignment Type**

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Write an intermediate news story and corresponding photos and artwork produced for diverse audiences. Stories should be a minimum of 350 words and a maximum of 2000. The copy will include analysis, research, and first, second, and third drafts by the deadline, which varies depending on the topic of the subject. The news story should include quotes from various nonbiased stakeholders with direct knowledge of the story content. The story should be written using AP style and prepared for online or print publication. The news story will cover 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. Stories and photos will be published on the Talon news website after the editorial process.

How assignment will be adapted in online format

Students will submit the assignment through the assignment feature in the CMS and meet. Instructor feedback is provided through one or more CMS features and will meet accessibility guidelines and be provided within two weeks of submission.

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Read and take notes on Chapter One: Democracy - from the Journalistic Anthology: The 1619 Project by Nikole Hannah-Jones.

Write a two-page analysis that answers the following questions:

Explain the importance of this chapter to the history of journalism and the importance of American democracy. How does this journalistic piece portray democracy? Why is journalism influential to marginalized voices? How does this chapter give a new voice to our ideas of democracy? Why is this an important book/chapter to study in conjunction with Journalism? 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 both 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 and will meet accessibility guidelines. Instructor feedback is provided through one or more CMS features.

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Take intermediate-level photos for use in the news stories written for the Talon. The photos will be analyzed and processed in CMYK for use in the Talon newspaper and on social media. This will include using and learning Photoshop for processing photos in CMYK. Photos should also represent a diversity of backgrounds, including different races, ethnicities, genders, sexual orientations, ages, and backgrounds.

How assignment will be adapted in online format

Photos can be taken with student's cameras or phones. If a student needs a camera, one can be provided by contacting the instructor for borrowing instructions. Photos will be submitted through the assignment feature in the CMS. Instructor feedback is provided through one or more of the CMS features within two weeks of submission and will meet all accessibility requirements.

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Organize an intermediate social media campaign. This could include an edited video reel for Instagram or a slide deck with information for Instagram. The student must attend events and post several photos, stories, and live posts on Talon social media. Then utilize a graphic design program to create the Reel or the Instagram slide deck for publication.

How assignment will be adapted in online format

Campaigns and links can be submitted through the assignment feature in the CMS. Instructor feedback is provided through one or more CMS features within two weeks after submission and according to accessibility guidelines.

Assignment Type

Other

In-class and/or outside of class

Outside of class

Formative or Summative

Summative



Assignment

Create an intermediate-level journalistic 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 according to accessibility guidelines and within two weeks of submission.

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Edit a story for publication - use copy editing AP format to ensure the copy is free from spelling errors and complies with the publishing format. Ensure that the copy is easy to read and is organized and understandable. Prepare this story on WordPress for publication and schedule the story to be published. Then, please coordinate with the social media team to release the social media campaign that goes along with the story once it is published.

How assignment will be adapted in online format

Summaries of the editorial process can be submitted through the CMS's assignment feature. Instructor feedback is provided through one or more CMS features within two weeks after submission and according to accessibility guidelines.

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

28

Class Size Category

E - Extensive writing 28

Diversity and Inclusion

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

The course includes content with language detailing diversity and inclusion in course materials and the discussion areas, specifically regarding race, gender identity, sexual orientation, and cultural differences. Specific language has been included in the course to

include these items through awareness of the audience and differences when gathering and writing news. As students gather and learn how to report on their news stories, including all applicable voices in their stories is important. 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 are 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 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 in order to facilitate student-to-student interaction. Additionally, there are peer-reviewed assignments for each news story that will allow students to collaborate on editing and making each news story better. 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. Finally, students will communicate to get the story published on WordPress and advertised on social media. A great deal of interaction takes place within the student newsroom.

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

The instructor oversees all of these interactions on the communication server and within other communication channels. The instructor interacts with each student on a regular basis 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 in a face-to-face setting 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 their peers' editing processes. Additionally, the discussions will allow students to elaborate on the course content. Additionally, by reading national news sources and local news sources students can model appropriate news values and tailor their messages to the audience by modeling professional news sources as well.

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. After peer reviews, the students will be asked to self-reflect on their writing and assignments to assess their abilities and learning. They will also be able to do so in self-reflections.

Key: 3152